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Conflict Resolution Strategies and Administrative Effectiveness in Kwara State-owned Colleges of Education

By

Sofoluwe, A.O.

aosofoluwe@yahoo.co.uk;

Oduwaiye, R.O.

oduwayerhoda@yahoo.co.uk;

Kayode, D.J.

davetol@yahoo.com

&

Olanipekun, R.O.

Department of Educational Management,
University of Ilorin, Nigeria.

Abstract

This study examined the relationship between conflict resolution strategies and administrative effectiveness in Kwara state-owned colleges of education. The study was a survey research design. The population of the study comprised all the three colleges of education owned by kwara state government. The academic staff and the college administrators formed the target population. A random sampling technique was used to select 210 respondents who were academic staff and college administrators from three public colleges of education in Kwara State. A researcher self-designed questionnaire titled "Conflict Resolution Strategies Questionnaire (CRSQ)" and Administrative Effectiveness Questionnaire (AEQ) was used to obtain information on administrators' administrative effectiveness of the colleges in term of staff morale, community-service dimension supervisory role and disciplinary role. Four research questions were raised and answered using percentage and seven hypotheses were formulated and tested using Pearson product moment correlation co-efficient statistics at 0.05 level of significance. The findings revealed that there was significant relationship between conflict resolution strategies and administrative effectiveness in Kwara state owned colleges of education. Based on the finding, it was recommended that college administrators' should be

equipped with the basic knowledge and skills on conflict resolution strategies and to apply each strategy appropriately to conflicting situation since there is no best strategy. Also, seminars and conferences should be organized periodically to get staff and college administrators' acquainted with conflict resolution strategies and the usefulness of applying them. Staff should be involved in decision making that concern them to foster peace and harmony in the college.

Keywords: *Conflict, Conflict resolution strategies, effectiveness, administrative effectiveness, colleges of education.*

Background to the Study

Conflict is as old as man himself; it exists once there are rules and groups of people in charge of affairs in the organization. Individuals are unique with different values, needs and desires. These differences cannot be totally suppressed from manifesting. When differences come to the fore, collision, stress, controversies, discords, frictions and disagreements cannot be avoided, these are evidences of conflicts. Conflict though may come up in any school organization at any time, does not necessarily indicate managerial failure but rather it is an inevitable and essential part of organizational behavior (Agbato, 1990).

According to Akomolafe (2002), conflict is unavoidable in any organization. Ajayi and Ayodele (2002) also believed that conflict is inevitable, while Grillin (2004) submitted that conflict is a normal point of man's social relations. He further described conflict to be as normal as laughter. Thus, no human organization is immune to conflict because human beings are the same everywhere either at home, at work place, open market, places of worship, schools or any other social institutions. Conflict has also been defined as a situation of disagreement between two parties (Amusan, 1996). Conrad (1991) submitted that conflicts are communicative interactions among people who are interdependent and who perceive that their interests are incompatible and inconsistent. Therefore, conflict is a global phenomenon existing in all organizations be it political, social and economic circles; and educational institutions are no exception.

Colleges of education as institutions of learning have some interlocking roles which if not carefully carried out might result into conflict. For instance, College administrators might have clash with staff in carrying out their functions of recruitment, admission, examination, and provision of welfare services for the staff and students. The non-academics who perform support-functions might feel unappreciated by both the superior academics and the potentially more prestigious students. Conflicts usually results into activities such as disruption of college programmes, boycotts of lectures, loss of lives and properties and closing down of institutions (Alabi, 2002). The colleges of education are established for the purpose of producing highly motivated, conscientious and efficient classroom teachers for all levels of our educational system. For this goal to be achieved, College administrators therefore need to find means to resolve conflict in their college system. This is called conflict resolution strategies.

Conflict resolution strategies can be defined as the techniques, modes and methods of dealing with conflicting situation(s) in order to restore mutual coexistence among the staff, students, college management and the government. According to Deutsch, Morton & Coleman (2000), conflict resolution should be a voluntary process that reflects the school values if applied throughout the school. Examples of such methods are collaboration, accommodation, avoidance, compromise, and competition. Administrative effectiveness on the other hand refers to the extent to which College administrators achieve the administrative goals in terms of staff morale, community-service dimension, supervisory role and disciplinary role.

However, from findings, researches carried out on conflicts resolution strategies in tertiary institutions showed that conflicts have continued to be common phenomena in tertiary institution. Garba (2001) submitted that conflict, especially in Nigerian tertiary institution is not a new development, but that it only became more frequent, more intense and wider scope and longer duration from the 1990's compared to the pre-1970's which had come with their attendant problems. Many reasons could be adduced for the increase in the level of conflict in recent times. It is in the recent times that colleges of education experiences serious conflicts outbreak among the

students, management and staff. It is therefore, important for college administrators to understand the various conflict resolution strategies and be able to apply the most appropriate to a particular conflict situation in order to bring about effectiveness in the administration of colleges of education.

The occurrence of conflict in every organization and its influence on administrative effectiveness of colleges of education had been a major concern to administrators and researchers. The fact that colleges of education still experience incessant conflicts seems to suggest that appropriate strategies are not being employed. The conflict resolution strategies are either one sided to favour the management, the government or the workers. It seems that some of these strategies are wrongly employed, leaving the staff more disillusioned than before the conflict (Adebayo, 2006).

Therefore, this study is anchored on the participative style of human relation theory. According to Likert (1999), participative management allows every staff to participate in the decision making of an organization is the best kind and most likely to produce results. He argued that the nearer an organization approaches this type of management, the more its productivity, which will in turn improve profitability and reduce conflict. The assumption of this theory is to develop a democratic method of college management that allows staff particularly lecturers, a fully shared voice in any decision that affects them through conflict resolution strategies. The suitability of applying participative style of management is premised on the fact that effective college administration is envisioned on good leadership that features democratic decision making, the motivation and coordination of staff, participation and well communication skills.

This theory is germane to this study as it relates conflict resolution strategies to administrative effectiveness of colleges of education. Likert noted that participative management is the best means of dealing with conflict in the organization which will bring about the achievement of its predetermined goals.

Statement of the problem

There have been a continuous call on the colleges of education in Nigeria to be effective in the manner in which they carried out their administrative functions in order to achieve the goals of colleges of education (Heck, Johnsrud & Rosser, 2000) and the kwara state-owned colleges of education is not exempted. However, the occurrence of conflict in colleges of education and how it affect its administrative effectiveness had been a major concern to the stakeholders as well as the researchers. The fact that colleges of education still experience incessant conflicts seems to suggest that appropriate strategies are not being employed. The conflict resolution strategies are either one sided to favour the management, the government or the workers. It seems that some of these strategies are wrongly employed, leaving the staff more disillusioned than before the conflict (Adebayo, 2006). Therefore, this study is carried out to determine the influence of conflict strategy of administrative effectiveness in kwara state-owned colleges of education.

Purpose of the Study

The purpose is to investigate the relationship between administrators' conflict resolution strategies and administrative effectiveness in Kwara State colleges of education. Specifically the study is carried out in:

- I. Identifying the causes of conflict in Kwara State-owned colleges of education.
- II. Identifying the various conflict resolution strategies employed for administrative effectiveness in Kwara State-owned colleges of education?
- III. Ascertaining the level of effectiveness of these strategies employed in resolving conflicts in Kwara State-owned colleges of education;
- IV. Identifying the best conflict resolution strategy employed for administrative effectiveness in Kwara State-owned colleges of education.
- V. Examining the relationship between conflict resolution strategies and administrative effectiveness in Kwara State-owned colleges of education.

Research Questions

The following research questions were raised to guide the study:

1. What are the causes of conflict in Kwara State-owned colleges of education?
2. What are the conflict resolution strategies employed for administrative effectiveness in Kwara State-owned colleges of education?
3. How effective are these conflict resolution strategies in Kwara State-owned colleges of education?
4. Which conflict resolution strategy is the best for administrative effectiveness in Kwara State-owned colleges of education?
5. What is the relationship between conflict resolution strategies and administrative effectiveness of Kwara State-owned colleges of Education?

Scope and Limitation of the Study

This study is an attempt to explore the relationship between conflict resolution strategies and administrative effectiveness of colleges of education. To take care of the variables more objectively, conflict resolution strategies was limited to collaboration and compromise. The indicators for measuring administrators' administrative effectiveness include; staff morale, community-service dimension, supervisory role and disciplinary role. The geographical coverage of this study is Kwara State-owned colleges of education. Random sampling techniques were used to select 180 academic staff and 30 college administrators from the following Kwara State-owned colleges of education: Kwara State College of education, Ilorin; Kwara State College of education, Oro; and Kwara State College of education, Lafiagi.

This study was limited to public colleges of education because of the fact that the colleges are among the first generational colleges with long history of conflicts over the years. The data for this study are based on the responses of the respondents. However, since almost every state in the country is represented in the respondents, it is expected that the result of this study will not deviate much from and would indeed be similar to studies of this kind undertaken anywhere in the country.

Concept of Conflict

Conflict is a natural condition existing in any multiparty, heterogeneous system. It is an inherent social condition derived from the fact that persons, parties, social groups differ from one another on a variety of values, goals and material resources. Cole (1995) saw conflict as a condition that arose whenever the perceived interest of an individual or a group clashed with those of another in such a way that strong emotions are aroused and compromise is not considered to be an option. Mullins (1995) considered conflict as behaviour intended to obstruct the attainment of other person's goals. Oduwaiye (1997) opined that conflict is all kinds of opposition or antagonists interaction including disagreements or controversies about ideas, values and ways of life and stressed that conflict emerged whenever two or more persons seek to possess the same objective, occupy the same space, or the same exclusive position, play incompatible roles, maintain incompatible goals or undertake mutually incompatible means for achieving their purposes.

Fajana (2000; 2) argued that examination of conflict should include the following: "the total range of behaviour and attitudes that express opposition and divergent orientations between individual owners and managers on the one hand and working people and their organization on the other". A conflict situation is therefore one that is characterised by the inability of those concerned to iron out their differences. It is perceived incompatibility of goals, actions and outcomes between two or more people. Conflict means different things to different people.

According to Ejiogu (2002), conflict is a struggle over values and claims to scarce resources in which the aim of the opponent are to neutralize, injure or eliminate the rivals which are always dangerous to the achievement of organizational objectives as it can lead to functional consequences on the organization.

Ajiboye (2002) stressed that there are likely to be divergence in perception or understanding of any event at a particular time and this divergence of perception and or interpretation, if not properly managed in a formal organization, may generate conflict and constitute a hurdle for effective

personnel services or administration. Kalu (2008) noted that conflict as a normal aspect of human interest often arises from unmet needs, unrecognised differences and difficulties coping with life charges. He differentiated between formal industrial conflict and non-formal industrial conflict. The Trade Dispute Act of 1976 saw industrial conflicts as any dispute between employers and workers which connected with the employment and physical condition of work of any person. Employees express informal conflict through the following: non-co-operation, arguments, hostility, unwillingness to negotiate, resentment, absenteeism, work-to-rule, demonstration, loss of production, strike, intentional waste and inefficiency, complaint and murmuring, breaking of rule. Kalu also expresses employees' informal conflict attitudes as: unwillingness to negotiate, termination, demotion, lay-offs and lock-outs.

Elaborating on conflict, Ekpu (2005) added that conflict is neither positive nor negative as it is the result of diverse characteristics of our thoughts, beliefs, perceptions, attitude at social systems and structure. Thus, Ekpu explained that it is the way one handles, manages conflict that will determine its effect. Conflict could be seen as energizer of development if properly managed by people and the conflicting parties involved. Conflict has negative outcomes when the affected individual exhibits a feeling of defeat and demoralization; it also has positive outcomes when better ideas are produced. It forces people to clarify views.

Furthermore, Akagbusun (2006) submitted that conflict is a natural occurrence; it could be healthy and unhealthy but organizational leaders need to encourage healthy conflicts. Healthy conflicts according to him results in: common concern for organizational goals; willingness to see other view points; issue oriented; and increase in communication. Unhealthy conflicts on the other hand might lead to selfish concern to win own points; minds being closed to others; being personalities oriented; and decrease in communication.

To sum it up, the review of the concept of conflict revealed that conflict in institutions is inevitable. The institutions consist of individuals with varying needs, interests, values personalities, opinions and ideologies. In real life,

conflict in institutions does not necessarily result from ineffective administration or break down in group efficiency. Conflict is unavoidable; it is both good and bad, depending on how it is perceived and resolved.

Conceptual Framework

The conceptual framework depicts the relationship between conflicts resolution strategies and administrative effectiveness. The model starts with the strategies for resolving conflicts in order to bring effectiveness in administration of colleges of education. These strategies are aimed at creating a peaceful school environment as such conflict situations are ignored. The first resolution strategy is collaboration which is used when concerns for others are important; it is the best strategy to apply when the interest of the whole college community is at stake. The objective of this strategy is to reach consensus among the conflicting parties.

The second one is accommodation which is used when staff works cooperatively with others without trying to assert your own concerns. Avoidance is useful when tension of staff and that of college administrator are too high and when time is needed to gather information. Compromise is usually used to achieve temporary solutions and to avoid destructive power struggle. Competition is also used when basic rights of staff are at stake or to set a precedent.

However, to apply these strategies, there are processes involved in resolving conflicts such as gathering information, therapy, fight, flight, negotiation, mediation, arbitration, conciliation and litigation. These processes involve a response to staff complaints using third party to settle a dispute, reaching an agreement by both college administrator and staff, allowing a third party to bring all conflicting parties together for discussion and settlement through a neutral third party or a mediation team.

Therefore, the strategies employed results in complete resolution of the conflict or its suspension. In whatever form the resolution takes, there are bound to be consequences on administrative effectiveness in-terms of staff morale, community-service dimension, supervisory roles and disciplinary roles. All these indices should be of utmost priority to college administrators, so that they can be best in their jobs and will help in the

achievement of the college stated goals and objectives.

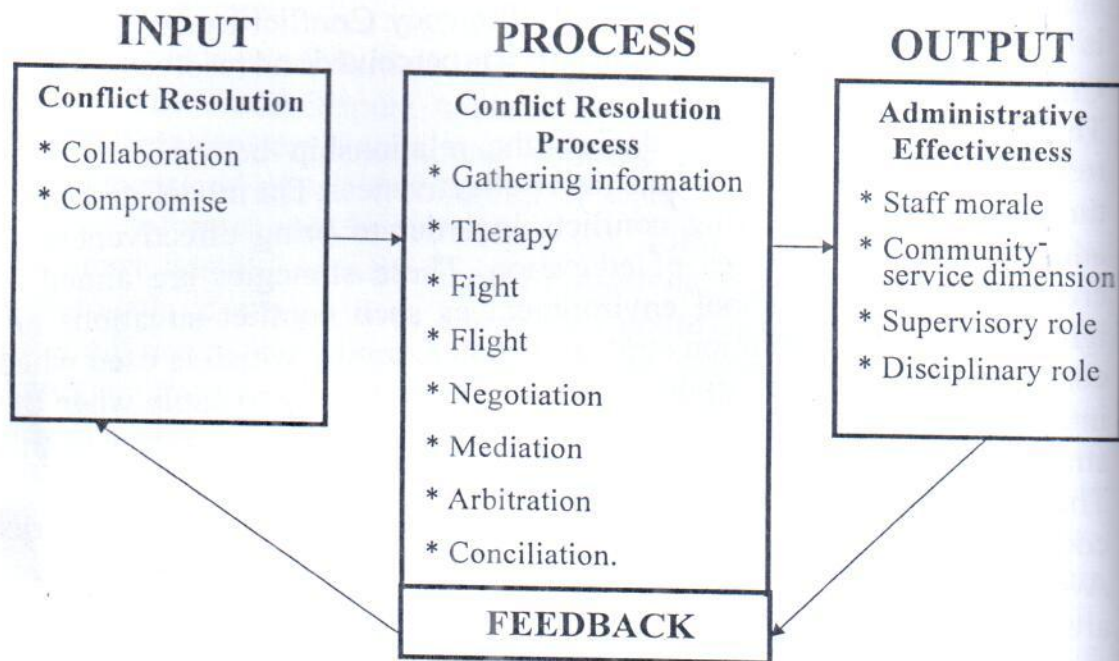


Figure 2.1: *Conceptual Framework on Conflict Resolution Strategies and Administrative Effectiveness.*

Conflict Resolution Strategies and Administrative Effectiveness

Conflict being an inevitable phenomenon has been given wide attention due to its effects in organizations. Various works and researches have been carried out in the field. Oduwaiye (1997) studied the influence of role conflict on administrative effectiveness of academic staff of Nigeria universities. Eleven universities were selected using the stratified random sampling technique. A total of 550 respondents were randomly selected from the eleven universities. She identifies morale, faculty performance and their satisfaction as the indicators of administrative effectiveness. It was concluded that working under stress would not dissuade academic staff

from achieving administrative effectiveness of their units or departments. Sofoluwe (1999) studied influence of managerial behaviour on academic staff effectiveness in Nigeria Universities. Respondents were sampled from 15 universities based on at least one-third of the total number of 18,000 staff were sampled from different faculties and total of 600 heads of departments were used from different faculties. The result of the analysis showed that there was a significant relationship between managerial behaviour and academic staff effectiveness.

Jimoh (2003) studied the relationship between conflicts and resolution strategies in Kwara state colleges of education. The analysis showed that there was a significant relationship between conflict resolution strategies and conflicts among college management and staff union in Kwara state colleges of education. It was recommended that staff should ensure peaceful co-existence among union members and the college management and that potential cause of conflicts should be identified and checkmated.

Arinade (2006) equally carried out research on the relationship between conflict and administrative effectiveness of colleges of education in Kwara State. The result of analysis in the study showed that there was a significant relationship between conflicts and administrative effectiveness in colleges of education in Kwara state. The study identified five administrative functions of management such as planning, organizing, budgeting, supervising and evaluation for effectiveness in terms of academic, staff morale and community service dimensions.

Lawal (2009) also conducted a research on organizational conflict and administrative effectiveness in colleges of education in Kwara and Kogi States. Lawal used academic dimensions, morale and community service dimensions as measurement of administrative effectiveness and result of the analysis showed that there was a significant difference between organizational conflict and administrative effectiveness of colleges of education in Kwara and Kogi state. His findings revealed that conflict in any organization no matter the area will have significant effect on the administrative effectiveness of such organization.

Therefore, this study is carried out to examined conflict resolution strategies

and its influence on the administrative effectiveness of kwara state-owned colleges of education.

Methodology

Research Design

In this study, the researchers used the survey research design in obtaining the needed data on the research topic. Correlational survey design was used in this study because it allows researchers to carefully record observation. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skillful reporting of the findings as it existed on conflict resolution strategies and administrative effectiveness in Kwara State-owned colleges of education.

Research Hypotheses

Main hypothesis

Ho: There is no significant relationship between conflict resolution strategies and administrative effectiveness in Kwara State-owned colleges of education.

Operational hypotheses

Ho1: Conflict resolution strategies do not bring about staff morale in Kwara State-owned colleges of education.

Ho2: Conflict resolution strategies does not influence community – service in kwara State-owned colleges of education.

Ho3: Conflict resolution strategies does not influence administrators' supervisory role in Kwara State-owned colleges of education.

Ho4: Conflict resolution strategies does not determine administrators' disciplinary role in Kwara State-owned colleges of education.

Ho5: The collaboration strategy adopted does not relate to administrative effectiveness of Kwara State-owned colleges of education.

Ho6: Compromise strategy adopted for conflict resolution does not bring about administrative effectiveness of kwara State-owned colleges of education.

Population, Sample and Sampling Technique

The population for this study consists of all the three public colleges of

education in Kwara State. The sample for this study comprises all the three public colleges of education in Kwara State.

However, for the purpose of this study, random sampling technique was used to select 180 academic staff and 30 college administrators from the three public colleges of education in Kwara State making a total of 210 (45.3%) respondents out of the 464 college administrators and academic staff from the three sampled colleges of education

Research Instruments

A researcher-designed questionnaire consisting of two sets of questionnaire were used for the study and these were: Conflict Resolution Strategies Questionnaire (CRSQ) and Administrative Effectiveness Questionnaire (AEQ).

However, each questionnaire consists of two sections (A and B). section A solicits for biographical data of the respondents such as name of school, sex, position, qualification and years of experience, while Section B elicit answers for research question and hypotheses. The type of questionnaire used was close-ended questionnaire based on the four – point Likert scale.

Validity and Reliability of the Instrument

The content validity of the instrument was established by giving the draft of the questionnaire to experts in the Department of Educational Management for their corrections, criticism, suggestions and amendments. Their corrections and suggestions were included into the final draft of the instrument which improved the content and face validity.

The reliability of the instrument was established by using test re-test method. The instrument was administered using 20 respondents who did not partake in the main study within an interval of two weeks. Thereafter, the results of the test were analysed using the Pearson product correlation coefficient statistics, and the result obtained was 0.72 at 0.5 level of significance which was considered enough for reliability.

Procedure for Data Analysis

The researchers visited the selected colleges of education in Kwara State and obtained permission from the authorities to conduct the study. The

questionnaires were personally distributed to the respondents, the researcher explained to the respondents how to fill the questionnaire and after the completion by the respondents, the researcher went round to collect the distributed instrument for proper analysis. The researcher strictly complied with ethics of research as there was no coercion, the right to the respondents' privacy was respected and every respondent remained anonymous.

Method of Data Analysis

The data gathered for the study were statistically analysed using percentage and Pearson moment correlation coefficient statistics to answer the research questions raised and hypotheses formulated respectively at 0.05 level of significance.

Results

In this study, four research questions were answered using percentage and seven research hypotheses formulated were analysed using Pearson Product moment correlation co-efficient statistics at 0.05 level of significance. All the results were presented in tables.

4.1 Analysis of Research Questions.

Research Question 1: What are the causes of conflict in Kwara State-owned colleges of education?

Table 1

Causes of Conflict in Kwara State-owned colleges of Education

S/N	Causes	Frequency	Percentage (%)
i.	Competition for limited resource	72	34.3
ii.	Lack of communication flow	51	24.3
iii.	Management styles of the college	46	22.4
iv.	Interdependence in work	41	19
	Total	210	100

Table 1 above showed the causes of conflict in Kwara state colleges of education. Competition for limited resources has highest percentage which is 34% out of the four causes enumerated. This is followed by lack of communication flow 24.3%, management styles of the college 22.4%

and interdependence in work 19%.

What could be deducted from this result is that all the points listed are the causes of conflict in Kwara state colleges of education. This is in line with Alabi (2002) that revealed that the causes of conflict are competition for scarce resources, management styles. Sofoluwe & Akinyemi (2008) asserted that lack of communication is one of the causes of conflict.

Research Question 2: What is the conflict resolution strategies adopted by Kwara State-owned colleges of education?

Table 2:

Conflict resolution strategies employed by Kwara state-owned colleges of education.

Strategies	Frequency	Percentage (%)
Collaboration	10	33.3
Compromise	8	26.7
Accommodation	3	10
Competition	6	20
Avoidance	3	10
Total	30	100

Table 2 above shows responses of college administrator to conflict resolution strategies. Collaboration was most populous among the college administrators as a way of resolving conflict in Kwara state colleges of education. The least strategies are accommodation and avoidance with 10% each. Collaboration strategy is supported by Holmes (2010) when he asserted that collaboration is by far the most desirable strategy because it not only requires the conflicting parties to work together to find a mutually satisfying solution, but it tends to facilitate outcomes which benefit the organization as well. Therefore, all these strategies are adopted but college administrator use some more than others.

Research Question 3: How effective are the conflict resolution strategies used in Kwara state-owned colleges of education?

Table 3

Level of effectiveness of conflict resolution strategies

Effectiveness level	Frequency	Percentage (%)
High	5	16.7
Moderate	18	60
Low	7	23.2
Total	30	100

Table 3 above indicates the level of effectiveness of conflict resolution strategies used in Kwara State colleges of education. High with five (16.7%), moderate with 18 (60%) and low with seven (26.6%). This implies that majority of the teachers noted that the level of effectiveness of conflict resolution strategies was moderate. The moderate level shows that college administrators have not really been effective in using conflict resolution strategies in Kwara State-owned colleges of education. The fact that colleges of education still experience incessant conflict seems to suggest that appropriate strategies are not being employed. The conflict resolution strategies are either one-sided to favour the management, the government or the staff. It seems that some of these strategies are wrongly employed, leaving the staff more disillusioned than before the conflict (Adebayo, 2006).

Research Question 4: What is the perceived best conflict resolution strategies employed in Kwara state-owned colleges of education?

Table 4

Perceived best conflict resolution strategy for administrative effectiveness

Best Strategies	Frequency	Percentage (%)
Accommodation	3	10
Compromise	8	26.7
Competition	6	20
Avoidance	2	6.7
Collaboration	11	36.7
Total	30	100

Table 4 above indicates the best conflict resolution strategy for administrative effectiveness in Kwara state-owned colleges of education.

Collaboration has the highest percentage (36.7%) of all the strategy followed by compromise (26.7%), competition (20%), accommodation (10%) and the least is avoidance (6.7%). Collaboration has been perceived as the best conflict resolution strategy. Although, Vivar (2006) stressed that it is critical to select the appropriate approach for each conflict situation as different strategies may lead to different outcomes. From this finding, it shows that there is no best conflict resolution strategy, each strategy depends on the conflict situations and the conflicting parties involved. Therefore, college administrators need to know all these strategies and when to use them.

4.2 Hypotheses Testing and Discussion

Main Hypothesis

Ho: There is no significant relationship between conflict resolution strategies and administrative effectiveness in Kwara State-owned colleges of education.

Table 5

Conflict resolution strategies and administrative effectiveness

Variables	N	X	SD	DF	Cal.r-val.	Cri.r-value	Decision
Conflict Resolution Strategies	210	23.16	9.711				
Administrative effectiveness	210	18.96	7.673	208	0.763	0.195	HO Rejected

Table 5 shows that the calculated r-value of Pearson product moment correlation is 0.763 which is greater than the critical r-value of 0.195 at 0.05 level of significance and for 208 degree of freedom. Hence, the null hypothesis is rejected. This means that there is significant relationship between conflict resolution strategies and administrative effectiveness in Kwara state-owned colleges of education.

This is in line with the submission of Oduwaiye (2004) that the college administrators have one of the most important roles to resolve conflict. Hammed (2002) opined that conflict resolution strategies include actions

and mechanism used to help conflict from interfering with the achievement of organization objectives. Adeife-Osemeikhian (1998) submitted that crisis can affect the administrative effectiveness of an institution.

Operational Hypotheses

Ho1: Conflict resolution strategies does not bring about staff morale in Kwara State-owned colleges of education.

Table 6

Conflict resolution strategies and staff morale

Variables	N	X	SD	DF	Cal.r-val.	Cri.r-value	Decision
Conflict Resolution strategies	210	23.16	9.711				Ho1 Rejected
				208	0.367	0.195	
Staff morale	210	0.692	3.004				

As shown in table 6, the Pearson product moment correlation calculated r-value is 0.367 which is greater than the critical r-value of 0.195 at 0.05 level of significance and for 208 degree of freedom. Thus, the null hypothesis is rejected, which shows that there is significant relationship between conflict resolution strategies and staff morale in kwara State colleges of education.

Hanson (1991) buttressed this when he asserted that college administrators need to take conflict resolution strategies issues very important because conflict and attempts towards resolution are perhaps the most powerful force existing for bring about changes in patterns of organisational behaviour. Mullins (1995) submitted that conflict can be regarded as a reality of management and organisational behaviour. However, its compression and proper handling would assist the college administrators in the establishment in rendering good personnel services to its staff in order to achieve the set goals of the organisation.

The college administrators cannot work in isolation, therefore staff should be given the opportunity to have voice in what happen to them and a healthy working environment in terms of salaries, fringe benefits and advancement opportunities should be provided.

Ho2: Conflict resolution strategies does not influence community – service in Kwara State-owned colleges of education.

Table 7

Conflict resolution strategies and community – service dimension

Variables	N	X	SD	DF	Cal.r-val.	Cri.r-value	Decision
Conflict Resolution strategies	210	23.16	9.711				
Community service of academic staff	210	8.201	2.911	208	0.327	0.195	Ho2 Rejected

From table 7, the calculated r-value of Pearson product moment correlation is 0.327 which is greater than the critical r-value of 0.195 at 0.05 level of significance and for 208 degree of freedom. Hence, the null hypothesis is rejected, which revealed that there is significant relationship between conflict resolution strategies and community service dimension in Kwara State-owned colleges of education.

This implies that the effectiveness of college administrators is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the college community to work together toward the goal of excellent education of all students (Adegboye, 2000). Irrespective of the nature of conflicts, students suffer; their parents and the entire society are always affected.

Ho3: Conflict resolution strategies does not influence administrators' supervisory role in Kwara State-owned colleges of education.

Table 8

Conflict resolution strategies and administrator's supervisory roles

Variables	N	X	SD	DF	Cal.r-val.	Cri.r-value	Decision
Conflict Resolution strategies	210	23.16	9.711				
Administrator's Supervisory roles	210	11.76	5.972	208	0.579	0.195	HO3 Rejected

From table 8, the calculated r-value 0.579 of Pearson product moment correlation is greater than the critical r-value of 0.195 at 0.05 level of significance and for 208 degree of freedom, shows that the null hypothesis is rejected. Therefore, there is a significant relationship between conflict resolution strategies and administrator's supervisory roles in Kwara State-owned colleges of education.

Nakpodia (2010) viewed the responsibility of administrators as managing human resources in the school and overseeing the proper running of the school, this can significantly influence the administrative effectiveness. This is in line with Ade-Ife-Osemeikhian (1998) who suggested that crisis can affect the administrative effectiveness of an institution. Sofoluwe (1999) stated that effectiveness of any college administrator depends largely on proper planning, budgeting, co-ordination, control, supervision, evaluation and organization.

The implication of this is that college administrators need to be equipped with the basic knowledge and skills on conflict resolution strategies in order to perform their administrative functions effectively.

Ho4: Conflict resolution strategies does not determine administrators' disciplinary role in Kwara State-owned colleges of education.

Table 9: Conflict resolution strategies and administrators disciplinary role

Variables	N	X	SD	DF	Cal.r-val.	Cri.r-value	Decision
Conflict Resolution strategies	210	23.16	9.711				
Administrators disciplinary roles	210	10.29	5.162	208	0.468	0.195	HO4 Rejected

From table 9, the Pearson product moment correlation calculated r-value is 0.468 this is greater than the critical r-value of 0.195 at 0.05 level of significance and for 208 degree of freedom. Hence, the null hypothesis is rejected. This shows that there is significant relationship between conflict resolution strategies and administrators' disciplinary role in kwara State colleges of education.

This is in line with the work of Deutsch, Morton & Coleman (2000), who asserted that conflict resolution strategies should be voluntary process that reflects the school values if applied throughout the school, it should be modelled and followed by staff and administrators; it will fail if perceived as a process of students only. Therefore, college administrators need to play an active role in the diagnosis and resolution of conflict (Sofoluwe & Akinyemi, 2008).

Therefore, college administrators without undervaluing special aspect of their college may improve their own conflict resolution strategies by utilizing it appropriately in all aspects of their administrative duties.

Ho5: The collaboration strategy adopted does not relate to administrative effectiveness of Kwara State-owned colleges of education.

Table 10

Collaboration strategy and administrative effectiveness

Variables	N	X	SD	DF	Cal.r-val.	Cri.r-value	Decision
Collaboration	210	9.269	4.119	208	0.433	0.195	Ho5
Administrative effectiveness	210	18.96	7.673				Rejected

Table 10 shows that the Pearson product moment correlation calculated r-value is 0.433 which is greater than the critical r-value of 0.195 at 0.05 level of significance and for 208 degree of freedom. Thus, the null hypothesis is rejected. Therefore, there is significant relationship between collaboration strategy and administrative effectiveness in kwara State-owned colleges of education.

Holmes (2010) submitted that collaborative is by far the most desirable strategy because it not only requires the conflicting parties to work together

to find a mutually satisfying solution, but it tends to facilitate outcomes which benefit the organization as well. FAO (2011) added that the collaboration is the only “win-win” solution to conflict; it can also be time-intensive and inappropriate when there is not enough trust, respect or communication among participants.

What could be deduced from this finding is that collaboration is one of conflict resolution strategies that enhance administrative effectiveness but it is not the best strategy because in applying it depends on conflicting situation and the conflicting parties.

Ho6: Compromise strategy adopted for conflict resolution does not bring about administrative effectiveness of kwara State-owned colleges of education.

Table 11

Compromise strategy and administrative effectiveness

Variables	N	X	SD	DF	Cal.r-val.	Cri.r-value	Decision
Compromise Strategy	210	8.968	4.689	208	0.409	0.195	HO6 Rejected
Administrative effectiveness	210	18.96	7.673				

As shown in table 11, the calculated r-value of Pearson product moment correlation is 0.409 which is greater than the critical r-value of 0.195 at 0.05 level of significance and for 208 degree of freedom. Thus, null hypothesis is rejected. Therefore, there is significant relationship between compromise strategy and administrative effectiveness in Kwara State-owned colleges of education in other words, compromise strategy brings about administrative effectiveness.

This is in line with FAO (2011) submitted that compromise is a common way of dealing with conflicts, particularly when the conflicting parties have relatively equal power and mutually independent goals. Sofoluwe & Akinyemi (2008) asserted that compromise is democratic in nature because there is no winner no loser but of benefit to the parties especially in the short term.

The implication of this is that partners can lose sight of important values and long term objectives because both conflicting parties have not been completely satisfied but they all have won something but the situation for the main. This means compromise is not the best conflict resolution strategies, in applying it, it depends on the situation.

Conclusion

Conflict is inevitable in colleges of education as an institution of learning. It can both be destructive and constructive, for it not to be destructive there is need to resolve it. Conflict resolution strategies are the techniques, modes and methods used by college administrators in dealing with conflicting situation in order to restore mutual co-existence among the staff, community and college management. The implication of this is that appropriate use of conflict resolution strategies in colleges of education by college administrators help in effectiveness of the administration.

However, the most important interpersonal skill of college administrators is in conflict resolution strategies. Therefore, college administrators need to master the various resolution strategies and individual differences that exist among staff so as to help in handling conflicting situation very well as there is no best conflict resolution strategies.

Recommendations

Based on the findings of this study, the following recommendations were made:

College administrators should be equipped with the basic knowledge and skills on conflict resolution strategies for them to be able to use appropriate strategy for each conflict situation.

College administrators should not undermine college staff but work constructively with them for the benefit of the entire college. If it is only the government that must fix wages and salaries, they should take into consideration at every point a decision that will alter not only their remuneration, but also their condition of services.

Seminars and conferences on conflict resolution strategies should be organised periodically to get staff and college administrators acquainted

with the various ways of solving conflict and the usefulness of applying the strategies appropriately.

Committee should be put in place to work on a permanent basis on how to resolve existing or impending conflict to be able to nip in the bud any destructive effect of conflict.

Staff and students should be involved in decision making that concerns them as this will create a serene atmosphere for them to repress their minds. This would assist administrators to reduce the conflict level and peace and harmony would be enhanced.

College administrators should minimize conflict-prone leadership style.

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