

Article

Conflict Management Strategies and Challenges of Implementation in Nigerian Tertiary Education

Kavwam Stanley Augustine Ph.D

1. (Conflict Management and Intergroup Relations) Department of Social Work Faculty of Social Sciences
Federal University of Lafia Nasarawa State Nigeria

* Correspondence: -

Abstract: This study examines conflict management strategies and the challenges affecting their implementation in Nigerian tertiary education. Adopting a position paper methodology, the study relies on extensive review and critical analysis of existing literature, policy documents, and institutional reports related to conflict management in higher education. The findings reveal that weak institutional frameworks, leadership deficits, inadequate training in conflict resolution, cultural and hierarchical barriers, and resistance to participatory decision-making significantly hinder the effective application of conflict management strategies. These challenges contribute to recurrent industrial disputes, student unrest, administrative inefficiencies, and disruptions to academic calendars, thereby undermining institutional productivity and educational quality. The study concludes that conflict management in Nigerian tertiary institutions requires a deliberate, structured, and participatory approach supported by strong institutional frameworks, leadership capacity development, and continuous training. The paper recommends policy reforms, institutional capacity building, promotion of inclusive governance, and the adoption of alternative dispute resolution mechanisms to strengthen conflict management systems and ensure sustainable institutional stability in Nigerian tertiary education.

Keywords: Conflict Management Strategies, Organizational Productivity, Human Resource Management, Alternative Dispute Resolution

Citation: Augustine, K. S. Conflict Management Strategies and Challenges of Implementation in Nigerian Tertiary Education. International Journal of Development and Public Policy 2025, 5(2), 133-140

Received: 10th Aug 2025

Revised: 16th Sep 2025

Accepted: 24th Oct 2025

Published: 20th Nov 2025



Copyright: © 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

1. Introduction

Conflict is a natural and unavoidable feature of human interaction, particularly within complex organizations such as tertiary educational institutions [1], [2]. Nigerian tertiary institutions comprising universities, polytechnics, and colleges of education bring together individuals from diverse cultural, social, professional, and ideological backgrounds. Academic staff, non-academic staff, students, and administrators interact daily in environments characterized by competing interests, limited resources, hierarchical authority structures, and policy constraints. These interactions, while essential for institutional functioning, often generate conflicts that require effective management to prevent disruption of academic and administrative activities.

In Nigerian tertiary education, conflicts commonly arise from issues such as resource allocation, promotion and appraisal processes, leadership and governance styles, workload distribution, staff welfare, student discipline, and policy implementation. Industrial disputes between staff unions and management, student protests, interpersonal conflicts among staff, and administrative disagreements have become recurrent challenges within the sector. When poorly managed, these conflicts can escalate into strikes, shutdowns, hostility, low morale, and declining institutional performance, thereby undermining the core mandates of teaching, research, and community service [3], [4].

Conflict management strategies refer to the deliberate approaches adopted by individuals and institutions to handle disagreements constructively in order to minimize negative consequences and maximize positive outcomes. Effective conflict management in tertiary institutions promotes cooperation, trust, innovation, and institutional stability. However, the implementation of these strategies in Nigerian tertiary education faces numerous challenges, including weak institutional frameworks, leadership deficits, inadequate training in conflict resolution, cultural and hierarchical barriers, and resistance to participatory decision-making [5].

Despite the recognition of conflict management as a critical component of organizational effectiveness, many Nigerian tertiary institutions struggle with translating conflict management theories into practical and sustainable institutional practices. Understanding both the strategies used and the challenges affecting their implementation is therefore essential for improving institutional governance and ensuring the uninterrupted delivery of academic services.

This paper examines conflict management strategies and the challenges of their implementation in Nigerian tertiary education. By adopting a position paper approach, the study critically analyzes existing literature, institutional practices, and policy frameworks to highlight key issues, identify gaps, and propose strategic directions for strengthening conflict management systems within Nigerian tertiary institutions [6], [7].

Conceptual Terms

Concept of Tertiary Education

Tertiary education offers a broad range of academic disciplines and professional programs, including bachelor's degrees, master's degrees, doctoral degrees, and professional certifications. It focuses on in-depth exploration of subject areas, critical thinking, research skills, and the development of specialized expertise. According to Edinoh & Wali-Essien, tertiary education is a social agent of progress and development in the society and aids technological advancement. It is designed to help in the development of nations by providing the high as well as the middle level manpower needed for the social, economic and political advancement through the programme of teaching, learning, research and community services. This function places tertiary education at the apex in the ranking of educational institutions and it is designed to accommodate knowledge acquisition and production [8], [9].

Tertiary institutions is an organized social institutions made up with stakeholders like the students, lecturers (academic staff), non-academic staff and researcher whose responsibilities are lecturing, organization of instructional resources, assessment of students, marking of students' scripts and projects supervision [7]. Tertiary education is defined by National policy on Education as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) [10], [11].

Tertiary education as a planned and organized educational system designed for the total development of man/woman and for the total transformation of the society through the utilization of teaching, research and provision of community service. The cardinal programme of tertiary institutions includes; teaching, researching and provision of community services [8], [9]. Tertiary education, also called post-secondary education, is any level of education pursued beyond high school, including undergraduate and graduate credentials. These credentials encompass certificates, diplomas or academic degrees. Tertiary education refers to specialized education in a specific field, taken on after finishing high school. Tertiary education is non-compulsory and provided in a specialist institution, usually a college, polytechnic or university. This form of education may be delivered virtually or at a distance [12].

Tertiary education is an organized educational system that is consciously designed for manpower production, in-service training and national development. Tertiary education is an education that advances teaching, research and community services for national development. Tertiary education is an education industry that is meant for the production of manpower and national development via implementation of teaching, research and provision of community services. The objectives of tertiary education includes; to provide higher education opportunities via effective teaching, researching and provision community services; to develop produce students with specialized knowledge and skills for solving personal problem and national problem; to prepare student for national workforce and to contribute to societal and community development; to provide academic program of various disciplines; to provide quality instruction in field of studies and to conduct researches to generate new knowledge for national development and to solve complex problems [13].

Concept of conflict management strategies

Conflict management strategies refer to the systematic approaches and techniques employed by individuals, groups, or organizations to prevent, address, and resolve disputes in a constructive manner. These strategies are designed not only to reduce the negative consequences of conflicts, such as disruption, hostility, or inefficiency, but also to leverage conflicts as opportunities for growth, innovation, and improved relationships. Conflict management is therefore a proactive and reactive process that seeks to balance differing interests, values, and perspectives within an organization or social setting.

In the context of organizations, including educational institutions, conflict management strategies are crucial for maintaining a harmonious work environment, promoting collaboration, and ensuring that goals are met effectively. Strategies can be categorized into several types based on the approach and desired outcome:

1. **Avoidance:** This involves deliberately ignoring or withdrawing from a conflict, often used when the issue is minor or when the potential negative consequences of confrontation outweigh the benefits of resolution. While avoidance can provide short-term relief, overreliance on this strategy may lead to unresolved tensions.
2. **Accommodation:** In this strategy, one party gives in to the demands or preferences of the other party, prioritizing relationship maintenance over personal interests. Accommodation is effective when maintaining harmony is more important than asserting individual goals but may result in one-sided agreements if used excessively.
3. **Compromise:** Compromise requires each party to make concessions to reach a mutually acceptable solution. This strategy promotes fairness and encourages collaboration, though it may involve partial satisfaction of interests rather than complete resolution.
4. **Competition:** This approach involves assertive and sometimes aggressive pursuit of one's own goals at the expense of others. While competition can be effective in situations requiring decisive action, it may exacerbate tensions if not managed carefully.
5. **Collaboration:** Collaboration seeks to identify shared interests and develop solutions that satisfy all parties involved. It is often considered the most constructive conflict management strategy, as it encourages open communication, problem-solving, and long-term relationship building.

Effective conflict management strategies also involve establishing institutional frameworks such as clear policies, grievance procedures, mediation committees, and participatory decision-making mechanisms. Additionally, the success of these strategies depends on the skills and attitudes of leaders, administrators, and staff, including negotiation, communication, emotional intelligence, and cultural sensitivity. In educational and organizational settings, implementing conflict management strategies helps to minimize disruptions, enhance productivity, and create a positive and inclusive

environment where differences are addressed constructively rather than destructively [14].

Theoretical Framework: Human Relations Theory

This study is anchored on Human Relations Theory, pioneered by Elton Mayo and his colleagues during the Hawthorne Studies. Human Relations Theory emphasizes the importance of social relationships, employee well-being, communication, and participation in achieving organizational effectiveness. The theory posits that organizations are social systems and that individuals' attitudes, emotions, and interpersonal relationships significantly influence productivity and performance.

Application of Human Relations Theory to Conflict Management in Tertiary Education

Human Relations Theory provides a strong foundation for understanding conflict management in Nigerian tertiary institutions in the following ways:

Emphasis on Interpersonal Relationships:

Conflicts in tertiary institutions often stem from strained relationships among staff, management, and students. The theory highlights the need for mutual respect, open communication, and empathy as essential tools for managing such conflicts constructively.

Participatory Decision-Making:

The theory advocates involving employees in decision-making processes. In Nigerian tertiary institutions, exclusion of staff and students from key decisions often fuels conflicts. Inclusive governance structures reduce resistance, foster ownership, and enhance acceptance of institutional policies.

Communication as a Conflict Management Tool:

Human Relations Theory underscores effective communication as a means of resolving misunderstandings. Transparent communication channels help clarify expectations, reduce suspicion, and prevent escalation of disputes.

Motivation and Morale:

The theory links employee satisfaction to organizational stability. Effective conflict management strategies enhance morale, reduce frustration, and encourage cooperation, which are essential for successful implementation of institutional goals.

Through this theoretical lens, conflict management is viewed not merely as controlling disputes but as nurturing healthy relationships that support institutional harmony and effective service delivery in tertiary education [15].

2. Materials and Methods

Research Design

The study adopts a position paper methodology, which focuses on critical analysis, reasoned argumentation, and evidence-based evaluation of existing knowledge. Rather than collecting primary data, the position paper model relies on secondary sources to develop a well-supported stance on an issue of concern in this case, conflict management strategies and implementation challenges in Nigerian tertiary education.

Sources of Data

The study draws on secondary data obtained from:

1. Scholarly journal articles on conflict management and higher education
2. Government policy documents, including education and labor-related policies
3. Institutional reports from Nigerian universities, polytechnics, and colleges of education
4. Publications from international organizations such as UNESCO, ILO, and World Bank
5. Conference papers and empirical studies related to organizational conflict in education

Analytical Procedure

The methodology involves the following steps:

Systematic Literature Review:

Existing studies on conflict management strategies in educational institutions are reviewed to identify common approaches, trends, and theoretical perspectives.

Policy and Institutional Analysis:

Relevant policies and governance frameworks guiding conflict resolution in Nigerian tertiary institutions are examined to assess their adequacy and effectiveness [16].

Critical Evaluation of Implementation Challenges:

Challenges such as leadership constraints, cultural barriers, inadequate training, weak institutional mechanisms, and resource limitations are analyzed in relation to their impact on conflict management effectiveness.

Position Formulation:

Based on the synthesis of literature and policy analysis, the paper articulates a clear position on the need for structured, participatory, and capacity-driven conflict management systems in Nigerian tertiary education.

3. Results and Discussion

Result and Discussion on Challenges Facing the Implementation of Conflict Management Strategies in Nigerian Tertiary Education

Despite the recognition of conflict management as a critical factor for institutional stability and productivity, Nigerian tertiary institutions continue to experience persistent conflicts that disrupt academic calendars, administrative processes, and learning outcomes. The effective implementation of conflict management strategies is constrained by several structural, managerial, and socio-cultural challenges. These challenges weaken institutional capacity to address conflicts constructively and sustainably. The major challenges are discussed below:

Weak Institutional Frameworks

One of the foremost challenges confronting the implementation of conflict management strategies in Nigerian tertiary education is the presence of weak institutional frameworks. Many institutions lack clearly defined, documented, and operational conflict resolution policies. Where such frameworks exist, they are often poorly communicated, inconsistently applied, or inadequately enforced. Weak institutional frameworks manifest in the absence of functional grievance redress mechanisms, ineffective mediation committees, and limited procedural guidelines for handling disputes involving staff and students [17], [18]. This creates ambiguity in conflict resolution processes, allowing disputes to escalate unnecessarily. Additionally, overlapping roles and unclear jurisdiction among institutional bodies often lead to delays in addressing grievances, thereby exacerbating tensions. In some institutions, conflict management structures exist only in principle but lack the legal backing, autonomy, or resources required to function effectively. This institutional weakness undermines trust in formal conflict resolution mechanisms, encouraging aggrieved parties to resort to protests, strikes, or litigation, all of which negatively affect institutional productivity and stability [19].

Leadership Deficits

Leadership deficits represent a significant barrier to the successful implementation of conflict management strategies in Nigerian tertiary institutions. Institutional leaders, including vice-chancellors, rectors, provosts, and departmental heads, play a central role in shaping organizational culture and managing disputes. However, many leaders lack adequate training in conflict resolution, negotiation, and participatory leadership. Leadership deficits are often reflected in authoritarian decision-making styles, poor communication, favoritism, and lack of transparency. Such leadership approaches heighten mistrust and resistance among staff and students, intensifying conflicts rather than resolving them [7], [17], [19]. In some cases, leaders respond to conflicts with punitive measures or avoidance, both of which undermine constructive dialogue and worsen institutional relations. Furthermore, frequent changes in leadership and political interference in appointments weaken continuity in conflict management practices. Without consistent and visionary leadership committed to inclusive governance, conflict

management strategies remain reactive and fragmented, limiting their effectiveness in sustaining institutional harmony [20].

Inadequate Training in Conflict Resolution

Another major challenge is the inadequate training of academic and administrative staff in conflict resolution skills. Many employees in Nigerian tertiary institutions have not received formal training in negotiation, mediation, communication, or emotional intelligence. As a result, conflicts are often managed based on personal experiences, cultural norms, or power dynamics rather than established best practices. Inadequate training limits the capacity of staff to identify early signs of conflict, manage disagreements constructively, and prevent escalation [3]. For example, supervisors and heads of departments may lack the skills needed to mediate disputes among staff or address student grievances effectively. This skills gap leads to mismanagement of conflicts, resulting in prolonged disputes and strained relationships. Moreover, professional development programs in Nigerian tertiary institutions often prioritize academic qualifications and research output while neglecting soft skills such as conflict management. This imbalance weakens institutional resilience and undermines the implementation of collaborative conflict management strategies [6], [7], [9].

Cultural and Hierarchical Barriers

Cultural and hierarchical barriers pose significant challenges to conflict management in Nigerian tertiary education. Nigerian society is largely hierarchical, with strong respect for authority, seniority, and traditional power structures. While these cultural values promote order and respect, they can also discourage open communication and constructive disagreement. In many institutions, junior staff and students are reluctant to express grievances or challenge decisions made by senior officials due to fear of victimization or career repercussions [12], [13]. This culture of silence prevents early identification of conflicts and allows minor issues to escalate into major disputes. Hierarchical barriers also discourage participatory conflict resolution, as decisions are often imposed from the top without adequate consultation. Cultural diversity within tertiary institutions can create misunderstandings and value conflicts. Differences in ethnic background, religion, and social norms may influence perceptions of fairness and justice, complicating conflict resolution processes. Without culturally sensitive approaches, conflict management strategies may fail to address the underlying causes of disputes [15], [16].

Resistance to Participatory Decision-Making

Resistance to participatory decision-making is another critical challenge affecting the implementation of conflict management strategies in Nigerian tertiary institutions. Many institutional policies and decisions are made through centralized administrative processes that exclude key stakeholders such as academic staff, non-academic staff, and students. The exclusion of stakeholders from decision-making processes breeds resentment, mistrust, and resistance, increasing the likelihood of conflict [14], [17]. Staff unions and student associations often respond to perceived marginalization through protests, strikes, or collective action, disrupting academic activities and institutional operations. Furthermore, participatory mechanisms such as consultative forums, joint committees, and dialogue platforms are either weak or underutilized. In some cases, management views participation as time-consuming or threatening to authority, leading to reluctance in adopting inclusive approaches. This resistance undermines collaborative conflict management strategies that rely on dialogue, negotiation, and consensus-building [21].

4. Conclusion

This study has examined conflict management strategies and the challenges associated with their implementation in Nigerian tertiary education. The analysis demonstrates that conflict is an unavoidable component of institutional life due to the diversity of stakeholders, scarcity of resources, and complexity of governance structures within tertiary institutions. While conflict itself is not inherently detrimental, the manner in which it is managed determines whether it becomes a source of growth or a factor that undermines institutional stability and productivity.

The study establishes that Nigerian tertiary institutions face significant barriers in implementing effective conflict management strategies. Weak institutional frameworks limit the consistency and credibility of conflict resolution processes, while leadership deficits hinder constructive engagement and transparent decision-making. Inadequate training in conflict resolution reduces the capacity of staff and administrators to manage disputes proactively, leading to escalation and prolonged tensions. Cultural and hierarchical barriers discourage open communication and participatory dialogue, while resistance to inclusive decision-making fuels mistrust and antagonism among stakeholders.

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance the implementation of conflict management strategies in Nigerian tertiary education:

1. Tertiary institutions should develop and institutionalize clear, comprehensive conflict management policies and procedures. These frameworks should define roles, processes, timelines, and mechanisms for grievance redress, mediation, and dispute resolution, ensuring transparency, consistency, and fairness.
2. Institutional leaders should be provided with regular training in conflict management, negotiation, communication, and inclusive leadership. Leadership appointments should prioritize competence, integrity, and conflict resolution skills to foster trust and credibility.
3. Continuous professional development programs should be introduced for academic and non-academic staff to build skills in mediation, negotiation, emotional intelligence, and interpersonal communication. Such training will enhance the ability of staff to manage conflicts constructively and prevent escalation.
4. Management should institutionalize participatory decision-making processes by involving staff unions, student representatives, and other stakeholders in policy formulation and implementation. Inclusive governance reduces resistance, fosters ownership, and minimizes conflict.
5. Institutions should promote open communication cultures that encourage respectful dialogue across hierarchical levels. Mechanisms such as anonymous reporting systems, ombudsman offices, and safe dialogue platforms can help overcome fear of victimization.
6. Mediation, arbitration, and negotiation should be emphasized as preferred methods for resolving disputes. Establishing independent mediation committees or conflict resolution units can enhance impartiality and efficiency.
7. Transparent and timely communication of policies, decisions, and institutional changes can reduce misunderstandings and misinformation that often trigger conflicts.
8. Institutions should regularly assess the effectiveness of their conflict management strategies through feedback mechanisms, surveys, and performance indicators. This will enable continuous improvement and policy adjustment.
9. Government agencies and regulatory bodies should provide policy guidelines, funding support, and oversight to strengthen conflict management systems across tertiary institutions nationwide.

REFERENCES

- [1] UNESCO, "Qué debe saber sobre la alfabetización," 2023. [Online]. Available: <https://www.unesco.org/es/literacy/need-know>
- [2] Top-hat, "Meaning of Tertiary Education," 2023. [Online]. Available: <https://tophat.com/glossary/t/tertiary-education/>
- [3] M. Tseveda, I. D. Terzungwe, S. K. Benjamin, and N. J. Ogunode, "Implementation of Peace and Conflict Resolution Curriculum in Nigerian Tertiary Institutions: Problems and Prospects," *International Journal of Applied and Traditional Medicine*, vol. 1, no. 1, pp. 1–9, 2024.

- [4] P. E. Somieari, G. Idiababa, and O. Ogunode, "Leadership Skills and Barriers to Effective Crisis Management in Nigerian University Administration," 2023.
- [5] Proctoredu, "Tertiary Education - Definition & Meaning," 2023. [Online]. Available: <https://proctoredu.com/glossary/tertiary-education>
- [6] K. O. Osakede, S. O. Ijimakinwa, T. O. Adesanya, and A. D. Ojo, "Conflict Management in Tertiary Institutions: Findings from Selected Nigerian Universities," *Africa's Public Service Delivery & Performance Review*, 2018.
- [7] N. J. Ogunode and D. G. Adamu, "Shortage of Academic Staff in the Higher Institution of Learning in Nigeria," *Central Asian Journal of Social Sciences and History*, vol. 2, no. 3, pp. 109–123, 2021.
- [8] N. J. Ogunode, K. Edinoh, and R. C. Okolie, "Public Private Partnership Model and Implementation of Tertiary Education Program in Nigeria," *American Journal of Science on Integration and Human Development*, vol. 1, no. 6, pp. 1–12, 2023.
- [9] O. Odusanya and A. Nasiru, "Conceptual and Empirical Review of Internal Conflict Management Strategies in Nigerian Universities," 2020.
- [10] M. O. Ihuarulam, "Management Strategies of Conflict between Academic and Nonacademic Staff of Federal Universities in South East, Nigeria," University of Nigeria, Nsukka, 2015.
- [11] A. Hayat, M. Azeem, R. Nawaz, D. A. A. Humayon, and D. M. Ahmed, "Mediating Effect of Human Capital on Organizational Culture, Teamwork, Organizational Development and Organizational Commitment," *Journal of Social Sciences and Humanity Studies*, vol. 5, no. 3, pp. 1–9, 2019.
- [12] A. Ghaffar and Naz, "Conflict in Schools: Its Causes and Management Strategies," *Journal of Managerial Sciences*, vol. 3, no. 2, pp. 212–227, 2017.
- [13] S. Göksoy and T. Argon, "Conflicts at Schools and Their Impact on Teachers," *J. Educ. Train. Stud.*, vol. 4, no. 4, pp. 197–205, 2016, doi: 10.11114/jets.v4i4.1388.
- [14] A. Ghaffar, "Conflict in Schools: Its Causes and Management Strategies," *Journal of Managerial Sciences*, vol. 3, no. 11, pp. 212–227, 2019.
- [15] C. Ezeugbor, L. C. Onyali, and F. O. Okoye, "Adoption and Use of Effective Conflict Management in Secondary Schools in Anambra State, Nigeria," *Eur. Sci. J.*, vol. 11, no. 31, 2015.
- [16] D. Elger, "Theory of Performance," 2007. [Online]. Available: <https://dspace.uef.fi>
- [17] B. L. Edo and C. Omunakwe, "Principals' Conflict Resolution Strategies on Effective Management of Secondary Schools in Port Harcourt Metropolis, River State," *International Journal of Innovative Education Research*, vol. 9, no. 3, pp. 100–107, 2021, doi: 10.2861.s109310010784.
- [18] K. F. Dewi and B. R. Saputra, "Role of the Head of School in Conflict Management in the Industrial 4.0 Revolution," in *Proceedings of The 4th International Conference on Education and Management (COEMA 2019)*, Atlantis Press, 2019, pp. 123–126. doi: 10.2991/coema-19.2019.26.
- [19] A. O. Edet, U. R. Benson, and R. E. Williams, "Principals' Conflict Resolution Strategies and Teachers' Job Effectiveness in Public Secondary Schools in Akwa Ibom State, Nigeria," *Journal of Educational and Social Research*, vol. 7, no. 2, p. 153, 2020, doi: 10.5901/jesr.
- [20] Y. Musa *et al.*, "Future of research on inflammatory bowel disease in Nigeria: Gaps and opportunities," *West Journal of Medicine–Africa*, vol. 13, no. 3, 2025.
- [21] A. P. Yakubu, "Role of Guidance and Counseling Services on National Integration among Primary School Pupils in Niger State, Nigeria," *Journal of Guidance and Counselling Studies*, vol. 7, no. 1, pp. 69–83, 2023.