

## Review

# Application of conflict and conflict management strategies in educational organizational personnel management

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## ABSTRACT

This study adopted Review Research Design with a qualitative style in data collection of knowledge and opinions gathering from various scholars, including personal experiences of the author to describe the variables under investigation tagged “application of conflict and conflict management strategies in educational organizational personnel management”. The study discovered from the various scholars opinions reviewed that conflicts are destructive, constructive and unavoidable in every educational organisation irrespective of the nature because of the goals of the shareholders, managers and other staff that are different from each other, including their personal interests. The study discovered different kinds of conflicts in educational organizations and different approaches of applying conflict management strategies in handling educational organisations personnel conflicts. It was found out that some administrators and managers including employees displayed unnecessary powers with low understanding of the dynamics of application of conflicts management strategies in personnel conflicts resolution. It was also noted that some educational administrators as well as the employees seems to have low and some lack the needed conflict management skills, strategies and styles of managing personnel conflicts which often lead to disagreement and disruption of activities. Among other things, it was recommended that educational organisations and administrators should learn and understand why and how conflicts are destructive and constructive, including how to use it to their advantages.

**Keywords:** conflict, application of conflict management strategies, conflict management skills, strategies needed, disputes, educational organizations, personnel management.

## INTRODUCTION

Conflicts are an unavoidable part of offices in our educational organizations as long as the goals of the shareholders, managers and other staff are different from each other, including their personal interests, conflict must arise. As far as conflicts are concerned, conflict is basically a fact which causes disputes within an organization and among organizational employees

because they are challenged by jobs, job authority, job recognition, positions and their job security (Kamran et al., 2016). Conflict occurs between people in all kinds of human relationships and including all social settings irrespective of how small, big, poor, rich and spiritual such setting is. Because of the wide range of potential differences among people, even if they are two, in the

case of a husband and wife alone, the absence of conflict usually signals the absence of meaningful interactions among the couple. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch and Coleman, 2000; Ron, 2000). Some educational organizational administrators and managers especially the private firms are well-known conflicts and conflicts management entrepreneurs, because they see conflicts as beneficial. The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflicts which may be constructive or destructive. Conflict has the potential for either a great deal of destruction or much creativity and positive social change (Ron, 2000). Therefore, it is essential to understand the basic processes of application conflict and conflict management strategies in educational organizational personnel management so as to work to maximizing productive outcomes and minimize destructive ones.

Many authors have written about conflict and conflict management however, it's seem issues like application of conflict and conflict management strategies in educational organizational personnel management have not been addressed. This study covered heart - troubling matters like types of views and thoughts about conflicts, sources of conflicts, causes of conflicts and application of conflicts management strategies in our educational organizational personnel management are the justification for this study.

## **METHOD**

This study adopted Review Research Design with a qualitative style in data collection of knowledge and opinions gathering from various scholars and writers, including personal experiences of the author to describe the variables under investigation tagged "application of conflict and conflict management strategies in educational organizational personnel management". The author reviewed various works to see if conflict and conflict management strategies in educational organizational personnel management are properly applied.

### **Reviewed related literatures**

#### **Concept of conflict management, conflict and organisational conflict**

Since organisations continue to use teams work to achieve success, conflict cannot be avoided because it is a certain aspect of teams work. Conflict is an outcome of

behaviours of people in a place. It is an integral part of human life. Whenever there is interaction, there is every tendency of having conflict. Conflict means expression of hostility, negative attitudes, antagonism, aggression, rivalry and misunderstanding perceived by the other party. It is also associated with situations that involve contradictory interest between two opposing persons or groups.

It can be defined as a disagreement between two or more individuals or groups with each individual or group trying to gain acceptance of his/her view over others (Digvijaysinh, 2013). Robbins (2005) postulated that conflict is processes that begins where one party perceives that another party has negatively affected or is about to negatively affect something that the first party cares about. This is a very apt definition, emphasising that conflict is about perception, sometimes not necessarily real hard facts that can be proven. It points to emotional nature of conflict, by referring to a word like care about things, somebody or situation. It states that more than one party is usually involved and that there may be future component attached to conflict, meaning, conflict may spread to different people who are interested either in any of the conflict parties, conflict something or conflict situation. These are pronounced issues in educational organizational personnel management people sometimes called organizational politics.

Conflict means to be in opposition to one another. It refers to disagreement between people or members of organisations. Such disagreement is inherent in relationships between all human beings. It is also a part of competition process that is basic to the survival and successful evolution of the species, homosapiens and to his search for new and better ways to cope with limited resources and stress from environmental change (Digvijaysinh, 2013). According to this definition it is obvious that conflict always exists between people, groups of people, members of an organisation and between organisations that are related in one way or another which include educational organization.

Evans (2013) described conflict as a disagreement among groups or individuals characterized by antagonism and hostility. This is usually fueled by the opposition of one party to another in an attempt to reach an objective different from that of the other party. The elements involved in the conflict have varied sets of principles and values, thus allowing such a conflict to arise. Organisational conflict is a behaviour intended to obstruct the achievement of some other person's goals for example, tasks achievement, promotion, appointments etc. Organisational conflict is therefore, a product of incompatibility of goals and it arises from opposing behaviours of the organisation. According to Lewis, French and Steane (1997), conflict within an organisation is inevitable. This is the consequence of boundaries arising within any organisational structure,

creating separate groups that need to compete for scarce resources to satisfy their personal interest in occasions in the name of achieving the organisational goals.

Rivers (2005) postulated that, the mere fact of categorisation (between us and them), "me and you" is enough to cause conflict in educational organisation. They term this as a social identity theory. This categorisation is exactly what happens when groups are formed; representing different functions within an organisation and to support the notion that is inevitable. Conflict is a process of social interaction. It involves a struggle over claims to resources, power and status, beliefs, preferences and desires that sometimes are mostly characterize by personal gains.

Conflict is also an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Fisher, 2000). Fisher further argued that incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict and that potential for either a great deal of destruction or much constructive creativity and positive social change in the organization are what educational personnel manager should know and apply the conflict management strategies managing their personnel.

### **Definition of personnel management**

Personnel management is the planning, organizing, compensation, integration, and maintenance of people for the purpose of contributing to organizational, individual and societal goals." "Personnel Management is that part which is primarily concerned with human resource of an organization." (ledunote.com, 2019) Personnel management is also referred to as personnel administration or transactional personnel work. This kind of administration deals intensively with the relationship between employees and the company. In the course of transactional tasks, data is also transferred to third parties. For example, payroll accounting is forwarded to the responsible authorities (lonos.com, 2020). These people and their activities are inevitable in educational organizations and deserve to be properly managed in times of conflicts and conflict management.

### **Nature of personnel management**

Nature of Personnel management includes the function of employment, development, promotion and compensation etc. These functions are performed primarily by the personnel management in consultation with other departments. Personnel management is an extension of

general management. It is concerned with promoting and stimulating a competent workforce to make their fullest contribution to the concern. In the educational organisations, they are all answerable to the heads of the institutions with great influence. Every worker falls under and are being managed by this department. As workers co-exist conflicts are bound to arise, therefore the need for the application of conflict and conflict management strategies in educational organizational personnel management to achieved success. In educational organizational, the head(s) of the institutions takes the glory and blame in the event of any of the mentioned. Although personnel management do the following as a department.

1. Personnel management exists to advise and assists the line managers in personnel matters. Therefore, the personnel department is a staff department of an organization.
2. Personnel management lays emphasize on action rather than making lengthy schedules, plans, and work methods. The problems and grievances of people at work can be solved more effectively through rationale personnel policies.
3. It is based on human orientation. It tries to help the workers to develop their potential fully to the concern.
4. It also motivates the employees through its effective incentive plans so that the employees provide fullest co-operation.
5. Personnel management deals with human resources of a concern. In the context of human resources, it manages both individuals as well as blue-collar workers.

### **Types of views about conflict**

So far, it is quite evident that to say that conflict is all good or bad is inappropriate and naïve. Whether a conflict is good or bad it depends on the type of conflict and how it managed through the strategies. Specifically, it is necessary to differentiate between functional and dysfunctional conflict (Omisore and Abiodun, 2014).

### **Functional or constructive conflict view**

The interactionist view does not propose that all conflicts are good. Rather, some conflicts support the goals of the group and improve its performance; these are functional, constructive forms of conflict. Robbin (2005) defines functional conflict as the conflict that supports the goals of the group and improves its (group's) performance. The argument is that, if conflict leads to normal competition among groups and the groups work harder and produce more, it is advantageous to the group and the institution. It is viewed as a confrontation between two ideas, goals

and parties that improves employees and organizational performance. One of the main benefits of constructive conflict is that it gives its members a chance to identify the problems and see the opportunities. Also, it can inspire to new ideas, learning, and growth among individuals (Kinicki and Kreitner, 2008).

### **Dysfunctional/Destructive conflict view**

There are conflicts that hinder group performance; these are dysfunctional or destructive forms of conflict. Conflict is inevitable and desirable in organizations, but when not effectively handled, conflict can tear relationships apart and, thus, interfere with the exchange of ideas, information and resources in groups and between departments. Dysfunctional conflict hinders and prevents organizational goals from being achieved. Dysfunctional conflict usually hinders organizational performance and leads to decreased productivity. This conflict orientation is characterized by competing individual interests and overriding the overall interest of the business. Managers withhold information from one another. Employees sabotage others' work, either intentionally or through subtle, conflict-motivated disinterest in team work (Kinicki and Kreitner, 2008).

### **Source of conflict in educational organisations**

Digvijaysinh, (2013) stated the following three sources of conflict that may arise from organizations as: (1) structural conflict (conflict arising out of the need to manage the interdependence between different organizational sub-units), (2) role conflict (conflict arising from sets of prescribed behaviour) and (3) resources conflict (conflict stemming from interest groups competing for organisational resources). There are three sources of organizational conflicts are prevalent in both private and public organisations which indicates understanding of the sources of these conflicts may improve effective education organizational personnel management. The main factors which serve as sources of conflict are identified as (1) communicational (conflicts arising from misunderstandings etc.), (2) structural (conflicts related to organizational roles), and (3) personal (conflicts stemming from individual differences and interests) (Henry, 2009). Methods of conflict management which are appropriate in one case may not necessarily be appropriate when applied to a conflict generated from another source; however, application of different strategies may be extremely helpful.

Different perspective traces sources of organisational conflict to the unit of analysis involved. Units of analysis are the parties to the conflict. They perceived, initiated and sustain the conflict for reasons best known to them.

Their characteristics specify the conditions which affect the course of conflict and determine the mode of its management. Thus, there are conflicts that originate in the individual person, conflicts that have their basis in the relationship between individuals, and conflicts that occur as a result of interactions between groups. In such a situation, it is common for individuals to experience frustrations and to allow their conflict situation to be expressed in a range of behavioural strategies, ranging from apathy, boredom, absenteeism, excessive drinking or destructive behavior (Jung, 2003). Jung (2003) further declares that conflict is clearly associated with power and can emerge when goal achievement of an organisation is avoided. It is also believed that people are aware of the factors that generate conflicts such as scarcity of resources, obstruction and incompatible interests or goals in organisations. Conflict can also be broken out when one party avoids the goal achievement of the other one. In addition, Digvijaysinh (2013) did a study and identified other conflict sources in organisations to include: goal and priority definition, personality, communication, politics, administrative procedures, resource allocations, scheduling, leadership, ambiguous roles/structure, costs, reward structure, technical opinions, and unresolved prior conflicts. This study showed the importance of how certain conflict sources compared to other conflict sources.

In any organisation, there are many sources and causes of conflicts; however, conflicts within an individual usually arise when a person is uncertain about what task is expected to do, if not clearly defined by the supervisor or the person in charge. Furthermore, if the tasks of individuals working as a group are not clearly defined by the management, they will lead to more conflicts. Conflicts between individuals may result from role-related pressures.

Conflicts would arise between individuals and groups if the goals were not specified for individuals within a group, which are eminent in education organizational personnel management. Additionally, according to the literature, there are immeasurable origins of organisational dispute and each produces its own variety of effects which may be constructive or destructive (Digvijaysinh, 2013).

Evan (2000) also identified the following three sources of conflict in organizations which are always identified in education organizational personnel conflict:

#### **i. Economic conflict**

This is brought about by a limited amount of resources available to individuals and groups. The groups or individuals involved then comes into conflict to attain the most of these resources, thus bringing forth hostile behaviours among members involved.

## ii. Value conflict

This is concerned with the varied preferences and ideologies that people have as their principles. Conflicts driven by this factor are demonstrated in wars wherein separate parties have sets of beliefs that they assert (in an aggressive manner).

## iii. Power conflict

This occurs when the parties involved intends to maximize what influence it has in the social setting. Such situation can happen among individuals such as the head of a unit and head of the institution, head of a unit and someone working under him or her, among two subordinates, groups or even nations. In other sources and types of conflict power is also evident as it involves an asserting of influence on another that may or may not be necessary to opposing party. Conflict comes naturally; the clashing of thoughts and ideas is a part of the human experience of conflict. The truth is that, it can be destructive if left uncontrolled. However, it should not be seen as something that can only cause negative things to transpire. It is a way to come up with more meaningful realisations that can certainly be helpful to the individuals involved. These positive outcomes can be reached through application of conflict and conflict management strategies in educational organizational personnel management and effective implementation of conflict resolution. Conflict can be seen as an opportunity for learning and understanding our differences. We can all live harmoniously despite conflicts as long as we know how to responsibly manage these struggles.

In general, there are also six major causes of conflicts that education organizational personnel management should note: (i) the interpersonal disagreements that arise when one person is experiencing individual stress; (ii) the problems resulting from role conflict, a condition that occurs when there is a clash over one's role in the organization; (iii) the power struggles that pit persons and groups against one another to achieve their own selfish objectives; (iv) the misunderstandings and disagreements from differentiation, i.e., the clashes that arise because people approach common problems from different orientations; (v) the interdependence requirements for collaboration which if not extensive and balanced between the parties, cause communication and interaction breakdowns which in turn, if critical, lead to more intensive conflicts; and (vi) the external pressures from forces outside the enterprise that breed internal pressures as the system seeks to adapt but not to disrupt its internal order (Evan, 2000).

## Causes of conflict in education organizational personnel management

Community Door (2019) stated and explained the below as causes of conflicts in education organizational personnel management

### i. Misunderstandings

Conflict can arise from misunderstandings about the following:

- The nature, aims and objectives of a job
- Differing expectations about how things should be done
- Work conditions and wages
- The different responsibilities of management and employees
- Differences in values, beliefs, needs or priorities

### ii. Poor communication

Communication relies on clear and complete messages being sent as well as being received. Problems can be reduced by paying attention to how well you send messages and how well you receive within organisations. Both managers and workers are responsible for ensuring that these issues are considered. There are many ways to improve information flow and communication. Here are some suggestions to aid in education organizational personnel conflict management:

- ❖ Keep message books/day books
- ❖ Keep policy books which include all policies as decided at meetings
- ❖ Hold regular staff/management meetings for passing information
- ❖ Have frequent employee meetings
- ❖ Ensure correspondence is available for everyone to see
- ❖ Distribute minutes of all meetings promptly and widely
- ❖ Ensure there is clarity about what the objectives are and decisions that have been made
- ❖ Ensure decisions are implemented
- ❖ Give everyone time to talk at meetings
- ❖ Try to spend twice as much time listening as people are talking.

Unclear communication from staff to clients is another common source of conflict. It is vital that "house rules" are written down for clients, and that there are no variations in the interpretation of those rules. Distressed clients can be very quickly become confused and angry if they feel that they are not being listened to, especially by those who say they care.

### iii. Lack Of Planning

Lack of planning often means an organisation moves from one crisis to the next by introducing policies to pin others down. This sense of disorganisation and lack of direction can be stressful and can create many problems including misunderstandings. The time not spent in planning will be recouped many times over in the more efficient use of workers' time and in real and long-term benefits to clients, including resolving conflicts.

### iv. Poor staff selection

Inappropriate selection of staff can result in ill-feeling and conflict. Feelings of ill-will may be increased by dismissing staff members, selecting a staff who is not qualified over and to head most qualified one can cause problem. While staff conflict problems can never be entirely avoided, they can be minimised with good staff selection procedures. Considering existing staff views with records available when approaching staff selection will help minimise conflicts in the workplace.

### v. Frustration, Stress And Burnout

When people become frustrated or stressed they are more irritable and more likely to create conflicts than at other times. It is important to recognise the signs of stress in people's work situations in order to prevent burnout. Educational personnel administrators should try to help people identify the causes of work related stress, and take steps to change these factors or better still, try to anticipate possible causes of stress before they arise. These factors could include:

- ❖ Threats of violence or actual violence
- ❖ Overcrowding or lack of privacy
- ❖ Verbal abuse
- ❖ Dirty or untidy work space
- ❖ Noise
- ❖ Harassment
- ❖ Continual crises
- ❖ Lack of ability to influence the working environment
- ❖ Tension between staff members
- ❖ Lack of direction from management
- ❖ Suppression and denial of rights and privileges of staff
- ❖ Over use of power to intimidate staff

### vi. Seeking power

Often conflict for power struggle takes place when everyone wants to be a leader and nobody wants to be a follower, even when some cannot lead

### vii. Weak leadership

Conflict is bound to result if someone of less stature leads a more qualified and experienced worker(s). Arbitrary interpretation and application of rules and policies, lack of transparency and openness creates dissatisfaction among the affected people as such causes conflict in educational organizations.

### Types of conflicts that can be experience in educational organisations

Conflict is classified into the following seven (7) types (Evans, 2013):

#### i. Interpersonal conflict

This refers to a conflict between two individuals in the same or different office. This occurs typically due to how people are different from one another. We have varied personalities which usually results to incompatible choices and opinions. Apparently, it is a natural occurrence which can eventually help in personal growth or developing your relationships with others. In addition, coming up with adjustments is necessary for managing this type of conflict. However, when interpersonal conflict gets too destructive, calling in a mediator could assist so as to have it resolved.

#### ii. Intrapersonal conflict

This occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions. Intrapersonal conflict may come in different scales, from the simpler mundane ones like deciding whether or not to go organic to ones that can affect major decisions such as choosing a career path or even resign from existing one. Furthermore, this type of conflict can be quite difficult to handle if you find it hard to decipher your inner struggles. It leads to restlessness and uneasiness, or can even cause depression. In such occasions, it would be best to seek a way to let go of the anxiety through communicating with other people. Eventually, when you find yourself out of the situation, you can become more empowered as a person. Thus, the experience evoked a positive change which will help you in your own personal growth.

#### iii. Intragroup conflict

Is a type of conflict that happens among individuals within

a team. The incompatibilities and misunderstandings among these individuals lead to an intragroup conflict. It arises from interpersonal disagreements (e.g. team members have different personalities which may lead to tension) or differences in views and ideas (e.g. in a presentation, members of the team might find the notions presented by the one presiding to be erroneous due to their differences in opinion). Within a team, conflict can be helpful in coming up with decisions which will eventually allow them to reach their objectives as a team. However, if the degree of conflict disrupts harmony among the members, then some serious guidance from a different party will be needed for it to be settled.

#### **iv. Intergroup conflict**

This takes place when a misunderstanding arises among different teams within an organization. For instance, the sales department of an organization can come in conflict with the customer support department in a directorate of entrepreneurship. This is due to the varied sets of goals and interests of these different groups. In addition, competition also contributes to intergroup conflict to arise. There are other factors which fuel this type of conflict. Some of these factors may include a rivalry in resources or the boundaries set by a group to others which establishes their own identity as a team. Conflict may seem to be a problem to some, but this is not how conflict should be perceived. On the other hand, it is an opportunity for growth and can be an effective means of opening up among groups or individuals. However, when conflict begins to draw back productivity and gives way to more conflicts, then conflict managers and management would be needed to come up with resolution.

#### **v. Interorganisational conflict**

Conflict that occurs between two or more organisation is called interorganisational conflict. Competition can heighten interorganisational conflict. Corporate takeover, mergers and acquisition can also produce interorganisational conflict. Education organisational conflict involves interpersonal conflicts with colleagues or supervisors, or intergroup conflicts within different sections of an organization. There are two essential types of conflict in organizations: vertical and horizontal. Vertical conflict occurs in groups of different hierarchical levels, such as Director of a school and teacher or lecturer, whereas horizontal conflict occurs between individuals of the same level, such as Deans in the same institution. In the vertical conflict, differences in status and power between groups are in generally larger than in the

horizontal conflict because these aspects tend to equalise in equivalent hierarchical levels (Digvijaysinh, 2013).

When vertical conflict takes place between perhaps Vice Chancellor and a Head of Department, their sources refer to: (i) psychological distance: workers do not feel involved in the organisation and feel that their needs are not met; (ii) power and status: workers feel powerless and alienated; (iii) differences in value and ideology: this difference represents underlying beliefs on objectives and goals of an organization and; (iv) scarce resources: disagreements regarding benefits, salary and work conditions. In vertical conflict, apparently individuals in lower organisational level seek to avoid conflicts with higher hierarchical levels

#### **vi. Multi-Party conflict**

This occurs in societies when different interest groups and organizations have varying priorities over resource management and policy development. These complex conflicts typically involve a combination of economic, value and power sources. This complexity is often beyond the reach of traditional authoritative or adversarial procedures, and more collaborative approaches to building consensus that are required for resolution.

#### **vii. International conflict**

This occurs between states at the global level. Competition for resources certainly plays a part, but value and power conflict are often intertwined and sometimes predominate. The differences are articulated through the channels of diplomacy in a constant game of give and take, or threat and counter threat, sometimes for the highest of stakes (Fisher, 2000).

### **Strategies of conflict management in educational organizations**

Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly and efficiently. Since conflicts are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This is important in today's global workplaces more than ever. Everyone is striving to show how valuable they are to the institution they work for and at times, this can lead to disputes with other members of the team (Mckinney, 2019). The following stated and explained are conflicts management strategies or styles may be apply in education Organisational personnel (Chand, 2019)

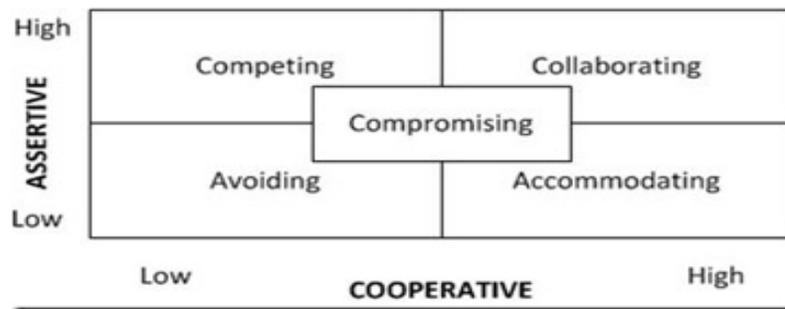


Figure 1. Thomas-Kilmann Conflict Mode Instrument (Study.com, 2019)

**i. Avoidance (Leave-Lose/Win)**

It is non-assertive and non-cooperative. The manager may think or pretend that no conflict exists or just ignore it. This strategy is used when the effort to resolve is not worth the salt. But this approach over the time worsens the situation. Avoidance might take the form of diplomatic sidestepping the issue or postponing resolution in time to come or simply withdrawing from a situation. A turtle is a symbol for avoidance, because it can avoid everything by pulling its head and legs into the shell to be off to everything. So, education organizational personnel managers may need to apply it properly.

**ii. Accommodating (Yield-Lose/Win)**

Accommodating is non-assertive and cooperative, just opposite of competing. To solve the conflict, if someone puts his interests last so as to satisfy the concerns of other people by giving in, sacrificing, or accepting, or yielding to other’s view point, it is called accommodation. However, being too accommodating too often can weaken your position to the point where your voice is never heard. There will be high relationship orientation. This style is also used when the new approach is to be used in the very near future. It may solve the conflict for the other party, but a conflict will begin with manager. This style is not objective. A chameleon is a symbol of the accommodating style since it changes its colour to match the colour of its environment. By changing its colour to accommodate its surroundings, the chameleon fits quietly into its environment, education organizational personnel managers may apply this method properly.

**iii. Competing (Win/Lose)**

The style is assertive and non-cooperative. A person puts his/her interests before anyone else’s interests. It is also known as dominating style. One stands up for his rights and uses all the power to win his position. There is low

relationship orientation. Managers, using this style want others to follow his dictates or get his way. This style can be used only when one’s leadership is established. There would be low relationship orientation; a lion can be a symbol of a competitive style. The lion’s roar helps the lion to satisfy its interests, education organizational personnel managers may apply this method properly.

**iv. Compromising (Mini-Win/Mini-Lose)**

It is some assertive and some cooperative. Compromise is on the path toward collaboration, somewhere between competition and accommodation. The style means mutual give-and-take to satisfy both parties, or both may say, “Something is better than nothing.” It has equal distance between competing and accommodating. There would be negotiated relationship orientation. When the objective is to move on, not to stop the journey, the manager may compromise. A zebra can be a symbol for the compromising style. A zebra’s unique look seems to indicate that it did not care if it was a black horse or a white horse, so it “split the difference” and chose black and white stripes, education organizational personnel managers may apply this method properly.

**v. Collaborating (Win/Win)**

It is assertive as well as cooperative, just opposite of avoiding. It may also be called integrative style. This style focuses on satisfying the underlying concerns of both the parties, meeting many current needs by working together. Through this style, employees develop ownership and commitment. Sometimes this style gives birth to new mutual needs and seems to be the most preferable; therefore, education organizational personnel managers and administrators may apply this method properly in resolving conflict. Figure 1.

This is the lose-lose scenario where neither person nor manager really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may

be appropriate for scenarios where you need a temporary solution or where both sides have equally important goals

### **Result/Findings of the study**

This study adopted a review research design therefore; the result of this study is a reflection of the opinions, judgments and views gathered from scholars of divergent perspective concerning the variables under investigation.

These submissions are broadly encapsulate below: From the reviewed scholars' opinions, it was discovered that conflicts are destructive, constructive and unavoidable in every educational organisations irrespective of the nature because of the goals of the shareholders, managers and other staff members are different from each other, including their personal interests. It was also discovered that there different kinds of conflict noticeable in educational organizations which some do not know, and there are different approaches of applying conflict management strategies in handling education organizational personnel conflicts, although some do not apply it properly. It was discovered that some administrators and managers including employees displayed unnecessary powers and seems to forget that conflict is always part of human existence with low understanding of the dynamics of application of conflicts management strategies in personnel conflicts resolution. The study also discovered that some educational administrators, managers as well as the employees seems to have low and some in various occasions lacked the needed conflict management skills, strategies and styles of managing personnel conflicts which often lead to disagreement and disruption of activities.

### **Implication of the study**

Because it was discovered that conflicts are destructive, constructive and unavoidable in every educational organisation irrespective of the nature due to the goals of the shareholders, managers and other staff members, including their personal interests, it implies that education organisation should always watch out for conflict. It also implies conflicts are not entirely destructive or constructive but depend on their understanding and application of conflicts management strategies.

The discovery from the study shows that there are different kinds of conflict noticeable in educational organisations in which some do not know, and that there are different acceptable approaches of applying conflict management strategies in handling education organizational personnel conflicts properly to achieve positive results. From the finding of the study, it implies that some educational organization administrators and managers including employees displayed unnecessary

powers and seems to forget that conflict is always part of human existence with low understanding of the dynamics of application of conflicts management strategies in personnel conflicts resolution. It further implies also that some educational administrators, managers as well as the employees seems to have low and some in various occasions lacked the needed conflict management skills, strategies and styles of managing personnel conflicts which often lead to disagreement and disrupt education activities.

### **CONCLUSION**

Organisation is social unit divided into hierarchies, departments with individuals. Comparisons, competition and conflicts between units, subunits individuals are always present in the organisation. Conflict is omnipresent feature of and at every organisational level. Conflict may be of functional or dysfunctional consequences, it is essential for management to explore and apply various methods and techniques of conflict management. Wide range of conflict management intervention can be utilized to deal with conflicts at various educational organisations. Organisations should develop diverse but appropriate strategies to resolve and manage conflicts as they arise before escalating to unmanageable level.

### **RECOMMENDATIONS**

1. Educational organisations and administrators should learn and understand why and how conflicts are destructive and constructive, including how to use it to their advantages.
2. Educational organisations and administrators should always watch out for conflict since it is unavoidable irrespective due to the goals of the shareholders, managers and other staff, including their personal interests.
3. Educational organisations and administrators should learn the different acceptable approaches of applying conflict management strategies in handling education organizational personnel conflicts to achieve positive results.
4. Educational organisations administrators and managers, including employees should reduce the display of unnecessary powers in their educational organizations and it application personnel management so as to reduce conflicts

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