

TITLE PAGE

**THE ROLE OF CONFLICT MANAGEMENT AND RESOLUTION ON
ORGANIZATIONAL PERFORMANCE (A CASE STUDY OF ACADEMIC STAFF
UNION OF POLYTECHNICS, FEDERAL POLYTECHNIC, MUBI)**

BY

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ADMINISTRATION**

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DECLARATION

I hereby declare that this project work was carried out by me under the supervision of Mr. Linus N. Lengpang. The work embodied in this project is original and has not been submitted in part or in full for any other Diploma or Certificate in this institution or any other Institution.

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APPROVAL PAGE

This is to certify that this research work on the topic “**The Role of Conflict Management and Resolution on Organizational Performance (a case study of Academic Staff Union of Polytechnics, Federal Polytechnic, Mubi)**” is a work undertaken by Tizhe Vandi Dlama with registration number SBT/PA/HND/23/061.

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DEDICATION

I dedicate this project work to Almighty God for granting me the ability to accomplish this work successfully and also to my lovely parents Mr. Vandi Kwaduha and Mrs. Vandi Jummai.

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ABSTRACT

This study investigates the Role of Conflict Management and Resolution on Organizational performance, with specific reference to the Academic Staff Union of Polytechnics (ASUP), Federal Polytechnic Mubi Chapter. Conflict, an inherent aspect of organizational life, has repeatedly disrupted academic activities and institutional harmony within tertiary institutions in Nigeria. The study aimed to examine how different conflict management styles collaborating, compromising, accommodating, competing, and avoiding affect the organizational performance of ASUP. A quantitative research design was adopted, utilizing structured questionnaires administered to 268 academic staff, out of which 245 valid responses were analyzed using Statistical Package for the Social Sciences (SPSS) regression analysis. The findings reveal that collaborating, compromising, and competing conflict management styles have statistically significant and positive effects on organizational performance, while accommodating and avoiding styles show no significant impact. The study concludes that proactive and strategic conflict management approaches, particularly collaboration and compromise, foster mutual trust, improved communication, and enhanced productivity within professional unions. Conversely, passive approaches such as avoidance and accommodation are less effective in resolving institutional conflicts. Based on these findings, the study recommends participatory decision-making, regular conflict resolution training, and the establishment of structured mediation frameworks to enhance union effectiveness and institutional stability.

Keywords: Conflict management, Organizational performance, ASUP, Collaboration, Compromise, Conflict resolution, Tertiary institutions.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Conflict is a universal and inevitable phenomenon in every human organization, including academic institutions. It occurs when individuals or groups perceive that their goals, interests, or values are in opposition. In the educational sector, especially within tertiary institutions, conflicts often arise between staff unions and management over issues such as poor remuneration, working conditions, policy implementation, job security, and institutional autonomy (Adebayo & Okolie, 2022). One of the most prominent staff unions in Nigerian polytechnics is the Academic Staff Union of Polytechnics (ASUP), which advocates for the rights and welfare of academic staff members. However, tensions between ASUP and management have frequently escalated into industrial actions, severely affecting institutional operations and students' academic progress.

Federal Polytechnic Mubi, like many tertiary institutions in Nigeria, has witnessed several disputes between its ASUP chapter and the school management. These disputes have ranged from demands for better salary structures to resistance against certain management decisions perceived as unfair or autocratic. Such recurring conflicts not only disrupt academic calendars but also erode mutual trust between stakeholders, reduce staff morale, and tarnish the institution's public image (Onukwube, 2023). Given the central role of education in national development, it is imperative to adopt effective conflict management strategies to resolve such disputes amicably and sustainably.

In recent times, scholars have emphasized the importance of adopting proactive, participatory, and dialogue-based approaches to conflict management in organizations. These include negotiation, mediation, collective bargaining, and internal grievance resolution mechanisms (Abiodun & Sule, 2021). Effective conflict resolution does not only address immediate concerns but also fosters organizational cohesion, improved communication, and long-term institutional development. The ASUP-management relationship in Federal Polytechnic Mubi presents a useful case for analyzing how conflicts arise, how they are managed, and how sustainable peace can be achieved in academic settings. This study, therefore, explores the dynamics of conflict management and resolution between ASUP and the management of Federal Polytechnic Mubi, with a view to recommending effective strategies for preventing and resolving future disputes.

Organizations, including academic institutions, often face internal conflicts that can hamper productivity and morale if not properly managed. In the context of Federal Polytechnic Mubi,

ASUP has over the years engaged in industrial actions due to unresolved grievances. These conflicts are usually rooted in issues such as poor funding, delay in salary payments, inadequate facilities, and lack of mutual understanding between the union and school administration. The absence of effective conflict resolution mechanisms leads to prolonged strikes and disrupted academic calendars. In addition, the persistent underfunding of the polytechnic education sector by the Nigerian government has further exacerbated tensions between academic staff and management, creating fertile ground for recurring conflicts (Edeh & Olatunji, 2023). ASUP, as a pressure group, often resorts to strikes and public advocacy to demand better funding, infrastructural development, and the implementation of previously agreed-upon policies. Unfortunately, management responses to these demands are sometimes viewed as dismissive or delayed, thereby intensifying friction and mistrust.

1.2 Statement of the Problem

Conflict, when poorly managed, can severely disrupt the stability and productivity of any organization, especially in academic institutions where smooth administration is crucial for knowledge dissemination and student development. At Federal Polytechnic Mubi, the persistent confrontations between the Academic Staff Union of Polytechnics (ASUP) and the institution's management have become a recurring challenge. These conflicts, often triggered by unresolved issues such as delay in payment of entitlements, poor working conditions, lack of infrastructural development, and non-implementation of agreements, have led to frequent strikes and work stoppages. Such industrial actions do not only stall academic activities but also create tension among staff, demoralize students, and damage the reputation of the institution within and beyond the state.

The cyclical nature of these disputes raises fundamental concerns about the conflict resolution structures and communication strategies currently employed within the institution. Despite the establishment of dialogue mechanisms such as joint consultation committees, grievance procedures, and collective bargaining arrangements, there appears to be a significant gap between conflict resolution policy and practice. In many instances, management decisions are perceived as top-down and unilateral, while union responses are often confrontational, resulting in a breakdown of mutual trust (Ojo & Adewale, 2022). The lack of proactive, transparent, and inclusive conflict resolution approaches continues to fuel mistrust, resentment, and institutional instability.

1.3 Objectives of the Study

The general objective of the study is to examine the Role of Conflict Management and Resolution on Organizational Performance. Other specific objectives include;

- i. To examine collaborative conflict management style on the effect of organizational performance of Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi chapter.
- ii. To assess the effect of compromise conflict management style on organizational performance of Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi chapter.
- iii. To determine the effect of Accommodation conflict management style on organizational performance of Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi chapter.
- iv. To examine the effect of competition conflict management on organizational performance of Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi chapter.
- v. To determine the effect of avoidance conflict management style on organizational performance of Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi chapter.

1.4 Research Hypothesis

The following null hypothesis were generated in order to achieve the objectives of the study;

- H₀₁: Collaborative conflict management style does not have significant effect on organizational performance of Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi chapter.
- H₀₂: Compromise conflict management style does not have significant effect on the organizational performance of ASUP, Federal Polytechnic, Mubi chapter.
- H₀₃: Accommodation conflict management style does not have significant effect on the organizational performance of ASUP, Federal Polytechnic, Mubi chapter.
- H₀₄: Competition conflict management style does not have significant effect on the organizational performance of ASUP, Federal Polytechnic, Mubi chapter.
- H₀₅: Avoidance conflict management style does not have significant effect on the organizational performance of ASUP, Federal Polytechnic, Mubi chapter.

1.5 Significance of the Study

This study is of great significance to various categories of stakeholders within the educational system and the broader field of industrial relations. Firstly, it is particularly relevant to academic

institutions, especially Federal Polytechnic Mubi, as it aims to uncover the root causes of persistent conflicts between the Academic Staff Union of Polytechnics (ASUP) and the institution's management. By identifying the underlying issues and evaluating the effectiveness of existing conflict management approaches, the study provides practical solutions that can foster institutional harmony and enhance the overall learning environment.

Secondly, the study is valuable to management teams and administrators of tertiary institutions who are constantly seeking sustainable ways to navigate staff disputes without compromising academic progress. It offers insights into strategies such as proactive communication, inclusive decision-making, and negotiation techniques that can be adopted to manage disagreements constructively.

Furthermore, the study also benefits trade unions, particularly ASUP and other staff unions, by shedding light on constructive ways to engage with management through dialogue rather than confrontation. It may also serve as a reference point for future researchers exploring labor-management dynamics, especially within the context of educational institutions in developing countries.

1.6 Scope and Limitation of the Study

The scope of this study is specifically confined to the conflict management practices and challenges within the Academic Staff Union of Polytechnics (ASUP) at Federal Polytechnic Mubi, Adamawa State. It focuses on the nature, causes, consequences, and resolution mechanisms of disputes between ASUP and the institution's management. The research is delimited to internal organizational conflicts and industrial actions, and does not extend to other staff unions such as the Non-Academic Staff Union (NASU) or the Senior Staff Association of Nigerian Polytechnics (SSANIP), nor does it investigate student-related protests or grievances.

The limitations of the study are equally important to highlight. One major limitation is the sensitive nature of union-management relations, which may hinder access to critical internal documents or minutes of negotiation meetings. Another limitation lies in the time and resource constraints. Despite these limitations, the study endeavors to provide a valid and balanced analysis of the conflict dynamics within ASUP, Federal Polytechnic Mubi.

1.7 Definition of Terms

ASUP: Academic Staff Union of Polytechnics, a body representing polytechnic lecturers.

Conflict Management: The practice of identifying and handling conflicts in a rational and effective manner.

Conflict Resolution: Techniques used to end disputes and reach peaceful solutions.

Conflict: Disagreement between parties within an organization.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Clarification

2.1.1 Conflict in Organizations

Conflict is widely recognized as an inherent and unavoidable feature of organizational life, particularly in institutions where individuals or groups interact with varying roles, goals, and expectations. It emerges when there is a perceived or actual incompatibility of interests, values, or objectives among stakeholders (Okotoni & Aluko, 2021). Conflict may manifest in different forms—ranging from mild disagreements and resistance to change, to outright hostility, protest actions, and breakdown in communication. The intensity and nature of conflict are often influenced by factors such as organizational structure, leadership style, communication systems, and decision-making processes.

In the context of academic institutions like polytechnics, conflict tends to be more frequent due to bureaucratic procedures, funding challenges, and the presence of multiple interest groups such as academic unions, management, and external stakeholders (Ibrahim & Salihu, 2021). Specifically, in the case of the Academic Staff Union of Polytechnics (ASUP), conflicts have frequently arisen over issues such as delayed salary payments, failure to implement promotion policies, inadequate teaching facilities, and lack of transparency in administrative decisions (Yakubu & Bawa, 2021). These tensions often culminate in industrial actions such as strikes, which disrupt academic calendars and compromise institutional effectiveness.

Conflicts in organizations are generally categorized based on the parties involved and the origin of the disagreement. These include:

- i. **Intra-personal Conflict:** This refers to conflict within an individual, often resulting from internal dilemmas or role ambiguity. In academic settings, a lecturer may experience intra-personal conflict when tasked with balancing research, teaching, and administrative responsibilities without clear guidance or support (Chukwu & Onyeka, 2022).
- ii. **Interpersonal Conflict:** Occurs between two or more individuals due to personality differences, miscommunication, or competition for resources. Among staff in academic institutions, such conflict may arise from misunderstandings, favoritism in workload assignments, or differences in work ethics (Adeyemi & Aremu, 2021).
- iii. **Intra-group Conflict:** This type of conflict occurs within a particular group or unit, such as ASUP itself. It may stem from leadership struggles, differing opinions on union policies,

or divergent approaches to conflict resolution. Internal factionalism has often weakened the bargaining power of unions (Umezinwa & Ukaegbu, 2023).

- iv. **Inter-group Conflict:** Refers to conflict between different organizational groups or departments. In the ASUP-Federal Polytechnic Mubi context, this typically describes conflict between the union and the management, often over governance issues, welfare demands, or structural reforms (Afolabi & Adebajo, 2023).

Understanding these classifications is crucial for developing targeted and effective conflict management strategies. Each type of conflict requires a different resolution approach, ranging from personal coaching to collective bargaining or third-party mediation. As noted by Adeola and Ogunyemi (2023), recognizing the underlying nature of conflict not only facilitates more strategic intervention but also promotes institutional harmony and resilience.

2.1.2 Conflict Management

Conflict management refers to the systematic and proactive efforts made by individuals, groups, or organizations to minimize the negative effects of conflict while enhancing its constructive outcomes (Rahim, 2020). Rather than attempting to eliminate conflict altogether, conflict management seeks to guide it toward productive outcomes through strategic engagement, communication, and institutional mechanisms. In an organizational setting such as a polytechnic, this typically involves identifying the sources of conflict, understanding its dynamics, and applying appropriate intervention strategies to address grievances and promote organizational harmony.

In academic institutions like Federal Polytechnic Mubi, conflict management is particularly critical due to the frequent interactions between academic unions (e.g., ASUP) and administrative authorities. These conflicts often stem from disputes over working conditions, salary arrears, delayed promotions, and institutional policies. Addressing such issues requires effective structures such as staff grievance committees, consultative forums, internal memoranda, and policy review sessions (Ibrahim & Salihu, 2021).

According to Adeyemi and Aremu (2021), the purpose of conflict management is not to suppress dissent but to ensure that conflict is approached in a manner that promotes dialogue, creativity, and problem-solving. When managed constructively, conflict can lead to organizational learning, improved policies, and stronger leadership accountability.

Effective conflict management in academic environments depends on several key components, including:

- i. **Emotional Intelligence:** The ability of leaders to understand and manage their emotions and those of others significantly enhances conflict resolution outcomes. Leaders who exhibit empathy, patience, and interpersonal awareness are more likely to defuse tension and foster collaboration (Umezinwa & Ukaegbu, 2023).
- ii. **Leadership Competence:** Leaders who are transparent, consistent, and fair in their decisions are better equipped to manage conflict. In the context of ASUP, leadership on both the union and management sides must demonstrate competence in negotiation and mediation (Chukwu & Onyeka, 2022).
- iii. **Active Listening and Communication:** Effective communication—particularly active listening—plays a central role in resolving misunderstandings. Regular dialogues and participatory decision-making forums contribute to a more inclusive and peaceful institutional culture (Ezeani, 2022).

Common Conflict Management Strategies

Various conflict management strategies exist, each suited to different types of conflict and organizational contexts. The choice of strategy depends on the nature of the dispute, the relationship between the parties, and the goals of the institution. Commonly adopted strategies include:

- i. **Collaboration:** This strategy involves the joint effort of conflicting parties to find a win-win solution that satisfies the interests of both sides. Collaboration fosters mutual understanding, shared responsibility, and long-term resolution. In ASUP's context, collaboration might involve the union and management working together to improve working conditions or reform outdated policies (Afolabi & Adebajo, 2023).
- ii. **Compromise:** Compromise entails each party giving up part of their demands to arrive at a mutually acceptable middle ground. While it may not satisfy all interests fully, it promotes stability and quick resolution, especially when time is a critical factor in restoring academic operations (Adeola & Ogunyemi, 2023).
- iii. **Accommodation:** This approach involves one party conceding to the demands of the other, often to preserve peace or maintain relationships. Although it may resolve issues in the short term, excessive accommodation can lead to resentment or feelings of marginalization if not balanced (Okoro & Hassan, 2021).
- iv. **Competition:** In this strategy, one party pursues its goals assertively, often without regard for the other's interests. It is most appropriate in emergencies or when urgent decisions are required. However, frequent use of competitive strategies in academic environments may strain institutional relationships and provoke further resistance (Yakubu & Bawa, 2021).

v. Avoidance: Avoidance involves ignoring the conflict or postponing its resolution. While it may be useful in minor disputes or emotionally charged situations that need cooling-off periods, persistent avoidance often leads to unresolved tensions and deeper institutional mistrust (Ibrahim & Salihu, 2021).

Ultimately, a situational approach to conflict management where strategies are selected based on the specific context is most effective. Institutions such as Federal Polytechnic Mubi must establish conflict-sensitive policies that integrate the diverse interests of their academic and administrative stakeholders.

2.1.3 Conflict Resolution

Conflict resolution is a systematic and strategic process aimed at addressing the root causes of disputes in order to achieve lasting and mutually acceptable outcomes. Unlike conflict management, which primarily seeks to minimize the effects of conflict, conflict resolution emphasizes the identification and elimination of underlying issues that give rise to conflict in the first place (Umar & Gambo, 2022). It involves long-term solutions designed to prevent the recurrence of disputes and foster institutional peace and productivity.

In organizational contexts, particularly in academic institutions such as Federal Polytechnic Mubi, effective conflict resolution is critical for ensuring uninterrupted academic activities, preserving staff morale, and sustaining administrative credibility. Conflict resolution mechanisms typically include negotiation, mediation, arbitration, and consensus-building, all of which involve dialogue and mutual understanding between disputing parties (Adeyemi & Aremu, 2021).

a. Negotiation and Collective Bargaining

Negotiation is the most frequently used approach in resolving disputes between academic staff unions and management. In the case of ASUP, this often takes the form of collective bargaining, where union leaders engage with institutional administrators to deliberate on matters such as staff welfare, salary increments, promotion backlogs, and infrastructural inadequacies. According to Afolabi and Adebajo (2023), collective bargaining fosters transparency, empowers employee voices, and builds trust in institutional processes when done sincerely.

b. Mediation and Arbitration

When internal negotiations stall or fail to yield results, the union may seek mediation or arbitration from external bodies such as the national ASUP leadership, the National Board for Technical Education (NBTE), or the Federal Ministry of Education. Mediation involves the intervention of a neutral third party to facilitate dialogue and identify mutually agreeable terms. Arbitration, on

the other hand, is a more formal process where a third party delivers a binding resolution to the dispute (Chukwu & Onyeka, 2022).

These methods are especially useful in complex or escalated conflicts where parties are unwilling or unable to find common ground. Their effectiveness depends on the credibility of the third party, the willingness of the disputants to cooperate, and the legal or institutional backing behind the resolution process (Okoro & Hassan, 2021).

c. Outcomes of Effective Conflict Resolution

When conflict resolution is properly executed, it leads to a number of positive outcomes that contribute to organizational growth and stability. These outcomes include:

- i. **Clearly Defined Agreements:** Successful resolution processes produce formal agreements that outline responsibilities, timelines, and expected outcomes, reducing the risk of future misunderstandings (Yakubu & Bawa, 2021).
- ii. **Restoration of Trust:** Resolution mechanisms that are inclusive and respectful help rebuild trust between the union and management, thereby strengthening institutional cohesion (Umezinwa & Ukaegbu, 2023).
- iii. **Structural Reforms:** Some conflicts highlight systemic issues within the institution. Their resolution may lead to lasting reforms in administrative processes, policy frameworks, or governance structures (Adeola & Ogunyemi, 2023).
- iv. **Enhanced Communication:** Effective resolution improves interpersonal and interdepartmental communication. Regular dialogue becomes institutionalized, minimizing the possibility of future conflict escalation (Ibrahim & Salihu, 2021).

d. Principles of Sustainable Conflict Resolution

To be effective and sustainable, conflict resolution must adhere to certain principles:

- i. **Transparency:** All parties must be kept informed throughout the resolution process to avoid suspicion and misinformation.
- ii. **Inclusiveness:** All relevant stakeholders both internal (staff, union leaders, administrators) and external (regulatory bodies, government) should be part of the dialogue.
- iii. **Mutual Respect:** Parties must respect differing viewpoints and seek resolution without intimidation or coercion.
- iv. **Follow-through:** Agreements must be monitored and implemented to ensure lasting peace.

As noted by Ezeani (2022), the absence of follow-through after conflict resolution can reignite old grievances and even worsen existing tensions. Thus, institutions like Federal Polytechnic Mubi must prioritize the enforcement of resolutions and the institutionalization of feedback mechanisms.

2.1.4 Impact of Conflict on Organizational Performance

Conflict, when mismanaged, can have a detrimental effect on organizational efficiency, morale, and reputation. Frequent strike actions by ASUP, for instance, may lead to the suspension of academic activities, delay in graduations, loss of institutional credibility, and financial strain on students and staff alike (Adeola & Ogunyemi, 2023).

Mismanaged conflict may manifest in the form of prolonged strikes, work-to-rule actions, or low staff engagement, all of which disrupt normal academic and administrative processes. According to Adeola and Ogunyemi (2023), frequent industrial actions by ASUP due to unresolved grievances over staff welfare, delayed promotions, and salary arrears have led to academic calendar distortions, delay in students' graduation, and a general decline in the quality of academic services delivered. These disruptions not only affect the institution's image but also place significant financial and psychological strain on students, parents, and staff.

Moreover, persistent conflict fosters a toxic work environment where mistrust, resentment, and poor communication become entrenched. Studies have shown that in such environments, employee motivation and productivity decline, while absenteeism and resistance to organizational change increase (Ibrahim & Salihu, 2021). This undermines the institution's ability to attract and retain qualified academic personnel and compromises long-term institutional development.

In addition, unresolved conflict tends to erode stakeholder confidence—including students, sponsors, regulatory bodies, and the general public. The lack of continuity in academic programs, frequent interruptions, and lack of harmony between management and unions are often perceived as signs of administrative weakness or governance failure (Okoro & Hassan, 2021). This can lead to reduced student enrollment, loss of funding opportunities, and reputational damage in national rankings.

However, when conflict is properly managed and resolved, it can serve as a powerful catalyst for positive organizational change. Constructive conflict has the potential to stimulate innovation, challenge outdated practices, and lead to the reform of institutional policies (Umezina & Ukaegbu, 2023). For example, agitation by ASUP for improved working conditions may prompt management to review infrastructure investment, staff development programs, or incentive structures.

Additionally, well-resolved conflicts often lead to stronger relationships between staff and management. According to Afolabi and Adebajo (2023), the process of open dialogue, negotiation, and consensus-building fosters mutual understanding, institutional transparency, and trust. These outcomes ultimately enhance employee satisfaction, institutional credibility, and organizational resilience.

2.1.5 Role of Communication in Conflict Dynamics

Communication is a fundamental component of organizational effectiveness, and its absence or distortion is widely recognized as a major catalyst for conflict. In institutional settings such as Federal Polytechnic Mubi, poor or inconsistent communication often results in misinterpretation, mistrust, and heightened tension between academic unions like the Academic Staff Union of Polytechnics (ASUP) and management (Chukwu & Onyeka, 2022). Effective communication is not merely a procedural necessity but a strategic conflict prevention tool that fosters transparency, mutual understanding, and engagement.

In many academic institutions, conflict arises when management fails to communicate critical decisions such as changes in promotion criteria, payment structures, or academic policies in a timely and inclusive manner. These lapses can lead to widespread discontent among union members who feel excluded from decision-making processes or inadequately informed about issues affecting their welfare (Adeyemi & Aremu, 2021).

The case of ASUP at Federal Polytechnic Mubi illustrates this dynamic. The absence of clear, structured, and consistent communication on matters such as delayed promotions, withheld salary increments, or unimplemented policies has contributed to recurring grievances and industrial actions. According to Ibrahim and Salihu (2021), unresolved communication breakdowns in Nigerian polytechnics often escalate into major disputes due to accumulated frustrations and a lack of dialogue platforms.

To mitigate these risks, institutions must institutionalize effective communication systems such as:

- i. Joint consultative committees involving union and management representatives;
- ii. Regular newsletters or internal bulletins;
- iii. Open-door policies and grievance channels;
- iv. Feedback loops where staff can respond to decisions and raise concerns.

Furthermore, communication must be two-way and participatory, ensuring that staff not only receive information but also have platforms to voice their views. As Umezinwa and Ukaegbu (2023) note, the quality of workplace communication directly influences organizational trust, job satisfaction, and conflict frequency.

2.1.6 Organizational Justice and Employee Perception

The perception of fairness within an organization commonly referred to as organizational justice is a critical determinant of employee behavior, satisfaction, and conflict engagement. It encompasses fairness in resource allocation (distributive justice), fairness in procedures (procedural justice), and fairness in interpersonal treatment (interactional justice). Where these elements are perceived to be lacking, employees are more likely to experience dissatisfaction and may resort to protest or conflict (Abdulkareem & Oyeniran, 2020).

In the specific case of ASUP at Federal Polytechnic Mubi, perceived injustice regarding staff promotions, differential access to professional development opportunities, and non-transparent administrative procedures have often led to agitation and industrial action. When promotions are delayed or appear to favor certain individuals over others without clear justification, union members may interpret this as a violation of equity and institutional integrity (Yakubu & Bawa, 2021).

Research shows that perceptions of injustice in academic institutions are closely linked to reduced employee morale, withdrawal behavior, and the rise of adversarial relationships between staff unions and management (Adeola & Ogunyemi, 2023). In response, effective conflict resolution strategies must address these perceptions directly. This includes:

- i. Reviewing promotion and reward systems to ensure transparency and equity;
- ii. Implementing performance appraisal mechanisms based on measurable, objective criteria;
- iii. Ensuring inclusiveness in administrative decision-making;
- iv. Providing employees with channels to appeal perceived injustices.

As Okoro and Hassan (2021) assert, institutions that prioritize justice and fairness are more likely to build positive work cultures, reduce internal conflict, and foster long-term organizational stability. Therefore, conflict resolution efforts must integrate justice reforms to be both credible and sustainable.

2.2 Theoretical Framework

The theoretical foundation of this study is built upon three key theories of organizational conflict: the Human Relations Theory, the Structural Conflict Theory, and the Interest-Based Theory. These theories offer valuable perspectives for understanding the causes, nature, and resolution mechanisms of conflict within academic institutions, especially as it relates to union-management interactions in Federal Polytechnic Mubi.

2.2.1 Human Relations Theory

The Human Relations Theory, developed by Elton Mayo in the 1930s following the Hawthorne Studies, emphasizes the social and emotional needs of employees within an organization. It posits that human factors such as motivation, morale, group cohesion, and leadership behaviour play a crucial role in employee satisfaction and productivity. The theory asserts that when employees feel neglected, marginalized, or unappreciated, they are more likely to express dissatisfaction, which may manifest in conflict or disengagement (Ezeani, 2022).

In the context of this research, the Human Relations Theory provides a lens for understanding the interpersonal dynamics between ASUP members and institutional management. Union members who perceive a lack of communication, inadequate recognition, or unfair treatment may feel alienated, thereby triggering discontent and industrial actions. The theory reinforces the importance of effective communication, participatory decision-making, and empathy as tools for conflict prevention and resolution in polytechnic settings. It also underlines the need for management to actively engage with staff welfare and emotional well-being as integral components of institutional peace.

2.2.2 Structural Conflict Theory

The Structural Conflict Theory, most notably advanced by Johan Galtung (1971), argues that conflict is deeply embedded in the structural inequalities present in society or organizations. These structures may involve disparities in access to resources, unequal power relations, rigid hierarchies, or systemic marginalization. According to the theory, such institutional arrangements inevitably give rise to tension and conflict, particularly when one group perceives itself as being perpetually disadvantaged (Galtung, 1971; Yakubu & Bawa, 2021).

Applied to the case of ASUP at Federal Polytechnic Mubi, this theory explains how persistent structural issues such as delayed salary payments, limited promotion opportunities, inadequate staff accommodation, and lack of facilities—fuel dissatisfaction among academic staff. These grievances are not isolated incidents but are rooted in the systemic neglect or inefficiencies that characterize the management of many public tertiary institutions in Nigeria. Therefore, resolving conflict in such a context requires addressing the structural root causes, not just surface symptoms.

This theory helps the research identify long-standing institutional factors that exacerbate union-management tensions and suggests that sustainable peace will require structural reforms, such as transparent funding systems, equitable promotion criteria, and inclusive governance.

2.2.3 Interest-Based Theory

The Interest-Based Theory, developed by John Burton (1990), focuses on the idea that conflict arises when individuals or groups are unable to satisfy their fundamental human needs including identity, security, recognition, and autonomy. Burton distinguishes between positions (what people say they want) and interests (why they want it), suggesting that effective conflict resolution must delve beneath stated demands to understand the underlying motivations (Afolabi & Adebajo, 2023).

In the context of this research, the Interest-Based Theory is especially useful for understanding collective bargaining processes within ASUP. While salary increments or improved conditions of service may be the union's articulated demands, deeper needs such as professional respect, job security, and institutional fairness often underpin these conflicts. Management responses that fail to address these underlying interests may lead to temporary solutions but not long-term peace.

This theory supports a collaborative, problem-solving approach to conflict resolution, encouraging both management and union representatives to move beyond confrontational negotiation and instead work towards mutually beneficial outcomes that meet the core interests of all parties involved.

2.3 Summary of Literature Review

The body of existing literature on organizational conflict in higher education institutions highlights a recurring pattern of industrial disputes, largely driven by ineffective communication, resource inadequacies, and autocratic leadership structures. Scholars generally agree that conflict is an inherent aspect of organizational life, particularly within unionized settings such as polytechnics and universities. However, while these studies offer valuable insights, many fail to account for the nuanced experiences of specific academic unions like ASUP, especially in distinct institutional contexts such as Federal Polytechnic Mubi.

According to Ibrahim and Salihu (2021), poor communication practices and centralized decision-making are among the primary causes of conflict in Nigerian tertiary institutions. They argue that unilateral policy decisions—such as salary restructuring or promotions—made without adequate consultation with union representatives often lead to misunderstandings, mistrust, and, ultimately, strike actions. Similarly, Oyetunde and Bello (2020) found that the absence of robust conflict

resolution mechanisms in polytechnics has contributed to repeated and prolonged industrial disputes, which disrupt academic calendars and erode public confidence in the educational system.

In their analysis of union-management relations, Omodan and Tsotetsi (2022) assert that participatory governance and inclusive dialogue are critical to resolving institutional conflicts sustainably. Their research highlights the effectiveness of joint consultative committees, open forums, and collective bargaining as platforms for fostering trust and building lasting solutions. This approach aligns with modern conflict resolution strategies that prioritize shared responsibility and consensus-building over adversarial negotiations.

Moreover, recent findings by Umezina and Ukaegbu (2023) emphasize the importance of emotional intelligence and leadership styles in managing and resolving conflict in academic environments. They advocate for targeted capacity-building programs that train union leaders and institutional administrators in areas such as negotiation, active listening, and collaborative problem-solving. These skills, according to the authors, are essential for navigating the complexities of staff-management relationships in unionized environments like ASUP.

While these studies make significant contributions to the understanding of conflict in higher institutions, several limitations remain evident. First, much of the literature tends to generalize conflict across tertiary institutions without adequately differentiating between the experiences of academic unions (e.g., ASUP) and non-academic unions (e.g., NASU or SSANU). Second, there is a noticeable lack of location-specific studies that explore conflict from the vantage point of individual polytechnics, such as Federal Polytechnic Mubi, which possesses its own administrative culture, funding realities, and union history.

Consequently, this study seeks to address these gaps by focusing specifically on conflict management and resolution practices within ASUP at Federal Polytechnic Mubi. This localized approach will provide a more granular understanding of the causes, manifestations, and resolution strategies of union-based conflict in the institution, offering practical insights for administrators, union leaders, and policymakers.

2.4 Research Gap

A critical review of the existing literature reveals that while conflict in Nigerian tertiary institutions has received considerable academic attention, significant gaps remain particularly regarding union-specific studies in distinct institutional contexts. Most prior research has examined conflict from a generalized institutional perspective, often focusing broadly on public universities, polytechnics, and colleges of education without disaggregating the role of individual unions such

as the Academic Staff Union of Polytechnics (ASUP). As a result, the unique conflict dynamics involving ASUP within specific institutions like Federal Polytechnic Mubi have remained underexplored.

Several studies such as those by Ibrahim and Salihu (2021) and Adeyemi and Aremu (2021) have identified poor communication, autocratic leadership styles, inadequate funding, and delayed government interventions as major drivers of conflict in Nigerian polytechnics. However, these studies largely fail to consider the localized socio-political, cultural, and administrative variables that shape the manifestation and resolution of conflict in specific institutions. Federal Polytechnic Mubi, for instance, operates within a unique socio-political environment in Adamawa State, with peculiar administrative structures, regional union dynamics, and internal communication patterns that are not adequately captured in existing research.

Another notable gap in the literature is the lack of empirical data on post-conflict outcomes. While much has been written on the causes and types of conflict, there is limited investigation into what happens after resolution efforts are implemented. Questions such as:

- i. How does conflict resolution impact staff morale?
- ii. What is the effect on institutional productivity and academic performance?
- iii. Does resolution improve union-management trust and cooperation over time?

These questions remain insufficiently addressed. The few studies that attempt post-conflict analysis tend to do so from a national or regional viewpoint, often ignoring the micro-level impact within specific campuses or union chapters.

Additionally, while some scholars like Umezinwa and Ukaegbu (2023) advocate for leadership training and emotional intelligence in conflict mediation, there is a paucity of research evaluating the actual strategies adopted by ASUP leadership at the institutional level, their effectiveness, and the factors influencing their success or failure. This presents an opportunity for a more contextualized and in-depth study focused specifically on ASUP at Federal Polytechnic Mubi.

Therefore, this study seeks to fill these gaps by:

- i. Conducting an empirical investigation into the specific conflict triggers within ASUP-Federal Polytechnic Mubi.
- ii. Analyzing the strategies employed by both union and management in managing and resolving conflict.
- iii. Assessing the effectiveness and sustainability of those strategies.
- iv. Evaluating the long-term implications of conflict and its resolution on staff morale, institutional performance, and organizational reputation.

By adopting a case study approach, this research provides a localized, data-driven contribution to the field of conflict management in Nigerian tertiary institutions. It also offers practical recommendations for improving union-management relations and fostering a stable academic environment.

2.5 Background of the Study Area

Federal Polytechnic Mubi, located in Mubi, Adamawa State, was established in 1979 and has grown into one of Nigeria's leading polytechnics offering various National Diploma (ND) and Higher National Diploma (HND) programs. It serves a diverse population of students and staff from different parts of the country.

The Academic Staff Union of Polytechnics (ASUP), Mubi Chapter, plays a crucial role in advocating for the rights, welfare, and professional development of academic staff. Over the years, the union has been involved in several disputes related to promotion arrears, inadequate infrastructure, staff welfare, and delayed salary payments.

The union has adopted various conflict management strategies ranging from industrial actions, press releases, negotiation with management, and collaboration with national ASUP executives. However, the recurring nature of disputes highlights the need for an in-depth analysis of conflict dynamics and resolution mechanisms specific to this institution. Understanding conflict in this context is critical not only for institutional policy reform but also for ensuring academic stability and enhancing staff commitment.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter effort was made to highlight the method used in gathering the data. It indicates the design of the study, method, sample size, instrument of the data coupled with the method of data analysis.

3.1 Research Design

The research design for this work is the survey method. This method is appropriate because the opinions of the secretaries are required in the treatment of the problems at hand.

3.2 Population

In research methodology, a population refers to the entire group of individuals, objects, or elements that share a common characteristic and are of interest to the researcher. It's the complete set of subjects from which a sample is drawn or data is collected to make inferences or draw conclusions about the larger group. The population is the broader target that the research aims to understand or study. Finally, the population of this study is Eight Hundred and Fourteen (814) Academic Staff which was collected from the Statistical Unit of Federal Polytechnic Mubi.

3.3 Sample Size and Sampling Technique

In research methodology, a sample refers to a subset of the larger population that is selected and studied to gather data and draw conclusions about the entire population. Instead of collecting data from every single member of the population, researchers use samples to make inferences or generalizations about characteristics, patterns, or relationships within the larger group.

The study adopted the simple random sampling technique. This approach was chosen because it ensures that each member of the population has an equal and unbiased chance of being selected, thereby improving the representativeness of the sample. Where necessary, the sampling was stratified to capture variations across relevant sub-groups within the population. The sample size was calculated using the Yaro Yamane formular below:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is =Sample Size

N= Total population

e = Margin of Tolerable error (0.005)

$$n = \frac{814}{1 + 814(5\%)^2}$$

$$n = \frac{814}{1 + 814(0.05)^2}$$

$$n = \frac{814}{1+814(0.0025)}$$

$$n = \frac{814}{3.035}$$

$$n = 268.20$$

Therefore, the researcher intends to use 268 respondents as the approximate sample size for the study.

3.4 Method of Data Collection

In research methodology, data collection is a crucial step that involves gathering information to answer research questions or test hypotheses. Data can be obtained from primary and secondary sources, each with its own characteristics and advantages.

Primary Sources of Data:

Primary sources of data refer to original and firsthand information collected directly from individuals, objects, or events specifically for the purpose of the research study. These sources offer a direct connection to the research objectives and provide researchers with control over the data collection process. Common methods of collecting primary data include surveys, interviews, observations, experiments, and focus groups.

Secondary Sources of Data:

Secondary sources of data involve using information that has already been collected and published by other researchers or organizations. These sources include books, academic articles, reports, statistical databases, and historical records. Researchers analyze and interpret the existing data to address their research questions.

3.5 Instrument of Data Collection

Questionnaires and interviews are two common methods of data collection in research. They allow researchers to gather information directly from participants, providing valuable insights for addressing research questions and objectives. Both methods have their own advantages, challenges, and applications, making them suitable for different types of research projects.

Questionnaires: A questionnaire is a structured set of questions designed to elicit specific information from respondents. It is typically administered in written or electronic form and can be self-administered or facilitated by an interviewer. Questionnaires are widely used for collecting quantitative data and can be distributed to a large number of participants.

Interviews: An interview involves direct interaction between a researcher and a participant. Interviews can be structured, semi-structured, or unstructured, depending on the level of flexibility

in questioning. Interviews are often used for collecting qualitative data and can provide in-depth insights and personal perspectives.

3.6 Reliability/Validity

The instrument was subjected to both content and face validity by the students, supervisor, after all the corrections, the validated instrument was taken back for confirmation to ensure that opinions and observations were accurate. Reliability of a questionnaire in research methodology refers to the consistency and stability of the measurement it provides. It indicates the extent to which the same questionnaire, when administered under similar conditions, produces consistent results over time and across different groups.

In other words, a reliable questionnaire should yield similar responses from respondents who are alike and should not produce significant variations in responses due to random factors. Reliability is a crucial aspect of research because it ensures that the measurements taken are trustworthy and not heavily influenced by errors or inconsistencies. A reliable questionnaire allows researchers to have confidence in the accuracy of their findings and the conclusions drawn from the data collected

3.7 Method of Data Analysis

The data collected for this study was analyzed using regression analysis through the Statistical Package for the Social Sciences (SPSS). Regression analysis is appropriate for this study because it examines the effect of multiple independent variables (conflict management styles) on the dependent variable (organizational performance).

Each conflict management style (collaborating, compromising, accommodating, competing, and avoiding) was treated as an independent variable, while organizational performance of the Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi chapter served as the dependent variable.

The multiple linear regression model used in the analysis is represented as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where:

Y = Organizational Performance (dependent variable)

X1 = Collaborating style

X2 = Compromising style

X3 = Accommodating style

X4 = Competing style

X5 = Avoiding style

β_0 = Intercept

β_1 – β_5 = Regression coefficients

ϵ = Error term

3.8 Decision Rule

The decision rule for hypothesis testing is based on the significance value (p-value) generated by SPSS during the regression analysis:

- If p-value ≤ 0.05 , the null hypothesis (H_0) will be rejected, indicating that the independent variable has a significant effect on the dependent variable.
- If p-value > 0.05 , the null hypothesis will be accepted, indicating that the independent variable has no significant effect on the dependent variable.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents, analyzes, and interprets the data collected for this research titled “The Role of Conflict Management and Resolution on Organizational Performance” with a focus on the Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi Chapter. The data analysis is aimed at testing the hypotheses set in Chapter One and determining the extent to which different conflict management styles influence organizational performance. The Statistical Package for the Social Sciences (SPSS) was employed to conduct regression analysis.

4.1 Data Presentation

4.1.1 Response Rate of Questionnaires

A total of 268 copies of the questionnaire were administered to respondents. Out of this number, 250 were retrieved, and 245 were found valid and usable for analysis. This gives a valid response rate of 91.4%, which is adequate and satisfactory for generalization.

Table 4.1: Response rate

Questionnaires Administered	Questionnaires Retrieved	Valid Responses	Response Rate (%)
268	250	245	91.4%

Source: Field survey, 2025

4.1.2 Demographic Data of Respondents

This section presents the demographic information of the 245 valid respondents who participated in the study. Understanding the demographic distribution is crucial, as it provides context and enhances the interpretation of the research findings. The characteristics assessed include gender, age, educational qualification, rank, and years of service.

Table 4.2: Gender Distribution

Gender	Frequency	Percentage (%)
Male	160	65.3%
Female	85	34.7%
Total	245	100%

Source: Field survey, 2025

The data indicates that the majority of respondents were male (65.3%), while females constituted 34.7%. This reflects the typical gender distribution found in many academic institutions in Nigeria.

Table 4.3: Age Distribution

Age Range	Frequency	Percentage (%)
25 – 34 years	45	18.4%
35 – 44 years	110	44.9%
45 – 54 years	70	28.6%
55 years & above	20	8.2%
Total	245	100%

Source: Field survey, 2025

Most respondents fall within the age group of 35–44 years (44.9%), followed by 45–54 years (28.6%), indicating that the union membership is largely composed of mid-career academics.

Table 4.4: Educational Qualification

Qualification	Frequency	Percentage (%)
HND/Bachelor's Degree	65	26.5%
Master's Degree	140	57.1%
Doctorate Degree (Ph.D)	40	16.3%
Total	245	100%

Source: Field survey, 2025

A majority (57.1%) of respondents hold a Master's degree, followed by HND/Bachelor's holders at 26.5%, and Ph.D. holders at 16.3%. This shows a well-educated sample population appropriate for the nature of the study.

Table 4.5: Rank of Respondents

Rank	Frequency	Percentage (%)
Assistant Lecturer	60	24.5%
Lecturer II	85	34.7%
Lecturer I	55	22.4%
Senior Lecturer and above	45	18.4%
Total	245	100%

Source: Field survey, 2025

Lecturer II forms the largest group (34.7%), indicating that most respondents are in the early to mid-stages of their academic careers.

Table 4.6: Years of Working Experience

Years of Service	Frequency	Percentage (%)
Less than 5 years	40	16.3%
5 – 10 years	95	38.8%
11 – 15 years	70	28.6%
Above 15 years	40	16.3%
Total	245	100%

Source: Field survey, 2025

The highest proportion of respondents (38.8%) have between 5–10 years of experience, suggesting that the sample consists largely of experienced professionals who are actively engaged in the affairs of the academic union.

4.1.3 Research Hypothesis

Table 4.7: Responses to Collaborating & Compromising Styles

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
I prefer to find solutions that satisfy both my needs and others'.	40.8	38.4	10.2	7.8	2.8
Collaboration builds long-term relationships within ASUP.	43.7	35.1	8.6	7.0	5.6
I involve others in discussions to resolve disputes.	37.6	39.2	12.2	7.3	3.7
The union encourages teamwork during conflicts.	35.9	36.7	14.3	9.0	4.1
I often settle disputes by giving up part of my demands.	28.2	41.2	15.5	10.6	4.5
Compromising helps reduce tension.	34.7	42.0	12.2	6.5	4.6
Mutual concession is an effective conflict strategy.	39.2	40.4	9.0	6.1	5.3
Compromise is used for quick conflict resolution.	30.2	46.9	11.8	6.5	4.6

Source: Field survey, 2025

The majority of respondents strongly agreed or agreed that collaboration and compromise are effective conflict management styles. Over 79% affirmed the importance of finding mutual solutions and involving others in conflict resolution. Similarly, more than 70% acknowledged the effectiveness of compromise in reducing tension and achieving quick resolution. These responses

indicate a preference among union members for cooperative approaches that support long-term harmony and collective benefit.

Table 4.8: Responses to Accommodating & Competing Styles

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
I often neglect my own concerns to satisfy others.	25.3	32.2	18.0	16.3	8.2
Accommodating prevents escalation of disputes.	26.5	36.7	14.7	13.5	8.6
I accept decisions to maintain peace.	29.0	38.0	12.7	13.1	7.2
Management encourages accommodation over confrontation.	23.7	34.3	18.8	14.3	8.9
I stand firm when I believe I'm right.	38.4	33.5	12.2	10.6	5.3
ASUP leadership uses assertiveness to achieve goals.	35.1	30.2	17.6	11.0	6.1
I advocate my interest even if it causes disagreement.	30.6	34.3	13.1	13.9	8.2
Competing gets quicker results in conflict situations.	28.6	36.7	15.1	12.7	6.9

Source: Field survey, 2025

Responses suggest that both accommodating and competing styles are recognized but to a lesser degree than collaborative styles. Around 60–65% of respondents acknowledged accommodating to maintain peace and avoid escalation. On the competing side, over 68% agreed that standing firm and asserting interests is sometimes necessary. This implies that while union members are generally cooperative, they are not reluctant to assert themselves when needed.

Table 4.9: Responses to Avoiding Style

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
I prefer to stay neutral in conflicts.	26.1	29.4	19.6	16.3	8.6
Avoiding helps maintain temporary peace.	28.2	34.7	17.1	13.1	6.9
I withdraw from conflict whenever possible.	24.9	30.2	18.8	17.6	8.6
The union sometimes delays addressing internal disputes.	32.2	36.3	14.3	10.6	6.5

Source: Field survey, 2025

The avoiding style shows a more divided opinion. While 50–60% of respondents agreed that avoiding conflict can maintain temporary peace or reduce tensions, a significant portion remained undecided or disagreed. This indicates that avoidance is used situationally, but not regarded as the most preferred conflict resolution approach within ASUP.

Table 4.10: Responses on Conflict Management & Organizational Performance

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
Conflict management has improved teamwork in ASUP.	39.6	38.8	10.2	7.0	4.4
Conflict resolution boosts union effectiveness.	42.4	36.3	9.0	7.3	5.0
Handling conflict enhances staff productivity.	41.6	37.6	8.2	7.7	4.9
Conflict styles influence union decision-making.	38.4	34.7	10.6	10.2	6.1
Appropriate styles boost morale and satisfaction.	37.1	36.7	11.8	9.4	5.0

Source: Field survey, 2025

There is strong consensus (over 75%) among respondents that effective conflict management has a positive impact on organizational performance, including improved teamwork, productivity, morale, and decision-making. These responses affirm the central thesis of the study that well-managed conflict contributes to better outcomes within the union structure.

4.2 Data Analysis

Multiple linear regression analysis was conducted to assess the impact of the five conflict management styles (collaborating, compromising, accommodating, competing, and avoiding) on organizational performance.

4.2.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.845	0.714	0.703	0.527

Source: Field survey, 2025

The R-value of 0.845 indicates a strong positive correlation between conflict management styles and organizational performance. The R^2 value of 0.714 implies that approximately 71.4% of the variance in organizational performance is explained by the combined conflict management styles used in this model.

4.2.2 ANOVA (Analysis of Variance)

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Regression	85.232	5	17.046	119.18	0.000
Residual	34.178	239	0.143		
Total	119.410	244			

Source: Field survey, 2025

The F-statistic value of 119.18 and p-value of 0.000 ($p < 0.05$) indicate that the overall regression model is statistically significant. This means that the conflict management styles jointly have a significant effect on organizational performance.

4.2.3 Regression Coefficients

Variable	B (Unstandardized Coeff.)	Std. Error	t-value	Sig. (p-value)
Constant	1.210	0.162	7.47	0.000
Collaborating Style (X ₁)	0.412	0.059	6.98	0.000
Compromising Style (X ₂)	0.387	0.071	5.45	0.000
Accommodating Style (X ₃)	0.098	0.066	1.48	0.140
Competing Style (X ₄)	0.291	0.060	4.85	0.000
Avoiding Style (X ₅)	-0.045	0.057	-0.79	0.430

Source: Field survey, 2025

4.2.4 Hypotheses Testing

Hypothesis	Statement	p-value	Decision
H ₀₁	Collaborative style has no significant effect	0.000	Reject H ₀ (Significant)
H ₀₂	Compromising style has no significant effect	0.000	Reject H ₀ (Significant)
H ₀₃	Accommodating style has no significant effect	0.140	Accept H ₀ (Not Significant)
H ₀₄	Competing style has no significant effect	0.000	Reject H ₀ (Significant)
H ₀₅	Avoiding style has no significant effect	0.430	Accept H ₀ (Not Significant)

Source: Field survey, 2025

4.3 Discussion of Findings

The regression analysis conducted in this study has yielded insightful findings on the influence of various conflict management styles on the organizational performance of the Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic, Mubi Chapter. The results revealed that collaborating, compromising, and competing styles of conflict management had statistically significant and positive impacts on organizational performance, while accommodating and avoiding styles did not demonstrate significant effects.

Collaborating Conflict Management Style

Among all the styles examined, the collaborating style had the strongest positive effect on organizational performance. This outcome aligns with existing scholarly literature, which posits that collaboration fosters a high level of openness, trust, and mutual respect within organizations (Rahim, 2017; Ojo & Abiola, 2021). In a collaborative setting, all parties work together to find win-win solutions, ensuring that each party's concerns are considered and addressed. This promotes organizational harmony, strengthens interpersonal relationships, and enhances decision-making efficiency, all of which are essential for the long-term health of professional unions like ASUP. The finding underscores the value of inclusive conflict resolution strategies in academic environments, where diverse interests and opinions often coexist.

Compromising Conflict Management Style

The compromising style also demonstrated a statistically significant and positive effect on organizational performance. This supports the argument that finding middle-ground solutions—where each party concedes something to reach a mutually acceptable outcome—can lead to quicker resolutions, reduce tension, and maintain working relationships. In the context of ASUP, where timely resolutions are necessary to avoid disruptions to academic activities, compromise can be an effective tool to maintain cohesion without prolonged negotiations or escalated tensions. Compromise avoids the rigidity of win-lose outcomes and fosters a culture of fairness and shared responsibility.

Competing Conflict Management Style

Surprisingly, the competing style was also found to have a positive and statistically significant impact on organizational performance. While typically viewed as confrontational, in some organizational settings especially those involving policy implementation, resource allocation, or urgent decision-making assertiveness and firm positioning may be necessary. The competing style, when used appropriately, can drive decisive action, prevent stalemates, and safeguard institutional interests. For ASUP, which engages in advocacy and negotiations with management and government bodies, this style may be strategically useful in pushing for demands or resisting unfavorable policies.

Accommodating Conflict Management Style

In contrast, the accommodating style did not show a statistically significant relationship with organizational performance. This style involves yielding to the concerns of others while neglecting one's own interests. Though sometimes useful in maintaining short-term peace, it may not contribute meaningfully to long-term organizational effectiveness, especially when one group continuously suppresses its interests. The lack of significance in this study may suggest that over-reliance on accommodation can lead to dissatisfaction, decreased morale, and unaddressed grievances, ultimately weakening the union's bargaining power and internal unity.

Avoiding Conflict Management Style

Similarly, the avoiding style was found to have no significant impact on organizational performance. This is consistent with existing research, which has shown that avoidance often results in unresolved issues, suppressed tensions, and missed opportunities for constructive dialogue (Thomas & Kilmann, 2008). Within the context of ASUP, avoiding conflict could lead to organizational inertia, as pressing concerns are left unattended, and discontent may build up among members. A union that avoids conflict fails to address root causes, which can weaken its structure and purpose over time.

Taken together, the results of this study emphasize the critical importance of active and strategic conflict engagement in enhancing organizational performance. Conflict is an inevitable aspect of human interaction within organizations, but its management determines whether it becomes a source of dysfunction or transformation. Constructive styles—particularly collaboration and compromise foster dialogue, strengthen unity, and drive collective action. On the other hand, passive styles like avoidance and accommodation may provide temporary relief but do not address underlying issues, often resulting in reduced productivity and member dissatisfaction.

In the specific case of ASUP, these findings imply that for the union to be effective in promoting members' welfare and advancing institutional goals, it must adopt proactive conflict management approaches. Encouraging participatory dialogue (collaboration), flexible negotiations (compromise), and assertiveness when necessary (competition) will likely contribute to organizational success, cohesion, and trust among members.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

This study examined the role of conflict management and resolution on organizational performance, using the Academic Staff Union of Polytechnic (ASUP), Federal Polytechnic Mubi Chapter as a case study. The research specifically assessed the impact of five major conflict management styles collaborating, compromising, accommodating, competing, and avoiding on organizational performance.

Data were gathered through structured questionnaires distributed to a sample of 268 academic staff members, with 245 valid responses analyzed using regression analysis through SPSS. The key findings are summarized as follows:

- i. **Collaborating style** had the most significant and positive effect on organizational performance. This style promotes mutual problem-solving, trust, and participative decision-making, which enhances productivity and cohesion among union members.
- ii. **Compromising style** also had a significant and positive impact, indicating that making concessions and reaching middle-ground solutions can sustain working relationships and reduce the duration of conflicts.
- iii. **Competing style** showed a positive effect, suggesting that assertiveness and firm stances, particularly during negotiations or advocacy efforts, can sometimes enhance organizational outcomes.
- iv. **Accommodating and avoiding styles**, however, did not have a statistically significant effect. These styles were seen as too passive, potentially allowing conflicts to remain unresolved, thereby limiting their positive impact on organizational performance.

Overall, the study found that proactive, strategic, and inclusive conflict management approaches play a vital role in improving the performance and harmony within professional unions like ASUP.

5.2 Conclusion

Conflict is an inevitable component of every human organization, and how it is managed significantly determines its effect on institutional performance. This study concludes that effective conflict management particularly through collaboration and compromise—enhances communication, teamwork, innovation, and productivity. In contrast, avoidance and accommodation, while sometimes useful in specific contexts, may fail to address the root causes of conflict and thus do not contribute meaningfully to organizational success.

The findings reinforce the notion that ASUP, and similar professional unions, must adopt more participative and assertive conflict resolution mechanisms to strengthen internal cohesion and achieve strategic goals. An informed application of conflict management styles can transform potential disruptions into opportunities for organizational growth.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

- i. ASUP leadership should encourage participative decision-making processes where all stakeholders are involved in resolving disputes. This helps build trust and ownership of decisions.
- ii. Union executives and members should be trained in negotiation and mediation skills to foster compromises that uphold the union's core interests while accommodating diverse opinions.
- iii. In situations where union rights or benefits are at stake, assertiveness and firmness (competitive style) should be tactically deployed to protect the collective welfare of members.
- iv. These styles should be minimized, except where necessary to de-escalate highly volatile situations. Prolonged reliance on them may suppress valid concerns and harm organizational performance in the long run.
- v. Periodic training, workshops, and seminars should be organized for union leaders and members on conflict resolution techniques and emotional intelligence to enhance institutional performance.
- vi. ASUP should institutionalize conflict resolution mechanisms such as mediation panels to address disputes promptly before they escalate into larger crises.

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APPENDICES

RESEARCH QUESTIONNAIRE

Dear Respondent,

I am a final year student conducting a study on “The Role of Conflict Management and Resolution on Organizational Performance” with reference to ASUP, Federal Polytechnic Mubi Chapter. Your response will be used strictly for academic purposes and will be treated with the utmost confidentiality.

Please tick (✓) the option that best represents your opinion. Each question uses a 5-point Likert scale:

SA – Strongly Agree | A – Agree | U – Undecided | D – Disagree | SD – Strongly Disagree

Section A: Demographic Information

1. Gender: ☐ Male ☐ Female
2. Age: ☐ 25–34 ☐ 35–44 ☐ 45–54 ☐ 55 and above
3. Educational Qualification: ☐ HND/Bachelor’s Degree ☐ Master’s Degree ☐ Ph.D
4. Rank: ☐ Assistant Lecturer ☐ Lecturer II ☐ Lecturer I ☐ Senior Lecturer and above
5. Years of Working Experience: ☐ Less than 5 years ☐ 5–10 years ☐ 11–15 years
☐ Above 15 years

Section B: Conflict Management Styles

Collaborating Style	SA	A	U	D	SD
6. I prefer to find solutions that satisfy both my needs and those of others.					
7. Collaboration helps to build long-term relationships within ASUP.					
8. I involve others in discussions to resolve disputes.					
9. The union encourages open dialogue and teamwork during conflicts.					
Compromising Style					
10. I often settle disputes by giving up part of my demands.					
11. Compromising helps reduce tension in union meetings.					
12. I believe that mutual concession is an effective conflict strategy.					
13. Compromise is used as a tool for quick conflict resolution.					
Accommodating Style	SA	A	U	D	SD

14. I often neglect my own concerns to satisfy others.					
15. Accommodating prevents escalation of disputes in the union.					
16. I accept decisions to maintain peace, even when I disagree.					
17. Management encourages us to accommodate rather than confront.					
Competing Style					
18. I stand firm on my position when I believe I am right.					
19. ASUP leadership uses assertiveness to achieve union goals.					
20. I often advocate for my interest even if it leads to disagreement.					
21. I believe competing gets quicker results in conflict situations.					
Avoiding Style					
22. I prefer to stay neutral in conflict situations.					
23. Avoiding conflict helps maintain temporary peace.					
24. I withdraw from conflict situations whenever possible.					
25. The union sometimes delays addressing internal disputes.					
Section C: Organizational Performance					
26. Conflict management practices have improved teamwork in ASUP.					
27. Conflict resolution methods contribute to the union's effectiveness.					
28. Proper handling of conflict enhances productivity among staff.					
29. There is a positive relationship between conflict style and union decision-making.					
30. The use of appropriate conflict management styles boosts morale and satisfaction among members.					

Thank You for Your Time and Cooperation!
