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**Effect of conflict management strategies on organizational effectiveness in Bayero University, Kano**

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**Abstract**

*Organizational effectiveness reflects how well an institution achieves its objectives, adapts to change, and ensures efficient internal operations. In academic institution, unresolved conflict has hindered this effectiveness, making conflict management strategies vital tools for fostering harmony and productivity. This study examines the effect of conflict management strategies on organizational effectiveness in Bayero University, Kano, with a specific focus on mediation, participatory decision-making, and leadership training. Guided by Mary Parker Follett's conflict resolution theory and Rahim's Conflict Management Model, the study adopted a quantitative survey design. A sample of 346 respondents was drawn from a population of 4,528 academic and non-academic staff using Taro Yamane's formula and stratified random sampling technique. Data were gathered via a structured questionnaire and analyzed using descriptive statistics and multiple regression analysis through SPSS. The findings indicate that proactive conflict management significantly enhances communication, reduces tension, and improves organizational performance. The study recommends institutionalizing conflict management units, conducting regular staff training on emotional intelligence, and implementing participatory governance frameworks to strengthen organizational growth and sustainability.*

**Keywords:** Conflict, management strategies, organizational effectiveness, workplace conflict, Bayero University Kano..

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**1. Introduction**

Organizational effectiveness has emerged as a critical benchmark for evaluating the success and sustainability of institutions worldwide. Globally, organizations are increasingly confronted with complex and dynamic environments marked by rapid technological change, increased competition, and shifting workforce expectations. To remain relevant and competitive, organizations must not only achieve their set objectives but also adapt to environmental changes, maintain internal harmony, and build resilience (Farooq & Jasimuddin, 2022). According to Santos and Ferreira (2021), the quest for organizational effectiveness is evident

across both public and private sectors, where organizations focus on aligning strategies, processes, and human resources to achieve optimal performance. In developed economies, educational institutions have been at the forefront of adopting innovative practices, such as collaborative decision-making and advanced conflict resolution frameworks, to enhance productivity and institutional outcomes.

In developing nations, including Nigeria, the pursuit of organizational effectiveness has become even more pressing due to socio-economic challenges, resource constraints, and workforce diversity. Nigerian organizations, particularly

universities, are expected to deliver quality teaching, research, and community service while managing limited resources (Taiwo & Lawal, 2022). However, achieving effectiveness is often undermined by poor communication, leadership deficiencies, and workplace conflicts (Obi and Okeke, 2023). Organizational effectiveness is closely tied to factors such as employee performance, communication, and institutional cohesion (Farooq & Jasimuddin, 2022).

Conflict is a pervasive phenomenon in organizations, where it can hinder performance, attainment of goals, and overall development. Studies have shown that unresolved conflicts result in reduced productivity, strained relationships, and increased turnover intentions among employees (Zhao & Xia, 2020). In the Nigerian university system, conflicts have been a recurring issue, particularly between staff unions and the government, resulting in industrial disharmony and strike actions (ASUU, 2020; NASU, 2020; SSANU, 2020). The conflicts are often fuelled by issues such as poor conditions of service, underfunding, infrastructural neglect, lack of autonomy, and academic freedom. Thus, unresolved workplace conflicts can undermine productivity, disrupt collaboration, and negatively affect overall institutional outcomes (Afsar et al., 2020).

Thus, the management strategies of such conflict play a crucial role in ensuring organizational harmony and effectiveness. Strategies such as mediation, participatory decision-making, and leadership training have been identified as vital tools for addressing the underlying causes of conflict and promoting collaborative problem-solving (Omene, 2021). Mediation, in particular, provides a structured and neutral platform for resolving disputes, while participatory decision-making enhances transparency and staff involvement, reducing the

likelihood of conflicts arising from unilateral decisions (Elijah & Safiyanu, 2025). Leadership training equips managers and administrators with emotional intelligence and communication skills necessary for conflict resolution (Agbakwuru & Eze, 2021). Evidence from previous studies shows that organizations that implement these strategies tend to have stronger employee relationships, better teamwork, and higher overall effectiveness (Farooq & Jasimuddin, 2022; Augustine et al., 2024).

Despite the prevalence of workplace conflict, few empirical studies have examined the effect of conflict management strategies on organizational effectiveness in Nigerian universities. Most existing research either focuses on conflict causes (Taiwo & Lawal, 2022) or general employee performance (Chaudhry & Song, 2020), without establishing how proactive conflict resolution mechanisms can improve institutional effectiveness. It is against this backdrop This study aims to assess the effect of conflict management strategies on organizational effectiveness in Bayero University, Kano, with a particular emphasis on three critical dimensions of conflict resolution: mediation, participatory decision-making, and leadership training. The study seeks to examine how the use of mediation, the role of participatory decision-making and leadership training affect organizational effectiveness in Bayero University, Kano.

## **2. Literature review**

### **2.2 Concept of Conflict**

Conflict is based on the incompatibility of goals that arises from opposing behavior. It can be viewed at different levels, such as individual, group, or organizational levels. Conflict may lead to confrontations, and the outcomes can be potentially destructive for at least one or both parties (Kreitner & Kinicki, 2020). According to Schulz-Hardt and Mojzisch (2019), conflict is a state of serious

disagreement and argument about something perceived to be important by at least one of the parties involved. In the context of industrial conflict, Dundon and Rollinson (2017) explain that it involves the total range of behaviors and attitudes in opposition between individual owners and managers on one hand and working people on the other. The definitions provided by these scholars highlight the complexity of conflict. De Dreu and Gelfand (2018) conceived conflict as "a process which one party perceived that its interest is being opposed or negatively affected by another party." This definition highlights the importance of perception in conflict, but also notes that conflict can affect parties both negatively and positively, depending on the circumstances. Organizational conflict occurs when members engage in activities incompatible with those of colleagues within their network, members of other collectives, or unaffiliated individuals who utilize the services or products of the organization (Rahim, 2017).

Moreover, several scholars provided a grounded understanding of conflict, for instance, it is described as a natural outcome of workplace diversity and organizational interdependence, where incompatible goals, differences in values, or scarcity of resources result in disagreements that affect interpersonal or intergroup relations (Al-Hamdan, et, al. 2021). From the view of Han et, al. (2021), Conflict is a multidimensional phenomenon that encompasses emotional, task-related, and procedural aspects, each influencing team cohesion and performance differently. This goes in line with the understanding of Al-Zawahreh, & Al-Madi, (2019), where they perceive Conflict is a behavioral manifestation of disagreement that may arise at the interpersonal, intra-group, or inter-group level, significantly influenced by organizational culture and leadership. Alnuaimi et, al. (2020), provided a further

clarification that Conflict is viewed as a socio-structural and cognitive phenomenon rooted in divergent interests and bounded rationality, manifesting in competitive behaviors or emotional tension within interdependent systems. This is close to the view of Ayoko & Konrad (2020), where they see Conflict as a communicative act situated in power dynamics, often influenced by gender, status, and intercultural differences, which shape how conflicts are perceived and enacted. From the view of Chen et, al. (2022), Conflict is conceptualized as a dynamic and evolving interaction involving perceived goal incompatibility, negative emotions, and power struggles within collaborative environments, while Nguyen & Mohamed (2018) have a different view where they see Conflict as an inevitable and potentially constructive process in organizational life that, if well-managed, may lead to innovation, critical thinking, and improved performance.

From the foregoing, it can be deduced that conflict is inevitable wherever there is human interaction and contact (Green, 2018; Marion, 2019; Pepin, 2020). It is only wise that conflicts are addressed by practicing good conflict management in the organization as an effective management of conflicts is fundamental to the development of any society (Swanstrom and Weissmann, 2020).

### **2.3 Concept of conflict management**

Conflict management has been defined by De Dreu (2018) as a process of managing the clashes or struggles between parties. From the point of view of Green (2018), conflict management is the practice of identifying and handling conflict in a sensible, fair and an efficient manner. Scholars like Riaz & Khalili (2020), viewed Conflict management is a strategic process by which organizations address disagreement constructively through collaborative practices that support innovation and psychological safety. It is shaped by cultural norms and values,

where individualistic or collectivist cultures prefer different approaches ranging from direct confrontation to harmony-seeking avoidance (Gelfand et al. 2018). Conflict management is viewed by Hanaysha, (2021) as a leadership-driven mechanism for minimizing disruptions and enhancing team coordination through emotional intelligence and participatory communication. Al-Hamdan et al. (2021), similarly refer Conflict management to the use of a range of strategies (e.g., avoidance, competition, accommodation, compromise, collaboration) to regulate and resolve interpersonal or group tensions in the workplace. Whereas as for Akhtar & Zaheer (2022), Conflict management is the deliberate efforts by individuals or leaders to diagnose, prevent, or resolve disputes through negotiation, third-party intervention, or structured dialogue. This goes in line with Matopoulos & Bourlakis (2020), who viewed Conflict management in a supply chain setting as something that involves resolving disagreements over goals, roles, or resource allocation through communication, mutual trust, and formal contracts.

Moreover, Tanner (2016) defined conflict management as the limitation, mitigation and/or containment of a conflict without necessarily solving it, Zartman (2019) opined that it refers to the process of eradicating violence and actions associated with it thereby leaving the conflict to be dealt with on the political level. He, unlike the others, restricted the management of conflict only to the political sphere leaving out others like organizations and institutions of higher learning which also experience conflicts. Huseman (2019) described conflict management as the ability to distinguish between useful conflicts and the ones that should be eliminated. Leffel, Hallam, & Darling (2012) viewed conflict management as not implying terminating

conflict, but involving the understanding of strategies required to minimize the dysfunction aspect of conflict and enhance its constructive effectiveness. Rahim (2021) also asserted that conflict management does not necessarily imply avoidance, reduction or termination of conflict; it simply means designing effective macro-level strategies to minimize its dysfunctions and enhance constructive functions for learning and effectiveness in an organization.

#### **2.4 Link between Mediation, Participatory Decision-Making and Leadership Training on Organizational Effectiveness**

Mediation plays a crucial role in strengthening organizational effectiveness as it involves the intervention of a neutral third party who facilitates dialogue between conflicting individuals or groups to achieve a mutually beneficial resolution. It promotes collaboration, trust-building, and problem-solving, which are essential for maintaining workplace harmony and productivity (Omene, 2021). Beyond resolving disputes, mediation fosters stronger relationships and creates an environment where employees can work together without unnecessary tension, ultimately improving institutional performance.

In a study conducted by Augustine et al. (2024), where they undertook a quantitative survey of 250 employees at the University of Calabar Teaching Hospital, the data was analyzed using regression techniques. Their findings revealed that mediation significantly enhanced teamwork, employee motivation, and service delivery, which are critical indicators of organizational effectiveness. Similarly, in a research carried out by Shehu-Usman et al. (2024), a descriptive survey of 200 employees of the Federal Roads Maintenance Agency. Their findings was also in line with that of Augustine et al. (2024), where a strong positive effect of mediation on

organizational communication and workplace harmony was observed. Elijah and Safiyanu (2025), also carried out a mixed-method study incorporating both quantitative and qualitative methods with staff of tertiary institutions, the study found out that mediation was a strong predictor of institutional effectiveness, particularly in reducing interpersonal tensions and improving problem-solving capacities among staff. In the Nigerian banking sector, a similar study was carried out by Iyamabor et al. (2024) where they employed a structural equation modelling (SEM) on a sample of 300 employees. They reported that alternative dispute resolution mechanisms, particularly mediation, were instrumental in reducing employee turnover and boosting productivity.

Another comparative study by Alshurideh et al. (2024) across project-based organizations in Jordan and the UAE, using partial least squares structural equation modelling (PLS-SEM), further confirmed that mediation, when supported by proactive leadership, improved project delivery timelines and enhanced overall team performance. Despite the compelling evidence of its benefits, research on mediation often forms part of a broader conflict management framework, with limited studies isolating its direct effect on organizational effectiveness particularly in academic institutions.

Participatory decision-making on the other hand represents another key factor in organizational effectiveness as it allows employees to be actively involved in decisions that impact their work. This participatory approach enhances a sense of inclusion, ownership, and accountability while reducing resistance to organizational policies and fostering transparent communication, all of which are essential for organizational success (Dilini & Thisera, 2021). A review of empirical studies proved that participatory decision-making contributes significantly

in improving organizational effectiveness. For instance, Mensah and Akoto (2022) surveyed of 300 staff across five Ghanaian universities, they employed multiple regression analysis to assess the relationship between decentralized decision-making and organizational performance. Their findings indicated that institutions with well-established participatory decision-making structures experienced lower levels of conflict, improved service delivery, and enhanced staff morale. Similarly, Dilini and Thisera (2021), using exploratory factor analysis and path modelling on data from 210 public school teachers in Sri Lanka, the findings revealed that participatory decision-making positively influenced organizational citizenship behavior, which in turn enhanced organizational performance.

Moreover, according to transformational leadership theory by James MacGregor (1978), Leadership training is a critical determinant of organizational effectiveness, as it equips leaders with essential skills such as conflict resolution, effective communication, emotional intelligence, and strategic thinking. Leaders who undergo structured training programs are better positioned to inspire trust, foster collaboration, and reduce workplace conflicts, which collectively enhance organizational outcomes (Moeketsi & Moloi, 2020). Empirical evidences that support this view include a study by Farooq and Jasimuddin (2022), where they studied 320 employees in United Kingdom higher education institutions, the data was analyzed using hierarchical regression analysis and result revealed that leadership training significantly enhanced the ability of leaders to resolve conflicts and motivate teams, ultimately improving organizational performance and employee retention. In the Nigerian context, Obi and Okeke (2023), through a descriptive survey and correlation analysis, revealed



that universities with well-structured leadership development initiatives experienced higher staff satisfaction, institutional cohesion, and improved capacity for managing internal disputes. Moeketsi and Moloi (2020) also carried out a qualitative research in South African universities, the findings of the study revealed that leadership training moderated the negative effects of conflicts and enhanced teamwork and staff collaboration. Alshurideh et al. (2024) also reported that leadership development programs strengthened the effectiveness of collaborative conflict resolution strategies in project-based organizations. Another similar study was carried out by Agbakwuru and Eze (2021), in Nigerian tertiary institutions, it was observed that leadership training improved interpersonal relationships and overall organizational harmony. Despite the growing body of evidence, leadership training is still rarely examined as an independent variable influencing organizational effectiveness in academic institutions, as most studies focus on its role within broader organizational development programs. This research therefore aims to fill this gap by analyzing the standalone effect of leadership training on organizational effectiveness in Bayero University, Kano. The reviewed empirical evidence clearly suggests that mediation, participatory decision-making, and leadership training are vital mechanisms for improving organizational performance. However, gaps remain in the existing literature, as most prior studies have not isolated these factors as independent determinants of organizational effectiveness, especially within the Nigerian academic context. Furthermore, there is a lack of comparative analysis of the individual and combined effects of these variables in public universities, particularly in Northern Nigeria, where organizational conflicts and management inefficiencies are prevalent. This study responds to these

gaps by investigating the direct effects of mediation, participatory decision-making, and leadership training on organizational effectiveness in Bayero University, Kano. Thus, the study hypothesized the following:

*H1, mediation has a significant positive effect on organizational effectiveness in Bayero University, Kano.*

*H2, participatory decision-making has a significant positive effect on organizational effectiveness in Bayero University, Kano*

*H3, leadership training has a significant positive effect on organizational effectiveness in Bayero University, Kano.*

## **2.5 Theoretical framework**

This study is anchored by **Mary Parker Follett's Conflict Resolution Theory** and **Rahim's Conflict Management Model**. These theories provide a solid foundation for understanding how conflict management strategies influence organizational effectiveness.

### **2.5.1 Mary Parker Follett's Conflict Resolution Theory**

Follett (1940) posited that conflict is neither inherently negative nor destructive but rather a natural and inevitable aspect of organizational life. She argued that when conflict is managed through constructive approaches, it can lead to improved relationships, innovative solutions, and organizational growth. Follett identified three primary ways of handling conflict namely, domination, compromise, and integration. with integration being the most desirable as it satisfies the needs of all parties.

### **2.5.2 Rahim's Conflict Management Model**

Rahim (2001) advanced a model that classifies conflict management strategies into five styles: integrating, obliging, dominating, avoiding, and compromising. This study draws on Rahim's model by focusing on mediation, participatory decision-making, and leadership training as proactive and integrative strategies.

Participatory decision-making aligns with the integrating style by ensuring that all parties are involved in crafting mutually beneficial solutions, while leadership training equips managers with the skills to apply the most effective conflict resolution approach in any given situation.

### 3. Methodology

This study adopts a quantitative research design, specifically correlational survey design. The correlational design is used to determine the extent to which the three dimensions of conflict management strategies (mediation, participatory decision-making, and leadership training) influence organizational effectiveness. The target population of this study consists of all academic and non-academic staff of Bayero University, the institution has a total of 4,528 staff members, comprising 1,806 academic staff and 2,722 non-academic staff. To determine a representative sample size, Taro Yamane's (1967) formula was applied with a 5% margin of error, yielding a sample of approximately 366 respondents. A stratified random sampling technique is employed to ensure that both academic and non-academic staff are proportionally represented in the sample. Within each stratum, respondents are randomly selected to minimize bias and enhance the generalizability of findings.

The study relies primarily on primary data, which will be collected through a structured questionnaire. The questionnaire is divided into three sections: demographic information, conflict management strategies (measuring mediation, participatory decision-making, and leadership training), and organizational effectiveness (assessing task performance, administrative efficiency, and staff

cohesion). The research instrument for this study is a structured questionnaire developed based on existing validated scales from previous studies. Items measuring conflict management strategies are adapted from Rahim's (2001) Conflict Management Inventory, while items on organizational effectiveness are derived from prior studies by Farooq and Jasimuddin (2022) and Obi and Okeke (2023). A pilot study was conducted with 30 respondents, and Reliability is tested using Cronbach's alpha coefficient, with a threshold of 0.70 indicating acceptable internal consistency. Responses were measured using a 5-point Likert scale, ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*, allowing respondents to indicate the extent of their agreement with each statement.

#### 3.1 Method of data analysis

multiple regression analysis was employed to examine the effect of mediation, participatory decision-making, and leadership training on organizational effectiveness with the use of Statistical Package for the Social Sciences (SPSS) version 23.

The statistical model guiding this study is a multiple regression model expressed as:  
$$OE = \beta_0 + \beta_1(MED) + \beta_2(PDM) + \beta_3(LT) + \epsilon$$

Where OE represents organizational effectiveness (dependent variable), MED denotes mediation, PDM denotes participatory decision-making, LT denotes leadership training (independent variables),  $\beta_0$  is the intercept,  $\beta_1$ ,  $\beta_2$ , and  $\beta_3$  are regression coefficients, and  $\epsilon$  is the error term. This model will help determine the relative influence of each conflict management strategy on organizational effectiveness.

#### 4. Results and Discussion

**Table 4.1**

*Model summary of the regression analysis*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<b>1</b>	0.70	0.49	0.48	0.614

**Model Summary:** R = .70, R<sup>2</sup> = .49, Adjusted R<sup>2</sup> = .48, Std. error = 0.614

Table 4.1 shows a statistically significant model for predicting Organizational Effectiveness using three key predictors: Mediation (MED), Participatory Decision-Making (PDM), and Leadership Training (LT). The model explains approximately 49% of the total variance in Organizational Effectiveness (R<sup>2</sup> = 0.49), with an Adjusted R<sup>2</sup> of 0.48, suggesting a high degree of explanatory power. The corresponding F-statistic of 120.10 and p-

value less than .001 confirms that the overall regression model is statistically significant and not due to random chance. The standard value of the estimate 0.614 also indicated the average deviation of the predicted value from the actual observed values of organizational effectiveness is relatively low. This suggest that the regression model provides a fairly accurate prediction of the dependent variables.

**Table 4.2**

*summary of multiple Regression analysis showing the effect of mediation, participatory decision-making and leadership training on Organizational Effectiveness*

Variables	B	SE B	$\beta$	t-Value	P	Decision
<b>MED</b> ➔ <b>Mediation</b>	0.35	0.05	0.33	7.12	<.001	Accepted
<b>PDM</b> ➔ <b>Participatory Decision-making</b>	0.29	0.05	0.27	6.08	<.001	Accepted
<b>LT</b> ➔ <b>Leadership Training</b>	0.21	0.04	0.20	5.20	<.001	Accepted

Table 4.2 present the summary of multiple regression analysis showing the varying effect of the individual predictors on organizational effectiveness. Looking at the individual predictors, Mediation emerges as the strongest predictor of Organizational Effectiveness, with a standardized Beta ( $\beta$ ) value of 0.33, an unstandardized coefficient (B) of 0.35, a t-value of 7.12, and a p-value less than 0.001. This indicates that effective mediation strategies significantly and positively influence organizational outcomes. It implies that when conflicts are resolved constructively and fairly, organizational performance improves due to increased collaboration, reduced tension, and restored interpersonal trust. Participatory Decision-Making (PDM) also has a significant positive effect on

Organizational Effectiveness, with B = 0.29,  $\beta$  = 0.27, t = 6.08, and p < 0.001. This implies that when employees are actively involved in decision-making processes, they develop a greater sense of ownership, commitment, and accountability, which translates into improved organizational performance. The finding supports the notion that inclusive management practices lead to a more engaged and motivated workforce. As for Leadership Training (LT) which is the third significant predictor, with a B value of 0.21,  $\beta$  = 0.20, t-value of 5.20, and p-value less than 0.001. This suggests that investment in leadership development significantly enhances organizational performance. When leaders are well-trained, they are more likely to adopt effective communication, strategic



thinking, and motivational behaviors that positively affect both individual and organizational productivity.

### **Discussion of Findings**

The findings of this study reveal that all three conflict management strategies; mediation, participatory decision-making, and leadership training have significant positive effects on organizational effectiveness in Bayero University, Kano. The strong positive effect of mediation ( $\beta = 0.33$ ,  $p < 0.001$ ) underscores its role as an essential mechanism for resolving disputes and fostering a harmonious work environment. This finding aligns with Augustine et al. (2024), who observed that mediation significantly improved staff motivation and performance in a Nigerian teaching hospital. It also corroborates the findings of Shehu-Usman et al. (2024) and Iyamabhor et al. (2024), where significant relationship of mediation on organizational performance was observed. The findings also agrees with Rahim's conflict management model where mediation is proved to have strong effect in improving organizational effectiveness. Similarly, participatory decision-making ( $\beta = 0.27$ ,  $p < 0.001$ ) emerged as a strong predictor of organizational effectiveness, supporting the arguments by Elijah and Safiyanu (2025), Dilini & Thisera, 2021, and Akoto (2022), where they posited that inclusive decision-making reduces workplace tensions and increases commitment. The positive impact of leadership training ( $\beta = 0.20$ ,  $p < 0.001$ ) also corroborates the work of Moeketsi and Moloi (2020), who found that trained leaders are better equipped to manage conflicts and enhance organizational performance. The findings also strengthen Follett's conflict resolution theory where she argued that when conflict is managed through constructive approaches, it can lead to improved relationship and performance.

### **5. Conclusion and Recommendation**

The results of this study establish that effective conflict management strategies are indispensable for achieving organizational effectiveness in Bayero University, Kano. Conflicts are inevitable in any organization; however, when managed through proactive mechanisms such as mediation, participatory decision-making, and leadership training, they can be transformed into opportunities for institutional growth and improved performance. The findings confirm that these strategies not only resolve disputes but also promote inclusion, trust, and effective leadership, all of which are essential components of organizational success. By integrating these strategies into Bayero University can enhance staff relationships, reduce disruptions, and achieve higher levels of productivity and institutional harmony.

#### **Recommendations**

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

- i. Bayero University should institutionalize Mediation Frameworks, it should establish a formal mediation unit or strengthen existing structures to address conflicts in a timely and structured manner. Training mediators from both academic and non-academic staff would ensure neutrality and credibility in conflict resolution processes.
- ii. Participatory Decision-Making should be enhanced, the university management should actively involve staff in policy formulation, resource allocation, and administrative decisions. Regular consultative meetings and inclusive committees will foster a sense of ownership and reduce the likelihood of disputes arising from unilateral decisions.
- iii. Leadership Training Programs should also be strengthened, there should be continuous professional development programs focusing on leadership, emotional intelligence, and

communication skills should be organized for administrators, department heads, and faculty leaders. This will equip them with the necessary competencies to handle conflicts constructively and inspire team cohesion.

### **Contribution to Knowledge and suggestion for future research**

This study contributes to the body of knowledge by providing empirical evidence on how specific conflict management strategies (mediation, participatory decision-making, and

leadership training) significantly enhance organizational effectiveness within a Nigerian higher education context. It extends prior studies by focusing on a Northern Nigerian university, offering practical recommendations that can inform policy and management practices. Future studies should explore other conflict management strategies, such as negotiation and arbitration, as well as the role of organizational culture in shaping conflict outcomes in Nigerian universities.

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