Conflict Management Strategies and Administrative Effectiveness in Nigerian Universities

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Abstract
This paper investigated conflicts management strategies and administrative effectiveness in Nigerian universities. As a descriptive survey, the study population comprised all the 62 public universities in Nigeria. Out of these, 12 universities were selected through the simple random sampling technique. Out of the 25,421 members of staff in the universities, 3,820 members of staff were selected for the study. The instrument used to collect data for the study was the "Conflict Management Strategies and Administrative Effectiveness Questionnaire". The data collected were analysed using frequency count, percentages, mean, Correlation Matrix, Regression Analysis of Variance and Multiple Regression. It was found that conflict in Nigerian universities occurred frequently. Communication gap between the authorities and the workers was found to be the major cause of conflict in the universities. The effectiveness of the existing conflict management strategies used in Nigerian universities was at a moderate level. It was recommended that the authorities of Nigerian universities should adopt a blend of management strategies in managing conflicts in their institutions in order to enhance administrative effectiveness.

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Keywords: comparative, students', schools, performance, examinations, Nigeria
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INTRODUCTION
Conflict has been observed to be in existence in all human organizations including the universities system. It could be described as all forms of opposition, disagreement, friction between two or more parties and it manifests in the forms of arguments, protests, demonstration, aggression and other destructive behaviours. While conflict occurrence have been observed to be inevitable and ubiquitous in human organizations, the strategies for managing it have remained topical issues and matters of concern to individuals, groups and scholars (National Open University of Nigeria, 2009).

Conflict management strategies refer to the internal mechanisms used by the various authorities in resolving conflict. Amason (1996) described conflict as a form of socialization. He stressed that people in organizations have both personal and role preferences about the organizations' actions and policies. However, conflict exists whenever it is impossible for others to carry out their desired action. Hence, Bens (1997) reported that conflict is the tension that is experienced when a group of people feels that their needs or desires are likely to be denied. His argument was in consonance with the contention made by Owens (1995) who postulated that conflict occurs whenever incompatible activities occur while Abdu-Raheem (2004) argued that it could mean strife,

controversy, discord of action and antagonism. Thus, in a related survey, Adeyemi (2010) found that in the Nigerian school system, conflict occurs from time to time. He argued that conflict is the art of coming into collision, clash or be in opposition with one another. His argument was in agreement with the argument made by Sessa (1996) and Canavan & Monahan (2001) who asserted that conflict situation is one in which the parties involved are unable to iron out their differences.

A number of research findings showed that various form of conflict also occur at varying degrees and proportions in universities. Amuseghan (2007), for instance, found that the level of occurrence of student-authority conflicts in the United Kingdom (UK) and Canadian universities was high while Oyebade (2000) and Awosusi (2005) reported that the level of occurrence of staff-authority conflicts in Nigerian tertiary institutions was also high.

Oyebade (1994) in another study described conflict as inevitable. Conflict can therefore be described as a fact of life. It can be said to be a reality in any social system. In the Nigerian university system, there had been chains of conflicts which had led to gradual but steady disruption of academic activities. Many scholars have identified different conflict management strategies being used in organizations.

Ladipo (1997) identified conflict management strategies of forcing, structural changes, avoidance, compromise and smoothing. In a related study, Hodge & Anthony (1991) identified conflict management strategies as suppression, smoothing, avoiding, compromise, third-party intervention, cooperation, democratic process, job rotation as well as confrontation. The strategy identified by Meyer (1994) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving.

Nevertheless, Ibukun (1997) identified problem solving, appeal to superior organizational goals, prevention and avoidance, expression of opportunities and resources, use of authority and command, changing the structure of the organization and compromise as management strategies for resolving conflicts organizations. Likewise, Oyebade (1995) identified certain strategies as important in resolving conflict. These strategies include dialogue, automatic, emergency and delaying approaches. The efforts of all stakeholders in the university management are required in ensuring amicable resolution of conflict. In this regard, Adebayo (2007) postulated that the first strategy of conflict resolution is commitment to the management of productive conflict, such that conflict does not become destructive. He advocated for these strategies by enjoining leaders, management and all in positions of authority to promote the rule of law, protect the fundamental human rights, promote human freedom, fair allocation of values and equity of justice. These values are very essential in order to reduce friction and conflict in organizations.

However, the foregoing situations implied that conflicts have become part and parcel of organizations including universities and all other levels of educational institutions. It also implies that much as these conflicts continued to manifest, researchers have continued to carry out surveys and researches in multifarious dimensions with a view to exploring the best strategies for managing conflicts effectively in the workplace. The purpose of this study therefore was to identified the causes of conflict in Nigerian universities and determine the most effective management strategies that could be use in resolving conflict in the universities. It was also to determine the relationship between conflict management strategies and administrative effectiveness in Nigerian universities.

STATEMENT OF THE PROBLEM
Common observation in Nigerian universities revealed the occurrences of conflicts despite the existence and use of various strategies by the authorities in managing them. Observations also showed that the strategies being used by the

authorities in managing or mismanaging these conflicts might have some relationship with the administrative effectiveness of the institutions.

The problem of this study was to determine what relationship actually exists between conflict management strategies and administrative effectiveness in Nigerian universities.

In addressing this problem, the following questions were raised:
1. What is the frequency of occurrence of conflict in Nigerian Universities?
2. What are the causes of conflict in Nigerian Universities?
3. Is there any relationship between conflict management strategies and administrative effectiveness in Nigerian universities?
4. Which of the conflict management strategies can best predict administrative effectiveness in Nigerian universities?

METHOD
The study adopted the descriptive research design of the survey type. A survey is a planned collection of data over a large area for the purpose of analyzing the relationships between variables (Oppenheim, 1992). The study population comprised all the 62 public universities in Nigeria as at 2010. The sample for the study consisted of 12 universities drawn from the study population. The method of selection was by multi-stage and purposive sampling techniques. Stage 1 involved the selection of 3 out of the 6 geo-political zones of the country as the area of coverage for the study. The 3 zones selected were the South-West, South-East and North-East geo-political zones. The method of selection was by simple random sampling technique. Stage 2 involved the selection of 4 universities from each of the 3 selected geo-political zones. The method of selection was also by simple random sampling technique.

Stage 3 involved the selection of respondents for the study. Thus, out of the 25,421 members of staff (9,205 academic and 16, 216 non-academic) in the sampled universities, 3,820 members of staff (1,240 academic and 2,580 non-academic) were selected for the study. The method of selection was by stratified random sampling technique. The sample was made up of 117 Heads of Departments and 1,123 other academic staff while the non-academic staff included 186 Heads of administrative Departments and 2,394 other staff.

The instrument used to collect data for the study was the "Conflict Management Strategies and Administrative Effectiveness Questionnaire" (CMSAEQ). The instrument was in 3 parts A, B and C. Part 'A' was demographic. It elicited information on the bio-data or personal information about the universities and the respondents. Part 'B' contained 3 sections. Section i elicited information about the

frequency of occurrence of conflict in Nigerian universities. Section ii requested information on the causes of conflict while section iii required information on the effectiveness or otherwise of the conflict management strategies used in the universities.

Part 'C' elicited information on administrative effectiveness in the universities. It consisted of 4 sections A, B, C and D. Section 'A' elicited information on the effectiveness of general administration in the universities. Section 'B' required information on the effectiveness of teaching and learning activities while section 'C' requested information on the effectiveness of university sponsored research activities. Section 'D' required information on the effectiveness of community services in the universities. In order to ascertain the validity of the instrument, the questionnaires were given to experts in Tests and Measurement to examine. In doing this, the structure and the layout as well as what the instrument superficially appeared to measure was examined in terms of face validity. The experts matched each of the items of the instrument with the research questions in order to determine whether the instrument actually measured what they were supposed to measure in terms of content validity. The reliability of the instruments was determined through the test-retest reliability technique. In doing this, the instruments were administered to 50 respondents outside the study area. After a period of two weeks, the instruments were re-administered to the same respondents. The data collected from the two tests were analyzed using the Pearson Product Moment Correlation. The correlation coefficient of 0.81 was obtained indicating that the instrument was reliable for the study.

The instruments were administered to the respondents by the researcher and research assistant. After a period of two weeks, the completed instruments were retrieved from the respondents. Out of the 3,820 questionnaires administered, returns were received from 3,247 (85% response rate) respondents. Out of this figure, returns from 135 respondents were badly filled and discarded. Returns from the remaining 3,112 (81.5%) respondents were duly completed and used for the study. The data collected were analysed using frequency count, percentages, mean, Pearson Product Moment Correlation, Correlation Matrix, Regression Analysis of Variance (ANOVA) and Multiple Regression. The hypotheses formulated were tested for significant at 0.05 alpha level.

RESULTS
Question 1: What is the frequency of occurrence of conflict in Nigerian Universities?
In answering this question, data on the frequency of occurrence of conflict in Nigerian universities were

collected from the responses of the respondents to the questionnaire. Responses were collected on the basis of a four-point scale of 'very frequently' 'frequently' 'rarely' and 'never'. These were collapsed to a two-point scale of 'very frequently' and 'rarely'. The responses under 'Very Frequently' and 'Frequently' were grouped under 'Frequently' while the responses under 'Rarely' and 'Never' were grouped under 'Rarely'. The 'Frequently' response was regarded as high level response while the 'Rarely' response was regarded as low level response. The data collected were analyzed using frequency counts and percentages. The findings are presented in Table 1.

Table 1: Frequency of occurrence of the different types of conflict in Nigerian Universities

S/N	Items	N	Frequently	%	Rarely	%
1.	Conflict between academic staff and the university authorities	3,112	3,009	96.7	103	3.3
2.	Conflict between academic staff and the Government	3,112	2,941	94.5	171	5.5
3	Conflict between the non-teaching staff and the university authorities	3,112	2,963	95.2	149	4.8
4.	Conflict between the non-teaching staff and the Government	3,112	2,655	85.3	457	14.7
5.	Conflict between the students and the university authorities	3,112	2,611	83.9	501	16.1
6.	Conflict between students and the Government	3,112	2,651	85.2	461	14.8
7.	Inter-personal conflict among staff	3,112	2,614	84.0	498	16.0
8.	Inter-personal conflict among students	3,112	2,636	84.7	476	15.3
9.	Conflict between staff and students	3,112	2,602	83.6	510	16.4
10.	Conflict between students and the host community	3,112	2,567	82.5	545	17.5
11.	Conflict between the workers' unions	3,112	2,555	82.1	557	17.9
	Mean	3,112	2,716	87.1	396	12.9

As indicated in table 1, conflict in Nigerian universities occurred frequently. Foremost among these was the one between the academic staff and the university authorities which has the highest number of respondents. Out of the 3,112 respondents, 3,009 (96.7%) of the respondents reported that conflict between academic staff and university authorities occurred frequently from time to time. The conflict between the non-teaching staff and the university authorities had the second largest number of respondents. As many as 2,963 (95.2%) of the respondents claimed that conflict between non-teaching staff and university management was also frequent.

On the average, the findings confirmed that conflicts in Nigerian universities occurred at a frequent level. The graphical representation of the frequency of occurrence of the different types of conflict in Nigerian universities is shown in Figure 1.
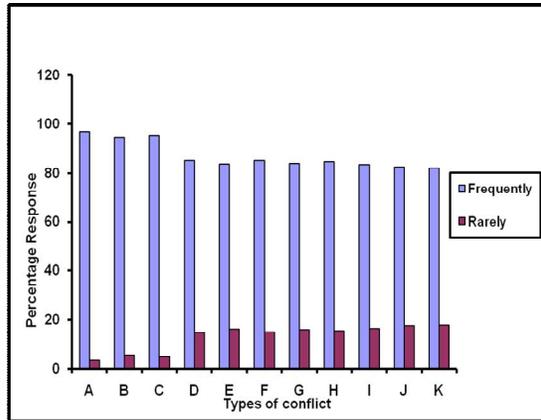
Figure 1: Bar Chart on the Frequency of Occurrence of Different Types of Conflict in Nigerian Universities.

Where:
A – Conflict between academic staff and the university authorities
B - Conflict between academic staff and the government
C - Conflict between the non-academic staff and the university authorities
D - Conflict between the non-academic staff and the government
E - Conflict between students and the university authorities
F - Conflict between students and the government
G - Inter-personal conflict among staff
H - Inter-personal conflict among students
I - Conflict between staff and students
J - Conflict between students and the host community
K - Conflict between the workers' unions

Figure 1 shows a zigzag structure in the frequency of occurrence of the different types of conflict in Nigeria universities. The Bar graph depicts an un-even structure indicating an upward/downward trend in the frequency of occurrences of conflict in the universities.

Question 2: What are the causes of conflict in Nigerian universities?
In answering this question, data on the causes of conflict in Nigerian universities were collected from the responses of the respondents to the questionnaire. The responses given were on the basis of a four-point adapted Linkert's scale of 'strongly agree' 'agree' 'disagree' and 'strongly disagree'. These were later collapsed to a two-point Scale of 'agree' and 'disagree'. The responses under 'strongly agree' and 'agree' were grouped under 'agree' while the responses under 'disagree' and 'strongly disagree' were grouped under 'disagree'. The data collected were analyzed using frequency counts and percentages. Table 2 shows the findings.

Table 2: Causes of conflict in Nigerian Universities

S/N	Items	N	Strongly Agree	%	Disagree	%
12	Non-payment of salaries as and when due	3,112	2,592	83.3	520	16.7
13	Sudden change in University policies	3,112	2,602	83.6	510	16.4
14	Imposition of decisions on employees by management	3,112	2,577	82.8	535	17.2
15	Inadequate amenities such as electricity and water	3,112	2,583	83.0	529	17.0
16	Denial of rights and privileges	3,112	2,580	82.9	532	17.1
17	When Government circulars on staff welfare are not implemented	3,112	2,499	80.3	613	19.7
18	Strong allegations of corruption against management	3,112	1,671	53.7	1,441	46.3
19	Communication gap between the authorities and workers	3,112	3,006	96.6	106	3.4
20	High-handedness on the part of management	3,112	2,857	91.8	255	8.2
21	Refusal of management to honour agreements reached with workers' union	3,112	2,950	94.8	162	5.2
22	Discriminatory application of university rules and regulations	3,112	2,605	83.7	507	16.3
	Mean	3,112	2,592	83.3	520	16.7

In table 2, all the listed items were given by the respondents as causes of conflict in Nigerian universities. The foremost cause of conflict given by the respondents was communication gap between the authorities and the workers. Out of the 3,112 respondents, 3,006 (96.6%) of the respondents claimed that communication lapses was the greatest cause of conflict in Nigerian universities. This is closely followed by the refusal of management to honour agreements reached with the workers' union. As many as 2,950 (94.8%) of the respondents reported that the refusal of management to honour agreements voluntarily reached with the workers unions was another major cause of conflict in the universities. A graphical representation of the frequency of responses of the respondents on causes of conflict in Nigerian universities is presented.
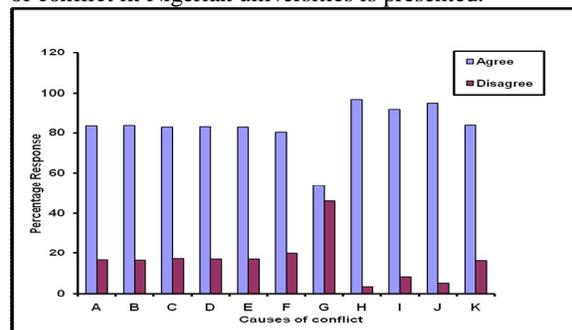

Figure 2: Bar Chart on the Causes of Conflict in Nigerian Universities

Where:
A - Non-payment of salaries as and when due
B - Sudden change in University policies
C - Imposition of decisions on employees by management
D - Inadequate amenities such as electricity and water
E - Denial of rights and privileges
F - When Government circulars on staff welfare are not implemented
G - Strong allegations of corruption against management
H - Communication gap between the authorities and workers
I - High-handedness on the part of management
J - Refusal of management to honour agreements reached with workers' union
K - Discriminatory application of university rules and regulations

Figure 2 depicts an un-even trend in the responses of the respondents on the causes of conflict in Nigerian Universities. It shows distinctively that the number of respondents who gave 'agree' responses to the causes of conflict in the universities were considerably very high.

Question 3: Is there any relationship between conflict management strategies and administrative effectiveness in Nigerian universities?
In answering this question, the following hypothesis was raised:
Ho: There is no significant relationship between conflict management strategies and administrative effectiveness in Nigerian universities. In testing this hypothesis, data on conflict management strategies and administrative effectiveness in Nigerian universities were collected from the responses of the respondents to the questionnaire. The responses were collated and analyzed using frequency counts and percentages. The hypothesis was tested with the use of Pearson Product Moment Correlation Statistic. The findings are presented in table 3.

Table 3: Correlation between conflict management strategies and administrative Effectiveness in Nigeria universities

Variable	N	Mean	SD	df	r-cal	r-table
Conflict management strategies	3,112	43.44	18.42	6,222	0.312	0.195
Administrative effectiveness	3,112	78.35	24.00			

$P < 0.05$

As indicated in table 3, the r-cal. (0.312) was greater than the r-table or critical r (0.195) at 0.05 level of significance. Hence, the null hypothesis was rejected. This shows that there was a significant relationship between conflict management strategies and administrative effectiveness in Nigerian universities.

Question 4: Which of the conflict management strategies can best predict administrative effectiveness in Nigerian universities?
In answering this question, the following hypothesis was raised:
Ho: None of the conflict management strategies can best predict administrative effectiveness in Nigerian universities.

Testing this hypothesis, data on conflict management strategies and administrative effectiveness in Nigerian universities were collected from the responses of the respondents to the questionnaire. The conflict management strategies were namely: the dialogue strategy, force strategy, emergency strategy, negligence strategy, mediation strategy, prevention strategy, participatory decision-making strategy and avoidance strategy. These management strategies were the independent or predictor variables while administrative effectiveness was the dependent or criterion variable. Since one of the first steps in computing a multiple regression equation with several variables is to calculate a correlation matrix for all the variables (Norusis/SPSS Inc, 1993), correlation analysis was computed while a correlation matrix was derived. The findings are presented in table 4.1

Table 4.1: Correlation Matrix Showing the Correlation between Each Pair of Variables

Variable	Admin. Effect	Dialogue	Force	Emergency	Avoidance	Negligence	Mediation	Prevention	Participatory Decision making
Admin. Effectiveness	1.00								
Dialogue	0.431	1.00							
Force	-0.203	-0.172	1.00						
Emergency	0.231	0.184	0.212	1.00					
Avoidance	-0.051	-0.062	-0.024	-0.031	1.00				
Negligence	-0.032	-0.054	-0.021	-0.022	-0.012	100			
Mediation	0.374	0.323	-0.127	-0.135	-0.093	-0.052	100		
Prevention	0.325	0.374	-0.147	-0.158	-0.106	0.252	0.247	1.00	
Participatory Decision - making	0.425	0.457	-0.041	-0.043	-0.012	-0.011	0.346	0.215	1.00

Table 4.1 shows the correlation between each pair of variables. The variables having correlation coefficients of above 0.195 were significant with each other while others having correlation coefficients of less than 0.195 were not significant. The variables having negative correlation coefficients show inverse relationship with each other. The matrix however shows that certain conflict management variables having correlation coefficients of above 0.195 had significant relationship with administrative effectiveness. These variables include dialogue, participatory decision-making, mediation and prevention variables. However, their correlation coefficients with administrative effectiveness were less than 0.5 indicating that the relationship was not so strong, but significant. This finding tends to buttress the findings made in the testing of hypotheses. The correlation coefficients of all other variables such as emergency, force, avoidance and negligence with the criterion variable, that is, administrative effectiveness were small and less than 0.195 indicating no significant relationship between these variables and administrative effectiveness. In other to determine the F-ratio and the significant F, the regression analysis of variance was computed. Table 4.2 shows the findings.

Table 4.2: Regression Analysis of Variance

Source of Variance	df	Sum of Squares	Mean Square	F	R	Sig. F
Regression	3100	261,410.52	41, 576.47	122.942	0.6901	0.00003
Residual	11	287,532.35	176.215			
Total	3111					

As indicated in table 4.2, the F-ratio was 122.942 while the significant F was 0.00003. Since the correlation matrix only measured the correlation coefficient between each pair of variables, it could not measure the inter-correlation among the variables put together. In order to measure the inter-correlation among all the variables, multiple regression analysis was conducted and a regression model was obtained as indicated in table 4.3.

Table 4.3: Multiple Regression Analysis of Conflict Management Strategies and Administrative Effectiveness in Nigerian Universities

Variables	B	SE B	Beta	T	Sig. t
Dialogue	0.4521	0.131	0.4195	5.605	0.0003
Force	-0.2315	0.145	-0.2107	7.280	0.0067
Emergency	0.2546	0.149	0.2418	6.356	0.0062
Avoidance	-0.0621	0.196	-0.0584	0.8176	0.0794
Negligence	-0.0412	0.174	-0.0364	0.7124	0.0782
Mediation	0.3927	0.134	0.3595	7.771	0.0002
Prevention	0.3247	0.133	0.2985	4.007	0.0004
Participatory decision - making	0.4416	0.124	0.3957	3.742	0.0003
Constant	19.912	2.6231		7.591	0.0003

Since the regression equation is:

$$Y = b_o + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 + b_8X_8$$
$$= 19.912 + .522X1 + 1 + 1.053X2 + .945X3 + 1.567X4 + 1.044X5 + .735X6$$

$R = .690$, $R^2 = .589$, Adjusted $R^2 = .578$, $F = 122.942$, Therefore, $Y = 19.912 + 0.4521$ (dialogue) $+0.4416$ (participatory decision-making) $+ 0.3927$ (mediation) $+ 0.3247$(prevention) $+ 0.2546$ (emergency) $+ (-0.2315)$ (force) $+ (-0.0621)$ (avoidance) $+ (-0.0412)$ (negligence).

In the same vein, the regression model also gave the following output;

Multiple R	=	0.6574,
R^2	=	0.5892,
Adjusted R^2	=	0.5781,
Standard Error (SE)	=	2.6231.

Table 4.3 shows the regression model on the conflict management strategies and their contributions to the regression equation. Only four of the strategies used in managing conflict in Nigerian universities made significant contribution to the regression equation at 0.05 alpha level. These are; the dialogue, participatory decision-making, mediation and prevention strategies. The best predictor of administrative effectiveness in the universities was the dialogue strategy which contributed 45.21% to the regression equation. This was followed by the participatory decision-making strategy which contributed 44.16% to the regression equation. This was followed by the mediation and prevention strategies which contributed 39.27% and 32.47% respectively to the regression equation.

The contributions of the other variables to the regression equation were low and insignificant. These included the emergency strategy (25.46%) to the regression equation and the force strategy (23.15%) to the regression equation. Others include the avoidance strategy (06.21%) and negligence strategy (04.12%) which were the worst predictors of administrative effectiveness in Nigerian universities.

The R^2 of 0.5892 shows that 58.92% of variations in administrative effectiveness are accounted for by the variations in conflict management strategies. The balance of 41.08% might have been accounted for by the variations of other variables not considered in this study and which required further research. The adjusted R^2 of 0.5781 attempts to correct the R^2 in order to closely reflect the goodness of fit. It tends to show how well the data fit into the regression model. The adjusted R^2 of 0.5781 is therefore the preferred goodness of fit because it is not subject to the bias of the unadjusted R^2.

DISCUSSION
The foregoing shows the analysis of data collected for this study. It was revealed that the occurrence of conflict in Nigerian universities was at a frequent level. Foremost among these was the one between the academic staff and the university management which had the highest number of respondents. This finding

was consistent with the findings made by previous researchers (Awosusi, 2005; Adeyemi, 2009). Although, Adeyemi (2009) investigated conflict management in secondary schools while Awosusi (2005) examined the relationship between work alienation and industrial conflicts among academic staff of universities, their findings showed that the occurrence of conflict in Nigerian institutions of learning was at a frequent level. The findings however, disagreed with the findings made by Olapeju (2003) who found that the commonest type of conflict in Nigerian universities was the one between the academic staff and Government.

The findings of the study also highlighted that communication gap between management and workers were the leading cause of conflict in the universities. This finding agreed with the findings made by Adegun (2002) who identified communication lapses as a problem to administrative effectiveness in Nigerian institutions of learning. This suggests that communication gap between management and staff might cause conflict and adversely affect administrative effectiveness in the universities.

In the same vein, the findings indicating sudden change in policies and imposition of decisions on workers by management as major causes of conflict agreed with the findings of earlier researchers (Capozzoli, 1995; Bens, 1999; Bamisaye, 2005). Furthermore, the finding which isolated the dialogue strategy as the best predictor of administrative effectiveness in the universities agreed with the findings made by Oyebade (2000) and Adeyemi (2010) who reported that the dialogue strategy was most commonly used in Nigerian institutions of learning. This suggests that other strategies need to be explored in the effective management of conflict in order to enhance administrative effectiveness in the universities.

LIMITATIONS OF THE STUDY
In the process of the study certain problems were encountered. Among these problems was the inadequate completion of the instrument by some respondents. This led to some of the instrument being discarded. Another problem was the poor transportation network to many places in the country. This led the researcher and the research assistant to utilized longer period in the retrieval of the completed instrument from the respondents.

CONCLUSION
Considering the findings of this study, it was concluded that conflict management strategies are critical variables in administrative effectiveness in Nigerian universities. It was concluded that all the conflict management strategies could only account for 58.9% of the variability in administrative

effectiveness while the remaining of 41.1% might have been accounted for by the variations not mentioned in the study. It was concluded, therefore, that administrative effectiveness in Nigerian universities is a function of effective conflict management strategies.

RECOMMENDATIONS
Based on the findings of this study, it was recommended that the management of universities in Nigeria should adopt a blend of management strategies in managing conflicts in their institutions for higher administrative effectiveness. Since the best predictor of administrative effectiveness in Nigerian universities was the dialogue strategy as evident from the findings of this study, the management of universities should always explore the dialogue strategy as a foremost step in managing conflict before embarking on the others for higher administrative effectiveness in the institutions. Since communication gap was isolated in this study as a major cause of conflict in the universities, the managements of universities should improve on their communication network between the management and staff on one hand and among staff on the other hand in order to enhance administrative effectiveness.

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