INSTITUTIONAL CONFLICT RESOLUTION STRATEGIES AND LECTURER PRODUCTIVITY IN PUBLIC COLLEGES OF EDUCATION IN SOUTHWESTERN NIGERIA

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Abstract

Lecturer Productivity (LP) in the area of Research Output (RO) of lecturers, is vital to institutional goal attainment, and could be hampered if conflicts are not properly handled. Reports have shown that LP is low in public Colleges of Education (CoEs) in southwestern Nigeria, partly due to conflict-riddled environment. Previous studies on LP focused largely on welfare schemes, manpower development and work environment, with little emphasis on Institutional Conflict Resolution Strategies (ICRS). Therefore, this study examined ICRS (Collective Bargaining, Collaboration and Dialogue) as correlates of lecturer RO in public CoEs in southwestern Nigeria The study adopted descriptive survey research design. Three states (Oyo, Lagos and Osun), which have more than one public CoE (federal and state each), were purposively selected. The eight public CoEs in the three states were enumerated. Proportionate-to-size sampling was used to select 1023 lecturers. The instrument used was ICRS Questionnaire and co-efficient value of reliability was 0.80. Data were analysed using descriptive statistics and linear regression at $_{0.05}$ level of significance. Lecturer RO in CoE journals ($\bar{x}$=3.29) was the highest, followed by university journals ($\bar{x}$=1.38) and foreign publications ($\bar{x}$=0.64). CB ($\bar{x}$=3.91), collaboration($\bar{x}$=3.87), were high against the threshold of 3.0. The ICRs decrease RO (β = -0.346, P >0.05). All elements of ICRS influenced lecturer research output in public colleges of education in southwestern Nigeria. Therefore, efforts should be made to avoid conflicts. Lecturers should continue to publish their research in local publications, university-based journals and international journals.

Keywords: Institutional conflict resolution strategies, lecturer productivity, research output

Introduction

The primary roles of Colleges of Education (CoEs) in Nigeria are to engage in teaching, and research. To achieve these essential goals, the CoEs need highly trained teachers who can impart knowledge and skills to students who will eventually become primary and secondary school teachers in Nigeria once they finish their degrees. Along with their teaching and research duties, College of Education (CoE) teachers are expected to participate in community activities that support the nation's local and national development. Nevertheless, it seems that the functioning of Nigerian institutions of education has not yet fulfilled these expectations outlined in their declared aims and objectives.

Adebayo and Akinwumi (2013) observed that some lecturers barely cope with their routine activities ranging from teaching, research, project supervision, students' work assessment, and administrative duties, among others. However, this study uses

lecturers' research output as indicator of lecturers' productivity. Research output serves as indicator of lecturers' productivity and responsibility in CoEs. Observation shows that the level of research output could have drastically declined in colleges as many lecturers appear no longer involved in groundbreaking research activities that could be used to generate new concepts and solve societal problems. Oyedeji (2025) stated that lecturers are not as committed and dedicated to quality research output as they ought to be, which could mean there is a problem. The researcher added that some lecturers seem to supervise students over a specified time frame without publishing their research.

Emunemu (2009) noted that when compared to their colleagues in other regions of the globe, lecturers at Nigerian CoEs produce research outputs of a lower quality. The quality of the articles produced by CoE instructors remains unimpressive, even though they are now eligible for research funds from the TETFUND, among others. Research in Nigerian education institutes is of poor quality (Nwakpa, 2015). Likewise, Abiodun-Oyebanji (2024) and Oyedeji (2025) reported that lecturers' levels of research output were low.

Lecturer research output in Nigerian CoEs is primarily determined by the quality and frequency the volume of research published as books, monographs, edited books, conference/workshop proceedings, journal articles, textbook chapters, bibliographies, abstracts, and indexes (Okonedo, Popoola, Emmanuel & Bamigboye, 2015). For example, much of such research published by the lecturers in CoEs is not visible and known in international journals as well-rated websites when compared to universities' lecturers' research. Even though the primary emphasis of this study was on the amount and quality of research outputs, much more is anticipated since CoEs in Nigeria now have significant access to research funding through the TETFUND, particularly in the field of education.

Research suggests that institutional conflict could be responsible for low lecturers' productivity in CoEs. Conflicts frequently arise when the government and lecturers in CoEs have different perspectives on certain issues, such as working conditions, compensation, terms and conditions of operations, nonpayment of earned allowances, and inadequate funding of CoEs, among other things (Monogbe & Monogbe, 2019). Productive lecturers in term of research in CoEs may suffer if the problems that gave rise to the conflict between the two sides are not promptly addressed and resolved. Conflict usually arises whenever it is impossible to meet the needs of lecturers. Whenever there is conflict, it becomes difficult for lecturers to carry out quality research. Conflict situations between management and lecturers in CoEs may sometimes result in a drop in lecturers' research output (Imhabekhai, 2001). Fareo and Jajua (2018) observed that participatory decision-making techniques were the most successful in managing conflicts

Research project files are on the table of lecturers when there is strikes or protests by lecturers or students. For as long as there is disagreement between academic staff and government, academic staff and management, students and management or academic staff in CoEs, the productivity of lecturers will continue to decline. Conflict has the negative consequence of lowering the quality of research, which has an impact on both lecturers and students. When conflict occurs between the two parties in any CoE, it could reduce the morale of students with an attendant effect on lecturers' productivity.

Institutional conflicts between students and administration often result in postponements of graduate student registration for the National Youth Corp's required national duty, suspension of academic activities, and interruptions of the academic calendar. Fareo and Jajua (2018) stated that conflict was seen to arise often in the institutions. The main source of conflict in higher institutions of learning was the failure to pay wages when they were due. This may reduce lecturers' productivity in terms of research output. Okoye and Okeke-Okonkwo (2020) reported that the most common element causing conflict was remuneration, which was followed by the availability of infrastructure, the division of labour, the assignment of responsibilities, the positioning of courses, institutional policies, and conditions of service which are paramount to lecturers' productivity.

Nonetheless, some studies' results indicate that different types of conflict arise in higher education settings to differing extents and ratios (Isah & Alao, 2016). Institutions have conflict resolution procedures in place to handle lecturer complaints and disagreements over research publishing in CoEs before they get out of hand. The goal of conflict resolution solutions is to provide lecturers in CoEs with fast, efficient, and reliable ways to voice concerns about and research publications to their management so that such concerns may be addressed. Proactively identifying and resolving conflicts is a way to strengthen the relationship required to improve effective teaching and high research publications among lecturers (Mukoro, 2013). The prevention or resolution of any form of conflict in higher education institutions especially CoEs is likely to affect the lecturer's commitment to achieving the goals of effective teaching and quality research.

Institutional Conflict Resolution (ICR) strategies are the measures that CoEs' management could adopt or most times adopt to solve conflict if lecturers' productivity is to improved. Mungania and Kihoro (2017) stated that when ICR strategies are explored and used, then lecturers' productivity could be high in CoEs. Conflict resolution techniques are predictable reactions, or behavioural clusters, that individuals use to resolve conflicts (Wilmot and Hocker, 2001). Demer (2002), Adebayo (2006) and Ndulue and Ekechukwu (2016) identified dialogue, mediation, negotiation, reconciliation, suppression, forcing and collective bargaining as ICR strategies. Ciuladiene and Kairiene (2017) classified conflict resolution strategies (CRS) into five-strategy approaches which are; collaboration, accommodation, competition, avoidance and compromise. Likewise, Leffel, Hallam, and Darling (2012) used compromise, collaboration, avoidance, competition and accommodation as ICR strategies. All of the aforementioned tactics are thought to be ones that the institution uses to resolve conflicts in order to provide high-quality teaching and research articles in CoEs. However, collective bargaining, collaboration and dialogue are strategies that are the primary focus of this investigation.

One ICR tactic that seems to have an impact on lecturers' productivity in CoEs is collective bargaining. Collective bargaining is a written agreement pertaining to conditions of employment between workers or their representatives and management or its representative (Korbanik, Stephen and Titus, 2012). In CoEs, collective bargaining is anticipated to support outstanding research publications. Therefore, it is believed that if peace, harmony and democracy exist within an institution, effective communication, interpersonal relationships and teamwork will emerge thereby enhancing lecturers' productivity, but if otherwise, lecturers' productivity could be low.

It is assumed that when there is poor collective bargaining between the government and College of Education Academic Staff Union (COEASU), there is a tendency for low productivity by lecturers. For example, Adeyemi College of Education in Ondo State, Nigeria, engaged in a six-month strike in 2014 to assert their rights (Fareo and Jajua, 2018). In 2020 COEASU withdrew its services due to poor funding of CoEs in Nigeria (Ogirima, 2020). These strike actions may definitely contribute to lecturers' poor productivity in terms of research. It is well known that conflict and productivity cannot go together. Hence, anytime there is a conflict between the government and COEASU, productivity is bound to decline and it will take time for it to improve again. At such times of conflict, both students' and lecturers' productivity are affected.

Collaboration is an index of ICR strategy that seems to influence lecturers' productivity in CoEs. This collaborative approach, also referred to as a win-win scenario, entails the disputing parties engaging in conversation and consultation as well as the negotiating process. When conflicting parties jointly discuss the disputing issues relating to quality research publications openly, it is expected that they will arrive at a favourable solution that will improve lecturers' productivity. An additional approach to problem-solving is to include the interests of all parties in order to increase lecturers' productivity through high-quality research. By implementing collaboration, CoEs may promote industrial peace and harmony, which would inevitably enhance lecturers' productivity in the form of quality research publications (Mukoro, 2013). Lecturers and CoEs management may fail to resolve conflict relating to research due to a lack of collaboration among them which may lead to a strike. By working together, lecturers may take part in resolving conflicts, which gives them a feeling of community and raises their morale, both of which improve productivity.

Dialogue strategy is a process in which two parties involved in a conflict engage in deep and meaningful discussion for the purpose of resolving a conflict concerning teaching and research in CoEs (Okwuchi, 2015). Aja (2013) reported the team felt somewhat psychologically protected throughout the dialogue session. Kagucia and Poipoi (2014) explained that any CoE manager who is fond of using a dialogue conflict resolution strategy to manage conflict relating to research ends up with productive lecturers. The study of Kagucia and Poipoi (2014) added that dialogue as a conflict resolution strategy affects lecturers' productivity in CoEs. Bassey, Domike and Okpechi (2018), also explained that dialogue strategy is one of the best approaches and still remains the only feasible means to improve lecturers' productivity in CoEs.

Babaji and Ibrahim (2019) indicated that the use of dialogue analysis and fishbowl teaching approaches significantly improved students' academic advancement in marketing concepts while Yusuf and Ibrahim (2019) revealed a notable correlation between dialogue, competition, prevention, and communication, and administrative effectiveness. Previous studies (Peretomode and Chukwuma, 2005; Mukoro, 2013; Yacob and Laja-Ademola, 2013) have researched extensively on lecturers' productivity. Most of these studies considered manpower development, conflict management and information use. However, no attention was given to ICR strategies as constructs for determining lecturers' productivity. In view of this, the present study is expected to fill

this gap by investigating ICR strategies as determinants of lecturers' productivity in CoEs in South-western Nigeria.

Statement of the Problem

Emprical evidence shows that lecturers in Nigerian colleges of education may be underproductive in terms of research. It is perceived that the level of research output is diminishing in CoEs as many lecturers' publications appear primarily in local journals despite the availability of opportunities in TETFUND for lecturers' research in CoEs. The implication of low lecturers 'productivity in terms of research output is that, there would be an inability of lecturers to carry out quality research publications which would eventually lead to a lack of promotion for the lecturers and also lead to low ranking in their institutions.

Previous studies on lecturer productivity focused largely on welfare schemes, manpower development and work environment, with little emphasis on ICRS. It is against this background that the study examined ICR strategies as they determine lecturers' productivity in CoEs in South-western Nigeria.

Purpose of the Study

The general purpose of this study was to investigate ICR strategies and lecturers' productivity in public CoEs in southwestern Nigeria. Specifically, the study sought to find out the level of lecturers' productivity in terms of research output; eamine the frequency of conflict and examine the most common ICR strategies (collective bargaining, collaboration and dialogue) adopted by CoEs management in public CoEs in southwestern Nigeria.

Research Questions

The following research questions guided this study:

i.   What is the level of lecturers' productivity (teaching and research) in public CoEs in southwestern Nigeria?
iii.   What are the most common ICR strategies (collective bargaining, collaboration and dialogue) adopted by CoEs management in public CoEs in southwestern Nigeria?

Hypothesis
The following hypotheses were formulated for this study:
H_{01}: ICR strategies will not significantly influence lecturers' productivity in public CoEs in southwestern Nigeria.

Methodology

The present study adopted descriptive survey design. The population of this study comprised 2,743 lecturers including Heads of Departments from the 10 public CoEs in Southwestern Nigeria. The study's sample consisted of 16 Heads of Departments (HODs) and 1,023 lecturers who were selected from eight of the ten government-owned CoEs in southwestern Nigeria. A multistage sampling technique was employed to select the sample for the research. The purposive sampling approach was employed to select three states—Lagos, Oyo, and Osun—from the six states in southwestern Nigeria at the initial stage. These three states were selected due to the abundance of CoEs. In the second stage, all public CoEs (federal and state) in the studied states were selected using the total enumeration approach, resulting in a total of eight (8) CoEs. In the third phase, 50% of the lecturers at each institution selected for the research were selected using the proportional-to-size sampling approach. Sixteen (16) heads of departments were selected using equal allocation method. However, 909 respondents were sucessfully filled the questionnaire and checklist. Detail is presented in Table 1.

Table 1

Sample of Lecturers in Selected CoEs in Southwestern Nigeria

S/N	State	CoE	No. of Lecturers	Sampled Size (50% of Lecturers)	Sampled HODs
1	Lagos State	Federal CoE (Technical), Akoka	395	198	2
2	Lagos State	Michael Otedola College of Primary Education, Noforija, Epe	102	51	2
3	Lagos State	Adeniran Ogunsanya CoE, Otto-Ijanikin	283	142	2
4	Oyo State	Federal CoE (Special), Oyo	469	235	2
5	Oyo State	Emmanuel Alayande CoE, Oyo	330	165	2
6	Oyo State	CoE, Lanlate.	134	67	2
7	Osun State	Osun State CoE, Ilesa	156	78	2

8	Osun State	Osun State CoE, Ila Orangun	174	87	2
Total			**2043**	**1023**	**16**

Source: Registrars' Offices in Each of the Eight CoEs (2020)

For the purpose of this study, two research instruments were used for data collection, which are: ICR Strategies Questionnaire (ICRSQ) and Publication Checklist (PC). The ICRSQ constructed to elicit responses from lecturers. The instrument is divided into two sections: Section A contained items on ICR strategies which are divided into three sub-scales (dialogue, collaboration and collective bargaining ICRS). It is formulated on a 5-point Likert-type rating scale with responses ranging from Very Highly Available (VHA)-5, Available and Accessible (AA)-4, Moderately Available (MA)-3, Available (A)-2 and Not Available (NA)-1. Dialogue conflict resolution strategy had 5 items; collaboration conflict resolution had 6 items and collective bargaining conflict resolution had 5 items. However, the frequency of conflict was captured through Always (A)-4, Sometimes (S)-3, Rarely (R)-2 and Never (N)-1.

The PC instrument was used to measure lecturers' productivity and administered to lecturers. This instrument is divided into three sections- Foreign publications, Nigeria publications in University-based journals and Nigeria publications in CoEs journals. The instruments for this study were face and content validated by the lecturers in the Department of Educational Management in the Faculty of Education, University of Ibadan. After necessary corrections and modifications, the researcher incorporated the comments before administering the instruments to the respondents. Thirty copies of the questionnaire were used in a trial test to determine the instruments' reliability on subjects comparable to those at other institutions outside the sample size. The reliability coefficient of the instrument was ascertained using the Cronbach alpha statistical technique for reliability analysis, and co-efficient value is 0.80. Descriptive statistics, such as frequency counts, simple percentages, mean, and standard deviation, were used to answers research questions 1-3. Hypothesis 1 was tested using Pearson Product-Moment Correlation (PPMC).

Ethical Considerations

A number of ethical issues guided the researcher; no harm was allowed to the respondents as a result of their participation in the research. The respondent's right to privacy was respected, and undue pressure was put on the respondents. Respondents were provided with sufficient initial information about the survey to give their informed consent concerning participation, the use of data, and permission to conduct the survey. The researcher maintained confidentiality by using the data gathered exclusively for academic purposes, as promised to the respondents.

Results

Research Question 1: What is the level of lecturers' productivity (teaching and research) in public CoEs in south-western Nigeria?

Table 2

Level of Lecturer's Productivity in terms of Publications

Publication Activities	No of Publications						Rmk.
	No Response	0	1 – 3	4 – 6	7 – 9	Above 10	
Foreign Publicatios	547 (60.1)	206 (22.7)	147 (16.2)	9 (1.0)	– (0.0)	– (0.0)	Very Low
Nigeria Publications in University-based journal	249 (27.4)	228 (25.1)	284 (31.2)	129 (14.2)	19 (2.1)	– (0.0)	Low
Nigeria Publication in CoE-based journal	107 (11.8)	– (0.0)	115 (12.7)	198 (21.8)	282 (31.0)	207 (22.7)	High

Note: Mean ranges from 0-1.4= Very Low; 1.5-2.4= Low; 2.5-3.4 = Moderate; 3.5-4.4 = High; 4.5-5.0 = Very High

The responses of lecturers on their productivity based on publication activities are presented on Table 2, the following were revealed: On foreign publication, 60.1% of the respondents did not attempt the item, 22.7% stated they had no foreign publications, 16.2% indicated they had between 1 and 3 publications, 1.0% indicated they had between 4 and 6 foreign publications. It was also indicated from the table that 27.4% did not indicate their activities in Nigeria publications in university-based journals, 25.1% stated they had no publication in Nigeria university-based journal, 31.2% indicated they had between 1–3 publications in Nigeria university-based journal, 14.2% stated they had between 4–6 publications in Nigeria university-based journal while 2.1% of the respondents stated they had between 7–9 publications in the Nigeria university-based journal. Finally, Table 4.2b revealed the publication of lecturers in Nigeria CoEs-based journals, it was revealed that 11.8% did not respond to the item, 12.7% of the respondents stated they had between 1–3 publications in Nigeria CoEs-based journals; 21.8% stated they had between 4–6 publications in Nigeria CoEs based journal; 31.0% indicated they had between 7–9 publications in Nigeria CoEs based journal while 22.7% stated they had above 10 publications in Nigeria CoEs -based journal.

This suggests that the majority of teachers at public CoEs in Southwest Nigeria based their research endeavours on local publications in journals that are CoE-based. Also, the publication activity of CoEs lecturers in university-based journals is low while their publications in foreign journals are very low. The result of the study relates to the submation of Emunemu (2009), Nwakpa (2015), Abiodun-Oyebanji (2023) and Oyedeji (2025) who noted that instructors at higher education institutions in Nigeria produce

research outputs of lower quality than their peers. However, the results of this study contradict those of Okiki (2013), who concluded that research productivity was higher among the tertiary institution's academic staff. This also goes against the conclusions reached by Ayankola and Busari (2024), who found that lecturers in Polytechnic in southwest were quite productive.

Research Question 2: What are the most common ICR strategies (collective bargaining, collaboration and dialogue) adopted by CoEs management in public CoEs in south-western Nigeria?

Table 3

Lecturer's Response on the Most Common ICR Strategies

Dialogue	VHA	AA	MA	A	NA	Mean	S.D
Dialogue helps in resolving conflict	585 (64.4)	217 (23.9)	71 (7.8)	21 (2.3)	15 (1.7)	4.47	0.862
Attempting to resolve conflict	237 (26.1)	438 (48.2)	147 (16.2)	67 (7.4)	20 (2.2)	3.89	0.950
Leading to productive results	460 (50.6)	311 (34.2)	104 (11.4)	23 (2.5)	11 (1.2)	4.30	0.859
A temporary measure to end conflict	250 (27.5)	269 (29.6)	82 (9.0)	286 (31.5)	22 (2.4)	3.48	0.896
A permanent means of disposing of a matter	337 (37.1)	355 (39.1)	72 (7.9)	74 (8.1)	71 (7.8)	3.89	0.784
Lecturers and management can share understanding with dialogue	425 (46.8)	315 (34.7)	60 (6.6)	53 (5.8)	56 (6.2)	4.10	0.946

Weighted Mean = 4.02

Collaboration	VHA	AA	MA	A	NA	Mean	S.D
Allows the conflicting parties to air their views	309 (34.0)	325 (35.8)	173 (19.0)	75 (8.3)	27 (3.0)	3.90	0.857
Discourage grudges between the groups	354 (38.9)	268 (29.5)	138 (15.2)	123 (13.5)	26 (2.9)	3.88	0.763
Promotes an atmosphere of understanding between the groups	300 (33.0)	423 (46.5)	111 (12.2)	38 (4.2)	37 (4.1)	4.00	0.993
Opens the secrets of the conflicting parties to the third party	270 (29.7)	203 (22.3)	136 (15.0)	244 (26.8)	56 (6.2)	3.43	0.933
Encourages lecturers and government to express positive attitudes towards one another	459 (50.5)	240 (26.4)	136 (15.0)	40 (4.4)	34 (3.7)	4.16	0.905

Weighted Mean = 3.87

Collective Bargaining	VHA	AA	MA	A	NA	Mean	S.D
Perceives as capable of achieving lasting industrial peace	251 (27.6)	510 (56.1)	122 (13.4)	10 (1.1)	16 (1.8)	4.07	0.780
Observes as potent strategy of institutionalizing	172 (18.9)	522 (57.4)	119 (13.1)	72 (7.9)	24 (2.6)	3.82	0.918
Useful for moderating the arbitrariness of employers and Employees	364 (40.0)	323 (35.5)	70 (7.7)	103 (11.3)	49 (5.4)	3.94	0.819
Good prerequisite for industrial democracy and jurisprudence	257 (28.3)	355 (39.1)	173 (19.0)	105 (11.6)	19 (2.1)	3.80	0.941
Ensures free flow of communication in the workplace	355 (39.1)	341 (37.5)	64 (7.0)	71 (7.8)	78 (8.6)	3.91	0.824

Weighted Mean = 3.91
Grand Weighted Mean = 3.93

Note: Threshold/Criterion Mean: n+1/2= 5+1/2=3.0
Note: Dialoque Weighted Mean = 4.02, Collaboration Weighted Mean = 3.87, Collective Bargaining Weighted Mean = 3.91. Very Highly Available (VHA)-5, Available and Accessible (AA)-4, Moderately Available (MA)-3, Available (A)-2 to Not Available (NA)-1

The most often used ICR techniques in southwestern CoEs are shown in Table 4. The lecturers' responses indicated that dialogue helps in resolving conflict (mean = 4.47); attempting to resolve conflict (mean = 3.89); leading to productive results (mean = 4.30); A temporary measure to end conflict (mean = 3.48); a permanent means of disposing of a matter (mean = 3.89); lecturers and management can share understanding with dialogue (mean = 4.10). The weighted mean of dialogue as a technique for resolving institutional conflicts is 4.02. This suggests that public CoEs in southwestern Nigeria have a broad acceptance of the use of dialogue as a conflict resolution strategy.

It is also demonstrated that collaboration as a strategy of ICR allows the conflicting parties to air their views (mean = 3.90); discourages grudges between the groups (mean = 3.88); promotes an atmosphere of understanding between the groups (mean = 4.00); opens the secrets of the conflicting parties to the third party (mean = 3.43); encourages lecturers and government to express positive attitudes towards one another (mean = 4.16). The weighted average of collaboration as a strategy of ICR is 3.87, which implies that collaboration as a strategy of ICR is moderately adopted to solve conflict in public CoEs in southwestern Nigeria.

On the use of collective bargaining as a strategy to address institutional conflict at public CoEs in Southwestern Nigeria, the replies from lecturers indicate the following: Perceives as capable of achieving lasting industrial peace (mean = 4.07); observed as a

potent strategy of institutionalising (mean = 3.82); useful for moderating the arbitrariness of employers and employees (mean = 3.94); good prerequisite for industrial democracy and jurisprudence (mean = 3.80); ensures free flow of communication in the workplace (mean = 3.91). The weighted average of collective bargaining as a conflict-resolution mechanism among public CoEs in southwestern Nigeria is 3.91. This implies that collective bargaining as a strategy of ICR is moderately adopted to solve conflict in public CoEs in southwestern Nigeria.

From the foregoing, the result revealed that the most common strategy adopted to resolve institutional conflict is dialogue (mean 4.02), which is followed by collective bargaining (mean = 3.91) and then collaboration (mean = 3.87). This finding supports that of Aja (2013), who found that the team felt somewhat psychologically protected throughout the dialogue session. This is consistent with the findings of Fareo and Jajua (2018), who found that participatory decision-making techniques were the most successful in managing conflicts.

H$_{01}$: ICR strategies will not significantly influence lecturers' productivity in public CoEs in southwestern Nigeria.

Table 5

Influence of ICR Strategies on Lecturers' Productivity in Public CoEs in Southwestern Nigeria

Dependent Variable	Independent Variables	Unstandardised Coefficients		Standardised Coefficients	T	Sig
		B	**Std Error**	**Beta contribution**		
Productivity of Lecturers	Constant	34.712	1.623		21.384	0.000
	Institutional Conflict Resolution	-0.284	0.026	-0.346	-11.11	0.009

The findings of the simple linear regression analysis, which was carried out to determine how ICR procedures influenced lecturers' productivity are shown in Table 5 In public CoEs in southwest Nigeria, the impact of ICR procedures on lecturers' productivity is represented by a beta weight of (β = -0.346, P >0.05). Since the data demonstrated a significant negative effect of ICR procedures on the productivity of lecturers at public CoEs in southwest Nigeria, the hypothesis is retained at the 0.05 level of significance. This implies that ICR strategies decrease lecturer productivity at CoEs in southwest Nigeria. This study contradicts the findings of Babaji and Ibrahim (2019) on the influence of dialogue analysis and fish bowl teaching on the competency of CoEs students in basic marketing in Northeastern Nigeria. The results indicated that the use of dialogue analysis and fishbowl teaching approaches significantly improved students' academic advancement in marketing concepts. The study conducted by Yusuf and Ibrahim (2019) revealed a notable correlation between dialogue, competition, prevention, and

communication, and administrative effectiveness. However, their findings also indicated negative impacts on ICR strategies and the productivity of lecturers in CoEs.

Conclusion

The study's results indicate that ICR strategies influence productivity of lecturers at public CoEs in southwestern Nigeria. The majority of lecturers at CoEs subscribe to local publications. The study likewise established that ICR strategies influence lecturers' productivity in CoEs in southwestern Nigeria.

Recommendations

On the basis of the study's results, the following recommendations were made:
  i.   Government and college management should encourage lecturers of CoEs to publish in university-based journals and international journals by providing funds to carry out quality research.
  ii. Dialogue to resolve institutional conflict should be sustained in Nigerian CoEs since it has been established in the finding that, the most common strategy adopted to resolve institutional conflict was dialogue. However, stakeholders in colleges should not limit themselves to one particular type of institutional conflict strategy but should apply the suitable institutional conflict strategy based on the situation confronting them, in order to sustain lecturers' productivity.
  iii. All ICR strategies mentioned in this study should be employed as veritable tool in resolving conflict and enhancing lecturers' productivity in CoEs in southwestern Nigeria.

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