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**| RESEARCH ARTICLE**

## **Sociology of Conflict and Communal Management: A Qualitative Inquiry at University of Sierra Leone, Freetown, Western Urban, Sierra Leone**

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**| ABSTRACT**

As a qualitative sociological research technique, case sociological inquiry was utilized in the sociological research conveyed out to examine the mainsprings of conflicts in colleges, thresholds and nature of conflict, upshots of conflict, models utilized to resolve conflicts. Forty lecturers working in three constituent colleges of University of Sierra Leone in Freetown, Western Urban, Sierra Leone which constituted the sociological research group or cohort of the inquiry, were determined utilizing the criterion sampling technique within the purview of convenience sampling and purposive sampling mode. The social particulars were collected via dialogues and semi-structured dialogue structure and explored with content analysis. A medium threshold conflict in colleges will submit constructive outcomes regarding individual and organizational facets and consequently augment the effectuality of colleges when considering the constructive out-turns and repercussions of conflicts in colleges. Nonetheless, subsequently the augment in the threshold of conflict can marshal to cynical character, communal and organizational upshots, both lecturers and college bureaucrats at colleges should have an extensive mastery of conflict and superior conflict oversight competences. Besides, conflict intelligence will curtail the character, communal and administrative grounds that divulge the conflict. The contemporary sociological inquiry discovers the ensuing significant and obvious outcomes: lecturers fatigue as a result of conflict, hesitance to service, decline in job productivity and conducting, downturn in organizational obligation, pressure or anxiety, solitude, depression, mistrust, subside in motivation, hesitance to come to college, wanting to quit college, exit of principled conducts, disengagement, and annoyance. Furthermore, one of the most significant outcomes of the sociological inquiry is to divulge some social constituents such as functional communication, actualization of tasks or duties in a punctual means, organizational suitability, conduct of lecturers and bureaucrats in harmony with the directives of professional and employment ideals, collaboration and collegiality in colleges which have no conflict.

**| KEYWORDS**

Conflict, University, Lecturer, Bureaucrat

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### **1. Introduction**

In social cooperatives or organizations which comprise deep human relations, it is possible to observe contention, difference and animosity in establishments and connections between employees who usually relate a long side mutually in order to accomplish the management objectives. These conditions can generate conflict. Interpersonal dealings are also observed extensively in colleges, which are one of the ultimate significant instructional cooperatives. Administrators, lecturers, students, parents and other employees are in steady contact and relation in order for instructional establishments to attain triumph. Consequently, it could be speculated as normal to have contentions, dialogues and incompatibilities in colleges which are in the core of human capital management.

Conflict can arise in all facets of social existence. The gain, procedure and result of college cooperatives which are a tiny duplicate of social existence and unlock structures comprise of individuals. Consequently, conflicts in colleges arise further unquestionably and notably (Omodan and Skosana, 2023). Conflict is a mutual approach engaging contention, contrast or animosity among dual or more persons or cohorts in any matter (Genborg, 2021), it is the misunderstanding generated by the incompatible appeals among dual autonomous units (Leung, 2008) and it is the certainty that the appeals of the parties which occur owing to divergent appreciate opinions, intensions or objectives, absence of conversation, transformation, regression that impede one another (Acemoglu and Wolitsky, 2023). Conflict is typically spawned by disputes or troubles among persons or teams engaged jointly. These disputes may generate faction or categorical breakoff of routine operation in the engaging setting or immediate setting (Ekpe et al., 2022). Conflict occurs when a person has one or dual reactions toward an occurrence or circumstance and when there are incompatible alternatives and competition. Moreover, there are numerous engagements such as oversight of instructional engagements, associations, honoring certain days and weeks, college relations collaborations, schedules, and others that require to be conveyed out to accomplish the goals in social institutions. Utterly college stakeholders must interface with in the procedure of execution of these engagements as it is not probable to carry out them with the assist of a lone individual. Consequently, disputes or troubles may arise in conversation because folk's perceptions, individual traits and aspirations may be dissimilar. These troubles generated by conversation can steer to the emanation of conflict (Todorova, 2021). The conflict is sensed as a negative circumstance that requires to be concealed, but it also has appreciative outcomes if supervised well. It is significant to be competent about the oversight of the conflict and how to deal with it effectively as it is not a fully an acceptable or negative circumstance (Castellini, 2023). The conflicts which are not supervised nicely can be detrimental and prompt grave affront. Absolutely, a conflict procedure which is not supervised nicely can direct to hostile emotions and circumstances such as competition in cohort intents, alliance, reduced collaboration and reliability (Rahayu, 2021); arterial tension, impatience, outraged, anxiety, adverse dispositions, debasement, diminish in job incentive and gratification, lessened power, capability and managerial guarantee, dichotomization and truancy (Nathaniel et al., 2023). Alternately, a efficiently-administered conflict has constructive impacts and outcomes. Managerial linkages become further appreciative and heftier as jobholders can simply indicate their emotions and contemplations gratitude to conflict. Conflict permits jobholders to pay attention together, acknowledges each other's contemplations and cast aside being self-centered and reach cognitive prime. Jobholders endeavor in fields where they can get exclusive outcomes to be further effective and thriving in their job. The conflict guarantees the social inquiry of goals and managerial social system; advancing imperative milieu for transformation and fields where jobholders can achieve. As for colleges, lecturers also desire to participate in establishments which they flourish in. Notwithstanding, lecturers occasionally could be placed tasks which they do not desire, which in sequence upshot in a conflict at colleges.

It is seldom probable for engagements to be carried out in colleges by a single person. Consequently, the communication of all stakeholders of the community is to ensure that the college is impressive and effectual. Nonetheless, there may be troubles between administrators, lecturers, parents and students who have divergent interests, feelings and individualities for diverse justifications. In that event, a conflict among persons occurs, which in spin have appreciative or hostile aftermaths and impacts. For the hostile aftermaths of the conflict as well as its appreciative impacts and aftermaths to be analyzed, the prompters of the conflict ought to foremost be disclosed via reviewing these extensive as the occurring justifications will assist the parties determine what sort of approach and techniques to settle it. Diminishing the hostile impacts of the conflict procedure and finalizing it gainfully demand administrators and lecturers to have sufficient insight of conflict and arbitration. Nevertheless, foremost, it is imperative to disclose the circumstances that generate conflict in colleges, the aftermaths and impacts and modes to handle it. When the social inquiries are inspected (Adham, 2023), it is prominent that the generates of conflict and conflict oversight techniques are holistically concentrated and the inquiries are calculable inquiries. In this sociological inquiry, the generates of conflicts, the threshold and category of conflicts, their impacts and outcomes, the modes utilized in the judgment and oversight of conflicts, the explanations for not observing conflict in colleges where there is no conflict were scrutinized exhaustively and the content was inspected in an integral from. Consequently, the social research is a maiden inquiry as it permits the reader to spot and scan the theme in its completeness. In this framework, it is focused to examine the generates of conflicts in colleges, thresholds and sorts, impacts and modes employed to settle them. It is considered that the outcomes and suggestions will illuminate on college lecturers and administrators, along with social researchers, and that the social inquiry will offer to the area of oversight of higher education. Grasping these into contemplation, social research questions were reached as under for lecturers:

- a. What are their perspectives on the generates of conflicts at colleges?
- b. What are their perspectives on circumstances that guarantee a non-conflict climate at the colleges where there is no conflict?
- c. What are their perspectives on the threshold and sort of conflicts at colleges?

- d. What are their perspectives on the unfavorable impacts of conflicts at colleges?
- e. What are their perspectives on the appreciative impacts of conflicts?
- f. What are their perspectives on the methods utilized in the oversight and arbitration of conflicts?

## **2. Mode**

### **2.1 Social Research Construct**

The social research was managed applying a case inquiry which is a qualitative inquiry construct. The case inquiry manages a detail examination grounded on social facts on any occurrence, person or procedure. Case social inquiry is an approach which examines the case in the prevailing community or setting, and it is utilized for cases where the immediate circumstance and the community which it is in are not elaborate and more than one social facts originators is available, and it provides social researchers the privilege to investigate the case in detail by concentrating on how and why.

### **2.2 Inquiry Cohort**

The inquiry cohort contains forty lecturers working in three constituent colleges of University of Sierra Leone in Freetown, Western Urban. Judging the sociological inquiry cohort was grounded on a willing premise opportunity sampling, which permits social researchers to be swift and applicative and norm sampling, which furnishes particulars for a definitive intent and to capture rich well-endowed social facts. Consequently, in the sociological inquiry, it was taken as a criterion that lecturers must have conflict in their colleges to be able to voice their perspectives about the generates of conflict, the impacts of conflict, the threshold and sort of conflict and techniques. In this framework, twenty eight lecturers were interviewed. In order to disclose what the constituents are that avert conflicts in colleges where there is no conflict, it was taken as a criterion that the lecturers who were resolved willingly did not have conflicts in their colleges, and twelve lecturers were dialogued in this ambience.

## **3. Instruments and Data Acquisition Technique**

The data of the sociological research were acquired via dialogues and utilizing a semi-structured dialogue outline employing of adjustable details. Partially-structured outlines are formable and significant instruments that permit the social researcher to question extra questions and probe the participants' observations during the dialogue. In the procedure of advancing the data acquisition instrument, the associated literature was audited foremost and the frame dialogue outline comprising of five adjustable questions was processed. The dialogue frame, then, was presented to the three faculty members who are experts in the area of instructional, management and appraisal. Subsequently the specialists pointed that the dialogue frame comprised of dual fundamental questions and auxiliary questions carved in conformity with the trouble circumstance and the sociological research design espoused by the sociological researcher, alterations were made on the dialogue frame and pilot inquiry was captured out by conducting it to six lecturers who were not in the sociological inquiry cohort. In the pilot inquiry, the questions were established to be comprehensible and the dialogue frame was actualized upon judging the outcomes with the specialists. The lecturers were given the imperative data about the questions. The dialogue with each lecturer in the inquiry cohort prevailed a standard of seventeen minutes. This sociological research was examined in the Ethics Committee of the Faculty of Social Sciences at Fourah Bay College and was found ethically appropriate.

### **3.1 Data Evaluation**

The social facts were classified encircling particular topics and diagnosed with textual interpretation, which permits the data to be construed in a direction that the reader could comprehend. Within the extent of textual interpretation, data are examined by assessing extensively after classifying comparable data. The data acquired from the dialogue were read in exhaustively in line with the intent and questions of the sociological research, and they were enciphered. After enciphering, the contents were measured by reviewing the resemblances and disparities among the enciphers that had relevance to each other. The outcomes were assisted by providing the lecturers' perspectives as direct quotes in the findings component.

### **3.2 Cogency and Solidity**

In qualitative social inquiries, the obvious and understandable questions about gauranteeing the cogency linked associated with the symmetry of examination and enciphering give recognition into the symmetry of the sociological inquiry (Isakova and Sangrihan, 2023). The enciphers and contents established to guarantee the cogency were investigated by dual specialist faculty members in the areas of appraisal or assessment, instructional management, then it was explored whether the enciphers aggregated with the contents. Within the extent of considering the cogency, Miles and Huberman's (1994) approach (Accord or Discord plus Accord)  $\times 100$ ) was utilized, and the cogency result was found to be ninety one percent. It can be established that the dissections are cogent since the cogency of eighty percent and above is reasoned satisfactory. In order to guarantee theme cogency, the lecturers perspectives were offered as straight quotes. To augment the social construct cogency; the plot of the sociological inquiry, sampling benchmark, data gathering instrument and data interpretation were corroborated at length in the technique component.

#### 4. Findings

The perspectives of twenty eight lecturers who expressed that there was a conflict at their colleges are revealed in Table 1.

**Table 1.** Generates of conflicts at colleges

<b>Contents</b>	<b>Enciphers</b>	<b>E</b>
<b>Individual Elements</b>	Bias	13
	Individuality contrast	12
	Sparse Stimulus	10
	Being Controlling	7
	Seldom being frank and genuine	7
	Reluctance to learning	6
<b>Intersubjective Elements</b>	Adverse conversation	14
	Cohorts	12
	Seldom knowing strangers	10
	The energy of triumph in lecturers	9
	Seldom loving censure	8
	Envy of triumph and credentials of others	7
	The thirst of persons to be at the vanguard all the time	6
	Hearsay and dobber	6
	Divergent thoughts	5
	Misconception	5
	Untrue and defaming reproach of persons	4
	Seldom being regardful to others' views	3
	Shunning labor	2
The proximity of lecturers with vocational amateur	1	
<b>Bureaucratic Elements</b>	Modest management expertise	16
	Paucity of mastery in the area of educational management	14
	Tendency	12
	The energy of administrates to be regarded by all means	11
	Subjugation demeanor	11
	Seldom embracing arbitration	10
	Neglecting lecturers' ideations	9
	Espousing a despotic and refraining oversight	9
	Seldom gratifying tasks and commitments	8
Inclining to advance some lecturers separately	4	
<b>Extra Elements</b>	Providing the function to certain hirelings	17
	Sparse funds	11
	Seldom gratifying tasks and commitments by lecturers	9
	Authority contrast between bureaucrats and lecturers	8
	The being of lecturers with diverse years of expertise	6

As demonstrated in Table 1, the generates of conflicts in colleges were grouped under the contents such as individual, intersubjective, bureaucratic and extra elements. Individual elements generating conflict in colleges were determined as bias (e=13), individuality contrast (e=12), sparse stimulus (e=10), being controlling (e=7), seldom being frank and genuine (e=7), and reluctance to learning.

Intersubjective elements were emerged as adverse conversation (e=14), cohorts (e=12), seldom knowing strangers (e=10), the energy for triumph in lecturers (f=9), seldom loving censure (e=8), envy of triumph and credentials of others (e=7), the thirst of persons to be at the vanguard all the time (e=6), hearsay and dobber (e=6), divergent thoughts (e=5), misconception (e=5), untrue and defaming reproaches of persons (e=4), seldom being regardful to others' views (e=3), shunning labor (e=2), the proximity of lecturers with vocational amateur (e=1).

Bureaucratic elements generating conflicts in colleges were materialized as modest management expertise (e=16), paucity of mastery in the area of educational management (f=14), tendency (e=12), the energy of administrators to be regarded by all means (e=11), subjugation demeanor (e=11), seldom embracing demeanor (e=10), neglecting the lecturers' ideations (e=9), espousing a despotic and refraining oversight (e=9), seldom gratifying tasks and commitments (f=8) Inclining to advance

some lecturers separately (f=4).

Extra elements of the conflicts in colleges were emerged as providing the function to certain hirelings (f=17), sparse funds (f=11), seldom gratifying tasks and commitments by lecturers (f=9), authority contrast between bureaucrats and lecturers (f=8), and the being of lecturers with diverse years of expertise (f=6).

Some of the perspectives of the lecturers declaring that there is a conflict at their college on the generates of conflicts are offered below in straight illustrate:

"Yeah, there are conflicts. Generates such as the prejudiced attitude of the staff, the sparse ability of the bureaucrats in the oversight, the energy of triumph among the lecturers, the being of lecturers with diverse years of expertise can route to conflict. Furthermore, it could also be a generate for conflict to provide the tasks which nobody wants to the just alighted lecturers." (L15), "Sure, there are conflicts. Our college is crammed. It is unthinkable to predict all and sundry to consent on all things. The conflicts between the bureaucrat and the lecturers are typically generated by prolonged or partial realization of tasks by bureaucrats." (L1), "Lecturers contending and constructing juxtapositions in affairs associated to their lecture halls can steer to conflict. It can also be generated when persons do not regard the views other than their own." (L7), "Obviously, it (conflict) arises. There are conflicts stemming from neglecting the lecturers views by the college management, absence of comprehending of their perspectives, the energy of bureaucrats to be regarded in all their assertions and not being able to converse in a refreshing manner." (L6), "Conflicts occurring from the authoritative and refraining oversight fashion of the college bureaucrat are common." (L18), "That several colleagues in our college are more capable than the college bureaucrat and the prevalence of blunt lecturers can generate conflict with the college bureaucrat" (L35).

The perspectives of twelve lecturers declaring that there are no conflicts at their colleges on the elements guaranteeing a non-conflict community are offered below in Table 2.

**Table 2.** Elements guaranteeing no conflicts in colleges with any conflicts

Contents	Encipher	E
<b>Elements Securing No Conflicts at Colleges</b>	Efficient communication	9
	Fulfilling everyone's tasks and commitments on time	7
	Organizational symmetry (bureaucrat-jobholder)	6
	Seldom protesting to the given duty	5
	Diminutive figure of jobholders	4
	Lecturers and bureaucrats performing in harmony with the codes of specialized norms and labor norms	2
	Guaranteeing collaboration via synergy	2
	Securing sustainability in vocational growth	1

As observed in Table 2, evaluating the perspectives of the lecturers (n=11) who mentioned that there were no conflicts at their colleges, it was determined that the elements securing no conflicts consist of efficient communication (e=9), fulfilling everyone's tasks and commitments on time (e=7), organizational symmetry (bureaucrat-jobholder) (e=6), seldom protesting to the given duty (e=5), Diminutive figure of jobholders (f=4), lecturers and bureaucrats performing in harmony with the codes of specialized norms and labor norms (e=2), guaranteeing collaboration via synergy (e=2), securing sustainability in vocational growth (e=1). When dialogued in what fields lecturers and bureaucrats obeyed the codes of vocational norms and commercial norms, particularly in harmony with the associated reaction of theirs, the lecturers mentioned that college bureaucrats were attempting to establish a democratic college community with value, regard and forbearance by performing in an upright and objective manner way without favoring anyone, and that lecturers and bureaucrats struggled to accomplish their vocations in vocational manner.

Several of the perspectives of the lecturers declaring that there is no conflict at their college on the generates of conflicts are offered below as straight cite:

"There is no conflict in our college as efficient communication is secured" (L11), "Since there is teamwork and collaboration between bureaucrats and lecturers, there is no conflict because everyone meets their tasks and obligations." (L4), "There is no conflict in our college because the lecturers and bureaucrats perform in harmony with the codes of vocational norms." (L12), "There is no conflict in our college because the figure of staff is diminutive." (L19), "There is no conflict in our college because the college management and lecturers toil in concert. All staff fulfills out the facilities in collaboration without protesting to the

handed duties." (L33), "Our college bureaucrats depict open, equitable and democratic demeanor and conducts. They are striving to establish a democratic community subdued by value, regard and forbearance without favoring anyone. Furthermore, both lecturers and bureaucrats endeavor to do their ventures expertly. They care about vocational growth." (L37).

The perspectives of lecturers on the threshold and category of the conflicts at colleges are depicted in Table 3.

**Table 3.** The threshold and category of the conflict

Threshold s of conflict			Category of conflict	
Contents	Enciphers	E	Enciphers	E
<b>Straight</b>	Bureaucrat-lecturer	21	Brawl	26
	Lecturer-guardian	10	Gossip	19
	Bureaucrat-guardian	4	Aspersion	10
	Lecturer-lecturer	16	Yelling	2
<b>Parallel</b>	Bureaucrat-bureaucrat	12		
	Community –Community	6		

As depicted in Table 3, the thresholds of conflict in college arise straight between bureaucrat and lecturer (e=21), lecturer and guardian (e=10), bureaucrat and guardian (e=4) whereas happening parallel between lecturer and lecturer (e=16), bureaucrat and bureaucrat (e=12), and between cohort lecturers (e=6). It has also surfaced that conflicts occur as altercation (e=26), gossip (e=19), aspersion (e=10) and yelling (e=2).

Several of the perspectives of lecturers on the threshold and category of the conflicts at colleges are offered below in straight cites:

"There may be conflicts between bureaucrats, bureaucrats and lecturer, lecturer and lecturer. Conflicts can commonly be altercations. Sometimes it can be deep-rooted independently in the circumstance of reserve of one side." (L19),"It may arise in the meetings between lecturers, lecturers and bureaucrats, or cohort lecturers who labor for the similar rank. Conflicts explode as altercations, but sometimes they can also arise as yelling." (L13),"It can take place as aspersion or altercations between management and lecturers." (L21).

The perspectives of lecturers on the adverse impacts or outcomes of the conflicts at colleges are depicted in Table 4.

**Table 4.** Adverse impacts or results of conflicts

Content	Encipher	I
<b>Personalized Impacts</b>	Exhaustion	17
	Stress	15
	Reticence to do work	14
	Diminished fecundity	13
	Reduced organizational engagement	13
	Strains	12
	Solitude	10
	Anguish	9
	Pessimism	9
	Reduced in impulse	8
	Reticence to come to the college	7
	Ambition to make off from the college Noble attitudes commencing to fade	6
	Drawback	4
	Indignant	3
		2

<b>Communal Impacts</b>	Obstacle in conversation	12
	Seldom desiring to share the similar community	11
	Distant attitudes	9
	Reticence to gab	8
	Reluctance to visit usual edifice	7
	Embracing a specific trait	6
	Biases	5
	Misjudgments	4
	Mistrust to persons	2
<b>Bureaucratic Impacts</b>	Diminish in ingenuity in learning institutions	17
	Inception of adverse attitudes-rumor, nepotism	15
	Advent of cohorts	12
	Diminished cooperation and synergy	10
	Decline of the college spirit	9
	The dictatorship of college management	5

As depicted in Table 4, it surfaced that the unfavorable impacts or outcomes of conflicts in colleges were gathered under personalized, communal and bureaucratic impacts. Personalized impacts of conflicts involve exhaustion (i=17), stress (i=15), reticence to do work (i=14), diminished fecundity (i=13), reduced bureaucratic engagement (i=13), strains (i=12), solitude (i=10), anguish (i=9), pessimism (f=9), reduced in impulse (i=8), reticence to come to the college (f=7), ambition to make off from the college (i=6), noble attitude commencing to fade (i=4), drawback (i=3) and indignant (i=2). Furthermore, communal impacts surface emerge as obstacle in conversation (i=12), Seldom desiring to share the similar community (i=11), distant attitudes (i=9), reticence to gab (i=8), reluctance to visit usual edifice (i=7), embracing a specific trait (i=6), biases (i=5), misjudgments (i=4) and mistrust to persons (i=2); Finally, bureaucratic impacts were discovered to be diminish in ingenuity in learning institutions (f=17), inception of diverse attitudes - rumor and nepotism (i=15) advent of cohorts (i=12), diminished cooperation and synergy (i=10), decline of the college spirit (i=9), the dictatorship of college management (i=5).

Several of the perspectives of lecturers on the unfavorable impacts or outcomes of the conflicts at colleges are offered below in straight cites:

"The conflict impacts our entire college. An unsettling mood comes into being. The cohorts explode." (L12) "It impacts conversation between persons unfavorably. Disorderly attitudes can commence in respect for college mood. Unfavorable attitudes such as rumor may emerge." (L10), "Persons can be more aloof from each other. Most of the time, they don't want to come to you, and they don't want to be in the similar community as you." (L25), "Cohorts Groupings can emerge. Folks who have conflicts can get ostracized. Collaboration diminishes and employees' spirit may reduce." (L23), "Conflicts can generate stress and exhaustion. I can become reticent for performing my duty. When I have conflict, my performance diminishes." (L21), "... I don't want to come to the college when I have conflicts. I want to exit or resign from the college." (L17).

The perspectives of lecturers on the positive impacts or outcomes of the conflicts at colleges are depicted in Table 5.

**Table 5.** Admirable impacts or outcomes of conflicts

<b>Contents</b>	<b>Respondents' Perspectives</b>	<b>I</b>
Personalized Impacts	Augment Performance	7
	Settling misjudgments Recognizing	5
	diverse opinions Culture to mind	5
	Culture to regard divergent accounts	4
	Cessation of grudge and pressure between the bands Gaining a	3
	distinctive perspective	2
	Culture the conversation fashions of one another	1
		1
Bureaucratic Impacts	The advent of contemporary thoughts	10
	Growth t of management rule	7
	Augmented college vigor	5
	Executing the finest conceptions	3
	Enhanced standardization	2
	Comprehensive dialogue of occurrences	1

As mentioned in Table 5, it surfaced that the appreciative impacts of the conflicts in colleges were gathered beneath dual contents as personalized and bureaucratic. Personalized impacts involve augment in performance (i=7), settling misjudgment (i=5), recognizing diverse opinions (i=5), culture to mind (f=4) culture to regard divergent accounts (i=3), cessation of grudge and pressure between the bands (i=2), gaining a distinctive approach (i=1), culture the conversation fashions of one another (i=1) whereas bureaucratic impacts surface as the advent of contemporary thoughts (i=10), growth of management rules (i=7), augmented college vigor (i=5), executing the finest conceptions (i=3), enhanced standardization (i=2), comprehensive dialogue of occurrences (i=1).

Some of the perspectives of lecturers on the appreciative impacts or outcomes effects or results of the conflicts at colleges are offered below in straight cite:

"Conflicts accelerate the performance of persons." (L20), "Folks recognize that there are also divergent perspectives. Pressure and grievance among the parties may come to a halt." (L1), "It awakes that persons may have divergent perspectives. We also understand the path folks convey." (L9), "If the conflicts within the cultural architecture of the college are appreciative and productive, college vigor can expand. The management social functions of persons can also elevate in conflict oversight." (L19), "In boost to expressive contentions, conflicts can provide persons divergent thoughts by guaranteeing esteem for those who ponder distinctively. I also realize that moderate conflicts are advantageous in courtesy of standardization." (L17), "It can settle misjudgments. It emerges that all and sundry have a divergent assumption. Consequently, I realize conflicts are advantageous." (L10).

The viewpoints of lecturers on the modes utilized in the diagnosis and oversight of conflicts at colleges are depicted in Table 6.

**Table 6.** Modes utilized in the diagnosis and oversight of conflicts

<b>Contents</b>	<b>Enciphers</b>	<b>I</b>
Personalized Modes	Uncommunicative division	21
	Receding	18
	Shared dumbness of the units	17
	Withdrawing-renounce conflict	10
	Being regardful and forbearing	4
	Agreement of one of the units	3
	Being result-exposed	2
	Communicative	1
Bureaucratic Modes	Relaxing and endeavoring to persuade the units	20
	Neglect and being distant	15
	Assuming it rarely occurred	11
	Accomplishing agreement	8
	Minding	7
	Muting using power	5
	Being result-educated	2
Informing the abiter (conciliator)	1	

As offered in Table 6, it surfaced that the modes for the diagnosis and oversight of conflicts in colleges were categorized into dual divergent contents, personally and b u r e a u c r a t i c a l l y . The personalized mode utilized to settle conflicts have been as ascertained of one part (i=21),receding (i=18), shared dumbness of the units (i=17), withdrawing – renounce conflicts (i=10), being regardful and forbearing (f=4), agreement of one of the units (i=3), being result-exposed (i=2) and communicative (f=1). As for the bureaucratic modes, relaxing and endeavoring to persuade units (f=20), neglect and being distant (i=15), assuming it rarely occurred (i=11), accomplishing agreement (i=8), minding (i=7), muting using power (i=5), being result-educated (i=2), informing the arbiter (conciliator) (i=1) are endorsed.

Several of the insights of lecturers on the modes utilized in the diagnosis and oversight of conflicts are offered below in straight cites:

"I'm shifting off from the conflict, so the conflict is ceased, although briefly." (L14), "College bureaucrats might utilize their legitimate power to settle conflicts. They might endeavor to suppress the lecturers by commencing the communication like "I,

as the boss,..." There was a conflict among colleagues at the college where I used to work. Our head appealed to the arbiter and settled the conflict." (L7), "Our boss always endeavors to relax and persuade the units. I've never seen he's utilized any other modes. "(L19), "The conflicts are endeavored to be settled by embracing a collective agreement. In guardian-lecturer interactions, conflicts are also endeavored to be settled by consulting the college management." (L26), "When conflict arise, the units may avert the conflict from continuing by being distant" (L29), "...Overlook the individual you're in conflict with is a conclusion. Of course, the useful result is to be open to conversation. Periodically, the conflict can be terminated by conciliators." (L1).

#### **4.1 Outcomes, Dialogue and Propositions**

According to the outcomes of the sociological inquiry, the generates of conflicts in colleges are classified as personalized, intersubjective, bureaucratic and other elements. Personalized elements involve bias, character divergences, moderate inspiration, being deceptive, not being upright and honest and reluctance to education. The generates of conflicts occurring from intersubjective connections are resolved as unfavorable communication, cohorts, not identifying the strangers the newcomers, the aspiration to accomplish in lecturers, not inviting critique, envy of achievement and credentials of others, the ambition of persons to be at the vanguard all the time, hearsay, having diverse thoughts, misjudgment, misleading and defaming allegations of persons, not being regardful to others perspectives, ignoring work and the existence of lecturer with professional naiveté. As for the bureaucratic elements; weak management expertise, absence of mastery in the area of knowledge management, nepotism, the appetite to be adhered to by all means, controlling attitude, not tolerating mediation, ignoring the lecturers thoughts, embracing a despotic and forbearing oversight, not accomplishing tasks and functions and inclining to advance several lecturers personally were discovered to generate conflicts. Lastly, other factors that generate conflicts surfaced as providing the functions to the certain jobholders, inadequate funds, not accomplishing tasks or duties by lecturers, authority diversity between bureaucrats and lecturers, the existence of lecturers with diverse years of expertise. Learning establishments have a structure that concentrates on t o i l i n g together in unison and collaboration. Nonetheless, there is no such thing as every person shall be joyous all the time. For this rationale, conflict is an unavoidable actuality in learning establishments. Communication troubles in colleges, bureaucratic construction, identity and natural element and restricted funds, are the roots of conflict. In his inquiry, Ekpe et al (2022) resolve that the extents of the cooperative, conversation limitations, absence of funds, absence of familiar merits and views, divergences in the path of oversight, personal divergences among personnel and divergences in eminence and functions generated conflict. There are conflicts in colleges due to the absence of efficient utilization of conversational pathways, the absence of swift notice of significant information to lecturers, insufficient conversation pathways utilized by bureaucrats, divergent individual different traits of lecturers, divergent cultural systems and the absence of suitable circulation of labor within the college. Castellini et al (2023) mentioned in their inquiries that the elements that generate conflict are divided as personal and bureaucratic, and that bureaucratic system and toiling field, divergences in the personalized traits of bureaucrats and jobholders may generate conflict. Divergent practices of bureaucrats who do not have the imperative bureaucratic expertise and understanding also generate conflict in the cooperative. Predominantly, it is perceive that the outcomes of this sociological research agree with the associated literature.

According to the sociological inquiry outcomes, the elements securing no conflicts in colleges where there is no conflict are determined as efficient social conversation, satisfying everyone's responsibilities or functions on time, bureaucratic unity, not refusing to the given duty, small f i g u r e of jobholders, lecturers and bureaucrats performing in line with the values of skilled and job norms, ensuring sustainability in vocational growth via collaboration and community. It is very significant to apply conversation effectively in colleges where human interactions are passionate. Appreciative and efficient social conversation between bureaucrats, lecturers and social guardians will deter the emergence of conflicts. Nonetheless, regarding the appreciative outcomes of the conflict, retaining no conflicts can make the college passive. In the 21st century, when transformation and growth are swift, the required threshold of conflict in colleges which enables the appearance of transformation, growth and current social thoughts can contribute to the growth of the college. Certainly, Adham (2023) mentioned that temperate conflicts will contribute appreciatively to the organization, that it prepares an environment for different ideas to emerge within the institution and for folks to express themselves pleasantly. Nevertheless, in case of temperate conflicts, it must be in such a path that it will not o v e r s t e p the authority of the bureaucrat in order to provide the bureaucrat with better observation and appreciative improvement. The functionality of social conversation among bureaucrats, lecturers and students, social guardians and other staff will make it simpler for the college to accomplish its goals by securing that the facilities conveyed out are productive or operative. In addition to social conversation, regarding that many of the facilities conveyed out in colleges require community and collaboration (Rahayu, 2021), coordinating in community will contribute to bureaucratic unity by multiplying the social relation among lecturers, bureaucrats and guardians. Moreover, as the figure of staff and students in colleges increases, social troubles will increase unavoidably. Consequently, it is extremely feasible that conflicts do not arise that repeatedly in colleges with insignificant staff figures. Notwithstanding, as stated above, a temperate conflict will ensure that the college is dynamic and contemporary thoughts appear. Lecturers and bureaucrats are broadly predicted to consent with the codes of vocational norms in colleges as the submissiveness with ethical rules in colleges that enable the social

growth and evolvement of society and instruct posterity descendants will contribute to the social nurturing of students as required. By reason of this, it can be considered as an appreciative circumstance that conflict does not arise among bureaucrats, lecturers, social guardians and students who conduct behave in line with vocational norms and codes.

Conflicts arise uprightly between bureaucrats-lecturer, lecturer-social guardian and bureaucrat-social guardian whereas it occur at a reclining stage between bureaucrat-bureaucrat, lecturer-lecturer, and among circles. The conflicts occur in the path of debate, hearsay, implicit aspersion and yelling. Colleges are among the social institutions where the human element prevails in the most efficient manner. Conflicts are natural fallout of the twist of bureaucrat-lecturer -student-social guardian. In colleges where such a passionate relation prevails, associated related upright and reclining conflicts are commonplace. Moderate threshold conflicts indicate that several are not confronted in the institution and that it is not unlock to transform and growth whereas dominant-threshold conflicts direct to diminish institutional effectiveness and conveying goals to the culture by shaping the bureaucrats and jobholders give their moments on conflict. According to the conventional and social communicative approach, conflict has unfavorable outcomes and diminishes the institutional effectiveness. Consequently, conflict has been portrayed as a circumstance that requires to be prevented. According to the c o n t e m p o r a r y conflict route, what matters is the threshold of conflict. It is attractive that conflicts assist the objectives of the institution. An attractive threshold of conflict will contribute to the growth of the institution. Consequently, it may be an appreciative circumstance that there is no conflict in colleges according to the social and customary route. Notwithstanding, from the perspective of the modern social route approach, temperate conflicts serve for the effectiveness and efficiency of colleges in a better perception. Certainly, regarding the outcomes of this sociological research, it was disclosed that the conflict had appreciative impacts and outcomes.

According to the findings, conflicts direct to personal, intersubjective, and bureaucratic unfavorable impacts and outcomes. Exhaustion or burnout, unwillingness to do work, decreased capacity, and achievement, reduced bureaucratic engagement, pressure and fear, seclusion, depression, desperation, reduce in encouragement, hesitance to come to the college, aspiration to break free from the college, principled attitudes commencing to fade, fallback and outrage are the personal unfavorable impacts of conflicts. Pondering this, it can be said that bureaucrats and lecturers have a very tough time offering to the growth of the college because of the conflict following fatigue directs to delinquency for work, obtaining remedial records more repeatedly, reluctance for innovation and ingenuity; unwillingness to work directs to decreased capacity, attainment and standard of education; decrease in bureaucratic commitment generate reduced job gratification, incentive, involvement and aspiration to stay in the cooperative and multiply in delinquency, fallback and absence; anxiety detracts the mental wellbeing of persons and can unfavorably impact the negatively affect the social setting in the workplace. Solitude, which is one of the unfavorable outcomes of conflict, generates the person to have decreased job contentment, increased anxiety threshold, reduced capacity and establish a confrontational, withdrawn and self-doubting profile with decreased perception of identity. The absence of incentives of lecturers diminishes their efficiency and thoroughness in knowledge facilities, decrease their achievement and generate them to access the lecture hall unwillingly. Based on this, in colleges, which are educational cooperatives, it is significant for lecturers to have appreciative impressions towards the college so that the context of the college can be appreciative. Subsequently, it is obvious clear that it will be tough for college stakeholders who experience these troubles to contribute to progress the education quality of the college.

Obstacle in conversation, seldom wishing to share the same community, distant attitudes, unwillingness to converse, unwilling to visit the similar facilities, adopting a specific character, biases, misjudgments and mistrust are the unfavorable personalized impacts of conflict. Since colleges are the cooperatives with the most intense human social interactions, the appearance of conversation challenges will obstruct the engagements that should be conveyed out in the college. As it is imperative to convey out the college facilities in collaboration and teamwork, the circumstance in which the lecturers prefer flee from each other, behave isolated, and do not prefer to converse will unfavorably impact the discipline and atmosphere, and deter the students and the college from delivering.

The unfavorable bureaucratic impacts of conflicts are decisive as augment in capacity in educational facilities, hearsay, nepotism, cohorts, decreased cooperation and community, decline of college mood and the domineering of college rule. The decline of the college atmosphere may negatively influence the bureaucratic engagement, job fulfillment, intra-bureaucratic conversation, encouragement and conduct of the jobholders, and result in a decline in capacity in the cooperative. Such a circumstance which will deter the cooperative from accomplishing its goals may have such grave outcomes as the dying of the cooperative. Accomplishing goals, settling troubles, enforcing transformation, and innovation, enhancing educational facilities and accomplishing the required capability is achievable with efficient teamwork that necessitate collaboration between lecturers at colleges that will furnish social transformation. Consequently, the certainty that the conflicts u n f a v o r a b l y influence the teamwork that demands collaboration and alliance will generate many facilities to breakdown or even be terminated.

Descending capacity in educational facilities can be translated as a decline in the attainment or achievement of students and colleges, which can also explain the diversion from the goals. Hearsay or rumor can direct to decreased labor capability, neglect of teamwork, moderate spirit and self-doubt, the commencement of controversy in the cooperative, disadvantage of honor and cohorts. Omodan and Skosana (2023) mentioned in their inquiries that persons observing or experiencing a conflict have unfavorable circumstance such as hypotension, sensitivity, mood and tension, and that the awareness of being in a state of setback can direct them to feel comfortless and show unfriendly behaviors. Consequently, conflict can direct to moderate stages of incentive and gratification of jobholders, reduced capacity and bureaucratic responsibility, and even expanded absence. Todorova et al (2021) specified in their inquiry that conflict directs to diversion from cooperative goals, accelerated loss of work, time and resources, giving power on other functions rather of significant some, moderate spirit and encouragement, layoff and declining of collaboration. Holistically, it is perceive that the outcomes of this sociological inquiry are in the same vein with the incorporated literature.

In the diagnosis and oversight of conflicts in colleges, personal techniques such as silence of one section, retreating, collective silence of the units, distancing, ending the conflict, being esteemed and understanding, yielding of one of the units, being problem-solving and communicate are applied as well as bureaucratic techniques such as comforting and endeavoring to persuade the units, disregarding and being unconcern, assuming it never occurred, accomplishing common consent, minding, quieting applying power being problem solving and reaching the intermediary (conciliator). It can be translated as the inability of college bureaucrats to endeavor to supervise the conflict primarily with the techniques of comforting and endeavoring to persuade them and neglecting or being apathy to conflict. For exceptional conflict oversight, it is necessary to know the cooperative oversight and its concepts because constructural concepts in the determination of conflict intimate an authoritative inclination whereas bureaucratic concepts suggest techniques such as referring to utilize force, utilizing bureaucratic authority and mediation. While behavioral concepts debate that the units should coexist and communicate physically, structural concept mention that familiar merits should be established for conflicting units, and that it could be settled by the units conversing to each other. The exigency concept, on the other hand, mentions that in the conflict oversight, the statuses of the units should be completely examined, that there is no outstanding and only direction of conflict oversight, that the suitable and pertinent technique can be administered conforming to the circumstances. Consequently, the capacity of college bureaucrats to obtain an appreciative outcome of the conflict by comprehending these concepts better can contribute to college, lecturers and students. Otherwise, conflicts can either occur at a high stage, hurting the college and stakeholders, or exist at a moderate stage, deterring bureaucratic troubles. Bearing that in mind, all college stakeholders, specifically, college bureaucrats, require having background understanding about the conflict. Consequently, in order to subdue the conflicts happening in a college, approaches such as shunning, settlement, mediation, force and incorporation, collaboration should be used. University or college bureaucrats utilized the fashions of incorporation, conformity, negotiation, supremacy and shunning in conflict resolution, consistent utilization of incorporation, conformity and conciliation; sometimes resort to over powering and shunning. Lecturers, nonetheless, resolved that college bureaucrats utilize subduing, incorporation, conformity and consensus fashions consistently and the shunning fashion sometimes. The approaches in conflict oversight are supremacy, integration and shunning. University or college bureaucrats primarily utilize shunning, adherence and discipline, consensus, force and mediation approaches to prevent conflicts. Instead of encountering conflict, emerging solutions to troubles and overseeing conflicts in a direction that benefits for cooperative and jobholders, it is often achievable to shun and suppress the troubles led by conflict or to endeavor to settle the troubles using authoritative techniques. Rather than overlooking the conflicts that arise in college, managing these conflicts effectively should become one of the central duties of lecturers. Given the multiplicity and certainty of generates of conflict in colleges, it is grasped that the significant piece is to reduce conflict and manage it in the most efficient direction.. It should be recalled that endeavoring to prevent or overlook all generates of conflict will obstruct the growth of the college. Moreover, when a conflict is soundly managed, it will ensure that the college is further efficient and proper, rather than harming the college and jobholders.

Subsequently, with this sociological inquiry, conflict has been appraised in a broad scope, allowing exponents and sociological researchers to observe the generates, stage and outline of conflict, its impacts, and approaches utilized in the resolution and oversight of conflicts, and the factors why there is no conflict in colleges where there is no conflict. Because there is no inquiry that addresses the conflict in such a broad scope in the literature. Particularly in the inquiry, expressing the reasons that provide this circumstance in colleges where there is no conflict contributes to the originality of the inquiry. A average stage conflict in colleges will result in appreciative outcomes relating to personal and cooperative or bureaucratic elements and thereupon boost the efficiency of colleges when contemplating the appreciative impacts and consequences of conflicts in colleges. Nonetheless, following the increase in the threshold of conflict can direct to unfavorable personal, intersubjective and bureaucratic results, both lecturers and college bureaucrats at colleges should have a wide expertise of conflict and better conflict oversight talents. In addition, conflict information will minimize the personal, intersubjective and personal, intersubjective and bureaucratic elements that disclose the conflict.

In line with the outcomes of the inquiry, the ensuing propositions were advanced:

The expertise of college bureaucrats in the area of instructional management should be enhanced. Consequently, it may be acceptable to charge one of candidates who have the expertise of educational management as bureaucrat.

Acquiring the generates of conflict into account, college bureaucrats and lecturers should engage in seminars and courses on communication, intersubjective partnership or relations, conflict oversight and resolution.

Bureaucrats and lecturers require being further sensitive about work ethics and getting training in these subjects.

Significant duties and responsibilities fall on college administrators particularly in the positive outcome of the conflicts in colleges. Consequently, college bureaucrats should be able to turn conflict into a privilege for the college and establish the college further efficient and proper by placing ahead satisfactory conflict oversight.

All college stakeholders should engage in seminars, courses and workshops on conflict to minimize the personal, intersubjective and cooperative unfavorable impacts of conflicts in colleges.

Conflicts should be taken as a chance for colleges to conform to transformation and innovations and to settle troubles.

College bureaucrat's perspectives on conflict can be examined by overseeing another expressive sociological inquiry.

#### **4.2 Exceptions of the sociological inquiry**

This sociological inquiry; it is confined to the responses handed to the inquiry questions by forty lecturers from three constituent colleges at University of Sierra Leone in Freetown, Western Urban, Sierra Leone.

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