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STRATEGIC PLANNING, CONFLICT NEGOTIATION, SWOT ANALYSIS AND LECTURERS' INSTRUCTIONAL EFFECTIVENESS IN PUBLIC UNIVERSITIES IN SOUTH-EAST NIGERIA

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Abstract
The study strategic planning, conflict negotiation, swot analysis and lecturers' instructional effectiveness in public universities in Nigeria adopted an ex-post facto design. The population of the study is 624 lecturers' from six colleges or faculties of education of the universities studied, with a sample size of 345 selected through proportionate stratified random sampling technique which represents 60% of the population. Two research questions and two hypotheses were formulated and the hypotheses were tested at 0.05 level of significance. Strategic Planning, Conflict Negotiation, SWOT Analysis and lecturers' Instructional Effectiveness Questionnaire" (SPCNSAEQ) was used for data collection. The instrument was validated by two experts from educational measurement and evaluation, and two from education management and planning. Cronbach Alpha statistic was used to determine the reliability of the instrument which yielded an index of 0.83. Mean rating and Z-test were used to answer the research questions and test the hypotheses respectively. The study findings indicated that the null hypothesis of no significant difference on influence of negotiation on instructional effectiveness was retained rejecting the alternative hypothesis. This is as a result of the z-cal. value of 0.2981≤ z-crit. value of 1.96. It also revealed that the z-cal. value of -0.6232≤ z-crit. value of 1.96 such the null hypothesis of no significant difference on lecturer response in federal and state universities on influence of Strength, Weakness, Opportunity and Threat on instructional effectiveness was accepted. Based on the findings, the following recommendations were made amongst which are; the university authority should ensure that SWOT analysis is applied to help them in discovering weaknesses, strength, opportunity utilization and avoidance of threat in the school system. Effective application or adoption of negotiation by university administration remains a good strategic measure towards conflict management as well as enhance effective delivery of instruction by lecturers.

Keywords: Strategic planning, Conflict negotiation, Swot analysis, Public universities

Introduction

The synergy between strategic planning and conflict resolution is very strong. Therefore, strategic planning is a link between a foremost word that reflects both military and non-military organizations. Its origin could be traced to military context as such deals with security and defense. In every policy and strategies as designed by organization, plan remains the central phenomenon that is indispensable, as it controls and ensures success of policies and strategies. Anthony in Ogedi (2017) noted that strategic planning is the process of deciding on objectives of an organization or change in objectives, resources used to attain these objectives and policies that are to govern the acquisition, use and disposition of these resources. Beery in Akinyele and Fasogbon in Ogedi and Ukandu (2022) foresees strategic planning as an instrument for discovering absolutely the future and best way to actualization of organizations' objectives. Put differently from this view, strategic planning is an articulated process geared towards creating or manipulating a situation to create more favorable outcome in an organization.

In essence, strategic planning implies collective, institution-wide process for developing creative initiative that channels resources to fulfill the university's mission and take maximum advantage of trends in the external and internal environment. Strategic planned training as a pathway to achieving the sustainable development goals 4 (SDGs 4) and the major mandate of higher education - high quality of higher education (graduates) output with adequate technical skills, attitudes and competences to cope with the demands and expectations of the work environment. Ghosh in Modebelu and Ogedi (2020) is of the view that strategic planning in terms of decision making constitutes a strategy. According to him, such decisions involve matching of enterprise resources (strength and weakness) to the changing environment (threat and challenges) as such determines what the enterprise ought to be doing in future and how it should position itself to take

advantage of the future market opportunities. The central position here is that, engagement of institutional resources especially that covering training to be more strategically planned and made progressive for effectiveness in the production of high skilled workforce that are competitive both locally and globally.

Saliently, the Strength, Weakness, Opportunities and Threat (SWOT) are factors that one cannot control but remains important tool for analysis of overall strategic position in a given environment/ organisation. By strength we mean those qualities that enable one accomplish the stated vision of an organisation which is an important element in strategic planning. Onwurah (2018) noted that the concept strength in the educational system, deals with achieving effective delivery of instruction, factors such as human competence, process capacity, instructional resources, and financial resources for workforce remuneration and design of programmes become essential. Weakness on the other hand connotes the qualities that may hinder the school community from actualizing their mission and goals. Weakness may depreciate machinery, poor research infrastructures or facilities, inadequate instructional materials and emergent technologies for delivery instruction, poor decision making, inadequate supervisory activities and some other factors that hinder productivity in the school system. Some administrative weakness in the school system may include inability to handle conflict issues, delay in promotion, complex decision and inability of the school management to harness and use local content materials to enhance structural development in the school.

Opportunities refer to the environment that results to the operation and functioning of the school system, thus, it becomes possible for an organization to utilize its environment for planning and implementation of strategies that are relevant in achieving its goals. The school system as a competitive environment vested with the responsibility of producing quality manpower as seen above,

should also ensure that opportunities are used. Omenyi (2023) argued that the university administrators should strategically plan and ensure that opportunities of using consolidated funds for infrastructural development and human capital development are not abused. This will help provide a conducive atmosphere that will help in delivery of instruction effectively.

Threat on the other hand emerges in the school system as a result of external environment influence on organizational interest. Threat may arise as a result of weakness that may destabilize the system. Issues such as unrest among lecturers, caused by delay in promotion, reduction in salary, poor welfare leading to poor standard of living may generate threat in the school system. Students' unrest as caused by increase in tuition fee, poor students personnel administration and poor learning environment can instigate threat as such may hinder effective delivery of instruction. The advantage of SWOT analysis as an instrument of strategic planning and formulation cannot be ignored. It became vital in information sources for strategic planning, build the organizational strength, reverse its weakness, maximize its response to opportunities, overcome organizations threat, help in identification of core competence of the university system, help in setting objectives for strategic planning and help also in knowing the past, present and future of an organization. It does appear as the instrument most likely to resolve and solve many challenges of the now in our higher institutions, considering the state which these institutions are presently.

The components or elements of strategic planning remain an essential factor in resolving any conflict in an organizational setting. Ibiam (2015) indicated five components of strategic planning to include the concept of environment, goals (desired ends, mission, and objectives), strategies, priority and assessment. Mounica (2014) opined that elements of strategic planning are communication strategies, strategic planning task force, vision statement, mission statement,

values, goals, objectives, implementation strategies and monitoring plan strategies. Here, vision involves the school administration getting focused to the future of the school system as such ensure that conflict if not resolved totally will be managed; as strategies remain a road map to which organizations (universities) tend to achieve their stated goals and objectives.

The school administration should try as much as possible to involve lecturers in their planned actions because many may have a winning idea that requires consideration. Environment refers to the external context that cannot be controlled in terms of political, social, economic and demographic as its internal environment remains conditions within the control of the university in terms of culture, tradition and administrative structure of the institution.

Strategic Planning is very important in every organisational setting due to its role in security and defensive activities of such organization. Ogedi (2017) argued that strategic planning encompasses three variables that are vital in resolving conflict in an organisation; this includes first the domestic environment that measures the capability and cohesion within a given system. Here the domestic environment entails making provision for conducive teaching environment in a given educational institution in order to ensure that instructions are effectively delivered; lecturers' classroom managerial competence that help in better understanding of divergent behaviour and psychological make-up of learners as such mutual understanding during and after lesson is encouraged. The second is strategic fit which measures the means and capacity (resources and mechanism) with which organisations (Educational Institutions) organise, manage and reproduce its human, technological and environmental value. This deals with availability and accessibility of instructional materials, method of delivery, instruction, recruitment of workforce and personnel welfare. The third takes into account the interests of various competing actors (inter-personal) in the

educational system. The actors whose interests must be brought to light of recognition for the sole purpose of resolving the system conflict and enhance the effective delivery of instruction includes the teacher, learner, government, school administrators, parents and the host community where the institution of learning exists.

Within the university community, there are some conflict areas that may hinder effectiveness in instructional delivery. Owan et al, (2019) identified some conflict areas in the school community to include, poor finances/salary structure, poor reward system including poor motivation and incentive, delay in promotion and non-payment of fringe benefits leading to poor standard of living among lecturers, deprived and poor learning environment promoting inequality and exclusion, poor motivational incentive, and ineffective school leadership. However, Ugwu (2019) observed that poor school community relationship, neglect of lecturers in instructional planning, unavailability and utilisation including wrong selection of information and communication tools for instructional delivery (poor maintenance culture of school plant, lecturer classroom management incompetence, lack of adequate in-service research training of lecturers, inaccessibility of lecturers' research fund and gross misappropriation /poor funding in the face of proliferation of universities, hostility arising from the host community in place of communality in return for the university's investment and provision for social capital, among others, are areas of conflict in higher education

More so, conflict in an organization if not resolved may likely affect the functions and objectives of such organization as such could hinder smooth administration, workforce performance, reduction of man power, wastage in education cycle and ineffectiveness in job performance. Emezue in Nwagbara (2023) contended that conflict is an antithesis, the conflict between two persons leads to a new product. The school as a social system is faced with conflicts that

range from students' unrest, teaching and non-teaching staff industrial action, school-community conflict, political, and social unrest resulting from conflict; this when not strategically managed and resolved may lead to destruction in the organizational structure. Obi in Nwokoji (2017) opined that conflict is a human and social problem which involves mutual hostility, differences, disagreement, opposition resulting in man's inhumanity to man, use of violence and crises which can escalate to the level of psychological warfare, physical or naked war. The above opinion reveals that in the conflict between government and lecturers' which its end product may be workforce industrial action will to some extent; escalate to students' psychological warfare. This influences their behavioural attitude negatively leading to students involving in some societal crimes such as prostitution, armed robbery, fraudulent activities and some other immoral activities that may cause wastage in educational industry. Okonkwo (2023) noted a serious conflict situation in the Nigerian society today (unemployable skills of most postgraduates as a major cause of societal insecurity); this is a situation that calls for immediate review of policies concerning not just instructional situations including methods and adequate learning environments, but the curriculum, teacher education and other higher education provisions for overall effectiveness in the output from our institutions.

Instructional effectiveness may be seen as a means through which teaching-learning activities are presented in an organised and systematic manner of exploring new resources for imparting meaningfully on the learners. When instruction imparts meaningfully on the learner, it shows that the teaching-learning activities have been successfully carried out. Farrant in Nwaoba (2016) aptly stated that instruction can be planned and organized in three phases which are the introductory phase, development phase and culmination phase. Iwu, Ajuzie, Nzeakor and Amadi (2013) simply put that the use of instructional materials in

teaching-learning situation helps to concretize the process of learning. Ogedi (2021) argued that effective curriculum or instructional delivery requires a strategic planning since the 21st century means of delivering instruction has moved to systematic approach of using emergent technological gadgets.

For effective instructional delivery to be obtainable in the educational system, the knowledge imparter (lecturers or teachers) must plan on how to develop and organize instructional materials; implementation of instruction and to evaluate the outcome of such instruction become greatly essential. In developing instruction or its selection, the lecturers' competence in appropriate selection and method of delivery (to keep learners progressing in their learning or study behaviours) becomes vital in order to avoid conflict of wrong selection of technology. Its evaluation entails a diagnostic and feedback or formative approach, which Edenkwo (2019) insisted should meaningfully be the assessment of the instructional outcome to ascertain its success during the teaching-learning process. Ekundayo and Ajayi (2019) emphasized too, that such evaluation needs necessarily cover evaluation of teacher - student outcome, as critical factor for determining teaching effort and learning effectiveness.

Negotiation as conflict resolution/management strategy facilitates conflict transformation, healing of the wounds from earlier conflict and being alert in identifying and positively responding to early conflict signal. Oyetakin (2014) sees negotiation as a process in which opposing side exchange offer, counter offer and concessions, be it directly or through its representatives. In a different understanding, negotiation is the process of conflict resolution through the use of round table discussion by the parties involved which representatives or delegates are accepted for the reconciliation process. Other strategies for managing conflict issues that may result in industrial action include factual issues related to the fact about the problem, rational issues which deal with cordiality, friendliness,

weakness and strong aspect of the negotiating parties, party interest, party value and party dignity. Supporting the idea, Aina in Pal (2017) concerted that conflict could be managed using techniques such as negotiation, conciliation and mediation.

Theoretical Framework

Scientific management theory (Taylor 1947)

Scientific Management Theory was propounded by Frederik Taylor in 1947. The theory stated that work flow improves economic efficiency for labor productivity. The theory deals exclusively with the formal organization and concept to increase management and administrative efficiency. It is based on planning of work to achieve quality output, standardization, specialization, effectiveness and simplification in an organization. Acknowledging the fact that the approach to effectiveness in the organization depends on productivity increase through mutual trust between management and workers, Taylor suggested that for trust to be increased, the advantage of productivity improvement should go to workers'; physical stress and anxiety should be eliminated as much as possible; capacity of workers should be developed through training, and the traditional Boss concept should be eliminated. The theory suggested four principles of scientific management for improving productivity in an organization (school). These include scientific training of workers for capacity building and professional development; management and Labor Corporation; scientific selection of workforce in organization (qualification) and Old Rule-of-Thumb which is to be supplanted by a scientific approach to each element of a persons' work. This theory linked to this study through effective management of educational workforce, physical facilities, adequate supervision, financial prudence and evaluation of the overall policy statement.

Implication of Scientific Management Theory in education system remains a reutilized teachers work towards effectiveness in delivering instruction. This would help the teacher to plan and organize instruction based on introductory, development and culmination of instruction as such will not deviate from the proposed lesson to teach or demonstrate. It also entails that remuneration of education workforce should commensurate with their academic workload by providing good payment package, provision of adequate fund for professional development and enhancing quality communication flow between teachers and administrators. The theory also suggests that specialization and clear understanding of objectives be known by teachers so as to ensure effective instructional delivery in the school system.

Akinyele and Fasogbon (2007) carried out a study on impact of strategic planning on organizational performance and survival. The study adopted a survey design with the purpose of re-evaluation of the planning performance relationship in organization. Three research questions and three null hypotheses guided the study. Population of 100 staff from First Bank of Nigeria Plc in Lagos metropolis were used of which only 80 questionnaire items were retuned. The sample size for the study was 100 bank staff. There was no sampling technique since the population of the study was manageable and controllable by the researcher. Data collected were analysed using SPSS, chi-square and t-test statistics were used to answer the research question and test the hypotheses, respectively. The findings revealed that strategic planning enhances better organizational performance as such has impact on its survival. It also revealed that strategic planning intensively is determined by managerial, environmental and organizational factors.

Mohammad (2015) carried out a study on strategic planning practices an empirical study in the Indonesian banking industry. The study adopted a case study design with three research questions and three null hypotheses to guide the study.

Six banks were used for the study as a result of their high strategic planning practice. Data for the study constituted documentary data, in-depth semi structured and unstructured interview were use. The data collected was analyzed using six steps systematic approach by Creswell (2009). The key findings of the study include; all the six banks at study have accomplished all the common strategic planning activities; that strategic planning process is very vital to successful organizational performance.

Statement of the Problem

It seems that the university education is faced with the problem of poor negotiation strategy and inability to apply strength, weakness opportunity threat (SWOT Analysis) as a result of poor or lack of strategic planning. The ideal situation in the university system should incorporate an articulated broad planning that will cover all spheres of the school system. The apparent relevance of conflict negotiation and application of SWOT analysis by university administration to a certain extent remain a good strategic measure for ensuring effective delivery of instruction as expected by the lecturers'.

However, the inability of the university administrators to manage both the human, environmental and resources oriented conflict can hinder effective instructional delivery. The present problem in various higher institutions of learning range from poor negotiation strategy, lack of knowledge and application of SWOT Analysis by the university administration in handling conflict related issues, poor standard of living amongst lecturers', government indebtedness to lecturers can instigate conflict within the university system as such may hinder the effectiveness of instruction. The apparent lack of professional development for lecturers', reduction of lecturers' salaries, poor leadership style of the university management, and incompetence among lecturers in selection and utilization of emergent instructional resources for effective delivery of instruction and

unconducive learning environment therefore, increasingly become the problem faced by the universities which can ignite conflict within the system. The problem of this study puts in question form is: What is the extent of strategic planning, conflict negotiation, SWOT analysis and lecturers' instructional effectiveness in public universities in south-east Nigeria?

Purpose of the Study

The study determines the influence of strategic planning, conflict negotiation, SWOT analysis and lecturers' instructional effectiveness in public universities in south-east Nigeria. Specifically, the study seeks to:

1. To determine the perception of lecturers on influence of negotiation on lecturers' instructional effectiveness in public universities.
2. To determine the perception of lecturers on the extent to which SWOT analysis influence lecturers' instructional effectiveness in public universities.

Research Questions

The following research questions have been formulated to guide the study:

1. How do lecturers in federal and state universities differ in their perception on the influence of negotiation in the university community on lecturers' instructional effectiveness in public universities?
2. How do lecturers in federal and state universities differ in their perceptions on the influence of SWOT analysis in the university community on lecturers' instructional effectiveness in public universities?

Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

Ho_1 There is no significant difference in mean responses of federal and state university lecturers on influence of negotiation on lecturers' instructional effectiveness in public universities.

Ho_2: There is no significant difference in mean responses between federal and state university lecturers on extent SWOT analysis influence on instructional effectiveness in public universities.

Methodology

The research employed ex-post-facto research design. Ex-post-facto research design is ideal for conducting social research when it is not possible or acceptable to manipulate the characteristics of human participants. It is a substitute for true experimental research and can be used to test hypotheses about cause and effect or correlational relationship, where it is not practical or ethical to apply a true experimental or even quasi-experimental design (Cohen, Manion and Morison 2000). The choice of the researcher employing ex-post-facto design is that; the event of study has already taken place and as such the researcher cannot manipulate nor have control over the independent variable. The population of this study is 624 lecturers from six colleges or faculties of education in the studied Universities. The universities are University of Nigeria Nsukka, Michael Okpara University of Agriculture Umudike, Nnamdi Azikiwe University Akwa, Enugu State University of Science and Technology, Abia state University Uturu and Anambra State University of Science and Technology.

The sample size for this study is 345 lecturers selected using Proportionate stratified random sampling technique The figure 345 represents 60% of the population. This was done through sampling from various departments in the faculties of education at study. Boll and Gall in Uzoagulu (2011) suggested that for population of 1,000 use 20%; for population of 5,000 use 10% and for population of 10,000 use 5%. Supporting this view, Nwana in Uzoagulu (2011) opined that no fixed number and no fixed percentage is ideal rather it is the circumstances of the study that determine what number or what percentage of population should be studied. Researchers' self-developed instrument titled "Strategic Planning, Conflict

Negotiation, SWOT Analysis and lecturers' Instructional Effectiveness Questionnaire" (SPCNSAEQ) was used for data collection. For the purpose of clarity and relevance, the research instrument was validated by two experts in educational measurement and evaluation, and two in management and planning. The reliability of the instrument was determined using Cronbach Alpha statistic; this yielded a reliability index of 0.83 which shows that the instrument is highly reliable. Data generated for the study was analyzed to answer the research questions using frequency and mean rating while the hypotheses were tested using Z-test statistics at 0.05 level of significance.

A total of 110 and 235 copies of the questionnaire were distributed to lecturers in state and federal universities respectively. 81 copies of the questionnaire were completed and returned from state universities while 209 copies were also completed and returned from federal university lecturers. These gave a percentage of 73.6% of state lectures and 88.9% of federal lecturers that responded to the research instrument. These therefore, provided data for analysis and the results are presented to the research questions asked and hypotheses tested. Real limit of 2.50-3.49 was accepted as the benchmark for positive rating while the real limit below 2.50 was negative mean score.

Research Question One: How do lecturers' in federal and state universities differ in their perception on the influence of negotiation in the university community on lecturers' instructional effectiveness in public universities?

Table 1: Mean rating of federal and state lecturers' perception on negotiation and lecturers instructional effectiveness in South-East public universities.

Item No	Σx_s	n_1	$\overline{X}$	Pm	Σx_f	n_2	$\overline{X}$	Pm
1	240	81	2.96		627	209	3	
2	253	81	3.12	2.95	683	209	3.26	2.99
3	208	81	2.56		642	209	3.07	
4	256	81	3.16		556	209	2.66	

Since the mean of lecturers' responses from both state and federal universities shows a pooled mean of mean of 2.95 and 2.99 respectively which is within the real limit of 2.50-3.49, we therefore conclude that negotiation in conflict resolution has an influence on lecturers' instructional effectiveness in public universities as observed in the responses of the respondents.

Research Question Two: How do lecturers' in federal and state universities differ in their lecturers' perception on the influence of SWOT analysis in the university community on lecturers' instructional effectiveness in public universities?

Table 2: Mean rating of federal and state university lecturers' perception on SWOT analysis in university and lecturers' instructional effectiveness in public universities in South-East Nigeria.

Item No	Σx_s	n_1	$\bar{X}$	Pm	Σx_f	n_2	$\bar{X}$	Pm
1	242	81	2.98		623	209	2.98	
2	119	81	1.46	2.74	359	209	1.71	2.71
3	256	81	3.16		640	209	3.06	
4	275	81	3.39		659	209	3.15	

From the table 2 above, apart from questionnaire item 18 in both federal and state responses with recorded mean of 1.46 and 1.70 respectively other responses in item 17, 19, and 20 recorded a mean of 2.50. The pooled mean of the two groups shows 2.74 and 2.71 which is within the real limit of 2.50-3.49, we therefore, conclude that Strength, Weakness, Opportunity and Threat analysis is an essential element of strategic planning which ensures that instruction are effectively delivered by lecturers in the areas at study.

Hypothesis One: There is no significant difference in mean responses of federal and state niuversity lecturers on influence of negotiation on lecturers' instructional effectiveness in public universities.

Table 3: Z-test analysis of mean response of federal and state lecturers on influence of negotiation on lecturers' instructional effectiveness in public universities in South-East.

Respondents	N	X	SD	Std.-err	Z-cal.	Z-crit.	Decision
State	81	10.975	2.179		0.2981	1.96	Accept Ho_4
Federal	209	10.890	2.180	0.2851			

The result of the analysis shows that the z-cal. of 0.2981≤ the z-crit. of 1.96; we therefore accept the null hypothesis and reject the alternate thus, conclude that there is no significance difference on mean responses of lecturers' on influence of negotiation and lecturers instructional effectiveness in public universities in south-east.

Hypothesis Two: There is no significant difference in mean responses between Federal and State University lecturers' on extent SWOT analysis influence lecturers' instructional effectiveness in public universities.

Table 4: Z-test analysis of SWOT analysis and instructional delivery

Respondents	N	X	SD	Std.-err.	Z-cal.	Z-crit.	Decision
State	81	11.025	1.818		-0.6232		Accept Ho_5
Federal	209	11.295	1.753	0.4332		1.96	

Table 4 above indicates that the z-cal. of -0.6232≤ the z-crit. of 1.96, we therefore accept the null hypothesis and reject the alternative thus, conclude that there is no significant mean difference between federal and state lecturers' responses on the impact of SWOT analysis in the university community and lecturers' instructional effectiveness in South-East universities. This means that SWOT analysis as an essential element of strategic planning has an influence in ensuring that instructions are effectively delivered by lecturers' as a result of conflict free environment.

The findings of this study were as follows:

1. The study also finds that negotiation should be employed in resolving conflict issues in the school community. Issues such as poor remuneration of

university staff should be negotiated in order to create good atmosphere for effective instructional delivery. The study also found that null hypothesis on no significant difference on influence of negotiation to instructional delivery was accepted rejecting the alternative hypothesis. This is as a result of the z-cal. value of 0.2981≤ z-crit. value of 1.96.

2. The school Administration should ensure that SWOT analysis is effectively applied in the school system as such ensures that available consolidated funds are judiciously utilized for both human capital development and infrastructural development especially for teaching and research. The study also revealed that the z-cal. value of -0.6232≤ z-crit. value of 1.96 as such the null hypothesis of no significant difference on lecturer response in federal and state universities on influence of Strength, Weakness, Opportunity and Threat on instructional effectiveness was accepted.

Discussion of the findings

Negotiation and lecturers' instructional effectiveness

The result of the data analyzed based on the questionnaire administered provided answer to the research question and hypothesis as presented in table 1 and 3. It shows that effective negotiation remain essential tool for conflict resolution as such provides quality environment for effective delivery of instructional by the lecturers. This was evidenced in the pooled mean responses of 2.95 and 2.99 of state and federal lecturers respectively. Also, the z-cal. value of 0.2981≤ z-crit. of 1.96; on this basis, the null hypothesis was accepted and the alternative hypothesis rejected; thus, conclude that there is no significant difference between State and Federal respondents on influence of negotiation in conflict resolution and lecturers' instructional effectiveness. Irene-Boat (2014) in her study negotiation strategy in organization: an analysis used 55 staff in international organization in Accra Ghana

which finds that reveals that employee conflict arises as a result of specific reasons that warrant the attention of the employer or management of the organization.

SWOT analysis and instructional effectiveness

The result of the data analysis with reference to research questions as presented in Table 2 and 4 indicates that the pooled of the state and federal lecturers' responses on table 4.4 are 2.72 and 2.71 respectively. This implies that Strength, Weakness, Opportunity and Threat (SWOT) analysis is a strong strategic tool that gives an organization a directive insight to its vision as such ensure that effective outcome (effective instructional delivery) is achieved. It also revealed that the z-cal. value of -0.6232≤ the z-crit. of 1.96 as such the null hypothesis was accepted and the alternative hypothesis rejected. Therefore, we conclude that there is no significant difference on state and federal lecturers' responses applying SWOT analysis to achieve instructional effectiveness by lecturers. Strength, weakness, opportunity and threat (SWOT) is an appreciable tool for analysis of the overall strategic position in an organization. Strength deals with qualities that enable one accomplish the stated vision of an organization which is an important element in strategic planning. Mohammad (2015) carried out a study on strategic planning practices an empirical study in the Indonesian banking industry finds that that strategic planning process is very vital to successful organizational performance.

Conclusion

Based on the results of this study, the following conclusion emerged:

That strategic planning is a salient instrument for achieving organizational stated goals.

1. Negotiation plays a vital role in ensuring conflict between school administrators and lecturers' are resolved amicably and effective instructional delivery achieved.

2. It is concludable that SWOT analysis is a major strategic plan that ensures conducive atmosphere that enhances effective instructional outcome by the lecturers.

Recommendations

Based on the research findings, the following recommendations were made:

1. The school authority should ensure that SWOT analysis is applied to help them in discovering weaknesses, strength, opportunity utilization and avoidance of threat in the school system.
2. There should be orderliness and lecturer-students interaction in such that instructional delivery will be effectively enhanced.
3. The school administration should try as much as possible to utilize consolidated funds available to their schools for both human capital development and infrastructural development. Effective application or adoption of negotiation by university administration remains an good strategic measure towards conflict management as well as enhance effective delivery of instruction by lecturers'.

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