APPRAISING CONFLICT MANAGEMENT AND ITS IMPACT ON INSTITUTIONS OF LEARNING: LITERATURE AND CASE STUDIES

Lukman, Y., Amoo, O. T, Ngmenkpieo, F. & Ntshebe, S.
Walter Sisulu University

ABSTRACT

Conflict is a fundamental and unavoidable human peculiarity since where there is human cooperation; there is a probability of incompatibility. These conflicts can seldom be either entirely constructive or completely destructive. However, the ways these are taken care can either make or mar how higher institution is managed. Higher learning, like other human associations, is inclined to one or other sort of conflict. Different methods and techniques are taken on for dealing with conflict; the most significant among these are, mediation, negotiation, and collaboration. This review focuses on the concept of "Conflict," its management, roles of managers in handling it, and practical cases that emerged in two empirical studies conducted by the researcher. In the first study, the researcher adopted the interpretivist paradigm with a sample of 15 respondents and the post-positivist paradigm in the subsequent study with a sample of 180 participants The studies revealed student funding, annual fee increment, botched communication, and cliques, as significant factors contributing to higher institution internal conflict crises. The study advances all positive and negative side-effects characterising conflict management by managers in higher Institutions of learning and the integrating conflict management style appeared to be the most preferred in handling stakeholder conflicts.

Keywords: Conflict, negotiation, collaboration.

INTRODUCTION

This study was designed to identify the main sources of conflict between teachers and higher education leaders and to determine which strategies are best used to manage and resolve such conflicts. The drive for this study is to provide a distinctive comprehension of the idea of how conflict management is being researched into, and provides a better understanding of the several aspects, factors, and complexity in its resolution at higher institution of learning. To create a conflict-free higher Education learning environment, effective conflict management takes centre stage. When differing perceptions or opinions are inherently conflicting, conflict arises (Olofsson, 2022).

Metcalfe, and Pickett, (2022), highlighted that conflict causes tension and discomfort because of the dread of the unknown; as a result, it is a dismal and unpleasant situation for the persons involved. Conflict disrupts the teaching and learning process, but if thoroughly investigated and managed, it can lead to peaceful cooperation between students, staff, and higher education administrators. Conflict is inevitable and unavoidable in any organisation and managing it is challenging across educational sector, as such, managers should have a sufficient understanding of how to resolve it (Lukman, 2021).

Conflict is defined as "an antagonism or rivalry between two or more individuals emerging either from the pursuit of incompatible aims or a class of conflicting beliefs,". Kay and Skarlicki, (2020) allude that is the struggle overvalues or claims to status, authority, and scarce resources in which the warring parties' goals are not only to achieve the desired values, but also to neutralize, harm, or eliminate the rivals. Due to its price conflict in organisations has gotten yattention from contemporary researchers. In this regard, Lukman, Balkaran, and Gobingca (2019) concur that conflicts are unavoidable in higher Education, just as they are in other organisations. This study reviews literature and aligns it with empirical studies conducted with the researchers in the secondary and tertiary institutions of learning.

Problem Statement

Studies focusing on conflicts indicate that organisations cannot be immune to conflicts (Raines, 2019). The consequences of conflict impacts have been mostly regrettable (Oboegbulem & Alfa 2013). Lukman Balkaran & Makiwane, (2022) pointed out that part of the outcome related to conflicts is disruption of academic programs, hostility among stakeholders, and withdrawal from active participation in higher education activities. These problems affect the professional work of the staff in many ways. In the teaching and learning process, individuals interact to realise educational objectives within higher Education, as such; there are several reasons for conflicts to occur within higher education. In studies conducted by the author, many variables like insufficient resources, lack of facilities, fee increment, heavy workload, and dissatisfaction with management were identified as some of the sources of conflicts (Lukman 2021). Similarly, a study by Roza, Hagan, and Anderson, (2021) conducted in South Africa cited sources of conflicts as, inadequate facilities and funding, conflicts among staff members, personality factors, and role conflicts. The role of higher education leaders in conflict management and resolution is therefore central to the effective and efficient organisation of higher education management.

Given that conflict cannot be escaped in any organisation, the leadership must rationally deal with it to create ways to maximise its benefits and minimise its dysfunctional consequences. In this regard, to be able to develop a workable approach to conflict management, understanding the root causes of conflicts is therefore critical. This study was therefore designed to identify the main sources of conflict between teachers and higher education leaders and to determine which strategies are used to manage and resolve such conflicts.

Literature Review

Conflict management, according to Wang, Zhang, and Deng (2019), is the process of detecting and constructively reconciling or balancing divergences of interest between organizations or individuals such that they are acknowledged and expressed. Conflict management comprises maintaining a group's optimal degree of conflict. Conflict management solutions, according to Raines (2019) are intended to facilitate a process of peace.

Conflict can be harmful if it leads to a breakdown in communication, tension, dispute, low productivity, and antagonism, all of which have an impact on the smooth operation of higher Education (AlMunifi & Aleryani, 2021). However, if conflicts are managed effectively, benefits may accrue, such as improved solidarity among the groups involved. which strengthens connections, improves issue identification and solution, increases knowledge/skill,

and ensures peace. For the proper operation, higher education administrators must be able to handle and settle conflicts.

Conflict management and conflict resolution are not the same. Conflict management, according to Algert, Yep, Rogers, and Stanley, (2021) is "continuing process." A process of reducing cognitive impediments to the agreement between two parties. Whereas, conflict resolution, on the other hand, is defined as "the reduction, elimination, or termination of all types of conflict (Osei-Kyei, Chan, Yu, Chen, & Dansoh, 2019). This can be achieved through negotiations, bargaining, mediation, and arbitration.

Types of Conflict

Several types of conflicts will be examined in this section of the review to provide a reasonable grasp of how the diverse types of conflict affect an organization like higher education institution. Intrapersonal conflict, interpersonal conflict, intragroup conflict, intergroup conflict, intra-organizational conflict, and inter-organizational conflict are the six major forms of conflicts described and discussed by Hussein and Al-Mamery (2019: 10-12). Other sorts of conflicts are bound to occur anywhere there is more than one individual, aside from intrapersonal conflicts that occur within a person. As a result, as a company with a varied workforce.

Interpersonal Conflicts

Interpersonal conflict is characterised as conflicts, incompatible interests, and discordant conduct that results in anger, distrust, fear, or resentment (Kieliszek, 2019). In higher Education like other organisations where people interact, this is the most widespread and obvious sort of conflict. However, in a large institution, such as a higher Education, interpersonal conflicts are not visible in the public domain like inter-group conflict which mostly receives media coverage. The effect of this kind of conflict is that occurs between individuals can manifest as stress, anxiety, and melancholy.

Intrapersonal Conflict

Punia, Punia, and Garg, (2021) highlighted that intrapersonal conflict occurs within an individual. It is the presence of opposing, diverging, and competing thoughts, and feelings. Intrapersonal conflict leads to despair, uncertainty, and hesitancy, according to psychologists (Krügel, & Uhl, 2021 and Gibson, Dunlop & Raghav, 2021).

Intra-group Conflict, Inter-group Conflict and Intra-organisational

Intra-group conflict, according to Tsang, (2022) is mostly interpersonal disagreement among group members. Because people have different values, beliefs, attitudes, and behaviors, there will always be interpersonal conflict in a community. As a result, some individuals are more inclined to some individuals than others. People find it easier to collaborate when their underlying relationships are strong. Conflicts in small groups, on the other hand, can be beneficial since they can encourage creativity and encourage people to talk and work as a team (Gunasekara, Indikatiya, Perera & Senaratne, 2022). Working together fosters compassion - having positive interpersonal relationships that include respect, care, and love, among other things.

In comparison with the intragroup conflict, Intergroup conflict arises when diverse groups within an organisation compete (Peng, Bell, & Li, 2020). Intragroup conflict is a type of conflict that occurs within a group or organization. More than one person is affected by such a disagreement. in higher institutions, stakeholders have intragroup conflicts when participating in the same group or team.

Conflict is a type of internal conflict that occurs within an organization. When management and subordinates argue about working conditions, goals, authority, or decisions, it is called intra-organizational conflict. Zeng, Chan, and Pawar (2021) opined that that conflict can arise between certain groups in an organisation. it can also arise between members of a certain interest group, such as interest groups in their struggle to depend on the interest members of their organisation. In higher institutions, everyone has his/her unique demands and preferences. The institution has its own set of responsibilities. Its broader goals and reasons dictate how stakeholders should operate. However, when the ideals and goals of the two parties involved are vastly different, the conditions are ideal for conflict.

Materials and methods
To guide our inquiry into assessing conflict impacts on Higher educational institutions, a desktop literature review, and inferences deduction from the reported cases in the literature review were examined and insight obtained gives an in-depth understanding of the causes.

Potential conflict triggers
Research revealed that conflict does not arise out of thin air. Diab and Schultz, (2021) contend that it has a reason. These factors can be managed both constructively and destructively, in a positive or bad way.

Previous studies, Millican, (2017); Lamm, Sapp, Lamm, & Randall, (2020); Smith, & Fredricks-Lowman, (2020); Zainal Badri, & Wan Mohd Yunus, (2022) attributed conflict in higher institutions of learning with funding crises, managers leadership styles, and psychological well-being among the major factors contributing to conflict, as a point of departure, this study linked the empirically emerged causes of conflict with conflict management styles to assist managers in selecting the appropriate one to curtail conflict in different circumstances given that there is no one single approach that fits all.

Stakeholders can involve conflicts over a variety of issues that are the main cause of workplace strikes. Internal and external conflicts are raging over the world. Sectors, including education, is on the rise. Workplace conflicts are caused by a variety of factors. A variety of concerns, including interpersonal tensions, ethnic disparities, and vested interests on the one hand, and Policies and conventions, inefficient and ineffective administrative processes, and leadership styles are all examples of inefficient and ineffective administrative processes (Kibris, 2015). Conflict affects not only the culture of teaching and learning in an institution of higher learning, but also the academic calendar is affected and has negative reputational ramifications with fraternal institutions that compete in the same academic space, not to mention the institution's major sponsor (government). On the other hand, think that building a constructive communication process and having a powerful conflict negotiator personality is critical in settling a conflict. Institutions cannot prevent conflict, but much of it may be handled and guided away from disturbing activities provided the competing parties communicate their

complaints effectively. According to Nawi, Ismail, Ibrahim, Raston, Zamzamin, & Jaini (2016), higher education must be taught in a healthy and standard environment to promote work satisfaction and productivity among its stakeholders.

Competition is one of the most recurrent causes of conflict in the education sector**.,** competition as two people attempting to exceed one another (Tang & Chen, 2020). This can be because of a scuffle for scarce resources which can spark competition. This can lead to open conflict as well as a lack of cooperation. Competition for performance-based prizes can also cause friction. If managers professionally manage this competition, positive outcomes can be achieved. However, Conflict potential is raised due to a lack of regard for one another's differences.

Communication issues can potentially lead to conflict. Katz, Lawyer, Sosa, Sweedler, and Tokar (2020) pinpointed a lack of information exchange among the issues that must be addressed to manage conflict. Any inaccuracy in the sender's or recipient's information might lead to unnecessary conflict. Ayoko, Zhang & Nicoli (2021) further alluded that flawed communication can lead to misperception and misunderstanding. The receiver may misunderstand the sender because he is not actively listening. Disagreement concerning goals, duties, or intents can emerge due to botch communication in an organisation.

Alnajjar, and Abou Hashish (2022), contend that leadership abilities are critical for clinical decision-making, and leadership style can influence conflict management style selection and has a key role in instilling and modeling strong leadership and conflict resolution skills.

In a divergent study, Lubell, Mewhirter, and Berardo (2020) acquitted a study on the polycentric system of governance, the empirical data imply that levels of conflict in policy forums are higher when the actors involved are concerned with hot-button issues, when the forums have big and diverse memberships, and when the system has a lengthy history of conflict. The findings give new light on the causes of conflict and collaboration in complex governance systems, as well as conflict resolution strategies.

Lukman (2016) conducted a study among teachers at senior secondary schools to investigate the factors contributing to conflict using the interpretivism approach, the findings of this study demonstrate that conflicts are caused by unhealthy and unmanaged competition, poor communication in the schools amongst the teachers and school management teams, teacher workload and the leadership styles of principals. Synopsis of recommendations made indicates that policymakers, departmental officials, School Governing Bodies (SGBs), School Management Teams (SMTs), principals, teachers, and parents must be involved in the management of conflict in secondary schools to achieve a positive outcome.

The diagram illustrated in Figure 1 demonstrated the findings that emerged in a study conducted by the author to identify the major triggers that give rise to conflicts in senior secondary schools(ref).
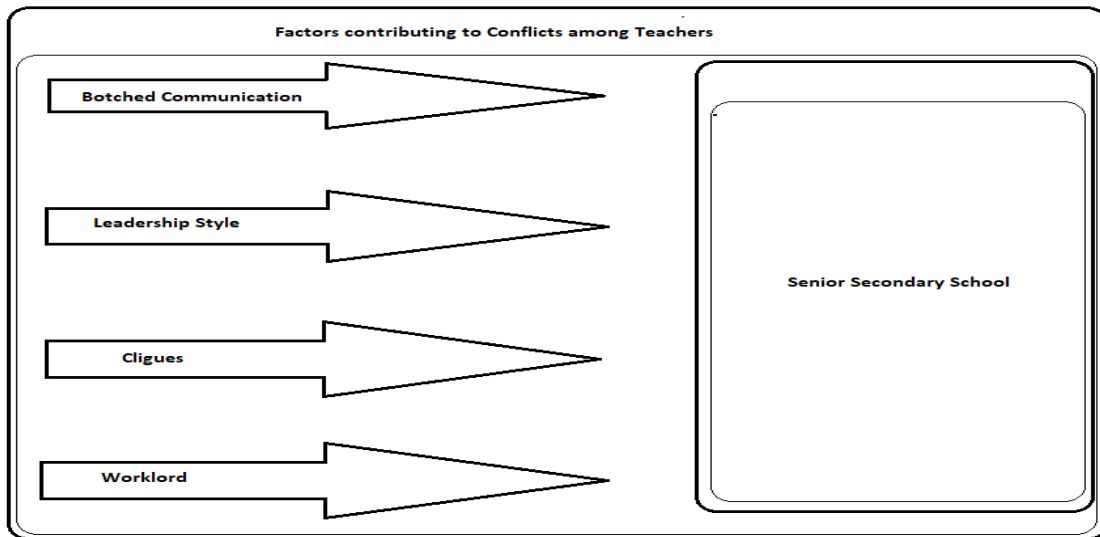
Figure 1 Source Authors own

Subsequently, Lukman, Balkaran, & Gobinca (2019) investigate the triggers that give rise to conflicts at institutions of Higher Learning using a sample of 180 respondents consisting of students, academics non-academics, and members of the management. While the finding that emmeged revealed that the major causes of conflict among secondary school teachers include botched communication, Leadership style, cliques and exessive worklord, the dominant factors in that led to conflicts in higher education relates to student funding and academic exclusion based on performance as illustrated in **Figure 2** below.
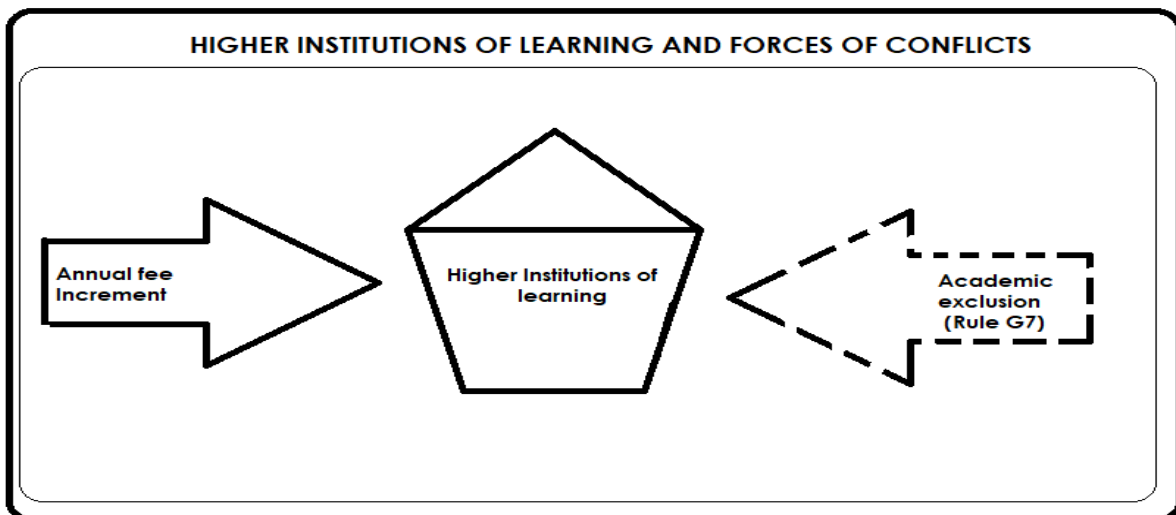

Figure 2: Triggers of Conflicts in Higher Institutions (Lukman, et, al., 2022)

 Higher education must be well-structured to meet educational teaching objectives, which means that higher education administration must be well-managed. In a higher education system, conflict is inherent, and it is neither functional nor dysfunctional by definition; it simply has the power to increase or impede organizational performance, depending on how it is managed (Lukman, 2021).

Since higher institutions consist of people with diverse ideas and perspectives, one conflict resolution strategies procedures may not be always appreciated. Therefore, conflict resolution options must be explored regularly. One thing to keep in mind is that each issue may require a different approach to resolution (Milton, 2021). However, this is not to disparage managers who have established conflict resolution methods that have become accepted by stakeholders and, as a result, have become part of the institution's rules.

To effectively handle conflict, management should identify the link between effective communication and conflict resolution. Because relationships and communication are entwined, management must be initiative-taking in finding the causes and provide viable solutions and recognise the significance of open communication in developing a sense of trust with their subordinates. Furthermore, to avoid damaging confrontations, it is imperative to establish trust among stakeholders through encouraging open and two-way communication. It is recommended to communicate well with all stakeholders (Smith & Fredricks-Lowman, 2020).

Furthermore, when a disagreement averts the institution from achieving its objectives, it is dysfunctional. Dysfunctional conflict is intrinsically harmful, causing deterioration of interpersonal relationships, decreased productivity. Dysfunctional conflict is detrimental because it counteracts goal achievement (Folger, Poole & Stutman, 2021). if stakeholders in higher education are willing to differ but disagree further without resolving, objectives may not be met, and performance in the affected institution may decline, contributing to deterioration. As such managing complexity is a major managerial task that can enhance productivity across the education sector (Lukman et, al 2022).

Although higher education managers must do management activities such as planning, organizing, leading, and controlling, one of their most critical responsibilities is to understand how to handle and resolve conflict. Lamm, Sapp, Lamm, and Randall (2020), allude that there is no one-size-fits-all approach to conflict management in higher institutions, the administrator must be able to select the most effective conflict resolution technique for each case. Managers who are the best at managing conflict can bring all sides together, comprehend their diverse viewpoints, and then produce a common goal that everyone can agree on.

Conflict Management Style
Strategies for conflicts management according to Feirsen, and Weitzman (2021) is implementing techniques to reduce the negative parts of conflicts while increasing the positive features of conflict to a level equal to or higher than where the conflict is occurring. The goal of conflict management is to improve learning and group results, i.e., organizational performance effectiveness. It is not concerned with resolving all problems or preventing them. Conflict resolution strategy, according to Rahim, Civelek, and Liang (2018) conflict is defined as "the means and processes involved in aiding the peaceful resolution of conflict and punishment."

Accommodating Conflict Management Style
The accommodating conflict management embraces providing the opposite side exactly what they desire. Whenever one of the parties wants to keep the peace or believes the matter is insignificant, they will use accommodation this approach. Managers who employ

accommodation as a management style are more likely to keep track of the situation and build resentment (Bordean, Rácz, Ceptureanu, Ceptureanu & Pop, 2020).

Avoiding Conflict Management Style

The avoidance conflict management style aims to avoid conflict for as long as possible (Maiti & Choi, 2021). In this regard, the avoider expects that by delaying or avoiding the disagreement, it will resolve itself without a confrontation. Those who actively avoid conflict are more likely to have low self-esteem or be in a low-power position. the avoidance technique can be a successful conflict management style because Much of the tension is alleviated

Collaborating Conflict Management Style

Collaboration is the process of bringing together multiple people's thoughts. Ilgan (2020) highlighted that the goal of collaboration is to arrive at an innovative solution that everyone can agree on. Collaboration, while beneficial, necessitates a substantial time investment that is not ideal for all conflicts.

Compromising Conflict Management Style

Compromising conflict management requires all parties of a conflict to give up some aspects of their positions to reach an acceptable and satisfactory, solution (Tekel & Erus, 2020). This management style is best effective in situations where parties have equal powers. When each side stands to lose something significant, such as a customer or an essential service, business owners frequently use compromise during contract discussions with other businesses.

Competing Conflict Management Style

Semerci (2019) asserts that this is a situation where one side wins and the other loses. As a conflict management method, highly forceful people frequently resort to competition. the competitive style is most effective when there is a need to place the interest of the institution ahead.

CONCLUSION

Conflict is inherent in any organization since both management and subordinates want to attain their goals. Individuals and groups may have conflicts, which can have a detrimental impact on the organisation and sound conflict management assist in reducing the negative aspect of conflict while enhancing the positive components. Whereas the finding that emerged in the empirical study revealed that the major causes of conflict among secondary school teachers include botched communication, Leadership style, cliques and excessive workload, the dominant factors in that led to conflicts in higher education relates to funding and academic exclusion based on performance. Although any of the five conflict types can be useful in different contexts, if they are applied at the wrong moment, they can be damaging to a team or organization and have a negative influence on relationships. Identifying your preferred method of handling conflicts to employ might have an impact on the conflict's result and whether it was resolved satisfactorily. The effectiveness of a conflict-handling method will be based on combining distinctive styles of conflict rather than the absence or presence of a particular style. Leaders' ability to adopt identify the best time to use the integrating, dominating, or compromising styles will yield more positive result that perpetually fixating one single style.

REFERENCES

1. Algert, N. T., Yep, C. L. H., Rogers, K. S., & Stanley, C. A. (2021). *Conflict Management and Dialogue in Higher Education*. IAP.

2. Al-Mamary, Y.H., Alwaheeb, M.A., Alshammari, N.G.M., Abdulrab, M., Balhareth, H. and Soltane, H.B. (2020). The effect of entrepreneurial orientation on financial and non-financial performance in Saudi SMES: a review. *Journal of Critical Reviews*, *7*(14), pp.270-278.

3. Alnajjar, H. and Abou Hashish, E. (2022). Exploring the relationship between leadership and conflict management styles among nursing students. *Nursing Management*, *29*(1) pp---.

4. Ayoko, O.B., Zhang, Y. and Nicoli, J. (2021). Conflict and socio-cultural adaptation: the mediating and moderating role of conflict communication behaviors and cultural intelligence. *The International Journal of Human Resource Management*, Vol issue and nos missing pp.1-41.

5. Bordean, O.N., Rácz, D.S., Ceptureanu, S.I., Ceptureanu, E.G. and Pop, Z.C. (2020). Gender diversity and the choice of conflict management styles in small and medium-sized enterprises. *Sustainability*, *12*(17), p.7136.

6. Diab, S.Y. and Schultz, J.H. (2021). Factors contributing to student academic underachievement in war and conflict: A multilevel qualitative study. *Teaching and Teacher Education*, *97*, p.103211.

7. Feirsen, R. and Weitzman, S. (2021). Constructive Conflict. *Educational Leadership*, *78*(7), pp.26-31.

8. Folger, J.P., Poole, M.S. and Stutman, R.K. (2021). *Working through conflict: Strategies for relationships, groups, and organizations*. Routledge.

9. Gunasekara, D. M. H., Indikatiya, I. H. P. R., Perera, B. A. K. S., & Senaratne, S. (2022). Managing intragroup conflicts within project design teams during pre-contract stage that effect the project deliverables in Sri Lanka. *Construction Innovation*.

10. Ilgan, A. (2020). Examining Principals' Conflict Management Styles: A Study of Turkish Administrators. *Bulletin of Education and Research*, *42*(1), pp.1-16.

11. Katz, N.H., Lawyer, J.W., Sosa, K.J., Sweedler, M. and Tokar, P. (2020). *Communication & conflict resolution skills*. Kendall Hunt Publishing.

12. Kay, A.A. and Skarlicki, D.P. (2020). Cultivating a conflict-positive workplace: How mindfulness facilitates constructive conflict management. *Organizational Behavior and Human Decision Processes*, *159*, pp.8-20.

13. Kieliszek, Z. (2019). Future Conflicts Are Inevitable: Causes of Interpersonal Conflicts According to Immanuel Kant and Thomas R. Malthus. *Philosophy and Cosmology*, *22*(22), pp.152-161.

14. Krügel, S. and Uhl, M. (2021). The Behavioral Economics of Intrapersonal Conflict: A Critical Assessment. *arXiv preprint arXiv:2101.12526*.

15. Lamm, K.W., Sapp, L., Lamm, A.J. and Randall, N. (2020). A Longitudinal Evaluation of Conflict Management Capacity-Building Efforts in Higher Education. *Journal of Agricultural Education*, *61*(3), pp.75-85.

16. Lubell, M., Mewhirter, J., and Berardo, R. (2020). The origins of conflict in polycentric governance systems. *Public Administration Review*, *80*(2), pp.222-233.

17. Lukman, Y. (2016). Factors contributing to conflict among the teachers at Secondary Schools in the Mthatha Education District.

18. Maiti, S., and Choi, J.H. (2021). Investigation and implementation of conflict management strategies to minimize conflicts in the construction industry. *International journal of construction management*, *21*(4), pp.337-352.

19. Metcalfe, C., and Pickett, J.T. (2022). Public fear of protesters and support for protest policing: An experimental test of two theoretical models. *Criminology*, *60*(1), pp.60-89.

20. Milton, S. (2021). Higher education, post-conflict democratization and the legacies of authoritarian rule: The Tripoli University Programme for Rebuilding Libya. *Education, Citizenship and Social Justice*, p.1746197920981365.

21. Millican, J. (Ed.). (2017). *Universities and conflict: The role of higher education in peacebuilding and resistance*. Routledge.

22. Nawi, N.C., Ismail, M., Ibrahim, M.A.H., Raston, N.A., Zamzamin, Z.Z. and Jaini, A. (2016). Job satisfaction among academic and non-academic staff in public universities in Malaysia: A review. *International Journal of Business and Management*, *11*(9), pp.148-153.

23. Olofsson, K.L. (2022). Winners and losers: Conflict management through strategic policy engagement. *Review of Policy Research*, *39*(1), pp.73-89.

24. Osei-Kyei, R., Chan, A.P., Yu, Y., Chen, C. and Dansoh, A. (2019). Root causes of conflict and conflict resolution mechanisms in public-private partnerships: Comparative study between Ghana and China. *Cities*, *87*, pp.185-195.

25. Peng, H., Bell, C., and Li, Y. (2020). How and when intragroup relationship conflict leads to knowledge hiding: the roles of envy and trait competitiveness. *International Journal of Conflict Management*.

26. Punia, B.K., Punia, V. and Garg, N. (2021). Life dissatisfaction among students: exploring the role of intrapersonal conflict, insufficient efforts, and academic stress. *Rajagiri Management Journal*.

27. Rahim, A., Civelek, I. and Liang, F.H. (2018). A process model of social intelligence and problem-solving style for conflict management. *International Journal of Conflict Management*.

28. Raines, S.S. (2019). *Conflict management for managers: Resolving workplace, client, and policy disputes*. Rowman & Littlefield.

29. Raines, S.S. (2019). *Conflict management for managers: Resolving workplace, client, and policy disputes*. Rowman & Littlefield.

30. Semerci, A.B. (2019). Examination of knowledge hiding with conflict, competition, and personal values. *International Journal of Conflict Management*.

31. Smith, N. and Fredricks-Lowman, I. (2020). Conflict in the workplace: a 10-year review of toxic leadership in higher education. International Journal of Leadership in Education, 23(5), pp.538-551.

32. Tang, H.W. and Chen, A. (2020). How do market power and industry competition influence the effect of corporate governance on earnings management? *The Quarterly Review of Economics and Finance*, *78*, pp.212-225.

33. Tekel, E. and Erus, S.M. (2020). The mediating role of perceived stress in the relationship between mindfulness and conflict management styles of pre-service teachers. *İlköğretim Online*, pp.1142-1154.

34. Tsang, A. (2022). Comparing and contrasting intra-and inter-cultural relations and perceptions among mainstream and minority students in multicultural classrooms in higher education. *Intercultural Education*, pp.1-15.

35. Wang, Y., Zhang, K. and Deng, Y. (2019). Base belief function: an efficient method of conflict management. *Journal of Ambient Intelligence and Humanized Computing*, *10*(9), pp.3427-3437.

36. Young, J. (2019). The economy of the Eastern Cape Province in 2019. *Global Africa Network*. https://www.globalafricanetwork.com/2019/04/30/featured/the-economy-of-the-eastern-cape-in-2019/.