



*Corresponding author: Agbegbedia Oghenevwoke Anthony, Department of Peace and Conflict Studies, Faculty of Social Sciences, Federal University Oye Ekiti, Ekiti State, Nigeria

E-mail:
anthony.agbegbedia@fuoye.edu.ng

RESEARCH ARTICLE

Nature, Causes and Management of Conflict between Federal University Oye-Ekiti Students And The Host Community

Agbegbedia Oghenevwoke Anthony*, Daramola Glory Abisola

Department of Peace and Conflict Studies, Faculty of Social Sciences, Federal University Oye Ekiti, Ekiti State, Nigeria

Abstract: This study examined the nature, causes and management of the conflict between students of Federal University Oye-Ekiti and the host community Oye-Ekiti, and also evaluated the various conflict management strategies adopted for resolving the conflict. The phenomenon of conflict between students of higher institutions and their host communities is becoming rampant in Nigeria. Little emphasis is also placed on the various strategies used in managing the conflict. Both primary and secondary means of data collection were adopted for the study. The secondary source included published books, journals and online materials while the primary source involved the use of structured questionnaire administered randomly to hundred (100) respondents which were retrieved and analysed through the use of descriptive method. Findings revealed that economic deprivation, excessive exploitation of students by host communities and disrespect of students for traditions and laws in the society are triggers of the conflict. Various conflict management strategies such as mediation, negotiation and conciliation were adopted in the resolution of the conflict which were effective and binding on the two parties. The conflict affects the education of the students and also hinders the development of the community. Both parties should strive to accommodate each other in the community.

Keywords: Conflict, Conflict Management, Host Community, University, Students

1. INTRODUCTION

Without doubt in human minds, conflict is a recurring natural phenomenon which is inherent in every socio-cultural, political, religious and economic setting as a result of individual versus individual or group versus group interactions. Hardly any day goes by without people conflicting or cooperating with one another towards peace. However, at whatever level conflict occurs, it does not fail to unleash its concomitant impacts on the society. Dukes (1996:164) noted that conflict is a potentially useful aspect of organisation and the basis for social change. In essence, conflict serves as a medium through which people express divergent opinions which leads to diverse solutions. Ejumodu (2008) concurred to Duke's view when he stated clearly that conflict is seen to possess the capacity to prevent stagnation since it is a medium through which problems are aired and solutions arrived at.

It has been assumed in some parts of the universe and by some conflict management experts that the proportion, at which conflict is occurring, is inescapable. Sometimes, sharp opposition arise in readings of how we understand the inescapability of violence. Accepting the proposition or opposing the idea in one way or the other, we are compelled to accept the



inescapability of conflict in our personal, social and political lives (Obasi, 2009:301). In the midst of violent conflict, people struggle to come to terms with the forces of conflict and their own human nature. The quest for peace often raises their hope and reassures them of the future, mostly when they are feeling overwhelmed and despaired that they might be subsumed by their present conflict. The issue of conflict can influence, alter and shape the lives of citizens or individuals. Nevertheless, if it is not properly handled, peace will not be achieved.

The importance of education is no doubt, undisputable for both the literates and the illiterates. This prompted Yusuf (2014) to state that it contributes essentially to the growth and development of every society and it will be difficult for someone to think alright without being educated. Adayo (2011) added that education assists in growing the health of the society as well as bring to limelight the existence of a developed nation. In fact, it is one of the bases of societal development. According to Yusuf (2014) education is the single instrument through which the human mind is freed from shackles of want, lack of knowledge, poverty and underdevelopment. Institutions which are established in communities have great benefits to such host communities as well contribute towards the growth and development of the communities.

Nevertheless, despite the numerous and enviable benefits associated to establishment of tertiary institutions in host communities, there are still numerous demerits and challenges caused by them (Musa, 2009). Communities which accommodate tertiary institutions are oftentimes considered as places where crimes and other criminal activities such as kidnapping, drug abuse, armed robbery, rape, cultism, fraud, burglary etcetera are carried out and promoted. Despite these challenges, the merits or benefits achieved by the host communities due to the presence of tertiary institutions are overwhelming.

The phenomenon of conflicts between students of higher education institutions and their host communities, which is now very common and has proven to be very deadly in Nigeria has not received sufficient scholarly attention. While such conflicts usually receive adequate media coverage when they are occurring, there is a glaring dearth of scholarly explanations for this development. It is therefore, imperative to study the issue with a view to building a much more nuanced body of knowledge on this neglected but important component of identity conflicts in Nigeria.

1.1. Statement of Problem

Most times, people think of the negative effects of students on their host communities than the positive impacts. They focus more on how violent acts are been perpetrated in the community as well as other actions of students such as prostitution, cultism, drug abuse, sexual harassment, cybercrime, expression of youthful exuberance to mention but a few. The focus is also on how their presence in the host community affect the limited available social amenities and the distortion of peace in the community. This often lead to conflict between students and the indigens of the host communities. This implies that the host community easily forget the fact that the gain of establishing an institution in a particular community also comes with its disadvantages. The incident of conflict between students of higher institutions and their host communities have in recent years, become rampant with great negative impacts. Coleman (1995) studied the impact of disruptive youth violence on school educators while Schwartz (1996) and Gilbert (1997) examined students' behavioural effects on their achievement. Despite these studies, there is still limited research analysing the nature, causes and the mechanisms for managing conflicts between students and the host communities. This study therefore is carried out in order to find a lasting solution for reducing the frequent occurrence of this conflict using Federal University Oye Ekiti and the Oye community as a case study.

1.2. Objectives of Study

The main objective of the study is to examine the nature and causes of the conflict between the students of Federal University Oye-Ekiti and the host community Oye-Ekiti, while the specific objectives include:

- To evaluate the various conflict management strategies,
- To evaluate the effectiveness of the mechanisms as well establish possible solutions.

2. Literature Review and Theoretical Framework

2.1. Literature Riview

Etymologically, the term conflict is derived from the Latin verb *confligere* meaning ‘to clash’, ‘engage in a fight’. Present conceptions are not particularly at variance with this but appear to have grown wider in meaning. Therefore, there are many definitions of the term ‘conflict’. Nevertheless, a common theme runs across most of these definitions. In agreement with Akpuru-Aja (2007), whether one is aware of it or not, conflicts exist by perception or real. Conflict involves two or more parties in opposition to interests, principles, practices or strategies. In essence, conflict reflects a class of interest or goal between parties, which may be individuals or group of individuals or ethnic groups or states (Burton, 1990). Conflict refers to a confrontation between individuals and a group resulting from opposite or incompatible ends or means. Issues constituting basis for conflict are numerous and multifaceted. This may account for its complexity and the consequent difficulty in arriving at a concise definition for the concept.

Conflict is a universal phenomenon. It is not restricted to one region, group, religion or race. Such celebrated cases are the ethnic cleansing in Rwanda by the Hutu against the Tutsi, Darfur in Western Sudan, Kosovo in former Yugoslavia, the Democratic Republic of Congo, the Liberia and Sierra Leone situations (Shut, 2007). In essence, conflict could be in form of religion, ethnic, state or communal. However, most of the conflicts in Nigeria are religious and conflict between farmers and nomads (pastoralists) which later transform into communal in most cases.

The higher educational institutions are founded in order for students to acquire basic, qualitative and western cum modern education and knowledge which will make them productive and effective wherever they find themselves in the future (Federal government of Nigeria, 2004; Aluede *et al*, 2005). According to Eze (2011), the introduction of tertiary institution is based on certain necessities which act as the parameters upon which the economic, social, political and social activities of every society depend.

Communities which host tertiary institutions are often considered to be different from others. These tertiary institutions are oftentimes regarded as attractions in the host communities which bring people together and leads to economic activities (O’Flaherty, 2005). Besides, it gives opportunities for both students and workers to migrate to it in pursuant of studies and green pastures. It is thus an undisputable fact that tertiary institutions established in particular places are most times regarded by the indigene as means for frequent socio cum economic and infrastructural progress. In essence, there is a great benefit associated with it (Jenyo and Adedayo, 2013). Eze (2011) mentioned some of these benefits to include but not limited to employment (job opportunities) for the indigene, admission for indigenes, provision of social amenities for students activities etcetera. This fact made Olanrele and Awodoyin (2011) to conclude that the cordial relationship between tertiary institutions and host communities cannot be separated, considering the inputs from individuals and groups towards the introduction and progress of the institutions in their communities. Bello and Adebisi (2014) established the fact that communities make available the land, accommodation and other social amenities for both the students and staff.

Furthermore, authors such as Adeyemi *et al*, (2010), Aluede *et al*, (2005), Ibrahim (2001), Fatile and Adejuwon (2011), Amucheazi (2012), Obadare (2004), Wilson and Jibrin (2014) and

Iruoma (2012) in their various studies noted that there have been conflicts between students and their host communities. They also discussed the causes and impacts of the conflicts to include religious fundamentalism, gap in communication, inadequate facilities for study, lack of social amenities in the school environment, tussle for leadership amongst students union to mention but a few while the impacts on the other hand include but not limited to destruction of properties, killing, maiming, loss of lives and closure of effected schools. Ajayi (2008) pointed out examples of such to include the conflict between the members of the Offa community and the students of Kwara State Federal Polytechnic; the conflict between the members of Ago-Iwoye community and students of Olabisi Onabanjo University. Also, there was a conflict between the students of federal university Oye Ekiti and Oye-Ekiti in 2019 which led to the dead of some students. Even though internal and external students' conflict in Nigeria have had mostly negative implications on the sustainability of university governance, with specific consequences such as closure of universities, unstable academic calendar, and poor student attendance, yet, intervention by students, notwithstanding its undue politicization and criminalization, has been a potent instrument to contest and resist official and unofficial exploitation and repression from the university management and the state at large. Nevertheless, despite the numerous and enviable benefits associated to establishment of tertiary institutions in host communities, there are still numerous demerits and challenges caused by them (Musa, 2009). Communities which accommodate tertiary institutions are oftentimes considered as places where crimes and other criminal activities are being carried out and promoted. Despite these challenges, the merits or benefits achieved by the host communities due to the presence of tertiary institutions are overwhelming.

2.2. Theoretical Framework

This study adopted the frustration-aggression theory which provide valuable insights into the causes of the conflict between the students of Federal University Oye Ekiti and the host community.

2.2.1. *The Frustration-Aggression Theory*

The originator of this theory was Dollard John in 1939, but it was not in public domain until 1962 when it was expanded and modified by Leonard Berkowitz and Aubrey Yates (cited in Faleti, 2005). The theory seems to be the most used explanation for violent behaviour resulting from inability to fulfil human needs. According to the theory, there is a difference between what people feel they want or deserve to what they actually get (the want-get-ratio) and difference between expected need satisfaction and actual need satisfaction. In essence, where expectation does not meet attainment, the tendency is for people to confront those they hold responsible for frustrating their ambitions. The theory therefore is of the belief that one of the parties or both parties have been provoked, directly or indirectly frustrated to anger and in the point of saturation tried to return treatment or becomes aggressive which led to confusion and trauma between the two parties. This is applicable in the case of this study, whereby students and the host community engaged in conflict based on provocative issues which resulted in conflict. Taking a cursory look at the conflict between FUOYE students and the host community, one will understand that the conflict was due to provocation of both the students and the host community which resulted in frustration, then led to anger. This propelled the students to fight back, knowing quite sure that aggressive behaviour is not being displayed without a long standing frustration either directly or indirectly. The study is not centred on students alone but also on the host community. Parties showed a high level of aggressiveness towards each other. On the part of the students, they feel that the indigenes are exploiting them and the indigenes are of the notion that the students are exceeding their boundaries by refusing to follow laid down rules and regulation. One can safely say, to a reasonable extent, that these are the main issues which ignited aggression, leading to violent behaviour in both parties.

3. Research Method and Materials

Primary and secondary sources of data collection were used in this study. The primary source included distribution of well-structured questionnaires to a sampled population for filling while the secondary sources included books, journals, newspapers and magazines, unpublished materials and internet materials. The survey research design was adopted for this study in order to get a total perception of the conflicts between the students of Federal University Oye Ekiti and the host community (Oye Ekiti). The survey design was the most appropriate for this nature of study since it entails a very large population. The sampling technique used was Random Purposive Sampling. Questionnaires were administered to 100 selected respondents comprising of students, staff and indigenes, and they were all retrieved for analysis. Simple percentage frequency distribution and descriptive analyses were adopted for data analysis and interpretation which provided the basis for the conclusions and recommendations reached. In essence, administered questionnaires were collected, coded and analysed making use of percentage frequency distribution while the secondary data were descriptively analysed.

4. Results and Discussion

4.1. Results

For Results, provide sufficient detail to allow the results to be meaningful and informative. For Discussion, this should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

A total of one hundred (100) questionnaires were administered to the respondents and were all returned. Furthermore, for the purpose of analysis, this study made use of descriptive analysis.

4.1.1. Socio-demographic characteristics of the respondents

Table 1. Respondents' Sex
Source: Authors Fieldwork, 2023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	50.5	50.5	50.5
	Female	46	45.5	45.5	96.0
	no response	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

The table above shows that 50 of the respondents which represents 50.5% were male among the random sampled size of 100 participants used in the study, while 46(45.5%) of respondents were female and 4(4.0) did not supply any information about their sex status . By implication, the male respondents were more than the female with a difference of 10%. This result however does not justify the fact that males are more active and aware of the nature, causes and management of conflict between students of federal University Oye-Ekiti and their host community (Oye-Ekiti) than females.

Table 2. Age Distribution of The Respondents
Source: Authors Fieldwork, 2023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-25	37	37.6	37.6	37.6
	26-35	26	25.7	25.7	63.4
	36-45	18	17.8	17.8	81.2
	46-55	9	8.9	8.9	90.1
	56-65	6	5.9	5.9	96.0
	66 and above	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

The table above shows that the highest age category of the respondents which were selected for this study fall within the age bracket of 15-25 years. This is vindicated by 37



respondents with 37.6%. This is followed by 26 respondents in the range of 26-35(25.7%); 18 respondents were within the age bracket of 36-45 (17.8%); 8.9% of the respondents are aged 46-5; 5.9% of the respondents are aged 56-65 and 4% of the respondents are aged 66 and above.

Table 3. Respondents Educational Status
 Source: Authors Fieldwork, 2023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	5	5.0	5.0	5.0
	Secondary	18	18.7	18.7	23.8
	Tertiary	64	63.4	63.4	87.1
	None	10	9.9	9.9	97.0
	no response	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

The table above shows that 5(5.0%) of the respondents attained primary education; 18(18.7%) of the respondents attained secondary education; 64(63.4%) of the respondents attained tertiary education 10(9.9%) of the respondents had no formal education while 3(3.0%) provided no information.

Table 4. Respondents' Religion
 Source: Authors Fieldwork, 2023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	53	53.5	53.5	53.5
	Islam	34	33.6	33.6	87.1
	Traditional	7	6.9	6.9	94.1
	Others	3	3.0	3.0	97.0
	no response	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

The table above shows that 53(53.5%) of the respondents are Christians; 34(33.6%) of the respondents are Muslims; 7(6.9%) of the respondents are traditional worshippers; 3(3.0%) of the respondents are of other religions while 3(3.0%) respondents provided no information.

Table 5. Respondents' Occupation
 Source: Authors Fieldwork, 2023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	53	53.5	53.5	53.5
	civil servant	12	11.9	11.9	65.3
	Self employed	26	25.7	25.7	91.1
	unemployed	8	7.9	7.9	99.0
	no response	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

The table above shows that 53(53.5%) of the respondents are students; 12(11.9%) of the respondents are civil servants; 26(25.7%) of the respondents are self employed; 8(7.9%) of the respondents are unemployed while 1(1.0) respondent provided no answer.

Table 6. Respondents' Marital Status
 Source: Authors Fieldwork, 2023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	44	44.6	44.6	44.6
	Married	38	37.6	37.6	82.2
	Divorce	7	6.9	6.9	89.1
	Widowed	10	9.9	9.9	99.0
	no response	1	1.0	1.0	100.0
	Total	101	100.0	100.0	

The table above shows that 44(44.6%) of the respondents are single; 38(37.6%) of the respondents are married; 7(6.9%) of the respondents are divorced; 10(9.9%) of the respondents are widowed while 1(1.0%) respondent provided no answer.



4.1.2. *Data Presentation and Analysis According to Research Questions*

Table 7. Causes and nature of the conflict between students of Federal University Oye-Ekiti and the host community (Oye-Ekiti)

Source: Authors Fieldwork, 2023

S/N	Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I witnessed or heard about the Federal University Oye-Ekiti students and host community's conflict.	71 71.3%	29 28.7%			
2.	The conflict between students of Federal University Oye-Ekiti and host community was a violent one.	45 45.5%	48 47.5%	4 4%	2 2%	1 1%
3.	The conflict between students of Federal University Oye-Ekiti and host community was as a result of economic deprivation.	52 52.5%	34 33.6%	11 10.9%	3 3%	
4.	The conflict between students of Federal University Oye-Ekiti and host community was as a result of extortion of students by the host community.	43 43.6%	50 49.5%	1 1%	5 5%	1 1%
5.	The conflict between students of Federal University Oye-Ekiti and host community was as a result of poor relationship between the two sides.	41 41.5%	48 47.5%	5 5%	5 5%	1 1%

The table above shows the causes and nature of the conflict between students of Federal University Oye-Ekiti and the host community (Oye-Ekiti). The table shows that all the respondents have witnessed or heard about the Federal University Oye-Ekiti student and host community conflict. 93% of the respondents agree that the conflict between students of Federal University Oye-Ekiti and host community was a violent conflict while 2% of the respondents disagree with the claim. 86.1% of the respondents agree with the claim that the conflict between students of Federal University Oye-Ekiti and host community was as a result of economic deprivation while 3% of the respondents disagree with the claim. The conflict between students of Federal University Oye-Ekiti and the host community was as a result of extortion of students by the host community as presented on the table above. It shows that 93.1% agree with the claim while 6% of the respondents disagree with the claim. The table also shows that 89% of the respondents agree that the conflict between students of Federal University Oye-Ekiti and host community was as a result of poor relationship between the two sides while 6% disagree with the claim.

Table 8: Various conflict management strategies in addressing the conflict

Source: Authors Fieldwork, 2023

S/N	Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6.	Traditional rulers were involved in the resolution of the conflict.	41 41.6%	40 39.6%	11 10.9%	6 5.9%	2 2%
7.	The management strategies included the representatives of the disputing parties.	30 29.7%	49 48.5%	14 13.9%	6 6.9%	1 1%
8.	The management strategies included methods of alternative dispute resolution (Mediation, Negotiation and Conciliation).	42 41.6%	45 45.5%	8 7.9%	3 3%	2 2%
9.	The management strategies were binding on the parties.	57 56.4%	21 20.8%	10 9.9%	8 7.9%	
10.	The management strategy displayed good conflict Management skills by all the parties.	39 38.6%	41 40.6%	10 9.9%	8 7.9%	

The table above presents the various conflict management strategies adopted in the resolution of the conflict. 81.2% of the respondents agree that traditional rulers were involved in the resolution of the conflict while 7.9% of the respondents disagree with the claim. 78% of the respondents agree with the statement that the management strategies included the representatives of the disputing parties while 7.9% of the respondents disagree with the claim.



87.1% of the respondents agree with the statement that the management strategies included methods of alternative dispute resolution (such as, mediation, negotiation and conciliation) while 5% of the respondents disagree with the statement (claim). 77.2% of the respondents agree that the management strategies were binding on the parties while 7.9% of the respondents disagree that the management strategies were binding on the parties. 79.2% of the respondents agree that the management strategies displayed good conflict management skills by all the parties while 7.9% of the respondents disagree that the management strategy displayed good conflict management skills by all the parties.

Table 9. Effectiveness of The Mechanism in Addressing The Conflict
 Source: Authors Fieldwork, 2023

S/N	Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11.	The involvement of traditional rulers played effective role in the resolution of the conflict.	42 42.6%	49 48.5%	7 6.9%	2 2%	
12.	The management strategies have prevented reoccurrence of such conflict.	30 30.7%	52 51.5%	14 13.8%	4 4%	
13.	The management strategies were able to address the nature and causes of the conflict.	41 40.6%	30 29.7%	17 17.8%	10 9.9%	2 2%
14.	The management strategies were able to build long standing relationship between the students of Federal University Oye-Ekiti and host community.	34 33.7%	40 39.6%	16 15.8%	8 8.9%	2 2%
15.	The school management helped in making the resolution of the conflict quick.	39 38.6%	51 51.5%	6 5.9%	4 4%	

The table above presents the effectiveness of the mechanism in addressing the conflict. The table shows that 91.1% of the respondents agree that the involvement of traditional rulers played effective role in the resolution of the conflict while 2% disagree with this claim. It is shown on the table that 82.2% of the respondents agree that the management strategies have prevented reoccurrence of such conflict while 4% of the respondents disagree with this claim. 70.3% of the respondents agree that the management strategies were able to address the nature and causes of the conflict while 11.9% of the respondents disagree with this claim. The claim that the management strategies were able to build long standing relationship between the students of Federal University Oye-Ekiti and host community was supported by 73.3% of the respondents and 10.9% of the respondents disagree. 90.1% of the respondents agree that the school management helped in making the resolution of the conflict timely enough while 4% disagree that the school management helped in making the resolution of the conflict timely enough

Table 10. Possible Measures to Prevent Reoccurrence of The Conflict
 Source: Authors Fieldwork, 2023

S/N	Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
16.	The school management can help to prevent conflict between the students of Federal University Oye-Ekiti and host community by making basic amenities available to students.	55 54.5%	37 36.6%	5 5.9%	3 3%	
17.	The students union government should be responsible for the welfare of the students.	47 46.5%	43 42.6%	6 6.9%	4 4%	
18.	The host community should be more accommodating in their relations with students.	57 56.4%	34 33.7%	6 7.9%	1 1%	1 1%
19.	There should be community engagement programmes between the host community and the students.	56 55.4%	32 31.7%	9 9.9%	2 2%	1 1%
20.	Government should take into cognisance the needs of the people in the society.	60 59.4%	35 34.7%	3 3.9%	2 2%	



The table above presents the distribution of respondents' reaction to the possible measures for preventing reoccurrence of the conflict between the host community and the students of Federal University Oye-Ekiti. 91.1% of the respondents agree that the school management can help to prevent conflict between the students of Federal University Oye-Ekiti and host the community by making basic amenities available to students while 3% disagree with the claim. 89.1% of the respondents agree the students union government being responsible for the welfare of the student can be a possible solution to the conflict while 4% disagree with the claim. 90.1% of the respondents agree that the host community being more accommodating in their relations with students is a possible solution to the conflict between the host community and the students of Federal University Oye-Ekiti while 2% disagree with the claim as being a possible solution to the conflicts. 87.1% of the respondents agree that there should be community engagement programmes between the host community and the students and they can help in solving conflict issues between the host community and students while 3% disagree with this claim being a possible solution to the conflict. 94.1% of the respondents agree that the government taking into cognizance the need of the people in the society can be a possible solution to the conflict while 2% of the respondents do not see it as a possible solution to the conflict.

4.2. Discussion of Finding

The phenomenon of conflicts between students of higher institutions and their host communities is now a common phenomenon and has proven to be a very deadly trend not only in Nigeria but all over the world. However, less emphasis is placed on the negative impact that the greed of indigenes have on students and the unnecessary pressure they put on students. There are various actions by both students and host communities which undermine the human right of students or have the tendency to disrupt peace and stop both students and indigenes from going about their daily activities. The descriptive statistics of this research shows that according to table 5, 53.5% of the respondents are students, 11.9% of the respondents are civil servants, 25.7% of the respondents are self-employed and 7.9% of the respondents are unemployed. This implies that students and members of the host community were involved in this research.

The table 7 above shows the causes and nature of the conflict between students of Federal University Oye-Ekiti and the host community (Oye-Ekiti). It could be noted in the table that all the respondents have witnessed or heard about the Federal University Oye-Ekiti students and host community conflict. According to this table, majority of the respondents agree that the conflict between students of Federal University Oye-Ekiti and host community was a violent conflict, which confirmed the trend of students' violence in Nigeria over the years and its impact. 85.2% of the respondents agree with the claim that the conflict between students of Federal University Oye-Ekiti and host community was as a result of economic deprivation while 3% of the respondents disagree with the claim. In essence, a larger percentage agrees that economic deprivation is a cause of the conflict. This confirms the findings of Bouchat (2010) that the combination of the process of violence created by social groups, economic systems and political structures threaten human security at every step. The prevalent socio-economic and political structures deprive youths of viable opportunities to attain their potentials and expose them to violent tendencies.

Table 8 presents the various conflict management strategies adopted in addressing the conflict. 81.2% of the respondents agree that traditional rulers were involved in the resolution of the conflict while 7.9% of the respondents disagree with the claim. This shows the great impact and role played by traditional rulers in resolving conflict in the society. The finding collaborate Otite (1999) study which found that traditional rulers maintain law and order, ensure security, manage, control and resolve conflicts among individuals and groups in the Nigerian society. Similarly, it also corroborates the finding of Hamisuet *al* (2017) who stated that traditional rulers settle and resolve disputes/conflict arising within or between members of the community by the instrumentality of laws and customs of the people in that particular

community. 78% of the respondents agree with the statement that the management strategies included the representatives of the disputing parties while 7.9% of the respondents disagree with the claim. 87.1% of the respondents agree with the statement that the management strategies included methods of alternative dispute resolution (mediation, negotiation and conciliation) while 5% of the respondents disagree with the statement/claim. Alternative dispute resolution is regarded as a process whereby parties in a conflict work with a neutral third party to hear both sides and help the parties find a common ground, which could be binding or not and this is more preferable to litigate not only for its flexibility and control, speed, low cost, privacy and confidentiality and so on, but especially in cases where the relationship between parties are more important than the situation and such relationships must be kept. This confirms the statement of Barnette (2003) that alternative dispute resolution is 'a dignified resolution'. 77.2% of the respondents agree that the management strategies were binding on the parties while 7.9% of the respondents disagree that the management strategies were binding on the parties. 79.2% of the respondents agree that the management strategy displayed good conflict management skills by all the parties while 7.9% of the respondents disagree that the management strategy displayed good conflict management skills by all the parties.

As could be seen in table 9, most of the respondents pointed out that the different mechanisms (strategies) adopted for resolving the conflict were effective and they have so far prevented the reoccurrence of the conflict. In essence, these strategies have been able to address the nature and causes of the conflict and also contributed towards building a strong relationship between the host community and the students of Federal University Oye Ekiti. In sum, the involvement of traditional rulers in the resolution of the conflict made it effective.

On the possible measures for preventing reoccurrence of the conflict, the respondents are of the view that both the host community and the students should collaborate to provide basic amenities for their use. Also, the host community should be accommodating to the students. The students should not be given any form of harassment by the host community neither embarrassed publicly.

5. Conclusion

The study examined the nature, causes and management of conflict between the students of Federal University Oye-Ekiti and the host community (Oye-Ekiti). The objectives were to identify the causes and the nature of the conflict between students of Federal university Oye-Ekiti and host the community, to evaluate the various conflict management strategies in the conflict between the students of Federal university Oye-Ekiti and host community, to examine the effectiveness of the mechanism in addressing youth/student related conflict and to proffer possible solution to conflict between of Federal University Oye-Ekiti and host community. In other words, the study made conscious effort at revealing the issues of students conflict, not just their violence but particular emphasis on challenges and problems caused by conflict between university students and the host community, using the conflict between students of federal university Oye-Ekiti and host community (Oye-Ekiti) as a case study. The study concludes that conflict is a clog in the wheel of progress of tertiary institutions and it hinders the development of the educational system. Hence, it is impossible to attain a conducive environment in the higher institutions characterised by conflict. The study advocates for better relationships between the host communities, the tertiary institutions and the school itself, as well as strong effective mechanisms on conflict management that will pave the way for stakeholders' participation in decision-making of institutions. These stakeholders should include students' representatives as well as the host community.

Based on the findings of the study, it could be said that conflicts occur between host community and students of tertiary institutions which hinder the development of the educational system in such communities.

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