

HOST COMMUNITY AND TERTIARY INSTITUTION STUDENTS' CONFLICTS IN OGUN STATE: A STUDY OF OLABISI ONABANJO UNIVERSITY AND TAI SOLARIN UNIVERSITY OF EDUCATION HOST COMMUNITIES

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Abstract

Like in many other states across the country, in Ogun State, conflicts between host community and tertiary institutions students have been a persistent issue, causing violence, property destruction, and loss of life. It is on this premise that this study is undertaken, to examine the host community and tertiary institution student conflicts in Ogun State: A study of OOU and TASUED host communities. The study adopted a desk review method, primarily utilising secondary data sources, and the Intergroup Contact Theory was used as the theoretical framework. The paper reveals that the host community and tertiary institution student conflicts in Ogun State are multi-dimensional, involving factors such as socio-cultural differences, inadequate security infrastructure, poor governance, and communication breakdowns. It also exposed that the absence of effective security personnel can lead to vigilante justice, as seen in the 2023 TASUED conflict, where host community members took matters into their own hands. It revealed that whenever these conflicts erupt they usually disrupt academic activities, damage properties, and result in fatalities or injuries, negatively impacting students' education and causing immense distress for affected families and communities. It concluded that the experiences of tertiary institutions in Ogun State can provide valuable lessons for other Nigerian and African institutions, emphasising the need to tackle complex issues causing host community and tertiary institution students' conflicts. It therefore, recommended that the regular dialogue and engagement between the two can help to dispel misconceptions, foster cooperation, and find solutions to shared problems.

Keywords: conflicts, host community, Ogun State, tertiary institution students

Introduction

The dynamic relationship between tertiary institutions students and their host communities in Ogun State has been fraught with tension, resulting in periodic conflicts that have disrupted academic activities, damaged infrastructure, and caused loss of life. These conflicts are rooted in a complex web of socio-cultural, political, and economic factors, communication breakdowns, and cultural misunderstandings

among others. While tertiary institutions are generally seen as engines of economic and social development in host communities, the lack of effective dialogue and engagement between the two groups has often exacerbated tensions, especially in situations where grievances are not adequately addressed. Tertiary institutions in Ogun State, such as OOU and TASUED, have experienced a wide range of conflicts with their host communities, including violent clashes, strikes, and protests (Omotola, 2015).

These conflicts have not only affected the lives of students and residents but have also had a negative impact on the reputation and standing of the institutions, making it challenging for them to attract and retain students and staff. Despite efforts by government and university authorities to address these conflicts, they persist in Ogun State, highlighting the urgent need for a deeper understanding of their causes and dynamics. The challenges faced by tertiary institutions students and their host communities in Ogun State reflect a broader trend in the relationship between educational institutions and their surrounding communities all over the country, making this an important area for further research and analysis. The conflicts between tertiary institutions students and host communities in Ogun State also have implications for broader societal stability and economic development. These institutions are often located in economically marginalised areas, and the disruptions caused by conflicts can exacerbate existing inequalities and hinder economic growth (Marginson, Cantwell, Platonova, & Smolentseva, 202).

The purpose of this study is to analyse and understand the complex dynamics of host community-tertiary institution students conflicts in Ogun State, specifically focusing on the experiences of OOU and TASUED, in order to identify the underlying causes and dynamics of these conflicts, examine their impact on students, host communities, and tertiary institutions, explore the role of stakeholders in addressing these conflicts, and propose potential solutions and best practices to promote peaceful and harmonious coexistence between these groups, with the ultimate goal of preventing and resolving these conflicts in the future. The research problem addressed in this study is the prevalence of host community-tertiary institution students' conflicts in Ogun State and their negative impact on social and economic development. This study seeks to investigate the underlying causes and dynamics of these conflicts, analyse their effects on students, host communities, and tertiary institutions, analyse stakeholders' efforts and initiatives, and identify potential solutions and best practices that can promote peaceful coexistence and prevent future conflicts between these groups.

Conceptual Clarification

Host Community

Host communities are local populations that receive and accommodate migrants from other regions or countries (Fiveable, 2024). A community that hosts large populations of refugees or internally displaced persons, whether in camps, integrated into households, or independently (The Inter-agency Network for Education in Emergencies (INEE), 2024). A host community can be defined as the social environment in which students of a tertiary institution live, interact, and are educated (Habaruuji, 2018). This social environment encompasses the culture of the community, including its people, institutions, and norms, and shapes the student's experiences during their time of study.

Host communities are towns that host tertiary institutions or where tertiary institutions are situated. From the array of definitions above a host community can be defined as a social and physical environment in which a tertiary institution is situated and where a large population of students live, study, and interact. This community provides a place of accommodation for students and serves as a social environment that shapes their experiences during their time of study.

Tertiary Institution Student

Tertiary education refers to all formal post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools (World Bank Group, 2024). This can be defined as, the educational level which has gone beyond the level of secondary and presently in the third or more levels. It is also a place where students study for degree award and where academic researches are carried out (Obiaks, n.d.). Tertiary institutions refer to all institutions of learning that award certificates similar to those of the Colleges of Education, Polytechnic, Mono-technic and University (Ogunode & Ayeni, 2024). Tertiary education, also called post-secondary education, is any level of education pursued beyond high school, including undergraduate and graduate credentials. These credentials encompass certificates, diplomas or academic degrees (Tophatmonocle Corp, 2024).

Tertiary education is the higher educational schools that offer advance learning programs and prepare students for the world of work and the ability to think critically (Afedzie, Atieku-Boateng & Appau-Baffour, 2024). Student has been defined as a person engaged in study; one who is devoted to learning; a learner; a pupil; a scholar; especially, one who attends a school, or who seeks knowledge from professional teachers or from books (Wordnik, n.d.). Is a young person or any other person who is registered in a university or institution of higher learning to obtain his or her degree or qualification (Tshishonga, 2022). From the foregoing, we can define Tertiary Institution Students as learners enrolled in any formal post-secondary education, including universities, colleges, technical training institutes, and vocational schools, where they pursue degree-level academic qualifications and engage in advanced learning programs.

Conflicts

Conflict arises from opposing thoughts, actions, or ideas, disrupting the status quo in everyday life. It can be selfish, productive, or potentially violent (Doss, 2023). Conflict can be defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding interests, requirements and even sometimes perceptions (Kumar, 2020). Conflicts are nothing but a fight arising from disagreements between two individuals or among group members due to differences in thought processes and understanding, leading to conflicts and fights (Onyinyechi & Wichendu, 2021). Social conflict is a struggle between opponents over values and claims to scarce status, power and resources (O'Connell, 2013).

Conflict is an opposition or disagreement between individuals or groups that arises from incompatible goals, emotions, or beliefs which often manifests as expressions of hostility, negative attitudes, antagonism, aggression, rivalry, and misunderstandings (Igaga, 2022). Most definitions acknowledge that conflict is a type of dissension or disagreement between opposing parties. They also agree that conflict can take many forms, including aggression, anger, and unfavorable attitudes. Nevertheless, meanings vary in terms of focus and focus. Some definitions stress the role of contradiction of objectives and wants as the basic cause of conflict, while others focus on resource shortages or the struggle for power and status.

Furthermore, some definitions underline conflict's detrimental nature, whereas others highlight its possibilities for productivity or constructiveness. Therefore, we can define conflict as a state of discord between two or more parties that arises from differences in goals, ideas, emotions, needs, interests, perceptions, or values. From the foregoing, in terms of the content of this paper, conflict can be defined as a state of discord that arises between the host community and tertiary institution students due to incompatible goals, interests, perceptions, values, and needs. This discord can manifest as expressions of hostility, negative attitudes, aggression, rivalry, and misunderstandings, leading to disruptive clashes that disrupt the status quo

Theoretical Framework

There are several theories that can be used to underpin the host community and tertiary institution student conflicts in Ogun State. However, this study adopted the Intergroup Contact Theory also known as the Contact Hypothesis, developed by Gordon Allport in 1954 (McLeod, 2023). This theory emphasises the importance of positive interactions between host community members and tertiary institution students as a means of reducing intergroup conflict. By promoting understanding and empathy between the groups and highlighting their common interests, this theory suggests that it may be possible to overcome differences and reduce hostility. The theory was developed in response to Allport's observations that intergroup conflict and prejudice were prevalent in many societies and that these problems were often rooted in a lack of understanding and exposure to other groups. He believed that positive interactions between groups could help to reduce conflict and prejudice by promoting empathy, understanding, and cooperation. Other researchers who have contributed to the development of the theory include, Thomas Pettigrew, John Dovidio, Samuel Gaertner, and Susan Fiske.

The basic assumptions of the Intergroup Contact Theory are: it assumes that intergroup conflicts are often the result of misunderstandings and social distance between groups. When different groups lack understanding of each other, negative labels and prejudice can develop. However, positive intergroup contact has been found to reduce these negative attitudes and behaviors. The theory also assumes that the quality of the contact is key. This it is said that it should involve cooperation, collaboration, and equal status between the groups. Likewise, Social support from authority figures and peers also helps to promote positive intergroup contact and reduce prejudice. In addition, it assumes that when positive interactions occur, people become more accepting and less fearful of the out group, reducing the application of stereotypes and negative attitudes (Everett, 2013). The Intergroup Contact Theory has relevance to the topic of host community and tertiary institution student conflicts in Ogun State in several ways. For instance, positive contact can reduce conflict as it is suggested that positive contact between host communities and tertiary institution students can help to reduce conflict and improve relations between the groups.

In addition, the theory emphasises the importance of cooperation and collaboration between groups, which may help to foster understanding and empathy between host communities and tertiary institution students. Also, the theory suggests that social support from authorities and peers can help to promote positive intergroup contact, which may be relevant in addressing tensions and conflicts between host communities and tertiary institution students. In spite of its usefulness in understanding and explaining the dynamics of conflict host community and tertiary institution student conflicts, some of the criticisms have been leveled against the theory include: scholars submit that the theory may not apply equally in all contexts and situations. In particular, some critics argue that contact may not reduce prejudice in highly conflictual situations where there is significant hatred and animosity between groups. Likewise, it was also criticised that the theory may be subject to selection bias, in that those who participate in intergroup contact may be more open-minded and less prejudiced than those who do not participate (McKeown & Dixon, 2017).

In addition, the theory was criticised that it may not take into account the specific social and historical context of the intergroup interaction, which can influence the effectiveness of contact. Critics therefore argued that other factors, such as cultural values, social norms, and historical grievances, may play a more important role in reducing prejudice and conflict between groups than intergroup contact alone. Critics also argue that contact can sometimes lead to negative outcomes, such as increased hostility or polarisation between groups, particularly when there are power imbalances or unequal resources. Critics argue that it may not be feasible or practical to create opportunities for positive intergroup contact in some contexts, particularly when there are ongoing conflicts or high levels of distrust between groups (Carroll &

Boyd, 2023; Pettigrew, 1998). In order to reduce intergroup conflict, it is important to remember that promoting cooperation, collaboration, and understanding between groups can help to overcome prejudice and stereotypes, leading to greater acceptance and liking of the outgroup. To achieve this, it is important for constituted authorities, such as community leaders, students' leaders and institutions, to support and encourage positive intergroup contact. By doing so, we can create a more harmonious and accepting society in Ogun State.

Historical Background/Overview of the Host Community and Tertiary Institution Student Conflicts in Nigeria

The historical backdrop of Host Community and Tertiary Institution Student Conflicts in Nigeria can be traced back to 1944, when students protested against British authorities' intentions to build a military base in Lagos for World War II (Etaneki & Okoli, 2020). Over the years, student unrest in Nigerian tertiary institutions has manifested in various forms, ranging from peaceful to violent confrontations with school authorities, security agencies, and even inter-student disputes. The degeneration of student movements in response to the state's inability to meet its educational obligations has led to the rise of cult groups and other forms of radicalisation. In the 1950s, student unrest was still limited to peaceful confrontations with authorities over issues such as poor food quality and choice of university leadership. The 1950s and 1960s saw a series of student unrest incidents in Nigerian tertiary institutions, including the protests against mandatory chapel attendance at the University of Ibadan in 1957 and the protests against poor food quality at the University of Nigeria, Nsukka in 1962 (Adegbenro, 2023).

In the 1960s and 1970s, student unrest in Nigerian tertiary institutions became more violent and destructive, with protests often turning into full-scale riots and destruction of property. For instance in the late 1970s, the introduction of tuition fees led to the "Ali Must Go" protest, which marked a turning point in the history of student unrest in Nigerian tertiary institutions. Again, in the 1970s, the conflicts intensified, with violent clashes between students and security forces during the protests against tuition fee increases at the University of Lagos in 1974, food price increases at Ahmadu Bello University in Zaria in 1976, and the nationwide "Ali Must Go" protest in 1978. The conflicts between students and tertiary institutions in Nigeria continued into the 1980s, with more widespread protests and riots across the country. In 1980, students at the University of Calabar protested against the university's policy of expelling students who had been involved in previous protests, leading to violent clashes and the death of several students. In 1986, students at the University of Benin protested against the university's decision to change its policy on direct entry admissions, resulting in violent confrontations with security forces (Ubong, 2024; Ajala, 2021).

The 1980s and 1990s saw further escalation of conflict, including nationwide protests against the increase in petroleum product prices in 1988 and the violent protests against cult activities at Ambrose Alli University, Ekpoma in 1998. In addition, the 1990s, cult activities and violence became more prevalent in Nigerian tertiary institutions, leading to violent protests, killings, and destruction of property (Aluede, Jimoh, Agwinede, & Omoregie, 2005). In the 2000s, the Host Community and Tertiary Institution Student Conflicts in Nigeria became more intense, with reported clashes between students and host communities in different parts of the country. These clashes often resulted in disruption of academic activities, closure of institutions, and loss of lives. For example, in the 2000s, the Olabisi Onabanjo University, Ago-Iwoye protests against the killing of students further intensified the Host Community and Tertiary Institution Student Conflicts in Nigeria (Bivan, 2017). In more recent times, the Host Community and Tertiary Institution Student Conflicts in Nigeria have continued to be prevalent, with reported clashes between students and host communities in different parts of the country.

Moreso, in 2018, for instance, there were clashes between students of Obafemi Awolowo University, Ile-Ife and the host community, with several injuries and deaths reported (Osinusi, 2020; Bamigbola, 2022). In 2019, there were reports of violent clashes between students and host communities in several tertiary institutions across Nigeria, including the Federal University of Technology, Minna (FUTMinna), University of Uyo (UNIUYO) (Ufuoma, 2019; Uyo, 2020). In 2021, the lingering security challenges in the North-Eastern region of Nigeria led to the killing of five students and abduction of hundreds of others in an attack on Greenfield University, Kaduna State by armed bandits (“Three students abducted”, 2021). All in all, the host community and tertiary institution student conflicts in Nigeria have also led to other consequences, such as disruption of academic activities, closure of institutions, and tarnishing of the image of the affected institutions.

Factors that have Contributed to the Host Community and Tertiary Institution Student Conflicts in Ogun State

Effective communication plays a critical role in managing tensions between tertiary institutions, students, and host communities, as it facilitates the exchange of information and helps to address grievances in a timely and constructive manner. However, when such channels of communication are not in place or are ineffective, misunderstandings can arise, leading to misinformation and a lack of dialogue. This communication breakdown can intensify tensions and contribute to conflicts, especially in volatile environments such as it happened in Imaweje in 2023, where relationships between tertiary institutions students and their host communities may already be strained. In 2023, in Ijagun, Ogun State, the students of Tai Solarin University of Education engaged in a violent clash with the host community, which resulted in the burning of four houses. This was in response to the death of a 300-Level student, who was accused of being a cultist. The news of the student's death quickly spread to the school and students' residences, causing students to retaliate by invading the community leader's residence and setting it on fire. In addition, other chiefs' houses were also razed, leading to a complete breakdown in relations between the students and the host community (Olatunji, 2023).

Effective communication could have helped to prevent or mitigate the conflict between the vigilante group and the TASUED student by ensuring that all parties were informed of the student's arrest, the accusations against him, and the evidence to support these accusations. If the vigilante group had engaged in effective communication with university authorities or the police, the student's alleged involvement in cult activities could have been investigated and, if proven true, handled through legal channels, avoiding the vigilante justice that ultimately led to his death. Similarly, in Ago-Iwoye on June 14, 2005, a student of Olabisi Onabajo was fatally shot and killed by the Vigilante Group believed to be members of the Odua People's Congress (OPC) in Igan Wesley comprehensive high school due to a stomach upset (Olabisi Onabanjo Campus Mirror, 2021).

In addition to inadequate security infrastructure, poor governance, and insufficient communication channels within tertiary institutions have been identified as significant institutional factors contributing to conflicts between students and host communities in Ogun State. For instance, the inadequate security presence in student host communities can create a vacuum in which criminal activities and violence may flourish. The absence of readily available security personnel to address such situations can result in vigilante justice, such as in the case of the 2023 TASUED conflict, where host community members took matters into their own hands. Effective governance within tertiary institutions is crucial in preventing conflict escalation and maintaining social harmony. Poor management of student affairs, including a lack of communication and engagement with host communities, can exacerbate tensions and lead to conflicts that

could otherwise be averted through proactive and constructive dialogue. Furthermore, incidents such as the 2023 TASUED conflict highlight the importance of ensuring that university security infrastructure and protocols are sufficiently robust to provide a safe and secure environment for students and host communities alike.

Another critical aspect of institutional factors is the need for clear protocols and guidelines for conflict resolution. The absence of such mechanisms can leave tertiary institutions ill-equipped to address grievances and tensions between students and host communities, potentially leading to further escalation of conflicts. The significance of effective communication between tertiary institutions, students, and host communities cannot be overstated. Clear and honest communication can help build trust, address concerns, and promote mutual understanding, leading to positive outcomes for all parties involved. For instance, when a host community perceives that a tertiary institution is not taking their concerns seriously, this can breed resentment and hostility viz-a-viz the students feeling their grievances were not taken seriously by the university management. However, regular dialogue and engagement between the two can help to dispel misconceptions, foster cooperation, and find solutions to shared problems.

Ineffective response of TASUED campus marshals and the police to the conflicts between students and host communities was also responsible for the conflicts. This includes inadequate security presence, delayed response to conflicts, and inadequate training of security personnel. The 2023 TASUED students and community and 2005 Olabisi Onabanjo University and host community are good example in this case. Socio-cultural factors can also contribute to conflicts between tertiary institutions and their host communities, as demonstrated by the 2005 clash between OOU students and the indigenes of Ago-Iwoye. In this instance, the conflict was partly driven by a perceived disregard for traditional authorities and local customs by the students, which was perceived as disrespectful and antagonistic by the community (Suleiman & Ugah, 2005). The clash highlights the importance of understanding and respecting the cultural norms and values of the host community.

The Impact of the Conflict on Host Communities and Tertiary Institution Students in Ogun State

In Ogun State, the Tai Solarin University of Education (TASUED) and Olabisi Onabanjo University students and their host community have been embroiled in conflicts that resulted in loss of lives. In TASUED the 2023 conflict in Imaweje aros when residents of a host village allegedly attacked a 300-level student they suspected of being a cultist. The incident sparked retaliatory violence from the students, who reportedly invaded the community leader's residence and set it on fire, along with other chiefs' houses. The loss of life in this incident reflects a wider trend of violence and fatalities associated with host community and tertiary institution conflicts in Nigeria. The incident at TASUED highlights the deep-seated mistrust and tension between students and local communities that can easily escalate into deadly clashes (Ogunnaike, 2023).

The clash between the students of Tai Solarin University of Education (TASUED) and the residents of the host community resulted in significant damage to property. According to reports, members of the aggrieved student group went on a rampage, setting ablaze several buildings in the area, including the residence of the Baale of Imaweje, a local traditional ruler, and other buildings which served as hostels for students (Olatunji, 2023). This destruction of property reflects the destructive potential of host community and tertiary institution conflicts in Nigeria and underscores the urgent need for more effective strategies to mitigate such incidents. The destruction of property during the TASUED incident underscores the broader trend of physical damage to infrastructure and communities as a result of host community and tertiary institution conflicts in Nigeria. The consequences of such destruction are often far-reaching, as they not

only cause significant economic losses for the affected communities, but also contribute to the deterioration of the local environment and further exacerbate tensions between students and host communities. In addition, the conflict may have caused many landlords to experience financial stress and displacement. For example, chiefs who lost their properties in the conflict may have been unable to afford new items, or may have had to move to new accommodation. This can contribute to a feeling of insecurity and instability, leading to further stress and mental health problems.

The conflict between TASUED students and the host community resulted in an extension and disruption of the academic calendar. In response to the incident, the university management extended the teaching practice period for final-year students by one month, revised the academic calendar, and postponed the matriculation ceremony for newly admitted students (Orimemi, 2023; Taiwo, 2023). These measures were taken to prevent further clashes between students and the community, and to give students the necessary time to recover from the disruptions caused by the conflict. The impact of these disruptions on students' academic progress highlights the significant negative consequences of host community and tertiary institution conflicts in Nigeria. The disruption of the academic session at TASUED serves as a reminder of the broader consequences of host community and tertiary institution conflicts in Nigeria. Such incidents not only result in the loss of life and property, but also have profound impacts on students' education, as they may cause delays in graduation, affect job prospects, and diminish the quality of learning. Moreover, the disruption of academic activities in response to such conflicts may also negatively impact the reputation of the institution, leading to a decline in enrolment and a reduction in funding.

The exposure to violence and trauma experienced by tertiary institution students and members of host communities in Ogun State can have lasting and profound effects on their mental health and well-being. The traumatic events encountered during these conflicts can lead to PTSD, depression, and anxiety, resulting in a decline in academic performance, increased absenteeism, and decreased cognitive functioning (Jegede, Albert, & Aluko, 2024; Center for Substance Abuse Treatment (US), 2014). In addition, survivors may experience a range of physical and emotional symptoms, including difficulty sleeping, flashbacks, and difficulty concentrating. Therefore, the conflicts between tertiary institution students and host communities can have significant consequences for both parties. Most especially serious and innocent students become unable to concentrate on their studies, with their education being affected by security concerns and the potential for riots and other disruptive incidents. Students may feel isolated and unsafe at night, fearing recurrence of violence. The unsecured environment can disrupt the academic calendar and lead to closures, impacting both students and staff. For instance, one of the interviewees at the Tai Solarin University of Education, Nigeria found that students who had experienced violence during conflicts with host communities were significantly more likely to report symptoms of depression and anxiety compared to students who had not been exposed to such violence.

The economic impact of violence and conflict between host communities and tertiary institution students in Ogun State cannot be understated. The disruption of business activities and loss of revenue for shop owners, businessmen, and Okada riders in the affected areas contribute to a decline in the local economy, resulting in a vicious cycle of poverty, insecurity, and instability. The conflict, especially when it results in fatalities, can discourage investors and potential students from engaging with the institutions and the host communities, leading to a decline in enrollment and investment opportunities. The violence in the TASUED community has severe implications for shop owners, businessmen, Okada riders, and other members of the community, as it causes disruptions in business and loss of revenue. Furthermore, the violence in the TASUED community can create a vicious cycle of instability and economic decline, as it can drive away potential students, investors, and businesses, leading to increased unemployment and

poverty in the area. This, in turn, can create a fertile ground for further violence and conflict, exacerbating the existing tensions between students and host communities. If not well managed and future occurrence prevented, it can lead to a decline in the local economy and a breakdown in trust between students and host communities, resulting in instability and damage to the reputation of the institution, which can further negatively impact enrolment and funding.

Resolving the Host Community and Tertiary Institution Student Conflicts in Ogun State

Efforts were made by various stakeholders to address the conflict between TASUED students and the Imaweje community and between Olabisi Onabanjo University students and Ago-Iwoye Community in Ogun State. The TASUED management recognised the urgency of the situation and called upon security agencies to maintain law and order, prevent further loss of life, and protect property. University management's swift response to the crisis, including the closure of the university to avert further violence and the establishment of a committee to investigate the root causes of the conflict, reflect the gravity of the situation and the need for a comprehensive and sustainable solution. The involvement of different levels of authority, from the Senate to the Dean of Student Affairs, demonstrates a coordinated effort to address the issue from multiple perspectives (Ogunnaike, 2023). The condolences to the family of the deceased student, while tragic, also serve as recognition of the severity of the incident and the importance of acknowledging the human toll of the conflict.

Similarly, military and police personnel were deployed to the affected area to restore peace and prevent the escalation of violence, likewise, in 2005 the governor of Ogun State established a 7-man panel of inquiry panel of inquiry to investigate the causes of the conflict and identify measures to prevent future incidents (Elegbede, 2005). Following the conflict, reconciliation efforts were spearheaded by the Ebumawe and the Ebumawe-in-Council, led by Awoyemi Ibrahim. Through a series of dialogues with the students, the traditional ruler sought to promote understanding, forgiveness, and mutual respect, in an attempt to restore trust and harmony between the parties (Ogun Watch, 2023). The involvement of the Ebumawe and the Ebumawe-in-Council in the reconciliation process reflects the importance of traditional leaders in conflict resolution in Nigeria, highlighting their role as mediators and promoters of community cohesion.

Conclusion and Recommendations

Based on the analysis of the host community-tertiary institution conflicts in Ogun State, with study of OOU and TASUED host communities, it can be concluded that these conflicts are multi-dimensional, involving factors such as socio-cultural differences, inadequate security infrastructure, poor governance, and communication breakdowns. Effective communication and dialogue between tertiary institutions and host communities, alongside the establishment of strong security measures and conflict resolution mechanisms, are crucial in maintaining peace and stability. The involvement of diverse stakeholders, the development of trust and understanding between tertiary institutions and host communities, and a comprehensive approach to security and conflict management are all vital in preventing and resolving these conflicts. Furthermore, these conflicts can have profound impacts on the affected communities, leading to loss of life, property damage, and disruption of social and economic activities. Proactive planning, strong community relations are essential in addressing the underlying causes of these conflicts and developing sustainable solutions. Finally, the experiences of tertiary institutions in Ogun State can serve as valuable lessons for other institutions across Nigeria and Africa, highlighting the importance of addressing the complex and interconnected issues that contribute to these conflicts.

To salvage the situation therefore, this paper recommends among others that, the tertiary institutions should adopt a comprehensive and proactive approach to managing their relationships with host communities. This should include establishing strong communication channels, enhancing security infrastructure, promoting good governance, and implementing conflict resolution mechanisms to prevent tensions from escalating into violence. The university management and the leaders of the host communities should establish regular meetings and forums for dialogue, where concerns and grievances can be voiced and addressed in an open and respectful manner. They should further develop conflict resolution mechanisms that involve all stakeholders (the university management, the students' leaders, security personnel and the host community) and promote peaceful resolutions to disputes. The university managements should regularly organise a socio-cultural sensitivity training for both students and university staff to promote understanding and respect for the host community's traditions and practices.

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