THE CAUSES AND EFFECTS OF UNIVERSITY STUDENTS AND HOST COMMUNITY CONFLICT:
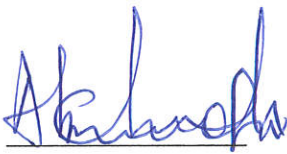
{A STUDY ON FEDERAL UNIVERSITY OYE EKITI}.

BY

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY, FACULTY OF SOCIAL SCIENCES, FEDERAL UNIVERSITY OYE-EKITI. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE IN SOCIOLOGY.
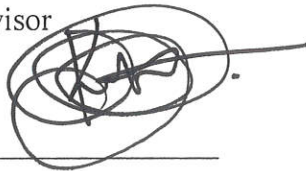
2018.

CERTIFICATION

I hereby certify that **BADMUS ADEDAMOLA TOLULOPE** with the Matric Number: **SOC/13/1288** carried out this project in the Department of Sociology, Faculty of the Social Sciences. Federal University Oye-Ekiti, Ekiti. In partial fulfilment of the requirements for the award of Bachelor of Science in Sociology (B.sc Sociology).

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DEDICATION

I dedicate this research work to my mummy Evangelist olatunji Badmus and my friend Olusola Timilehin Olaoluwa ....you are simply the best.

ACKNOWLEDGEMENTS

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ABSTRACT

University student and host community conflict can be said to be a rampant social problem across University in Nigeria. The main objective of this research is to establish the cause and effect of conflict between the university student and the host community in Federal University Oye-Ekiti, to understand the social relationship and to proffer solutiontion to these problems.

The collections of data instrument used for this study was questionnaire survey and indebt interview, both primary and secondary data was generated, for the primary data, the questionnaire and in-depth interview was employed. Why the secondary data was generated through textbooks, internet and journals. For the data analysis both qualitative and quantitative, the data generated for the interview was analysed using descriptive statistics and convenient sampling technique was also implemented with (300) people in selected community 150 in each community Oye-Ekiti and Ikole-Ekiti. Three Indepth interview was used to get information on the subject matter in both university and community (Oye-Ekiti and Ikole-Ekiti) levels the student representative, management staff and the traditional rulers in both community

In the results of this study, majority of the respondents agreed that exploitation, disrespect, arrogance and theft was the major cause of the conflict, also majority of the respondent also agreed that disloyalty ,social instability and hindrance to societal development was the major effect of the conflict undergraduates in federal university Oye-Ekiti participate in internet fraud.

CHAPTER ONE

1.1 BACKGROUND OF THE STUDY

Conflict is a social behaviour of human, it can also be tagged as a social phenomenon. Sociologist views conflict as a social problem when it occurs between different individual, groups, communities, countries, and organization. Sociologist are more concerned with group conflict rather than personal conflict.

Olaleye and Arogundade (2013) see conflict as an inevitable feature of organizational life. The state of health of an organisation lies along a continuum that ranges from a conflict - free organisation to a conflict ridden organization. Organisations, like the universities, are not immune from conflict. This is because, in any circumstances where two or more people co-exist to formal organization, conflict is anticipated. The modern university system comprises a variety of communities based on the wide range of academic disciplines and functions. Its internal behaviour constitutes a very complex organism shaped by these many hands. This implies that, internally the university life is shaped by many logic, habits and dynamics. It is also influenced by various challenges, constraints and pressures from the outer environment. The combinations of external pressures and internal pressures within the university systems made administration very difficult and complex, therefore conflict is inevitable.

The 7th edition of Oxford dictionary defines conflict as a strong disagreement between countries, individual, groups, organization and communities. so looking at this definition one will understand the major cause of conflict which is disagreement and disagreement varies in different type of conflict.

Scholars like Karl Marx, Max Weber, George simmel, Lewis A. Coser and C. Wright Mill, gave different assertion to the study of conflict and it causes.

Putting the thesis of Karl Heinrich Marx (1818-1883) into consideration, who see conflict as an economic perspective due to the stratified nature of the society into different strata or social class, which are in constant state of conflict due to the unequal distribution of economic resources. kdkasi (2017) further explains Marx economic conflict by stating that, conflict is being seen when powerful people who control the means of production, which Marx called the bourgeois, oppress the weak who lag behind in material wealth, which Marx described as proletariat or the working class.

C. Wright Mills (1916-1962) on the other hand asserted that social structure are being created through conflict between people of different interest groups and resources.

Conflict has a positive and negative effect on the structure of the society, the functionalist perspective sees conflict as having a functional role in the society. All social institutions are faced with one form of conflict or the other, for example the educational institution is being faced with different forms of conflict for example, conflict between

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students, lecturers, administrative and external bodies' e.t.c. Also family, is a major social institution also faced with the issues of conflict between father, mother, children and other sibling. The religious institution cannot be left out in matters of conflict, in Nigeria series of conflict between Christians and Muslims is rampart, also religious conflict between inter-religious and intra-religious group is also common. Also political conflict, this is common between political parties, even the three arms of government tend to conflict with one another. So conflict is endemic in every institution that holds up the society.

Lifecare (2011) assert that conflict is a normal, natural part of human relationship and that conflict is not necessarily a negative thing, when handled constructively, it can help people to stand up for themselves and others, and work together to achieve a mutual satisfactory solution, but if conflict is handled poorly it can cause anger, hurt, divisiveness and more serious problems.

1.2 STATEMENT OF THE PROBLEM

The university life is faced with major crisis, constraints and also challenges from the outer environment. Conflict is also endemic in the university, caused by both internal and external factors which makes administration very difficult and complex.

On Tuesday 13th of march 2018, Federal University Oye Ekiti, Oye campus was faced with a riot between the student and the host community of Oye Ekiti community as a result

of disagreement over the price of transportation especially with the bike riders known as okada men, the students also claimed that the bike men on several occasions assault students, exploit them and have no regard for them. The host community on the other hand claim that the students are pompous and have no regard for elders in the community and also in Ikole Ekiti campus. Still in Oye campus, the students complain of the price of house rent in the community. Also in Ikole Ekiti campus, conflict arises through issues of tribalism being displayed by the host community, making students feel that they are just visitors and they do not have any social identity in their community.

These kinds of conflicts have always occurred between students and host community but on micro level involving only few people. The event named above is the first kind of such conflict on a macro-level involving almost every student and host community.

These kinds of conflict however are very rampant across universities in Nigeria where students riot, battle or fight with the host communities for various reasons, some examples of such conflict include the OSU student-indigene riot in 2002, Uniport student-indigene crisis in 2013 to mention a few. Observing the rampancy of such crises this research is intended to evaluate the causes of these crises and their effects thereby proffering solutions to these problems.

1.3 RESEARCH QUESTION

As a guide to the study the following research, questions have been formulated for the purpose of verification.

I.   What are the causes of conflict between the students of Federal University Oye Ekiti and the host community indigene?

II.   What are the effects of these conflicts on the students, and the host community?

III. What is the social relationship between the students of Federal University of Oye Ekiti and the host community?

IV.   What are the solutions suggesting control or reduction to the conflict between the students of Federal University Oye Ekiti and the host community?

1.4 RESEARCH OBJECTIVES

The general objective of this study is to examine the causes and effects of conflicts between University student and host community conflict. The specific objectives are as follows.

I. Examine the causes and effects of this conflict between the student of Federal University Oye Ekiti and host community.

II. Evaluates the effects of this conflict on the students, the host community, the university and the community as a whole.

III. To understand the social relationship between the students of Federal University Oye Ekiti and the host community.

IV. To recommend measures that can be taken to control or reduce the conflict between the students of Federal University Oye Ekiti and the host community.

1.5 SIGNIFICANCE OF THE STUDY

The understanding of the types of conflicts, effects and their effective management is important in imparting skills, values and attitudes that help provide constructive alternative mechanisms to conflict management. School administrators are expected to detect early warning signs of conflicts and take prompt action to avert adverse consequences. Conflicts would be addressed early enough before they escalate into strikes and violence in schools. The findings of the study would strengthen the Guidance and Counselling departments in schools which help detect tensions and address bottled-up emotions among students.

The findings will also help the school management and might lead to establishment of effective disciplinary systems that might be strict or lenient as conditions may require in schools to help minimize student conflicts and other forms of conflicts. Administrators would also apply good governance strategies in the schools to avoid conflicts.

The study will also help the security unit to pay necessary attention to every step or movement taken by students and even non-students within and outside the school area in order to be in perfect control of every conflicting situation.

1.6 DEFINITION OF TERMS

Community: can be defined as a group of people living in the same geographical location being socially identified with common culture, language, and tradition.

Conflict: is a situation of disagreement between two parties.

Student: this refers to a group of people attending schools, such as university, polytechnic, college etc. with the view of acquiring knowledge and skills needed to function in their immediate environment and society at large.

CHAPTER TWO

2.1 INTRODUCTION

Several studies have been carried out on the issues of university students and host community conflicts and the nature of the conflicts, the cause and effect of such conflicts, also how such conflicts has brought about positive and negative outcome which has contributed to social change. This chapter presents a review of relevant literatures and theoretical frame works that are important to the study. The literature and theories presented here form the basis for the discussion of findings later in this work.

2.2 CONCEPTUALISATION OF CONFLICT

Conflict may be seen as a bi-product of the interaction between people or groups with different expectations, interest and background in the society. Also, role conflict is to be inevitable, unavoidable, natural and a normal part of any organization like university, (Olaleye and Arogun 2013) According to otite (2001) et al (Amodu,2012), conflict arises when individuals or groups in a defined environment pursue divergent goals, interests and ambitions. The introduction of a university into a society or community leads to a change in the social environment and because of the difference in goals between each parties, a ground for conflict is created. Otite further observed that conflict is a conscious act in which personal or group contact and community are involved.

According to Alabi (2002), who sees conflict as an inevitable features in any organisation, Alabi went further to explain that in any organisation as university with a

structure that allows two or more units or groups to share a functional boundary in achieving their set objective in the universities, people with different nature, students, lecturers and administrative staffs have to work harmoniously together, hence the organizational structure is such that staff and staff, student and student, student and staff share functional boundaries of exchange of knowledge. In carrying out these functions, there are always conflict within and among the categories of people within the university community and outside the university community.

St Augustine (1950) viewed conflict from the religious perspective, conflict represents one of the two natures of man, evil cooperation and second, which is the good nature of man.

The term conflict has been defined variously over the years by different scholars, according to Coser (1956), which sees conflict as a struggle over values of claims to status, power and scare resources in which the aim an objective is too weaken, neutralized, injured and eliminates the rival.

Schelling (1960) defines conflict as an occurring when groups, goals, objectives, needs, or values, clash and aggression, although not necessarily violence, is a result (as cited in cunningham, 1998, p. 5). Zartman (1991, p. 370) also defines conflict as an unavoidable concomitant of choices and decision and an expression of the basic facts of human interdependence, et al (Amodu, 2012).

Folarin (2011), conflict thus manifests in disagreement, anger, quarrel, hatred, destruction, killing, or war. Any untoward attitude capable of charging up the political or social environment is likely to culminate in conflict. Greed, covetousness, self-centeredness, discontent, envy, arrogance, rudeness, impunity, among other acts, are capable of producing a breakdown of human relations. In a way, these vices are innate attributes of the conflict nature of man.

Conflict is a state of disagreement or hostility between people, it is however important to note that conflict don't always connote war while all war is a state of conflict, all conflict situation may not be a war situation, why because war is a state of mutually declined aggression between two or more parties prosecuted by conventional (uniformed and armed) solders, with the knowledge and of a third neutral party who sees to it that acts are within the rules of engagement, (Waltz, 2007).

Also Olanrewaju, I.P (2013) state that conflict itself is not evil, often times it arise from the process of setting sustainable progress and satisfaction. Conflict emanates as a result of misunderstanding, man superiority complex. Failure to compromise and reconcile ideas, belief, cultures and interests. He further assert that conflict can be conceptualized into two approaches; the objective approach, which suggest that conflict emanate from the social and political structure of the society and subjective approach, apparent difference and incompatibility of goals cause conflict.

According to social conflict and the theory of social change, Lewis A. Coser (1957), also state that conflict within groups can prevent the ossification of the social system by exerting pressure on innovation and creativity, conflict within and between groups in a society can prevent accommodation and habitual relation from progressively impoverishing creativity.

Bernard and Ashimi (2014), assert that the best way to understand the term conflict is to divide theories of conflict into functional, situational, and interactive. The functional approach sees conflict as a social function, while the situational approach suggests that conflict is expressed under certain situation and the third which views conflict as interactive. Functionalists usually ask the questions: "Why is there conflict? What purpose does it serve?" while situationalists ask: When do we have conflict? Under what circumstances does it occur?" Interactionalists ask: "how is there conflict? What methods and mechanisms are used to express it?". Also, Bernard and Ashimi (2014) went further to explain in details the representative scholars of the functional, situational and interactive conflict theory, one of the representatives of the functionalist school was George Simmel, the German Sociologist. In 1955, he defined conflict as designed to resolve divergent dualisms; it is a way of achieving some kind of unity, even if it will be through the annihilation of one of the conflicting parties". According to Simmel, conflict served as a social purpose and reconciliation came even with the total destruction of one party. Conflict socializes members into a group and reduces the tension between group

members. Furthermore, Simmel determines three possible ways to end a conflict. Firstly, conflict may end with a victory of one party over another; secondly, the conflict can be resolved through compromise, and thirdly, through conciliation. However, not all conflicts may be ended as discussed. In 1967, Lewis Coser, an American sociologist and author of the Functions of Social Conflict gave the following definition of conflict: The clash of values and interests, the tension between what is and what some groups feel ought to be. According to Coser (1967), conflict served the function of pushing society and was leading to new institutions, technology and economic systems. The most important contribution of Coser to conflict resolution was determination of the functional and dysfunctional roles of conflict. A representative of the situationalist school, Bercovitch (1984), defines conflict as a "situation which generates incorruptible goals or values among different parties". For Bercvitch, conflict depends on the situation. Conflict arises because of different conditions, such as the influence of a person and external factors. Concerning the interactive view, Folger (1993) defines conflict as "the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving these goals". This approach introduces two important concepts: Interdure actions depend on another party's actions. Another concept was mentioned by Tillett (1991) "Conflict does not only come about when values or needs are actually, objectively incompatibles, or when conflict is manifested in action; it exists when one of the parties perceives it to exist".   (Bernard and Ashimi, 2014)

2.3. TYPE OF CONFLICT

The nature of a conflict can only be determined by the type of conflict, one cannot conclude that a conflict is good or bad without understanding the type of conflict......

2.3.1 FUNCTIONAL OR CONSTRUCTIVE CONFLICT

The interactionist view does not propose that all conflicts are good. Rather, some conflicts support the goals of the group and improve its performance; these are functional, constructive forms of conflict (www.csupomona.edu). Robbin (2001) defines functional conflict as the conflict that supports the goals of the group and improves its group's performance. The argument is that if conflict leads to normal competition among groups and the groups work harder and produce more, it is advantageous to the group and the institution. It is viewed as a confrontation between two ideas, goals and parties that improve employees and organizational performance (http://www.slideshare.net). One of the main benefits of constructive conflict is that it gives its members a chance to identify the problems and see the opportunities. Also, it can inspire to new ideas, learning, and growth among individuals (Kinicki and Kreitner, 2008) et al (Bernard and Ashimi, 2014).

2.3.2 DYSFUNCTIONAL OR DESTRUCTIVE CONFLICT

There are conflicts that hinder group performance, these are dysfunctional or destructive forms of conflict (www.csupomona.edu). Conflict is inevitable and desirable in organizations, but when not effectively handled, conflict can tear relationships apart and thus, interfere with the exchange of ideas, information and resources in groups and between departments. Dysfunctional conflict hinders and prevents organizational goals from being achieved (http://www.slideshare.net). Dysfunctional conflict usually hinders organizational performance and leads to decreased productivity. This conflict orientation is characterized by competing individual interests overriding the overall interest of the business. Managers withhold information from one another. Employees sabotage others' work, either intentionally or through subtle, conflict-motivated disinterest in team work (Kinicki and Kreitner, 2008) et al (Bernard and Ashimi, 2014).

2.4 CAUSES OF CONFLICT

According to lifecare (2011), which state that conflict are caused by three major factors

I. Personal differences such as values, ethnics, personalities, age, education, gender, social and economic status, cultural background, temperament, health, religion, political beliefs etc.

II. A clash of ideas, choices, or actions. For instance, conflict can occur when people have Incompatible goals, when they are in direct competition, or even when they have different work styles.

III. Finally, poor communication or miss-communication is one of the biggest causes of

IV. Conflict. According to Sam Deep and Lyle Sussman, the essential causes of conflicts are:

i. Different points of view regarding the priority objectives – the existence of different purposes or objectives frequently leads to conflicts of interests or priorities even when the organizations have the same purposes.

ii. . Different points of view regarding the methods used – the persons or the groups may have common objectives but different opinions regarding their accomplishments;

iii. Perception differences or differences in the value system – the majority of conflicts reside in the different way in which people see the reality, as not all of them perceive

the same reality and conflicts appear due to the fact that we do not see the same reality.

iv. Lack of communication or wrong communication that leads to the emergence of some allows each party to find the position and the arguments of the other party.

v. Competition regarding insufficient resources – the limited character of organizational resources and the dependence to such resources may generate competitions that might turn into conflicts; the insufficiency of resources has the capacity to transform masked or slow conflicts into open and acute conflicts; also, the more limited the resources, the higher the conflict potential.

vi. Difference of power, status and culture in the situations in which the parties have a significant difference in power, status and culture.

vii. Competition for supremacy – is present when a person tries to compete or outshine another person, such as when two employees are in a fierce competition to get a promotion or an influential position within the same organization.

viii. Invading the territory, as it is mentioned i the speciality literature, is not limited to the physical space, but to all the other finite resources for which people get into competition (spaces, investments, personnel, equipment, rewards).

ix.	Ambiguity – the ambiguous purposes and objectives, the imprecision in establishing tasks, authority and responsibility of some jobs and compartments, lack of clarity in transmitting decisions or the deformed presentation of reality are sources of conflict.

x.	The activity nature and the presence of tasks are potential sources of conflict when individuals, groups or departments are mutually dependent in order to reach their own objectives, which the interaction of the parties might coordinate their interests;

xi.	Changing the external environment of the organization, while the rising of competition, the governmental interventions, the new technologies and the change of social values may constitute major causes of conflict.

xii.	Aggressiveness and stubbornness, since some individuals move through life in a way in which they seem to be looking for opponents.

Also, Folarin (1998), further observes that scholars of sociology and management have proposed several categories of conflict. He considers his own four-fold categorization to be the simplest. According to him, conflict can be divergent, symmetrical, complementary and parallel (Folarin, 1998, p. 50) et al (Amodu, 2012)

I.	Divergent Conflict: A divergent conflict occurs when every member or group within a society is practically pursuing their individual goals that are different from the corporate goals of the society, and which are difficult to reconcile with the extant goals.

II.   Symmetrical Conflict: This type of conflict arises when co-operation is hindered by the pursuance of the same goal by two or more separate entities or groups. Due to the indivisibility of the goal, there ensues a breakdown in the existing relationship.

III. Complementary Conflict: This type of conflict is a product of a misinterpretation of the goals or intentions of one party by another. Though the goals of one group complement those of the other, they are mistakenly perceived as being contradictory or opposed to one another.

IV.   Parallel Conflict: in this type of conflict, each party reserves the right to make its decision and execute it. For instance, while labour unions reserve the right to call for a strike action and manage it, the management of an organization also has the legitimate right to take all lawful steps to ensure the security of its property.

2.5 EFFECT OF CONFLICT

Conflict as both positive and negative effect according to the management technique being in place to resolve such conflict.

2.5.1 POSITIVE EFFECT OF CONFLICT

I.   According to (McGraw-Hill,2003) et al (viaconflict.wordpress.com), Dean Pruitt and Jeffrey Rubin identified five positive aspects of conflict

II.   Conflict contributes to social change ensuring both interpersonal and intergroup dynamics to remain fresh and reflective of current interests and realities.

III. Conflict serve to discourage premature group decision making, forcing participants in the decision making process to explore the issues and interests at stake.

IV. Conflict allows for the reconciliation of the parties concerned, which can lead to an agreement benefiting both parties' need sand their relationship and organization.

V. Conflict strengthens intergroup unity by providing an outlet for group membership to discuss and negotiate their interests within the group. Without intra-group conflict, the health of the group typically declines.

VI. Conflict between groups produce intra-group unity as the conflict provides the opportunity for increased intra-group cooperation while working towards the group's common goal for the conflict outcome.

2.5.2 NEGATIVE EFFECT OF CONFLICT

I. According to (McGraw-Hill,2003) et al (viaconflict.wordpress.com), Pruitt and Rubin also noted that, despite the most conflict been resolved peacefully with positive outcome, conflict being resolved peacefully with positive outcomes, conflict has definite negative and sometimes even severe consequences.

II. Conflict can distract individuals and groups from their primary purposes, leaving them with less time and resources for other activities. When conflict involves the use of heavy contentious tactics, it can cause the individuals or groups

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really matters. According to him, anyone who exhibits such qualities as spontaneity, impulsiveness, energy e.t.c. is a youth. In Nigeria, anybody who is above the age of thirty is exempted from the compulsory National Youth Service Corps (NYSC) Scheme. He is simply not regarded as a youth (Albert 1997). That's why Yinusa's (2005) definition of Youth is accepted in this paper. He defined Youth as anyone between the ages of eighteen and thirty.

(ii) Students are marginal men (Lipset, 1971). They are marginal between roles i.e between the security and status derived from their own families and the obligation to find a status of their own. Like all marginal men, they suffer from special insecurities and also have special capacities to see the imperfection of society. Studentship is a period in which the person is not burdened by financial or social responsibility. As observed by Mohantey (1999), students have more freedom than adults and they have relative freedom from parental and familial control, from financial responsibility and from outside work combined. Because of their freedom, students often take risks which other segments of the population can seldom take without concern for consequences.

(iii) Students often resent the authority of adults and rely more on their peers (Jupp, 1970; Cannavals, et al 1970). Lipset (1971) also observed that student stratum, as such creates a whole array of age group symbols which set it apart from others in society and from adults in particular. These include unique patterns of personal appearance, peculiar mode of communication and special types of life. In their desire to demonstrate their

rejection of the adult world, youth, and students among them in particular, repeatedly engage in forms of express behaviour noteworthy for their similarity (Smith, 1962; Sugarman, 1967).

(iv) Student communities often exhibit an idealistic orientation (Lipset, 1971). Lipset tersely characterized university students as biologically adult, but socially irresponsible and idealistic. According to him, students evaluate things in absolute terms, right or wrong, good or bad, and just or unjust. German Sociologist, Max Weber (1864-1920) in one of his lectures, lectured on "Politics as a Vocation" cited in Mohantey (1999:22) also observed that the youth have a tendency to follow a pure ethic of absolute end while mature men tend to espouse an ethic of responsibility. Students are more idealistic and less pragmatic; their contact with the articulated moral standards of their society is abstract. The overall idealistic orientation of students stimulates them to activism.

(v) As long as students are on the campus, they are the non-established; they are without full time employment and are dependent on their families, educational institutions or on their own part time work for survival (Lipset, 1971). Lipset further observed to the extent that students are the non-established, they are foot loose; they are not restrained by either economic or social obligation and have considerable energies to use up.

2.7 STUDENTS AND CONFLICT TENDENCIES

From this stand point, their anti-system or anti-establishment tendencies are not necessarily accidental but closely related to their economic and social status. Lipset (1971) also characterized colleges/higher institutions as self-contained communities. According to him, the existence of a large number of students at one location with more or less similar interests, and subject to a common environment inculcates in them, a sense of community.

Students from a special self-contained community have a strong obligation not to betray one's peers, an equally strong inclination to question the legitimacy of adult authority, and make a remarkable capacity for immediate action and impromptu organization. The sense of community and cohesion according to Lipset enabled the students to organize agitations and movement with ease and swiftness.

The Nigerian academy has been enmeshed in deepening crises and contradictions over the years (Omotola 2007; Erinosho 2004; Amuwo 2003). Though multidimensional, and including an array of issues (Olaniyan 2002; Olukoju 2002; Lebeau and Ogunsanya 2000), the aspect of the crises that interests us here relates to the preponderance of student conflicts in their various forms. Student conflicts can be internal or external, the former referring to intra-student conflicts and the latter between students and other stakeholders in the governance of the university, for example, university management, government, or the host community. Both forms of conflict peaked under successive military regimes,

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particularly under the Babangida and Abacha regimes. For example, over three hundred major uprisings occurred in various Nigerian schools between 1985 and 1992 (Adejumobi 2000).

At the external level, Nigerian students have had reasons to engage university management and the government over what they considered anti-student and anti-poor policies, such as the introduction of increase in tuition and other sundry charges. The 1979 nationwide student protested and demonstrated probably the first of their kind, which were code named the "Ali must go" crises, represents a notable example. The demonstrations were in response to the increase by the Nigerian University Commission (NUC) of charges for meals, which rose from fifty Kobo to one Naira and fifty Kobo (₦1. 50k) per day, and accommodations, which rose from thirty Naira (N30) to ninety Naira (₦90) (Adejumobi 2000: 232–33). The same could be said about widespread student protests against the Structural Adjustment Programme (SAP) embarked on by the Babangida regime, which were later known as the "Anti-SAP" riots (Adejumobi 2000: 242; Albert 1995). Conflicts such as these may furthermore, be in response to important national questions, such as the role played by Nigerian students in the struggle for democracy (Momoh 1995). Nigerian students were particularly involved in the transition to civil rule, beginning during the Babangida years, especially in the struggle to uphold the results of the annulled June 12 presidential election. Students were also very active in both the open

and underground mobilization efforts against the self-succession bid of the late General Sani Abacha.

In addition to the above, there have also been conflicts between students and their host communities, a recent example of this is the conflict between the Offa community in Kwara State and the students at the Federal Polytechnic. This has happened in many communities in the Southwest, most recently in Ago Iwoye between students of Olabisi Onabanjo University and their host community (E. A. Ajayi 2008). Internally, there have also been various forms of conflict among students. Intra-student conflicts include those between roommates, inter-religious squabbles (e.g., between Muslims and Christians), inter-cult rivalry, and power struggles within student unions (Egwunyenga 2009; Adejumobi 2000). Both internal and external student conflicts have had mostly negative implications for the sustainability of university governance. Among other consequences, student conflicts have been responsible for the closure of universities, unstable academic calendars, 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 university management and the state at large.

There are diverse explanations for student conflicts in Nigeria, including the declining capacity of the state to meet its educational obligations, particularly in terms of adequate funding for higher education.

The attendant resort to negative tactics by the government to cover up its inadequacies partly led to the radicalization of student political organizations in their efforts to organize as a cohesive social movement.

The response of the state has been excessive repression and violence against these movements, which has ultimately led to sharp polarization. As the situation degenerated, other forms of identities, particularly those of cult groups, crept in to fill the vacuum created by the divisions within student movements (Adejumobi 2000). It is therefore, hardly surprising that there have recently been examples of student armed robbers, student-hired assassins, and student political thugs. The breeding ground for these types of conflict-prone social groups include the secret cults on various campuses, for whom the use of guns and other small arms have become common. For example, a recent study by the Institute for Peace and Conflict Resolution (IPCR), housed under the office of the President in Nigeria, finds that:

Student cult members who are known to have sizeable quantities of small arms and light weapons blackmail their way to lead in student union elections. Besides, some of these cultist activities derive support from some Vice-Chancellors and lecturers. Sometimes, some of the cultists use the apparatus of the student union to further aggravate ongoing conflicts or initiate new ones. (IPCR 2002: 35)

2.8 STUDENT AND HOST COMMUNITY CONFLICT IN NIGERIA

The phenomenon of conflicts between students of higher education institutions and their host communities, now commonplace in Nigeria, has not received sufficient scholarly attention. While such conflicts usually receive adequate media coverage while they are occurring, there is a glaring paucity of scholarly explanations for this development. The problem is not new, as it is deeply rooted in the political history of the country, as are its attendant negative implications, including loss of lives and property, recurrent closures of schools, declining standards of education, and threats to democratic stability and development (E. A. Ajayi 2008). It is, therefore, imperative to study the issue with a view to build a much more nuanced body of knowledge on this neglected but important component of identity conflicts in Nigeria. These are examples of some students and Host-Community conflict in Nigeria.

2.8.1 OGUN STATE UNIVERSITY (OOU) AGO-IWOYE STUDENT AND HOST COMMUNITY CONFLICT

Precisely 8years ago, 16th/17th June, 2005, the university town of Ago-Iwoye in Ogun state was engulfed in a crisis in which the students of Olabisi Onabanjo University (OOU) clashed with the local vigilante group. The attendant violence led to the death of many students, although the exact number may never be known. Many other students sustained injuries from gunshots, machete cuts and rape. The crisis led to the closure of the Ago Iwoye campus of the university for months.

From the available information, the crisis appeared to have been created by a conflict of needs and priorities between the students and the community. To secure the safety of the lives and property of its citizens from night marauders the community imposed an obligatory curfew forbidding movement within the town after 10pm.

It also created a local vigilante group to patrol the town and enforce the order. The action taken by the Ago-Iwoye community to protect itself. Since the Nigerian state has failed in its primary responsibility to provide for the basic needs of its citizens communities are compelled to assume such responsibilities on a self-help basis.

Students, on the other hand, have to study and socialise among their peers. And, as often happens on university campuses, these activities can extend far into the night. Where students live off-campus and within a community their actions and behaviour patterns may be at variance with the operational norms and needs of the host community. This created a gulf between the student populace and the host community which, eventually led to the crisis. Information sources had it that, a student, Mr Lawal Ismail (RIP Bro), was said to have fallen foul of the movement restriction order in the town. He was accosted and attacked, some said with charms, by the vigilante group. The student died in the process. According to an official statement signed by the then, registrar of the university, Apostle Samuel Ajayi, students apparently marched to the palace of the Ebumawe of Ago-Iwoye, Oba Abdulrasaq Adenugba, to protest the killing of their colleague and to complain about the past excesses of the vigilante group. Up to that point the protest was peaceful and the

situation was still containable. It however deteriorated shortly thereafter when gunshots were apparently fired from the palace into the crowd of students. Two students were reportedly injured while the others scampered for safety. Others were injured in the ensuing commotion.

The students responded by burning down the palace of the Oba and some other properties in the town. The vigilante groups subsequently launched a massive reprisal attack on the student populace. The attack which lasted throughout the night and was accompanied by the use of the traditional 'oro' cult, which led to the death of an indeterminate number of students and the destruction of students and university property.

2.8.2 FEDERAL POLYTECHNIC OFFA STUDENT AND HOST COMMUNITY CONFLICT.

Offa was relatively calm and stable before the opening of the polytechnic. However, the influx of students introduced new social problems for the community, most notably all-night parties and students wandering about the community in the thick of the night, occasional theft, and gang activities. These problems worsened feelings of the insecurity of life and property that residents had been experiencing prior to the polytechnic's establishment. The search for solutions led to the introduction of community watch outfits for night patrol and security and to the expansion of the activities of those that already existed.

In discharging their duties, these groups became vigilantes who were sometimes excessively reckless and overzealous. The groups restricted students' rights of association, movement, and privacy. According to Olumoroti, the problem became so serious that students were no longer permitted to walk on the street after 8 pm (personal interview). They were not only required to be indoors by that time, but also had to maintain a sense of "decorum" while inside their homes, which meant they had to switch off all electronic gadgets, including televisions and tape recorders, as well as their lights. Worse still, students were barred from opening their windows at night for natural ventilation. Given that these restrictions coincided with a period of unstable power supply to the community, being forced to close their windows at night was particularly difficult for students to honour.

Under this new vigilante regime, students could not attend night classes or go to other evening activities, such as parties. Violation of these new social codes constituted a grave offence that attracted heavy penalties. It was such that violators were forced out of their rooms and subjected to inhumane treatments of differing proportions, including merciless beatings. For roughly two uninterrupted years, especially from late 1998 until May 8, 2000, students of the polytechnic lived under the siege of these vigilantes ("Students, Offa Community" 2000).

The activities of the vigilantes raise questions about the appropriateness of informal policing. While the importance of vigilante groups has been generally acknowledged,

there are concerns about their lack of respect for the rule of law, their violation of human rights, and their lack of a clear mandate (Baker 2002a, 2002b). Yet, the failings of formal policing agencies continue to make the use of vigilantes unavoidable (Omotola 2007). The activities of the vigilantes in Offa caused deep seeded anger and frustration among the students. Even before the violent outburst on May 8, 2000, there were occasional skirmishes between the vigilantes and students in gangs who resisted arrest by them.

The biggest clash spontaneously occurred on May 8, 2000, when a broken-down taxi accidentally hit a female student from the polytechnic. The protest of the students at the scene of the accident was met by firm resistance from other taxi drivers, who reportedly insulted the students and accused the victim of being inattentive to traffic and the driver's effort to manually reignite the vehicle's engine. Based on the response of the drivers, the students at the scene came to the conclusion that the driver was a member of a vigilante group.

The students at the scene returned to the polytechnic and reported the matter to the then, President of the Student Union Government (SUG), Kazim Olasupo, together with his deputy, Bamidele Olaniyi (popularly known as Zangaruwa), went to the scene of the accident.

Upon arrival, both Olasupo and Olaniyi were declared personae and subjected to inhumane treatment by suspected members of the vigilante group. The two SUG officials returned to the polytechnic and immediately convened an emergency congress to decide

their next course of action. At the same time, armed members of the vigilante group stormed the polytechnic and shot indiscriminately, resulting in a deadly battle between the students and the vigilante group.

Field interviews indicate that there were huge numbers of people killed on both sides. Many students were also reported to be missing and presumed to be dead, while others simply abandoned the polytechnic. Numerous students escaping the fighting walked in the forest for days, without food and water, before reaching safety.

The rector of the polytechnic at the time, Taiwo Adeife-Osemeikhian, reported that the fate of eleven students was unknown. However, members of the Offa community claimed that no student was killed during the May 8, 2000 incident ("Offa Indigenes Deny Killing" 2000). According to respondents who witnessed the incident, more than twenty cars were burned at the polytechnic by the vigilantes and students (FEDPOFFA student affairs staff, personal interview).

2.8.3 FEDERAL UNIVERSITY OYE EKITI STUDENT AND HOST COMMUNITY CONFLICT

This research will be focusing on Federal University Oye-Ekiti among other universities in Nigeria, and looking at the conflict this tertiary institution has had with Host-community, looking at the causes and effects of this conflict on students, indigene, the school management and the community as a whole.

On Tuesday 13th of March 2018, in Oye campus there was a riot between the students of Federal University Oye Ekiti and its host community in Oye Ekiti, as result of disagreement over the price of transportation especially with the bike riders known as okada men, the students also claimed that this bike men on several occasions assault students, exploit them and have no regard for them. The host community on the other hand, claim that the students are pompous and have no regard for elders in the community.

Prior to this on 23rd July 2017, the students of FUOYE planned a rally tagged "boycott bike men 2017"as initially planned by Ogwe Justice and few of his class mates among whom we have Nwanagwu Tochukwu, Sadique Adewale, and some students in other final year students. In this program, the students planned to trek to schools with no one taking bike, with the only aim of reducing the cost of taking bike although this program was hijacked by some other group of students as information, a student nicknamed papa vee who is much interested in Students Union Government (SUG) agitation saw the boycott as an opportunity to carry out his pursuit.

As at the most recent disagreement between students and host community, there was no case of death although there were several injury and casualties. This gave rise to a need to conduct research on the causes and effects of this conflict in a way to prevent more serious rampage in the future that is the kind of destruction and death in the two previously mentioned schools in this paper.

2.9 THEORETICAL FRAMEWORK

The importance of theories in shaping this study cannot be overemphasized. Lewin (1958) stated that good theories enable researchers to put facts in perspective and to hypothesize what will happen, even before they do happen (as cited in Folarin, 2005) et al (Amodu,2012). Some theories have been selected to further explain and provide focus for this study, and they are conflict theory, Frustration aggression theory,

2.9.1 FRUSTRATION AGGRESSION THEORY

According to the oxford sociology dictionary, the word aggression means the act of hostility, injury, violence or extreme self-assertion. This is a psychological hypothesis of conflict that posits that it is natural for man to react to unpleasant situations. The hypothesis is drawn from the frustration-aggression theory propounded by Dollard and Doob, et al (1939), and further developed by Miller (1948) and Berkowitz (1969). The theory says that aggression is the result of blocking, or frustrating, a person's efforts to attain a goal.

Frustration is described as the feeling we get when we do not get what we want, or when something interferes with our gaining a desired goal. Anger implies feeling mad in response to frustration or injury, while aggression refers to flashes of temper (Tucker-Lad,2013). The frustration aggression theory states that aggression is caused by

frustration. When someone is prevented from reaching his target, he becomes frustrated. This frustration can then turn into anger and then aggression when something triggers it.

When expectation fails to meet attainment, the tendency is for people to confront others they can hold responsible for frustrating their ambitions or someone on whom they can take out their frustrations. And when aggression cannot be expressed against the real source of frustration, displaced hostilities can be targeted to substitute objects, that is, aggression is transferred to alternate objects.

This theory therefore is of the believe that one of the party or both parties has been provoked directly or indirectly frustrated to anger and in the point of saturation tried to return treatment or becomes aggressive which leads to confusion and trauma between the two parties.

This is applicable in the case of this study, where by student and the host community engages in conflict based on provocative issues which resulted into conflict, taking a dip look at the conflict between FUOYE students and their host community, one will understand that the conflict nature was due to provocation by both the students and the host community which resulted into frustration which led to anger, this propelled the students to fight back. Knowing quite shore that aggressive behaviour is not just been displayed without a long series of frustration either directly or indirectly. The study is not centred on the student alone but also on the host community. Both parties shows a high level of aggressiveness toward each other, on the side of the students they feel that the

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indigene are exploiting them and the indigene are on the motion that the student are overpassing their boundary by not wanting to follow the laid down rules and regulation, not jumping into irrational conclusion one will say that this above issues promoted aggression which resulted into violence behaviour between both parties.

2.9.2 RALF DARENDORF CONFLICT PERSPECTIVE

Darendorf believed that the formation of classes was the organization of common interests. This further means that people who are in position of authority are supposed to control subordination, meaning that sanctions could be put into effect against people who fail to obey authority command, resulting in fines and further punishment. He also argued that society is composed of multiple units that are called imperatively coordinated associations. He saw social conflict as the difference between dominating and subject groups in imperatively coordinated associations.

Dahrendorf argued that society can be split up into the command class and the obey class, class conflict should refer to situation of struggle between those with authority and those without. For Dahrendorf conflict result when a class is trying to exercise authority (command class) and another class (obeying class) who is expected to obey the law or principles formulated feels cheated and unwilling to obey this law or accept the decision

made by the command class, they fight the command class giving rise to a conflict group. As he stated, conflict is the struggle between the command and obey class.

Relating Daherndorf perspective on conflict to the research topic, one will see strong similarity. The host community can be classified as the command class while the students on the other hand, can be classified as the obey class, reason being that the student are visitors in the community. Therefore, the students have to obey the rules and regulations of the community and also act in a way that will benefit the growth of the community and the university. But along the line the right of the student was trampled upon by the host community, which resulted into conflict on the side of the students.

2.10 CAUSES OF STUDENT AND HOST-COMMUNITY CONFLICT

Based on the two theories and two scenario of such conflict in other schools discussed earlier, we can deduce that these conflicts are caused by:

Pressure placed on the students because of the rules and regulations laid down by Host-Community which they must abide by. Students on the other hand, finds it difficult to abide by some of the rules made by the local rulers of these communities as a result of differences in lifestyle.

However, they are forced to comply through certain measures that are unpleasant, for example going out at night is nothing new to people from urban areas which characterize most of the student's population but their school environment trying to develop sees it as a

taboo and a threat to their personal security. And as they continue accepting these rules it gets to a point when one party becomes frustrated and this will inevitably lead to conflict.

Another reason is the deindividualization and group cohesion of members of each group. Each group shares a common identity and of course shares the same responsibility of protecting the group's interest by all means. As a result, conflict easily erupt at the cry of a group member.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter describes the methods that will be used in collecting and analysing the data for this research. It makes specific description of the research design, population of study, sampling procedure, sample size, sampling technique, method of analysis data and presentation.

3.1 Study location

This study will be conducted in two purposively selected communities where the university campuses are located namely Oye Ekiti and Ikole Ekiti.

Federal university Oye Ekiti is owned and operated by Nigerian University. The university is located in Ekiti, south-west region of Nigeria. Which was founded in the year 2011 led by President Goodluck Jonathan. The pioneer vice chancellor was professor chinedu ostadinma Nebo and the present vice chancellor professor Kayode Soremekun who was appointed by President Muhammed Buhari. The university has two campus in Oye Ekiti and Ikole Ekiti .

3.2 Research Design

Due to the high level of uncertainty and ignorance about the subject matter and to also provide an accurate and valid representation which is relevant, exploratory and descriptive research will be employed for the study. This research design becomes imperative due to the exploratory and descriptive nature of the phenomenon under investigation.

3.3 Study population

The population for this study will be all the categories of student and some selected people in Oye, and Ikole communities.

3.4 Sampling procedure and technique

The sampling technique for this study will be the convenient sampling technique due to the inaccessibility of all population of student and community members. Researchers simply use participants who are available at the moment. The convenient sampling will be 300 people in the selected communities 150 in each community. In depth interview will be used to elicit information on the subject matter from some selected key information in both the university and the community (Oye Ekiti and Ikole Ekiti) levels the students representatives, management and the traditional rulers in both communities, three (3) in depth interview will be conducted at each communities level.

3.5 Data collection Instrument

The research instrument for the study will basically consist of both questionnaire survey and in-depth interview. Both primary and secondary data will be generated. For the primary data, the questionnaire and in-depth interview will be employed. While the secondary data will be generated through textbooks, internet, journals to mention but a few.

3.6 Data Analysis

Both quantitative and qualitative, the data generated for this study will be analysed using descriptive statistics analysis. For the analysis, such parameters as frequency table and percentage distributions will be employed while for other data such parameters as mean and standard deviation will also be shown using tables. For the qualitative data, the ZY index table will be employed. While the quantitative data will be analysed using the Statistical Package for the Social Sciences (SPSS) version 17.

3.7 Ethical considerations

Data will be collected from both primary and secondary with proper consideration of ethical values such as:

Anonymity: the invisibility and deliberate cover up of respondent to ensure confidentiality. Anonymity include no name or any personal or traceable information about respondent.

Participant will not be forced to be part of the research rather participant will become part of research only by voluntary acceptance.

Respect for privacy: the timing, extent and circumstances that the respondent will give out their own information. This will also be respected in conducting the research.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter is aimed at the statistical analysis of variable, in order to understand the interplays between the dependent and independent variables. The analysis shall be triangulated, involving a qualitative and quantitative analysis.

4.2 Quantitative analysis and Qualitative analysis

Quantitative analysis here will depict the data collected through a questionnaire in numerical format. Also, it would involve a description of the characteristics of the respondent as well as cross tabulation of variable as well as using different data presentation method such as graphical method and tabulation.

On the other hand, qualitative analysis will explain the opinion of respondents as collected through the use of interview. Here the two parties to the conflict are going to be given code names as they are being quoted, no name or title will be mentioned to uphold anonymity. The code names are as stated below

SR Oye - Student respondent from Oye- Ekiti campus

SR Ikole – Student respondent from Ikole-Ekiti campus

MHC Oye - Member of host community Oye- Ekiti

MHC Ikole - Member of host community Ikole- Ekiti

MUS Ikole – Member of the university staff Ikole- Ekiti

MUS Oye– Member of the university staff Oye- Ekiti

4.2.1 Descriptive analysis

Table 4.2.1

Variables	Frequency	Percent
CAMPUS		
Oye	151	50.3
Ikole	149	49.7
Gender		
Male	179	59.7
Female	121	40.3
Residential status		
Student	275	91.7
Autochthonous	25	8.3
Religion		

Christianity	212	70.7
Islam	77	25.7
Traditional	9	3.0
Others	2	.7

Do you perceive conflict between the university and the host community

Yes	248	82.7
No	52	17.3

Impact of conflict

positive impact	24	8
negative impact	116	38.7
positive and negative impact	160	53.3

Best way to resolve conflict

fight and riot	22	7.3
mutual communication and agreement	243	81.0
Protest	35	11.7

Has the students and autochthonous engage in conflict

Yes	125	41.7
No	175	58.3
TOTAL	300	100

The above table described the social and demographic characteristics of the respondents. Since federal university Oye Ekiti is a bi-campus institution, respondents are taken from both campus with almost equal sample size from both campuses.

The total respondents consist of 300 total respondents, consisting almost equally proportionate representations from both Oye and Ikole campuses of federal university Oye-Ekiti. 60% of who were of masculine gender and 40% female. 91% of the total respondents are student of the university while 9% are indigenous resident of both community (Oye and Ikole).

Pertaining to religious affiliation, nearly 71% of the total respondents are adherent of the Christian religious believe, more than 25% are Muslims, exactly 3% are traditional believer and other religion are less than 1% of the total respondents.

Eight percent of the respondents believed that conflict as purely a positive influence, 39% believed in conflict to have a totally negative impact on parties involved, however, more than half believed the result could be in both ways. Also, majority of the respondents believed that conflicts are best solved, through mutual communication and agreement, while nearly 12% believed that protest is the best medium of resolution and more than 7% believed in fights and riots as a medium of conflict resolution.

42 % of the respondents perceived conflict between the university students and autochthonous while 58% did not observe any form of conflict within their present

society. Also 8% of the respondents felt conflict will result in positive outcome, 58% felt the effect is negative while others viewed it from both sides of the coin. In order to resolve the conflict, majority of the respondents believed that mutual communication and agreement will do other minority believed in protest and other violent methods

4.3 Bivariate analysis

This segment will explicate the interplay between the two variables using statistical technique, and presented using tabulation and graphical methods graphical method, all backed up with quotes from the interviews conducted.

4.3.1. Existence of conflicts between the Students and Host community

Existence of conflict between students and aboriginal dwellers of the community differs from campus to campus. As tested below.

Figure 4.3.1.
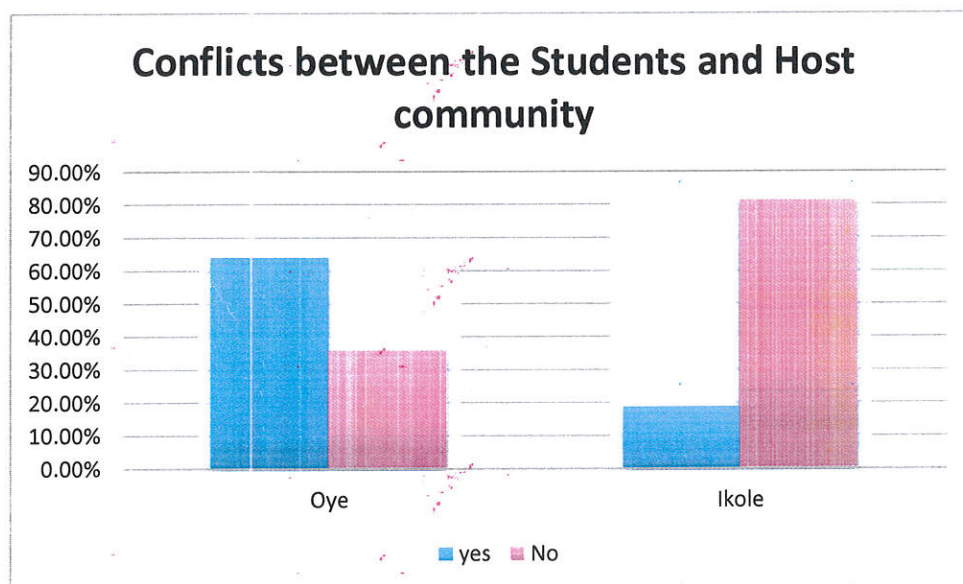
Source: Author's construct

The figure 4.3.1 above shows that in Oye campus nearly 60% of the people are wear of conflict between the university students and aboriginal dwellers of the locality, however, less than 20% of the residents at Ikole campus are aware of any feuding party.

In order to prove this claim scientifically, it can be tested using a lambda test to check its statistical significant,

Hypothesis

H₀: there is no significant difference in conflict prevalence between both campuses

H₁: there is a significant difference in conflict prevalence between both campuses

Table 4.3.2

			Are Students and locals in conflict?		Total
Lambda = 0.079622 **P-value = 0.000**			yes	No	
Campus	Oye	Count	97	54	151
		% within campus	64.2%	35.8%	100.0%
	IKOLE	Count	28	121	149
		% within campus	18.8%	81.2%	100.0%
Total		Count	125	175	300
		% within campus	41.7%	58.3%	100.0%

The p value of the test is 0.00, which is less than 0.05. hence, we reject the null hypothesis and accept the alternative hypothesis stating that there is a significant difference in conflict prevalence between the two town. In other word, conflict is more prevailing in Oye than Ikole. In other word, Oye is prone to conflict than Ikole, a justification to the words of some of the respondents.

"are you whining me!... we dey fight for oye pass ikole now. The indegenes (locals) are not accommodating here at all..." **(SR OYE)**

"this place is peaceful, we've got no problem, student go their way no body is disturbing anybody..." **(SR Ikole)**

" ...except for some issue of stolen materials, like foul, and goat and even sometimes phones, and they suspect it is students, but there is no problem..." (MHC Ikole).

4.4 Causes of conflicts

Different reasons had been stated as the cause of the conflict between the university students and aboriginal settlers especially in Oye Ekiti. Both the student interviewed as well locals stated lots of reasons, among the most frequently mentioned are the following:

 i.   Exploitation

 ii. Disrespect and arrogance

 iii. theft

4.4.1. Exploitation:

Majority of the student respondents complained about being exploited. The locals take advantages of the student endlessly increasing population to continually hike up prices on rents, transportation and so many other services they render to the student. And many a time do not even wait till their rent is before they are sent packing. As complained by these interviewees;

"Those people are heartless, maybe they think we get paid for coming to school by the federal government, imagine my landlord telling me he will increase my house rent from ₦30,000 to to₦55,000. Just imagine ehn...." **(SR Oye)**

" ...even the bike men no dey follow person play with money oo!, especially when they see JJC (newly arriving students). One bike man even carried me and my guy (friend) from school junction to UBA, that location worth only ₦70 and he took ₦200 from us then..." **(SR Oye)**

4.4.2 Disrespect and Arrogance.

There were complaints about students being disrespectful and arrogant, also students made similar complaints.

"Some of the students don't have home training, they did not teach some of them at home. They will just be talking to you anyhow like they are the ones giving you food..." **(MHC Oye)**

"it seems this people don't travel outside their village, they treat us like kids, they expect you to come and be greeting them in the morning, they will nearly tell you to sweep their room for them, we came to study not to serve punishment..." **(SR Oye)**

"...to talk politely is a problem for them,.." **(SR Oye)**

"..do they expect me to be sweeping the compound for them.., and they can't even say common good morning." **(MHC oye)**

4.4.3 Theft

In addition to other reasons, issues of reported stealing, house robbery, pick pocketing e.t.c had been reported in ikole campus especially in locations like Usin, Otunja, and also a path to the school campus at ikole. Of which this criminal act were allergy being perpetrated by some unidentified locals. As expresses by some of the respondents.

" for now it's just the issue of pick pocket and issue of some indigene youth robbing people's house" (SR Ikole)

"for me oo, it is still the issue of pick pocketing by some guys..."(SR Ikole)

4.5 Effects of conflict

From the interview conducted, many of the respondents especially from oye campus explained that the effect of the conflicts can be felt on both the students and the aboriginal dwellers of the community. The effects stated are as follows;

    i.   Disloyalty toward the community

    ii. Social Instability

    iii. Hindrance to societal development

Disloyalty towards community: some of the interviewee perceived that the existing conflict could hinder the loyalty of the students towards the community; as stated by the respondents

"the community will not have the loyalty of the student and the students will not work for the development of the community... (MHC oye)

Social instability: the inherent conflict sometimes leads to pandemonium and uproar within the community, making the community prone to hostility at any point in time as

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reported by an interviewee *"there will not be peace of mind and this will affect their academic performance and the finances of locals...* **(MUS Oye)**

Hindrance to societal development: while interviewing a respondent, he explained that the conflict hinders the development of the community; *"...it will the development in community, for example, there was a time during a fight between the students and indigenes (locals),   they started raiding the market and this will discourage traders...).*

4.6. Social activities to reduce Problem of conflict.

Table 4.6.1

Social Activities that could promote peace	Frequency	Percent
Sport	81	33.3
educational talk shows	137	45.7
cultural and talent hunts	82	27.3
Is there any social gathering connecting student and host community?		
Yes	61	20.3
No	239	79.7
Do you think starting up social activities is important for better social interaction		

Yes	164	55.8
No	130	44.2
Employing more locals as university staff will reduce conflict		
Yes	180	60.0
No	120	40.0

Source: **Authors construct**

From table 4.5.1 above, a very high percentage nearly 80% of the respondents stated that there is no social gathering connecting the students and members of the host community. Also 33% of the respondent stated that sport activities will promote peace, 46% of the them stated that educational activities will promote peace and 27% of the respondent stated that cultural and talent hunt will promote peace and a better understanding. Also 59% of the respondent agreed that starting up social activities is important for better social interaction while 44% of the respondent disagreed. In addition to this, 60% of the respondent agreed that employing more locals' as university staff will reduce the conflict while 40% of the respondent disagreed.

4.7. Solution to the Problem of conflict.

Way to resolve conflict
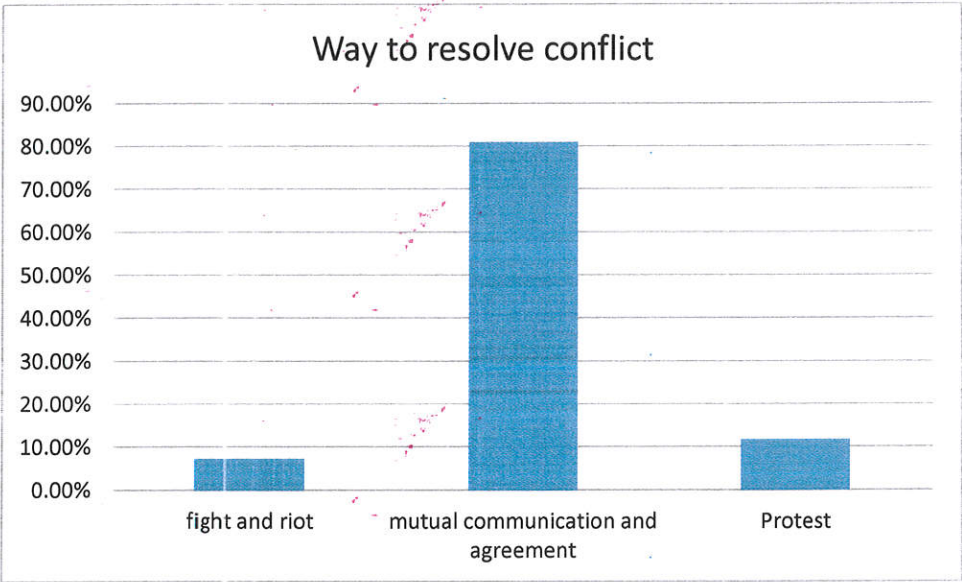
Source:

Authors construct

Through both methods of data collection, the respondent proffered some solution to the problem of conflict between university students and indigenous dwellers of the locality. Mutual agreement was the stated method both through the questionnaire as shown in figure 4.4.1 above. Many requests that there should be a round table meeting between stake holders among students and the community leaders, as proposed by this interviewee, *"**no conflict ends with conflict**, you will have to come back to table to solve it..." (MHC*

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of this study which focused on the causes and effects of university students and host community conflict (a study of Federal University Oye Ekiti). To address the focus of this study, chapter one provided the background to the study, statement of the problem leading to research questions. This was followed by the research objectives of the study, significance of the study and the definition of terms. Chapter two provided the conceptual and literature review of the study which includes theoretical and empirical literatures on causes and effects of conflict. The empirical literature covered local studies. Chapter three discussed the research methodology which includes: study location, research design, study population, sampling technique, data collection instrument, data analysis and ethical considerations. Chapter four comprises of both quantitative and qualitative analysis and their interpretation which involves the use of graphs and table and. From the analysis, the following were the main summary of findings of this study.

5.2 Summary of the Findings

i.   The descriptive analysis revealed that majority of respondents believed that the influence of conflict is both positive and negative and could be best solved through mutual communication and agreement.

ii.   The analysis also showed that most respondents did not perceive any form of conflict within their present society. But also observed that the effect of conflict will be negative as it could give rise to disloyalty toward the community, social instability and a hindrance to social development of the communities.

iii. In the graphical presentation in figure4.2.1, it was observed that close to 60 percent in Oye campus is aware of the existence of conflict between students and host communities while less than 20 percent in Ikole campus is aware of this conflict.

iv.   The lambda test showed that there is a significant difference in the level of conflict that may arise between Oye and Ikole campuses. Thus it was further revealed that the prevalence of conflict in Oye campus is higher when compared to Ikole campus.

v.   Through findings with the use of questionnaires and direct interview of respondents, the study revealed that the major of cause of conflict in both campuses are due to the following:

Exploitation, Disrespect, arrogance and theft

5.3 Conclusion

In the study of "the causes and effects of university students and host community conflict (a study of Federal University Oye Ekiti)." Based on the descriptive analysis, the study concluded that the influence of conflict is both positive and negative given the answers of the majority of respondents and most respondent did not perceive any form of conflict where they live. Based on the lambda estimate, the study concluded that there is a significant difference in the level of conflict that may arise in both campuses.

5.4 Recommendation

From the findings discussed above, the following recommendations were offered in order to reduce conflict and it negative impact in both campuses. First, there is the need to promote social activities to reduce the problems caused by conflict such as: sport, educational talk shows and employing more locals as university staff to reduce conflict and also through enabling the conflict parties to transcend their differences and attain reconciliation for mutual harmonious existence between the students and host communities and also a round table committee should be set up which will include student representative and host community representative, this committee will see to the conflict issues between both parties and find accurate means to solve them.

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APPENDIX 1

FEDRAL UNIVERSITY, OYE EKITI

QUESTIONNAIRE ON THE CAUSES AND EFFECT OF UNIVERSITY STUDENT AND HOST COMMUNITY CONFLICT:

(A STUDY OF FEDERAL UNIVERSITY OYE EKITI).

INTRODUCTION: I AM BADMUS ADEDAMOLA TOLUOLPE with Matric no: SOC/13/1288 a final year student of the department of sociology, Federal University Oye Ekiti, Ekiti state. This is a part of my B.s.c research thesis and this is a questionnaire designed to obtain information from you for the prime purpose of conducting a research aimed at investigating the causes and effect of university student and host community conflict.

You are kindly requested to answer the question below by selecting the appropriate answer in your own humble opinion. Be rest assured that all the information required are for research purpose only and will be kept absolutely confidential. Thanks for your co-operation.

SECTION A: QUESTION ON THE SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT.

1. What is your gender? (a) MALE   (b) Female

2. What is your status? (a) student   (b) Indigene

3. What is your age at your last birthday? Please specify.....................

4. What is your highest level of education? (a) No formal education.   (b) Secondary School Certificate.   (c) OND/HND   (d) BSC   (e) Above BSC

5. What is your Religion? (a) Christianity   (b) Islam   (c) Traditional   (d) others specify

SECTION B: QUESTIONS ON GENENRAL KNOWLEDGE ABOUT CONFLICT.

6. Do you understand the word conflict? (a) Yes (b) No

7. Have you experienced any form of conflict? (a) Yes (b) No

8. What impart do conflict has?

    (a) Positive Impart (b) Negative impart (c) Positive and Negative Impart

9. What do you think is best to resolve conflict?

    (a) Fight and Riot (b) Mutual communication and Agreement (c) Protest

SECTION C: QUESTION ON THE CAUSES OF CONFLICT BETWEEN FEDRAL UNIVERSTIY OYE EKITI STUDENT AND HOST COMMUINITY.

10. Has the student and the indigene engage in any form of conflict? (a) Yes (b)No

11. What do you think is the major cause of conflict between the university students and the host community? Please specify _____

12. Do you think the indigene are exploiting the university students? (a)Yes (b)No
    if yes please specify
    ....

13. Do you think the student are disrespectful towards the norms,cultural values and traditions been laid down by the indigene ? (a)Yes (b)No

14. Do you think competition or supremacy is what is causing conflict between the university students and host community? (a)Yes (b) No

2

15. Can you list the bad behaviours been displayed by the indigene and if you are an indigene, by the student?

SECTION D: QUESTIONS ON SOCIAL RELATIONSHIP BETWEEN THE STUDENTS OF FEDERAL UNIVERSITY OYE EKITI AND THE HOST COMMUNITY.

16. Are the university students and the host community in good relationship? (a)Yes   (b)No

17. Is there any social gathering that connects the university students and the host community? (a)Yes   (b)No

18. What social activity do you think can be used to promote peace and reduce conflict between the university students and the host community?

    (a) Sport   (b) Educational talk shows   (c) Cultural and talent hunts

19. If the university authorities employ more indigene as staffs and more indigene as students. Do you think there will be better chance of social understanding and communism between the university students and the host community? (a)Yes   (b)No

20. Do you see any importance in starting up social activities between the university students and the host community for better social interaction? (a)Yes   (b)No

SECTION E: QUESTIONS ON THE EFFECT OF CONFLICT ON THE STUDENTS AND THE HOST COMMUNITY .

21. What can you say as been the effect of conflict between the university students and the host community resulted to any positive change?

    _____

    22.   Do you think the university students and the host community have actually reconciled? (a)Yes (b) No.   If no, Please specify

    ....

3

23. Has the role being played by the university authorities and the university students' union to resolve the conflict between the university students and the host community lead to any positive effect? (a)Yes   (b)No

If no Please

specify...

24. Do you think the conflict has promoted a mind-set of insecurity between the university students and the host community? (a)Yes   (b)No

25. Do you think the conflict between the university students and host community has affected the students in any way? (a)Yes   (b)No

If No Please

specify...

26. Do you see the university students and host community working hand in hand for the betterment of the community? (a)Yes   (b)No

27. Will the flame of conflict between the university students and host community ever stop burning?   (a)Yes   (b) No

28. Is the traditional ruler work hand in in with the student to stop the issues of conflict (a) Yes (b)No (c) Not enough

29. What do you suggest can be implemented to solve the issue of conflict between student and the host community? ....

QUESTION GUIDE

INDEPTH INTERVIEW GUIDE ON THE CAUSES AND EFFECTS OF
UNIVERSITY STUDENTS AND HOST COMMUNITY CONFLICT:

(A STUDY OF FEDERAL UNIVERSITY OYE EKITI)

Firstly, I want to thank you for this opportunity that you have given me to meet you. My name is Badmus Adedamola Tolulope, an undergraduate of student of Federal University Oye Ekiti State. I am carrying a research on a topic student and host community conflict in Federal University Oye Ekiti. This interview is mainly of research purpose whose primary aim is to understand the cause and find solution to the issue of conflict between students and host community in Federal University Oye Ekiti.

This interview section will not take more than an hour of your time and in order not to miss out on anything you will be saying, I will be taping and also taking notes on this section. And I will be very glad if you can speak up so that the outcome of the record can be clear and audible.

The responses will be kept confidential and I can assure you that any confidential information that you will be giving me will not be made public and you will also remain anonymous when using them in this research. And before we start, I want you to know that you are free to hold back anything you don't feel like saying.

(1)   What is your general view on the word conflict?

(2)   Do you think conflict is functional or dysfunctional?

(3)   What do you think is the major cause of conflict between students of Federal University Oye Ekiti   and the host community indigene?

(4)   What effect do you think the conflict will have on the students, the university and the community as a whole?

(5)   What is the social relationship between the university students and the host community like?

(6)   If there was a social activity which connects the university student and host community, will that promote better understanding and also reduce conflict?

(7)   Do you agree with this point that "host community exploits students"?

(9)   Do you think the development caused by the university increases the rate of insecurity in the community?

(10)   Student not obliging to normal norms laid down by the community; Do you actually think that student contribute partly to the problems highlighted above?

(11)   What solution do you recommend, to control or reduce the conflict between the students of Federal University Oye Ekiti and the host community indigene?