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Students' Union and Conflict Management: A Study of University of Ibadan (2018-2022)

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Abstract
Indeed, student leadership is quite essential in the governance of universities but it brings about conflict as the sides will have different interests. This study evaluates the strategies that can be employed in dealing with conflicts. Qualitative methodology was employed, which included interviews with student leaders and university management, and examination of archival conflict data from the University of Ibadan. As such, results show that poor communication, lack of appropriate mechanisms to resolve conflicts, and lack of trust between the parties, are some of the factors that aggravate issues. It was noted that timely actions and inclusive approaches work well for resolving conflicts. The study concludes with recommendations on the need to hold conversations from time to time, offer leadership trainings various learning institutions, and form a mediation in the school.

Keywords: Student leadership, conflict management, peace, University of Ibadan

INTRODUCTION

One of the goals of tertiary education stated in the National Policy on Education is promoting Leadership, scholarship, entrepreneurship, and community service (FGN, 2013), and for these goals to be achieved, grassroots leadership such as student leadership is required. Leadership is a learnable practice and those with the desire and qualities to lead can be allowed to improve their abilities (James and Barry 2006). Since students are ambitious, creative and idealistic people, they could be inspired and motivated to lead within their communities. They should be taught leadership skills so they would be able to overcome emotions that paralyze, demoralize and victimize. This would help in helping them craft significant dialogues and visions on global and social issues when they go to outer space (Brendon 2009).

According to Ogah et al (2009), student leadership is an aspect of the learned curriculum that is learned outside the walls of the school's intentional effort. It is an unplanned and unorganized training. It makes students learn values and behaviours to serve as an agent of socialisation. This unintentional

education teaches students leadership roles, cooperation, team spirit, and other values required in the larger society. Students' success and leadership in the outer world is a very important responsibility and it is done through unintentional training (Enu 2012). Obanya (2007) says it is a part of a properly packaged education that empowers youths to be productive. Student leadership cannot be possible without a structure of expected roles and this structure is referred to as a union. Student Union is a structured association of students in a particular institution of education that is guided by stipulated rules and regulations. The basic aim of this union is to protect and defend their common interests. Student unions are one of the most united groups globally. Student unions usually do not put into consideration some differences like religion and ethnicity when fighting for their interest. The union is usually on grounds to help students to express their social freedom.

Student Unionism was created to help the school management in the coordination of student related activities and helps to aid communication between students and management. It provides a platform for leadership training for youths. Student unionism was established to prevent/manage conflict, promote unity and orderliness in universities (Utomi 2006). Student Unionism is the political act of governance amongst students, this way students mirror real-life political administration to promote education and social discipline (Emesini 2016). Alada in 2011, states that Student unionism assists students' development in organisation and character and that would prepare them for bigger responsibilities in the future. This is because the unionism provides a platform for students to get involved in the socio-economic and political spheres of the institution and gives them experience for a bigger opportunity in the larger society.

Student Union is an organization made up of students who are present in tertiary institutions. They are usually given a special space or building on campuses to have a private space to run their administration and effectively represent the student without interference from the university management. The main purpose of the Student Union is to represent students and promote a robust and healthy academic environment for learning. Student Union is an association of students in higher institutions of learning that fight against repressive, oppressive, dictatorial tendencies of government. They act as a watchdog. Before now, Student Union in Nigeria was seen as a pressure group with their activities focusing on better education, good leadership, and positive change. The Union stood firm in opposing oppression and their course was just, unbiased and honest and this made them achieve their targets. They fought for epileptic power and water supply, a hike in school fees, and the lack of learning aids. They were the voice of the wretched and a force to be reckoned with (Goodluck 2013).

Conflict and conflicting issues are a usual occurrence in the Student union. Though, the Union cooperates to disagree to agree often time to achieve common goals, there are different groups with diverse interests internally. This has led to different conflicts among students (Odunayo et al, 2020). Conflict is inevitable among humans, be it formal or informal and this situation is also seen in the university among students. Conflicts in the tertiary institution are usually triggered by issues that are not properly managed during the latent stage of conflict or adequate conflict management mechanisms and communication were not explored during prevention or resolution (Agbonna et al 2010). Conflict is a result of people's interactions that exhibits an expression of human interdependence and strives for survival of interest and actualization of needs. This is why there is a clash of interests in choices made. Armstrong (2009), thinks that conflict only occurs when there are different

interests over scarce resources.

Most times, student union conflicts are influenced by socioeconomic and political factors from the larger society that has crept into the educational system. Sometimes aspirants do not have an implementable manifesto or do not understand the fabrics of the union before weaving themselves into service. Some conflicts are triggered by personal or economic gains or rigged elections. Ethnicity and religious considerations could also cause conflicts. Other conflicts within the union are constitutional breaches, injustice, lack of trust, misappropriation or embezzlement of funds, elongation of tenure, etc. (Zuokemefa et al 2015). Most times lack of confidence or mistrust can lead to conflict. The existence of different ideological groups with various interests is one major reason for conflict (Odunayo et al, 2020).

It has always been a major problem in campuses today which centers around students or individuals fighting over limited resources. Also in the University of Ibadan, this is a students' conflict that cuts across many levels not only between the students but also with the student leaders and the university authorities and contributes both positively and negatively in academics and socialisation. Out of the various structures that operate within the administrators of the students, the Student Union is the most powerful structure that caters for the concerns of students in residences, faculties and departments. The Student Union is expected to be the 'Mother' of all student union activities and its leaders resolving the conflicts that arise in their unions. How does it affect the university climate? given their unique position, it becomes imperative to kwow the strategies of the student leaders concerning conflict situations they are in either with fellow leaders or the management structures of the university. There is a gap in the literature on the subject in the case of University of Ibadan with respect to student leadership and this paper hopes to contribute to addressing that by considering the question of how student leaders conflict management strategies affect the pattern of conflict resolution within the university and the social structure of the university in general.

The topic Students' Union and Conflict Management: A Study of University of Ibadan (2018-2022) proves very significant stemming from the fact that it would concern intersection of student leadership, conflict resolution, and institutional stability in one of the country's foremost tertiary institutions. Leadership development has always been a prime concern in education; the Students' Union serves as a training ground for students in the practice of governance, negotiation, and advocacy. Conflicts in student unions are, of course, very common because of the various interests, cultural backgrounds, and socio-economic factors involved in student life. Such differences, if inadequately managed, may affect the academic environment, the relationships existing between students and university management, and ultimately the general climate within the institution.

This study draws on the University of Ibadan, an institution of historical significance in Nigerian education, to illuminate how student leaders negotiate both internal conflicts and issues with university authorities. Such emerging patterns and strategies could serve as reference points for other universities. This subject is further validated by the increasing socio-political impact of student unions as they reflect the broader societal dynamics, including ethnic tensions, political affiliations, and struggles on the scarce resource frontier. Knowing how those unions resolve conflicts will give insight into the establishment of an increasingly harmonious and productive academic community as well as prepare student leaders for dealing with realities in the real world. This research fills a gaping hole in the literature since it analyses the University of

Ibadan experience and adds to the discourse on leadership, education, and conflict management in Nigeria at large. - This research endeavors to close an important gap in existing literature by considering the unique experiences of the University of Ibadan, thus contributing to the larger discourse on leadership, education, and conflict management in Nigeria.

Conceptual Clarifications

Distinctively, leadership and conflict management have been widely discussed phenomena. While some scholars engaged these concepts at the global level, many tapped these concepts both at the regional and local levels. This chapter reviews the works of scholars that are relevant to this research. It also extensively discussed theories related to quality grassroots leadership and conflict management strategies. Meanwhile, conceptual clarification of the core elements of this study was made.

Student Leadership: The term student leadership is considered to be a union of student representatives. This does not place them above every other student but it distinguished them as a member of a union that has more to do than being a student. They remain an intermediary between the management of the institution and students. Interchangeably, student leadership is as well referred to as student union government. In standard global practices, students' unions are 'saddled with the responsibility of managing the affairs of students to represent the interest of students' (Adelabu and Akinsolu 2009). They are often established in institutions of higher learning where most students are adults. In Nigeria, student unionism can be traced to 1925 when the West African Student Union (WASU) was formed. It was a body that was partly pioneered by some Nigerian students in London who fought the colonial masters for the rights of Africans (Okeke 2010). The National Union of Nigerian Students (NUNS), established in 1956, inherited that same idealism which affirmed the view that a student union could consistently be a platform for change and informed activism. Referring to the current situation, Okeke (2010) posits that such unions usually also enjoy support from radical intellectuals.

When in 1956, student unionism began on the campus of the University College, Ibadan, followed by the emergence of the National Union of Nigerian Students an umbrella body for the universities and colleges in Nigeria the same global tradition of student unionism flowed into Nigeria (Akinboye 2015). Alada (2011) posits that student unions assist students in developing their organizational abilities and strength of character that prepare them for greater responsibility shortly. Also, good student union leadership provides opportunities and avenues for the student community to engage with the socioeconomic and political spheres of the institution and the larger society.

The leadership of the Student Union is established to support and defend the demands of the student community in the Nigerian Tertiary Education System. Union leaders communicate with the management of their institute and government about specific rules and the rights of institutions to provide a basic level of services that will provide a long-term environment for academic interactions. This covers social, academic, and research endeavours. All Nigerian tertiary institutions' student bodies are represented by Student Union Governments (SUGs), which act as their voice (Zuokemefa 2015).

Through the Students' Union Government, the Authorities can enforce discipline and get knowledge of the thoughts and requests of the students. Lipset (1967) and Ekekwem (2006), support this viewpoint. Most frequently, tensions result in protests and unrest with serious repercussions when government and institution management refuses to address

student union leaders' genuine requirements. Student leadership at the University of Ibadan through the growth of one's understanding of other university's student leadership activities, and one's awareness of their duties and responsibilities as a leader in various contexts, it is then important to say that leadership development involves empowering and preparing people to be social change agents. In the context of the University of Ibadan, student representative councils (SRCs) at universities are a crucial mechanism to guarantee that all students at the University of Ibadan receive quality higher education in a setting that is safe, disciplined, and healthy, and that is supported by access, success, and equity, which are crucial areas of focus in the transformation process. SRCs, as a well-organized group with the required abilities, can direct their capacity and dedication toward enhancing the experience of students attending universities (Nirmala 2014).

The Concept of Conflict: The interaction of interdependent people who perceive incompatible goals and interference from each other in achieving those goals." This definition highlights the relational nature of conflict, emphasizing its roots in perceived incompatibility and the mutual dependence of the parties involved (Albert, 2001). For some, the definition of conflict may involve war, military fighting, or political dispute. For others, conflict involves a disagreement that arises when two or more people or parties pursue a common goal. Conflict means different things to different people, making it very difficult to come up with a universal or true definition. To complicate this even further, when one party may feel that they are in a conflict situation, the other party may think that they are just in a simple discussion about differing opinions (Fisher, 2000). Over the course of centuries, scholars have studied conflict. However, it has only been able to conduct more thorough research since the 20th century (Schellenberg 1996). The release of "African Political Systems," published by Fortes and Evans-Pritchard, in 1940 marked the beginning of political anthropology as a distinct subfield of social anthropology, and this is when the study of conflict resolution first gained prominence. However, theoretical disagreements over conflict related topics and how it is resolved have persisted throughout the study's lengthy history. Scholars are divided about whether a conflict is a disjunctive process or a social phenomenon. Conflict, according to some scholars, has a dividing impact (Saha, 2000).

Conflict cannot be avoided in any environment, institution, or organization due to differences among individuals' ideas, desires, perceptions, and needs. In general, conflict is defined as an antagonistic state of opposition, disagreement, or incompatibility between two or more parties (Patzak, 2012). The conflict varies, sometimes it is minimal, immense, hidden, or open or sometimes it is destructive or constructive. Mostly individuals or groups are so bound together that their actions affect one another and conflict is natural and inevitable. Conflicts happen between individuals, groups, and between nations. Conrad (1991) indicated that conflicts happen as a result of interactions among interdependent people who perceive that their interests are incompatible, inconsistent, or in tension. Lambert, (2012), an American sociologist, defined conflict as the clash of values and interests, the tension between what it is, and what some groups feel ought to be.

Robbins (2005) has defined it as a process that begins where one party perceives that another party has negatively affected, or is about to negatively affects something that the first party cares about. This is a very apt definition emphasizing that conflict is about perception not necessarily real hard facts. It points to the emotional nature of conflict, by referring to a word like care. It states that more than one party is involved and that future components may be attached to it. Whether two people, two groups,

or two nations interact, their perceived needs and goals may conflict (McKenna, 2000). It can involve incompatible differences between parties that result in interference or opposition, and violation of rules and procedures. How people perceive conflict depends upon their orientation. This is called the conflict frame, the lens through which the parties to a dispute view the conflict situation (McKenna, 2000). The conflict has been interpreted differently at different times.

In addition, conflict management is defined by Albert (2001) as "the process whereby the negative aspects of conflict are decreased and the positive aspects are increased." It consists in employing mechanisms to control the negative aspect of conflict while reaping the benefits of such a conflict in terms of learning, working together, and enhancing the outcome of the group. Quite simply, conflict management is about managing the disputes in a way that they become a source of value addition and give a lot of relationship benefits instead of allowing the disputes to get out of hands and develop into conflicts.

Theoretical Framework

Transformational Leadership Theory: this theory emphasizes inspiring and motivating followers to achieve higher levels of performance, is particularly relevant for understanding how student leaders manage conflicts in Nigerian universities (Bass, 1985). Nigerian universities often face conflicts related to resource allocation, academic policies, and social issues among students (Ademola, 2020). Student leaders who exhibit transformational leadership qualities can effectively address these conflicts by fostering trust, collaboration, and a shared vision among students (Nwosu, 2019). For example, through idealized influence, student leaders serve as role models, promoting ethical behavior and respect within the student community (Okoro, 2021). Inspirational motivation allows these leaders to articulate a clear and compelling vision, encouraging students to work together towards common goals and reducing factionalism (Eze, 2021). Intellectual stimulation involves encouraging innovative solutions and open dialogue, which helps in resolving complex conflicts (Chukwu, 2020). Individualized consideration ensures that the unique needs and concerns of students are addressed, fostering a supportive and inclusive environment (Akinyemi, 2020). These transformational leadership strategies not only resolve conflicts but also enhance the overall student experience by creating a more cohesive and engaged student body (Okafor, 2021). Therefore, applying Transformational Leadership Theory to student leadership in Nigerian universities provides a robust framework for understanding and improving conflict management practices (Bass, 1985). This approach highlights the critical role of effective leadership in fostering a peaceful and productive academic environment (Ademola, 2020).

Human Needs Theory: It posits that conflicts arise when fundamental human needs are unmet, emphasizing the importance of addressing these needs for effective conflict resolution (Burton, 1990). In Nigerian universities, conflicts among students often stem from unmet needs such as security, recognition, and participation. For instance, inadequate housing and security concerns on campuses lead to conflicts among students as they compete for limited safe accommodations (Ojo, 2019). Additionally, the lack of recognition and opportunities for student voices in university decision-making processes exacerbates feelings of marginalization and discontent (Akinyemi, 2020). These unmet needs drive students to engage in protests and clashes, seeking to have their basic need addressed (Nwosu & Chiamaka, 2021). By applying Human Needs Theory, university administrations can better understand the root causes of these conflicts and develop strategies to address them. Ensuring adequate security

measures, improving housing conditions and involving students in decision-making processes are critical steps in mitigating conflicts (Eze, 2020). Moreover, addressing these needs not only resolves conflicts but also promotes a more inclusive and harmonious campus environment. Therefore, Human Needs Theory provides a valuable framework for analysing and addressing the underlying causes of student conflicts in Nigerian universities. This approach underscores the necessity of meeting fundamental human needs to achieve lasting peace and stability within academic institutions (Burton, 1990).

Integrating Transformational Leadership Theory and Human Needs Theory provides a comprehensive framework for understanding how student leaders manage conflicts in Nigerian universities. Transformational leaders inspire and motivate students by addressing fundamental human needs such as security, recognition, and participation (Bass, 1985; Burton, 1990). By serving as ethical role models and fostering a supportive environment, these leaders help meet students' needs for respect and inclusion, thereby reducing tensions and fostering collaboration (Okoro, 2021; Akinyemi, 2020). Additionally, transformational leaders encourage innovative problem-solving and involve students in decision-making processes, ensuring that their voices are heard and their basic needs are met, which further mitigates conflicts (Chukwu, 2020; Eze, 2021). This integrated approach not only resolves existing conflicts but also promotes a harmonious and engaged campus community, enhancing the overall educational experience (Ademola, 2020; Nwosu, 2019)

Methodology:
The study utilized a combination of qualitative and quantitative techniques and therefore employed a mixed-methods survey approach. It focused on 160 student leaders including those from the Student Union executive boards, School Representative Council (SRC) members, faculty presidents, and academic /non-academic staff of the University of Ibadan with a sample size of 119 respondents. A purposive sampling technique was applied in order to investigate the associations between the student leadership structures and the conflict management styles.

Sources of Data
The primary data were collected from key informant interviews (KIIs), observational studies which were both active and passive, surveys, and review of appropriate documents. Secondary data consist of disclosed information such as books, journals, and newspapers focusing on student leadership and conflict resolution.

Key Findings
Through interviews and observations, the researchers illustrated the student leaders' role in conflict resolution and the influence of their activities in the maintenance of peace. The study noted missed opportunities in the training of leaders as well as in the working relationship between the students and management.

Data Analysis:
The collected data was written out verbatim, labeled based on themes, and analyzed in a narrative form in accordance to the research aims. The analysis was based on questionnaires (N=119 completed) and transcripts of the interviews.

Socio-demographic characteristics of respondents

Table I. Socio -Demographic Characteristics of Respondents

Characteristics	Category	Frequency	Percentage
Gender	Male	57	47.9
	Female	62	52.1
	TOTAL	**119**	**100**
Age	15-24	80	67.2
	25-40	37	31.1
	41 and above	2	1.7
	TOTAL	**119**	**100**
Marital status	Single	108	90.8
	Married	11	9.2
	TOTAL	**119**	**100**
Educational Level	200L – 300L	32	26.9
	300L – 400L	61	51.3
	500L and above	26	21.8
	TOTAL	**119**	**100**

Source: Field Survey

The table above shows that considerable percentages 47.9% of respondents were male and 52.1% are female. The majority of the respondents 67.2% aged 15-24, 31.1% of the respondents were aged 25-40 while 1.7% are of age 41 and above. The marital status of the respondents is as follows, a considerable percentage of 90.8% were single and 9.2% of the respondents are married. A considerable percentage of 26.9% of the respondents are between 200L-300L, 51.3% of the respondents are between 300L-400L, while 21.8% of the respondents are in 500L and above.

Objective: To examine the Conflict Management Strategies used to prevent conflict

Items	SA	A	UD	D	SD	Mean	Standard Deviation
The SUG executive, SRC and faculty president have been strategic in their approaches to managing conflict at the University of Ibadan	13.4 %	75.6%	5%	1.8%	4.2%	3.82	0.806
The student leadership of the University of Ibadan uses Avoidance rather than compromise as a strategy to manage conflict	17.6 %	46.2%	15.9 %	8.4%	11.8 %	3.45	0.923
The student leadership of the University of Ibadan uses Accommodation rather than competition as a strategy to manage conflict	15.1 %	51.2%	18.48 %	6.7%	8.4%	3.54	0.947
The student leadership of the University of Ibadan uses Collaboration instead of Competition as a strategy to manage conflict	17.6 %	55.4%	8.4%	7.6%	10.9 %	3.62	0.823
Mediation and Negotiation have been effective tools used by student leaders to manage conflict at the University of Ibadan	13.4 %	76.5%	4.2%	2.5%	3.4%	3.84	0.788

Source: Field Survey

Table 1 above indicated conflict management style and strategies embrace by the student and the management have been effective in dousing conflict in the University. Negotiation have been effective tools used by student leaders to manage conflict at the University of Ibadan (x= 3.84), the SUG executive, SRC and faculty president have been strategic in their approaches to managing conflict at the University of Ibadan (x= 3.82), the student leadership of the University of Ibadan uses Collaboration instead of Competition as a strategy to manage conflict (x= 3.62), likewise the student leadership of the University of Ibadan uses Accommodation rather than competition as a strategy to manage conflict (x= 3.54), and the student leadership of the University of Ibadan uses Avoidance rather than compromise as a strategy to manage conflict (x= 3.45).

Conflict management strategies embrace by the student leaders has been effective or appropriate in dousing conflict base on the context of such conflict that have arouse between the students and the management. University of Ibadan student leaders manage conflict between the university management and students through communication, mediation, negotiation, collaboration (IDI with a student union executive of university of Ibadan, Ibadan. January 17, 2023). Student leaders are looking for means to work with the university management to develop policies and procedures that address the concerns of the students and promote a positive and collaborative relationship between the management and the students (IDI with a Faculty student leader of university of Ibadan, Ibadan. January 18, 2023). It was further stated thus:

> Collaboration with the management of the university by the student leaders has been profitable to all students of the institution, course registration deadline has been extended through the student leaders intervention (IDI with Mr H. faculty leader of university of Ibadan, Ibadan. January 18, 2023).

Student leaders have shown preference for negotiation with the management and students in full capacity in order to ensure all parties are satisfied and concerns addressed as regards new intervention and policy by the management (IDI with a student union executive member of university of Ibadan, Ibadan. January 18, 2023). Student leadership structures can be functional and effective in promoting student representation and addressing student concerns, while also being a work in progress. Leadership is evolving, and the needs and expectation of students change over time. The student leaders have been collaborating, compromising, accommodating and also avoiding conflict related issues whenever it wants to ensure peaceful coexistence with Management in relations to fulfilling the mandate of being elected into offices by their colleagues (IDI with a non-academic staff, university of Ibadan, Ibadan. January 16, 2023). It was additionally stated that

> Student leadership structure should be reviewed and updated regularly to ensure they meet the needs of the student body and are effective in promoting student engagement and participation and also provide platform to dialogue with management on issues affecting the students of the institution (IDI with a non-academic staff, university of Ibadan, Ibadan. January 16, 2023).

The student union body should typically direct its complaint to the university management through the Dean of student affairs or office of academic affairs (registrar). This will enable collaboration, accommodation and avoidance to be in use at its peak in order to avoid conflict with the management. The student union

leaders may also seek assistance from external organization, such as government agencies or human right advocacy groups to address their complaint or also convince them to act as mediator or negotiator on conflict related issues with the university management.

Discussion of Findings

It should be pointed out by the University of Ibadan that student leaders sell bullying management strategies, which create a healthy interaction within the community and the university management. Such an approach is by and large to suppress any conflict and provide a proactive preventive measure for possible dispute emergence. Nowadays, conflict has existed everywhere in a society that modernizes a competitive and complicated form, where powerful virtual navigation is needed. It also aligns with Knutson et al. (1974) who said a dynamic leader knows conflict as a natural and normal thing in working with the group. The assessment of effective leaders would seem for them to gain control of their emotions, learn to constructively address conflicts, negotiate assertively, and promote mediation to resolve disputes.

Conflict is, according to Bryant (2003), a characteristic that has become part and parcel of post-modern societies, because these societies are increasingly litigious, competitive, and complicated. This study adds that to what the findings showed the student leaders at the University of Ibadan were endowed with great capability to believe and skill in conflict management, conducive to a peaceful peer interaction. They provide facilitation of productive relations between students and university management and the surrounding environment for all stakeholders would by extension ensure collaboration and effectiveness. This is in line with Guttman (2004), who has a significant assertion that conflict management is a much quoting leadership skill in creating an effective and productive working environment.

Furthermore, Kemal (2015) contended that failure to contain conflicts not only brings forth negative consequences to a leader but also undermines such a leader's credibility. This study corroborates this view because the conflict resolution skills of the student leaders improve their credibility further complemented by their effectiveness in leadership. Successful leaders, according to Chenevert (2009), have the capabilities of building cohesive teams and setting a positive tone within the organization. Effective conflict management is an integral part of this, directing leaders in the handling of disputes with their teams as well as maintaining harmony.

Conclusion and Recommendations

The University of Ibadan is considered the premier university in Nigeria. Activities going on at the University of Ibadan are considered a template for what other higher institutions elsewhere tend to copy as a measure of standard. This study investigates issues that hover around student leadership at the University of Ibadan and the conflict management strategies adopted. This is because academic sessions have been disrupted over time out of the mismanaged conflict between the students and management or among students. It was discovered that lack of communication of conflicting issues to the right channel remains the foundation of many conflicts that erupt at the universities affected. These and others informed the aim of this study. Based on the findings, subsequent paragraphs contain recommendations on things both the student leaders and management need to look through for further conflict.

It is recommended that the student leaders should be accountable for their conflict management activities and make it known to the public. This will inform students on prevention measures to take and as well inform the next bodies of student leaders on

approaches to use in preventing and curbing conflict within the university.

The management should consider involving student leaders in the decision-making process rather than giving a report of already made decisions. This will aid considerable results and decisions that favour both parties. The Management should not see the student leaders as those they can impose or force decisions on but rather as partners in progress. This will give room for the mutual relationship between the students and the management of the university as the intermediaries (student leaders) are having it well with the management. No doubt, there will be peace maintenance in such an atmosphere.

This study recommends that both the student leaders and Management should engage in pieces of training that have to do with conflict prevention and management. It was discovered that both the student and management have little or no understanding of the strategies they have been using to maintain peace and prevent conflict within the university. Such training will make them more aware and informed on approaches to use at the right time and what exactly was used.

Hopefully, if these recommendations are strictly considered, there will be more effective student leadership at the University of Ibadan and outstanding conflict management strategies in place for both student leaders and management of the University of Ibadan. In all, it will foster peaceful coexistence for further growth and development.

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