

Media Strategies and Institutional Communication as Predictors of Student Administration Conflict Management: Evidence from Ajayi Crowther University, Oyo, Oyo State, Nigeria

Dr. Alakeme Nestor Johnson; Kolawole Daniel ADIO

Department of Peace Studies and Conflict Resolution, Faculty of Social Sciences, Ajayi Crowther University, Oyo, Oyo State, Nigeria

ABSTRACT

Effective communication is essential for maintaining peaceful relationships and managing conflicts within higher education institutions. Student-administration conflicts often result from poor information flow, misunderstandings, and inadequate stakeholder engagement. This study examined media strategies and institutional communication in managing student-administration conflicts in selected universities in Oyo Town, Nigeria. A descriptive survey design was adopted with 235 respondents selected through a purposive sampling technique. Data were collected using the Media Strategies, Institutional Communication and Student-Administration Conflicts Questionnaire (MSIC-MSACQ) with reliability coefficients of 0.78, 0.91, and 0.78. Data were analysed using descriptive statistics, PPMC, and multiple regression analysis. The findings revealed significant relationships between media strategies, institutional communication, and student-administration conflict management. Media strategies ($r = .213, p < .01$) and institutional communication ($r = .420, p < .01$) significantly related to conflict management. Furthermore, both variables jointly predicted conflict management significantly, $F(2,238) = 26.584, p < .05$, accounting for 18.4% ($R^2 = .184$; Adj. $R^2 = .177$) of the variance. Institutional communication emerged as a significant predictor ($\beta = .385, t = 6.104, p < .01$), while media strategies did not significantly contribute independently ($\beta = .094, t = 1.492, p = .137$). The study concluded that institutional communication is a stronger determinant of conflict management than media strategies. It recommended strengthening communication channels, improving feedback mechanisms, and integrating media strategies with institutional communication frameworks to promote peaceful university environments.

KEYWORDS

Media Strategies; Institutional Communication; Conflict Management; Student-Administration Conflicts; Universities

I. INTRODUCTION

The disagreements between students and university management are known as a serious issue in today's university system because universities function as complicated communication systems where numerous parties involved attempt to discuss their views

and set boundaries. The advent of technological advancements has led to the changes in communication processes in universities, moving from the traditional announcement models to modern communication methods which imply the outreach of students and other parties through different channels. According to recent studies, students expect universities to keep everybody informed in a timely, clear, and effective way. It is necessary to note that the mere existence of communication channels is not enough for mutual understanding and cooperation between students and universities as for the channels to be effective, they must be considered trustworthy, consistent, and relevant for stakeholders. The research shows that communication platforms do not automatically guarantee cooperation and can bring about even more distrust among the parties instead of enhancing relationships and resolving problems. Thus, media and communication strategies must be treated as a means of resolving conflicts rather than just providing information.

The argument about university communications in modern society revolves about the effectiveness of digital media platforms as such and their role in the communications process versus the role played by the practices of strategic communication. New studies reveal that social media is considered a powerful tool for university engagement as it provides interaction and information sharing as well as community creation. However, the researcher's state more and more often that digital communication can create new vulnerabilities for institutions due to the fast spread of information that may lead to misinformation, reputation threats, and escalation of public protests. The paradox implies that universities have to go further than just implementing communication technologies and work on the system of strategic communication for dialogue and trust building. Gilani (2024) adds that students prefer the use of integrated communication strategies when many channels are combined as opposed to using separate methods of communication. Thus, the key question remains whether it is effective for universities to communicate or does such communication result in conflicts and the development of proper relations between students and administration.

The challenges surrounding communication in African higher education systems are influenced by their structures, forms of governance, cultural expectations, and changing needs of students. Many universities around the world are still struggling with the issue of how to achieve balance promoting administrative control while facilitating communication to students.

New research on the higher education sector indicates that student engagement is determined by the extent to which universities communicate with students so that they (students) feel more included and involved in the learning process instead of receiving just information. In addition, digital communication is changing the expectations of students due to their demand for immediate feedback and more accessible information provided by universities. Nevertheless, institutions with hierarchical communication structures are prone to choosing one-way communication channels and limiting feedback from students. Although social media make it possible for students to be more engaged, it is important to remind that the presence of technology does not guarantee the effectiveness of communication as organizational trust is essential

II. LITERATURE REVIEW / THEORETICAL FRAMEWORK

The university environment in Nigeria is one of the crucial aspects to study how communication plays a role in managing conflicts between students and administration since such institutions usually face conflicts with respect to their policies, academic regulations, allocation of resources, and decision-making. Conflicts in these institutions often escalate due to the way students perceive the decisions taken by the administration which usually lack explanation and room for participation. Studies in this area show that conflicts in universities are due to communication breakdown which leads to misunderstanding, dissatisfaction, and loss of confidence in the institution. Nonetheless, some of the recent data indicate that modern communication channels changed the situation and now the administration is capable of communicating faster which makes it easier to receive public attention on the issues discussed. Hence, Nigerian universities face the challenge not only of developing communication platforms but also ensuring that these platforms facilitate the process of introducing knowledge, support dialogue, and making conflict transformation possible.

The significance of media strategies cannot be overstated as they are an integral part of university governance as they determine how universities convey messages, manage their image and build relationships with stakeholders while adapting to the changing circumstances. Research indicates that effective communication on an institutional level does not rely only on one form of media but requires the use of different communication channels. Furthermore, social media research shows that communication is no longer limited to transmitting information but includes the building of relationships. On the other hand, it is still unclear whether media strategies produce any positive results in terms of student dissatisfaction as some organizations employ active communication but face dissatisfaction among students. The existing studies show that communication success depends on strategic alignment, trustworthiness, responsiveness, and culture of an institution in question.

Communication in institutions bears equal importance as it dictates the transfer of information from the administration to the students, consequently influencing the way the stakeholders interpret the actions taken by the institution. Also, communication systems in universities affect aspects of trust, cooperation, and fairness perceptions. According to the recent research, students' assessment of institutional communication is based on its accessibility, significance, transparency, and responsiveness. Moreover, literature on technology enhancement of engagement states that digital instruments impact the students' communication only if there are effective communication structures to back them. Through the systems perspective, lack of communication in one part of the organization will impact overall relationship and stability of the institution. However, despite this understanding, studies of institutional communication have concentrated more on the general management rather than specific technique for identification of educational conflicts. This only shows that it is vital to conduct integrated analysis of media strategies and the institutional communication.

This study is built on Conflict Transformation Theory and Systems Theory of Communication. According to the Conflict Transformation Theory, effective conflict management involves dealing with various aspects related to relationships, structure, and communication rather

than simply focusing on the problem itself. This allows communication to transform into an instrument for creating trust, initiating dialogue, and strengthening relations. The Systems Theory of Communication supports the argument by stating that the institutions are settlements of interconnected communication networks whose communications determine their respective organizational processes. Current digital communication studies also confirm this opinion by showing that the success of the organization is determined by the alignment of its communication network with the stakeholders. However, research on these theories has not provided sufficient insights on the role of new media strategies in university conflict management in Nigeria.

While university communication has received an increased amount of scholarly attention, there are still significant theoretical, empirical, and contextual gaps to fill. Current studies provide proof that communication has an influence on student engagement, trust, and relations; however, there is little insight into concurrent effects of media strategies and university communication on the processes of conflict management in student-administration relations. Overall, the studies undertaken thus far mostly provide information on communication approaches, engagement behaviours, and participation in the digital environment rather than conflict management outcomes. Moreover, it should be noted that research findings derived from international contexts cannot be applied completely to Nigerian universities, as there are many differences in institutional culture, management, and student expectations. Hence, the core of the study lies in the intention to analyse how media strategies and institutional communication together influence conflict management in Ajayi Crowther University, Oyo Town, Nigeria. It means that this research covers the existing gap, thus offering valuable contributions to the theory and practice of university communication as well as the development of efficient university communication systems and stable relations.

A. Purpose of the Study

The general purpose of this study is to examine the predictive influence of media strategies and institutional communication on student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria. Thus, the specific objectives of this study are to:

- Examine the relationship among media strategies, institutional communication, and student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria.
- Determine the joint predictive influence of media strategies and institutional communication on student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria.
- Assess the relative contributions of media strategies and institutional communication to the prediction of student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria.

B. Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance.

- There is no significant relationship among media strategies, institutional communication, and student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria.
- Media strategies and institutional communication do not significantly jointly predict student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria.
- Media strategies and institutional communication do not significantly contribute independently to the prediction of student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria

III. STUDIES AND METHODS

This study adopted a descriptive survey research design to examine the influence of media strategies and institutional communication on the management of student-administration conflicts in selected universities in Oyo Town, Nigeria. The researcher justified the choice of the descriptive survey method because it allowed for acquiring quantitative data from participants directly in their real educational setting without interference with the variables. The design in question also allowed investigating the existing state of affairs, beliefs, opinions, and experience concerning communication methods and conflict resolution in the universities.

The subjects selected for the study were students who had undergone some form of institutional communication and who were, therefore, well versed in university administrative communication. This group was determined to be suitable as the individuals had intimate knowledge of the communication methods used by the higher authorities of the university and had also undergone phases of conflict resolution with the respective offices. The study consisted of a total of 235 participants taken. The participants were selected by means of purposive sampling which made it possible to get people who had knowledge about institutional communication routines and methods used by the respective universities.

A structured questionnaire called Media Strategies and Institutional Communication in the Management of Student-Administration Conflicts Questionnaire (MSIC-MSACQ) was developed by the researcher for data collection. A wide-ranging literature survey on media strategies, institutional communication, and conflict management in tertiary institutions led to the creation of the instrument. The questionnaire comprised of four sections. Section A contained questions seeking demographics of respondents. Section B, C, and D contained statements regarding media strategies and institutional communication, student participation in communication and conflict involvement, and results of student administration conflicts respectively. The responses were recorded using a four-point Likert scale from Strongly Agree to Strongly Disagree. The development of the tools went through face and content validation conducted by the experts from Peace Studies, Conflict Management and Measurement and Evaluation at Ajayi Crowther University. The feedback

provided by them was duly included. Reliability testing was done through a pilot study among the students of Alayande University, Oyo State. Cronbach's Alpha figures of 0.78, 0.91, and 0.78 were achieved for the important constructs indicating good internal consistency of the system.

Ethical approval and institutional consent were obtained from respective authorities before conducting the current study. Participants were informed about the objectives of the study and assured that participation was voluntary, confidential, and anonymous. Moreover, they were guaranteed that they could withdraw from the study at any time without punishment. The researcher distributed the questionnaire and returned to the participants immediately after filling the questionnaires to maximize the response rate and minimize the loss of data. The completed questionnaires were coded before analysis. The researcher then used SPSS, version 28, to analyse the data. Descriptive statistics such as frequency, percentages, mean, and standard deviation were used for the demographic data analysis and the Pearson Product Moment Correlation method was applied to measure the relationships between the study variables.

IV. FINDINGS AND RESULTS

The results section presents the study's findings in a clear and concise manner, supported by appropriate statistics, and tables that are accurately numbered and referenced within the text.

Table 1: Socio-Demographic Characteristics of Respondents (N = 243)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	110	45.5
	Female	132	54.5
Age	16-20 years	106	43.8
	21-25 years	118	48.8
	26 years and above	18	7.4
Level of study	100 Level	14	5.8
	200 Level	66	27.3
	300 Level	112	46.3
	400 Level	50	20.7
Faculty/Discipline	Arts & Humanities	60	24.8
	Social Sciences	92	38.0
	Sciences	18	7.4
	Medical & Health Sciences	48	19.8
	Others	24	9.9
Religion	Christian	174	71.9
	Islam	50	20.7

	others	18	7.4
Ethnic Group	Yoruba	137	56.6
	Igbo	62	25.6
	Hausa	43	17.8
	Total	242	100%

According to the demographic details displayed in Table 4.1, the participants show that the respondents are a valid and representative sample for the study of the link of media strategies, institutional communication, and handling of student-administration conflict in the mentioned universities. From the total respondents of 242, there were 132 (54.5%) females and 110 (45.5%) males. From the data received, it is easy to identify that gender distribution is quite equal and allows for various points of views in the study process. By looking at the gathered statistics one may conclude that most respondents are aged 16-25, which indicates young people who are engaged in different campus activities, such as institutional communication, and virtual communication. Regarding academic level, most respondents were from 300 level (46.3%), followed by 200 level (27.3%), 400 level (20.7%), and 100 level (5.8%), indicating adequate representation across the undergraduate levels.

Analysis of the faculty revealed that the subjects came from different academic fields, including Social Science (38.0%), Art and Humanities (24.8%), and Medical and Health Science (19.8%). This shows that the information gotten from the respondents was varied and aided in their opinion of the institutional communication and conflict resolution. It was also observed from the respondents that most adjoined to Christianity (71.9%) while Muslims (20.7%) and practitioners of other religions (7.4%) made up the rest. In terms of ethnicity, respondents of Yoruba descent accounted for 56.6 percent of the sample as compared to those of Igbo origin (25.6%) and the Hausa (17.8%). Therefore, this analysis shows that the respondents had different backgrounds that gave them enough experience in the topic of study.

A. *Testing of Research Hypotheses*

Hypothesis One: There is no significant relationship among media strategies, institutional communication, and student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria.

Table 2: Zero-Order Correlation Matrix Showing the Relationship among Media Strategies, Institutional Communication, and Student-Administration Conflict Management in Ajayi Crowther University, Oyo State, Nigeria

Variable	Mean	Std. Dev	1	2	3
Student-Administration Conflict Management	32.73	4.52	1.000		
Media Strategies	33.81	4.64	.213**	1.000	

Institutional Communication	33.41	4.47	.420**	.364**	1.000
-----------------------------	-------	------	--------	--------	-------

Note. N = 242. M = Mean; SD = Standard Deviation. Values represent Pearson correlation coefficients, with p-values in parentheses. *p < .05, p < .01.

Table 2 presents the zero-order correlation coefficients showing the relationships among media strategies, institutional communication, and student-administration conflict management in selected universities in Oyo Town, Nigeria. The findings reveal that media strategies have a significant positive relationship with student-administration conflict management ($r = .213$, $p < .01$), indicating a weak but statistically significant association. Institutional communication exhibited a stronger positive relationship with student-administration conflict management ($r = .420$, $p < .01$), suggesting that effective communication systems contribute substantially to improved conflict management outcomes. In addition, media strategies were positively and significantly related to institutional communication ($r = .364$, $p < .01$), implying that greater use of media platforms is associated with more effective institutional communication. Overall, the findings demonstrate significant positive relationships among the study variables, with institutional communication showing the strongest association with student-administration conflict management, thereby supporting further regression analysis.

B. Hypothesis Two

Media strategies and institutional communication do not significantly jointly predict student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria.

Table 3: Summary of Multiple Regression Analysis of the Combined Predictive Influence of Media Strategies and Institutional Communication on Student- Administration Conflict Management in Ajayi Crowther University, Oyo State, Nigeria

Multiple R = .429 ^a					
R - Square = .184					
Adj. R - Square = .177					
Standardized Error of Estimate = 4.11788					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	901.567	2	450.783	26.584	.000 ^b
Residual	4001.839	236	16.957		
Total	4903.406	238			

Dependent Variable: Student-Administration Conflict Management. Predictors: (Constant), Institutional communication, Media strategies. *p < .05.

Table 3 presents the results of the multiple regression analysis examining the combined predictive influence of media strategies and institutional communication on student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria. The findings indicate a moderate positive relationship between the combined predictor variables

and student-administration conflict management ($R = .429$). The coefficient of determination ($R^2 = .184$) shows that media strategies and institutional communication jointly accounted for 18.4% of the variation in conflict management, while the adjusted R^2 value of .177 confirms the stability and reliability of the regression model after adjusting for sample size and predictors. Furthermore, the overall regression model was statistically significant ($F(2, 238) = 26.584, p < .05$), indicating that the predictor variables collectively exert a significant influence on conflict management. These findings suggest that although communication-related factors play an important role in managing student-administration conflicts, a substantial proportion of the variation is explained by other factors not included in the model.

C. Hypothesis Three

Media strategies and institutional communication do not significantly contribute independently to the prediction of student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria

Table 4: Multiple Regression Analysis of the Relative Contributions of Media Strategies and Institutional Communication to Student-Administration Conflict Management in Ajayi Crowther University, Oyo State, Nigeria

Model	Unstandardized coefficients	Standardized coefficients		t	Sig (P)
	B	Standard Error	Beta		
(Constant)	16.514	2.419		6.828	.000
Media strategies	.094	.063	.094	1.492	.137
Institutional communication	.392	.064	.385	6.104	.000

Dependent Variable: Student-Administration Conflict Management. B = Unstandardized Coefficient; β = Standardized Coefficient. * $p < .05$, ** $p < .01$.

Table 4.4 presents the multiple regression results showing the relative contributions of media strategies and institutional communication to student-administration conflict management at Ajayi Crowther University, Oyo State, Nigeria. The findings indicate that media strategies made a positive but statistically non-significant contribution to conflict management ($\beta = .094, t = 1.492, p = .137$), suggesting that their independent predictive influence is insufficient when considered alongside institutional communication. On the contrary, it has been shown that institutional communication contributes significantly ($\beta = .385, t = 6.104, p < .01$), proving that this factor has the most considerable power in predicting effective conflict management between students and administration. The constant term is statistically significant as well ($B = 16.514, p < .01$) showing the baseline of conflict management. The outcomes of the study imply that institutional communication has a much more significant power than media strategies in explaining the different outcomes of conflict management between students and administration.

V. DISCUSSION OF THE FINDINGS

A. Hypothesis One

The study results demonstrated that there was a positive correlation of media strategies and institutional communication with management of conflicts of students and administrations at Ajayi Crowther University, Oyo State, Nigeria. It is worth noting that the null hypothesis was denied, as both variables were found to relate positively with conflict management, although institutional communication proved to be a stronger one than media strategies. Thus, the conclusion can be drawn that effective communication channels between university administration and students lead to the building of trust between them and reducing misunderstandings. Although media strategies are supportive in terms of information dissemination and involvement of stakeholders in communication processes, institutional communication is a method allowing for carrying out this process.

The work of Ifenaike (2023), which stated that the essential effect of organizational communication is higher conflict resolution and increased productivity rates in tertiary educational facilities, agrees with those findings. The research of Alamu and Ajayi (2023) indicates that the lack of communications leads to disagreements in institutions of higher education in Nigeria, and adds that a transparent exchange of information minimizes institutional tensions. The research conducted by Kirwa and Malakwen (2026) allows concluding that adaptive and layered communication techniques make the process of conflict management more effective. All the results presented above prove that the organization of an efficient communication system benefits significantly institutions in terms of relations building and efficient conflict resolution and support the Communication Accommodation Theory.

B. Hypothesis Two

The results of the research showed that media strategies and organizational communications play a crucial role in the process of resolving conflicts between students and management. Based on these results, the null hypothesis can be rejected since both factors combined can successfully account for differences in conflict management. The results of the research demonstrate that effective management of conflicts in institutions of higher education can be guaranteed by ensuring the presence of strategic media utilization and organized institutional communication.

The findings of this research are consistent with the findings by Igbinoba et al. (2023) whereby they found that both integrated communications strategies and conflict management strategies have been able to increase the level of commitment of an organization and the harmony of the various institutions in any institutions of higher learning. In a similar study, Osakede et al. (2017) established that the presence of participatory communication, dialogue, and well-organized communication mechanisms significantly increases the ability of an organization to resolve conflicts effectively. Also, Augustine (2025) found that participatory communication, institutional capacity, and alternative dispute resolution have worked effectively in institutions. The findings of the present research indicate that the best option for applying communication strategies is not to implement them alone but rather as part of an overall institutional process. Moreover,

this study provides more evidence to support the theory of Communication Accommodation which postulates that when communication practices are coordinated, they can improve cooperation between groups and to build trust in organizations and resolve conflicts.

C. *Hypothesis Three*

According to the results of the current research, communication within the institution made a considerable relative contribution to student-administration conflict management, while the media strategies did not make a significant separate contribution after accounting for institutional communication. Therefore, the null hypothesis was partially disproved because only institutional communication was identified as a significant predictor of conflict management. This means that, although media channels help share information and raise awareness, they can only be effective if there are well-established, transparent, and responsive communication systems in the institution. In this respect, successful administration communication serves as the primary tool for managing conflicts between students and university administration.

The research findings are the same as the findings of Ifenaike (2023), which said that organisational communication practices predict effective conflict resolution better compared to communication technologies as administrative dialogue builds trust and cooperation. Otu and Okafor (2026) also assert that the use of digital communication means is relevant only in the case when they are complemented with effective governance and communication policies. Similarly, Nwaokugha et al. (2026) state that even though media liaison structures help provide information, bureaucratic delays and ineffective communication in the institution impede these structures from working properly in crises. All this evidence shows that the key factor that influences the success of conflict management in the institution is the quality of communication rather than what media is available. Overall, the findings confirm the Communication Accommodation Theory since adaptive, responsive, and reciprocal communication forms the basis of successful conflict management and long-lasting institutional success.

D. *Implications for Peace building Practice*

These results enhance scholarship on institutional peace building by showing that institutions can use communication more effectively than strictly media-based strategies when handling student-administration issues. Theoretically, the study broadens communication-focused and stakeholder-centered perspectives by showing that prolonged and two-way communication leads to institutional credibility and minimizes the risks of conflict in university settings. Based on evidence derived from a Nigerian private university, the study empirically contributes to the scant African literature that examines communication as a tool that can be employed to prevent student conflict in universities.

These findings serve as evidence for policymakers and university boards in integrating communication governance in institutional conflict management systems and their quality assurance strategies. In their turn, university administrators and conflict management practitioners should note the necessity of making communication structures more formalized, practicing participatory decision-making, and establishing timely feedback processes in order to maintain good relations on campus. The research, in general, proves

that universities play a significant role as organizations that promote social stability and democratic processes in society.

VI. CONCLUSION

The focus of this research is to demonstrate that although media approaches assist in handling student-administration conflict, institutional communication is, in fact, the core of successfully resolving conflict within universities. The outcomes of this study prove that effectiveness of communication is more significant than the use of media in creating trust and dialogue and developing effective collaboration between the students and institutional administrations.

The theoretical value of the paper is that it adds to the understanding of stakeholder theory and communication-based approach by showing that mutual communication contributes to the strengthening of legitimacy of the institution and peaceful conflict resolution in higher education.

The empirical part of the study contributes important quantitative data regarding Nigeria, closing an important gap in terms of literature on the communication correlate of student-administration conflict management in Africa.

From the context perspective the study broadens understanding of conflict resolution in private universities, where institutions rely solely on transparency and effective stakeholder engagement.

On a practical note, the findings pave the way for further research facilitating communication governance and enhancing participatory processes as well as preventive conflict management strategies. To sum up, the research shows that sustainable peace in universities relies mostly on.

RECOMMENDATIONS

- University authorities ought to establish formal two-way communication structures that include regular student-administration consultation forums, online feedback systems, and effective mechanisms of information communication in order to enhance trust, improve participation of stakeholders, and stop possible escalation of institutional conflicts.
- University boards and government regulators of the higher education sector need to implement communication governance as part of the policies against institutional conflicts through developing frameworks for information disclosure, participation of stakeholders in consultations, grievance management and accountability during the decision-making processes.
- Departments of student affairs and conflict resolution units should organize constant professional education and training of administrators, academic staff and student leaders in dialogue management, mediation, negotiation, crisis communication and conflict prevention to better the responsiveness of a university and improve collaborative problem-solving.

- University communication departments should adopt a sophisticated approach of combining new media with traditional organisational communication systems, which means that social media should act as an auxiliary means of communication rather than the only one used for institutional conflict resolution.
- The NUC and other institutions that regulate higher education must add effectiveness of communication of a university and of its stakeholders to build the quality evaluation and accreditation processes for the purpose of establishing principles of sustainable peace building and good governance in Nigerian universities.
- University administration ought to create measurement and assessment systems for monitoring the quality of communication, stakeholder engagement, and conflict management initiatives.
- Student associations and university administration must set up permanent working groups for regular consultation on the issues related to making fast decisions in mitigating grievances and preventing conflicts.

A. Suggestions for Future Research

The present study conducted a cross-sectional survey within a single private university which limits its generalizability to broader contexts and causal conclusion. Future research should use longitudinal and mixed methods design for understanding institutional communication's impact on conflict management processes over time and in wider contexts of higher education. Comparative studies of public and private universities from different geographical areas will improve external validity. Future research should include elements of organisational justice, trust, effective leadership, and institutional culture as variables in the study and consider more theoretical perspectives in understanding institutional peace building.

B. Acknowledgement

The authors sincerely appreciate the support and cooperation received from Ajayi Crowther University, Oyo, throughout the successful completion of this study. Special appreciation goes to the Dean of Student Affairs and the Head of the Department, Prof. B.T. Badejo, for granting the necessary approval, guidance, and institutional support that facilitated the conduct of this research. The authors are also grateful to all students who participated in the study and provided valuable information. Their willingness and cooperation contributed significantly to the successful completion of this work.

REFERENCES

- [1] O. I. Alamu and V. D. Ajayi, "Conflict management in public tertiary institution, Southwest Nigeria," *Saudi Journal of Humanities and Social Sciences*, vol. 8, no. 5, pp. 116–121, 2023, doi: 10.36348/sjhss.2023.v08i05.003.

- [2] U. Alturki and A. Aldraiweesh, "Social media use in higher education: Exploring student engagement, communication, and learning experiences," *Education and Information Technologies*, vol. 29, pp. 1–18, 2024.
- [3] K. S. Augustine, "Conflict management strategies and challenges of implementation in Nigerian tertiary education," *International Journal of Development and Public Policy*, vol. 5, no. 2, 2025.
- [4] N. Bergdahl, M. Bond, J. Sjöberg, M. Dougherty, E. Oxley, Y. Dimitriadis, B. Wong, M. Cukurova, and M. Zawacki-Richter, "Unpacking student engagement in higher education learning analytics: A systematic review," *International Journal of Educational Technology in Higher Education*, vol. 21, Art. No. 63, 2024, doi: 10.1186/s41239-024-00493-y.
- [5] P. Capriotti and I. Zeler, "Analysing effective social media communication in higher education institutions," *Humanities and Social Sciences Communications*, vol. 10, Art. No. 656, 2023, doi: 10.1057/s41599-023-02187-8.
- [6] M. Castells, *Networks of outrage and hope: Social movements in the Internet age*, 2nd ed. Cambridge: Polity Press, 2015.
- [7] J. Cornelissen, *Corporate communication: A guide to theory and practice*, 6th ed. London: Sage, 2020.
- [8] R. Dean and L. R. Men, "Dialogic communication and stakeholder engagement in higher education: Building relationships through digital platforms," *International Journal of Communication*, vol. 18, pp. 1–20, 2024.
- [9] C. Galioto, L. R. Men, and C. A. Yue, "Digital strategic communication and organisational relationships: Examining engagement, trust, and stakeholder interaction," *Frontiers in Communication*, vol. 10, Art. No. 1546333, 2025, doi: 10.3389/fcomm.2025.1546333.
- [10] D. Gilani, "Student communications: A review of current practices and shaping a new vision for higher education communication," *Perspectives: Policy and Practice in Higher Education*, vol. 28, no. 4, pp. 1–10, 2024.
- [11] S. A. Ifenaike, "Organisational communication practices, conflict resolution strategies and academic staff productivity in Lagos State tertiary education institutions, Nigeria," *Al-Hikmah Journal of Education*, vol. 10, no. 1, pp. 147–167, 2023.
- [12] E. Igbinoba, O. Salau, T. Atolagbe, and O. Joel, "Bolstering conflict management strategies and sustainable commitment of academic staff in selected public universities," *Heliyon*, vol. 9, no. 2, Art. no. e12597, 2023, doi: 10.1016/j.heliyon.2022.e12597.
- [13] A. Kezar and E. Holcombe, *Shared leadership in higher education: Important lessons from research and practice*. Washington, DC: American Council on Education, 2019.
- [14] J. Kirwa and B. K. Malakwen, "Integrated layered crisis communication model (ILCCM) in managing university conflict: A mixed methods study at the University of Eldoret," *International Journal of Research and Innovation in Social Science*, vol. 10, no. 13, pp. 126–138, 2026, doi: 10.47772/IJRISS.2026.1013COM0009.
- [15] J. P. Lederach, *The little book of conflict transformation*. Intercourse, PA: Good Books, 2003.
- [16] S. W. Littlejohn and K. A. Foss, *Theories of human communication*, 12th ed. Long Grove, IL: Waveland Press, 2021.

- [17] L. R. Men and S. A. Bowen, *Excellence in internal communication management*. New York: Business Expert Press, 2017.
- [18] N. Naeem and C. P. Mushibwe, "Navigating digital worlds: A scoping review of skills and strategies for enhancing digital resilience among higher education students on social media platforms," *Discover Education*, vol. 4, Art. no. 39, 2025, doi: 10.1007/s44217-025-00432-7.
- [19] O. P. I. Nwaokugha, G. O. Mani, and O. Azubuike, "Media liaison: An assessment of press units performance in Rivers State-based universities," *BW Academic Journal*, 2026.
- [20] A. E. Oigbochie, A. A. Chenge, and P. N. Mba, "Lecturer–student conflicts in universities: A pathological interrogation," *International Journal of Research and Innovation in Social Science*, vol. 7, no. 5, pp. 1210–1218, 2023.
- [21] N. P. Ololube, *Educational management, planning and supervision: Model for effective implementation*. Port Harcourt: Pearl Publishers, 2013.
- [22] K. O. Osakede, S. O. Ijimakinwa, T. O. Adesanya, and A. Ojo, "Conflict management in tertiary institutions: A study of selected universities in South-Western Nigeria," *Africa's Public Service Delivery and Performance Review*, vol. 5, no. 1, 2017.
- [23] J. A. Otu and I. J. Okafor, "Digital diplomacy and institutional conflict management in Nigeria," *Mediterranean Journal of Social Sciences*, vol. 17, no. 2, 2026, doi: 10.36941/mjss-2026-0090.
- [24] A. S. Oyewole, A. O. Bello, A. K. Toriola, and W. G. Adebosin, "Corporate communication and crisis management among journalists in Lagos State," *International Journal of Accounting and Management Sciences*, 2026, doi: 10.56830/IJAMS07202202.
- [25] O. Rotar, "Digital transformation and student engagement in higher education: Communication, participation, and institutional responsiveness," *Education Sciences*, vol. 15, no. 12, Art. no. 1617, 2025.
- [26] J. Shawa and D. Gilani, "Student communications: A review of current practices and scoping a new vision," *Perspectives: Policy and Practice in Higher Education*, vol. 29, no. 3, pp. 123–131, 2025.
- [27] D. Teferra and P. G. Altbach, "African higher education: Challenges for the 21st century," *Higher Education*, vol. 47, pp. 21–50, 2004.
- [28] M. Vermeulen and M. Volman, "Student participation and communication practices in digitally mediated higher education environments," *Teaching and Teacher Education*, vol. 145, Art. No. 104634, 2024.
- [29] A. Zerfass, D. Verčič, H. Nothhaft, and K. P. Werder, "Strategic communication: Defining the field and its contribution to research and practice," *International Journal of Strategic Communication*, vol. 12, no. 4, pp. 487–505, 2018.
- [30] A. Zerfass, D. Verčič, H. Nothhaft, and K. P. Werder, "Strategic communication and organisational relationships in changing environments," *International Journal of Strategic Communication*, vol. 18, no. 1, pp. 1–17, 2024.