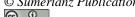
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Original Article

# The Town and Gown Relationship and Sustainable Community Development in Nigerian Contemporary Universities

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### **Abstract**

Often, universities exist around communities and sometimes towns do grow and develop beside them. Thus, a type of relationship emerges. The study examined the relationship between the universities and their host communities in Nigeria with a view to adduce solutions for sustainable Town and Gown relationships. Tai Solarin University of Education is used as case study. There were 220 samples that ranked the levels of "effort" and "comfort" in a towngown relationship using Likert five-point scale ranging from "Very Negative" to "Very Positive." The 220 copies of the questionnaire distributed were returned; analysed and presented with the aid of a table of percentile. Like any good marriage, there has been ongoing courtship that led to more "engaged" campus and community. The campus contributes physical development, consumers, jobs and educated residents. The community has also been of assistance to the university. Sturdier and more successful town-gown efforts may take time, commitment, patience, creativity and willingness from both parties to give and take. The university public relations and marketing professionals may be saddled with the instrumental role in developing and enhancing these relations. They must be cheer leaders for the community and the university. The institutional leadership and the Public Relations Unit of the university may be positioned as the town-gown ambassador. The work recommends that there must be sturdy Town and Gown Association for each university and its community. Each should aspire to be active members of the International Town and Gown Association (ITGA), based in Clemson, Southern California.

**Keywords:** Town and Gown; Sustainable development; University community; Nigeria.

#### 1. Introduction

Hatcher (2012) refers to the Atlantic Cities' published article discussing how a panel of four college presidents answered the question: Do cities need universities to survive? Among the panelists, there was consensus that cities can survive without universities. But examples from community development show the importance of Town and Gown relationships for cities to succeed. The benefits of highly educated community members, improvements to physical design made by campuses and contributions to the local tax base are assets that universities bring to their communities. By constructing meaningful local projects, well-cultivated town and gown relations can expand these assets, the publication resolved.

Over centuries, the relationship between Town and Gown has remained ambivalent. There have been points where a university in crisis has been rescued by the urban dynamics surrounding it, while at other times, urban developments have threatened to undermine the stability of the university. Conversely, there have been occasions where the university provided a focus and coherence for the cultural life of the city; though at other times, it has withdrawn into itself and undermined urban culture (Baker-Minkel et al., 2004; Bender, 1988).

Despite generally improved relations between Town and Gown in the post-medieval era, disputes and conflicts were a recurring phenomenon. A brief chronicle of incidents involving Yale College students and residents of New Haven, Connecticut (United States of America), illustrates the continuing strain upon Town-Gown relations. The nature of these disputes ranged from theological to martial. Then, President Thomas Clap began holding separate Sunday worship services for students in the college instead of at First Church, because he felt that the minister, Joseph Noyes, was theologically suspect. This move alienated the Connecticut clergy and marked the beginning of the Yale undergraduates' ambivalent relationship with the town of New Haven.

If there is one constant in Town-Gown relations over the centuries, it can be summed up with the aphorism, "Students will be students" (Kemp, 2013). College students, past and present, have a good deal of free time notwithstanding their obligations to study. How they use this time is often perceived as troubling or disruptive by non-students.

Over the course of a century, New Haven witnessed a series of violent confrontations between students and "townies" that recall the confrontations in the medieval university towns. In 1806, a full-scale riot - the first of many - fought with fists, clubs, and knives, broke out between off-duty sailors and Yale students. In 1841, a clash with city firefighters took place. After Yale students attacked the firehouse and destroyed equipment, a town mob threatened to burn the college. Military companies had to be called in to keep the peace. Then in 1854, bricks and bullets flew after a confrontation between students and townspeople at a New Haven theatre. When the leader of the town group was stabbed, students retreated to the college. The locals brought in two militia cannons and aimed them at the college but were stopped by constables before they could fire them.

Things were relatively quiet until 1919, when returning local servicemen, angry over perceived insults from Yale students, attacked the Old Campus. Finding the gates locked, they broke hundreds of windows and moved on to theatres and restaurants in the town, assaulting any students they could find. In 1959, a student fight on city streets got out of hand and resulted in arrests by New Haven police. Students then bombarded police officers with snowballs during the St. Patrick's Day parade. The riot attracted national media attention.

There was a wave of student disturbance that took place in North America and Europe during the 1960s, from Paris to Mexico City to California. The Free Speech Movement, centered at the University of California, Berkeley, has often been cited as the starting point of the conflict (Ludlow, 1984). The US student movement was ostensibly about demands for more freedom and a share in decision making on campus, but it was fueled by two broader issues (civil rights for African Americans and protest of the Vietnam War) (Lovio, 2013; Ludlow, 1984).

However, many of the medieval traditions have carried into the modern era, and universities retain certain historical privileges. Two examples are illustrative: (1) Students in some universities were compelled to wear gowns up to the 1960s to make them identifiable to the university authorities; and (2) Under the Russian *tsars*, police were forbidden to enter the universities, a tradition that was respected during the Russian repression of Prague.

In May 2010, the University of Nairobi in Kenya closed down indefinitely after violent unrest and looting in the streets by students over disputed student elections. The disturbances were allegedly caused by external interference of local politicians in the students' elections. A year earlier, in March 2009, it was Kenyatta University, also in Nairobi, which closed down after students' protest over the set deadline for examination registration. The incidents resulted in one student dead and serious destruction to university property. The host community was not unaffected; and very negatively too.

Locally in Nigeria, there have been recurrence of divides between higher institutions and the host communities and or its local, state or national governments (Aluede and Adomeh, 2002; Animba, 1993; Babatope, 1974; Ijaduola, In Print; Ojo, 1995; Whawo, 1991). That can quickly come to mind are the January 1971 killing of Nigeria's first student martyr, Kunle Adepeju, at the University of Ibadan; and how the fifty-kobo increment caused the nation-wide heavy demonstration tagged "Ali-Must-Go" in 1978. But rather than protests and demonstrations, there are now needs for peaceful co-existence and harmony within and outside of the contemporary campuses, Nigeria inclusive. Thus, the objective of this work is to examine the contemporary *Town* and *Gown* relationships between the higher institutions and their host communities and governments; and to look at the options of enhancing the good relationships. Tai Solarin University of Education, Ijebu-Ode, in Ogun State, is used as a case study. Discussions on student unrest were avoided and emphasis were on the university and its host communities.

# 2. Objective of the Study

The objective of the study is to examine the relationship between the universities and their host communities with a view to adduce solutions for sustainable symbiotic *Town* and *Gown* relationships between the universities and their host communities in Nigeria. The work specifically:

- Studied the nature of Town and Gown relationship that existed between the universities and their host communities;
- Identified salient factors that engender sustainable symbiotic relationship between the universities and their host communities; and
- Made recommendations for sustainable Town and Gown relationship between the universities and their host communities.

Tai Solarin University of Education, Ijagun, Ijebu-Ode in Ogun State, the premier University of Education in Nigeria, is used as case study.

## 3. Research Questions

The following research questions were answered to pursue the objectives of the work:

- a. What is the *Town* and *Gown* relationship between the Tai Solarin University of Education and its host communities (Ijagun, Imaweje, Ijele, Emuren, Ikofa, Ode'po, Idagbo, Igido-Ogbo, Oke 'Lamuren, Iwapa and Odo Gamaji)?
- b. What may further strengthen sustainable *Town* and *Gown* relationship between the university and the host communities?

### 4. The Concept of *Town* and *Gown* and Literature Review

During the Middle Ages, students admitted to European universities often held minor clerical status and donned garb like that worn by the clergy. These garments advanced into the academic long black gown, worn along with hood and cap. The gown proved comfortable for studying in unheated and draughty buildings and thus became a tradition in the universities. The gown also served as a social symbol, as it was impractical for physical manual work. The hood was often adorned with the colours of the colleges and designated the young scholar's university affiliation. Thus, by their distinctive clothing, the students were set apart and distinguished from the citizens of the town; hence the phrase *Town* and *Gown*. Thus, *Town* and *Gown* are two distinct communities of a University town: *Town* being the non-academic population and *Gown* metonymically being the university community, especially in ancient seats of learning such as Oxford, Cambridge, Edinburgh, Aberdeen and St Andrew, although the term is also used to describe modern university towns as well as towns with a significant public college. The metaphor is

historical in its connotation but continues to be used in the literature on urban higher education and in common parlance (Bender, 1988; Ijaduola, In Print; Kemp, 2013; Manahan, 1980).

As earlier noted, the initial relationship between the medieval universities and the host town was adversarial for various reasons, and over time, the universities' growing autonomy and independence from local control led to increasing tensions with host towns. Also, the steady encroachment of universities upon neighbouring areas created a point of contention between *Town* and *Gown* as it continues till today (and almost everywhere).

But the question is: how could the relationship between the Nigerian universities and their host communities be probably best described? Symbiotic? Symbiosis is any type of a close and long-term biological interaction between two different biological organisms, be it mutualistic, communalistic, or parasitic. The organisms may be of the same or of different species. It is "the living together of unlike organisms" (Martin B. D. and Schwab, 2012;2013; Paracer and Ahmadjian, 2000).

Symbiosis can be obligatory, which means that one or both symbionts entirely depend on each other for survival, or facultative (optional) when they can generally live independently. It can also be classified by physical attachment: symbiosis in which the organisms have bodily union is called conjunctive symbiosis, and symbiosis in which they are not in union is called disjunctive symbiosis (Winter-Nelson, 1997). According to him, when one organism lives on another such as mistletoe, it is called Ectosymbiosis, or endosymbiosis when one partner lives inside the tissues of another, as in Symbiodinium in corals.

In a symbiotic mutualistic relationship, the clownfish feeds on small invertebrates that otherwise have potential to harm the sea anemone, and the fecal matter from the clownfish provides nutrients to the sea anemone. The clownfish is additionally protected from predators by the anemone's stinging cells, to which the clownfish is immune. The clownfish also emits a high-pitched sound that deters butterfly fish, which would otherwise eat the anemone

The need and desire for universities and their communities to become better dance partners has led to the creation of a nonprofit association focused solely on establishing and enhancing better community relations - the International *Town* and *Gown* Association (ITGA), based in Clemson, Southern California. The ITGA's network of resources is helping more than 200 colleges, universities and municipal governments come together on issues such as mixed-use development opportunities, the quality of life around the edge of campus and in off-campus housing areas, and sharing water, fire, police and other essential services (Hatcher, 2012).

No wonder, Beth Bagwell the Executive Director of ITGA as quoted by Griffo (2013), says "We are seeing town-gown relations being strengthened in communities around areas that are of common interest and benefit." He goes further to allude that "College towns are growing economically through stronger university-community partnerships that nurture startups and promote regional/local economic development opportunities." Campuses contribute to several local capitals, labour capital (local workforce), financial capital (community's economic worth and tax base) and social capital (social bonds and trust among a community's citizens). Campuses bring consumers, jobs and educated residents. These jobs help communities build their tax bases for needed local services. Educated citizens, with stable middle-class jobs, are likely to pay taxes to the local community and contribute to a community's social capital by being active in local groups, asserts Gavazzi (2015).

Martin L. L. et al. (2005) in their survey of the literature on university and community partnerships, give examples of partnerships and discuss factors that may help cultivate these relationships. The following types of partnerships were identified:

- Service learning, where students volunteer in a community as part of academic credit;
- Service provision, where faculty and staff conduct long-term service projects in a community;
- Faculty involvement, where faculty becomes part of local initiatives in a coordinated way;
- Student volunteerism, where students volunteer their time but do not receive academic credit;
- Community in the classroom, where courses seek to enhance community building; and
- Applied research, where faculty and staff use their research skills to address local problems.

According to these authors, these types of partnerships rely on adequate funding, clear communication between leaders and reachable goals. Funding is the crucial and often limiting factor. Partnerships need a certain level of funding to create an organizational capacity, such as having employees on both sides paid wages to work on projects needed to achieve success. When there are success stories, *Town* and *Gown* coalitions need to communicate that information to the wider community.

In public administration literature, there are case studies of communities that have navigated these factors and implemented success partnerships. The edited work of Kemp (2016) entitled *Town and Gown Relations*, contains over 40 case studies of successful partnerships between campuses and cities in Europe, America and Canada in particular. There are diverse partnerships that can exist: The cities working to revitalize their downtowns, building programs to emphasize the importance of sustainability and environmental protection and developing community visions. A number of the *Town* and *Gown* relationships seek to improve citizen input in local decisions, which is a key component of constructing plans for development. The University of Pittsburgh and Pittsburgh have worked together to development mechanisms to include the public in local planning in a meaningful way. In most of those communities, there is a constant focus on how campuses are assets, not costs, and developing them for local capital.

# 5. Materials and Methods

### 5.1. Materials

The immediate community of the Tai Solarin University of Education is Ijagun village which is about 100kms away from Lagos Metropolis to the south and almost the same distance to Ibadan, to the north. The history of the

community is relatively long, and the sources are diverse (Aderogba, 2017). But, it was first settled by farmers and traders. The neighbouring villages and towns are Ijele, Imaweje, Ikofa, Ode'po, Idagbo, Igido-Ogbo, Oke Lamuren, Iwapa and Odo Gamaji. They are all inhabited by less than 1,000 people each (National Population Commission, 2006). A good proportion of the indigenes work and live outside the community - Ijebu-Ode, Abeokuta, Ibadan and Lagos Metropolis and beyond, but they come around during major festivals to celebrate with their loved ones. The population is made up of more youth than the aged and children.

The community consists of Christians, Muslims, African Traditional Religion adherents, and atheist who coexist peacefully and were law-abiding. The populations of both Christians and Muslims were almost equal; but there were more Christian places of worship than there were for Muslims; and both Christians and Muslims were far more than 90.00% of the entire population.

Major occupation of the indigenes is agriculture, with cassava, maize and vegetables as major food crops. Cocoa, Kola nut and oil palm trees that are sparingly cultivated make little or no impact in the lives of the indigenes. They are also good traders.

The advent of the College of Education in the community, in the early 1980, ushered in a new look, and status together with major attributes of an educational community much of which is gradually magnifying and more pronounced. The student population that was about 2,000 at the commencement of the College of Education doubled with the metamorphosis of the College of Education to a University of Education (the first in Nigeria) in 2005. Apart from the student population that is over 40.00% of Ijagun residents, there are academic, non-academic and ancillary staff of the university that numbered over 1,000 people. Suffice to say that the University has opened the community for additional trade and commerce; and transport and communication have greatly improved. The mobile phone is now freely used in every nook and cranny of the community, just as the sale of cell phones and air time is now part of the trade and commerce. Telephone masts are now significant features within and around (Aderogba, 2017).

The built-up area has increased by over 500.00%, between 1980 and 2015. There had been only one access road, that is, the road from Ijebu-Ode that passes through Imaweje and Ijele. But the University has opened another road that gives access to Ijebu-Ode through a dual carriageway. The number of roofs/houses have drastically increased from less than 200 to over 1,000 even though the university owns the best colourful and the most gigantic of the buildings (Aderogba, 2017). As the student population soars so also the number of residential buildings and the number of academic and administrative buildings on the university campus. Waste, particularly around students' residential areas, is becoming an issue.

According to Aderogba *et al.* (2017), in spite of the university, lack of basic infrastructures, namely pipe-borne water, lock-up shops, hospitals and maternity homes, post office, etc. is a setback for rapid sustainable growth and development. Consequently, the community is fervently yearning for government intervention in the provision of social services and infrastructures.

The Tai Solarin University of Education was named after the Nigerian educational administrator and human rights activist, Tai Solarin (1922-1994). It is the second university approved in Ogun State, and the 76th approved university in Nigeria. It was proclaimed a full-fledged university by the then governor of Ogun State, His Excellency, Otunba Gbenga Daniel on the 29<sup>th</sup> January 2005. Suffice to say that it was the former Tai Solarin College of Education that was approved by the Nigeria University Commission (NUC) as a university after an appraisal of its facilities and academic brief. The university is a unique tertiary institution in the country: the first of its kind that offers bachelor's degree programmes in education (B.Ed.).

At the time of transformation in 2005, the former Ogun State College of Education established in 1978, had student and staff statistics that showed that there were 12,544 both National Certificate of Education (NCE) and Degree students (full-time and part-time) with a staff strength of about 669 of which 43% were teaching staff in the 8 Schools of the College. The qualification status of the lecturers revealed that there were only about 3.9% with Ph.D degrees.

Apart from the Registry Directorate, the institution is run in six colleges, namely: College of Science and Information Technology (COSIT); College of Specialised and Professional Education (COSPED); College of Social and Management Sciences (COSMAS); College of Humanities (COHUM); College of Vocational and Technology Education (COVTED); and College of Postgraduate Studies. At the end of the 2015/106 academic session, the student population was 14,327 (6,114 males and 8,213 females) (Directorates of Academic Planning Quality Assurance and Research, 2016).

Notable structures on the university main campus at Ijagun include halls and auditoriums such as the Otunba Gbenga Daniel Auditorium, University (e-learning) Block, Alex O. Onabanjo Complex, CEPEP Building, the Science Complex, the new Administrative Block (Senate Building) and the Lecture Theatres. Recently, a commercial bank also donated an ultra-modern female hostel to the University as part of its Corporate Social Responsibility. The students mostly reside in hostels and personal buildings built by the residents of the communities such as at Ijagun, Ijele, Imaweje, and Ijebu-Ode.

#### 5.2. Methodology

Gavazzi (2015) assay that a town-gown relationship is similar to an arranged marriage, one that neither partner can ordinarily end. Each partner has to make the marriage work regardless of how they feel about one another. Using his experience as a marriage counselor, to conduct his study, where he used a Marriage Model developed in 1965 by Cuber and Harroff (1965), he hypothesized that the success of marriages was largely determined by two factors - how much effort the couple put into their marriage, and how comfortable each partner felt with each other. With that model in mind, he developed the *Optimal College Town Assessment* which he tested with people from Mansfield, Ohio, the location of the Ohio State regional campus, and in the nearby towns of Shelby and Ontario. He

interviewed, using a web survey, 620 community members, including teachers and school administrators, leaders of non-profits, business owners and others. The model is hereby modified and applied: Questions were asked about the relationship with the University's students, faculty, leaders/administrative staff and members of the community.

The modified 22-question survey asked participants to rank the levels of "effort" and "comfort" and "picture" in a town-gown relationship. For example, the survey asked participants how the university and the medical services units work together both on and off campus in the coordination of efforts and sharing of limited resources with the rating being on a Likert (1932) five-point scale from "Very Negative" to "Very Positive."

To avoid halo effects, three students of other universities were used as Research Assistants; and they did the administration of the instrument. The exercise lasted just seven days. The returns were analysed and presented with the aid of tables of percentile.

# 6. Findings and Discussion

Research Question (a): What is the Town and Gown relationship between the Tai Solarin University of Education and its host communities (Ijagun, Imaweje, Ijele, Emuren, Ikofa, Ode'po, Idagbo, Igido-Ogbo, Oke 'Lamuren, Iwapa and Odo Gamaji)? Like any good marriage, although no diamond band is involved, there has been ongoing courtship that leads to more "engaged" campus and community. The results of all the 35 parameters examined were mostly "Very Positive" and "Positive," see Table 1. It is a town-gown relationship that is similar to an arranged marriage, one that neither partner can end. Each partner has to make the marriage work regardless of how they feel about one another. It is mutualistic symbiotic.

Table-1. Examination of the Town and Gown Relationship between Tai Solarin University of Education and Its Host Community

Selected Town and Gown Parameters	V.N.	N.	F.P.	<b>P.</b>	V.P
The relationship is similar to an arranged marriage, one that	0.91	3.18	3.18	39.55	53.18
neither partner can end. Each partner has to make the marriage					
work regardless of how they feel about one another					
How is Gown working with Town in the areas of economic	0.00	1.36	14.55	35.00	49.09
development, sustainability and public health					
How is the university and the medical services units working	1.36	1.36	10.00	73.18	14.09
together both on and off campus in the coordination of efforts and					
sharing of limited resources					
Both Town and Gown are working on public and private	0.00	0.00	3.64	27.27	69.09
partnership for the present and the future					
The community is directly and inadvertently involved in campus	5.00	10.00	10.91	34.55	39.55
planning					
Neighborhood relation is harmonious and may continue to be	11.36	23.18	14.09	19.09	32.27
stronger in the future					
Sustainability (both Social and Environmental) in most respects is	0.00	0.00	7.27	40.45	52.27
assured					
Regional/local economic development is guaranteed	1.36	2.27	6.36	26.82	63.18
Government relations for improved community development is	1.82	1.82	18.64	68.64	9.09
pursued by both <i>Town</i> and <i>Gown</i> and for the good of both					
Mandatory volunteerism for growth and development is obvious	0.91	0.91	5.00	37.27	55.91
University administrators too often rely on gut feelings and	0.00	0.00	3.18	50.45	46.36
anecdotes to gauge the relationship between the institution and					
local community					
Administrators use the (assessment to benchmark the status of	1.36	3.64	7.73	40.00	47.27
relationship and then follow-up regularly) to determine if new					
initiatives help or hurt.					
Like any good marriage, knowledge about the status of the	0.45	0.45	4.55	44.09	50.45
relationships do help to strengthen or repair it.	0.01	1.0.5	0.77	44.04	4600
Like any good marriage, although no diamond band is involved,	0.91	1.36	9.55	41.36	46.82
there has been ongoing courtship that often lead to more					
"engaged" campus and community.	0.01	0.45	2.10	44.55	<b>70.01</b>
The University has been here since 2005 and has	0.91	0.45	3.18	44.55	50.91
restored/maintained and developed many of the historic features,					
arts and ethics.	0.00	0.00	1.36	42.73	55.91
The students (and staff) play a part in supporting local businesses	0.00	0.00	1.30	42.73	55.91
by shopping in the town.	0.00	0.00	<i>5</i> .00	20.00	<i>55</i> 01
Students show courtesy and consideration to all they come in	0.00	0.00	5.00	39.09	55.91
contact with, including fellow students, staff members and					
residents of the town.	0.91	1.36	2.27	51.82	43.64
Students and staff are encouraged to play a part in the local	0.91	1.30	2.21	31.82	43.04
community, alongside their studies/works, and many have engaged					
in sport, charity, fundraising, membership of bands, clubs, theatre					
production and local initiatives.					

	- ,					
ĺ	The continued success of the university depends partly upon the	0.45	0.45	3.18	55.00	40.91
	maintenance of amicable relations with the local community and					
	members of staff and students have worked hard to develop and					
	enhance these relations over the years.					
Ī	For many students, this will be the first time they have lived away	1.82	1.36	2.73	43.64	50.45
	from their parents and homes; these bring with them increased					
	personal freedom.					
i	The University's community is also culturally very diverse and	9.09	14.55	29.55	27.73	19.09
	what is considered perfectly normal behaviour in their home town					
	is often considered a nuisance for the local community.					
i	Recognition of the above facts by both students and the local	5.00	0.45	6.36	38.18	50.00
	towns' people is a step towards a future harmonious relationship.					
	There is need for an association with a network of resources which	6.36	2.73	7.73	33.64	49.55
	will help the university and the local governments come together	0.30	2.73	7.75	33.01	17.55
	on issues such as mixed-use development opportunities, the					
	quality of life around the edge of campus and in off-campus					
	residential areas, and sharing water, fire, police and other services.					
	We are seeing town-gown relations being strengthened in	4.09	5.00	10.00	48.18	32.73
	communities around areas that are of common interest and benefit.	4.09	3.00	10.00	40.10	32.13
	The university town/community is growing economically through	0.00	0.91	14.55	33.18	51.36
	stronger university-community partnership that nurture startups	0.00	0.51	14.55	33.16	31.30
	and promote local economic development opportunities.	0.00	0.00	3.18	44.55	52.27
	There is need for the community/local government to have a "'Uishor Education Relations Officer" who lavarages university's	0.00	0.00	5.18	44.55	52.27
	"Higher Education Relations Officer" who leverages university's					
	assets to benefit the villages/communities.	0.00	0.00	2.64	21.26	<i>(5,00)</i>
	Both the university and the communities are committed to working	0.00	0.00	3.64	31.36	65.00
	closely with governments, philanthropies, etc to strengthen the					
	community and the university in strategic and sustainable ways.	1.00	1.02	10.72	20.00	11.55
	Because of the good work together, others view the <i>Town</i> and	1.82	1.82	12.73	39.09	44.55
	Gown as true partner and not the proverbial \$\frac{\text{\ti}\text{\texi{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\texi{\text{\texi{\texi{\texi{\texi{\texi{\texi{\texi}\text{\texi{\text{\text{\texi{\texi{\texi{\texi{\texi{\texi					
	how they have added resources and improved quality of life.	0.00	0.45	<b>7.00</b>	10.72	£1.00
	The campus contributes to a number of local capitals, in particular	0.00	0.45	5.00	42.73	51.82
	labor capital, financial capital and social capital.	0.45	0.00	7.07	45.01	16.26
	The campus brings consumers, jobs and educated residents. These	0.45	0.00	7.27	45.91	46.36
	help to build tax bases for needed local services in the community.	0.00	0.00	0.00	1.04	00.64
	Educated citizens, with stable middle-class jobs, pay taxes to the	0.00	0.00	0.00	1.36	98.64
	local community and contribute to the communities' social capital.	0.00	0.00	0.01	<b>5</b> 0.00	10.00
	The need and desire for the university and the communities to	0.00	0.00	0.91	50.00	49.09
	become better dance partners would lead to the creation of					
	nonprofit associations (such as ITGA) focused solely on					
ļ	establishing and enhancing better community relations.	0.04	0.45	<b>-</b> 00		
	The university is typically the economic engines that drive the	0.91	0.45	5.00	41.36	52.27
	quality of life, and attracts a diverse population, encouraging					
	research and development, a better mix of retail and vast					
	opportunities in the arts and athletics.	0.0-	0.53			
	As long time neighbours, they simply take one another for granted.	0.00	0.00	1.36	45.00	53.64
	But that's changing as the institution and the local (and state)					
	governments look to one another for creative ways to collaborate					
	and maximize financial and capital resources.					
	In the efforts to market and communicate with various	0.00	0.00	9.55	50.45	40.00
	constituents, they often overlook one of the most important					
	support groups they have - the university campus.					
1	Note: VN - Very Negative: N - Negative: FP - Fairly Positive: P - Positive: VP - Very	m. Dogitire				

Note: VN = Very Negative; N = Negative; FP = Fairly Positive; P = Positive; VP = Very Positive.

The campus contributes to a few local capitals, in particular labor capital, financial capital and social capital. The campus brings consumers, jobs and educated residents. These help to build tax bases for needed local services in the communities (Ijagun, Imaweje, Ijele, Emuren, Ikofa, Ode'po, Idagbo, Igido-Ogbo, Oke 'Lamuren, Iwapa and Odo Gamaji). Just as some other areas where the university has positively contributed to the relationship so also the community. And often, as long time neighbours, they simply take one another for granted. But that's changing as both are ostensibly looking to one another for creative ways to collaborate and maximize benefits of the relationship.

Research Question (b): What may further strengthen sustainable Town and Gown relationship between the university and the host communities? Table 2 outlines. Apart from "Others (Specified)," there were 20 predetermined conditions/factors. "Others (Specified)," "Representation of the Community in the University Board; and the University in the Community Council," and "Involvement of Students and Staff (Academic and Non-Academic) in Community Activities and the communities in the students' activities, e. g. celebration of students' week," were each picked by the 620 respondents (100.00%). Aside, there was no other conditions/factors picked by

less that 80.00% of the respondents except "Application of common front for demands that will benefit both the university and the community e.g. from the governments, philanthropies, NGOs, etc" (69.68%), "The University to give admission priority to the community candidates" (69.35%) and "The University to give priority employment opportunities to the indigenes of the community" (73.06%). And, even then, each of these were picked by well over 60.00% of the respondents. See Table 2.

Table-2. Selected Conditions/Factors that may Facilitate Sustainable Town and Gown Relationship

<b>Table-2.</b> Selected Conditions/Factors that may Facilitate Sustainable <i>Town</i> a		
Conditions/Factors	Frequency	Proportion (%)
Perceiving the university as a sacred sanctuary for learning	617	99.52
Perceiving the community as the angelic host of the university	611	98.55
Identification and adoration of commonalities that bring members of both	601	96.94
parties together		
Ensuring effective communication through simplified channel(s) and	530	85.48
effective business meetings		
Professional courtesy between appropriate units of the university and the	586	94.52
appropriate units of the community		
Mutual frequent dialogue between the top echelon of the university (Vice	612	98.71
Chancellor) and the community (Chieftain) and or their representatives		
Exchange/show of concerns/pleasantries/gifts, etc. between the	586	94.52
stakeholders		
Creation/establishment of University/Community Board with the	505	81.45
appointment of Liaison Officers for both sides		
Application of common front for demands that will benefit both the	432	69.68
university and the community e.g. from the Governments, Philanthropies,		
NGOs, etc.		
The University to often extend its Corporate Social Responsibility to the	614	99.03
Community		
Cooperation on developmental projects that will benefit both parties or	521	84.03
either of the parties		
Representation of the community on the University Board; and the	620	100.00
University on the Community Council		
Involvement of students and staff (Academic and Non-Academic) in	620	100.00
community activities and the communities in the students' activities, e. g.		
celebration of the Students' Week, students' graduation and matriculation		
The university to give admission priority to the candidates from the local	430	69.35
community		
The University to give priority employment opportunities to the indigenes	453	73.06
of the community		
The community to often support the growth and development of the	531	85.65
university		
Absolute respect for the cultural practices and ethics of the community by	618	99.68
the students and staff of the university		
Display of high level of love, kindness and respect between the students	600	96.77
and the youth in the community		
There must be a national Association and the community/university must	531	85.65
be part of it		
Join the International Town and Gown Association (ITGA), based in	510	82.26
Clemson, Southern California in the United State of America (USA).		
Others (Specified)	620	100.00

However, Griffo (2013) says this as his international suggestions that makes, and can make any *Town* and *Gown* relationship such as this work impeccably to the advantages of every stakeholder:

Communication is key along with professional courtesy. The best t-g relationships are where you see the president and the mayor side by side at welcome events for students, .... the presidents and the mayors need to support the troops that are doing the day-to-day work in serving in the community relations role. They need to meet routinely, show up when they don't need anything, and have working joint university-city boards that provide the venue for the care and keeping of the town-gown relationship. The biggest mistake a university president [Vice Chancellor] can make is to run over a community. Cities don't need to wait to be asked by the university to get involved on a project. The best town-gown relationships have students very much engaged with city leadership, internships and all. Students are a great resource for the cities to connect with; showing intentional interaction is key through all the layers of leadership. .... The high quality of learning and living economies generates successful energy that greets everyone daily and draws the community together at large. Students interact with neighbours and the level of respect and kindness is important, .... business and industry notice how the t-g relationship is treated. It retains and attracts

business and industry to college towns and benefits the students and the workforce. .... The students, faculty, staff and citizens enjoy and look forward to the work they do together and engage in making their community stronger. They all get to know each other, all from different backgrounds and ages, but they have that commonality that brings them together. It just becomes part of their life and a priority to get positive things accomplished.

Therefore, there are ample opportunities for the *Town* and *Gown* to thrive to the benefits of the students, the community and the university. The onus is on the stakeholders to avail themselves of the opportunities; and to make it happen.

## 7. Conclusion and Recommendations

The foregoing has established that there is symbiotic *Town* and *Gown* relationship between the university and its host communities. There are also ample opportunities for the relationship to thrive and develop into the future. The onus is on the stakeholders, (students, local communities and government, and the university) to allow the opportunities to thrive.

The community members felt they had more contact with students compared to official university faculty and administrators. Results clearly indicated that when residents thought about how the campus was engaged with the community, they were for the most part referencing their relationships with the students. Students were found to be more obvious. They were thus, found to be obvious actors in the relationship. But overall, the relationship is mutual symbiotic. There are also ample opportunities for amelioration.

Successful town-gown efforts may not happen overnight. They may take time, commitment, patience, creativity and a willingness from both parties to give and take. The university public relations and marketing professionals (University Public Relations Department) may be saddled with the instrumental role in developing and enhancing these relations by:

- Establishing a "Town-Gown Commission" consisting of representatives from the community, university
  and Local Government to share ideas and address common challenges. This body will carry more weight if
  the Local Government and the University Vice Chancellor jointly give it their charge and appoint the
  executive team.
- Becoming a strategic communicator for both the Vice Chancellor and the Local Government by keeping them abreast of current or emerging issues on and off campus.
- Scheduling forums involving the Vice Chancellor, the community and the Local Government. Inviting the
  Local Government to conduct forum on campus that involves the student government association.
  Likewise, the Vice Chancellor should consider holding forum off campus with the local chieftains of the
  community.
- Inviting university and civic leaders to quarterly community leadership breakfasts where discussions on town-gown issues can be resolved more quickly, and in excellent ways to energize these leaders as they become better acquainted.
- Becoming actively involved with one or more community organizations. As the institution's spokesperson, the involvement demonstrates the institution's sincere interest in improving quality of life in the communities.
- Strategically preparing and placing news stories that highlight town-gown collaborations. Community
  media and student newspapers are often eager to publish such, and they often make for excellent social
  media posts that can be carried far beyond the community limits. This can help to brand the university town
  as being among the nation's best.
- Being smart and targeted when engaging the institution with the host community by using time effectively and efficiently, and making things happen for the institution's leadership.
- Keeping the local media well informed and involved in the life of the institution. That includes being transparent about the occasional not-so-good news moments, too, as this will help to build mutual trust.

As the institution's public relations and marketing professional, the unit/department must be a cheer leader for the community and the university. It can position the Vice Chancellor, institutional leadership and itself as the complete town-gown ambassador. It is also the recommendation of this work that there must be sturdy *Town* and *Gown* Association for each university in Nigeria. Each of the associations should also be active members of the International *Town* and *Gown* Association (ITGA), based in Clemson, Southern California in the United State of America (USA).

Critical success factors will include, but not limited to, funding, effective communication, synergy, measurable outcomes, visibility and dissemination of knowledge/findings, technology, organisational compatibility and simplicity. Innovation must be viewed as the necessary tool in each factor.

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