



The Effects of Students' Housing on Academic Performance at the University of Ibadan in Nigeria

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Abstract- Student housing plays an important role in achieving of high-quality education. Significant evidence of the inadequacy of these important facilities among public universities in Nigeria have been provided. It was further noted that there is a lack of adequate information within the private institutions in the country with regards to this situation. Based on this context, this study was carried out to evaluate the housing situation of students at the University of Ibadan, by evaluating the factors influencing the choice of residence of students and their effect on their academic performance. However, the study adopted a survey approach, with 200 students sampled through a structured questionnaire. Data gathered were analyzed using frequency, mean item score, and ANOVA test. Results revealed that although gender has no relationship with students' choice of residence but age and academic level does. This implies that the older the students get and the higher they go on the academic ladder, the greater the propensity to stay off- campus.

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Abstract- Student housing plays an important role in achieving of high-quality education. Significant evidence of the inadequacy of these important facilities among public universities in Nigeria have been provided. It was further noted that there is a lack of adequate information within the private institutions in the country with regards to this situation. Based on this context, this study was carried out to evaluate the housing situation of students at the University of Ibadan, by evaluating the factors influencing the choice of residence of students and their effect on their academic performance. However, the study adopted a survey approach, with 200 students sampled through a structured questionnaire. Data gathered were analyzed using frequency, mean item score, and ANOVA test. Results revealed that although gender has no relationship with students' choice of residence but age and academic level does. This implies that the older the students get and the higher they go on the academic ladder, the greater the propensity to stay off-campus. The major factors influencing students' choice of residence are: accommodation fee, quality of the environment, need for privacy, influence of friends/desire to be close to friends, and number of students within the building. As regards students Cumulative Grade Point Average (CGPA) as a measure of their performance, the residence of students does not have any statistical relationship with their academic grades. This implies that the student's academic performance is not influenced by their place of residence. The study also revealed that there is a level of dissatisfaction with the poor state and condition of available student housing facilities, the inadequacy of the existing facilities which has created high occupancy ratio has invariably led to over utilization of the available resources putting the facilities in deplorable conditions. From the study findings, it is recommended that the university administrators and all those involved in students' accommodation endeavor to understand students' accommodation needs and plan strategically to meet them. It is hoped that the findings of the study will enable the university administrators to come up with plans and objectives that best serve the interests of the students' accommodation for both on-campus and off-campus.

I. INTRODUCTION

The importance of housing covers the entire aspects of human life. Primarily, it involves physical protection from hazards which ordinarily may be regarded as shelter sourced from many of the basic biological and social processes necessary to sustain

life, which permits healthy growth and development of the mind. In all, housing as a unit of the human environment has a profound impact on the community's health, social behavior, satisfaction and general welfare. It reflects the cultural, social and economic values of a society as it is the best physical and historical evidence of civilization in a country (Aluko, 2009).

Students' housing has been identified as one of the essential components of tertiary institutions. The availability of housing or accommodation for students enables tertiary institutions to attract large number of students of different nationalities and backgrounds to pursue higher education (Kolawole & Boluwatife, 2016). Onclin, (2014) noted that "tertiary institutions' involvement in housing or accommodation was not just useful for attracting students; it would also influence student success, student retention rates, and student satisfaction". Nimako & Bondinuba, (2013) also identified accommodation as an important factor that enhances tertiary students' living and learning and suggested that adequate accommodation facilities be provided to students so that they could make the most of their educational opportunity.

It is the responsibility of tertiary institutions to provide decent housing facilities for students who successfully gain admission to pursue different study programs. For government institutions, accommodation facilities are usually provided by the government. However, as result of high demand for tertiary education in recent times, governments of many countries are not able to adequately provide accommodation for students of tertiary institutions (Sharma, 2012). Consequently, other educational stakeholders have had to support government efforts, either in partnership with government or by solely providing private housing or accommodation facilities for tertiary students on or off-campus (Centre for Global Education, 2002 Department for Education and Skills, 2003).

University of Ibadan has twelve halls of residence which provide accommodation for its students. These are the Independence hall, Ransome kuti hall (male block), Queen India (female block), Mellanby hall, Nnamdi Azikiwe hall, Obafemi Awolowo hall, Queen Elizabeth || hall, Sultan Bello hall, Tafawa Balewa hall, Lord Tedder Hall, New postgraduate hall, Alexander Brown Hall. The total students' population of

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the University for the 2018/2019 academic year was about 35,000. Clearly, the twelve halls of residence of the university are insufficient to accommodate all the students as freshers, finalist and few starlite are considered for room accommodation.

As a result, students who were unable to get rooms to lodge in the institution's halls of residence are with the option of seeking for accommodation in hostels built around the university by private individuals. Other students are left with no option than to come for lectures from their respective homes.

Due to the important role that housing plays in the tertiary students' living and their academic pursue, any issue affecting students' choice of residential accommodation should not be disregarded.

This study, therefore, aimed to investigate the key factors that influenced students' choice of residential accommodation University of Ibadan and to determine whether type of accommodation significantly affected the students' academic performance.

a) *Problem statement*

Students' housing has been a challenge to the university authorities. The issue of students' housing cannot be ignored in the overall development process and master plan of the ivory tower of learning. Macintyre (2003) x-ray students' housing as a contributory factor to the students all round development in the nation's tertiary institutions and to provide panacea to solving the contemporary students' housing problem.

Students of tertiary institutions constitute a sizeable proportion of the total active population of the society and conscious efforts to meet their housing needs must be effected in various policy decisions in order to produce qualified graduates (Omotayo, 2008). Student housing conditions have always been one of the major challenges facing Nigerian institutions due to the fact that admitted students tend to exceed the facilities provided by the institution's authority. The significant problems facing housing range from increasing overcrowding of students to congestion and, as a result, increasing pressure on infrastructure, social facilities and a rapidly deteriorating environment, the current housing facilities have increased in pressure due to their lack of housing units, with as many as ten (10) students sharing a space allocated to four (4). In addition, the problems of unsanitary environment lead to outbreak of diseases and socio disorder.

Also, in so many ways, the problem of poor and erratic electricity supply coupled with lack of water supply within the housing has really affected the students. However, for a more improved student housing, various problems need to be tackled to achieve success in various choice of study. Some of the questions that we try to examine are: What is the total carrying capacity of rooms in each of the students housing? What is the number of the rooms in each

students housing? What is the level of infrastructure facilities in the student housing? What is the present state of the student housing facilities? And who are the authorities responsible for running the student housing?

The importance and benefit of assessing the student housing condition in University of Ibadan cannot be overemphasized. This study is therefore carried out to assess the student housing benefit and facilities condition.

b) *Objectives of the study*

The main objective of this study is to establish the influence of students housing on the academic performance of students within the scope of tertiary institution in Ibadan city. However, the specific objectives are:

1. To determine the difference in students' level of satisfaction with accommodation among students residing either on - campus or off - campus at University of Ibadan.
2. What are the factors influencing students' choice of accommodation at University of Ibadan?
3. Does the gender type of students influence their choice of accommodation?
4. What is the impact of age category in the selection student's residential location?
5. To propose recommendations for the improvement of student's academic performance.

c) *Research questions*

The following research question was formulated to guide the conduct of this study:

1. What are the factors influencing students' choice of accommodation at University of Ibadan?
2. Does the gender type of students influence their choice of accommodation?
3. What is the impact of age category in the selection student's residential location?
4. What are the factors influencing students' level of satisfaction with either on - or off- campus housing at University of Ibadan?

d) *Research hypothesis*

H_0 : There is no significant relationship between students' accommodation location on their academic performance.

H_1 : There is a significant relationship between students' accommodation location on their academic performance.

Ho_1 : There is no significant relationship between students' accommodation location and their gender.

$H1_2$: There is a significant relationship between students' housing and their gender.

Ho_3 : There is no significant relationship between students' accommodation location and their age.

H1₃: There is a significant relationship between students' accommodation and their age.

e) *Significance of the study*

This study is with the view to enable the government and educational bodies understand the impacts of student's housing on the academic performance of students. The study can therefore assist government and educational institutions in how students from tertiary institutions, but also from primary and secondary institutions, can foster better educational performance. The government can adopt proper housing policies to improve the student's performance.

The study will be a vital addition to the wealth of studies and knowledge conducted in this area and can provide guidance for prospective researchers who desire to carry out analysis on similar topic. This will help to fend unnecessary repetition of similar studies, laced with similar objectives, within the same scope of the present research work.

f) *Study area*

Ibadan, the capital of Oyo State, is strategically located near the forest grassland border of southwest Nigeria, at Latitude 8° 31' North of the Equator and Longitude 4° 33' East of the Greenwich Meridian, with an estimated population of approximately three million. It is located at an average altitude of around 500 meters above sea level (Agbola et al, 2001). The city, located about 260 kilometers north of Lagos and 300 km from Abuja, has a humid and dry tropical hinterland climate with an average annual rainfall of less than 1000 mm and a mean temperature of 28.80 °C during the dry season and 24.50 °C during the wet season (Ayeni, 2003). Located on the southern fringe of the savannah region and north of the forest zone, Ibadan serves as the primary transport link between Nigeria's southwest and the north. The city is linked by air, road and rail. Ibadan serves as both economic and administrative centre for the adjoining towns such as Oyo, Lanlate, Eruwa, Saki and others (Agbola et al, 2001).

At 5.30 p.m. Sir William Hamilton Fyfe, Vice-Chancellor of the University of Aberdeen and head of a delegation sent by the Inter-University Council for Higher Education in the Colonies on 28 December 1946, pushed his way into the bush a few miles north of Ibadan, Nigeria, through the under-growth, until he reached a clearing where he could see a few yards ahead. He planted his walking stick firmly into the ground and said: "Here shall be the University of Nigeria". This event followed the June 1945 Elliot Commission's recommendation on the development of higher education in West Africa to establish a University College of Nigeria in Ibadan, a second one on the Gold Coast (now Ghana) and to develop the Four Bay College (Sierra-Leone) into a third one (Ayeni, 2003).

It should be recalled that during the Second World War, the British Government had seriously

considered the possibility of establishing universities or universities in the Commonwealth and in West Africa, particularly during the Second World War. In 1945, the Asquith and Elliot Commissions, both established in 1943, reported favorably on various aspects of this development. Under a special relationship scheme that began at University College in February 1948, Ibadan produced graduates with University College London degrees. On 17 November 1948, Arthur Creech Jones, then Secretary of State for the Colonies and an influential member of the Elliot Commission, turned the first sod into the permanent site of the University College, which became the Foundation day. The University College of London was later changed to University of Ibadan, having a built-up area around it (Agbola et al, 2001).

The built-up area of the campus consists mainly of developments related to the acquisition of the University of Ibadan property in the first phase. This reflects an area of about 605,21 hectares. The northern boundary of this region is defined by the Ona River, bisecting the property of the University of Ibadan. The Ona is the river that was dammed to create the Eleyele Water Works at Eleyele. The development of the area has been gradual and the general outline for development would seem to have been put in place many years ago. What has therefore taken place in more recent times is a process of in-filling of new structures into areas that were not fully or completely developed (Ayeni, 2003).

There is a splendid physical layout in the built-up area of the campus and its buildings are very attractive. Maxwell Fry and Jane Drew, who designed all the main buildings in the central area and set the pace for the architectural distinction that characterized all later buildings, were the original architects of the campus (Agbola et al, 2001). Visitors to the campus in the past were familiar with such impressive structures as the Tower Chamber, Trenchard Hall, Senate Chamber, Administration, Faculty of Arts buildings, the Library and the earlier halls of residence and newly constructed ones. Today, new buildings like the Faculty of Education complex, Institute of African Studies, Faculty of Agriculture and Forestry, Faculty of the Social Sciences, Institute of Child Health, Bookshop and the Conference Centre, will in addition to these, favorably strike visitors. There are other structures, such as the Faculty of Science, the office of Dean and the lecture theater on the lakeside, the complex of the Faculty of Technology and the Department of Mathematics and Statistics buildings. There are various residence halls located within the university setting to provide students with accommodation. Of course, there are also the buildings of the newer halls of residence. Each of these has its distinctive feature and appeal to the visitor (Ayeni, 2003).

g) *Definitions of important terms*

Student housing or accommodation: is seen as a place where students reside while running their academic programs. This can either be an on-campus or off-campus residence.

Academic Performance: This is the extent to which a student or pupil has accomplished their short or long-term educational objectives. It can be used interchangeably with Academic Achievement. Cumulative Grade Point Average (CGPA) which is the measure adopted by this study is a major benchmark for academic performance.

On-campus accommodation: Housing specifically for students in the university compound. For this study this includes hostels and halls within the university.

Off-campus residence are mostly private hostels and other forms of accommodation, where students reside in exchange for a particular fee.

Student satisfaction: A fulfillment of need or desire, and the pleasure obtained by such fulfillment. In this study it is used to mean the pleasure or disappointment attained from comparing to perceived accommodation services in relation to his or her expectations.

h) *Organization of the study*

This study will be organized into six (6) chapters. Chapter one introduces the topic and explained what the study is all about. It focuses on the problem statement, the scope, the research hypothesis, research questions, objectives and the significance of the study.

Chapter two focuses on the background of the study. It overviews the concept of accommodation status and academic performance with emphasis on the trends and patterns within the scope of Nigeria.

Chapter three which is the literature review explains the studies carried out by previous researchers. It enlightens the reader on the aims, scope, results and conclusions arrived at by the researchers. These studies serve as a foundation on which this research is built upon. The methodologies adopted by those researchers while carrying out their studies is also focused upon. Reviews of the theories that are linked to the subject at hand were also reviewed. In short, the literature review covers the empirical review, methodological review and the theoretical review.

The fourth chapter explains the methodology engaged to carry out the research. Correlation analysis was utilized to discover the relationship between both variables focused on by the study. Questionnaires were administered to obtain data required for the study

Chapter five contains the critical analysis of the data, as empirical proof of our findings.

The sixth and final chapter presents our findings, summary and conclusion. Limitations to the study are discussed and further recommendations are made.

II. BACKGROUND TO THE STUDY

a) *Introduction*

The importance of education is not embedded in the mere schooling of students. The main aim of education is to learn and help contribute the development of our societies and to provide solutions to the problems encountered in daily life. There have been several innovations developed. The World Development Report 2018 emphasizes this great significance of education. Appropriate learning needs to be achieved for this benefit to be realized. The extent of learning is represented in the students' academic performance. In this chapter, we focus on the background of both variables of the study, with emphasis on their characteristics in the Nigerian setting.

b) *Education and Education Attainment*

In today's world, education, which is the process of acquiring knowledge, skills, values, beliefs and habits, is considered to be very important because it has led to the development of several innovations that have made the world a better place. According to the World Development Report for 2018, Education is a fundamental human right, and it is central to unlocking human capabilities, according to the World Development Report for 2018. It has tremendous instrumental value as well. Education increases human capital, productivity, earnings, employability, and economic development. However, its advantages go far beyond these monetary gains: education also makes people healthier and gives them greater control over their lives. Therefore, the benefits of education can be defined both in monetary and non-monetary terms. Education can be formal or informal. In order to achieve a practical development of society, a proper combination of both forms is required. The national aims and objectives for all levels of education are: a) the inculcation of national consciousness and national unity; b) the inculcation of correct types of values and attitudes for the survival of the individual and the Nigerian society; c) training for understanding the world around.

Education can either be carried out in a formal or informal setting. A formal setting of education takes place in schools and is said to be classroom-based and provided by trained, qualified and mostly experienced teachers. The Informal setting of education on the other hand happens outside the classroom in places such as the home, religious settings and other social settings.

c) *Overview of the Stages of Education*

Worldwide, the stages of education are usually classified into three (3) major stages which are the primary, secondary and tertiary levels of education. However, the International Standard Classification of Education (ISCED) 2011 classification was adopted by the United Nations Educational, Scientific and Cultural

Organization (UNESCO) General Conference at its 36th session in November 2011. Initially developed by UNESCO in the 1970s, and initially revised in 1997, the ISCED classification serves as an instrument to compile and present education statistics both nationally and internationally. To better capture new developments in education systems worldwide, the framework is occasionally updated. In ISCED, An education program is defined as a coherent set or sequence of educational or communication activities that are designed and organized to achieve predetermined learning goals or to perform a specific set of educational tasks over a long period of time. Within any personal, civic, social and/or employment-related context, objectives include improving knowledge, skills and competencies. Typically, learning goals are related to the purpose of preparing for more advanced studies and/or for an occupation, trade, or class of occupations or professions, but may be related to personal development or leisure. A common feature of an education programme is that successful completion is certified upon fulfillment of learning goals or educational tasks. The ISCED adopts nine (8) levels of education

ISCED Level 1 Primary Education: Are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education.

ISCED Level 2 Lower Secondary Education: Are typically designed to build on the learning outcomes from ISCED level 1. Usually, the aim is to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Some education systems may already offer vocational education programmes at ISCED level 2 to provide individuals with skills relevant to employment.

ISCED Level 3 Upper Secondary Education: Are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both.

ISCED Level 4 Post-Secondary Non-Tertiary Education: Provides learning experiences building on secondary education, preparing for labour market entry as well as tertiary education. It aims at the individual acquisition of knowledge, skills and competencies lower than the level of complexity characteristic of tertiary education.

ISCED Level 5 Short-Cycle Tertiary Education: Are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary

education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5.

ISCED Level 6 Bachelor's or Equivalent Level: Are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theoretically-based but may include practical components and are informed by state-of-the-art research and/or best professional practice. They are traditionally offered by universities and equivalent tertiary educational institutions.

ISCED Level 7 Master's or Equivalent Level: Are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. Typically, programmes at this level are theoretically-based but may include practical components and are informed by state-of-the-art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.

ISCED Level 8 Doctoral or Equivalent Level: Are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research and are typically offered only by research-oriented tertiary educational institutions such as universities. Doctoral programmes exist in both academic and professional fields.

d) *Educational System in Nigeria and its Stages of Education*

The Educational system in Nigeria is supervised by the Federal Ministry of Education. The It is the responsibility of the Ministry to harmonize the educational policies and procedures of all the states of the federation. The education system is divided into Kindergarten, Primary education, Secondary education and Tertiary education. The national goals and objectives for all levels of education, as reported by the International Bureau of Education (IBE) and UNESCO in 2010, are: (a) the inculcation of national consciousness and national unity; (b) the inculcation of correct types of values and attitudes for the survival of individuals and Nigerian society; (c) training to understand the world around them.

The educational structure of Nigeria is divided into three (4) major levels as recognized by the National Policy on Education. They are:

- Pre-school education

This is also known as the pre-primary education (early childhood care development and education-

ECCDE). It is for children between the ages of 3 and 5 years. The ECCDE is part of basic education, however attendance is not compulsory.

- Primary Education

This is a six-year educational journey for children ages 6-11+ years. The primary education is a component of basic education and that is compulsory.

- Secondary Education

This is also a six-year journey consisting of junior secondary school and senior secondary school. Junior secondary school graduates can enroll in vocational enterprises or in technical colleges offering three-year programmes. The senior secondary education that leads to the Senior School Certificate Examination (SSCE) is necessary to get admitted into the tertiary education which is the subject matter of this study. The SSCE is the main way of assessing the academic performance of secondary school leavers. The SSCE replaced the General Certificate of Education A-Level Examinations in 1989. However, the GCE can also be taken in every November to help compensate for a relatively poor SSCE. The West African Examination Council and the National Examination Council (NECO) issue the SSC, depending on the examination board used.

- Higher Education

Higher or tertiary education is provided by at universities, colleges of education and polytechnics. According to the World Bank, higher education is instrumental in fostering growth, reducing poverty and boosting shared prosperity. Higher education benefits not just the individual, but society as well. Three-year programs leading to the award of the National Certificate in Education are offered by Colleges of Education (NCE). Polytechnics award national certificates and diplomas such as the National Diploma which is obtained after two years of study following the senior secondary school. The Higher National Diploma is awarded after a further two years of education. At the level of university education, a bachelor's degree is obtained after a four-year duration of education (five to six years for some few courses). In the postgraduate level, there are the master's degree programme (which lasts for one to two years) and the doctoral degree programme (which spans two to three years of study). In this study, the scope is concentrated on the academic performance of students within the tertiary institution. In the next section, more emphasis will be placed on the tertiary institutions and the academic performances of its students.

e) *Tertiary Institutions and Student's Academic Performance*

As stated earlier, tertiary institutions are delivered by universities, colleges of education and polytechnics. There are also monotronics which offer

instruction in a single scientific or technical subject. Tertiary education is the third stage of education following the completion of a secondary school education. Tertiary education is also known as higher education in some countries. Colleges of education are responsible for the training of middle-level manpower in teacher education. Students are trained for three years, on completion of which they are awarded the Nigeria Certificate in Education (NCE). As professional teachers, they can teach in primary, Junior Secondary (JS) or Senior Secondary (SS) schools, conditional on their areas of specialization. Polytechnics, monotronics and Colleges of Technology are mainly to produce middle-level technical manpower at the sub-professional level of two categories: National Diploma (ND) and Higher National Diploma (HND). These institutions are supervised by the National Board for Technical Education (NBTE). Universities are the third tier of higher education in Nigeria. Admissions into first degree courses are through tests conducted by the Joint Admissions and Matriculation Board (JAMB) or by direct entry with the Higher School Certificate or its equivalent. The basic admission requirement is Senior School Certificate with a minimum of five credits, including English Language, Mathematics and other subjects relevant to the proposed course of study. First year entry requirements into most tertiary institutions in Nigeria include: Minimum of SSCE/GCE Ordinary Level Credits at maximum of two sittings; Minimum cut-off marks in Joint Admission and Matriculation Board Entrance Examination (JAMB), also known as Unified Tertiary Matriculation Examination (UTME), of 180 and above out of a maximum of 400 marks are required. Candidates with minimum of Merit Pass in National Certificate of Education (NCE), National Diploma (ND) and other Advanced Level Certificates minimum qualifications with minimum of 5 Ordinary Level Credits are given direct entry admission into the appropriate undergraduate degree programs. The performances of students who sit for these examinations greatly affect their performance in tertiary education since it shows the average abilities of students towards education.

Academic performance in tertiary institutions is usually measured or determined by the cumulative grade point average (CGPA). It is cumulative because it incorporates the grade point average of all the attempted courses in the programme undertaken by the student. The CGPA is the calculation of average of all the earned points of a student divided by the total number of points. This grading system calculates for the entire student's educational career. In Nigerian Universities, the grading system adopted is the CGPA. Thus, CGPA is then used to classify students into various classes of performance such as First class, second class (upper and lower) and third class.

f) *Housing Concept*

In examining the concept of housing, it is agreed that man's basic needs in life is physiological, which include food, clothing and shelter. The importance of shelter in man's life is second to none but food and clothing. In other words, man seeks protection from the environmental elements only after he has satisfied the need for food and clothing. This assertion was corroborated by Abraham Maslow (1943) in his hierarchy of needs where he identified three fundamental needs crucial to survival, thus food, clothing and shelter. Shelter according to the United Nations (2003) differs marginally from the concept of housing while housing is widely accepted as being more than mere shelter, housing goes far beyond having a roof over one's head but rather comprises a number of ancillary services and utilities which links the individual and his family to the community and the community to the region in which it grows and progresses.

The need for an effective and conducive student housing facility in an institution cannot be over emphasized due to the fact that students are expected to be in a sound state of mind to excel in their academic endeavors which can only physical protection but also a healthy social and behavioral stability, the productivity of a set of students may not be totally unconnected with their housing condition.

g) *Students Housing in Nigeria*

Student housing or accommodation is seen as a place where students reside while running their academic programs. This can either be an on-campus or off-campus residence. The institution provides on-campus accommodation within its premises to cater to its students, whereas off-campus accommodation consists mainly of private hostels and other forms of accommodation where students reside in exchange for a specific fee. Ubong (2007) asserted that although students' accommodation is an integral part of students' personnel management, on-campus accommodation has not received adequate attention, but rather has been characterized by insufficient maintenance. This scenario is rather disheartening because students need comfortable accommodation in order to easily achieve their primary learning goal. Ajayi et al. (2015) assessed students' satisfaction with hostel facilities within the Federal University of Technology, Akure, Nigeria, and observed that students were dissatisfied with the adequacy and functionality of some facilities within their hostels.

Akinpelu (2015) also evaluated the realities and challenges of students' hostel facilities in The Polytechnic Ibadan, Ibadan, Nigeria. The study noted that as a result of non-provision, obsolescence, and non-maintenance, there is an inadequacy in student housing facilities. These lapses in school hostels, has

encouraged the embrace of private off-campus hostels by students.

h) *Factors influencing students' choice of residence*

To improve on the accommodation delivery within and outside tertiary institutions, understanding on the factors that can influence the choice of accommodation of students is deemed necessary. Mahama et al. (2016) discovered that security issues of the hostel, availability of water facilities, availability of electricity, calm and peaceful environment and availability of toilet facilities are some of the essential factors that can determine students desire to stay in hostels.

Oyetunji and Abidoye (2016) assessed the factors influencing students' choice of residence in Nigerian tertiary institutions, and observed that proximity to campus, rental value of property, and type of dwelling are the important factors that influences students' choice. Zortovie (2017) discovered that proximity to lecture halls, spacious and well-ventilated rooms, calm and peaceful environment, availability of study area, accommodation fee, and availability of electricity and water are critical factors that influences students' choice of residential accommodation.

According to Khozaei et al. (2010) the main factor influencing students' choice to stay on campus is their convenience. This is due to the walking distance to the lecture halls, not having to wake up too early for a morning class, and also the comfort of taking a shower between classes or returning to the hostel to get a forgotten item.

Howley et al. (2009) also observed that the population within the area wherein the residence is located (either on or off campus) plays a vital role in the selection of residence, as students mostly favor low density areas to high-density ones. So many factors contribute to students' preference for accommodation. Some students prefer off-campus accommodation to on-campus due to lack of privacy, noise, and sharing of bed space that is associated with the on-campus accommodation. Others are based on the desire to have a cheaper, decent and good housing that is in close proximity to campus with adequate facilities and can offer privacy (Oyetunji and Abidoye, 2016). These identified factors in these studies formed a basis for the determination of the factors influencing the choice of residence of students in this study.

i) *Student residential satisfaction (SRS)*

Kotler and Clarke (1987) define satisfaction as a state felt by a person who has experience performance or an outcome that fulfill his or her expectation. Satisfaction is a function of relative level of expectations and perceived performance. The expectation may go as far as before the students even enter the higher education, suggesting that it is important to determine first what the students expect before entering the

university (Palacio, Meneses & Perez, 2002). In contrary, Carey, Cambiano, and De Vore (2002), believed that satisfaction actually covers issues of students' perception and experiences during the college years.

Meanwhile, the term student residential satisfaction (SRS) refers to the student's appraisal of the conditions of their residential environment, in relation to their needs, expectations, and achievements (Amérigo, 1990; Amérigo & Aragonés, 1997; Anderson & Weidemann, 1997; Weidemann & Anderson, 1985). It focuses on the perspective of students as customer. Even though it is risky to view students as customer, but given the current atmosphere of higher education marketplace, there is a new moral prerogative that student have become "customer" and therefore can, as fee payers, reasonably demand that their views be heard and acted upon (William, 2002). Researchers argued that SRS must be assessed based on the actual student experience during the residency period on campus student housing (Hassanain, 2008; Amole, 2009a; Riley et al., 2010).

Amole (2005) has defined satisfaction with SHFs as a pleasant feeling when the students' housing needs have been fulfilled especially with the existence of superiority physical features. Amole (2005) also affirmed that satisfaction with SHFs is students' impression when their privacy needed in a room has been met. Another meaning of satisfaction with SHFs is a good response from the students towards their house environments which promotes positive socialization process, encourages study mood, and has adequate.

i. *Models to measure student's residential satisfaction (SRS)*

A synthesis of 20 studies from 1997 to 2012 gave rise to the model that student living satisfaction is a multidimensional concept that has six (6) dimensions under two (2) subcategories which are: 1) physical attributes comprising of students' living condition, community facilities and services, and neighborhood physical surroundings; 2) social, financial, management attributes including students' social activities, cost of living, and students' preference (Muslim, Karim, & Abdullah, 2012). Students' living condition consists of type of accommodation, location/proximity, architectural aspects, internal dwelling facilities and features, usability and arrangement of space, size and physical condition of dwelling, dwelling densities, storage and furniture, and maintenance.

Community facilities and services indicates accessibility to campus, city center, health services, shopping and municipal services, availability and maintenance of social, recreational, and educational services, 'Institutionality Facilities' in student housing, and availability of public/neighborhood facilities. Neighborhood physical surroundings are about personalization and identity, privacy, security, safety,

and health. Students' social activities describe housemate/roommate social interaction, neighborhood interaction, students' leisure activities, acceptance of student by local resident, and students' participation on neighborhood activities. Cost of living means financial status, financial behavior, and living expenses.

Finally, students' preference consists of source of information and advice in choosing accommodation, time taken to search for accommodation, length of lease/contract, understanding about preference for private house, building social network and developing friendship, freedom to choose where to live, preferred accommodation features, getting connected and staying safe; and living together 'in real home'. Consequently, for this research, the model proposed by Muslim, Karim, and Abdullah (2012) was applied in order to determine the SRS as a result of the student experience living in the SHF.

Institutions that want to provide students with quality programs and services must be concerned with each aspect of the experience of the students on campus. In other words, the quality of education is not only limited to lectures and notes received in the classroom or advice and guidance given by lecturers during the consultation hours, but also includes the experience of students interacting with the various non-academic staff and components of the university, as well as the physical infrastructure provided by the university.

Developing an understanding of SRS is necessary in determining the effect of living environment to students. Further, it will help to determine the extent to which satisfaction with the living environment affects student development. With the various foreign literatures cited regarding student housing and residence life, university of Ibadan with a SHF needs to explore on the SRS index and impact of the SHF in the student life as well as its contribution to the overall education and formation of their graduates. Currently, there are limited local studies focusing on the quality of living environments among Nigeria universities and colleges. This study will be able to provide information on this area of research in order to contribute to the improvement of the current living environments provided to the university students.

III. LITERATURE REVIEW

a) *Introduction*

This chapter discusses the literature related to the relationship between students housing and their academic performance in educational institutions. It will particularly focus on how this affects student's achievement. This chapter is composed of different sections such as theoretical review, empirical review, methodological review and, finally, the conceptual framework.

b) Theoretical Review

The purpose of the section is to examine the collection of theory that has accumulated in regard to the problem recognized by the study. The theoretical review helps to establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested. Although previous studies related to this topic have recognized few theories, these theories will be given consideration in this section of the project.

i. *Happy-Productive Student Theory*

This theory was developed by Cotton, Dollard, and de Jonge (2002). According to them, student's satisfaction while on campus is mediated by psychosocial factors (in this study are factors affecting student's wellbeing) those including, financial, coping, stress and accommodativeness. Students while in campus reside either on-campus or off-campus. Off-campus has challenges ranging from space, shared facilities, impeachment into one's privacy and inadequacy.

Cotton further argues that high level of psychological distress at the university leads to low satisfaction to the extent to which consumers (in this study student) learning experiences are affected in campus. On the other hand, administrators should not ignore access to these factors of student satisfaction because it increases the expectations of students about university life where it produces positive confirmations of expectations leading to higher level of satisfaction (Churchill & Superenant, 1982).

A happy or satisfied student for this study is perceived to have a comfortable place to live in terms of accommodation (whether on -or off- campus) which is an important component of being satisfied during their college stay. This shows the presence of a positive affect on their accommodation and the absence of a negative impact on their accommodation, and ultimately improves university education. The students will therefore lack the emotional exhaustion which will lead to satisfied students' cohort. In this case a student's stay in the university is conceptualized as a job. This could be linked to the productive attributes of a learning institution such as work environment, satisfaction, cognitive demands, responsibility and social interaction which are Social interaction may entail social contacts with peers and accommodation facilities. The concept of happy productive theory is that when students display positive affect and achieve, and interact freely with others they are deemed to be more engaged in their academics and have higher aspirations. In this study the factors influencing housing mediates between the students' level of satisfaction.

ii. *Social Learning Theory*

This theory, as proposed by Albert Bandura in 1977, is based on the concept that, in a social context, we learn from interaction with others. It is widely known that nature and nurture greatly shape human behavior. Nurture here means the environment in which such a person lives that influences the growth of such an individual. By witnessing the conducts of others, people develop like behaviors. After observing the behavior of others, people embrace and imitate that behavior, especially if their observational experiences are positive ones or include incentives related to the observed behavior. Through this, humans are viewed as social animals that gather large amounts of data on social world behaviors and then translate it into complex and skilled performances. It is also said that the observer considers the effects of the behavior observed on the actor. This is known as vicarious reinforcement in psychology. Reinforcement means the reward of the actor's actions, either positive or negative. If the behavior observed causes a positive reward on the mode, then in order to gain such reward, the observer will most likely perform the behavior later. This goes the other way for a negative reinforcement.

The application of the social learning theory to this study is by the attribution of the academic success of students to the observed behavior of the people that lives around where the students housing is who in this situation are seen as the models. Students housing condition and location have influences on the behavior of the children. Since environment behaviors have effects on their academic performance, the students (models) observe these behaviors and elicit it in order for them to attain such high.

iii. *The Social climate theory*

The theory was developed by Moos (1976). The theory states that the way an individual perceives their environment influences their interaction with it (Moos, 1976). Moos (1979) developed a five-point scale of evaluating class room climate as a contributor to a student's performance. The three basic thematic areas of the theory are students' level of involvement, affiliation and lecturer support. Moos (1987) explains that an individual's aspirations, accomplishments, morale, and well-being may be affected as a result of their social climate. For example, as a reciprocal reaction, students who perceive their learning environment as supportive are likely to work hard and thus excel in their academic performance. Conversely, if students perceive their environment as non-supportive, they are likely to regress in their academic performance (Beatty et al, 2010). Social climate theory can be used to explain the academic performance difference of students subjected to varying environment of hostel accommodation.

The theory helps to establish the connection between the performance of a student and his or her

environment. It explains that the performance of a student is supported by their study environment. However, some vital factors that are key to academic excellence, such as the inherent ability and predisposition of some students to work harder than others, have not been considered. It also fails to explain why students subjected to similar environment register varying levels of academic performance (Beatty et al, 2010).

c) *Methodological Review*

Faizan Abd Jabar, Wan Kalthom Yahya, Zaidatulhusna Mohd Isnail, Zurah Abu (2012) conducted an empirical study toward students' academic performance and students' residential status in UiTM Jengka. The method used a self-administrated questionnaire that comprise of three parts; Part A: Demographic background, Part B: Student's Academic Performance and Part C: Option of residential. It also included seven items measured on a 4-point Likert scale in Part B to determine the difference of academic performance between residence and non- residence students among UiTM Pahang students. The hard copies of the questionnaires were distributed in the classroom to 245 students from part 5 and 6 from the Faculty of Business Management. The part 5 and 6 students were chosen as the respondents since they are assumed to have an enough experience being residence and non-residence students. Descriptive analysis using SPSS version 20 was performed to analyze the collected data.

This research was conducted to evaluate the satisfaction of students' living environment between on-Campus and Off-Campus Settings by Muslim, M., Karim, H., Abdullah, I. (2012). This paper seeks to determine the differences of living satisfaction aspects between on-campus and off-campus indicators relevant to student housing and to ascertain how these factors of living satisfaction are being formed. It draws on the findings from this study which involved content analysis methods. This study involves both qualitative and quantitative description in the analysis. Content analysis Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication. The content analysis technique attempts to characterize the meanings in a given body of discourse in a systematic and quantitative fashion (Kaplan, 1943). Thematic analysis is the most common approach in content analysis. In thematic analysis, the coding scheme is based on categories designed to capture the dominant themes in text.

Owolabi (2015) on the study of the effects of Students' Housing on Academic Performance at the University of Ibadan in Nigeria collected data from primary source. Primary data was based on 1,100 respondents. Systematic sampling technique was

employed for selection of rooms and random sampling technique was also employed for the selection of four hundred respondents within the rooms in on-campus housing (8,000 on-campus students), while seven hundred respondents of off-campus housing were randomly selected for both off-campus hostel and private houses (14,000 off campus students) occupied by students for the study (5% of on and off-campus students were selected). Two sets of research questionnaires were administered and one hypothesis was tested at the 0.05 level of significance. Data collected were analyzed using descriptive statistics and chi-square.

Ogwuche and Pinga (2017) carried out a study to assess the influence of off-campus residence on students' academic performance in tertiary institutions in Benin state of Nigeria. The study was carried out in Benue State of Nigeria. Benue State is one of the 36 states located in the North Central part of Nigeria with its headquarters in Makurdi. The major tribes in the area are Tiv, Idoma and Iggede. Other tribes are Agatu, Etulo, Jukum, Igbo, Hausa and Yoruba among others. The study adopted descriptive survey design. The population comprised 9, 872 final year students in nine public tertiary institutions in Benue State (Benue State Ministry of Education, 2016). A sample of 400 final year students' representing 4% in three tertiary institutions was selected using stratified random sampling technique. This sample was considered adequate since it is in line with Anchor and performance in tertiary institutions. Cluster B contained 10 items on influence of inadequate use of school facilities by off-campus residence on students' academic performance in tertiary institutions. Responses were based on a 4-point rating scale with the response modes of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. The questionnaire was validated by three experts, two in educational management and one in test and measurement from the Faculty of Education, Benue State University, Makurdi. The questionnaire was trial-tested using 30 final year students who were not part of the sample but part of the population. The reliability of the instrument was measured using Cronbach Alpha which yielded a reliability coefficient of 0.79. This indicated high internal consistency. The data collected were analyzed using mean scores and standard deviation to answer the research questions. Any item with less than 2.50 was rejected as having no influence. On the other hand, it was accepted if it was 2.50 and above. Chi-square test of goodness-of-fit was used to test the null hypotheses at 0.05 level of significance.

In a study which assessed the residence pattern among students in private universities in Nigeria, using Oduduwa University, Ipetumodu as a case study by Adama, Aghimien and Fabunmi (2017). The study adopts a quantitative survey approach, using random

sampling method wherein the students were first divided into strata based on their academic level, before being randomly selected. Students of 200 level, 300 level and 400 level took part in the study. Students in 100 level were exempted from the study because they are made to stay in hostels provided by the institution. Hence, they do not have a choice as regards their place of residence. Moreover, these set of students are new and most likely do not know their CGPA which is needed in assessing the relationship between students' residence and their academic performance. Preliminary investigation shows that these three levels of students cover a population of about 2000. Using the Yamane (1967) formula of $n = \frac{N}{1+N(e^2)}$, with a significance level (e^2) of 0.05, a sample size of 333 was derived for the study.

Resulting from the study of Student Residential Satisfaction in an On-Campus Housing Facility by Navarez at De La Salle University-Manila (2017), the study made use of a descriptive survey design. A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). This study utilized the descriptive survey method in order to obtain information concerning the current status of the quality of experience of the student as measured by the degree of the student residential satisfaction. Through this, participants' thoughts, opinions, and feelings related to their student living environment will be identified.

Following the study of influence of Residential Setting on Student Outcome in Near East University, Cyprus by Etikan, Bala, Babatope, Yuvali, and Bakir, (2017). The descriptive survey research design was put to use in this study, the research intends to study if the housing locations of students have an impact on their academic performance. In a survey, a representative sample is chosen from a population and studied. Findings made from the representative sample are used to generalize for the whole population. Hence, the survey made use of 278 student respondents which are samples from the student population of Near East University, Cyprus. The respondents are mixture of students residing in the school's hall of residences, near campus and those living in farther places away from the university environment. A set of structured questionnaires was designed and developed for the purpose of data collection. The questionnaire was meant to elicit responses from the students regarding the impact their accommodation locations have on their academic performance. The questionnaires were administered to the students and consequently retrieved upon providing answers to the questions asked. After collection, descriptive statistics were used to describe the structure of the respondents and their different composition. In order to investigate if the choice of students' place of abode has any significant relationship on their academic performances, a test on measure of

association was employed by using the Chi-square Statistic of test of independence. Specifically, the Chi-Square statistic test of independence which is an example of a non-parametric analytical tool used is in analyzing categorical data by examining if there is an existence of any form of dependence or relationship among categorical variables under examinations. The test was conducted at a 0.05 level of significance with the aid of SPSS (Statistical Package for the Social Sciences) computer software version 20.

Following the study on Off-Campus Living Among Ekiti State University Students in Southwestern Nigeria: Health and Policy Implications by Jimoh, Adovi, Olugbenga, Akeem, Oluseyi, (2017). A cross-sectional descriptive study design was conducted among a population of 312 students utilizing the Fisher formula for sample size determination. Respondents were selected using the multistage sampling technique. The first step was the selection of the six blocks out of the nine existing blocks using simple random sampling by balloting. The selected six blocks consist of the two blocks of Ajasin hostel of sixty occupants per block, one block of Government Hostel of capacity two hundred occupants and three blocks of Osekita Hostel with a capacity of one hundred occupants per block. The total number of students in the six selected blocks was six hundred and twenty.

Chepkener (2018) conducted a study to investigate the factors influencing undergraduate students' level of satisfaction with on and off-campus accommodation at Moi university main campus, Kenya. He employed a descriptive survey research design. A descriptive research design is one where according to Kothari (2009), the concern is not describing the characteristics of a particular individual or group but it is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2009). Mugenda and Mugenda (2004) on the other hand gives the purpose of descriptive research as determining and reporting the way things are done. Borg and Gall (1989) noted that descriptive research is intended to produce statistical information about aspects of management that interest policy makers and management practitioners. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables.

This study investigated academic performance with respect to type of accommodation in the Kenyan Universities, case study of the Technical University of Mombasa by Gichere, Adem, Adenya, (2019). The study used quantitative research approach. The findings from the sample will be used to infer that the population has the same characteristics. This type of approach is used since it enables the researcher to examine the

relationship between variables and make conclusions based on the findings.

d) *Empirical Review*

This section analyses previous studies on the association, especially the results and findings, between students housing and their academic performance. The following studies ranges along various scopes and most times it was found that there is a positive relationship between both variables. However, there were exceptions in few cases.

A comparison between students living in dormitories and those living in private homes was made by Ludeman (1940). Average honor points, a measure for college scholarship, was computed for the two groups with the conclusion that dormitory students rated higher, with 1. 652 honor points, as compared with students in private homes, with an average of 1. 485 honor points per hour. Ludeman suggested two reasons may account for the differences: 1) more interplay of ideas among several students taking the same subjects; 2) competition between students for high grades was keener in the dormitories.

Thompson, Samiratedu, & Rafter, (1993) examined the effects of on-campus residence on first-time college students and found that freshman students who lived on campus had higher retention, a greater degree of academic progress, and higher academic performance. They claimed that progress and retention were higher among students who lived on-campus, regardless of race, gender, or condition of admittance. Students engaged in remedial work were shown to have performed better than their off-campus counterparts.

Delucchi, (1993) examined a 'college town' where most students who lived off-campus and were in close walking distance of their lecture hall and university resources and found no statistically significant difference in academic achievement between students that live on campus and off-campus.

Bowman and Partin (1993) conducted a study to be determine if there is a significant difference between the academic achievement of students that lived on-campus and their off- campus counterparts, as measured by grade point average (GPA). Bowman and Partin stated no statistically significant differences in grade point averages of students regardless of residence.

Ware and Miller cited (1995) reviewed research trends in student life, and found that even though there were some differences in the how the studies were conducted; student housing play an important role in the success of university students. Student housing plays an important role in the enrolment of students and the adequacy of facilities can add to the desire them to remain on campus.

Agron, (1997) reported that studies in North America indicate that students in hall of residence have

higher Grade Point Averages, higher retention of their grades, are able to take on more credit hours and had the ability to form connections with the faculty members on campus. They also had a higher propensity to be more involved in students' leadership and politics on campus.

A study by Kaya and Erkip (2001) observes that students who live in campus housing confidently persist in their studies and graduation than students who have not had this on-campus experience. Furthermore, students living in on campus residence have a higher level of self- esteem over time. On-campus accommodation provides convenience issues such as real preparation and access to study groups (Kaya & Erkip, 2001). This supports the fact that the cost of living on-campus seems to be better financially. Living on-campus impacts on students' academics in such a way that they are within easy reach of campus facilities which are accessible to lecture halls and other learning activities within campus. The study found that on campus students have higher retention rates and attain higher grades than those residing off-campus. This tends to give students opportunity to have sense of community with the institution. In campuses, there are many other co-curricular activities and resources. The interaction of students with these facilities enhances the university experience. Students living on-campus are involved widely on organizations and activities. These enhance better understanding of oneself with their collegiate experiences, changes in values, self- esteem and individual satisfaction.

Rinn & Plucker (2004), suggests that students are more independent, and have the highest level of supportive achievement and interaction orientation. The majority of college students today commute to campus. The perception is that off-campus students are less committed because they live away from college compared to those who live on campus. This seems challenging on students because what they gain from their college experience depends on how much time and effort students put into their studies and other educationally purposeful activities. The learning in campus indicates that level of academics, college time on tasks and participating on other educational purposeful activities directly influence the magnitude of students living and their overall educational experiences (Rinn & Plucker 2004).

Sirgy, Grzeskowiak and Rahtz (2005) study on the quality of college life of students in three universities in the USA found that quality of college life may be influenced by satisfaction with college facilities. Of importance to the students is the quality of housing, maintenance, security, location and dorm activities. Most residential halls are much closer to campus than private housing such as apartment buildings. This convenience is a major factor in the choice of where to

live since living physically closer to classrooms is often preferred.

Amole (2005) argued that living in good student housing impact on students' performance this influences intellectual interaction. Furthermore, Mohit, et. al. (2010) explains residential satisfaction as positive experience expressed by occupants when their home meets their expectation for unit features, housing services and neighborhood facilities. Residential satisfaction among students stems from high quality facilities, positive roommate relationships and quiet study environments in their living accommodations.

Li et al. (2005) conducted a research in investigating on student satisfaction with their current living arrangements in the on-campus housing whether they plan to live on-campus and whether they plan to move off-campus for next year. The study found that following six items were significant, positive predictors of returning to the on-campus housing the following year: (a) ability to be on a dining plan; (b) leadership opportunities, (c) location close to campus, (d) ability to choose where to live, (e) academic support available, and (f) high-speed Internet connection. Items that were significant negative predictors were: (a) ability to cook meals, (b) length of lease/contract, (c) proximity to campus/town, (d) private bathroom, and (e) parking accommodations, (f) ability to live with or near friends, and (g) ability to study where you live. They also found the most significant predictors of returning to the on-campus housing were also generally significant negative predictors of living off - campus. Also, it found the following results that are related to students' prospect to living off campus. Demographic characteristics that significantly predicted a higher possibility of living off - campus was male gender. Significant positive reasons for students intending to live off-campus were: (a) ability to cook meals, (b) length of lease/contract, (c) proximity to campus/town, (d) parking accommodation, (e) ability to live with or near friends, and (f) a private bathroom. Significant negative predictors for students' preference to live off-campus next year included: (a) the ability to be on a dining plan, (b) leadership opportunities, (c) academic support available, (d) high speed internet options, (e) location close to campus (f) satisfy parents' wishes (g) adequate living space and (h) social atmosphere.

According to Lanasa, et. al., (2007), it is also important to know what contributes to student retention in residence halls, for students living in residence hall seem to perform better academically than students who live at home. Research done in support of students living on- campus had a significant positive effect on students' completion of campus and persistent graduation from college. Bekurs (2007) says that good hostel condition and facilities in university campuses have positive influence on the overall student satisfaction.

Hassanain (2008) studies found out that on campus students particularly those who lived in residence hall were more satisfied with the college experience than those who live off- campus. Students living in hostels were found to experience greater personal growth and more intellectual and cognitive development. Residential life possesses certain advantages over off- campus life in terms of social interaction and positive involvement with peers, faculty and communities.

Lyizoba (2009) argues that the results of an enquiry into reasons why Nigerian students fail to perform well revealed that the chief cause of poor academic performance was attributable to facilities and conditions prevalent in the universities. The study concluded by positing that hostels are in dire need of attention blaming inadequate accommodation for the present day mediocre educational standards, deplorable academic performance, and poor moral behavior which have become synonymous with the average Nigerian student.

According to Mohit et. al., (2010) living of students in on campus accommodation provides positive impact on its residents. Among the positive effects are: more engagement with the academic environment, higher rates of experiences, greater perception of personal growth, better social interaction, higher educational aspirations and better academic performance though on the negative side living on campus may influence use of alcohol.

Nabaseruka, (2010) also indicated that accommodation has a significant effect on the academic performance of students and in schools where accommodation facilities were good, the performance of students was also high compared to schools where accommodation facilities were poor.

Academic achievement is not significantly influence in students' living environment. Of a more uncertain nature, Dasimah et al. (2011) reported that academic achievement of off- campus students is not influenced by the environment although living as off-campus is said to be more challenging than staying on campus.

Mamman (2011) carried out a comparative study of the effect of on-campus and off campus accommodation and other facilities on students' academic performance. The study identifies some advantages of on-campus accommodation. These include: easy accessibility to the classes, libraries and other university facilities hence saving on time. The findings revealed that a significant relationship exists between the type of accommodation and the students' academic performance. The diet, health, amount of sleep, comfortable shelter and sense of security a student has directly affects his ability to function at his full potential. Sicat and Panganiban (2009) appreciate that adequate housing in schools gives rise to

comprehension and encourages positive learning outcomes.

According to Mohd Najib, Yusof and Zainal Abidin (2011) students who stay on campus will enhance good rapport and socialize among them whereby it could also broaden the students' knowledge. Logically, the students who stay on campus have the privilege to obtain information related to academic immediately. They also need not to worry about transportation since it is only a walking distance among the buildings on the campus. Yet, the universities provide public transportation if the students need to go outside the campus or to the nearest town. Contradically, for those who are non-residence they need to rent house and look for housemate in order to save cost. Some of them might confront with absenteeism due to domestic problems such as transportation, raining season and others.

Schemulian and Coetzee, (2011) agree that the reason for off campus students become late comers or absence to the class is due to traffic jam and transportation problems. They conclude that, there is a positive relationship between class attendance and academic performance. In other words, if the students are absent for class it will affect their performance.

Zhao (2012) asserted that student satisfaction has a strong relationship with the quality of higher education perceived by the student, and that this perception will be influenced by many factors concerning the educational service, including expectation of service and image of the institution. Research in this area has generally supported the notion that students living on-campus tend to be more socially adjusted and tend to participate more often in extracurricular and campus activities than students living off campus.

Toyin & Yusof (2013) Students feel that living-on campus will be a lot less expensive; therefore, more numbers of students stay on-campus. Where campus

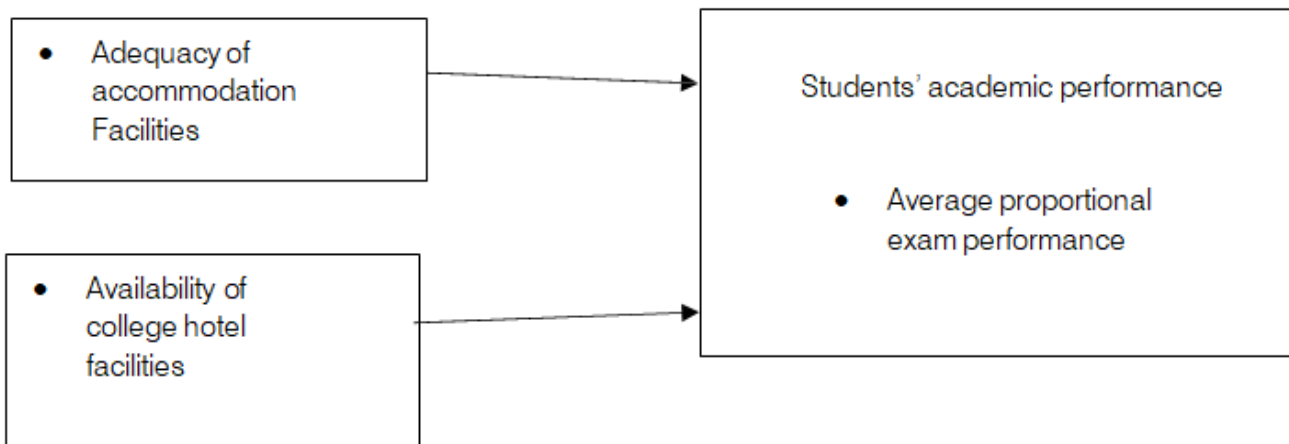
housing effectively integrates learning and social development by providing students the opportunity to form an identity or a sense of community with the institution. Students who live on campus generally participate in more activities, take advantage of campus resources, and are more involved in leadership experiences. Many times, the interaction that students have within the residence hall frames their campus experience. In addition to the residence hall experience, students who live on-campus are also actively involved in campus-wide organizations and activities. They tend to have a better understanding of self, experience positive changes in values, have higher self- esteem, and are more satisfied with their collegiate experience unlike the off-campus students.

Araujo and Murray (2010), and Owolabi (2015), also found evidence of an increase in cumulative GPAs of students who lived in on-campus housing than their counterparts in off- campus housing. This was because students who lived on campus were more able to benefit from the university provided resources such as computer and information technology, university clubs, exercise facilities, and other extra-curricular activities [Araujo & Murray, (2010); and Owolabi, (2015)].

e) *Conceptual Framework*

The study literature has shown that housing affects students' academic performance or productive. This study further takes steps to investigate on effect of housing on students' academic performance in University of Ibadan. The variables to be investigated are housing (independent variable) and academic performance (dependent variable). These variables have been identified because the researcher hopes that by analyzing these variables the deep insides on the factor for student poor performance can be revealed, thus guide towards improvement of secondary school performance in terms of academic in those schools.

Relationship between Students' Housing and Academic Performance



IV. RESEARCH METHODOLOGY

a) Introduction

This chapter presents the methodology applied in this study. It describes design of the study, target population and area of the study, target population, sample and sampling technique, research instruments and methods of data collection, data analysis.

b) Design of the Study

The study adopts a Descriptive survey design to examine the variables without influencing any of them since they have already been manifested in the respondent. Descriptive research helps to obtain data about the current status of the phenomena and to describe what exists with regards to the variables of the subject matter. The descriptive survey allows collection of huge extents of data from the target population.

c) Area of the Study

The study will be carried out in University of Ibadan located in the Southwest region of Nigeria. These was chosen in order to cover a wide range of socioeconomic backgrounds.

d) Target Population

The target population refers to the total number of respondents to the questionnaire used for the collection of the data. Students are those involved in the study because they are the ones directly by their housing status and it is their educational performance that is being focused on, therefore they are vital informants.

The target population is the students of University of Ibadan which is a mixture of students residing in the school's hall of residences, near campus and those living in farther places away from the university environment. Students of 200 level, 300 level and 400 level took part in the study. Students in 100 level were exempted from the study because they are made to stay in the hostels provided by the institution and most likely do not have a choice as regards their place of residence. Moreover, these set of students are new and most likely do not know their CGPA which is needed in assessing the relationship between students' residence and their academic performance. Also, the postgraduates were not targeted for this study since most of them are independent students.

e) Sample and Sampling Technique

A sample refers to a fraction of a study population used to make conclusions about the population. The target population was stratified based on type of accommodation. This implied that the students were stratified as those who were on-campus and those who were off-campus accommodation. Stratification was used to increase precision and presentation (Kothari, 2009). Stratified sampling was utilized since it would aid the researcher to ensure that

certain subclasses in the population were represented in the sample. The sample for the study is taken from 11,617. An ideal sample is that which is large enough to serve as an adequate representation of population on which the researcher wants to make conclusions about and small enough to be selected economically mainly in terms of money and time.

The sample size of 200 students have been selected for this study from all the institutions. The study adopted a simple random sampling technique in identifying the students to participate in the study. This enabled member of the population to have an equal chance of being selected without bias.

f) Instruments and method of data collection

This study used questionnaires to collect data. Questionnaire is a set of questions organized in order to assemble responses from respondents relating to the research topic. The instruments were suitable for this study since the population targeted was diverse in social and economic classes. The questionnaires were used for sensitive topics and questions which users could find it inconvenient to divulge through other means. A questionnaire is ideal for survey study. Questionnaires have been widely used in education to obtain information about current situations. It is therefore effective in terms of time and its anonymous nature allows respondents to give information easily. The questions were in printed form and were to be answered by the respondents (students). The procedure for data collection goes thus: Permission was requested from the respective educational institutions showing that the study is for academic purposes. The typed questionnaires were hand delivered to the respondents. The respondents were instructed not to divulge their identity and were assured that the information given was purely for research purpose and would not affect them individually.

Section 'A' of the questionnaire sought after students' demographic information such as: age, gender, marital status while section 'B' sought after information on the students' academic performance, Then Sections 'C', focused on the housing condition and satisfaction measures of the students.

g) Method of Data Analysis

The data collected using the primary investigation was compiled, sorted, and coded. The data from questionnaires was analyzed using SPSS (Statistical Package for Social Scientists) package in line with the research questions. Simple frequency distribution and percentages will be employed for the analysis. Graphs and charts will be used to depict some categorical variables. Pearson's correlation was used to establish the relationship between accessibility, security, privacy, speed, fees and charges and usefulness level. The reason for choosing Pearson's correlation is that it is the most common measure of correlation which

measures the degree of linear relationship or association between two variables. It was also used run to estimate of the average value of the dependent variable (student's educational performance) on the basis of the independent variables (housing measures).

V. DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

a) Introduction

This chapter presents the analysis of data on the effects of students' housing on their academic performance at University of Ibadan. The analysis has been done based on data collected through various methods discussed in chapter four including questionnaires and interviews by the researcher. The information based on the analysis was then presented as set out in the objectives of the study. The research data was tabulated and presented in tables and analyzed using descriptive statistics particularly mean, percentages, frequencies and standard error using SPSS software computer package. The specific objectives of this study were:

1. What are the factors influencing students' choice of accommodation at University of Ibadan?

2. Does the gender type of students influence their choice of accommodation?
3. What is the impact of age category in the selection student's residential location?
4. To determine the difference in students' level of satisfaction with accommodation among students residing either on - campus or off - campus at University of Ibadan.
5. To propose recommendations for the improvement of student's academic performance.

b) Background Information of Respondents

The study covered two-hundred students from the University of Ibadan. Socio demographic information obtained with the research instrument include: gender, age category, level of study, marital status, place of residence.

i. Gender Distribution of Respondents

The respondents which totaled 200 had varying proportions between both genders. The sample of female respondents represents a higher percentage of 47% while the male respondents accounts for 53%. In total, it can be deduced that the sample size was slightly dominated by the Male (53%). Figure 5.1 below presents this information

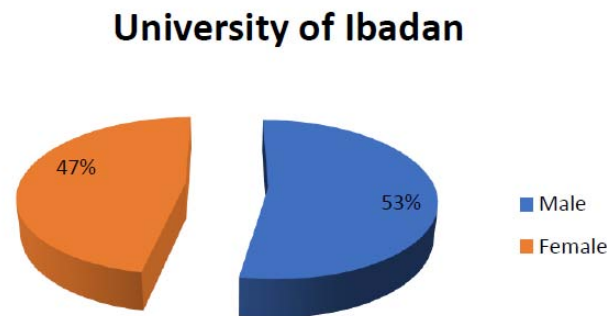


Figure 5.1: Gender distribution of Respondents

ii. Age of Respondents

Distribution by age shows that 40% of respondents are below or equal to 20 years,

approximately 59% are between 21 – 25 years of age; 1% are between ages 26 – 30 years, Figure 5.2 below presents this information.

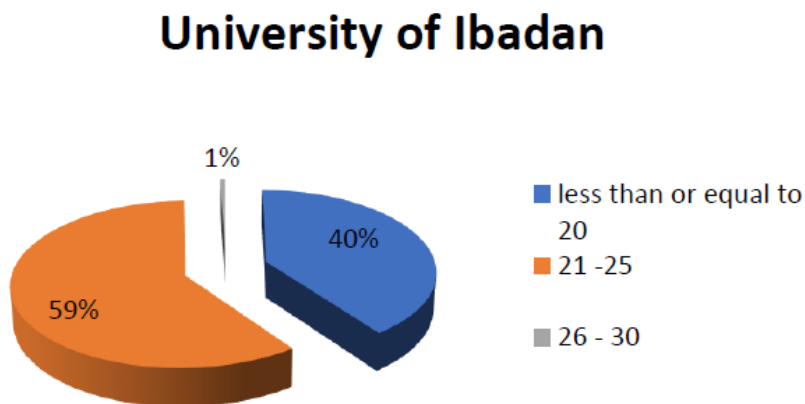


Figure 5.2: Age Distribution of Respondents

iii. *Academic Level of Study*

Most of the participants from the University of Ibadan are students in 200 level (37%), 32% 300 level, 22% for 400 level and about 9% were 500 level students.

None of the respondents were from 100 level because of the unavailability of CGPA for the students at the level. Figure 5.3 below presents this information.

University of Ibadan

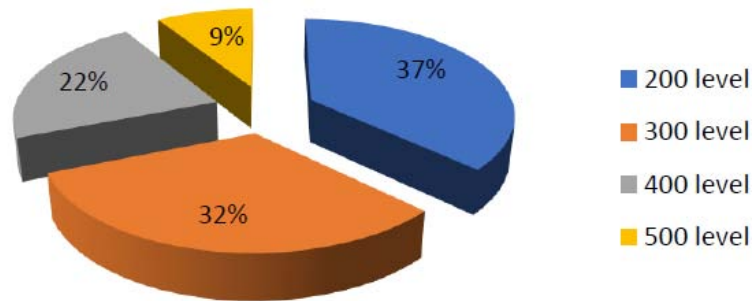


Figure 5.3: Level Distribution of Respondents

iv. *Residential place of the Respondents*

The responses on the residential place of the respondents are presented in fig. 5.3.

University of Ibadan

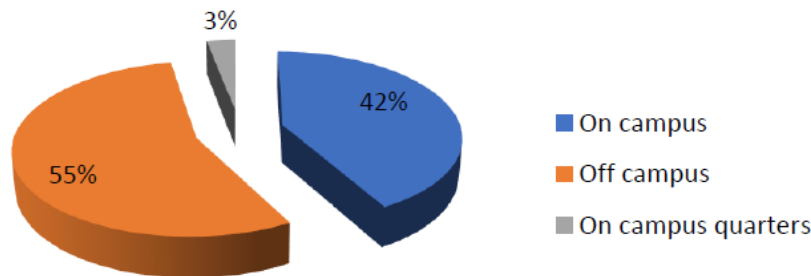


Fig. 5.3 indicates that 55% (110) of the students who participated in this study were off-campus while 42% (84) and 3% (6) were on-Campus. This is an indication that majority of the students reside outside the university.

c) *Hypothesis Tests*

The academic performance of the students was separated into five (5) categories:

- First class
- Second class upper
- Second class lower
- Third class

Research hypothesis

Below are the research questions considered in the study:

H_0 : There is no significant relationship between students' accommodation location and their gender.

H_1 : There is a significant relationship between students' accommodation location and their gender.

H_{0_1} : There is no significant relationship between students' accommodation location and their age.

H_{1_2} : There is a significant relationship between students' accommodation and their age.

H_{0_3} : There is no significant relationship between students' accommodation location and their academic performance.

H_{1_3} : There is a significant relationship between students' accommodation location and their academic performance.

d) Gender and place of residence

Table 5.1: Cross-tabulation of Gender and Place of residence

		Place of residence			Total
		On campus	Off campus	On campus quarters	
Gender	Male	32	73	1	106
	Female	52	37	5	94
Total		84	110	6	200

Table 5.1.1: Correlations between Gender and Place of residence

		Gender	Place of residence
Gender	Pearson Correlation	1	-.190**
	Sig. (2-tailed)		.007
	N	200	200
Place of residence	Pearson Correlation	-.190**	1
	Sig. (2-tailed)	.007	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Result in Table 5.1 reveals that a total of 106 male students and 94 female students took part in the survey. However, only 84 of these students stay in hostels provided by the institution within the campus. The remaining 110 students reside in accommodations off campus. Also, a critical look at the cross-tabulation shows that majority of those staying on campus are the female students (57), while more male students (73) prefer to stay off campus. This can be attributed to

several factors including the need to feel secure. However, further analysis carried out using Pearson product moment correlation gave a correlation value of -0.190 and a significant p-value of 0.007. This result shows that since the significant p-value is greater than 0.05, at 95% confidence level, there is a negative relationship between the gender of students and their choice of staying on or off campus.

e) Age and place of residence

Table 5.2: Cross – tabulation of Age and Place of residence

		Place of residence			Total
		On campus	Off campus	On campus quarters	
Age	less than or equal to 20	42	38	0	80
	21 – 25	41	72	6	119
	26 – 30	1	0	0	1
Total		84	110	6	200

Table 5.2.1: Correlations between Age and Place of residence

		Age	Place of residence
Age	Pearson Correlation	1	.187**
	Sig. (2-tailed)		.008
	N	200	200
Place of residence	Pearson Correlation	.187**	1
	Sig. (2-tailed)	.008	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Result in Table 5.2 reveals that majority of the students (119) sampled fall within the age range of 21 to 25 years, while 80 of them fall within the range of less than or equal to 20 years. The least age range is 26 to 30 years. Further look at the table shows that majority of

the younger students (15 to 20 years) stay on campus while most of the older students (21 to 25 years) stay off campus. This matter points to the fact that there might be some measures of restriction among the younger students in terms of staying alone outside the school

vicinity. Pearson product moment correlation showed that there is a significant relationship between the students' age and their choice of residence, as a

correlation value of 0.187 and a significant p-value of 0.008 was derived.

f) *Level and place of residence*

Table 5.3: Cross – tabulation of Level and Place of residence

		Place of residence			Total
		On campus	Off campus	On campus quarters	
Level	200 level	35	38	1	74
	300 level	27	36	1	64
	400 level	18	25	1	44
	500 level	4	11	3	18
Total		84	110	6	200

Table 5.3.1: Correlations between Level and Place of residence

		Level	Place of residence
Level	Pearson Correlation	1	-.163*
	Sig. (2-tailed)		.021
	N	200	200
Place of residence	Pearson Correlation	.163*	1
	Sig. (2-tailed)	.021	
	N	200	200

*. Correlation is significant at the 0.05 level (2-tailed).

Result in Table 5.3 also shows that more students from the 200 level (74) participated in the survey, while the least level was the 400 and 500 level (44 and 18 respectively). This low response from this set of students can be attributed to the claim of them being too busy with final year researches and the likes. A cursory look at the table shows that only few students tend to stay on campus when they are in their final year, as only 26 students out of the 62 stated that they stay on campus. More students in the 200 level can be found staying on campus. This can be attributed to the fact that it is mandatory for them to stay on campus in their first year in the institution, hence, the tendency of wanting to stay there in their second year might be high. However, as they move higher on the academic ladder,

they tend to outgrow the school environment and the urge to stay off campus increases.

Pearson product moment correlation further corroborates this fact as a correlation value of -0.163 and a significant p value of 0.021. This result shows that there is a negative relationship between students' level and their choice of residence, as the significant p-value derived is less than the 0.05 threshold.

g) *Factors Influencing Students' Choice of Accommodation*

The study sought to establish the factors influencing students' choice of accommodation with either on-or off- campus accommodation in University of Ibadan. The responses are stated in 5.4.

Table 5.4: Cross - tabulation of reasons for choice of residence and place of residence

Reasons for choice of residence	Place of residence						Total
	On campus	Percent	Off campus	Percent	On campus quarters	Percent	
No reason	3	3.61	1	0.90	0	0	4
Inadequate accommodation	10	12.	49	44.14	4	66.66	63
Need for privacy	13	15.6	54	48.6	1	16.66	68
Family decision	40	48.19	5	4.5	1	16.66	46
Educational balance	1	1.2	0	0	0	0	1
Nearness to school or academic area	3	3.61	0	0	0	0	3
Cost and convenience	6	7.222	1	0.9	0	0	7
Security reasons	4	4.81	0	0	0	0	4
No choice other than taking what was available	1	1.2	0	0	0	0	1
Poor state of school hostels	2	2.4	1	0.9	0	0	3
	83	100	111	100	6	100	200

As shown in Table 5.4, 48.6 % (54) of the off-campus students rated the need for privacy as the 1st main factor influencing their choice of residence, 48.19% (40) of the on-campus students ranked family decision as the 1st major factor influencing their choice of residence while 66.6% (4) of the on campus quarters ranked inadequate accommodation 1st as the major factor influencing their choice of residence in school. The findings further reveal that 44.14% (49) of the off-campus chose their choice of residence because of inadequate accommodation in school hostels and 16.6% (1) of the on-campus quarters chose their residence because of need for privacy.

h) Level of Satisfaction and Place of Residence

There was need to establish whether there was any difference in the level of satisfaction on accommodation between on-campus and off-campus students in University of Ibadan. The respondents were asked to rate the items in this section according to the extent to which they are satisfied or dissatisfied with them. The responses were coded as 1 = very satisfied,

2 = satisfied, 3 = somehow satisfied, 4 = not really satisfied, and 5 = not satisfied at all. While scoring the questionnaires the highest possible score for each item on the Likert scale was 5.0 points and the lowest was 1.0. The highest possible mean score for a respondent was 5.0 and the lowest was 1.0. The midpoint was taken to be 3.0 and this was used to categorize responses as either "satisfied" or "dissatisfied". For each item a mean and standard error mean were calculated. The results are presented in Table 5.5

Differences in Students Level of Satisfaction with University Accommodation The fourth objective of the study was to determine the difference in students' level of satisfaction with university accommodation among students residing either on-campus or off-campus at University of Ibadan. The section presents respondent's level of satisfaction with their housing condition. These characteristics give an insight into understanding and addressing the current problem of the study.

Table 5.5: Cross - tabulation of place of residence and satisfaction with condition of living

		Satisfaction with condition of living					Mean	SD
		Very satisfied	Satisfied	Somehow satisfied	Not really satisfied	Not satisfied at all		
Place of residence	On campus	11	28	12	10	23	3.07	1.446
	Off campus	17	41	10	16	26	2.94	1.448
	On campus quarters	0	2	0	3	1	3.5	1.225

Cluster Mean / Standard Deviation for on – campus 3.29/ 1.66

Table 5.5 showed that the mean ratings of items 1-3 are 3.07, 2.94, 3.5 respectively with corresponding standard deviations of 1.446, 1.448, 1.225. As indicated in Table 5.4, the on-campus students were generally not really satisfied with the housing condition while the off-campus students were somehow satisfied with their housing condition with an overall mean of 3.29 for the on-campus and 2.94 for the off-campus students. This implies that there are significant differences in satisfaction between on-campus and off-campus students.

Further statistical analysis was done in order to determine the difference in students 'level of satisfaction

with university accommodation among students residing either on-campus or off-campus at University of Ibadan. This was done using One-way ANOVA Test for difference in means. One-way ANOVA Test means that there are more than two groups, and comparing the means of the groups. In this case, the comparison is in the level of satisfaction between the on- and off-campus students in the area where the study was done. The null hypothesis is that the means for groups are equal. This was tested at 0.05 significance level. The results are presented in Table 5.5.1 and 5.5.2.

Table 5.5.1: Satisfaction with condition of living

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
On campus	84	3.07	1.446	.158	2.76	3.39	1	5
Off campus	110	2.94	1.448	.138	2.66	3.21	1	5
On campus quarters	6	3.50	1.225	.500	2.21	4.79	2	5
Total	200	3.01	1.439	.102	2.81	3.21	1	5

Cluster mean/standard deviation for on campus 3.29/1.3355

ANOVA

Table 5.5.2: Satisfaction with condition of living

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.354	2	1.177	.566	.569
Within Groups	409.626	197	2.079		
Total	411.980	199			

As shown in Table 5.5.2 the p-value is 0.569, implying that the difference in means is not statistically significant at the 0.05 significant level and can be concluded that the difference between conditions mean are likely due to chance and not likely due to manipulation. Therefore, there was no significant difference in students' level of satisfaction with university accommodation among students residing either on-campus or off-campus at University of Ibadan. However, the students who were residing off-campus were more satisfied than the students who were residing on-campus.

i) *Effect of Residence Type on Students Performance*

In assessing the effect, the type of residence will have on students' academic performance, the student's current grade and parameters such as the distance of was assessed. Result in Table 5.5 shows that almost all of the students staying on campus do not miss classes as a result of distance. However, those staying off campus tend to misses class occasionally as a result of the distance of their residence from school.

i. *Distance negatively affecting academic performance*

Table 5.6: Cross tabulation of place of residence and Distance affect performance negatively

		Distance affect performance negatively				Strongly disagree	Total
		Strongly agree	Agree	Indifferent	Disagree		
Place of residence	On campus	1	9	10	23	41	84
	Off campus	3	16	17	36	38	110
	On campus quarters	1	0	0	4	1	6

Table 5.6.1: Distance affecting performance negatively

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
On campus	84	4.12	1.069	.117	3.89	4.35	1	5
Off campus	110	3.82	1.143	.109	3.60	4.03	1	5
On campus quarters	6	3.67	1.366	.558	2.23	5.10	1	5
Total	200	3.94	1.124	.079	3.78	4.10	1	5

Table 5.6.1 showed that the mean ratings of items 1-3 are 4.12, 3.82, 3.67 respectively with corresponding standard deviations of 1.069, 1.143, 1.366. As indicated in Table 5.5, the on - campus students strongly disagree that distance affect their academic performance while the on- campus quarters and off – campus students slightly disagree that distance affects their academic performance with an overall mean of 4.12 for the on-campus,3.67 for on-campus quarters and 3.82 for the off-campus students. This implies that the students of University of Ibadan

don't see distance as a factor influencing their academic performance.

ii. *Place of residence and academic performance*

Aside assessing students' attitude to classes as a result of their residence, the study also assessed the students' academic performance through their current grade which according to Olatunji et al. (2016) is the most common means of measuring students' performance in Nigeria. It should be noted that the grading was First class, Second class upper, Second class lower and Third class.

Table 5.7: Cross - tabulation of Place of residence and Current grade

		Current grade				Total
		First class	Second class upper	Second class lower	Third class	
Place of residence	On campus	20	43	21	0	84
	Off campus	21	62	25	2	110
	On campus quarters	2	4	0	0	6
Total		43	109	46	2	200

Table 5.7.1: Correlations between place of residence and current grade

		Place of residence	Current grade
Place of residence	Pearson Correlation	1	-.004
	Sig. (2-tailed)		.960
	N	200	200
Current grade	Pearson Correlation	-.004	1
	Sig. (2-tailed)	.960	
	N	200	200

Result in Table 5.7 shows that most of the students both on and off campus fall between the second class upper- and second-class lower level, with an almost even distribution within these areas. Pearson product moment correlation further revealed that there is no significant relationship between the students' residence and their current grade as a correlation value of - 0.004 with significant p-value of 0.960 was derived. Since this significant p-value is greater than 0.05, it therefore means that the residence of students does not have any statistical relationship with their academic class. This means that students result at the end of each session is not influenced by where they stay (either on or off campus).

VI. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

a) Introduction

This chapter discusses the major findings, conclusions, recommendations suggestions in accordance with the objectives of the study for additional research and can be used by stakeholders to help proffer better ways to improve educational performance of students.

b) Summary of Findings

The main objective of this study is to verify the relationship between student academic performance and housing within the University of Ibadan framework. After using questionnaires, data was requested. The questionnaires were filled out by students at all levels, except the freshmen. The data gathered was coded and analyzed with descriptive and inferential statistics using the Statistical Package of Social Science (SPSS). The summary of the findings is discussed below:

Findings of the study reveal that there is no significant statistical relationship between the gender of students and their choice of residence. There is,

however, a statistically important relationship between the age and academic level of the student and their choice of residence. The finding implies that while the gender issue does not determine where a student will decide to reside, the age of students and their academic level plays a vital role in this regard. The older students get in age and the higher they go on the academic ladder, the higher the tendency to want to stay off- campus. This can be due to the need for privacy and the desire to want to feel the life outside the school premises.

Finding also revealed that accommodation fee, quality of the environment, need for privacy, influence of friends/ desire to be close to friends, and number of students within the building are the major factors influencing the choice of residence of students. The issue of finance is essential to students as they tend to manage the little available money, they have in acquiring their needs. Thus, considering the cost of accommodation is bound to be an essential factor. This further confirms Oyetunji and Abidoye (2016) and Zortovie (2017) assertions that the desire for cheaper housing is a factor for some students. Findings of this study also agree with Howley et al. (2009) submission that the population within an environment place a vital role in the selection of residence for students.

As a result of the need for privacy, students tend to consider the number of students within a specific residence before deciding to stay. Suki and Chowdhury (2015) noted that if the quality of a residence is positive, it will eventually create a good attitude toward such a residence and clearly affect the level of residence satisfaction of the students. The findings of this study further corroborate this assertion, as it was found that the quality of the residence environment is an important factor influencing the students' choice of residence.

Results show that the residence of students has no statistical connection with their academic class by using the student grade point to measure their performance as it relates to their residence. This finding is in conjunction with submissions by Snyder et al. (2011), Zortovie (2017), and Zortovie (2017) that there is no significant impact of the type of accommodation on the academic performance of the students. However, the findings contradict the submission of Owolabi (2015) that there is a significant relationship between the students' residence and their academic performance at the University of Ibadan. The difference between the two studies lies in the methodology adopted as only frequency was adopted in the study analysis where in the population of off-campus students was doubled that of on-campus students

c) *Conclusion*

This study evaluated student housing using a student survey at the University of Ibadan. The research was able to determine the relationship between the students' age, gender and academic level with their choice of student residence. It was also able to determine the main factors influencing the choice of residence of students and the possible impact of these residences on the academic performance of students.

Based on the findings of the study, it is concluded that while gender has no relationship with students' choice of residence, age and academic level does. Students tend to move off-campus as they get older in age and in level. Also, the major factors being considered by these students when choosing their place of residence are the need for privacy, inadequate accommodation, quality of the environment, family decision, cost and convenience, influence it affects their desire to stay on or off campus. In terms of the effect of the choice of students' residence on their academic performance, the study concludes that academic performance of students' on and off campus isn't really influenced by the distance of their choice of place of residence. As regards students' current grade as a measure of their performance, the residence of students does not have any statistical relationship with their academic grades.

The implication of this result is that since student's age and level influences their choice of residence, fewer students tend to stay in the hostels, leaving most rooms vacant, and thus, reducing the revenue such hostels should have been generating for the institution. Therefore, the institutions authorities need to put in place, facilities and policies that will be satisfactory to students at all levels and ages. With this, the urge to want to stay off-campus as a result of their advancement in age and level can be reduced. Also, a review of the cost of accommodation on campus can be done to further encourage students to stay on-campus. While the cost aspect is important, it is also imperative

to ensure that the quality of environment of these hostels are kept to standards, and the number of students in a room is kept at the barest minimum. This is because the quality of the environment, need for privacy, and number of students within the building to a large extent influences students' choice of residence. Also, school authorities will need to beef up its services and facilities in hostels on campus, so as to encourage staying on campus by students.

It is believed that the findings of this study will help those responsible for providing students with accommodation within universities in the country to provide accommodation for the different categories of students. It will also help them in the proper formulation of policies that guide the use of these hostels as it relates to the students' academic performance.

d) *Recommendations*

With regard to the bio-data, characteristics analysis and services survey carried out on the current state of the study area, together with the summary of the data analysis findings, it is necessary to rehabilitate existing housing facilities, which involves improving the condition of existing services and utilities that are in poor condition in the students housing. And more facilities should be provided in the hostel, ranging from the students' toilet, bathroom, electricity and water supply.

Based on the findings of this study, it is recommended that management of University of Ibadan should improve facilities in the different halls of residence to improve students' learning experience and academic performance. Also, through the university's authority and private investors, the Nigerian government should provide more affordable hostels with adequate facilities to accommodate the ever-increasing University of Ibadan student population.

DECLARATION

I declare that the work in this project titled "The effects of Students' housing on academic performance at the University of Ibadan in Nigeria" was carried out by me in the Department of Economics under the supervision of Dr. Lawanson. The Information derived from literature has been duly acknowledged in the text and a list of References provided.

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APPENDICES

Section A: Personal Information

1. Faculty:
2. Department:
3. level:
4. Age: a. ≤ 20 () b. 21-25 () c. 26 - 30 d. 31 - 35 () e. 36 - 40 ()
5. Gender: A. male () .b. Female ()
6. Marital status: a. Single () b. married ()
7. Where do you live? (a) on campus (b) off campus (c) On campus quarters
 If on-campus, which hall of residence: ____

Section B: Housing Characteristics

8. What is the main reason for residing where you live? (a) Inadequate accommodation (b) need for privacy (c) Family decision (d) if others, please specify
9. Nature of occupancy; one room { } flat { } self-contained { }
10. Number of occupants; one { } two { } three { } more than three { }
11. How often do you have access to power supply; Regular { } not regular { } not available { }
12. What type of Housing Units do you live in; Detached { } Traditional { } Semi- detached { } Flat { } Letin { } Improved (informal +others) { }
13. What kind of water do you have access to; well { } borehole { } stream { } others, please specify_____
14. Where do you cook; kitchen { } passage { } room { } veranda { } outside
15. What kind of Toilet facility do you have; water closet { } pit { } public { } bush { }
16. Waste disposal method; collected { } buried { } Public site { } Flowing water (stream / river / rain)
17. What kind of cooking fuel do you use; kerosene { } gas { } electricity { } solar { } fire wood { }
18. What type of bathroom do you have; Bath tub { } Inside the house without piped water { } Outside the house { } Shared { } shower { }
19. What type of crime has occurred in your area; robbery { } assault { } physical attack { } None { }
20. What is the major type of security in your area; police { } private guard { } vigilante { } none { }

Tick the answers to the statements under the column of preferred choice. SA- Strongly agree, A- Agree, I- Indifferent, SD- Strongly disagree, D- Disagree.

		SA	A	I	D	SD
21.	Your room is comfortable for sleeping					
22.	Your room is conducive for reading					
23.	It costs you much to transport yourself to lectures.					
24.	You are exposed to cases of rape or harassment and this may affect their studies.					
25.	You are often exposed to theft/ armed robbery attack which takes away their valuables and this may affect their concentration					
26.	You are not safe from any unrest that may occur around your area of residence which may scare you from reading at night.					
27.	You do frequently arrive early for lectures					
28.	You are satisfied with the condition of where you live					

Section C: Information on Students' Academic Performance

- 29. What is your current grade: First class () Second class upper () Second class lower () Third class ()
- 30. Place of reading: Reading room () Library () Room ()
- 31. When do you read: Morning () Afternoon () Night ()
- 32. What motivates you to read: When you see others reading () When exam is coming () When your parents encourage you () When you see your results ()

		SA	A	I	D	SD
33.	You can focus more on your studies where you live					
34.	You can manage time properly where you live					
35.	You can easily get information necessary for your studies:					
36.	The distance of your house affects your academic performance negatively					
37.	You focus more on your studies where you live					
38.	You can easily access the e-library in school from where you live					

