

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

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Abstract— This research work is to determine the effects of students housing on academic performance. Also, if there is difference in the academic performance of students that are staying in on-campus and off-campus students housing. The questionnaires administered was used to gather and analyze information (data) received from the respondents. The information (data) were collated, analyzed and presented through the use of Statistical Package for Social Science (SPSS). According to the findings, which show there is difference in the academic performance of students that are staying in on-campus and off-campus students housing. On-campus students perform better than off-campus students in their academic.

Keywords: on-campus, off-campus, students, housing academic, performance, University of Ibadan



1.0 Introduction

The university, as we know it in the Western hemisphere has origin back to the medieval cities of Bologna, Paris and Oxford around the year 1200 (Bender, 1988). Throughout its history, university has attracted large number of students of different nationalities and backgrounds. Yet, during the early years of the university, institutionally provided student accommodation did not exist and it was common for students to rent a room from local citizens or to rent a house to share with other students (Caldenby, 1994; Adelman, 1969). In the Middle Ages in Europe, students were often a noticeable part of a town's population, and even back then there was often a severe problem where and how to accommodate the student inhabitants. Housing is part of students' social life at the tertiary institutions in Africa. From available information, students housing in tertiary institutions in Nigeria is severely overcrowded (Amole, 1997). For example, over the last two decades, students housing at the University of Ibadan, has reached a crisis level. The main cause of this perennial problem is the increasing number of students being admitted, without a commensurate increase in the number of bed spaces. This situation has been aggravated by the absence of affordable and safe alternative housing in the neighborhoods surrounding the university (Agbola et al, 2001).

It is the totality of the immediate physical environment, largely man-made in which people (students) live, grow and decline. Housing remains the most important land use in any city / urban settlement, accounting for 50% or more of the

entire land-use including student housing (Cities Alliance, 2006). More structured types of student accommodation developed gradually along with the university, and initially not as an initiative taken by the university (Chijoriga, 2000; Merrill et al, 2005). "The nations" (student off-campus housing) were the first type of student residence to which we can ascribe an institutionalized character (Reid, 1995; Mullins, 2002). They provided more for the students than just a place to stay under uncertain and deplorable conditions. In the 13th century, they were a common type of residence in such countries as Italy and France.

When the universities were established, students used to board with local residents or board together in groups of students, often with students from the same country or district as themselves (Jacobs, 1999; Richardson and Jordan, 1979; Hecllo and Widavsky, 1974; Grooves, 2004). Some students rented or lived in a house together. These houses later became known as "the nations" because they revealed information about the students' place of origin. Basu et al (2004) submitted that it was not that university provided accommodation in the beginning, but universities successively overtook responsibility of students' social life (Basu et al, 2004). Within the first century of the existence of universities, "the college" (student off-campus housing) evolved as another type of residence in addition to "the nations". In the 16th century, Harvard University established students housing known as "dormitory" for the students within the institution. Originally, the colleges did not have an academic purpose, and their predecessors could

be found in "the hospice", where the poorest students could find a shelter (Caldenby, 1994; Anderson, 1999; Gulati, 1998).

Student housing is divided into two types and these are: student on-campus housing and student off-campus housing. Student housing is a place where students reside within or outside the campus or school. Students residing within the houses in the campus or school are known as student on-campus housing, while those residing in housing outside the campus or school are known as student off-campus housing. Student on and off-campus housing can equally be described as a process, in the sense that, it involves the construction of new dwellings and the various associated activities such as land acquisition, finance, building materials and so on. It also seeks to know who builds (state, civil society, private sector), the types of student housing (dormitories, halls of residence, other forms of quarters, off-campus accommodation and so on.), at what location (example: on-campus or off-campus), and the relationship between academic performance, health, social, religious and congenial living conditions. As an asset, student on-campus housing 'form the bulk of the universities built environment thereby representing the largest facility asset that an institution may have' (Amole, 1997).

Thus, student on-campus housing is not only shelter, but comprises the immediate environment, economic, health, sporting, religious, transportation, club, punctuality, and social activities that are sympathetic to academic work. Many educators hold the belief that there should be close proximity between living and learning environment in order to produce intellectuals that are socially integrated, mentally sound (health), religiously and sportsmanship incline (Amole, 1997). For the past twenty years, the problem of students housing has effects on students' social life in-terms of academic performance. The University of Ibadan housing policy made room available for the first and final year students to stay on-campus, while the remaining levels of students (200, 300 and 400) are expected to look for accommodation elsewhere which has effects on academic performance and most of these students (200, 300 and 400 levels) stay off-campus as a result of

shortage of accommodation in halls of residence.

1.1 The Research Problem

The federal and state governments in Nigeria do not see students on-campus accommodation as a housing need, but rather an educational need. Each university was, however, mandated to cover a wide catchment area (Dober, 1963). This implied that more students living far away from their homes were admitted yearly. The implication of this policy, Amole (1997) argued, further exacerbates students' housing problems. Like off-campus accommodation, students' on-campus housing is not free of criticism. Some studies have suggested that students' housing is uneconomical. For example, Birks (1972) posited that halls of residence are relatively uneconomical building type, fitting out a large number of small spaces with furniture, fitting and ironmongery, which inevitably pushes the cost higher. If space and financial constraints are determined from the outset, this does not leave much room to manoeuvre and building tend to design into cell-like study/bedrooms linked by a long corridor.

The cube-like nature of students' housing deprives the students of the right to choose the type of accommodation that suits them. This does not take into consideration the different preferences of the students and the ability of some students to pay for a little more space and luxury (Amole, 1997; Birks, 1972).

Some scholars have argued that laying too much emphasis on students accommodation has made some universities to deviate from the goals for which the university was established in the first place. Such unconscious deviations have turned Nigerian universities into welfare management systems rather than centres for the pursuit of knowledge (Adesina, 1988).

The population of students admitted into Nigerian universities is more than the population of students accommodated in recent time from 55 in 1948 to 8,000 in 2010. This had led to overcrowding, poor health, poor academic performance, squatting in the halls of residence, which has forced some students to stay off-campus such as University of Lagos and University of Ibadan (Omotayo, 2008). The students' housing

study conducted by Opayomi (2003) indicated that there is need for the government and university authorities to look into the accommodation issues faced by the students as a result of shortage and poor quality of students' housing in the universities and how they affect the students.

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). The off-campus housing students are subjected to disturbances ranging from undue interference to gossip from co-tenants, unbearable loud noises and deafening music from parties, incessant and epileptic power supply which may have negative effects on their academic performance, while their counterparts in on-campus housing are also facing similar problems in terms of poor management of facilities and motivation which have effects on their academic performance resulting in low grades (Opayomi, 2003).

Students' housing has also been viewed as a means of encouraging fiscal extravagance in residential universities (Birks, 1972). However, the advantages of on-campus students residence as an integral part of university education outweighs the arguments in favour of student seeking their accommodation, including arguments based on the financial extravagance of residential colleges (Dober, 1963). This has led to the problems of on-campus housing and off-campus accommodation in tertiary institutions in Nigeria. Another dimension introduced by Sharon, cited in Anjorin (1988), is viewing campus planning not only as a translational programmes and survey into technical design, supported by scientific or dogmatic ideas... or system planning, but also involved in the provision of students' housing, but Anjorin (1988) views it as a concept, a

thought and an idea originating from physical site features for the construction of campus and students accommodation, the custom and character of the people.

Important decisions were made daily on both the national and the local levels by developers as well as by those interested in students' housing policy, but the basis for these decisions is woe-fully inadequate (Adegbile, 1987). This research work admits that considerable improvement might be made if greater use were made of certain simple planning, geographical, sociological and economic tools as well as of the analytical literature already available in the housing field in improving the life of students based on housing. For the past twenty years, the problem of students' housing had effects on students' in-terms of academic performanc. The University of Ibadan housing policy made room available for the first and final year students to stay on-campus, while the remaining levels of students (200 and 300) are expected to look for accommodation elsewhere which has effects on the students and most of these students (200 and 300 levels) stay off-campus as a result of shortage of accommodation in halls of residence (Agbola et al, 2001). Indeed, different reasons for deplorable student housing situations abound, but prominent among these are the problems of shortage of halls of residence, light, basic facilities and services, water, poor health, poor academic performance, social activities, religious, sporting and substandard housing, which have effects on the students (Agbola, 2005). Academic performance is used to assess students' social life.

The purpose of this research work is to examine the effects of student' housing on academic performance at the University of Ibadan.

1.2 Research Questions

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

- 1 Is there any difference in the academic performance of students that are staying in on-campus and off-campus housing?

1.3 Study Area

Ibadan, the capital of Oyo State with an estimated projected population of about three million is strategically located near the forest grassland boundary of southwest Nigeria, on Latitude $8^{\circ} 31'$ North of the Equator and Longitude $4^{\circ} 33'$ East of the Greenwich Meridian. It situates on an average height of about 500 metres above sea level (Agbola et al, 2001). The city, which is located about 260 kilometres to the north of Lagos and 300km from Abuja, has the tropical hinterland wet and dry climate with a mean annual rainfall of under 1000mm and mean temperature during dry season of 28.8°C and during wet season 24.5°C (Ayeni, 2003). Ibadan is located on the southern fringe of the savannah region and north of the forest zone and serves as the main transportation link between the southwest Nigeria 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 on 28 December, 1946, Sir William Hamilton Fyfe, the Vice-Chancellor of the University of Aberdeen and leader of a delegation sent by the Inter-University Council for Higher Education in the Colonies, pushed his way through the undergrowth into the bush a few miles north of Ibadan in Nigeria, until he reached a clearing where it was possible to 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 was sequel to the recommendation of the June 1945 Elliot Commission on the development of higher education in West Africa, that a University College of Nigeria should be set up in Ibadan, a second in the Gold Coast (now Ghana) and that the Four Bay College (Sierra-Leone) should be developed into the third one (Ayeni, 2003).

It would be recalled that the British Government had seriously considered the possibility of establishing Universities or University of Colleges in Commonwealth, and in West Africa, particularly, during the World War II. The Asquith and Elliot Commissions both set up in 1943 reported favourably on various aspects of this development in 1945. Under a special relationship scheme which commenced in February, 1948, the

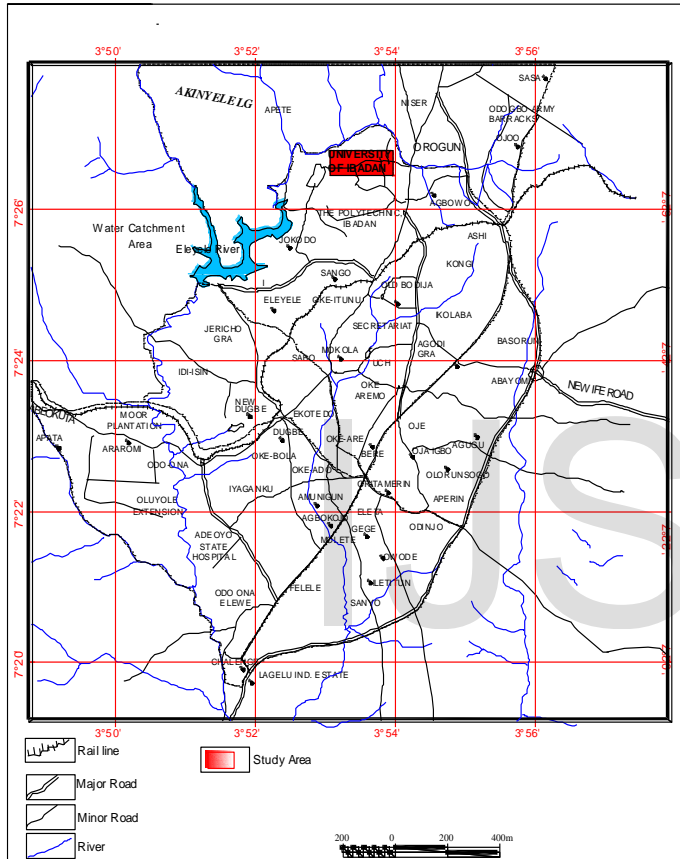
University College, Ibadan produced graduates with the degrees of the University College London. Arthur Creech Jones, then Secretary of State for the Colonies, and an influential member of the Elliot Commission, turned the first sod at the permanent site of the University College, on 17th November, 1948, 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 mostly of developments on the first phase acquisition of the property of the University of Ibadan. This represents an area of approximately 605.21 hectares. The northern boundary of this area is defined approximately by the Ona River which bisects the University of Ibadan property. The Ona is the river dammed at Eleyele to create the Eleyele Water Works (Fig.1.1). 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).

The built-up area of the campus has a splendid physical layout and its buildings are very attractive. The original architects of the campus were Maxwell Fry and Jane Drew, who designed all the main buildings within the central area and who set the pace for the architectural distinction, which has characterised all later buildings (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, favourably strike visitors. There are other structures like the Faculty of Science, Dean's office and lakeside lecture theatre, Faculty of Technology complex and the buildings of the department of Mathematics and Statistics. There are different halls of residence located within the university environ-

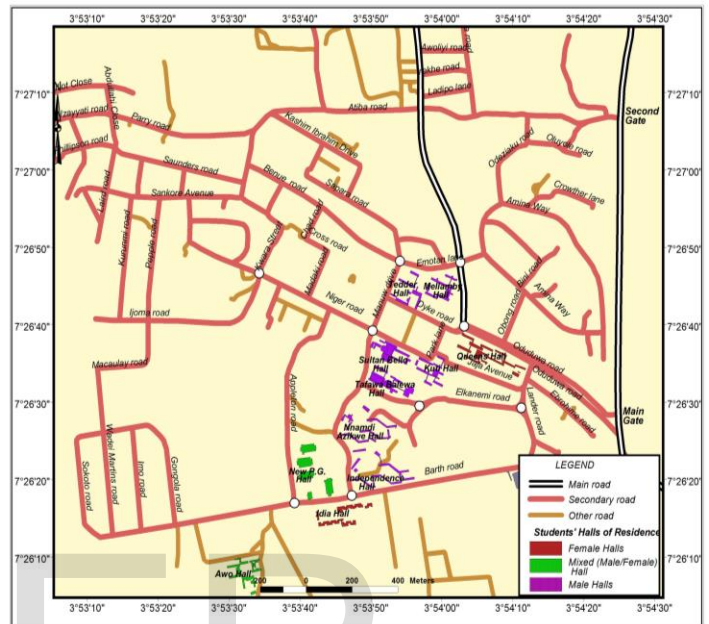
ment to provide accommodation for the students (Fig.1.2). Of course, there are also the buildings of the newer halls of residence. Each of these has its distinctive feature and appeal to the visitor (Ayeni, 2003).

Fig. 1.1: University of Ibadan and the Surrounding Residential Neighbourhoods



Source: Ministry of Lands, Housing and Physical Planning, Ibadan 2010.

Fig. 1.2: Types of Halls of Residence in the University of Ibadan



Source: Modified from University of Ibadan Almanac (2010).

2.0. Concepts of Student Housing

2.1. Concept of Housing Productivity

The Concept of housing productivity was propounded by Leland Burns and Leo Grebler in the United States of America in the early 1960s. The research was sponsored by the National Association of Realtors in the USA, it advanced variance of the concept of housing productivity (Rugg et al, 2002). The Concept of housing productivity defines the optimum point between housing and other investment as the point where the marginal contribution of housing investment to national income equals the decrease in the contributions of alternative sector, resulting from an additional in housing (Agbola et al, 2001). Governments and private sectors have been advised to invest in the provision of student housing for the students in the various tertiary institutions in the country. Accord-

ing to Agbola (2005), housing productivity emphasises the attributes of student housing and their students' social life in terms of academic performance. It has been argued that improved qualitative and quantitative student housing leads to increased academic performance, improved learning environment and decrease in student unrest, crime and juvenile delinquency among students (Merrill et al, 2006d).

However, from the afore-mentioned, it can be deduced that improved qualitative and quantitative student housing will improve the students' social life. The concept of housing productivity is therefore, relevant as the government through the National University Commission and private sectors have not invested enough in the provision of student housing and in the improvement of students' social life. The university has not generated enough revenue for the construction or development of student housing and as such, if they are properly funded for housing production and delivery, the benefit will be immeasurable to the students and the society at large (Omotayo, 2008).

2.1.1. Design of Student Housing Density

The rooms at *Bjølsten* hostel in Norwegian university that share a common kitchen are also accessed through the same space. The plan layout of the common room was criticised by the inhabitants as not being functional as student meeting point. One student complained that all the space along the walls was used for doors so it was difficult to furnish the room (Morgan and McDowell, 1979). There was a lack of possibilities to differentiate zones within the room to provide different degrees of privacy and activity. As a result, the space was mainly used as circulation space and as a kitchen, but did not fill residential purposes. The 17m² single units at *Bjølsten* contain kitchen, bathroom, storage and a combined sleeping and living space of 8m² (2.8 x 2.9m). There were no common rooms provided for these units. The compact and narrow shaped units do not give enough possibility for adaptation and re-furnishing. As

a contrast to this type of dwelling, the common room at *TreStykker* provided space for flexible and multiple use, where different types of zone could be created by the inhabitants.

The students appreciated this idea and explored its possibilities. Even though the 45m² of *TreStykker* provided less square meters per student (15m²) than the 17m² of the single units at *Bjølsten* for two students, the possibilities for change and variation were greater (Morgan et al, 1979). When comparing the two projects, they show very different ideas about student living, which are expressed in a common solution and in an extreme solution for arranging the space. *Mosvangen's* rooms are also not a common type of student accommodation, as all the units and flats are unique for two or more students. The rooms are either combined with common spaces or are flats with a separate bedroom or alcove, bathroom and kitchen. The flats are spacious (minimum of 22m²) when compared to *Bjølsten's* single-room units, and are thus easier to adapt to different wishes and needs. Many of the flats have two storeys, hence adding a vertical dimension to the flat. The housing offered at *Mosvangen* is adaptable in the way that students in different situations can live in the flats. Some flats can be shared by couples or two or more students, but also student families and friends can live there (Morgan et al, 1979).

The student housing facilities at Yarmouk University, Dhahran, Saudi Arabia, are located within an intermediate walking distance of 20 minutes from the academic building on campus. The variables adopted were proximity from hostel to academic environment (distance), environmental qualities, qualities of the building, materials used, types of building, standards and measurements for constructions of student hostels, among others. This building is referred to as 'building 814'. The building was constructed in 1985. It consists of two towers with two spacious courtyards. The gross area of the building is 2800 m². There are three floors in each tower. Each floor in each tower has 12 double-occupancy rooms. The dimensions of each room are 4.7 x 4.7 m. In addition, there is one

single occupancy bedroom located on the first floor of each tower, designated for graduate assistants. The circulation in the building is facilitated by spacious corridors and four stairwells. Shared washrooms are located at the corners of each tower. 44 m² reading rooms are located on the second and third floors of each tower. This type of student housing is used to house a total of 146 students in each building (Morgan et al, 1979). This design was borrowed from Yarmouk University by other institutions in the Middle East countries to build accommodation for their students. In the University of Ibadan in Nigeria, there are different dimensions for halls of residence, the dimension for Abdulsalam Abubakar hall which was formerly known as New Postgraduate hall is different from the others. The rooms in Abdulsalam Abubakar hall are bigger than rooms in the other halls of residence in terms of size. There are one-man rooms (male and female), two-man rooms (male and female) and three-man rooms (male and female). There are other designs for student housing density stated below in table 2.1.

Table 2.1. Minimum overall student apartments' floor areas

One bedroom/ 1 person	45 sq m (38 sq m)*
One bedroom / 2 persons	63 sq m (55 sq m)*
One bedroom / 3 persons	73 sq m (not given)*
One bedrooms / 4 persons	86 sq m (70 sq m)*

Source: Morgan and McDowell, 1979.

3.0. Research Methodology

Data were collected 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 re-

search questionnaires were administered and one hypothesis was tested at the 0.05 level of significance. Data collected were analysed using descriptive statistics and chi-square.

3.1. Sampling Procedure for On-Campus Housing in the University of Ibadan

The sampling procedures employed were systematic sampling technique for selection of rooms and random sampling technique was employed for the selection of respondents within the rooms (some rooms contained more than one respondent) in the halls of residence within the University of Ibadan. This was done by employing multi-stage sampling procedure for the selection of respondents in on-campus housing from the information collected from the university authorities. This selection is based mainly on the 12 halls of residence in the University of Ibadan. The sample size of 5% was selected out of the 8,000 students accommodated within the 12 halls of residence for 2009/2010 Session, which gives a total of 400 students which was sampled by going to meet them in their various halls of residence (see table 3.1). Students' population vary in number with respect to each hall. Apart from the separation of students into halls based on whether they are undergraduate or postgraduate students, male or female, students are not allocated into halls based on age, course of study and state of origin.

Table 3.1 Questionnaire Administrations on Students in Halls of Residence.

S/N	Halls of Residence	Students Accommodated	Sample Size (5%)
1	Independence	998	48
2	Ransome Kuti	744	38
3	Queen Idia	605	31
4	Mellanby	716	35
5	Nnamdi Azikiwe	1001	50
6	Obafemi Awolowo	650	34
7	Queen Elizabeth II	554	28
8	Sultan Bello	547	27
9	Tafawa Balewa	586	31
10	Tedder	716	35
11	New Postgraduate Hall	573	28
12	Alexander Brown Hall	310	15
	Total	8000	400

Source: Students' Affair Unit, University of Ibadan, 2010

3.2. Sampling Procedure for Off-Campus Housing in Adjoining Residential Neighbourhoods in Ibadan

In administering the questionnaires, random sampling techniques was employed to collect data on the off-campus hostel students and students in private houses within the adjoining residential neighbourhoods of University of Ibadan. With regard to the information collected from the university authorities, Ibadan North LGA, Oyo State Urban and Regional Planning Board, Akinyele LGA and Ido LGA, there are more students staying in private hostels and houses in off-campus housing across the university axis. There are twenty-two off-campus hostels identified within Agbowo, Shasha, Orogun, Olororo, Bodija, Apete, NISER road, Ajibode, Ojoo, Sango and Samonda. Three of the off-campus hostels registered with University Student Lodgings Bureau and the remaining are yet to be registered with the authorities. Half of the total rooms in the off-campus hostels were sampled and each respondent was selected randomly within the rooms (see

table 3.2). Apart from the off-campus hostels, there are houses where University of Ibadan students are living within the adjoining residential neighbourhoods such as Agbowo, Apete, Ojoo, Bodija, Orogun, Olororo, Ajibode, Samonda, Sango and Basorun (see table 3.3). A sample size of 5% was selected out of the 14,000 students (i.e. 22,000-8,000 students for 2009/2010 Session) living off-campus, which gives a sample size of 700 respondents.

Table 3.2. Administration of Questionnaire on Students in Off-Campus Hostels

S/N	Names of Off-Campus Hostels	Number of Rooms	Number of Occupants	Number of Respondents
1	Dr. Aigboje Hostel	11	11	6
2	Ajike Hostel (Female) by water bus-stop, Agbowo	32	28	12
3	Achievers Girls Hostel	19	27	8
4	Olayinka Hostel (Female) Mobil UI Road, Agbowo.	12	22	5
5	Ile-eja Hostel (Female)	23	23	10
6	Luxury Hostel	10	20	4
7	Ramat Hostel	24	24	10
8	Banuso Hostel	10	18	4
9	Derano Hostel	12	22	5
10	Movas Hostel	11	22	4
11	Dada Hostel	9	18	4
12	Ayun Hostel	20	29	8
13	Bova Hostel	14	27	7
14	Amowo Hostel	13	25	5
15	Simcas Hostel (Female)	11	20	5
16	Moremi Hostel	12	23	4

17	Oniyaro Hostel	13	25	6
18	Mouka Hostel	10	20	5
19	Gracilias Hostel	12	24	6
20	Laurel Hostel	12	22	5
21	Davidof hostel	9	18	4
22	Anchorage Quarters	24	42	10
	Total	274	510	137

Source: Author's fieldwork, 2011.

Table 3.3. Administration of Questionnaire on Students in the Adjoining Residential Neighbourhood

S/N	Names of Adjoining Residential Neighbourhood	Number of Respondents
1	Agbowo	156
2	Apete	25
3	Ojoo	32
4	Bodija	10
5	Orogun	48
6	Olororo	46
7	Ajibode	84
8	Samonda	54
9	Sango	41
10	Basorun	21
	Total	517

Source: Author's fieldwork, 2011.

4.0. Result of Findings

4.1. The Effects of Students’ Housing on Academic Performance at the University of Ibadan.

The indicators regarded as variables for measuring students’ academic performance in on and off-campus housing is discussed. Table 4.1 shows the living condition has affected academic performance in on and off-campus housing. The *positive* respondents have the highest percentage in on-campus housing and *negative* respondents have the highest percentage in off-campus housing. In on-campus housing, *positive* respondents have 65.7% and *negative* respondents with 34.3%. While in off-campus housing *negative* respondents have 55.2% and *positive* respondents with 44.8%. Most of the respondents indicated that their living condition has either positively or negatively affected their academic performance in on and off-campus housing, due to the circumstances in which they found themselves.

Table 4.1: The Living condition has affected academic performance

Living condition has affected academic performance	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Positively	228	65.7	293	44.8
Negatively	119	34.3	361	55.2
Total	347	100.0	654	100.0

Source: Author's fieldwork, 2011.

Table 4.2: Types of Respondents

Types of Student	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Fresh student	143	41.2	192	29.4
Stale student	45	13.0	215	32.9
Final year student	91	26.2	151	23.0
Post-graduate student	68	19.6	96	14.7
Total	347	100	654	100

Source: Author’s fieldwork, 2011.

Table 4.2 shows the types of respondents between on-campus and off-campus students. The *fresh students* have the highest percentage in on-campus and *stale students* have the highest percentage in off-campus housing, in on-campus *fresh students* have 41.2% followed by *final year students* with 26.2%, *postgraduate students* have 19.6% and *stale students* with 13.0%, while in off-campus *stale students* have 32.9% followed by *fresh students* with 29.4%, *final year students* with 23.0% and *postgraduate students* with 14.7%. The university authorities give preference to the fresh students in the allocation of bedspaces in the halls of residence and also they provide automatic accommodation for the final year students to round off their programme in time. Most of the students staying off-campus housing are *stale students* who are not accommodated in the halls by the university authorities in order to create room for the *freshers* and *final year students* in the halls.

Table 4.3: The CGPA of 2009/2010 session (On-campus housing)

S/N	CGPA	Frequency	Percentage (%)
1	1.00-1.59	14	4.0
2	1.60-2.59	50	14.4
3	2.60-4.59	85	24.5
4	4.60-5.99	116	33.4
5	6.00-7.00	37	10.7
6	40.00-49.99	5	1.4
7	50.00-54.99	5	1.4
8	55.00-59.99	9	2.6
9	60.00-100.00	26	7.5
Total		347	100.0

Source: Author’s fieldwork, 2011.

Table 4.3 shows the CGPA of 2009/2010 session for on-campus housing respondents. The CGPA result shows the grade distribution of respondents in various categories or levels in their various departments and faculties which were collected from the fieldwork and university authorities. The respondents are mostly in second class upper division with 33.4%. Most of the respondents for postgraduate studies fall within the Ph.D grade. The CGPA grading system for undergraduate students is different from that of postgraduate students. Most of the respondents in on-campus category believed that they academically perform better than the off-campus students, due to the basic infrastructural facilities provided by the university authorities which they lack in off-campus housing.

Table 4.4: The CGPA of 2009/2010 Session (Off-campus housing)

S/N	CGPA	Frequency	Percentage (%)
1	1.00-1.59	16	2.4
2	1.60-2.59	87	13.3
3	2.60-4.59	398	60.9
4	4.60-5.99	87	13.3
5	6.00-7.00	14	2.1
6	40.00-49.99	9	1.4
7	50.00-54.99	8	1.2
8	55.00-59.99	9	1.4
9	60.00-100.00	26	4.0
Total		654	100.0

Source: Author’s fieldwork, 2011.

Table 4.4 shows the CGPA of 2009/2010 session for off-campus housing respondents. The CGPA result shows the grade distribution of respondents in various categories or levels in their various departments and faculties which were collected from the fieldwork and university authorities. The respondents are mostly in second class lower division with 60.9%. Most of the respondents for postgraduate studies fall within the Ph.D grade. The CGPA grading system for undergraduate students is different from that of postgraduate students. The off-campus respondents indicated they are doing their possible best to meet up with the academic rigours even though they do not have the facilities provided in the halls in their various houses in town.

Table 4.5: Motivation to read

What motivates you to read	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage (%)	Frequency	Percentage (%)
When you see others reading	57	16.4	71	10.9
When exam is coming	45	13.0	84	12.8
When your parents encourage you	35	10.1	119	18.2
When you see your result (CGPA)	37	10.7	125	19.1
Determination	173	49.8	255	39.0
Total	347	100.0	546	100.0

Source: Author’s fieldwork, 2011.

Table 4.5 shows the opinion of respondents in their quest for success (motivation in reading) in on and off-campus housing. Respondents with *determination* have the highest percentage in on and off-campus housing. In on-campus housing, respondents with *determination* have 49.8%, followed by when you see others reading with

16.4%, *when exam is coming* has 13.0%, when you see your result (CGPA) respondents with 10.7%, respondents whose parents encourage them with 10.1%, while in off-campus housing, respondents with *determination* has 39.0%, followed by *when you see your result (CGPA)* respondents with 19.1%, respondents whose parents encourage them have 18.2%, *when exam is coming* respondents with 12.8% and *when you see others reading* respondents with 10.9%. Most of the respondents indicated that the key word that motivated them to read is determination in on and off-campus housing.

Table 4.6: Place of Reading

Place of reading	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Reading room	103	29.7	82	12.5
Library	148	42.7	352	53.8
Hostel/Room	96	27.6	220	33.7
Total	347	100.0	654	100.0

Source: Author’s fieldwork, 2011.

Table 4.6 shows the opinion of respondents in their place of reading in on and off-campus housing. *Library* respondents have the highest percentage in on and off-campus housing. In on-campus housing, *library* respondents have 42.7%, followed by *reading room* respondents with 29.7%, and *hostel/room* respondents with 27.6%, while in off-campus housing *library* respondents have 53.8%, followed by *hostel/room* respondents with 33.7%, and *reading room* respondents with 12.5%. Most of the respondents indicated that they preferred to read in the library in on and off-campus

housing and that it is a conducive and convenient place to learn and it reduces noise, distraction from friends, neighbours and colleagues.

Table 4.7: Period of Reading

When do you read	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Morning	150	43.2	235	35.9
Afternoon	84	24.2	209	32.0
Night	113	32.6	210	32.1
Total	347	100.0	654	100.0

Source: Author’s fieldwork, 2011.

Table 4.7 shows the opinion of respondents in their period of reading in on and off-campus housing. *Morning* respondents have the highest percentage in on-campus housing and *morning* respondents have the highest percentage in off-campus housing. In on-campus housing, *morning* respondents have 43.2%, followed by *night* respondents with 32.6%, and *afternoon* respondents with 24.2%, while in off-campus housing, *morning* respondents have 35.9%, followed by *night* respondents with 32.1%, and *afternoon* respondents with 32.0%. Most of the respondents indicated that they preferred to learn in the morning in on-campus housing and also most of the respondents preferred to learn in the morning in off-campus housing. They believed that it is the best time they can properly assimilate due to lesser stress and good sleep at night.

Table 4.8: The distance of the halls/house affects academic performance

The distance of the halls/house affects academic performance	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Positively	231	66.6	293	44.8
Negatively	116	33.4	361	55.2
Total	347	100.0	654	100.0

Source: Author’s fieldwork, 2011.

Table 4.8 shows the effects from distance of the halls/house on academic performance in on-campus and off-campus housing. The *positive* respondents have the highest percentage in on-campus housing and *negative* respondents have the highest percentage in off-campus housing. In on-campus housing, *positive* respondents have 66.6% and *negative* respondents with 33.4%, while in off-campus housing, *negative* respondents have 55.2% and *positive* respondents with 44.8%. Most of the respondents indicated that closeness of the halls has positive effect on their academic performance in on-campus housing due to closeness of their halls to their lecture hall and most of the off-campus respondents indicated that distance of their house has negative effect on their academic performance due to the long distance they would embark on before getting to their lecture hall.

Table 4.9: Relationship with their lecturers

Relationship with their lecturers	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Cordial	202	58.2	364	55.7
Very cordial	60	17.3	132	20.2
Not cordial	85	24.5	158	24.1
Total	347	100.0	654	100.0

Source: Author’s fieldwork, 2011.

Table 4.9 shows the opinion of respondents with regard to their relationship with their lecturers in on and off-campus housing. *Cordial* respondents have the highest percentage in on-campus and off-campus housing. In on-campus housing, *cordial* respondents have 58.2%, followed by *not cordial* respondents with 24.5%, and *very cordial* respondents with 17.3%, while in off-campus housing, *cordial* respondents have 55.7%, followed by *not cordial* respondents with 24.1%, and *very cordial* respondents with 20.2%. Most of the respondents indicated that they have cordial relationship with their lecturers in on-campus and off-campus housing.

4.2. Academic Performance of Students in Student Housing.

Chi-square statistical tool was used to ascertain the significance difference between student housing and academic performance. The chi-square test revealed that there is a significant difference between student housing and academic performance (see table 4.10). It showed that student housing positively affects the academic performance of students staying in on-campus housing, due to the good score they obtain in their academic work as a result of less cost of transportation and fewer number of buses/cabs boarded. The closer distance to the lecture hall, the higher the CGPA. In off-campus housing, it showed that student housing negatively affects the academic performance of students staying in off-campus housing as a result of higher cost

of transportation, distance of house from the lecture hall and a number of buses/cabs boarded to lecture hall. The farther away the distance to the lecture hall, the lower the CGPA. The CGPA of students staying in on-campus housing falls within the range of 4.60-5.99 (Second class upper division) and their counterparts in off-campus housing falls within the range of 2.60-4.59 (Second class lower division).

Table 4.10. Chi-square Test for Academic Performance (On-Campus and Off-Campus Housing)

CGPA	On-Campus Housing Frequency	Off-Campus Housing Frequency	Row Total
1.0-1.5	14	16	30
1.6-2.5	50	87	137
2.6-4.5	85	398	483
4.6-5.9	116	87	203
6.0-7.0	37	14	51
40.00-49.99	5	9	14
50.00-54.99	5	8	13
55.00-59.99	9	9	18
60.00-100.00	26	26	52
Total	347	654	1001

Source: Author’s fieldwork, 2011.

5.0. Conclusion and Recommendations

This study has been largely explorative and demonstrative as in the study of University of Ibadan, how the effects of students’ housing on academic performance can be appropriately assessed by combining the viewpoints of housing experts and university authorities into a composite neighbourhood quality index of students housing in the university system. Very significant findings were made in the study of University of Ibadan concerning the impact of the effects of housing on students’ social life in the twenty first century’s global urbanization in Nigeria. The challenges of students housing or accommodation in tertiary institu-

tions in the country should be the concern of the entire society. Since student population is an integral part of the society, co-ordinated efforts and results oriented solutions should be taken into consideration while tackling the problems. The university can explore ways of increasing the number of bed spaces available in the halls of residence by directly building additional blocks to the existing ones. Though funds could be a hindrance, the university authorities can launch endowment funds for building new halls, appeal to corporate bodies or its alumni. The university authorities should access loans from mortgage institutions to enhance student housing development. Universities do have access to primary mortgage institutions for student housing projects, which will be at moderate interest rate. The government could grant such loans through the National Housing Fund (NHF) or the university could approach any commercial banks that are ready to finance such projects (Olatubara et al, 2007).

The university, being a citadel of higher learning should be involved in research, development and demonstration of local building materials for student housing construction. This will involve the concerted efforts of the lecturers, researchers, students and the backing of the university authorities and, thus saving cost on construction. However, if the University of Ibadan wants to remain one of the first generation universities and also to retain its reputation for higher academic excellence and research for manpower training and development, then it should not wait for a major housing crisis before embarking on serious programmes with regard to construction of halls as there will be increased pressure on the university to train more students.

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