

### Students' Accommodation and Academic Performance: the Case of Federal University Wukari, Nigeria

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#### Abstract

In response to growing concerns about the academic performance of higher education students, this study examines how accommodation choices influence academic outcomes at Federal University Wukari. By employing a mixed-methods approach, data was collected through surveys, interviews, and academic records. Results highlight a notable association between accommodation type and academic performance, with off-campus students exhibiting superior outcomes. To address these findings, recommendations are proposed, emphasizing the need to improve facilities, offer affordable housing options, and enhance safety measures to foster student success and well-being.

**Keywords:** Students, Accommodation, Academic, Performance

## INTRODUCTION

Academic performance of students in Higher Education is an issue of concern following rising global unemployment rates and funding problems because of its link to social and economic progress for many countries, (Idowu et al., 2023). The need for good academic performance cannot be overemphasized, Educational performance has connection with the nature and quality of school environment. As a result, successful management of school environment is an essential educational investment. Residential accommodation has a role to play in the academic success, security concern and future life of students at all levels of education. Therefore, the issue of students' residence should not be neglected by students, teachers, parents, policy makers and administrators of educational institutions. This is because residence is part of students' social and learning environment. Students' housing has been identified as one of the essential components of tertiary institutions. This is in total agreement with the three basic needs of man which are food, clothing and shelter. 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).

Accommodation is 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 (Nimako and bondinubo 2013), in agreement to this from experience as an undergraduate student for some time I've come to realize that the environment of a student could either contribute positively or negatively to one's student performance academically. Hostel life is an amazing experience for a student living away from home during their academic career.

The experience of living in a hostel may have a substantial effect on a student's academic success. The hostel can be viewed as a place where a lot of students have congregated after travelling there from different places to engage in the activity of learning. A hostel often has common areas such a kitchen, bathroom, reading room, guest hall, dining hall, reception area, entertainment room, and grounds According to Idowu (2023). There are some situations that surrounds living in a hostel and some of the conditions are: the definition of a hostel itself that is, it must be known for its dormitory-style rooms, often with bunks, along with security, shared bathrooms, a common room and a kitchen. Also, the cost of a hostel, the age limits of the hostel, the sharing of bathroom, inclusion of

breakfast, issue of bedbugs, negotiation on hostel curfews, hostel lockouts, location of the best hostels, closeness of the school management with students living in the hostel.(Ajayi, 2015), with the current financial constraint battling the economy of the country thereby affecting the citizens which are the student coupled with the hike in tuition fee across different higher institution could also be a major factor in choosing to stay on campus owing to the fact that it has been made available at a cheaper rate, Several institutions provide these amenities to students on and off campus, That is surely a fresh practice for the young students who are living away from their family and living in the hostels, This gives them the chance to improve their ability to live self-reliantly, live with friends and other students, divide space well, etc. most of students were satisfied with the hostel's present Wi-Fi capability (Venna, 2015).

Yusuff (2011) notes that when a student lives on-campus he or she lives in a dormitory or other type of housing on the school's property. The author further stresses that off campus living is usually when the student lives away from campus or in a rented apartment outside school environment. Abuke (2007) asserts that most parents prefer their children to stay on-campus, but some institutions are not interested in providing on-campus accommodation for their students.

Thus, those who may be interested to stay on campus still face the challenge of inadequate hostel accommodation which is caused by the increase in number of students admitted every year by college/ university management without improvement in accommodation facilities to meet up the number of students admitted. This compels most parents to rent apartments outside the college/ university campus for their children to stay and attend school. Parents living within the university environment may decide to keep their children at home and finance their transportation to school. On the contrary, parents who are from distant areas may decide to keep their children with a relative for them to acquire education with less stress. In hostel there are no family conflicts or other connected issues, so it is thought these days that the hostel is suitable for students. Hostel living is regarded to provide many advantages (Bashir, S, 2012).

It's also crucial to keep in mind that there are several sorts of hostels, such as "Party hostels" or "Study hostels." Depending on the style of hostel chosen by the students, the experience and the impact on academic performance will vary (Iftikar, 2015). Meanwhile, living on campus can help students in their academic performance. Students who live on

campus are likely to make better academic advancement and will have a greater chance of obtaining high academic achievement levels. (Ajmal, 2015). The ability to develop independence and concentrate on one's studies can be greatly enhanced by living in a dorm, but it's crucial for students to be aware of the risks and take precautions against them.

Olugun (2006) states that students who stay on-campus stay longer in the library compared to their counterparts who stay off-campus. They visit and borrow textbooks and journals from the university library, while their off-campus counterparts under-utilizing the library facilities. Abu (2010) adds that off-campus students have limited access to university libraries and laboratories as they spend less time on the campus compared to their counterparts. Consequently, their academic performance suffers. Similarly, Okonkwo (2009) observes that most off-campus students arrive the school lately, thereby missing some lectures. They also find it difficult to even have seat where such facilities are insufficient.

## **MATERIAL AND METHODS**

### **Population of the Study**

The population of the study consist of second, third and final year students of Federal University Wukari Nigeria. This category of students were selected because the researcher observed that the first-year students have not gotten their CGPA by the time the data was collected, which was really important for this research.

### **Sample and data collection**

An appropriate sample size was purposively selected with the aid of Taro Yamane formula to represent the population. The data was collected using printed questionnaires. The questionnaires were administered to respondents. Participation in the survey is voluntary and the respondents were assured of confidentiality.

$$n = N / 1 + N(e)^2$$

where

n = the Sample size

N = the total Population

e = the acceptable sampling error

### **Instrument for data collection**

The questions were mostly close-ended questions but there were also be a few open-ended questions to allow the respondents to express in their own words the factors that they think might be responsible for their choice of residential accommodation. The questionnaire was developed from the literature reviewed. The close-ended questions in the questionnaires sought the views of respondents on some statements about factors that could have influenced their choice of residential accommodation. Their views will capture on a 5-point likert scale with probability levels of 1= agree, 2 = strongly agree, 3 = disagree, 4-srongly disagree, 5 = undecided. Questions asked, were for respondents to indicate their current type of residential accommodation and will be further asked to indicate their CGPAs. In order to test the reliability and accuracy so as to remove ambiguity and biasness of the instrument the used to collect the data, a pilot study was done with third year students at the University.

### **Method of Data analysis**

The analysis employed were descriptive statistics, including frequency tables, means, and standard deviations, to rank items and identify key factors influencing students' residential accommodation choices. To assess the relationship between accommodation type and academic performance, the study utilized the Pearson's chi-squared test. This involved creating a contingency table that cross-tabulates the two categorical variables, with expected frequencies calculated under the assumption of independence.

A predetermined significance level ( $\alpha = 0.05$ ) was used to determine whether the observed association is statistically significant. If the calculated p-value is less than the chosen significance level, the null hypothesis will be rejected in favor of the alternative hypothesis

$$\chi^2 = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Where:  $\chi^2$  is the chi-square statistic.

$O_{ij}$  represents the observed frequency of students.

$E_{ij}$  represents the expected frequency of students.

## RESULTS AND DISCUSSION

### Sampling and Data Collection

A sample size of two hundred (200) respondents was selected to represent the population. The data was collected using printed questionnaires. Participation in the survey was voluntary and the respondents were assured of confidentiality.

### Frequency and Percentage Socio-demographic information of respondents

Table 1: Frequency and Percentage of gender, level, age group, marital status and all other factors influencing choice of accommodation

Variables	Frequency	Percentage (%)
<b>GENDER</b>		
Male	85	42.5
Female	115	57.5
<b>AGE GROUP</b>		
Below 20	49	73
20-2	146	24.5
Above 30	5	2.5
<b>STUDY LEVEL</b>		
200	100	50
300	54	27
400	39	19.5
500	7	3.5
<b>MARITAL STATUS</b>		
Single	19	90.5
married	181	9.5
<b>ACCOMODATION TYPE</b>		
Private hostel/family house	109	54.5
School hostel	91	45.5

As shown in Table 1, out of the 200 respondents involved in this research, 57.5% were females and 42.5% were males. Also, majorities (73%) of the respondents were between the ages of 20-29 years, 24.5% of them were below 20 years and 2.5% were in above 30 years' age group. The analysis further revealed that 50% of the respondents were level 200 students' while 27% were level 300 students, 19.5 were 400 level students and 3.5% were 500 level students. The distribution of respondents by levels of education appeared to be skewed towards a particular level. Thus, 50% of the time, views leading to conclusion drawn from this research could be attributed largely to level 200 students. In terms of marital status, majority (90.5%) of respondents were single while 9.5% of them were married. In terms of accommodation type, majority of respondents (54.5%) lived in Private Hostels/Family Houses (non-residents) while 45.5% of them lived in the institution's halls of residence on campus.

### Descriptive Analysis of Factors that Influence Choice of Residence

**Table 2: Percentage, mode, mean and standard deviation of factors influencing choice of accommodation**

Factors	(SA/A)	(SD/D)	U	MODE	MEAN	STANDARD
Availability of water	78.5	19.5	2.0	A	1.90	0.994
Need for privacy	72.0	24.0	4.0	A	1.98	1.132
Accommodation fee	71.5	25.5	3.0	A	1.97	1.061
Peer group influence	45.0	47.5	6.5	A	2.61	1.232
Availability of recreational facilities	47.5	43.5	9.0	D	2.58	1.323
Availability of study area	68.5	29.5	2.0	A	2.09	1.076
Security and safety	68.0	29.0	3.0	A	2.06	1.011
Spacious and well ventilated room	75.5	22.0	2.5	A	1.91	1.073
Proximity to lecture hall	66	27.5	6.5	A	2.09	1.200
Availability of cafeteria	43.5	38.5	8.0	A	2.40	1.291
Number of inmates	46.5	41.5	12.0	A	2.60	1.356
Calm and peaceful environment	70	26.5	3.5	A	2.14	1.165

With the use of a five-point Likert scale, from 1= “agree”, to 2= “strongly agree”, 3= “disagree”, 4= “strongly disagree” to 5= “”, respondents rated twelve possible factors which influenced their choice of residential accommodation. A higher mean score for a statement indicated greater importance. Results presented in Table 4.1 have shown that majority of respondents agreed that “peer group influence” with mean and standard deviation to be 2.61 and 1.232 respectively was the most influential factor that influenced their choice of residential accommodation. This was followed by “number of inmates” with mean and standard deviation to be 2.60 and 1.356 respectively, followed by “Availability of recreational facilities” with mean and standard deviation to be 2.58 and 1.323 respectively, followed by “Availability of cafeteria” with mean and standard deviation to be 2.40 and 1.291 respectively, followed by “Calm and peaceful environment” with mean and standard deviation to be 2.14 and 1.165 respectively, followed by “Availability of study area” and “Proximity to lecture hall” with same mean of 2.09 and different standard deviation to be 1.076 and 1.200 respectively, followed by “Security and safety” with mean and standard deviation to be 2.06 and 1.011 respectively, followed by “Need for privacy” with mean and standard deviation to be 1.98 and 1.132 respectively, followed by “Accommodation fee” with mean and standard deviation to be 1.97 and 1.061 respectively, However, “Spacious and well ventilated room” with mean to be 1.91, standard deviation to be 1.073 and “Availability of water” with mean to be 1.90, standard deviation to be 0.994 were the least important factors that influenced the students’ choice of residential accommodation.

### Significance Test for Samples

**Table 3: Significance Test for Samples from Male and Female Populations**

Accommodation Factors	Mann-Whitney U	Wilcoxon W	Asymp. (2-tailed)	Sig.
Availability of water and electricity	3394.500	10064.500	0.000	
Need for privacy	4272.500	7927.500	0.106	
Accommodation fee	4767.500	11437.500	0.753	
Peer group influence	4690.500	8345.500	0.773	
Availability of recreational facilities	4472.500	8127.500	0.291	
Availability of study area	4014.500	10684.500	0.024	
Security and safety issues of the hostel	4390.000	11060.000	0.196	
Spacious and well ventilated rooms	4487.000	11157.000	0.289	



Proximity to lecture halls	4837.000	11507.000	0.895
Availability of cafeteria	4017.500	10687.500	0.026
Number of inmates	3454.500	7109.500	0.000
Calm and peaceful environment	4690.500	8345.500	0.773

From Table 3 reveals the Man-Whitney U test and Wilcoxon W test statistics of “Availability of water and electricity” to be 3394.500 and 10064.500 respectively with it p-value at 0.000 which is less than  $\alpha = 0.05$ , which indicate that there is a significant difference between the male and female respondents rating of “Availability of water and electricity” in influencing the respondents’ choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Need for privacy” to be 4272.500 and 7927.500 respectively with it p-value at 0.106 which is greater than  $\alpha = 0.05$ , which indicate that there is no significant difference the male and female respondents rating of “Need for privacy” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Accommodation fee” to be 4767.500 and 11437.500 respectively with it p-value at 0.753 which is greater than  $\alpha = 0.05$ , which indicate that there is no significant difference the male and female respondents rating of “Accommodation fee” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Peer group influence” to be 4690.500 and 8345.500 respectively with it p-value at 0.773 which is greater than  $\alpha = 0.05$ , which indicate that there is no significant difference the male and female respondents rating of “Peer group influence” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Availability of recreational facilities” to be 4472.500 and 8127.500 respectively with it p-value at 0.291 which is greater than  $\alpha = 0.05$ , which indicate that there is no significant difference the male and female respondents rating of “Availability of recreational facilities” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Availability of study area” to be 4017.500 and 10687.500 respectively with it p-value at 0.000 which is less than  $\alpha = 0.05$ , which indicate that there is significant difference the male and female respondents rating of “Availability of study area” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Security and safety issues of the hostel” to be 4390.000 and 11060.000 respectively with it p-value at

0.196 which is greater than  $\alpha = 0.05$ , which indicate that there is no significant difference the male and female respondents rating of “Security and safety issues of the hostel” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Spacious and well ventilated rooms” to be 4487.000 and 11157.000 respectively with it p-value at 0.289 which is greater than  $\alpha = 0.05$ , which indicate that there is no significant difference the male and female respondents rating of “Spacious and well ventilated rooms” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Proximity to lecture halls” to be 4837.000 and 11507.000 respectively with it p-value at 0.895 which is greater than  $\alpha = 0.05$ , which indicate that there is no significant difference the male and female respondents rating of “Proximity to lecture halls” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Availability of cafeteria” to be 4017.500 and 10687.500 respectively with it p-value at 0.026 which is less than  $\alpha = 0.05$ , which indicate that there is significant difference the male and female respondents rating of “Availability of cafeteria” in influencing the respondent’s choice of residential accommodation. Also the Man-Whitney U test and Wilcoxon W test statistics of “Number of inmates” to be 3454.500 and 7109.500 respectively with it p-value at 0.000 which is less than  $\alpha = 0.05$ , which indicate that there is significant difference the male and female respondents rating of “Number of inmates” in influencing the respondent’s choice of residential accommodation. And finally the Man-Whitney U test and Wilcoxon W test statistics of “Calm and peaceful environment” to be 4690.500 and 8345.500 respectively with it p-value at 0.773 which is greater than  $\alpha = 0.05$ , which indicate that there is no significant difference the male and female respondents rating of “Calm and peaceful environment” in influencing the respondent’s choice of residential accommodation.

## Effects of Accommodation Type on Students' Academic Performance

**Table 4 Cross Tabulation Table of Accommodation Type and Students' CGPA Range**

Accommodation type	CGPA Range				Total
	1.50-1.99	2.0-2.99	3.0-3.99	4.0-5.00	
Private Hostel/Family House	0	18	62	29	109
School Hostel	6	14	38	33	99
Total	6	32	100	62	200

From table 4 the above results show that all student (6) who fall within the CGPA of 1.50-1.99 resides in the school hostel, out of 32 students who fall within the CGPA of 2.0-2.99, 18 respondents which is 56.25% of them resides in the private hotels (off-campus)/family house while 14 respondents which is 43.75% of them resides in the school hotels. out of 100 students who fall within the CGPA of 3.0-3.99, 62 respondents which is 62% of them resides in the private hotels (off-campus)/family house while 38 respondents which is 38% of them resides in the school hotels. Out of 62 students who fall within the CGPA of 4.0-5.00, 29 respondents which is 65.26% of them resides in the private hotels (off-campus)/family house while 33 respondents which is 34.73% of them resides in the school hostels

### Chi-square test for accommodation type and student CGPAs

**Table 5: Chi-Square Test for Accommodation Type and student CGPAs**

	Chi-square value	Degree of freedom	p-value
Pearson Chi-Square	10.987 <sup>a</sup>	3	0.012
No of valid Cases	200		

From Table 5, the p-value of 0.012 is less than the significant value of 0.05, indicating that the test was significant with a chi-square value of 10.987<sup>a</sup> and a degree of freedom of 3. Hence we reject the null hypothesis and concluded that, accommodation type significantly affects students' academic performance in Federal University Wukari, that is, accommodation type and a student's Academic performance are not independent of each

other. The CGPA of majority of students living in on-campus accommodation falls within the range of 3.0-3.99 (Second class upper division).

## CONCLUSION

Based on the findings, it can be concluded that accommodation type plays a crucial role in students' academic performance. Factors such as peer influence, availability of recreational facilities, and the number of inmates affect students' choices regarding accommodation. Thus, the students' academic performance depends on types such as school hostels or private residence/off-campus. Furthermore, students staying off-campus tend to perform better academically compared to those staying on campus. Lack basic amenities and other facilities, Social distractions, lack of privacy and health issues could be factors responsible for poor academic performance for student residing on campus.

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