A COMPARATIVE ASSESSMENT OF ON-CAMPUS AND OFF-CAMPUS STUDENTS' HOUSING IN THE UNIVERSITY OF IBADAN, NIGERIA

BY

BABATUNDE OLUWASEYI OWOLABI
Matric. No. 124037

Bachelor of Technology in URP (LAUTECH); Master of Science in URP (University of Ibadan)

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ABSTRACT

The University of Ibadan is faced with a persistent challenge of providing adequate students' housing as a result of explosion in the students' population in consequence of which the on-and off-campus students' housing policy was adopted. Existing literature on students' housing investigated on-campus students' housing but neglected off-campus students' housing. This study therefore, conducted a comparative assessment of the on-and off-campus students' housing in the University of Ibadan, Nigeria.

Systems theory provided the analytical framework, while survey research design was employed. A systematic random sampling technique was adopted to select respondents among registered on-and off-campus students. Five percent (A total of 400 on-campus and 700 off-campus students) were randomly selected from the 12 on-campus halls of residence and 22 off-campus hostels respectively. Off-campus hostels were drawn from University of Ibadan adjoining residential neighbourhoods (Agbowo, Orogun, Ajibode, Apete, Samonda and Bodija). A questionnaire containing socio-demographic characteristics, health status indicator (reported cases of illnesses of malaria, cold/catarrh, cholera/diarrhoea and typhoid for the past two weeks at the time of survey), academic performance indicator (Cumulative Grade Point Average [CGPAs] of the 2009/2010 session), distance indicators (punctuality at lectures and time in transit) and social activities indicators (participation in sports, religion, and peer group) were used to elicit information from the students. Observational checklist was used to assess the quality of housing (windows sizes, netting, residential density and airspace). Data were analysed using descriptive and inferential statistics (Chi-square test, t-test and logistic regression) at $p \leq 0.05$.

Respondents' age was 24±7years, 75.8% were males. Off-campus students took ill more than their on-campus counterparts (β=-1.8): malaria (off-campus 40.3%; on-campus 23.3%); cold/catarrh (off-campus 18.3%; on-campus 16.7%), cholera/diarrhoea (off-campus 16.7%; on-campus 14.9%) and typhoid (off-campus 15.2%; on-campus 14.9%). On the average, on-campus students had a better academic performance (CGPA=4.2) than off-campus students (CGPA=3.5) with t=8.0. Average waiting time for transportation for off-campus students was between 16-30 minutes compared to on-campus students (1-15 minutes). On-campus students spent an average of 15 minutes in transit while off-campus students spent 59 minutes in transit (X^2 =69.8). On-campus students socialise more than off-campus students in sporting activities (β=0.2), religious activities (β=0.1) and peer-group activities (β=0.3). The health of off-campus students was more endangered due to poor window design than their on-campus counterparts with good ventilation; 76.4% of on-campus students have nets in their rooms compared to 31.3% of off-campus students. Residential density was higher in off-campus (83.4%) than on-campus (12.4%) and air space was more adequate in on-campus (86.3%) than off-campus (19.5%).

On-campus students' housing was more conducive for health and learning than off-campus in the University of Ibadan. Therefore, on-campus accommodation should be increased significantly to cater for the student population in the university, while off-campus accommodation providers should be encouraged to improve on their service delivery.

Keywords: Students' housing, University of Ibadan, Systems theory, Transit time, Residential density, Nigeria

Word count: 458

CERTIFICATION

I certify that this thesis was carried out by **BABATUNDE OLUWASEYI OWOLABI,** Matric. No.124037 in the Department of Urban and Regional Planning, Faculty of the Social Sciences, University of Ibadan.

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Date Supervisor

Professor Timothy Olayiwola Egunjobi,
Department of Urban and Regional Planning,
Faculty of The Social Sciences,
University of Ibadan, Nigeria.

DEDICATION

This thesis is dedicated to the Lord God Almighty, who indeed is mighty to save and deliver. I thank Him for the successful completion of this research work. I return all the glory and adoration to the Almighty Father (God) and may His name be praised forever.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The university is faced with a persistent challenge of providing adequate students' housing as a result of explosion in the students' population (Barnes, 1954). The implication of this is that students far outnumber the available units of housing, and competition for housing has caused an increase in the bid and asset prices. To increase the provision of housing for students would take time (Easthope, 2013). Therefore, the supply of student residences is bound to continue to lag behind the demand for such housing. This disequilibrium in the students' housing market has manifested in a number of problems. According to Agbola et al (2001), one major factor responsible for student accommodation problems all over the world is the ever-increasing number of students. In London, for instance, Tabet (1971) reported that traditional halls of residence have been provided in considerable numbers, but they have not kept pace with the growth of the student population.

The situation was not different in the rest of England and Wales. According to Morgan et al (1979), it would appear that the provision of accommodation in all sectors of higher education in England and Wales has barely kept pace with the expansion of the student' population. This is because majority of students study far away from home. For most students, going to the university or college is their first real introduction to adult life, free from the constraints of parental control, neighbourhood and family ties. It was, therefore, the opinion of these scholars that the significance and educational benefits attached to on-campus residence have reinforced the increasing common practice among students to study away from home.

In Nigeria, one of the developing country, the case is not different. The work of Ohiagbunem (1984) indicated that the problem of student accommodation could be attributed to the rising students' population and shortage of funds, the students' population continues to grow without a corresponding growth in hostel facilities. The National Universities Commission (NUC) makes no provision for the construction of

new hostels in the annual allocation of funds to universities. During the past decade and a half, the university system in Nigeria has been starved of funds. Capital grants given to universities in Nigeria in recent times were very meagre. In 2013, for example, a total of N100 billions was given to all the federal universities in Nigeria (Adesina, 1988). The universities themselves have deviated from the goals for which they were originally established. Inadequacy of fund through other sources apart from government has contributed to the great disparity between the supply and demand for students' housing (Adesina, 1988). Unlike in the United States and the United Kingdom, where loan finance schemes for students' housing are attractive, in Nigeria, the sharp increases in building costs and the high interest rates make such undertakings for the construction of students' housing difficult (Amole, 1997).

Amole (1997) contends that students' housing policies and practices in Nigeria also compound the problem of students' housing. Amole (1997) argued that no firm policies exist with respect to students' housing at the level of the National Universities Commission (NUC). Suggestions and recommendations have, however, been made by the NUC and each institution is left to implement and adopt these recommendations as it deems suitable. For example, the National Universities Commission recommended that residential universities should provide accommodation for at least one-third of its student population. This recommendation does not, however, outline the categories of students that ought to benefit from university accommodation (Agbola et al, 2001). In most Nigerian universities, freshmen, final year students, foreign students, medical students, sportsmen and women, and the disabled are usually given priorities in accommodation allocation. After accommodating a large proportion of these categories of students, balloting is usually introduced as a means of preventing students' crises that may emanate from partiality in allocating bedspaces to individual students on-campus (Amole, 1997).

The university has its 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 students 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 (Adelman 1969; Caldenby 1994). 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 of where and how to accommodate the students inhabitants. Housing is part of campus life at the tertiary institutions in Africa. Students' housing in tertiary institutions in Nigeria is severely overcrowded (Opayomi, 2003). 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 from 55 in 1948 to 22,000 in 2010, without a commensurate increase in the number of bed spaces from 55 in 1948 to 8,000 in 2010. This situation has been aggravated by the absence of affordable and safe alternative housing in the neighbourhoods surrounding the university (Agbola et al, 2001).

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 fifty percent or more of the entire land-use including students' housing (Cities Alliance, 2006). More structured types of students 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" (students' off-campus housing) were the first type of students residence to which people 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 (Widavsky, 1974; Richardson and Jordan, 1979; Jacobs, 1999; Heclo and Grooves, 2004). 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 the university provided accommodation in the beginning, but universities successively overtook responsibility of campus life

(Basu et al, 2004). Within the first century of the existence of universities, "the college" (students 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; Gulati, 1998; Anderson, 1999).

Students' housing is divided into two types and these are: students' on-campus housing and students' off-campus housing. Students' housing is a place where students reside within or outside the campus or school. Houses in which students reside within the campus or school are known as students' on-campus housing, while houses outside the campus or school are known as students off-campus housing. Students 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 students' housing (dormitories, halls of residence, other forms of quarters, off-campus accommodation and so on.), at what location (on-campus or off-campus), and the relationship between academic performance, health, social, religious and congenial living conditions. As an asset, students' on-campus housing 'form the bulk of the universities built environment thereby representing the largest facility asset that an institution may have' (Oppewal et al, 2005). Many educators believe 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 inclined (Cobban, 1999).

1.2 The Research Problem

The federal and state governments in Nigeria do not view 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 be re-design into cell-like study/bedrooms linked by a long corridor (Birks, 1972).

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).

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 the case with the University of Lagos and University of Ibadan students (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.

In Nigeria, Students' housing has been a challenge to the university authorities (Amole, 1997). The issue of students' housing cannot be ignored in the overall development process and master plan of the ivory tower of learning. Macintyre (2003)

examined 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 thesis 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 performance, health status, social interaction and proximity to lecture. 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 levels) 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). The University of Ibadan is faced with a persistent challenge of providing adequate students' housing as a result of explosion in the students' population in consequence of which the on-and off-campus students' housing policy was adopted. Existing literature on students' housing investigated on-campus students' housing but neglected off-campus students' housing.

However, there is a dearth of study combining academic performance, health status, social interaction and proximity to lecture as being influenced by on-campus and off-campus students' housing. A comparative assessment of on-and off-campus students' housing involved the use of such variables as academic performance, health status, social interaction and proximity to lecture.

The following research questions were formulated to guide the conduct of the study:

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

2 Will on-campus housing impact students' social interaction than off-campus housing?

3 Does on-campus housing influence students' health status than off-campus housing?

4 Will on-campus housing affect the proximity of students to lectures than off-campus housing?

1.3 The Justification for the Study

The challenges facing students in securing conducive accommodation in tertiary institutions have been overwhelming as a result of various policies enacted by the university authorities in the provision of students' housing. According to Omotayo (2008), there is increase in the number of students admitted to the university community compared to the number of students accommodated within the halls of residence over a certain period of time, which has led to shortage of students' housing available within the university campus.

Scholars viewed students and their activities as daily activities (routine) carried out or performed by students in and out of the university. Such student activities can be clubbing (partying), worshipping, sporting to reduce academic stress, improvement in health status, going to lectures, attending tutorials or lessons to improve their academic performance and movement from one place to another (Nwodoh, 1980; Opayomi, 2003; Timmins, 2006; Olatubara and Fatoye, 2007). Some of these students' activities can be categorised into one or more variables (academic performance, health, social interaction, sporting, religious and club activities). The literature on the consequences of on-campus and off-campus students' housing programme for post-secondary schools have often focussed on academic performance while other possible consequences such as social interaction, health status and proximity to lecture have often been neglected. There is, therefore, the need for more embracing empirical investigation capturing more possible consequences of on-campus and off-campus students' housing. Indeed, different reasons for deplorable students' housing situations abound, but prominent among these are the problems of shortage of halls of residence, electricity, basic facilities and services, water, poor health, poor academic performance, social activities, religious, sporting and substandard housing, which have impact on the students (Olatubara et al, 2007).

The paucity of funds and non-availability of resources of government and private individuals to provide good housing for the students and also to improve on the life of the students at the universities, the competing need for such resources and the allocative inefficiency have heightened the clamour for liberalization of the economy

as a whole and housing sector in particular. This is meant to ensure efficient resources allocation guaranteed by the market economy for the provision of more accommodation for the ever increasing population of students. In a situation where there are more than three persons in a room that is meant for two persons, this results in overcrowding and its attendant consequences.

The housing situation of young people and students has been a subject of interest in research by Kenyon (1997), Rugg *et al.* (2000), Macintyre (2003) and Smith (2005). These research works focus on the influence of student demand on local housing markets and the consequences the rising student numbers have on popular areas in university cities (Hapgood, 1975). Other researches specifically focus more on the physical aspects of student residences; aspects that Clapham (2005) calls *objective* or measurable physical attributes of housing, as for instance the size of rooms and number of people sharing facilities as studied by Oppewal *et al.* (2005). Van der Ryn & Silverstein (1967) studied students' perceptions of their residences at Berkeley from a behavioural perspective, and Baum & Valins (1977) compared the influence of the floor plan layout of different residences on social interaction. Faber (1962) and Omotayo (2008), researched on the effect of students' housing on academic performance. The National Housing Authority (2002) is an inclination towards a liberalized housing market. Despite the avowed allocative efficiency of a liberalized housing market preached by its proponents, there are fears that a liberalized housing market may inadvertently or deliberately exclude those belonging to the vulnerable and disadvantaged groups (mostly students). This is not unconnected with the fact that policy outcomes sometimes deviate from expectations. This outcome deviation is often caused by improper implementation by not putting into consideration students who contributed between 5 and 10% in house rent in the housing sector. Thus, according to Olatubara (2007), past failure is not for lack of sound policy, but absence of functional framework to implement the policies. These include reform of certain institutions, as well as legal and regulatory reforms to enable housing market to work more efficiently and to attract the much needed private sector fund to the housing sector for students.

There is the need for fundamental shift, if students' housing problems are to be addressed at a scale commensurate with their magnitude, which is to substantially improve the life of students, and if the housing sector is to be managed as a major economic sector (World Bank, 2006). This research will contribute to the planning of higher institutions, students' housing and its location. It will be of great benefit and will also provide useful information to the crop of privately owned universities springing up across the country to learn from the first generation universities and be able to project ahead before they experience an explosion in students' population.

1.4 Aim and Objectives

The aim of this study therefore, is to conduct a comparative assessment of on-and off-campus students' housing in the University of Ibadan. The objectives are to:

1. Examine the socio-demographic characteristics of students in on-campus and off-campus housing.
2. Determine the extent to which on-campus and off-campus housing affect the health status of students.
3. Assess on-campus and off-campus housing in relation to students' proximity to lecture.
4 Examine the relationship between students' housing (on-campus and off-campus housing) and academic performance.
5 Assess the effects of on-campus and off-campus housing on students' social interaction.

1.5 Research Hypotheses

From the theoretical and conceptual issues highlighted in the foregoing, the following hypotheses were formulated to investigate the research problems:

1. There is no significant relationship between students' housing and health status.

2. There is no significant relationship between students' housing and academic performance.

3. There is no significant relationship between students' housing and social interaction.

4. There is no significant relationship between students' housing and proximity to lecture.

1.6 History of Tertiary Institutions in Nigeria

This requires analysis of demographic structure and standards to ensure adequate provision for existing and projected campus populations for provision of staff and students' housing. Unfortunately, experience shows that intense politicization rather than entirely planning processes underpins the establishment and location of tertiary institutions in Nigeria. For example, polytechnics grew from one in the 30s to fifty-seven (57) as at 2013 (see table 2.1). There was only one university in 1948. In 2013, there are one hundred and twenty (120) universities (federal, state and private). Between 1958 and 2013, Colleges of Education have grown from one to thirty-seven (37). The expansion of educational opportunities has not helped the students' housing all over the country, due to overpopulation of students admitted yearly in the tertiary institutions in the country. Odesola (2013) traced the history of higher education in Nigeria from the colonial times to the era of the immediate past civilian administration of Obasanjo. Odesola (2013) noted the growth in the number of tertiary institutions and shortage of students' housing and lack of basic infrastructure in the provided students' housing.

Table 1.1. Number of Tertiary Institutions in Nigeria as At 2013.

S/N	Types	Universities	Polytechnics	Colleges of Education
1	Federal	36	16	20
2	State	31	30	16
3	Private	53	11	1
	Total	120	57	37

Source: National Universities Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE), 2013.

Between 1960 and 2008, there has been an increase in enrolment in tertiary institutions. There is a greater demand for admission than available space. This is what led the Obasanjo administration to allow private tertiary institutions to be established in year 2000. Ajao (2008) argued, however, that there has not been adequate funding for education over the years, which has affected the quality of education and well-being of the students with regard to student accommodation and infrastructure. Ajao (2008) observed that underfunding of education and devaluation of our currency from 1986 to date, have created numerous challenges for the management of the tertiary institutions.

To buttress the argument about underfunding, Ajao (2008) presented the percentage of education as share of the total federal expenditure, indicating that allocation to education as a percentage of the total national budget fell gradually and steadily since 1999. The closest since 1994 to the UNESCO index of 26% was in 1995 when education got 12.96% of the federal allocation. According to Ajao (2008), the challenge before higher institutions on this issue is the need to fashion out ways of ensuring increased internally generated revenue. Odesola (2013) argued that universities are already responding to this challenge by setting up advancement offices which coordinate sundry fund raising activities and also asking NGOs, and Alumni to come to their rescue. He also called for innovative approach to the packaging of students support services.

1.7 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 8^0 31' North of the Equator and Longitude 4^0 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 1000m and mean temperature during dry season of 28.8^0C and during wet season 24.5^0C (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).

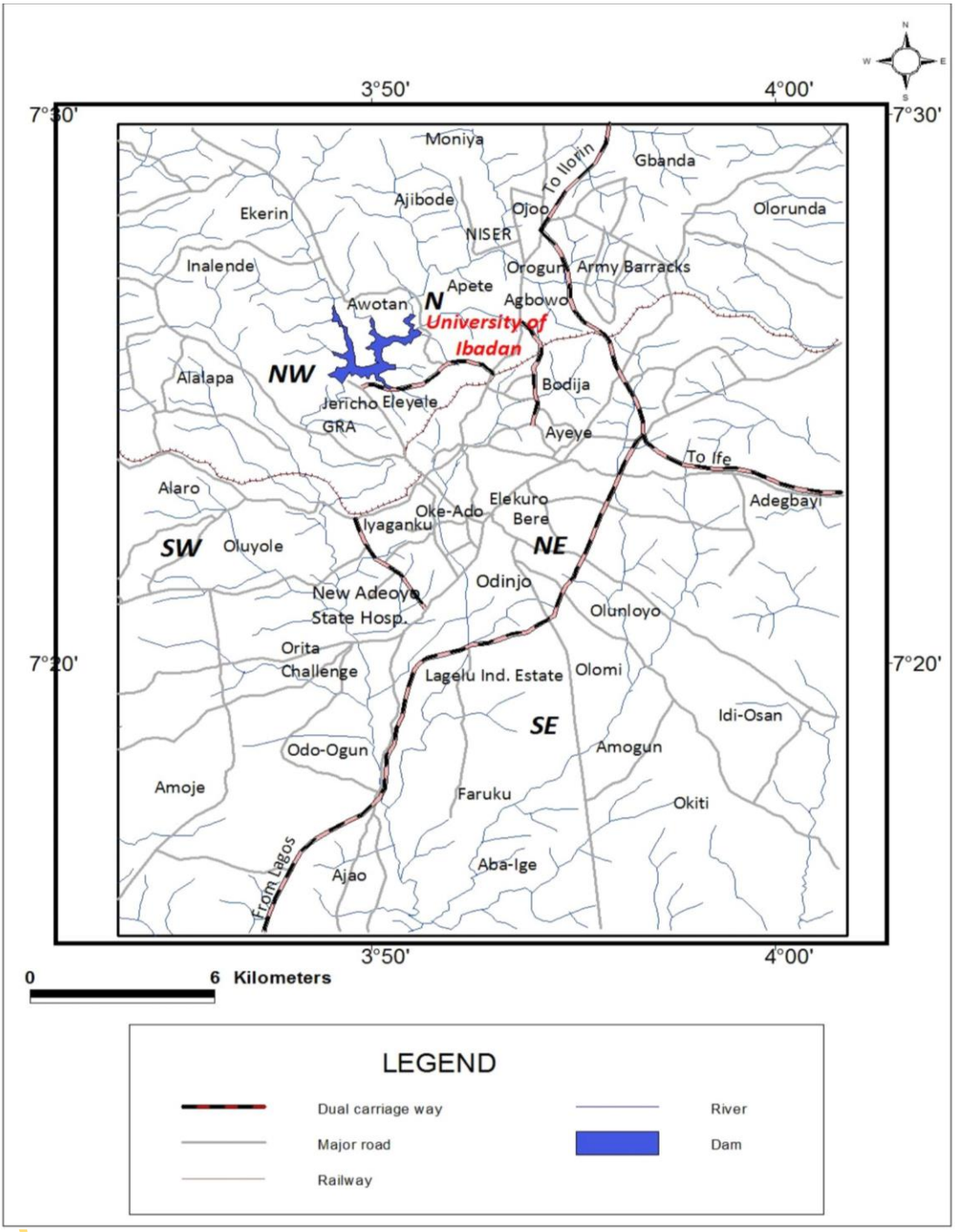
At 5.30 p.m on 28 December, 1946, Sir William Hamilton Fyfe, the Vice-Chancellor of the University of Aberdeen and leader of a delegation sent by the Inter-University Council for Higher Education in the Colonies, pushed his way through the undergrowth into the bush a few miles north of Ibadan in Nigeria, 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 Foura 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 environment 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).



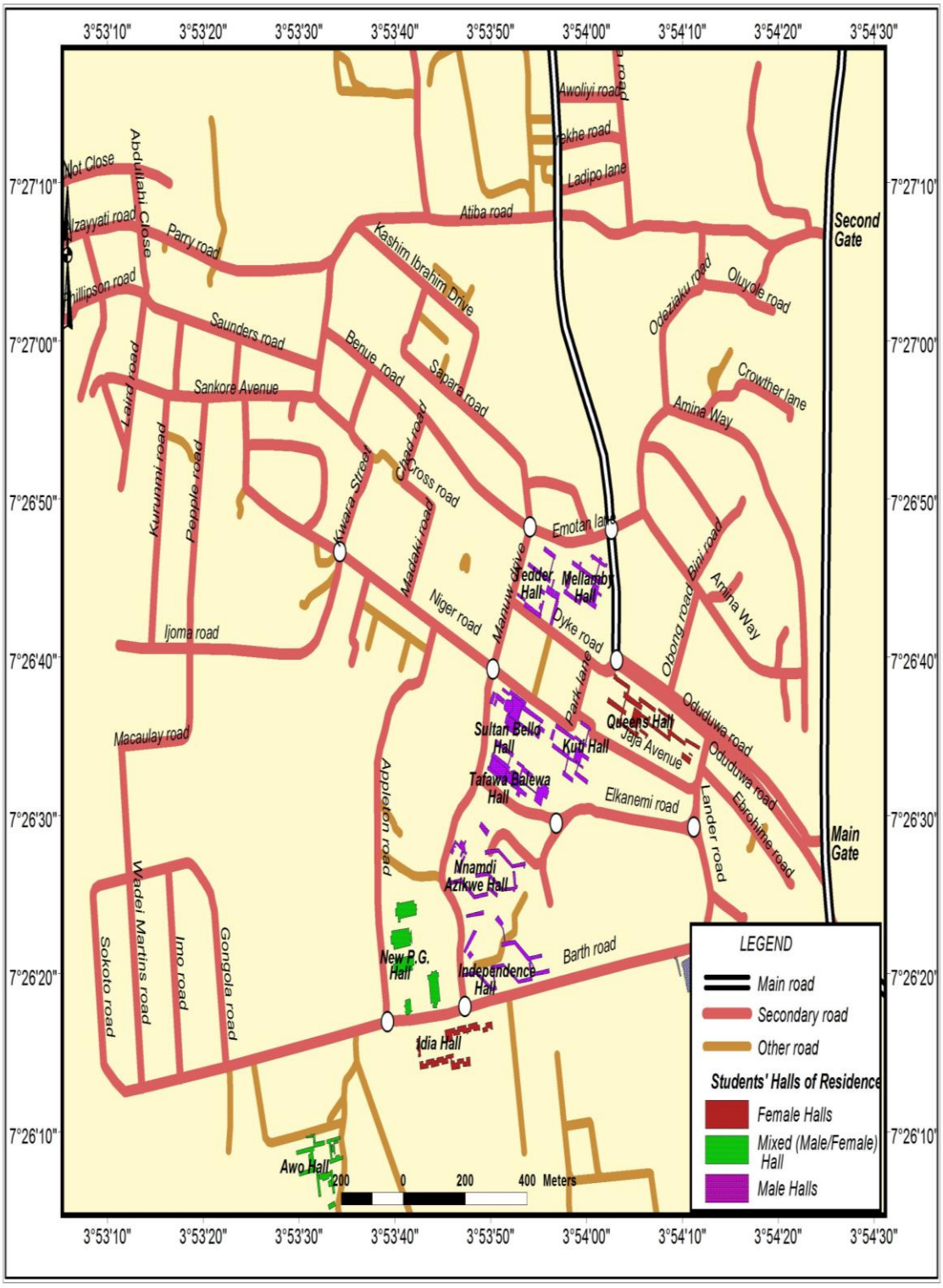
Source: Ministry of Lands, Housing and Physical Planning, Ibadan 2010.

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

1.7.1. The University Road Network

The University has been very well laid out with a system of roads. A good feature of the road system is that almost all the roads have been tarred and named. The standard width of the roads varies between 4.27 metres and 7.35 metres. Surfacing is mostly asphalt and bitumen, most roads are in relatively good condition. Some of the roads are very long e.g. Niger, Benue, Sapara roads and Amina Way, Lisabi Crescent is a long road. Roads are named after important figures in Nigeria history or after important personalities in the development of the University. In the first categories are names like Alzayyati Crescent, Amina Way, Atiba Road, Barth Road, Batuta Road among others. In the second categories are names like Parry Road, Phillipson Road, Sankore Avenue and Saunders Road. Other names are reminiscent of features of Nigerian landscape e.g. Benue Road, Niger Road, Bini Road and Chad Road. Among the most important roads are the Oduduwa, Chapel, Barth, Niger and Atiba roads (Agbola et al, 2001).

The Oduduwa Road is a dual carriage way linking the University Campus with Oyo Road. It is the main entrance to the University. Chapel Road bifurcates from this road to link the Junior Staff Quarters to the central core of the Campus. Niger Road links the academic areas of the campus with the administration that lies around Trenchard Hall, Benue Road links the Senior Staff Residential Quarters in the west to the rest of the campus. Atiba Road is the road that provides the northern entrance to the Campus. This northern gate is often times called Second Gate. Laird Road in the west links the Campus with the Polytechnic of Ibadan Campus that is adjacent to the University of Ibadan Campus. This gate is the west gate, but most commonly referred to as the Third Gate. The areas of the Senior Staff Residential Quarters are well served with roads such as Ijeoma, Pepple, Kurumi, Sankore, Saunders, Parry and Phillipson in the west ande Amina, Danfodio, Ebrohime and Lander in the east and southeast (Ayeni, 2003).



Source: Modified from University of Ibadan Almanac (2006).

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

1.7.2 HISTORY AND TYPE OF HALLS OF RESIDENCE

Students was planned to be in the halls of residence, although less than 22,000 students of current students could really be accommodated on the campus (Ayeni, 2003). The older of the halls are located close to the faculties and departments while a substantial number are located further away from the offices. In the first category are Mellanby, Tedder, Kuti, Sultan Bello and Queen's hall. In the latter category are Idia, Independence, Alexandria Brown, Nnamdi Azikwe, Obafemi Awolowo and New Postgraduate Halls known as abdulsalam Abubakar.

The University of Ibadan has twelve halls of residence. There are nine undergraduate halls, seven of which are for males while the remaining two halls are for female students and one hall for both male and female students (undergraduates and postgraduates). There are mainly two postgraduate halls of residence. The total optimum capacity for all the halls is 8,000 students (see Table 2.1). The total blocks, rooms, bedspaces and students population for the halls of residence are 83, 2,773, 8000 and 22,000 (see Table 1.2).

Mellanby Hall: Mellanby Hall is the university's first hall of residence and owes its name to the first principal of the University College, Professor Kenneth Mellanby (1947-1953). It was formally opened on 17th November, 1952. The hall has a capacity of 716 students.

Tedder Hall: Like Mellanby Hall, this hall was formally opened on 17th November, 1952 by Lord Tedder, Marshall of the Royal Air Force and Chancellor of Cambridge University (1950-1967) after whom the hall was named. It was built to accommodate not more than 716 students.

Kuti Hall: This hall was formally opened in 1954, two years after Mellanby and Tedder halls. It has a capacity for 744 students and was named after the late Rev. I.O. Ransome- Kuti (1891-1995), an educationist and the first president of the Nigerian Union of Teachers, also a member of the Elliot Commission on Higher Education in West Africa- the Commission whose report led to the establishment of the University.

Queen Elizabeth II Hall: This is an undergraduate hall for female students, with a capacity of 554. It was named after Her Majesty, Queen Elizabeth II- the Queen of Great Britain and Northern Ireland-who visited the University of Ibadan in February 1956 and performed the formal opening ceremony of the hall.

Independence Hall: Honourable Aja Nwachukwu, one of Nigeria's former Ministers of Education commissioned this hall in 1961. The hall was built with a capacity for 998 students and was named Independence Hall in commemoration of Nigeria's attainment of political independence on 1st October, 1960.

Sultan Bello Hall: This hall was formally opened in 1962 and was built to accommodate 547 students. The late Alhaji Ahmadu Bello performed the opening ceremony of this hall and named after his grandfather, Mohammed Bello (1909-1966), the chief builder of the Sokoto caliphate.

Nnamdi Azikwe Hall: Popularly called Zik hall, it has the capacity to house 1001 students and was formally opened in 1962. It was named after Dr. Nnamdi Azikwe, the first Governor General of Independent Nigeria and the first President of the Federal Republic of Nigeria (1963-1966).

Tafawa Balewa Hall: This is the University's first postgraduate hall of residence. The hall has a capacity of 586 students, both male and female. It was formally declared opened in 1968 and named after Alhaji Tafawa Balewa, the first prime minister of Nigeria (1960-1966) and the first visitor to the University of Ibadan as an autonomous institution.

Idia Hall: This is the second hall of residence for female students. It was commissioned as part of Queen's hall (the second female hall). In the 1976/77 session, it became a full-fledged hall with a capacity of 605 students. It was named after Queen Idia, a 15th Century Bini Queen, who led her people to the victorious battle of Idah. Her mask was the symbol of FESTAC' 77.

Obafemi Awolowo Hall: This is the second postgraduate hall of residence and accommodates both male and female research students. It was formally opened in 1986 and was named ‘postgraduate students village' by the students, because of its distance to the main centre of university activities. The hall has a capacity of 650 students. In 1987, however, following the recommendation of the Student Union, the hall was renamed Obafemi Awolowo Hall, in honour of the late Chief Obafemi Awolowo, an elder statesman and astute politician.

Abubakar Abdulsalam Hall: This hall is the third postgraduate hall of residence for research students. It was formerly called New Postgraduate Hall, but now changed to Abubakar Abdulsalam Hall. It houses both male and female students, it was started by General Abubakar Abdulsalam, the former Head of State of Nigeria and commissioned by the then General Olusegun Obasanjo in 2001. The hall has a capacity of 573 students. The blocks are divided into four (A, B, C, D), Block A and D are for male students and Block C and B are for female students.

Alexander Brown Hall: This is a unique undergraduate hall of residence in that it houses both male and female clinical students at the University College Hospital (UCH). The hall was built to house 310 students, and was formally opened in 1957. In 1971, however, it was renamed after the late Professor Alexander Brown, the first Professor of Medicine of the university.

Table 1.2. The Number of Blocks, Rooms and Bedspaces in each Hall of Residence.

S/N	Halls	Blocks	Rooms	Bedspaces	Students population
1	Alexander Brown	8	197	310	1,408
2	Idia	3	296	605	2,423
3	Independence	7	226	998	2,456
4	Ransome Kuti	8	187	744	2,449
5	Mellanby	6	218	716	2,045
6	Nnamdi Azikiwe	7	237	1001	2,688
7	Obafemi Awolowo	8	319	650	2,302
8	Queen Elizabeth	9	209	554	1,369
9	Sultan Bello	8	207	547	2,298
10	Tafawa Balewa	7	201	586	1,479
11	Tedder	7	215	716	2,103
12	Abdulsalam Abubakar	5	261	573	1,408
	Total	83	2773	8000	22,000

Source: Academic Planning Unit, University of Ibadan, 2010.

1.8 Outline of The Thesis

This thesis is structured into five chapters. Chapter one is the background to the study, and it consists of other themes. The second chapter discusses the literature review, conceptual framework and theoretical framework. Chapter three presents the research methods of analysis employed in the study. Chapter four examines the students' housing provision, their socio-demographic characteristics and assessment of on-campus and off-campus students' housing. This chapter discusses a comparative assessment of on-campus and off-campus students' housing in the University of Ibadan. Chapter five is the conclusion of the study. It summarises the major findings of the thesis, contribution to knowledge, planning and policy implications, recommendations and suggestions for further research.

1.9 Summary

This chapter presented the background to the study and the research problems, as well as the rationality behind the study. Following the justification of this study are the aim and objectives from where the overall outline plan of the thesis is drawn. It also discusses research questions, study area and outline of the study.

CHAPTER TWO

CONCEPTUAL, THEORETICAL FRAMEWORK AND LITERATURE REVIEW

Students depend on such personal factors as social, academic, well-being (health), cultural background, proximity to lecture, financial situation, expectations, and on the spatial organisation of a building or a dwelling as being influenced by on-campus and off-campus housing to achieve success (Gifford, 2002). Gifford (2002) defines perception of students' housing as the feeling resulting from the perception of a positive balance between students' housing density and spatial organisation in relation to dwelling space. If students' housing preferences and actual housing situation (choice) differ greatly, students are likely to be dissatisfied with where they live (Richter 2004). In investigations, students' housing is tested against a real housing situation, while students' housing, on the other hand, can be defined more generally, without referring to an actual housing situation, as they depend much more on expectations and ideals (Mayer 2002). Consequently, this chapter highlights some of the concepts and theory that are inherent in students' housing assessment as an attempt to review existing literature for the proposition of the research hypothesis.

2.1. Literature Review

This section explores the major issues relating to students' housing by scholars. The housing situation of young people and students has been a subject of interest in research by Kenyon (1997), Rugg *et al.* (2000), Macintyre (2003) and Smith (2005). These research works focus on the influence of student demand on local housing markets and the consequences the rising student numbers have on popular areas in university cities (Hapgood, 1975). Other researches specifically focus more on the physical aspects of student residences; aspects that Clapham (2005) calls *objective* or measurable physical attributes of housing, as for instance the size of rooms and number of people sharing facilities as studied by Oppewal *et al.* (2005).

Van der Ryn & Silverstein (1967) studied students' perceptions of their residences at Berkeley from a behavioural perspective, and Baum & Valins (1977) compared the influence of the floor plan layout of different residences on social interaction. Faber (1962) and Omotayo (2008), researched on the effect of students' housing on academic performance.

However, there is a dearth of study combining academic performance, health status, social interaction and proximity to lecture as being influenced by on-campus and off-campus students' housing.

2.1.1 Philosophy of Students' on-campus housing

The educational system in Nigeria was modelled after the British educational system, since Nigeria was a colony of Britain. However, Nigeria acknowledges students' housing systems in other countries such as America, Germany, France, Spain, Brazil, China, Japan, Cuba, South Africa, Egypt, and so on, which have their intrinsic peculiarities and advantages. The philosophy of students' on-campus housing in Nigeria could be linked to the collegiate system of Oxford and Cambridge (Oxbridge) universities. The Oxbridge philosophy was that students and the faculty should share a common life. Bullock et al. (1969) argue that these traditional English universities considered it ‘dehumanising and defrauding' to attend to teaching and research only and neglect the atmosphere in which the student lived and worked. In addition, it was believed that the inequalities arising from different home backgrounds could be compensated for in the fusion of living and learning through which common standards of culture and citizenship could be transmitted (Amole, 1997).

2.1.2 Classification of Students' on-campus housing

Students' on-campus housing or residences can be classified into three. These are:

- Collegiate system
- Dormitories
- Halls of residence

I Collegiate System

The collegiate system was based on the basic assumption that students and faculty should share a common life. Staff and students were expected to live in the same environment. The collegiate system was appropriate in the past in the United Kingdom (especially in Oxbridge institutions), because it was common to have some professors or members of the academic staff living in the colleges. This was so because, unlike his American counterpart, the typical English professor of that period was pledged to celibacy (Amole, 1997). The accommodation provided for students by the Oxbridge institutions included a place to eat and socialize with fellow students as well as individual academic supervisors. These residences were described as being similar to ‘monasteries;' they had a chapel, a kitchen, and a dining hall in addition to a student's common room. Scholars such as Allen (1965) and Crease (1970) have contended that the collegiate system of residence is closest to the home in terms of its structure. Crease (1970) also observed that participation in social and intellectual activities was higher in this form of residence.

The collegiate system was later abandoned due to certain factors. Faber (1962) enumerated the factors and opined that some private colleges and universities approximated the ideal of a community of scholars, but due to limited funds, a widely dispersed population and difficult transportation made clusters of residential colleges become impracticable (Oyedepo and Makinde, 2009). In addition, a shortage of bachelor professors to ‘live in' combined to worsen the favourable students-faculty relationship in a common residential setting. In the United States and even in the UK, economic and demographic forces hindered the continuation of this ‘ideal'. An unsatisfied demand for higher education among the local population of the United Kingdom led to the rapid growth of a number of higher institutions (Olatubara and Fatoye, 2006). The emergence of non-residential universities followed. Non-residential universities were relevant during this period, because a large proportion of the students lived within a thirty-mile radius of their place of study. As the population of home based students fell, and the transportation systems became more accessible and

efficient, it became imperative to accommodate the rapidly increasing population of students who were studying at centres far away from their respective homes. This situation led to the emergence of another form of students' on-campus housing known as dormitories (Nwodoh, 1980).

II Dormitories

Dormitories consist of certain components: administrative offices (including a resident dean's apartment), reading rooms, bedrooms, libraries, and cooking as well as dining facilities. Allocation to these dormitories, unlike traditional British universities (the collegiate residence) cut across academic discipline (Amole, 1997). Within the entire university, tutors and students were expected to live in the same building, while academic facilities were provided in the remaining buildings. Students received academic instruction in the academic areas of the institution and house tutors (members of staff) sometimes gave tutorials in the house or dormitories (Agbola et al, 2001).

III Halls of Residence

The establishment of halls of residence started with the University of Ibadan in 1948, which was tailored after the Oxbridge residential system. Other universities in Nigeria modelled their residential system after University of Ibadan residential system. This model evolved into the present halls of residence, otherwise known as hostels. Each hall is made up of bedrooms, a common room, a television room, common dining facilities, group cooking facilities and recreational facilities (Agbola et al, 2001).

Allocation to the halls of residence, as in the case of dormitories, cuts across race, social class and academic specialisation (Amole, 1997; Martin and Lionel, 1972). Like dormitories, provision is made for the housing of a small number of college tutors. No teaching facilities are, however, provided in the halls. This was because ‘these halls were intended to be centres of campus life (Ade-Ajayi and Tamuno, 1973).

2.1.3 Economic Perspective of Students' housing

In economic terms, students' on-campus housing serves as a hedge against inflation, which allows the investors (merchants, on-site builders, prefabricators, land developers, land speculators, builder-investors and so on.) to protect the purchasing power of equity investment (Epley and Rabiasky, 1981), and utilise bank idle funds. When writing about the correlation between students' housing and its general economic return, Amole (1997) observed that another trend in students' housing abroad is its finance through long-term mortgage loans.

According to Owen (2006), student residential facilities have become loan-financed buildings circumscribed by interest rates, affordable rent and cost of construction. Student residential facilities are, therefore, being designed attractively in order to make a good return on the investment. Students' on-campus housing, especially in the advanced countries of the world, can be seen as a profitable economic venture. It also improves the performance of students and removes the economic cost to be incurred by students from transportation fares from off-campus housing. It has been argued that unlike lecture rooms and laboratories which cannot be expected to produce any fair return on investment, university administrators (especially in the United Kingdom and United States) have attempted to operate student halls of residence as a source of finance for future projects for the institution, which has not yielded any result. How much can you realise from the privatization and commercialisation of student halls of residence that can cater for the colossal projects of the institution (Tabet, 1971).

Then the cost of rent for students' housing will not be affordable for average students of the institution. Economic returns on real estate investments undertaken by universities, especially in the developed countries, have been on the increase in recent times. It has not been able to show feasible result, due to corruption (Abiodun, 1985). Students are forced to pay high accommodation rent and yearly the university authorities always review the rent, so that they can increase the rent and this is unbearable to the students, as off-campus students are not left out in the situation. The

rationale behind this is the recent privatization and commercialisation of students' housing, which is not the best, since not all can afford to pay the commercialisation and privatization rent charged by these agencies established by the university authorities (Ikpe, 2002; Solanke, 2005).

Amole (1997), succinctly put the relationship between privatisation/commercialisation of students' housing and general economic returns as well as the quality of the housing in proper perspective when she observed that only recently, some institutions in the United Kingdom began to use student hostels to accommodate non-students attending conferences during holidays especially during summer vacations. With student residences now being used for commercial purposes, the quality of accommodation has become an important issue for consideration (Badejo, 2009). Thus, there is a positive correlation between privatisation/commercialisation of students' housing on one hand and students' housing quality on the other (Opayomi, 2003). Looking at the wide gap between the United Kingdom and Nigeria, you will discover that the quality of their universities has improved in the UK, because their governments pay more attention to the needs of the universities and is interested in the well-being of the students. In Nigeria, on the other hand, the government pays little or no attention to the pleas of the universities. That is why the standard of education will continue to fall or drop and many Nigerians will travel abroad to continue their education and there will continue to be brain drain in the country, if urgent attention is not paid to the pleas of the universities (Merrill and Tomlinson, 2006a and b).

2.1.4 Perception of Students' Lifestyle

Students, like all other people, are not a homogeneous group, but have different social, economic, academic, health and cultural backgrounds. Still there are certain common factors characterising the time spent as a student. The term students' lifestyle refers to the lifestyle of students in the halls of residence (on-campus housing or off-campus housing) according to their life phase in-terms of social, academic, health and economic possibilities, including individual choice and strategies (Binder, 2003). The student goes through different phases, each characterised by specific patterns of

students' housing needs and choices. These preferences are also dependent on societal norms, economy and personal background (Boldy, 2006). It is not possible to conceptualise housing preferences of "the students" in general, but some major tendencies for different cohorts may be identified.

The extension of students in the life cycle, prolonged time of education, and also the changing role of young women (female students) are decisive for the emergence of new establishment pattern of students (Brother, 1971). A consequence of this development is a postponed settling-down of students, so that it is more usual to stay longer in temporary dwellings than before (Cobban, 1999). The search for individuality, personal identification, and the definition of one's own lifestyle in the culture of western societies has become increasingly important, especially for students (Miles 2000).

Students are involved in a wide range of leisure pursuits, which are often consumption-based and supposed to highlight individuality (Owen, 2006). Also students' housing can be seen as a part of students' consumption patterns and choices. Consumption is partly a cultural act, and different social groups use consumption items to signal their belonging to a specific group (Binder, 2003). Boldy et al (2006) states that at the moment housing choices of students are focused around central locations and the proximity to lecture and leisure time facilities. It is assumed that the representation of an appropriate "image", representing one's lifestyle and personality through a place to stay and study plays a more important role among students' housing today.

According to Cold (2001), in addition to economic advantages, students' housing also has social functions on students like interacting with one another. Students from various backgrounds are brought together to interact and live together in the same physical environment within the university system. Students' housing has significant impact on the life of students and the activities of resident students. This is not unexpected, because by the nature of their socio-physical structure and location in respect to the communal, teaching, health, social and recreational facilities, different student structures and organisations are likely to emerge (Amole, 1997). The students have abused the privilege of students' housing by indulging in crime, cultism and

prostitution in students on-and off-campus housing. Peer pressure has led some students to become drug addicts in student halls of residence. Several scholars such as Festinger et al (1950), Ryn et al (1967), Wilcox and Holahan (1976), have identified the social significance of campus life. The work of Festinger et al (1950) showed that the physical form of a housing project explained the emerging student structure of a group of Harvard postgraduate students.

The study conducted by Vander Ryn and Silverstein (1967) also indicated that the formation of student groups coincided with floor level. Furthermore, Wilcox et al (1976) concluded that the physical form of the students' housing significantly affected the emerging degree of commitment towards each other, the pattern of interaction, emotional support and the level of involvement in organisational functioning. Scholars viewed students' activities as daily activities performed by students in the university system (Cobban, 1999). Students' housing also enables students to have access to college recreational facilities. Resident students also have ready access to library and study rooms which may help instil social and academic discipline. Although, those living in off-campus lodgings also have access to various college facilities, the relative distance of these facilities and amenities from their bed space made them less accessible. Bullock et al (1969) posited that the majority of students' lifestyle occurs in on-campus residences. They also recognised that the overall students' lifestyle and relationships are determined by other factors such as the location and of the city, the economic activities of the city and the quality of the academic environment as well as personal contacts outside the university (Scott, 2001).

Gross inadequate students' housing in the university as a result of increase in the population of students admitted to the university has encouraged squatting within the halls of residence, unhygienic environment, student unrest and overuse of facilities (Agbola et al, 2001). There are certain preferences and expectations linked to the different stages in life, and also to the period when one is a student (Timmins, 2006). In terms of housing, students have to make decisions as to whether they should live in institutionally provided accommodation or privately rented accommodation, as well as

whether they should live in shared housing or alone (Robinson, 2006). The preferences students have for housing depended very much on what is available on the local housing markets (Robinson, 2004). The rental market of available housing for students does not always provide quality services and students often end up renting low standard accommodation (Prusok et al, 1964). This is due to high pressure in the housing markets in university cities and students' limited economic resources, but also to their low demands and expectations for their temporary homes. Timmins (2006), explained that students activity is a day-to-day activities (actions) or daily student routines in and out of the university (student activities: student organization, athletics, academics, social, health, religious and political).

One could also argue that expectations for living and housing standards in Nigeria must be particularly high concerning the societal and economic difference in developments in Nigerian society (Owolabi, 2006). However, the reality for students often differs from the generally high housing standard for Nigeria. As is the case for other groups in society, students are likely to adjust their expectations to the reality and the living conditions of the group they belong to (Omotayo, 2008). The temporary nature of students' housing is another reason why expectations are low and why unsatisfactory housing conditions can be accepted (Opayomi, 2003).

2.1.5 Academic Perspective of Students' Housing

Owen (2006) observes that the current state of research neither affirms nor negates the supposition that a positive correlation exists between student accommodation and academic performance. Dober (1963), Prusok and Walsh (1964) questioned the assertion that students' on-campus housing aids excellent academic performance. They observed that there is little or no evidence to suggest that there is any relationship between academic performance (with respect to a grade point) and where students live (off-campus or on-campus) or specific design features of the study facilities provided in the student halls of residence. The works of Faber (1962), Greenleaf and Lied (1962), Somer (1970) and Amole (1997) have, however, countered the observation by

some researchers. Faber cited in Agbola et al (2008), for example, observed that the students living on-campus have a potential forum for intensifying (extending), the classroom instruction thereby contributing to overall educational objectives.

Faber (1962) further suggested that student residences that integrate living and learning facilities create informal environments for continuous learning, as well as encouraging member of staff and students contact. Greenleaf et al (1967) opined that the halls of residence or dormitories are the most suitable environment for achieving informal education. Somer (1970) observed that more than 50 percent of the students study in their bedrooms. In her study on Nigerian student accommodation, Amole (1997) revealed that although studying took place within many facilities on the campus, the bedroom was second to the cafeteria in order of preference. Amole (1997), however, pointed out that the percentage of students that studied in their bedrooms was less than 20 percent. Thus, students' on-campus housing plays a decisive role in aiding individual students in the pursuance of their studies, as well as in the attainment of academic excellence.

Students and low income earners often compete for accommodation in the housing market as both have a limited amount to spend. Chippendale (1976) highlighted the fact that students prefer to live in inexpensive, shared, self-catering accommodation. However, such units are not provided on any significant scale by private landlords. In the advanced countries of the world, such as in the United Kingdom and the United States, students and young professionals often compete with low income families for the less expensive housing units in the market. Morgan et al (1979), as well as Sugden and Williams (1973) share Chippendale's (1976) views. Chippendale (1976) argued that students demand is but a part of the growing demand for housing from young, single persons in general. Chippendale (1976) also point out that accommodation, particularly student flats are similarly desired by other young people. What should be noted is that students and young workers cannot be regarded as transient consumers of housing, simply because they usually look for accommodation which will serve them for a few years. Rather, they should be taken as a group, because

they tend to constitute a permanent feature of the demand for housing (Boldy et al, 2006).

If the theory of consumer behaviour is taken into consideration, one can describe the demand for students' housing as a function of certain variables. These include the price of residential accommodation, the price of other goods and services (especially the ones that are of vital importance to the students), the socio-demographic background of the students, housing preference according to economic scale of wants and needs, taste and demographic considerations. Other important factors include location, proximity to lecture halls and library, access to basic amenities and facilities such as electricity and water; availability of adequate sewage disposal systems and the institution's students' housing policy. The provision of students' housing is an important factor. The provision of students' on-campus housing in the short-run can be regarded as a function of the existing students' housing stock, the price of resource inputs, such as residential land, skilled manpower, infrastructure capital and construction materials, the price of other goods and services, demographic patterns, and the demolition of students' housing. Others include availability of finance, which has to do with interest rates, mortgage terms and credit rationing, projected future economic returns, organisation of the construction industry, state of the economy and institutional regulations and policy environment (Miles and Snow, 1986).

The supply and demand of students' housing are functionally related to the housing market in general. Thus, the interaction of supply and demand for students' housing is of vital importance in the housing market (Agbola et al, 2001; Haubermann and Siebel, 2000). The housing needs of students were succinctly described by Hands (1971). He itemised the various housing attributes which attract students:

- Affordable house rent
- Access to public transport
- Proximity to university
- Access to shops, laundry services and so on.

- Landlord toleration of student lifestyle
- Electricity supply
- Water supply
- Drainage System
- Conducive environment

2.1.6 Students' Off-Campus Accommodation

According to Agbola et al (2001), between 1960s and 1990s, the number of universities in Nigeria increased from one in 1948 to thirteen in 1977, to twenty-four in 1985 and one hundred and twenty in 2013. Coupled with the increasing number of Nigerian universities was the ever increasing volume of university students. While the federal universities tried to maintain a residential university system, the number of students that are admitted far outstripped the number of bedspaces available on campus. If the federal universities have failed to keep pace with students' housing needs, the state universities have not even tried. None of the state universities in the country has on-campus accommodation (Omotayo, 2008). This is because from inception, state-established universities have relegated the idea of students' housing to the background.

It was the belief of the state governments concerned that the enormous amount of money that would be used in the provision of students' housing, could be better utilised in providing academic facilities. Students' on-campus housing was not seen as a major need, when compared with the all important provision of academic facilities. This was because most of the state universities were established with the sole aim of serving the academic needs of their respective states. With the influx of students from other states, however, the burgeoning student population, accommodation problems have become glaring in almost all state universities (Amole, 1997).

The off-campus system of residence is, however, no longer peculiar to the state owned universities, it also applies to the federal universities which had hitherto tried as much as possible to maintain the residential system. During the oil boom era, the federal government, under the leadership of General Yakubu Gowon saw the establishment of

new universities as a means of spreading the national cake. Even though the older universities were already suffering from underfunding, the Gowon regime went ahead to establish new universities. It was later realised by the succeeding military regime of Muritala/Obasanjo that this was likely to further jeopardize the adequate financing of the whole system in the near future. Consequently, the National University Commission (NUC) was directed in 1977 to set up the Ogundeko Commission to look for ways of reducing the cost of general services provided by the universities (Odesola, 2008). According to Adesina (1988), the commission noted a great disparity between students and available student accommodation. Based on this observation, the commission decided against building any more student hostels in any university where one -third or more of the students were accommodated. The commission recommended the provision of student and staff accommodation by private individuals.

The students' housing policies of the succeeding civilian government also recommended the development of off-campus accommodation in both the state and the federal universities. In an attempt to curb or reduce student accommodation problems in Nigeria's institutions of higher learning, the federal government, during the Second Republic, supported off-campus accommodation. President Shehu Shagari in his 1980 budget stated that one of the policy commitments of his administration was the building of thousands of housing units as a means of improving the living standard of the people and reducing the high rent paid by tenants in urban areas. In pursuance of this policy and in co-operation with the state governments, the government was to evolve a scheme to provide off-campus accommodation for students by establishing ‘satellite villages' near existing universities where low-cost houses would be built and rented to students at very low rates (Amole, 1997).

With a view to achieving this broad goal, the federal government gave the directives to all Nigerian universities to acquire 200 hectares of land on which they were expected to construct 200 low cost housing units. However, the dream of the federal government was never realised, because the civilian government of Alhaji Shehu Shagari was toppled by the military junta led by Major General Muhammadu Buhari. Buhari's regime, although short-lived, was particularly concerned about the

restructuring of the battered Nigerian economy, as well as the problem of indiscipline, which had become endemic in Nigeria. Most of the projects as well as policies and programmes put in place by the civilian administration were abandoned. Since Buhari's era and up till the present time, students' housing has become the responsibility of every individual institution (Ohiagbunem, 1984).

Unlike National Housing Policies or policies about education, student accommodation is the function of restricted financial budgets, student demographic characteristics and attitudes of the governing bodies of the institutions (Amole, 1997). As a result of tight financial budgets and student demographic characteristics, the attitudes of the governing bodies in higher institutions towards the provision of adequate housing for all students have changed. It is now glaring that the majority of institutions of higher learning such as Polytechnics, Colleges, Mono-technics (Technical school) and Universities, both in the developed and developing worlds, cannot accommodate a fair percentage of an ever-increasing population of students (Adesina, 1988).

Many institutions in the United Kingdom and West Africa have resolved to increase the number of students sharing the same residential facilities, through the introduction of a third bedspace in double rooms (Amole, 1997). While in the United States of America, students can opt to live on-campus or off campus, in Nigeria and other developing countries, there are firm policies as to which categories of students are entitled to on-campus accommodation. In most Nigerian institutions, only the first year and final year students are given the option of living in the university halls of residence. It is the expectation of the university authorities that the remaining students would find suitable private lodgings for themselves. This is particularly applicable to institutions of higher learning, which lack effective on-campus accommodation system. The problems of obtaining suitable accommodation at a reasonable price and distance from the institution, according to Hensher and Taylor (1983), are usually cited as the major problems of off-campus residence. Transportation constraints in the form of distance are another prominent problem of off-campus residence. To alleviate these problems, some higher institutions of learning in the United States and the United

Kingdom have had to institutionalise an effective off-campus accommodation system (Amole, 1997).

In addition to the off-campus system, private boarding houses are another form of off-campus accommodation. Some students live at home if they cannot afford to live in private lodgings or school organised off-campus accommodation. Studies on off-campus students residing in private lodgings have shown that these students consider themselves as marginal members of their institutions, having little or no participation in social and recreational activities (Prusok and Walsh, 1964). Heilwel (1973) also argued that private lodgers tend to be socially isolated. During the military regime of General Sanni Abacha, Education Trust Fund (ETF) was established to look into the affairs of higher institutions in Nigeria. The Educational Trust Fund was established under Act No. 7 of 1988 and amended by the Act No. 40 of 1993, with project management to improve the quality of Education in Nigeria (Agbola, 2001).

To enable the ETF to achieve the above objectives, Act No. 7 of 1993 as amended imposes a 2 percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) is empowered by the Act No. 40 of 1993 to assess and collect Education Tax. The Fund administers the tax imposed by the Acts, and disburses the money to educational institutions at Federal, State and Local Government levels. It also monitors the projects executed with the funds allocated to the beneficiaries. There are some higher institutions that benefitted from the Education Trust Fund. Example is the New Postgraduate Hall in University of Ibadan which was constructed with the Education Tax Fund (Omotayo, 2008).

2.1.7 Financial Implication of Students' Housing

According to Nicholson and Wasoff (1989), in most areas in England, it was clear that students increase during the 1990s were not met by landlords, governments, Non-Governmental Organisations (NGO) and higher education institutions (HEIs) moving into the established students' housing areas to invest in property for rental to provide accommodation for students. This was certainly the case in Belfast, New York,

Europe, Asia and Africa. As one respondent in York commented: 'Landlords are flexible and can respond to the market: if there were an article in the paper about students finding it difficult to find places to rent, there would be an influx of new lettings as landlords responded to the shortage' (Scott, 2001). Indeed, some Higher Education Institutions officers and governments were confident that they could take some residences out of use for the purposes of redevelopment because the Private Rented Sector (PRS) would accommodate an increase. There are wider implications for the broader housing market. In particular, the student niche market was having a substantial impact on the owner occupied sector in some localities (Rugg et al, 2002).

There was some evidence that owner occupiers had moved out of the areas around some higher education institutions (due to shortage of student hostels). This process was on-going around St Mary's College in Belfast. Demand for properties meant that an increasing number of owner occupiers had sold up to landlords, HEIs, NGOs and governments seeking to let to students. Property prices were rising as a consequence, and many families were able to use the equity to purchase much larger properties with gardens a little further out of town (Humphreys and McCarthy, 1997). It was felt that growth in this market would likely continue, particularly since there are plans to establish a new HEI to the west of the city, which would increase student demand substantially in that area. In some locations, competition had sprung up between owner occupiers, governments and landlords seeking properties for students. Often, the properties were of a type and in a location that was particularly suitable for first-time buyers.

These are frequently single people or childless couples who are happy with properties that have a small garden and that are located close to town. In some instances, landlord demand had pushed this type of property out of the reach of many first-time buyers. This scenario was particularly marked in New York, where demand from students from the University College of Ripon and St John, a street in New York, became focused on a small estate of terraced housing that has traditionally been sought after by first-time buyers (Smith, 2005). The University College developed new accommodation that abutted the estate, and had opened a side gate that encouraged

students to walk through the area to reach the University College. Here, the scramble of landlord investment in properties on the estate increased house prices in the area dramatically, which effectively marginalised many first-time buyers (Rooftops, 2007). A further feature of the rush to supply student properties in the prime locations in some cities is the incidence of oversupply. Indeed, 21 per cent of accommodation officers indicated that there was in fact, a surplus of private rented accommodation in their locality. This trend was evident in the case study localities. For example, in Lincoln, heavy investment in property to let had resulted from the movement to the city of the University of Lincoln and Humberside.

However, the activity of large-scale property developers, some of whom had come from Hull further exacerbated the situation. Oversupply was also evident in Cardiff, where again, larger landlords have saturated the student market, and difficulties with letting property, are becoming evident. One frequent issue relating to student accommodation is the poor quality of the properties in which some students live. The image of student squalor is markedly persistent, and a number of studies of local students' housing conditions have underlined the incidence of dampness, poor electrical safety, overcrowding and inadequate facilities (Humphreys and McCarthy, 1997; Nicholson and Wasoff, 1989). Other research reports have gone beyond the ‘snapshot' approach of detailing housing conditions, and instead, have discussed the impact of student habitation with respect to declining property standards (Groves et al., 1999). Research in the case study locations addressed the issue of students' housing standards, and questioned environmental health officers in each area on the issues that arose from students' housing for their department.

It was felt that the standard of properties in the private rented sector had improved over recent years. This was seen to be the result of a number of factors, including statutory fire and safety regulations, and to a lesser degree, the standards set by the local authorities that had introduced voluntary registration schemes. However, in general terms, improvements in property standards depended very much on the market, and the impact of students differed according to property supply (Owen, 2006). In some cases, student demand for rental property has improved standards. Increasing

student numbers and subsequent oversupply of property in some areas was thought to have a beneficial effect on quality, particularly in Tower Hamlets, Lincoln and Middlesbrough. Indeed, in areas where demand for property was generally low, landlords found they had to offer not only safe and secure, well maintained and decorated accommodation, but also, washing machines, microwave cookers and tumble driers in order to attract student tenants. Research conducted by Groove et al (1999) has shown that it is not every student who can afford to pay for such accommodation. There are different categories of students. There are students from wealthy homes who can afford to pay the rent, but there are students from either average or low income homes who may not be able to pay for the rent.

In almost all the case study areas it was reported that students tended to think that they would have difficulty finding accommodation, even though properties might be in oversupply. One example is Cardiff, where students started to look for accommodation as early as February and placed large deposits on properties for the next academic year (Riseborough et al, 2005). According to one student welfare officer in the city, ‘one thing that is really annoying is that every year the letting agents are panicking students earlier, it used to be Easter when people started looking for houses for the second year, now it is as early as February and letting agents have your bond for about 18 months'. On the whole, however, the view of most of the environmental health officers was that students' housing conditions tended to reflect conditions in the market generally and were on the whole quite good (Robinson, 2004). Only one quality issue that was particular to students' housing was noted, which was overcrowding.

This was a particular concern in Belfast and Tower Hamlets. In Belfast, one student welfare officer reported that room sharing was common practice, as students sought to reduce accommodation costs. Landlords and letting agents in the city were known still to advertise properties as having, for example ‘one single and two double rooms'; the students shared rooms to make savings on rental costs. In Tower Hamlets, rooms were being subdivided, and some students had very little living space. It was observed by Grooves et al (1999) that in all the case study areas for houses to be let with all rooms used as bedrooms, including the living room, and so leading to

overcrowding and slum (ghetto). In New York, a particular problem was the use as a bedroom of the small box room that is a fea**ture of many semi-detached properties. In environmental health terms, such a room would generally be considered too small to be an adequate living space (Groves et al., 1999). In Nigeria, government has invested a lot in-term of money in the provision of accommodation to the student through the Education Trust Fund (ETF) in tertiary institutions.

The ETF donates hostel accommodation to different Federal Universities in the country to solve the problem of student accommodation. Private sectors and Non-governmental Organisations (NGO) were also involved in the provision of accommodation for the students. With that, the students are still facing the problem of shortage of hostels. There are problems with the funding of students' housing in Nigeria, it can be problems of embezzlement on the part of university administrators or government officials or problem of underfunding (shortage of funds) of the students' housing, poor maintenance of basic facilities and infrastructure within the student hostels (Sedov, 2004).

2.2 Students' Housing Provision in the University of Ibadan

This section discusses the evolution of the halls of residence and students' residential accommodation over time, student population (enrolment) from the inception of university of Ibadan, characteristics of students' housing, assessment of types of facilities in on-and off-campus housing and the general opinions of respondents in the assessment of the existing situation of facilities on students.

2.2.1 The Evolution of the Halls of Residence and Students' Residential Accommodation Over Time.

In response to the increasing number of students admitted and in conformity to its policy of creating a residential university, the University of Ibadan, through the colonial government, had put in place a programme for the progressive development of student halls of residence. This programme continued even after Nigeria obtained her independence from Britain. Today, the University of Ibadan has twelve halls of residence, which are distributed, according to level of study and gender. For example, 9 of the 12 halls house the undergraduates while the remaining three accommodate

postgraduate students. The three postgraduate halls, Tafawa Balewa, New Postgraduate Hall (Abdulsalam Abubakar hall) and Obafemi Awolowo are unisex in nature, because it is assumed that the students have a higher sense of maturity and can co-habitat. Among the 9 undergraduate halls, Alexander Brown, which houses medical students at the University College Hospital, is the only one that is for both male and female students. The other 8 undergraduate halls of residence are shared on the basis of gender, with 2 halls, Queen Elizabeth and Idia halls, specifically built to house female students and the remaining 6 occupied by male students. The male undergraduate halls are Mellanby, Tedder, Kuti, Sultan Bello, Independence and Nnamdi Azikwe (Agbola et al, 2001).

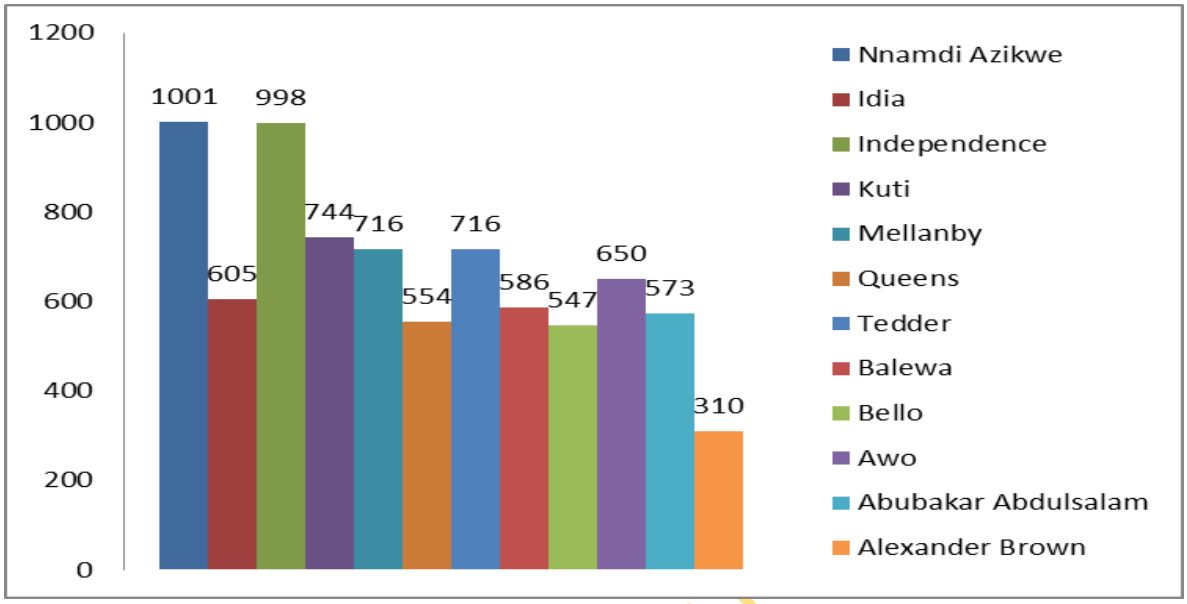
The histories of the development of these halls are now summarily discussed, while their respective locations are shown (fig. 1.2). The university initially planned to house all its students on the campus. In 1948, 55 students were admitted and accommodation was provided for each one of them in a hall provided by the university authority. From October 1952, four halls of residence began to accommodate students with each one having accommodation for 150 to 170 students. The university was to remain a residential university until the 1972//73 session after reviewing the students' housing policy and it became necessary to officially declare that some students needed to live off-campus due to the increase in student population and shortage of accommodation.

The reduction in the number of bedspaces in some of the halls in the 1991/92 session is due to the demolition of the wooden structure. 1994/95 session was scrapped and merged with the 1995/96 session and the number of bedspaces from 1993/94 session onwards remains unchanged officially until recently. The ratio of student in a room from 1948 to 2010 is 1: 8 respectively, due to the increase in the population of students admitted in the university and shortage of halls of residence. Table 2.2 shows the number of rooms, official number of students per room and actual number of students in the halls of residence. The University of Ibadan housing provision and policy has never favoured the students from its inception (Ayeni, 2003). Figure 2.1 shows the variations among halls of residence for 2009/2010 session. The table 2.1 summarises the accommodation situation in the halls of residence from 1980 to 2010.

Table 2.1: Student Accommodation from 1980-2010

S/N	Halls	1980/81	1981/82	1982/83	1983/84	1984/85	1991/92	1992/93	1993/94	1994/95	2009/10
1	Idia	254	333	426	448	465	1,200	1,200	1,200	-	605
2	Independence	935	935	954	935	1,001	1,002	1,002	1,002	-	998
3	Kuti	614	639	614	621	633	633	633	633	-	744
4	Mellanby	416	416	416	416	416	514	514	514	-	716
5	Alexander Brown	-	-	-	-	-	-	-	-	-	310
6	Queens	879	879	879	879	879	598	598	598	-	864
7	Bello	498	498	498	498	500	453	453	453	-	547
8	Tedder	389	389	389	390	390	390	390	390	-	716
9	Balewa	206	206	206	206	206	206	206	206	-	586
10	Awo	-	-	294	294	294	1,132	1,132	1,132	-	650
11	Abubakar Abdulsalam	-	-	-	-	-	-	-	-	-	573
12	Nnamdi Azikwe	959	959	959	959	959	999	999	999	-	1001
	Total	5,150	5,548	5,635	5,646	5,743	7,127	7,127	7,127	-	8,000

Source: Academic Planning Unit, University of Ibadan, 2010.



Source: Author's Fieldwork 2011.

Figure 2.1: Variations among Halls of Residence for 2009/2010 Session

Table 2.2: The Number of Rooms, Official No. of Students Per Room and Actual No. of Students in the Halls of Residence

S/N	Halls	Rooms	Official no. of students per room	Actual no. of students
1	Alexander Brown	197	2	4
2	Idia	296	4	6
3	Independence	226	4	7
4	Ransome Kuti	187	3	6
5	Mellanby	218	2	5
6	Nnamdi Azikiwe	237	4	8
7	Obafemi Awolowo	319	3	6
8	Queen Elizabeth	209	4	7
9	Sultan Bello	207	3	6
10	Tafawa Balewa	201	1	2
11	Tedder	215	2	4
12	Abubakar Abdulsalam	261	3	6
	Total	2,773	35	67

Source: Academic Planning Unit, University of Ibadan, 2010.

2.2.2 Student Population (Enrolment) from the Inception of University of Ibadan

Only 55 students were offered admission in 1948 when the university was founded. The university's population more than trebled to 190 students the following session (1948/1949). Year by year, the number rose gradually until the population grew to 987 students in the 1958/1959 academic year and 3,117 students a decade later in the 1968/69 session (Agbola et al, 2001). Forty years after the university opened its gates to students, the population reached 12,000 students (see Table 2.3). After the 1987/1988 session, student population rose steeply, while during the 2000/2001 session the number had risen to over 17,726 (see Table 2.3).

Table 2.3: Students' Enrolment from 1948-2010

Year	Male	Female	Total
1948	32	23	55
1949/50	135	75	208
1956/57	343	320	563
1959/60	701	412	1113
1962/63	1,089	600	1,689
1966/67	1,600	1,129	2,729
19667/68	1,469	1,100	2,569
1968/69	2,681	436	3,117
1969/70	2,930	450	3,380
1970/71	3,093	568	3,661
1971/72	3,326	578	3,904
1972/73	3,537	573	4,110
1973/74	3,842	775	4,817
1974/75	4,754	907	5,661
1975/76	5,973	988	6,961
1976/77	7,184	1,409	8,593
1977/78	7,365	1,535	8,900
1978/79	6,423	1,362	7,785
1979/80	5,839	1,140	6,979
1980/81	6,157	1,660	7,817
1983/84	9,316	2,716	12,132
1984/85	10,631	3,231	13,862
1986/87	8,770	3,230	12,000
1987/88	8,685	2,250	11,935
1988/89	8,678	3,308	11,986
1989/90	8,833	3,302	12,135
1990/91	9,399	3,503	12,902
1991/92	9,889	3,969	13,858
1992/93	10,021	3,929	13,950
1993/94	11,423	4,788	16,211
1994/95	-	-	-
1995/96	11,994	6,133	18,127
1996/97	13,839	7,482	21,321
1997/98	13,976	8,453	22,429
1998/99	13,799	8,401	22,200
1999/2000	11,277	7,564	18,841
2000/01	10,310	7,416	17,726
2001/02	11,679	8,597	20,276
2002/03	13,231	8,901	22,132
2003/04	13,489	8,321	21,810
2004/05	13,680	8,991	22,671
2005/06	13,542	7,673	21,215
2006/07	-	-	-
2007/08	13,678	8,133	21,811
2008/09	13,655	8,534	22,189
2009/10	13,431	8,569	22,000
Total	371,420	170,864	543,532

Source: Academic Planning Unit, University of Ibadan, 2010.

2.3. CONCEPTUAL AND THEORETICAL FRAMEWORK

2.3.1. 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 students' housing for the students in the various tertiary institutions in the country. According to Agbola (2005), housing productivity emphasises the attributes of students' housing and their activities in terms of health, academic, social and mental well-being. It has been argued that improved qualitative and quantitative students' housing leads to increased academic performance, social interaction, improved health conditions, 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 students' housing will improve the life of students. 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 students' housing and improvement in the life of students (Opayomi, 2003). The university has not generated enough revenue for the construction or development of students' 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).

2.3.2 Concept of Spatial Interaction

Architects translate the anticipated needs of the future users of a building into the functional organisation of the spatial interaction. Drawing floor plans is a major tool in this context that determines the organisation of rooms and the relationship between the interior and exterior spaces. Information on use, structure of student relation and even culturally determined habits can be read to some degree from the organisation of spatial interaction of buildings.

The way of organising the spaces inside and outside of a house can provide an important support in the home experience (Nylander, 2002). Moreover, organisation of spatial interaction can also be consciously applied to structure the user's interaction, as for instance to constrain contact through physical barriers, as in students' housing, or to influence interaction in a more subtle way (Baum and Valins, 1977). Thus, it can be said that the architectural design of the built environment affects our experience and behaviour. The role of the organisation of spatial interaction in this context has been investigated from many perspectives.

They have even introduced a method, "Space Syntax", to assess the organisation of spatial interaction and its influence on social relations. The aim of Space Syntax is to describe patterns in organisations of spatial interaction of floor plans that we, more or less unconsciously, perceive and behave accordingly to. This type of analysis calculates and graphically describes the location of rooms in relation to their accessibility and their linkage to each other (degree of internal integration or segregation of rooms).

Space Syntax is a useful method, for instance, when assessing changes in floor-plan patterns over time, as exemplified by Hanson (1998) in an analysis of English farmhouses, and Manum (2006) in a study of students' housing in Norway. Space Syntax is a method that examines the spatiality of plans without considering the experiences of the users as additional information. Even if considered as an optional method, it was not applied, because the main focus is on the subjective experiences and views of the students and the survey. It would, however, be interesting in further investigations to systematise a typology of students' housing that could give

information of the development of the plan layout and on possible changes in organisation of spatial interaction over time.

Robinson (2004) has also used Space Syntax as one method for illustrating the differences in organisational structures in spatial interaction of floor plans, especially focusing on the connections of private and public spaces in homelike and institutional settings. Another part of Robinson's work (2004 and 2006) focuses on aspects of organisation of spatial interaction as a symbolic image embedded in our cultural knowledge. In this context, Robinson (2006) conceptualises stereotypical images of institution and home, illustrated by paired, contrasting sketches. Robinson (2004 and 2006), illustrates aspects on the three levels of context and site, building organisation and rooms and spaces. Context and site consider the exterior aspects of the building; its neighbourhood, the building's scale, sitting, massing and elevation.

Building organisation means the organisation pattern of the interior spaces, control, internal circulation and inside-outside relation. The design of rooms and spaces is the third category. This means the scales, shape and the interconnection of the rooms. In addition to the floor plan layout, furnishing is another important issue in the context of perceiving a building as homelike or an institutional students' housing environment. Baum and Valins (1977) have undertaken a study that examined the influence of the organisation of spatial interaction in student accommodation on contacts among students in different types of residence, and used a similar approach. They tested the degree of interaction between students living in single rooms aligned along a corridor with shared bathroom/kitchen, and other student accommodation in shared flats. Their study reports major differences in students contact due to the different types of housing. The students living in the corridor rooms were socially defensive and showed few attempts at interacting with the others. One explanation is that the organisation of spatial interaction inhibited the possibility to form student groups, a possibility that was given in the suite accommodation (Baum et al, 1977).

In commenting on this design, Richter (2004) found that it exemplifies the role of the organisation of spatial interaction as one important issue for regulating the quantity

and quality of contact in students' housing. Robinson (2004) also corroborates Baum et al (1977) study by stating that the most problematic issue of the corridor residence is the lack of a gradient between public and private space. The private space opens directly into the public area and the residents must go along the public corridor to access the bathroom. In addition to this, the lounge is segregated at the end of the corridor and does not function as informal space. The design of students' housing showed less functional difficulties in the context of distinguishing between private-public spaces (Robinson, 2004).

2.3.3 Density of Students' Housing Design

The rooms at Bjølsen hostel (Norwegian University of Science and Technology) 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 *Bjølsen* 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 (Morgan et al, 1979).

The students appreciated this idea and explored its possibilities. Even though the 45m2 of TreStykker room provided less square meters per student (15m2) than the 17m2 of the single units at Bjølsen for two students, the possibilities for change and variation were greater (see Table 2.4). The house was a temporary project that was to last for about a year. The project resulted in a centrally located house with a 45 m2 open space. It is constructed in wood and was designed for three people inhabiting

moveable "sleeping boxes" as minimal private spaces. The boxes were flexible elements that could be moved around to divide the open room into different zones.

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 Bjølsen's single-room units, and are thus easier to adapt to different wishes and needs (see Fig.2.2-2.3). 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 students' 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 students' 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 to build accommodation for their students. Also it is useful in the design of accommodation for Nigerian students in tertiary institutions and improvement on the existing students' housing.

Table 2.4. 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 bedroom / 4 persons	86 sq m *(70 sq m)**

Source: Morgan and McDowell, 1979.

Source: New Models of Students' housing (Macintyre, 2003).

Figure 2.2 Furnished Single Units at Bjolsen and Floor Plan

Source: New Models of Students' housing (Macintyre, 2003).

Figure 2.3: Students at TreStykker, Example of Different Positions of the *"Sleeping* Boxes" in the Room (right)

2.4 Theoretical Framework

2.4.1 Systems Theory

Systems theory emerged from the work of Ludwig Von Bertalanffy's (1952) research on general systems theory which offered the world of the mid-twentieth century a different way of viewing science. Instead of the mechanistic models of the time, von Bertalanffy's (1952) general systems theory argued that organisms are complex, organized, and interactive. Such an approach shifted from a linear causal model to models that required a broader, holistic orientation in order to understand fully the dynamics involved (Owen, 2006; Richter, 2004; Cold, 2007). Von Bertalanffy's (1952) work on general systems theory found wide applicability in such fields as planning, computer science and programming, and the social sciences. By the close of the twentieth century, systems theory had become one of the major theoretical foundations guiding empirical investigations into the study of families and from which clinical interventions and programmatic work with families were developed (Clapham, 2005; Sorby, 1992; Nasar, 1989 and 1994). Systems theory is the transdisciplinary study of systems in general, with the goal of elucidating principles that can be applied to all types of systems in all fields of research. The term does not, yet, have a well-established, precise meaning, but systems theory can reasonably be considered a specialization of systems thinking and a generalization of systems science.

The system is the integral part of a component or composing of inter-related/ different parts. System theory has a structural configuration or its morphology which defines the arrangement of its component parts of university such as students' housing and each performs certain function, it has a functional relationship between various components (Smith, 2005). It is described as an arrangement of many parts that work together and system could be referred as an interconnected chain of activities. According to Gifford (2002), System theory is a philosophical approach based on a combination of different components with each complimenting the operations of the others with the aim of a desired goal or objective. It was further emphasised by Adesanwo (2008) that system analysis grew out of an intensive and highly technical field known as "System Engineering" and defined a system as any edify, physically contained inter-related parts

of university such as students' housing. For example, a university campus system composed of administrative/management, recreation, library, staff housing, lecture halls and students' housing (on-campus and off-campus). Also, a community can be sited as a system composed of interacting units designed to meet basic human needs such as social, political, economic, religious and educational (Mayer, 2002; Bortz, 2002).

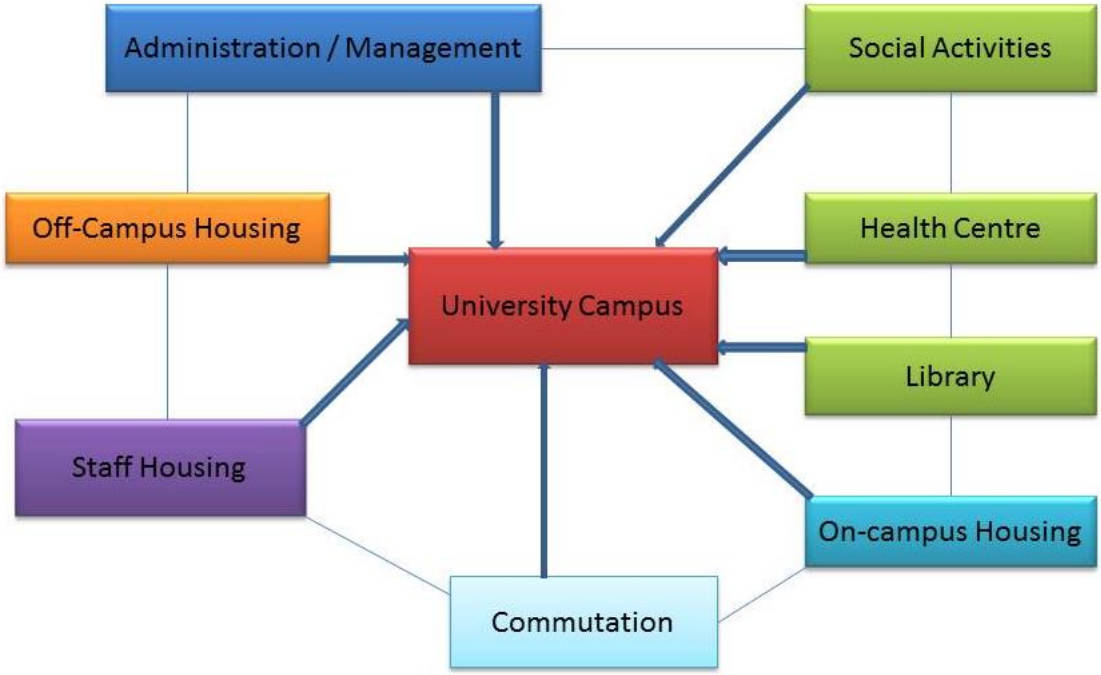
A system exhibits certain characteristics which include structural configurations of university campus system (arrangement of students' housing) and also perform certain functions, existence of a larger environment in which it operates (as a sub-system). It requires input from the environment, movement through various stages called process or set of procedures (Williams, 2006). The system producing a set of outputs that are related to its functional aspects and the output produced which has a feedback effect on the system as a whole (Baun and Valins, 1977; Nylander, 2002; Manum, 2006). The system can be part of a real world such as a city, town, university community or environment and at a given time, its character permits the deduction of future conditions. The understanding of a system theory proceeds through the use of various terms and theories such as homeostatic and control, feedback, steady states, entropy, dynamic equilibrium among others (Omotayo, 2008).

The university environment is a liveable place for the students to learn. An assessment of the university environment as a sub-system found within the city which is the system requires that one applies analytical techniques and idea to achieving the desired goal or objective of the study. The first task is the identification of the university environment main component parts such as students' housing, staff housing, lecture halls, library and administrative/management, their attributes, functions, relationship and control system maintained by its feedbacks. Feedbacks are loops which represent the influence of an element that returns to the element directly or indirectly through other elements of the system. The effect of these loops could be positive or negative. Positive feedbacks are sometimes referred to as the vicious cycle or as a deviation of amplification changes that occur in the same direction at a

compound rate. Negative feedback is equilibrating in that it dampens fluctuation in the system and maintains a steady flow (Robinson, 2004 and 2006).

2.4.2. Application of Systems Theory

In the context of this study, emphasis will be made on those aspects, which relate to students' housing (on-campus and off-campus), facilities and services. The university environment is an open system with flow of energy and matter into and from it (Omotayo, 2008). The type of flow into the university campus environment such as students' housing, library, social activities, health centre, staff housing, lecture halls, library, administrative/management, laboratory with equipment and infrastructural facilities contribute to the successful functioning of the system (see Fig.2.4). The theory is very applicable to this research work, because students' housing is an integral part of the university system. The university is a whole system comprising other component parts, which are inter-related and inter-dependent for a mutual, intellectual development, conducive and socially balanced environment. Students' housing is a sub-component or a unit, which has direct bearing on campus life in the university (Riseborough and Jones, 2005).

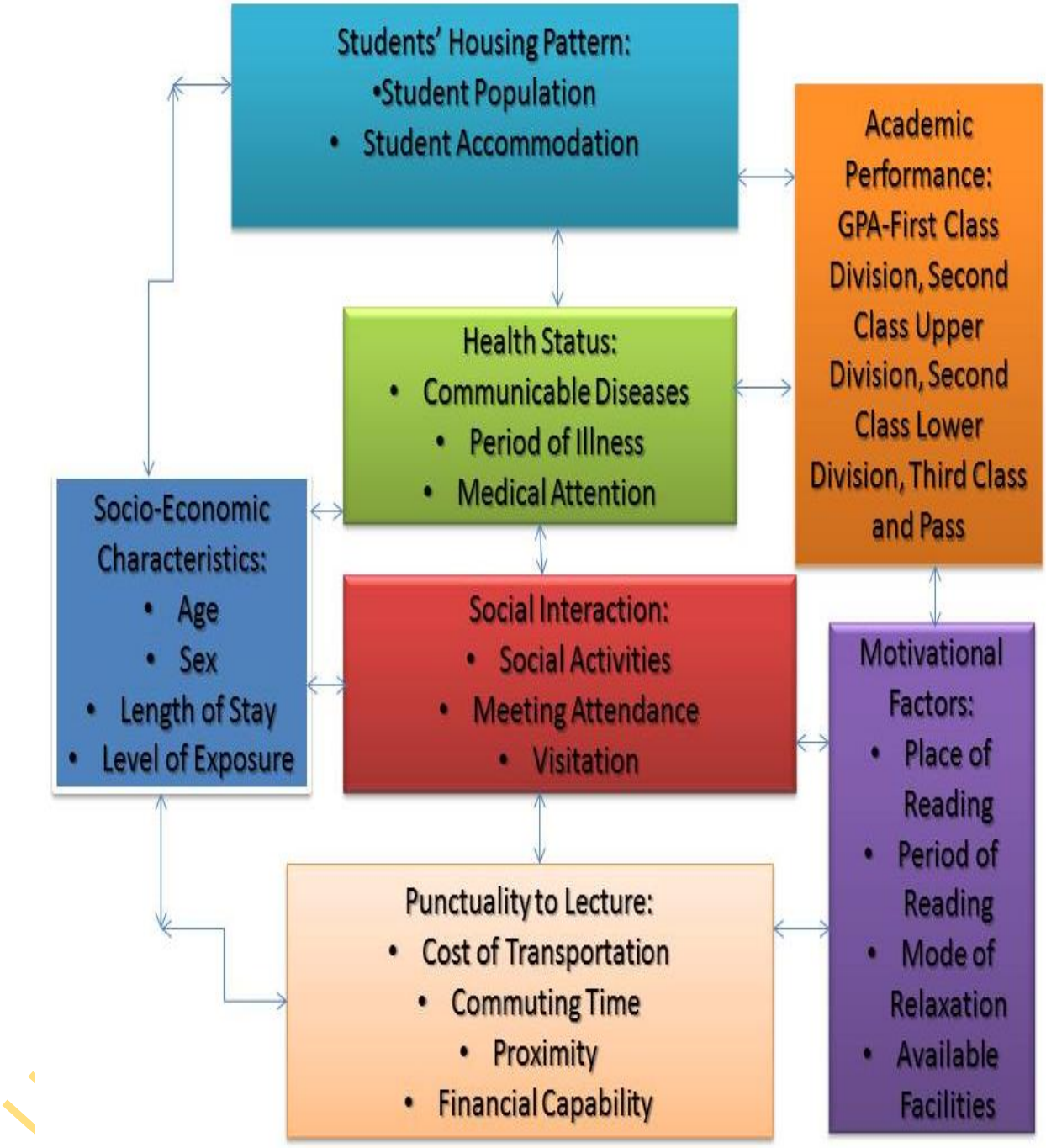


Source: Catanese and Stesis, 1970 (In Omotayo, 2008).

Figure 2.4 Application of Systems Theory of Students' Housing and Other Components within the University Campus

2.5 Summary

Chapter two of this study examines the conceptual and theoretical framework that explains a comparative assessment of on-campus and off-campus students' housing. Concepts, theory and review of literature were presented in order to examine empirical evidence that explains a comparative assessment of on-campus and off-campus students' housing. The development of relevant concepts and theory described in the literature may have identified some critical factors that vary in order to arrive at acceptable aggregate performance useful for this study. The concepts include concept of housing productivity, concept of spatial interaction and density of students' housing design. The theory includes system theory and its application. However, some of the applied concepts and theory used in the literature appear to be relevant and completely understood in western world. In their applicability, these concepts and theory are developed in western world where there are adequate and effective students' housing facilities. Most of these concepts and theory in literature had not been properly applied in solving students' housing problems and the effects on students in Africa particularly Nigeria.



Source: Adapted from Turner (1976) and Ferguson (2008a)

FIG. 2.5: CONCEPTUAL/THEORETICAL FRAMEWORK OF THE THESIS

Figure 2.5 shows the interaction and relationship between the dependent and independent variables. The independent variables such as age, ethnicity, religion, length of stay among others affect the dependent variables such as social interaction, health status, academic performance and proximity to departmental lecture hall. Student population determines the number of bedspaces to be provided in the halls of residence. The students' housing provision is based on student population and accommodation pattern.

Characteristics of student housing are based on the living conditions of students' housing in-terms of the number of rooms in the hall/house, the number of students living in the hall/house, method of securing accommodation, the fee for a bed space, house rent per annum, type of house, length of time stayed in on-campus and the number of students that sleep in a room at night. The socio-demographic characteristics were based on age, sex, income, religion, marital status, ethnicity, level of exposure, nationality and length of stay in the University. The socio-demographic characteristics play a vital role in allocating students to various halls based on the bed space available. The cost of transportation, commuting time, financial capability and proximity determines the proximity to departmental lecture hall by students. The lesser time spent and cost of transportation on movement to the departmental lecture hall has positive impact on the proximity of students. Students prefer to get to the lecture hall to have place to sit, avoid lateness and punishment from the lecturers.

The social activities, meeting attendance and visitation have influence on students in the university either positively or negatively based on the experience of on-and off-campus housing respondents. Social activities participation such as ethnic, religious, sporting and peer groups could affect students' academic performance on the campus.

The diagnosed communicable ailments or diseases, period of illness and medical attention play a vital role in the life of students. If they are ill, it will affect other activities such as proximity to lecture, social interaction and academic performance.

Students pay more attention to their health to avoid falling ill and to have good academic grades.

The mode of relaxation, available facilities, place of reading and period of reading serve as motivational factors which help students to fulfil their goals in the school. For example, after the academic activities, some students prefer to relax in conducive environments that are well ventilated to avoid fatigue and ill health as a result of academic stress. Relaxation helps the students to keep on studying to have good grade in their course.

Students' performances are assessed by using grade point average known as CGPA based on their scores in their various examinations. Students are categorised into first class division, second class upper division, second class lower division, third class division and pass based on their CGPA.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter provides a description of the methodology employed in a comparative assessment of on-campus and off-campus students' housing against the background of the hypothesis formulated. A comparative assessment of on-and off-campus students' housing involved the use of such variables as academic performance, health status, social interaction and proximity to lecture. It encompasses a description of reconnaissance survey, types and sources of data, sampling techniques, sample size, operational definitions of variables and data analytical techniques.

3.1 Types and Sources of Data

Considering the complexities in a comparative assessment of on-campus and off-campus students' housing and the objectives of the work, two types of data were utilized for this study. These are primary and secondary data.

3.1.1 Secondary Data

Secondary data were collected from available archival materials on student population and situation of students' housing from the University of Ibadan Physical Planning Unit, Student Affairs, Academic Planning Unit, Exams and Records Department, Works Department, Registry Department, Oyo State Urban and Regional Planning Board, Ibadan North LGA, Ido LGA and Akinyele LGA. The base maps collected from the Physical Planning Unit (University of Ibadan) were used to locate halls of residence. The base maps collected from Oyo State Urban and Regional Planning Board, Ibadan North LGA, Ido LGA and Akinyele LGA were used to locate off-campus housing. Also other information were collected from theses, dissertations, books, reports, journals, newspapers, seminar papers and other published and unpublished materials on housing and general well-being of the students.

3.1.2 Primary Data

Primary data were collected from the study area directly by the researcher. Considering the conceptual and theoretical underpinnings of this study and desire to develop a composite assessment of on-campus and off-campus students' housing that cut across university authorities and students viewpoints, our primary data consisted of information on objective and subjective assessments. The field survey was divided into two parts, namely: reconnaissance survey and questionnaire administration.

3.1.3 Reconnaissance and Questionnaires Survey

A reconnaissance survey was carried out in order to facilitate the questionnaire administration and thorough knowledge of the study area. Prior to this study, reconnaissance surveys of University of Ibadan and adjoining residential neighbourhoods were carried out to identify the halls of residence and off-campus students' housing. The reconnaissance surveys for requisite secondary information involved visits to the Works and Services, Registry Departments of University of Ibadan and other government agencies. Field assistants were trained for reconnaissance survey in the use of professional / experts scientific standards in interviewing respondents in January 2011. The researcher along with eleven (11) field assistants identified or located all major houses rented by students in streets of each neighbourhood/ward in preparation for administration of questionnaires. Pre-test surveys were carried out to assess the level of understanding of the trained assessors in assessing the state of the selected housing variables in the adjoining residential neighbourhoods and halls of residence in University of Ibadan.

3.1.4 Questionnaire Administration: Two sets of questionnaires were administered to students in both on and off-campus places of residence.

The questionnaire contained three sections (Section A, B and C). Section A deals with socio-demographic characteristics of respondents, Section B deals with observational checklist in assessing the quality of students' housing, and Section C

deals with indices for assessing on-campus and off-campus students' housing, which include: health status, proximity, academic performance and social interaction.

3.2. Sampling Size and Procedure for On-Campus Housing in 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 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 (there are more than one respondents in a room) in the halls of residence within 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 amount to 400 students which was sampled by going to meet them in their various rooms in the 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 Sample Size according to Halls of Residence.

S/N	Halls of Residence	No of Students Allocated	No of Students Accommodated	Sample Size (5%)
1	Independence	2, 456	998	48
2	Ransome Kuti	2,449	744	38
3	Queen Idia	2,423	605	31
4	Mellanby	2,045	716	35
5	Nnamdi Azikiwe	2,688	1001	50
6	Obafemi Awolowo	2,302	650	34
7	Queen Elizabeth II	1,369	554	28
8	Sultan Bello	2,298	547	27
9	Tafawa Balewa	1,479	586	31
10	Tedder	2,103	716	35
11	Abubakar Abdulsalam	1,436	573	28
12	Alexander Brown	1,408	310	15
	Total	22,000	8000	400

Source: Student Affairs Unit, University of Ibadan, 2010

3.3. Sampling Size and Procedure for Off-Campus Housing in Adjoining Residential Neighbourhoods in Ibadan

In administering the questionnaires, information collected from the university authorities, Ibadan North LGA, Oyo State Urban and Regional Planning Board, Akinyele LGA and Ido LGA were used to locate students in various off-campus housing in there LGAs. These are 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, 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 university authority. 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). This was done by employing multi-stage sampling procedure for the selection of respondents in off-campus houses from the information collected from the university authorities, Ibadan North LGA, Oyo State Urban and Regional Planning Board, Akinyele LGA and Ido LGA.

The twenty-two off-campus hostels and private houses within the ten adjoining residential neighbourhoods were sampled, systematic sampling technique was employed in the selection of rooms and random sampling technique was employed to collect data on the off-campus students within the rooms in the off-campus hostels and private houses within the ten adjoining residential neighbourhoods of the University of Ibadan. A sample size of 5% was selected out of the 14,000 respondents (i.e. 22,000-8,000 students for 2009/2010 Session) living off-campus, which gives a sample size of 700 respondents. 654 respondents in the off-campus hostels and private houses were sampled and each respondent was selected randomly within the rooms (see Table 3.2 and 3.3).

Table 3.2. Sample Size According to Off-Campus Hostels.

S/N	Location	Names of Off-Campus Hostels	Number Rooms	Number Occupants	Sample Size (5%) (Number of Respondents)
1	Olororo	Dr. Aighoje Hostel	55	75	4
2	waterbus-stop	Ajike Hostel (Female)	70	150	8
3	Agbowo	Achievers Girls Hostel	65	145	7
4	Mobil UI Road	Olayinka Hostel (Female)	55	120	6
5	Agbowo	Ile-eja Hostel (Female)	59	125	6
6	Agbowo	Luxury Hostel	53	110	6
7	Agbowo	Ramat Hostel	64	130	7
8	Orogun	Banuso Hostel	50	100	5
9	Sango	Derano Hostel	52	110	6
10	Ajibode	Movas Hostel	54	110	6
11	Agbowo	Dada Hostel	48	100	5
12	Agbowo	Ayun Hostel	66	145	7
13	NISER Road	Bova Hostel	63	135	7
14	Ajibode	Amowo Hostel	67	135	7
15	Ojoo	Simcas Hostel (Female)	55	110	6
16	Agbowo	Moremi Hostel	58	125	6
17	Agbowo	Oniyaro Hostel	61	135	7
18	Samonda	Mouka Hostel	54	110	6
19	Apete	Gracilias Hostel	61	130	7
20	Orogun	Laurel Hostel	52	120	6
21	Bodija	Davidof hostel	51	110	6
22	Agbowo	Anchorage Quarters	110	100	5
		Total	1323	2630	137

Source: Author's Fieldwork, 2011.

Table 3.3. Sample Size According to the Adjoining Residential Neighbourhoods

S/N	Names of Adjoining Residential Neighbourhoods	Students Resident Population	Sample Size (5%) (Number of Respondents)
1	Agbowo	2400	120
2	Apete	525	26
3	Ojoo	700	35
4	Bodija	150	8
5	Orogun	1025	51
6	Olororo	1050	53
7	Ajibode	1900	95
8	Samonda	1250	63
9	Sango	925	46
10	Basorun	425	21
	Total	10350	517

Source: Author's Fieldwork, 2011.

3.4. Selection of Variables (Indicators)

Social scientists have discussed the "students' housing" and the desirable society for millennia (Kvale, 1996; Lawrence, 2005). In the last decade, social scientists offered several alternative approaches to defining and measuring quality of students' housing using variables (indicators) such as age, sex, types of rooms, rent, time, basic facilities, nationality, security, accessibility, accommodation fee, comfort, student population, types of facilities in the halls/ house, association, contact, relationship, mode of relaxation, number of buses/cars, student population, types of communicable diseases, distance of halls/house, cost of transportation, commuting time, friends, visitation of colleague/friends, religious groups, ethnic groups, hall management, admission, proximity, health, social interaction, academic performance, religious activities, university authorities, student status, transport facilities, halls of residence, university environment (campus), individual choice, location of residence, house type, satisfaction among others. The strengths and weaknesses of the approaches of these variables are reviewed (Riseborough and Jones, 2005). It is argued that several variables are necessary in a comparative assessment of on-campus and off-campus students' housing. Some of these variables closely related to students were selected for a comparative assessment of on-campus and off-campus students' housing in the University of Ibadan.

Table 3.4: Operational Definitions of Variables

S/N	Variable (Data Source)	Operational Definitions
1	Number of times fall sick in a year	Continuous variable
2	Number of student allocated to a room	Total number of student allocated to a room-Continuous variable
3	Number of facilities in the halls/houses	Continuous variable
4	Mode of relaxation	Dichotomous variable: Sleeping=1 and Others=0
5	Commuting time to lecture	Continuous variable
6	Distance of hall/house from the hospital/clinic	Continuous variable
7	CGPA in 2009/2010 Session	Continuous variable
8	Distance of hall/house from the lecture hall	Continuous variable
9	Number of buses/cabs/okada	Total number of buses/cabs-Continuous variable
10	Cost of transportation to and fro	Continuous variable
11	Distance of hall/house from place of social activities	Continuous variable
12	Hall/house affect social activities	Dichotomous variable: Positively=1 and Negatively=0
13	Class of Social activities	Dichotomous variable: Ethnic Group=1 and Others=0
14	Number of times attending meetings	Dichotomous variable: Frequently=1 and Others= 0
15	Relationship with colleague/friends	Dichotomous variable: Very cordial=1 and Others=0
16	Visitation of colleague/friend	Dichotomous variable: Frequently=1 and Others=0
17	Types of Associate	Dichotomous variable: Friend (Peers)=1 and Others=0

Source: Author's Fieldwork, 2011.

3.5 Method of Data Analysis

In line with the previous researches the following techniques were employed to process, and analyse field data as highlighted below. The study employed survey research design. Statistical Package for Social Sciences (SPSS) was used to analyse data for descriptive analysis, cross tabulation analysis and multivariate techniques. The nominal variables were converted to dummy variables to test for each hypothesis. The descriptive analysis was used to analyse data to tabulate the frequency, percentages, maps, diagrams, photographs and charts.

(1). Ho. There is no significant relationship between students' housing and health status.

Hypothesis I made use of Ordinal Logit Regression to test if there is any significant relationship between students' housing and health status.

Where Y variable= Number of times fall ill for the past two weeks of the survey (Dependent Variable)

x_1 variable= Number of student allocated to a room

x_2 variable= Number of facilities in the halls/houses

x_3 variable= Mode of relaxation

Sleeping=1 and Others=0

x_4 variables= Number of student that sleep in a room at night

x_5 variable= Distance of hall/house from the hospital/clinic

x_6 variable= Residence Status

(2). Ho. There is no significant relationship between students' housing and academic performance.

Hypothesis II made use of Students t-test to test if there is no significant relationship between students' housing and academic performance.

$$\text{Student t test} = \frac{x_1 - x_2}{\sqrt{sp^2 (1/n_1 + n_2)}}$$

$$Sp^2 = \frac{(n_1-1)\,S_1^2 + (n_2-1)^2\,S_2^2}{n_1 + n_2 - 2}$$

x_1= CGPA of On-Campus Undergraduates

x_2 = CGPA of Off-Campus Undergraduates

n_1= No of On-Campus Undergraduates

n_2= No of Off-Campus Undergraduates

s_1= Standard deviation of CGPA of On-Campus Undergraduates

s_2= Standard deviation of CGPA of Off-Campus Undergraduates

sp= Pooled Standard deviation

(3). Ho. There is no significant relationship between students' housing and proximity to lecture.

Hypothesis III made use of Ordinal Logit Regression to test if there is no significant relationship between students' housing and proximity to lecture.

Y variable= Commuting time to lecture (Dependent Variable)

x_1 variable= Residence Status

x_2 variable= Cost of transportation to and fro

x_3 variable= Distance of hall/house from the lecture hall

(4) Ho. There is no significant relationship between students' housing and social interaction.

Hypothesis IV made use of Multinomial Logit Regression to test if there is no significant relationship between students' housing and social interaction.

Where y variable= Class of social activities (Dependent Variable)

x_1 variable= Distance of halls/house from social activities

x_2 variable= Number of times attending meetings

Frequently=1 and Others= 0

x_3 variable= Relationship with colleague/friends

Very cordial=1 and Others=0

x_4 variable= Visitation of colleague/friend

Frequently=1 and Others=0

x_5 variable= Types of Associate

Friend (Peers)=1 and Others=0

x_6 variable= Residence Status

The bivariate analysis was used to tests for the association with each of the housing characteristics one at a time; and the significance of the association was tested using different Analytical tools. An association is adjudged significant at the 5% level of significance (i.e. $p<0.05$).

The advantage is that this procedure enables one see how each of the factors relates with a particular issue of interest without considering other factors. However, the main disadvantage is that the impact of other factors are not controlled for; hence, bivariate analysis are prone to errors. Correcting for this therefore suggests the use of a multivariate analysis that simultaneously tests for the influence of some distinct sets of preselected factors on each of health status, social interaction and proximity.

Specifically, ordinal and multinomial logit regression model is used as the multivariate analysis to predict the impact of these factors on each of health status, social interaction and proximity. This is appropriate according as the dependent variables are categorical with more than two categories that are either intrinsically ordered or not. This design therefore makes the model probabilistic and the interest will be to predict the likelihood (odd) of falling ill, interacting socially, and spending considerable amount of commuting time to a lecture, respectively.

In what follows we give a brief description of both the dependent and independent variables used in this research work.

Dependent Variables

Health Status (HS) = A qualitative variable with three categories. A category takes the value one (1) number of times fall ill once, two (2) number of times fall ill twice, three (3) number of times fall ill three times, and four (4) number of times fall ill more than three times.

Proximity (PROX) = Respondent's commuting time to lecture. A qualitative variable with five categories. A category takes the value one (1) when the respondent commutes between 1 and 15 minutes to lecture, two (2) when the respondent commutes between 15 and 30 minutes to lecture, three (3) when the respondent commutes between 30 and 45 minutes to lecture, and four (4) when the respondent commutes between 45 and 60 minutes to lecture, five (5) when the respondent commutes more than 60 minutes to lecture.

Social Interaction (Social activities) = A qualitative variable with three categories. A category takes the value one (1) Respondent belongs to an ethnic group, two (2) Respondent belongs to a religious group, three (3) Respondent belongs to a sporting group, and four (4) Respondent belongs to a peer group. ethnic group was used as the base.

i. *Predictive Factors*

Residence (RES) = Residence status of the respondent. In further reference to this variable it is described as students' housing. Since there are two groups, the off-campus group is used as the base and a dummy is constructed for the on-campus group as follows;

a) *RESOnCampus*: A dummy variable that takes the value of unity when a respondent resides on campus, and zero otherwise.

Mode (MOD) = This variable represent mode of relaxation. Since most respondents prefer sleeping as a mode of relaxation, the third category (sleeping) is

used as the base (reference) category and the remaining three are constructed into dummy variables as follows;

a) *MODSport*: A dummy variable that takes the value of unity (1) when the respondent's mode of relaxation is sport participation, and zero (0) otherwise.

b) *MODWatchingFilm*: A dummy variable that takes the value of unity (1) when the respondent's mode of relaxation is watching films, and zero (0) otherwise.

c) *MODReading*: A dummy variable that takes the value of unity (1) when the respondent's mode of relaxation is reading, and zero (0) otherwise.

NOS = Number of students statutorily allocated to a room where a respondent reside. This variable is considered discrete with values 1, 2… However, a value above five (5) is assigned a 6.

FAC = Number of facilities in respondent's place of residence. This variable is considered discrete with values 1, 2, … 9.

FARL = Distance of respondent's place of residence to lecture. There are four classes, hence three dummies are constructed, with the "less than 1 km" group is used as the base category, as follows;

a) *FARL12*: A dummy variable that takes the value of unity when a respondent commute a distance between 1 km and 2 km, and zero otherwise.

b) *FARL23*: A dummy variable that takes the value of unity when a respondent commute a distance between 2 km and 3 km, and zero otherwise.

c) *FARL3Plus*: A dummy variable that takes the value of unity when a respondent commute a distance above 3 km, and zero otherwise.

FARH = Distance of respondent's place of residence to hospital/clinic. There are four classes, hence three dummies are constructed, with the "less than 1 km" group is used as the base category, as follows;

d) *FARH12*: A dummy variable that takes the value of unity when a respondent commute a distance between 1 km and 2 km, and zero otherwise.

e) *FARH23*: A dummy variable that takes the value of unity when a respondent commute a distance between 2 km and 3 km, and zero otherwise.

f) *FARH3Plus*: A dummy variable that takes the value of unity when a respondent commute a distance above 3 km, and zero otherwise.

COST = Amount (in Naira) spent on transportation to or from campus per day. The second category (51-100) is used as the base (reference) category and the remaining three are constructed into dummy variables as follows;

a) *COST1_50*: A dummy variable that takes the value of unity (1) Respondent spends 1 to 50 Naira to and fro from campus per day, and zero (0) otherwise.

b) *COST51_100*: A dummy variable that takes the value of unity (1) when respondent spends 51 to 100 Naira to or from campus per day, and zero (0) otherwise.

c) *COST101_150*: A dummy variable that takes the value of unity (1) when respondent spends 101 to 150 Naira to or from campus per day, and zero (0) otherwise.

d) *COST151_200*: A dummy variable that takes the value of unity (1) when respondent spends 151 to 200 Naira to or from campus per day, and zero (0) otherwise.

e) *COST201_250*: A dummy variable that takes the value of unity (1) when respondent spends 201 to 250 Naira to or from campus per day, and zero (0) otherwise.

f) *COST251_300*: A dummy variable that takes the value of unity (1) when respondent spends 251 to 300 Naira to or from campus per day, and zero (0) otherwise.

g) *COST301_350*: A dummy variable that takes the value of unity (1) when respondent spends 301 to 350 Naira to or from campus per day, and zero (0) otherwise.

h) *COST350More*: A dummy variable that takes the value of unity (1) when respondent spends more than 350 Naira to or from campus per day, and zero (0) otherwise.

BUS = Number of buses/cabs taken from campus. The first category (1-2) is used as the base (reference) category and the remaining three are constructed into dummy variables as follows;

a) *BUS34*: A dummy variable that takes the value of unity (1) when respondent takes 3 to 4 buses from campus and zero (0) otherwise.

b) *BUS56*: A dummy variable that takes the value of unity (1) when respondent takes 5 to 6 buses from campus and zero (0) otherwise.

c) *BUS6Plus*: A dummy variable that takes the value of unity (1) when respondent takes more than 6 buses from campus and zero (0) otherwise.

3.6 Summary

Chapter three discusses hypotheses of this study and methods of analysis used in addressing the study objectives and set hypotheses. The chapter explores the primary and secondary sources of information of the research. Furthermore, the chapter explains the sample size, questionnaire administration and sampling procedure of this study. Designing of appropriate working methodology and choice of analytical

techniques within the context of the research objectives and hypotheses is the hallmark of a result oriented research in this chapter. Thus, in chapter three, the study defined the research methodology and analytical tools meant in a comparative assessment of on-campus and off-campus students' housing in the University of Ibadan.

CHAPTER FOUR

COMPARATIVE ASSESSMENT OF ON-CAMPUS AND OFF-CAMPUS STUDENTS' HOUSING

This section is divided into three sub-sections namely: socio-demographic characteristics, observational checklist and composite variables employed for the comparative assessment of on-campus and off-campus students' housing in the University of Ibadan.

4.1 Socio-Demographic Characteristics of Respondents

The socio-demographic characteristics of respondents examined are gender, age, marital status, religion, ethnicity, status of respondents and nationality. Table 4.1 shows the age, status and ethnicity of respondents between on-campus and off-campus students.

Table 4.1: Age, Status and Ethnicity of Respondents

	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Age of Respondents				
< 20yrs	127	36.6	210	32.1
21-40yrs	196	56.5	312	47.7
41-60yrs	17	4.9	60	9.2
> 60yrs	7	2.0	72	11.0
Total	347	100	654	100
Status of Respondents				
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
Postgraduate student	68	19.6	96	14.7
Total	347	100	654	100
Ethnicity of Respondents				
Yoruba	209	60.2	301	46.0
Hausa	30	8.6	60	9.2
Igbo	65	18.7	188	28.7
Others	43	12.5	105	16.1
Total	347	100	654	100

Source: Author's Fieldwork, 2011

Table 4.2: Nationality, Gender, Marital Status and Religion of Respondents

	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Nationality				
Nigerian	338	97.4	594	90.8
Non-Nigerian	9	2.6	60	9.2
Total	347	100	654	100
Gender of Respondents				
Male	263	75.8	363	55.5
Female	84	24.2	291	44.5
Total	347	100.0	654	100.0
Religion of Respondents				
Christianity	242	69.7	366	56.0
Islam	78	22.5	169	25.8
African Tradition	19	5.5	48	7.3
Others	8	2.3	71	10.9
Total	347	100	654	100
Marital Status of Respondents				
Single	304	87.6	374	57.2
Married	38	11.0	220	33.6
Divorced	2	.6	24	3.7
Widow/Widower	3	.8	36	5.5
Total	347	100	654	100

Source: Author's Fieldwork, 2011.

Table 4.2 shows the nationality, gender, marital status and religion of respondents between on-campus and off-campus students.

4.2 Quality of Students' Housing

The definition of student housing as a partial institution is due to the aspects of the inhabitants' partial dependency on an organisation, focus on housing a group and the individual's lack of influence on housing–environment decisions (Tabet, 1971). However, as this is a general classification, it should be kept in mind that the degree of personal control, autonomy and individuality depends both on the type of building and facilities provided for students and the aims of the respective organisation (Nylander, 2002). Hence, there can be great variation in the degree to which a building is perceived as having an institutional or homelike character based on amenities provided within the building.

Table 4.3 shows that the health of off-campus students (71.6%) was more endangered due to poor window design than their on-campus counterparts (19.4%) with good ventilation; 76.4% of on-campus students have nets in their rooms compared to 31.3% of off-campus students. Residential density was higher in off-campus (83.4%) than on-campus (12.4%) and air space was more adequate in on-campus (86.3%) than off-campus (19.5%).

Table 4.3: Standard for Facilities Design in On-Campus and Off-campus housing

Facility Design	Off-campus	On-campus
Windows (1.2m x 1.2m)		
Good	86(13. 1%)	180 (51.9%)
Fair	100 (15.3%)	100 (28.7%)
Poor	468 (71.6%)	67 (19.4%)
Total	654 (100%)	347 (100%)
Netting (4ft x 4ft)		
Available	204 (31.3%)	265 (76.4%)
Unavailable	450 (68.7%)	82 (23.6%)
Total	654 (100%)	347 (100%)
Residential Density		
Higher	545 (83.4%)	43 (12.4%)
Moderate	46 (7.0%)	204 (58.8%)
Lower	63 (9.6%)	100 (28.8%)
Total	654 (100%)	347(100%)
Airspace (3.0m)		
More Adequate	128 (19.5%)	299 (86.3%)
Adequate	208 (31.8%)	36 (10.3%)
Less Adequate	318 (48.7%)	12 (3.4%)
Total	654 (100%)	347 (100%)

Source: Author's Fieldwork, 2011

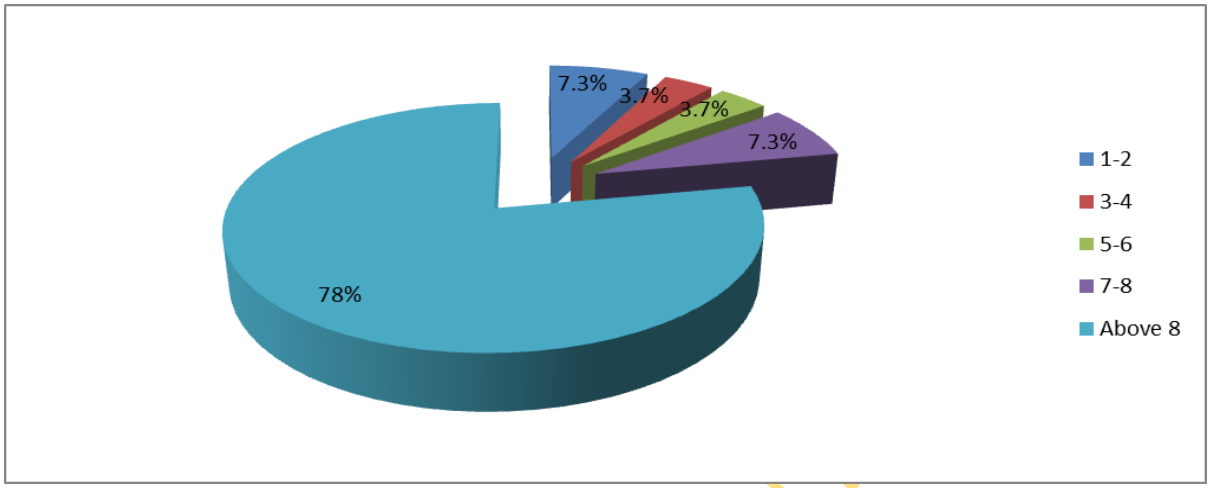
4.2.1 Living Conditions in the House/Halls of Residence (On-Campus and Off-Campus Housing)

Table 4.4 shows the number of occupants in the house (building) distribution in on-and off-campus housing. The houses with 8 occupants and above as shown in Table 4.9 have the highest percentage of 60.2% in on-campus housing, followed by 5-6 occupants with 17.3%, 7-8 occupants with 11.5%, 3-4 occupants with 8.6% and 1-2 occupants with 2.3%, while in off-campus the houses with 8 occupants and above have the highest percentage of 70.7%, followed by 3-4 occupants with 11.0%, 5-6 occupants with 7.3%, 7-8 occupants with 7.3% and 1-2 occupants with 3.7%. Most of the occupants in on-and off-campus housing are more than eight occupants occupied by on-and off-campus housing students.

Table 4.4: Number of Occupants in On-and Off-campus Housing

Number of Rooms	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
1-2	8	2.3	24	3.7
3-4	30	8.6	72	11.0
5-6	60	17.3	48	7.3
7-8	40	11.5	48	7.3
Above 8	209	60.2	462	70.7
Total	347	100	654	100

Source: Author's Fieldwork, 2011.



Source: Author's Fieldwork, 2011.

Figure 4.1: Number of Students Living in Off-campus Housing Rooms

Figure 4.1 shows the students living in off-campus houses. The respondents that indicated students above 8 have the highest percentage in off-campus housing 78.0%, followed by 1-2 students with 7.3%, 7-8 rooms with 7.3%, 3-4 students with 3.7% and 5-6 students with 3.7%. There are more students in the category of eight students and above staying with other families who are not students in off-campus housing.

Table 4.5: Method of Securing Accommodation in On-and Off-campus Housing

Method	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
House-agents(off-campus)/University authority(on-campus)	200	57.6	259	39.6
Friends	30	8.6	192	29.4
Parents/relations	23	6.6	24	3.6
Staff	35	10.1	47	7.2
Lecturers	50	14.4	36	5.5
Self-effort	4	1.1	60	9.2
Others	5	1.5	36	5.5
Total	347	100	654	100

Source: Author's Fieldwork, 2011.

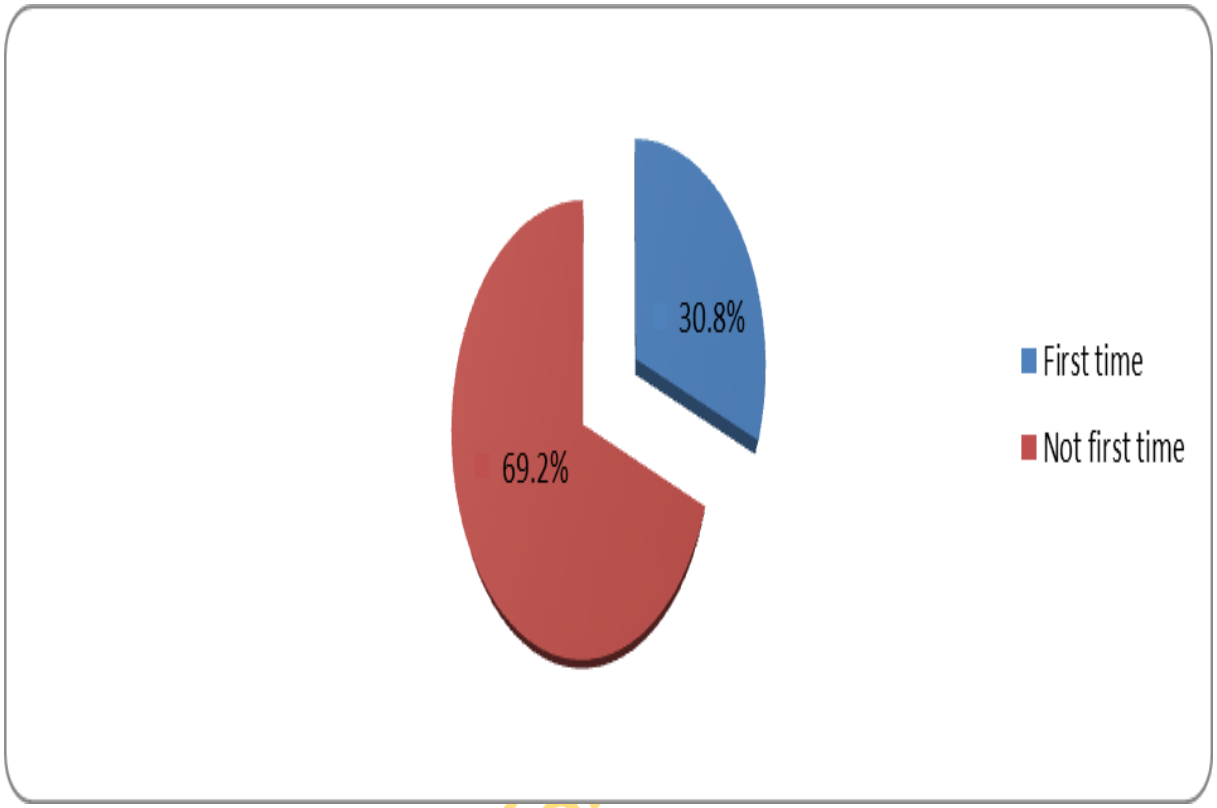
Table 4.5 shows the method of securing accommodation distribution in on-and off-campus housing. The respondents that indicated university authority have the highest percentage in on-campus housing (57.6%), followed by lecturers with 14.4%, staff with 10.1%, friends with 8.6%, parents/relations with 6.6%, others with 1.5% and self-effort with 1.1%, while in off-campus house agent have the highest percentage of 39.6%, followed by friends with 29.4%, self-effort with 9.2%, staff with 7.2%, lecturers and others with 5.5%, and parents/relations with 3.7%. Most of the respondents indicated that there are house agents in charge of the houses in off-campus, while in on-campus university authority is in charge of the accommodation. Students go to the house agents to negotiate or seek accommodation off-campus due to shortage of accommodation in the university halls.

Table 4.6: Accommodation Status in On-and Off-campus Housing

Accommodation status	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Legal Occupant/Landlord	283	81.6	50	7.6
Squatter/Tenant	64	18.4	604	92.4
Total	347	100	654	100

Source: Author's Fieldwork, 2011.

Table 4.6 shows the accommodation status in on-and off-campus housing. The respondents that indicated legal occupant have percentage in on-campus housing of 81.6% and squatter with 18.4%, while in off-campus tenant (students are regarded as tenants in private hostels/houses) have the highest percentage of 92.4% and landlord (house inherited by students) with 7.6%. There are more student tenants in most of the houses in off-campus. They pay house rents to the owner or the person in charge of the house in off-campus housing. Table 2.2 shows the official number of students and actual number of students. The actual numbers of students are the legal occupants and squatters in the halls. Suffice it to state that squatting is an infraction of the university rule and offenders are accordingly penalised. The university authorities had tried everything possible to eradicate squatting, but to no avail. There are instances where there is agreement between two students, where one of them pays for accommodation in the session they are in and another will pay for accommodation the next session and in the process, they will squat each other.



Source: Author's Fieldwork, 2011.

Figure 4.2: First Time of Securing Accommodation (On-campus Housing)

Figure 4.2 shows the first time of securing accommodation distribution in on-campus housing. The respondents that indicated Not first time have the highest frequency and percentage in on-campus housing, first time occupants have frequency of 107(30.8%) and Not first time with frequency of 240(69.2%). Most of the respondents indicated that this is not the first time they would secure accommodation within the halls especially stale students, final year students, postgraduate students and squatters.

Table 4.7: Fee for a Bedspace Per Annum (On-campus Housing)

Fee for a bedspace per annum	Frequency	Percentage
< N20,000	263	75.8
N21,000-40,000	66	19.0
N41,000-60,000	4	1.2
>60,000	14	4.0
Total	347	100.0

Source: Author's Fieldwork, 2011.

Table 4.7 shows the fee for a bedspace per annum distribution charged by the university authorities in on-campus housing. The respondents that indicated less than N20,000 have the highest percentage of 75.8% in on-campus housing, followed by N21,000-40,000 with 19%, greater than N60,000 with 4.0% and N41,000-60,000 with 1.2%. The undergraduate students pay less than N20,000, while postgraduate students pay above N20,000. The undergraduate students and postgraduate students complained of the increase in the accommodation fees. They indicated that the university authorities have turned the halls to money making venture by increasing the accommodation fee almost every session without considering the financial status of the students. This phenomenon has increased the rate of squatting where students prefer to squat with their colleagues because they cannot afford to pay the increased accommodation fees.

Table 4.8: House Rent Per Annum (Off-campus Housing)

House rent per annum	Frequency	Percentage
< N20,000	249	38.1
N21,000-40,000	159	24.3
N41,000-60.000	198	30.3
> N60,000	48	7.3
Total	654	100.0

Source: Author's Fieldwork, 2011.

Table 4.8 shows the house rent per annum for a room distribution in off-campus housing. The respondents that indicated less than N20,000 have the highest percentage in off-campus housing, N1,000-20,000 have 38.1%, followed by N21,000-40,000 with 24.3%, greater than N60,000 with 7.3% and N41,000-60,000 with 30.3%. Most of the students in off-campus housing complained of incessant increase in the house rent (student) and the landlords' threat to eject them if they do not pay. The landlords also blamed the government for the increase in the cost of building materials in the market.

Table 4.9: Type of House in Off-Campus Housing

Types of house	Frequency	Percentage
Semi-flat	151	23.1
Single room	323	49.4
Flat	96	14.7
Others	84	12.8
Total	654	100.0

Source: Author's Fieldwork, 2011

Table 4.9 shows the type of house distribution in off-campus housing. The respondents that indicated single room have the highest percentage in off-campus housing 49.4%, followed by semi-flat with 23.1%, flat with 14.7% and others with 12.8%. Most of the respondents in off-campus housing preferred to rent a single room so that they can pair up to pay the house rent. Some of them also preferred to rent a semi-flat so that they live together and share the house rent with other students.

Table 4.10: Length of Time Stayed in On-and Off-Campus Housing

Length of time stayed	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
One year	157	45.2	24	3.7
Two years	105	30.3	72	11.0
Three years	51	14.7	48	7.3
Four years	20	5.8	48	7.3
Above four years	14	4.0	462	70.7
Total	347	100	654	100

Source: Author's Fieldwork, 2011.

Table 4.10 shows the length of time stayed in on-and off-campus housing distribution. The respondents that indicated one year have the highest percentage in on-campus housing 45.2%, followed by two years with 30.3%, three years with 14.7%, four years with 5.8% and above four years with 4.0%. while in off-campus four years and above have the highest percentage of 70.7%, followed by two years with 11.0%, three years with 7.3%, four years with 7.3% and one year with 3.7%.The respondents indicated that they had spent one year on the campus in the halls of residence as a result of shortage of halls of residence.

Table 4.11: Number of Students that Sleep in a Room at Night in On-and Off-Campus Housing

No. of Students	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
1	19	5.5	24	3.7
2	14	4.0	60	9.2
3	50	14.4	48	7.3
4	79	22.8	48	7.3
Above 4	185	53.3	474	72.5
Total	347	100	654	100

Source: Author's Fieldwork, 2011

Table 4.11 shows the number of students that sleep in a room at night in on-and off-campus housing. As shown in the Table 4.10, respondents that indicated above 4 have the highest percentage in on-campus housing 53.3%, followed by 4 with 22.8%, 3 with 14.4%, 1 with 5.5% and 2 with 4.0%, while in off-campus above 4 have the highest percentage of 72.5%, followed by 2 with 9.2%, 3 with 7.3%, 4 with 7.3% and 1 with 3.7%. Above 4 persons in a small room at night calls for serious concern in on-and off-campus housing, due to poor ventilation and unhygienic environment which they found themselves within the halls/house. In such a room where there are more than 4 persons or students in the room (they accommodate squatters apart from the statutorily allocated 4 occupants in the hall).

4.2.2 Assessment of Types and Qualities of Facilities in On-and Off-Campus Housing

Table 4.12 shows the assessment of hall facilities qualities in on-campus housing. The respondents that indicated fair have the highest percentage in all the facilities assessed in on-campus housing. The common room/cafeteria is used for entertaining guest, eating and watching television. When the library is closed at 9.00pm in the evening, then some of the students resorted to reading in the reading room, since most of the classrooms and lecture rooms were locked for the day. The average number of students in most reading rooms should not exceed twenty (20) students according to the design of the reading rooms, but during the examination period, there are up to sixty (60) students exceeding the carrying capacity of the hall reading room capacity. The condition of the hall facilities could be due to a variety of reasons, ranging from the poor and mismanagement of funds and subvention from the federal government, improper management and maintenance of the halls by the university authorities not to pay attention to the degrading state of the hall facilities (See plates 4.1-4.4).

Table 4.12: Assessment of Hall Facilities (On-campus Housing)

Facilities	Good	Fair	Poor	Very Poor	Total
Toilets/Bathrooms	94(27.1%)	232(66.9%)	7(2.0%)	14(4.0%)	347(100%)
Recreational	118(34.0%)	176(50.7%)	17(4.9%)	36(10.4%)	347(100%)
Water supply	89(25.6%)	237(68.3%)	9(2.6%)	12(3.5%)	347(100%)
Electricity	76(21.9%)	245(70.6%)	7(2.0%)	19(5.5%)	347(100%)
Reading room/Library	117(33.7%)	201(57.9%)	8(2.3%)	21(6.1%)	347(100%)
Common room/ Cafeteria	97(28.0%)	192(55.3%)	26(7.5%)	32(9.2%)	347(100%)
Health (First Aid)	111(32.0%)	208(59.9%)	12(3.5%)	16(4.6%)	347(100%)
Transportation	103(29.7%)	197(56.8%)	20(5.8%)	27(7.8%)	347(100%)
Overall Average	100(28.81%)	211(60.81%)	14(4.03%)	22(6.34%)	347(100%)

Source: Author's Fieldwork, 2011.

Source: Author's Fieldwork, 2011

Plate 4.1: Toilet/Bathroom Facility in Independence Hall

Source: Author's Fieldwork, 2011

Plate 4.2: Common Room Facility in Abubakar Abdulsalam Hall

Source: Author's Fieldwork, 2011

Plate 4.3: Reading Room Facility in Obafemi Awolowo Hall

Source: Author's Fieldwork, 2011.

Plate 4.4: Cafeteria Facility in Tafawa Balewa Hall

Table 4.13: Assessment of House Facilities (Off-campus Housing)

Facilities	Very Good	Good	Fair	Very Poor	Poor	Total
Toilets/Bath rooms	75(11.5%)	65(9.9%)	143(21.9%)	70(10.7%)	301(46.0%)	654(100%)
Common rooms/Reading room	88(13.5%)	83(12.7%)	163(24.9%)	70(10.7%)	250(38.2%)	654(100%)
Water supply	72(11.0%)	76(11.8%)	89(13.6%)	241(36.9%)	176(26.9%)	654(100%)
Electricity	70(10.7%)	91(13.9%)	68(10.4%)	231(35.3%)	194(29.7%)	654(100%)
Laundry	98(15.0%)	94(14.4%)	141(21.6%)	58(8.9%)	263(40.2%)	654(100%)
Cafeteria/Kitchenette	92(14.1%)	77(11.8%)	125(19.1%)	129(19.7%)	231(35.3%)	654(100%)
Overall Average	83(12.69%)	81(12.39%)	121(18.50%)	134(20.49%)	235(35.93%)	654(100%)

Source: Author's Fieldwork, 2011

Table 4.13 shows the assessment of house facilities distribution in off-campus housing. The respondents that indicated poor have the highest percentage (46.0%) in toilets/bathrooms, common rooms, laundry and cafeteria/kitchenette, while respondents that indicated very poor have the highest percentage in water supply and electricity with regard to facilities in off-campus housing. The students and residents in most houses in off-campus housing turned the corridor into kitchenette. Most of the respondents complained of the poor and degrading state of the facilities in the house and the nonchalant attitude of the landlords to provide missing facilities and repair those facilities that are in deplorable state in their houses (See plate 4.5-4.10).

Source: Author's Fieldwork, 2011

Plate 4.5: A Storey Building in Off-Campus Housing (Agbowo Area)

Source: Author's Fieldwork, 2011

Plate 4.6: Toilet Facility in Off-Campus Housing (Olororo Area)

Source: Author's Fieldwork, 2011.

Plate 4.7: Bathroom Facility in Off-Campus Housing (Samonda Area)

Source: Author's Fieldwork, 2011

Plate 4.8: A Room in Off-Campus Housing (Ajibode Area)

Source: Author's Fieldwork, 2011

Plate 4.9: A Kitchenette in Off-Campus Housing (Ojoo Area)

Source: Author's Fieldwork, 2011

Plate 4.10: Corridor Turned into Kitchenette in Off-Campus Housing (Single room in Orogun Area)

4.2.3 Respondents Assessment of the Existing Situation of Facilities on Students.

Table 4.14 shows the opinion of respondents, in rating the student on-campus and off-campus housing electricity infrastructural facilities on the students in on-and off-campus housing. The respondents that indicated satisfactory have the highest percentage in on-campus housing, respondents that indicated satisfactory have 59.4%, followed by not satisfactory with 25.0%, less satisfactory have 9.8% and highly satisfactory with 5.8%, while respondents that indicated not satisfactory have the highest percentage in off-campus housing, not satisfactory have 49.6%, followed by satisfactory with 26.1%, less satisfactory have 15.6% and highly satisfactory with 8.7%. Most of the respondents indicated that their electricity infrastructural facilities are satisfactory in on-campus as compared to the not satisfactory in off-campus housing. This rating is done based on the assessment of the nature and characteristics of on-campus and off-campus students' housing using some indices such as academic performance, health status, social interaction and proximity to lecture.

Table 4.14: On-and Off-campus Students Rating of Electricity Infrastructural Facilities

Rating the students on-and off-campus housing electricity infrastructural facilities on the students	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Highly Satisfactory	20	5.8	57	8.7
Satisfactory	206	59.4	171	26.1
Less Satisfactory	34	9.8	102	15.6
Not Satisfactory	87	25.0	324	49.6
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

4.3 A Comparative Assessment of On-campus and Off-campus Students' Housing

This section discusses the variables used for a comparative assessment of on-campus and off-campus students' housing. These variables are academic performance, health status, social interaction and proximity to lecture. It is divided into different sub-headings, namely: the assessment of housing on students' academic performance, the assessment of housing on students' health status, the assessment of housing on students' social interaction, the assessment of housing on students' proximity to lecture hall and composite variables responsible for a comparative assessment of on-campus and off-campus students' housing in the University of Ibadan.

4.3.1 Assessment of Housing on Students' Academic Performance

Table 4.15 shows the effect of living condition on academic performance in on- and off-campus housing. The respondents that indicated positive have the highest percentage in on-campus housing and respondents that indicated negative have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated positive have 65.7% and respondents that indicated negative with 34.3%. While in off-campus housing respondents that indicated negative have 55.2% and respondents that indicated positive 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 4.15: The Effect of Living Condition on Academic Performance

Effect of Living condition on academic performance	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Positive	228	65.7	293	44.8
Negative	119	34.3	361	55.2
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.16: The CGPA of 2009/2010 Session (On-campus Housing)

S/N	Hall of Residence	Undergraduate Grades					Postgraduate Graduates				
		1.00-1.59	1.60-2.59	2.60-4.59	4.60-5.99	6.00-7.00	40.00	-49.99	50.00-54.99	55.00-59.99	60.00-100.00
1.	Independence	3(7.89%)	7(18.42%)	11(28.94%)	12(31.58%)	5(13.16%)	-		-	-	38(10.95%)
2.	Ransome Kuti	3(8.33%)	5(13.89%)	9(25%)	14(38.89%)	5(13.89%)	-		-	-	36(10.37%)
3.	Queen Idia	2(6.90%)	6(20.69%)	9(31.03%)	9(31.03%)	3(10.34%)	-		-	-	29(8.36%)
4.	Mellanby	1(3.23%)	5(16.13%)	8(25.81%)	13(41.94%)	4(12.90%)-	-		-	-	31(8.93%)
5.	Nnamdi Azikiwe	4(10%)	7(17.5%)	11(27.5%)	13(32.5%)	5(12.5%)	-		-	-	40(11.53%)
6.	Obafemi Awolowo	1(3.23%)	2(6.45%)	7(22.58%)	7(22.58%)	2(6.45%)	1(3.23%)		2(6.45%)	7(22.58%)	31(8.93%)
7.	Queen Elizabeth	1(4.17%)	5(20.83%)	10(41.67%)	6(25%)	2(8.33%)	-		-	-	24(6.92%)
8.	Sultan Bello	1(4.17%)	3(12.5%)	5(20.83%)	10(41.67%)	5(20.83%)	-		-	-	24(6.92%)
9.	Tafawa Balewa	-	-	-	-	-	-	12(44.44%)		15(55.55%)	27(7.78%)
10.	Tedder	1(3.33%)	4(13.335)	6(20%)	14(46.67%)	5(16.67%)	-		-	-	30(8.65%)
11.	New PG Hall	-	-	-	-	3(12.5%)	2(8.33%)		7(29.17%)	12(50%)	24(6.92%)
12.	Alexander Browr Hall	1(7.695)	(15.385)	3(23.08%)	5(38.465)	2(15.38%)	-		-	-	13(3.75%)
Total:		18(5.19%)	46(13.26%)	79(22.77%)	103(29.68%)	103(29.68%)	38(10.95%)	4(1.15%)	4(1.15%)	21(6.05%)	34(9.80%) 347(100%)

Source: Author's fieldwork, 2011

Table 4.16 shows the CGPA of 2009/2010 session of each hall for on-campus housing respondents. The CGPA result shows the grade distribution of respondents in various categories or levels in their various halls, departments and faculties which were collected from the university authorities. The respondents in Ransome Kuti and Tedder hall have the highest respondents between 4.60-5.99 grades with 38.89% and 46.66%, followed by Nnamdi Azikiwe and Mellanby hall with 32.5% and 41.94%, Independence hall have 31.58% and Sultan Bello hall have 41.67%, Queen Idia have 31.03%, Obafemi Awolowo hall have 22.58%, Queen Elizabeth II hall have 25% and Alexander Brown hall have 38.46%. The respondents were mostly in between 4.60-5.99 with 29.68%, followed by 2.60-4.59 grades with 22.77%, 1.60-2.59 grades with 13.26%, 6.00-7.00 grades with 10.95% and 1.00-1.59 grades have 5.19%. 40.63% on-campus students made at least second class upper division (4.60-5.99). Most of the respondents for postgraduate studies falls within the range of 60.00-100.00 grades. 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 4.17: The CGPA of 2009/2010 Session (Off-campus Housing)

S/N	Off-Campus Hostels and Private Houses	Undergraduate Grades 1.00-1.59	1.60-2.59	2.60-4.59	4.60-5.99	6.00-7.00	Postgraduate Grades 40.00-49.99	50.00-54.99	55.00-59.99	60.00-100.00	Total
1	Dr.Aighoje Hostel	1(16.67%)	1(16.67)	1(16.67%)	1(16.67%)	1(16.67%)	-	1(16.67%)	-	-	6(0.92%)
2	Ajike Hostel	-	3(25%)	4(33.33%)	3(25%)	-	-	-	1(8.33%)	1(8.33%)	12(1.83%)
3	Achievers Girls Hostel	-	3(37.5%)	1(12.5%)	2(25%)	1(12.5%)	-	-	-	1(12.5%)	8(1.22%)
4	Olayinka Hostel	1(20%)	1(20%)	1(20%)	1(20%)	-	-	-	1(20%)	-	5(0.76%)
5	Ile-eja Hostel	-	3(30%)	3(30%)	3(30%)	-	1(10%)	-	-	-	10(1.53%)
6	Luxury Hostel	1(25%)	1(25%)	1(25%)	1(25%)	-	-	-	-	-	4(0.61%)
7	Ramat Hostel	-	2(20%)	3(30%)	3(30%)	-	-	-	1(10%)	1(10%)	10(1.53%)
8	Banuso Hostel	-	1(25%)	1(25%)	1(25%)	-	-	-	1(25%)	-	4(0.61%)
9	Derano Hostel	1(20%)	1(20%)	1(20%)	-	-	-	1(20%)	-	1(20%)	5(0.76%)

10	Movas Hostel	-	1(25%)	1(25%)	1(25%)	-	-	-	-	1(25%)	4(0.61%)
11	Dada Hostel	1(25%)	1(25%)	1(25%)	-	-	1(25%)	-	-	-	4(0.61%)
12	Ayun Hostel	-	3(37.5%)	2(25%)	3(37.5%)	-	-	-	-	-	8(1.22%)
13	Bova Hostel	-	3(42.86%)	1(14.29%)	3(42.86%)	-	-	-	-	-	7(1.07%)
14	Amowo Hostel	1(20%)	1(20%)	1(20%)	1(20%)	-	-	1(20%)	-	-	5(0.76%)
15	Simcas Hostel	1(20%)	1(20%)	2(40%)	1(20%)	-	-	-	-	-	5(0.76%)
16	Moremi Hostel	-	1(25%)	1(25%)	1(25%)	-	1(25%)	-	-	-	4(0.61%)
17	Oniyaro Hostel	-	3(50%)	1(16.67%)	2(33.33%)	-	-	-	-	-	6(0.92%)
18	Mouka Hostel	1(20%)	1(20%)	1(20%)	1(20%)	-	-	1(20%)	-	-	5(0.76%)
19	Gracilias Hostel	-	3(50%)	1(16.67%)	2(33.33%)	-	-	-	-	-	6(0.92%)
20	Laurel Hostel	-	3(60%)	1(20%)	1(20%)	-	-	-	-	-	5(0.76%)
21	Davidof Hostel	-	1(25%)	1(25%)	1(25%)	-	-	1(25%)	-	-	4(0.61%)
22	Anchorage-Quarters		3(30%)	4(40%)	2(20%)	-	-	-	-	1(10%)	10(1.53%)

23	Agbowo	15(9.61%)	33(21.15%)	45(28.85%)	23(14.74%)	14(8.97%)	12(7.69%)	11(7.05%)	-	3(1.92%)	156(23.85%)
24	Apete	1(4%)	3(12%)	14(56%)	3(12%)	2(8%)	1(4%)	-	-	1(4%)	25(3.82%)
25	Ojoo	5(15.63%)	4(12.5%)	12(37.5%)	3(9.38%)	-	-	-	4(12.5%)	4(12.5%)	32(4.89%)
26	Bodija	-	2(20%)	3(30%)	3(30%)	-	-	1(10%)	-	1(10%)	10(1.53%)
27	Orogun	5(10.42%)	7(14.58%)	14(29.17%)	7(0.46%)	-	5(10.42%)	-	5(10.42%)	5(10.42%)	48(7.34%)
28	Olororo	6(13.04%)	10(02174%)	17(36.96%)	7(15.22%)	-	-	-	-	6(13.04%)	46(7.03%)
29	Ajibode	9(10.71%)	11(13.09%)	20(23.81%)	11(13.09%)	12(14.29%)	10(11.90%)	-	-	11(13.09%)	84(12.84%)
30	Samonda	5(9.26%)	10(18.52%)	17(31.48%)	7(12.96%)	5(9.26%)	-	-	5(9.26%)	5(9.26%)	54(8.26%)
31	Sango	-	7(17.07%)	16(39.02%)	8(19.51%)	-	-	5(12.20%)	-	5(12.20%)	41(6.27%)
32	Basorun	1(4.76%)	2(9.52%)	12(57.14%)	3(14.29%)	1(4.76%)	-	-	1(4.76%)	1(4.76%)	21(3.21%)
	Total	55(8.41%)	130(19.88%)	204(31.19%)	109(16.67%)	36(5.39%)	31(4.74%)	22(3.36%)	19(2.91%)	48(7.34%)	654 (100%)

Source: Author's Fieldwork, 2011

Table 4.17 shows the CGPA of 2009/2010 session of each private hostel and house for off-campus housing respondents. The CGPA result shows the grade distribution of respondents in various categories or levels in their various halls, departments and faculties which were collected from the Fieldwork and university authorities. The respondents in Agbowo area has the highest 2.60-4.59 grades with 28.85%, followed by Ajibode area with 23.81% Olororo area and Samonda area with 36.96% and 31.48%, Sango area with 39.02%, Orogun area and Apete area with 29.17% and 56%, Ojoo area and Basorun area with 37.5% and 57.14%, Anchorage Quarters and Ajike hostel with 40% and 33.33%, Bodija area, Ile-eja hostel and Ramat hostel with 30%, Ayun hostel and Simcas hostel with 25% and 40%, Olayinka hostel (20%), Dr. Aighoje hostel (16.67%), Derano hostel (20%), Amowo hostel (20%), Davidof hostel (25%), Achievers Girls hostel (12.5%), Luxury hostel (25%), Banuso hostel (25%), Movas hostel (25%), Dada hostel (25%), Bova hostel (14.29%) and Moremi hostel (25%). The respondents were mostly in between 2.60-4.59 grades with 31.19%, followed by 1.00-1.59 grades with 19.88%, 4.60-5.99 grades with 16.67, 1.00-1.59 grades have 8.41% and 6.00-700 grades with 5.39%. 22.06% off-campus students made at least second class upper division.

Most of the respondents for postgraduate studies falls within the 60.00-100.00 grades. The CGPA grading system for undergraduate students is different from that of postgraduate students. On-campus students generally had better academic performance than off-campus students based on the year's CGPA. Respondents in off-campus housing believed that if their landlords can improve on the infrastructures within their houses then they will perform better than on-campus students'.

Table 4.18: Main Motivational Factors

Motivational Factors	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Emulating others reading	57	16.4	71	10.9
Towards exam	45	13.0	84	12.8
Parents encourage you	35	10.1	119	18.2
Result (CGPA)	37	10.7	125	19.1
Determination	173	49.8	255	39.0
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.18 shows the opinion of respondents in their quest for success (main motivational factors) 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 emulating others reading with 16.4%, towards exam has 13.0%, result (CGPA) respondents with 10.7%, respondents parents encourage them with 10.1%, while in off-campus housing, respondents with determination has 39.0%, followed by result (CGPA) respondents with 19.1%, respondents whose parents encourage them have 18.2%, towards exam respondents with 12.8% and emulating others reading 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 4.19: Main 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
Bed/Room	96	27.6	220	33.7
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.19 shows the opinion of respondents in their main place of reading in on-and off-campus housing. Respondents that indicated reading in the Library have the highest percentage in on-and off-campus housing. In on-campus housing, respondents that indicated library have 42.7%, followed by respondents that indicated reading room with 29.7%, and bed/room with 27.6%, while in off-campus housing respondents that indicated library have 53.8%, followed by respondents that indicated bed/room with 33.7%, and reading room 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 4.20: Main Period of Reading

Period of Reading	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 4.20 shows the opinion of respondents on their main period of reading in on-and off-campus housing. Respondents that indicated morning have the highest percentage in on-campus housing and off-campus. In on-campus housing, respondents that indicated morning have 43.2%, followed by respondents that indicated night with 32.6%, and respondents that indicated afternoon with 24.2%, while in off-campus housing, respondents that indicated morning have 35.9%, followed by respondents that indicated night with 32.1%, and afternoon with 32.0%. Most of the respondents indicated that they preferred to read in the morning in on-campus housing and also most of the respondents preferred to read 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 4.21: Average Length of Stay in Reading Room

Average Length of Stay in Reading Room	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
100	149	42.9	225	34.4
80	59	17.0	82	12.5
60	46	13.3	150	22.9
40	33	9.5	151	23.1
20	60	17.3	46	7.1
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.21 shows the opinion of respondents average length of stay in reading room in on-and off-campus housing. Respondents that indicated 100 hours have the highest percentage in on-campus housing and respondents that indicated 100 hours have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated 100 hours have 42.9%, followed by respondents that indicated 20 hours with 17.3%, followed by respondents that indicated 80 hours with 17.0%, followed by respondents that indicated 60 hours with 13.3%, and respondents that indicated 40 hours with 9.5%, while in off-campus housing, respondents that indicated 100 hours have 34.4%, followed by respondents that indicated 40 hours with 23.1%, followed by respondents that indicated 60 hours with 22.9%, followed by respondents that indicated 80 hours with 12.5%, and respondents that indicated 20 hours with 7.1%. Most of the on-and off-campus respondents indicated that they spent not less than 100 hours.

Table 4.22: Effect of Distance on Academic Performance

Distance and academic	On-Campus Housing		Off-Campus Housing	
Performance	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 4.22 shows the effect of distance on academic performance in on-campus and off-campus housing. The respondents that indicated positive have the highest percentage in on-campus housing and respondents that indicated negative have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated positive have 66.6% and negative with 33.4%, while in off-campus housing, respondents that indicated negative have 55.2% and positive 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 4.23: Relationship with Their Lecturers

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

Source: Author's Fieldwork, 2011

Table 4.23 shows the opinion of respondents with regard to their relationship with their lecturers in on-and off-campus housing. Respondents that indicated Cordial have the highest percentage in on-campus and off-campus housing. In on-campus housing, respondents that indicated cordial have 58.2%, followed by respondents that indicated not cordial with 24.5%, and very cordial with 17.3%, while in off-campus housing, respondents that indicated cordial have 55.7%, followed by respondents that indicated not cordial with 24.1%, and very cordial with 20.2%. Most of the respondents indicated that they have cordial relationship with their lecturers in both on-campus and off-campus housing.

4.3.2 Assessment of Housing on Students' Health Status

Table 4.24 shows the admission of respondents into hospital/clinic distribution in on- and off-campus housing in 2009/2010 session. The respondents that indicated admitted have the highest percentages in both on-campus and off-campus housing. In on-campus housing, respondents that indicated admitted have 62.0% and not admitted with 38.0%, while in off-campus housing, respondents that indicated admitted have 61.8% and not admitted with 38.2%.

Table 4.24: Admission of Respondents into Hospital/Clinic (2009/2010 Session)

Admission of respondents into hospital/clinic	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Admitted	215	62.0	404	61.8
Not admitted	132	38.0	250	38.2
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011.

Table 4.25: Diagnosed of Communicable Diseases of Admitted Students (2009/2010 Session)

Communicable Diseases	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Malaria	50	23.3	163	40.3
Typhoid	32	14.9	61	15.2
Cholera/Diarrhoea	32	14.9	68	16.7
Measles	15	7.0	8	2.0
Cold and catarrh	36	16.7	74	18.3
Pneumonia	18	8.4	14	3.5
Chicken pox	17	7.9	8	2.0
Others	15	7.0	8	2.0
Total	215	100.0	404	100.0

Source: Author's Fieldwork, 2011.

Table 4.25 shows diagnoses of communicable diseases of admitted students' distribution in on-campus and off-campus students. The respondents that indicated malaria have the highest percentage in on-campus and off-campus housing. In on-campus housing, respondents that indicated malaria have 23.3% followed by respondents that indicated cold and catarrh with 16.7%, cholera/Diarrhoea have 14.9%, typhoid with 14.9%, pneumonia with 8.4%, chicken pox with 7.9%, measles and others have 7.0%, while in off-campus housing, respondents that indicated malaria have 40.3%, followed by cold and catarrh have 18.3%, cholera/diarrhoea with 16.7%, typhoid have 15.2%, pneumonia with 3.5%, measles with 2.0%, chicken pox with 2.0% and others have 2.0%. Most of the respondents in on-and off-campus housing complained of malaria and that the rate of malaria is high in off-campus housing and this is due to poor and unhygienic environments in on-and off-campus housing.

Table 4.26: Period of Illness for the past two weeks of the Survey (2009/2010 Session)

Period of illness	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Once	223	64.3	162	24.8
Twice	55	15.8	246	37.5
Thrice	34	9.8	175	26.8
More than thrice	35	10.1	71	10.9
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.26 shows period of illness for the past two weeks of the survey in on-and off-campus housing. The respondents that indicated once have the highest percentage in on-campus housing, while respondents that indicated twice have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated once have 64.3%, followed by twice with 15.8%, more than thrice have 10.1% and thrice with 9.8%, while off-campus housing, respondents that indicated twice have 37.5%, followed by thrice with 26.8%, once 24.8% and more than thrice with 10.9%. Most of the respondents in on-campus housing admitted that they have fallen ill once in a year of malaria and most of the respondents in off-campus housing indicated that they fall ill twice in a year of malaria, due to poor environmental and deplorable housing conditions in on-and off-campus housing.

Table 4.27: Medical Attention

Medical attention	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Self-medication	117	33.7	258	39.4
Doctor prescription	230	66.3	396	60.6
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.27 shows the medical attention distribution in on-and off-campus housing. The respondents that indicated doctor's prescription have the highest percentage in on-campus and off-campus housing. In on-campus housing, respondents that indicated doctor's prescription have 66.3% and self-medication with 33.7%, while in off-campus housing, respondents that indicated doctor's prescriptions have 60.6% and self- medication with 39.4%. Most of the respondents in on-and off-campus housing preferred medical doctor to self-medication, because of the risk involved in prescribing drugs for themselves and the news of fake drugs reported in the media.

Table 4.28: Distance Affects Visit to the Hospital/Clinic

Distance affects visit to the hospital/clinic	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Positively	191	55.0	294	45.0
Negatively	156	45.0	360	55.0
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.28 shows how distance affects visit to the hospital/clinic distribution in on-and off-campus housing. The respondents that indicated positive have the highest percentage in on-campus housing and respondents that indicated negative have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated positive have 55.0% and negative with 45.0%, while in off-campus housing, respondents that indicated negative have 55.0% and positive with 45.0%. Most of the respondents in on-campus housing indicated that distance is not their problem in visiting the hospital/clinic as compared to their counterpart in off-campus housing.

Table 4.29: Perceived Health Condition of Respondents

Health condition	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Highly Satisfactory	143	41.2	81	12.4
Satisfactory	87	25.1	370	56.6
Less Satisfactory	30	8.6	52	8.0
Not Satisfactory	87	25.1	151	23.0
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.29 shows the perceived health condition of respondents in on-and off-campus housing. The respondents that indicated highly satisfactory have the highest percentage in on-campus housing and respondents that indicated satisfactory have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated highly satisfactory have 41.2%, followed by satisfactory and not satisfactory with 25.1%, and less satisfactory have 8.6%, while in off-campus housing, respondents that indicated satisfactory have 56.6%, followed by not satisfactory with 23.0%, highly satisfactory with 12.4% and less satisfactory with 8.0%. 41.2% of the respondents indicated that their health conditions are highly satisfactory in on-campus housing as compared to their counterparts in off-campus housing (12.4%). Most of the respondents in off-campus housing indicated that they indulge in physical exercise to improve their health conditions and also use other means to survive such as herbal medications.

Table 4.30: Students' Housing Affects Health Status

Students' housing affects health status	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Positively	233	67.1	291	44.5
Negatively	114	32.9	363	55.5
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.30 shows the opinion that the students' housing affects health status in on-and off-campus housing. The respondents that indicated positively have the highest percentage in on-campus housing and respondents that indicated negatively have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated positively have 67.1% and negatively with 32.9%, while in off-campus housing respondents that indicated negatively have 55.5% and positively with 44.5%. Most of the respondents in on-campus housing indicated that halls have positively affected their health status and most of the respondents in off-campus housing indicated that living in the house negatively affects their health status.

4.3.3 The Assessment of Housing on Students' Social Interaction

Table 4.31 shows the opinion that the students' housing affects social activities in on-and off-campus housing. The respondents that indicated positively have the highest percentage in on-campus housing and respondents that indicated negatively have the highest percentage in off-campus housing. In on-campus housing, respondents that indicate positively have 77.8% and negatively with 22.2%. In off-campus housing, respondents that indicated negatively have 57.8% and positively with 42.2%. Most of the respondents in on-campus housing indicated that halls positively affect their social activities, while most of the respondents in off-campus housing indicated that living in the house negatively affects their social activities. Most of the respondents in on-campus housing indicated that distance of their halls positively affect their social activities and that they do not need to go out of the campus to participate or carry out social activities and it is done within the campus such as social meetings, watching drama from the Theatre Arts department and going to church or mosque for worship, while most of the respondents in off-campus housing indicated that they have to cover some distance from their house before they can get to the campus to participate in various social activities, since their social activities are within the campus such as ethnic group meeting, religious group meetings, sport and others.

Table 4.31: Students' Housing Affects Social Activities

House/halls affect social activities	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Positively	270	77.8	276	42.2
Negatively	77	22.2	378	57.8
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.32: Class of Social Activities

Social Activities	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Ethnic groups	35	10.1	166	25.4
Religious groups	182	52.4	216	33.0
Sporting groups	96	27.7	177	27.1
Peer groups	34	9.8	95	14.5
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011.

Table 4.32 shows the class of social activities in on-and off-campus housing. The respondents that indicated religious group have the highest percentage in on-campus and off-campus housing. In on-campus housing, respondents that indicated religious group have 52.4%, followed by sporting group with 27.7%, ethnic group with 10.1%, and peer group have 9.8%. In off-campus housing, respondents that indicated religious group have 33.0%, followed by sporting group with 27.1%, ethnic group with 25.4% and peer group with 14.5%. Most of the respondents in on-campus and off-campus housing indicated that they belong to the same religious group.

Table 4.33: The Category of Associates

Associates	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Friends (Peers)	202	58.2	183	28.0
Lecturers	17	4.9	84	12.8
Colleagues	128	36.9	387	59.2
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.33 shows the category of associates in on-and off-campus housing. The respondents that indicated Friends (peers) have the highest percentage in on-campus and respondents that indicated Colleague have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated Friends have 58.2%, followed by Colleagues have 36.9 and Lecturers with 4.9%. In off-campus housing, respondents that indicated Colleagues have 59.2%, followed by Friend with 28.0% and Lecturer with 12.8%. Most of the respondents in on-campus indicated that their associate is their Friends and most of the respondents in off-campus housing indicated that they have Colleagues as their associates.

Table 4.34: Attendance at Religious Meetings

Religious Meetings	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Occasionally	132	38.0	360	55.1
Frequently	178	51.3	222	33.9
None	37	10.7	72	11.0
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.34 shows the attendance at religious meetings in on-and off-campus housing. The respondents that indicated Frequently have the highest percentage of meetings attendance in on-campus and respondents that indicated Occasionally have the highest percentage of meetings attendance in off-campus housing. In on-campus housing, respondents that indicated Frequently have 51.3%, followed by Occasionally have 38.0% and None with 10.7%. In off-campus housing, respondents that indicated Occasionally have 55.1%, followed by Frequently with 33.9% and None with 11.0%. Most of the respondents in on-campus indicated that they attended their religious meetings to associate themselves with their friends to worship and have fun frequently, while most of the respondents in off-campus housing indicated that they attended their religious meeting to worship and have fun occasionally.

Table 4.35: Interaction with Colleagues/Friends

Interaction with colleagues/friends	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Interact	310	89.3	511	78.1
Don't Interact	37	10.7	143	21.9
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.35 shows the interaction with colleagues/friends distribution in on-and off-campus housing. The respondents that indicated interact have the highest percentage in on-campus housing and off-campus housing. In on-campus housing, respondents that indicated interact have 89.3% and don't interact with 10.7%. In off-campus housing, respondents that indicated interact have 78.1% and don't interact with 21.9%. Most of the respondents in on-and off-campus housing indicated that they interacted with their colleagues /friends. There are more respondents in off-campus housing that indicated interact than in on-campus housing.

Table 4.36: Relationship with Your Colleagues/Friends

Relationship with their colleagues/friends	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Very cordial	172	49.6	439	67.1
Cordial	141	40.6	144	22.0
Not cordial	34	9.8	71	10.9
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.36 shows the opinion of respondents with regard to their relationship with their colleagues/friends in on-and off-campus housing. Respondents that indicated Cordial have the highest percentage in on-campus and off-campus housing. In on-campus housing, respondents that indicated very cordial have 49.6%, followed by cordial with 40.6%, and not cordial with 9.8%. In off-campus housing, respondents that indicated very cordial have 67.1%, followed by cordial with 22.0%, and not cordial with 10.9%. Most of the respondents indicated that they have very cordial relationship with their colleagues/friends in on-campus and off-campus housing since they have no other friends/colleagues when they are in school.

Table 4.37: Visitation to Colleagues/Friends

Visitation of	On-Campus Housing		Off-Campus Housing	
colleagues/friends	Frequency	Percentage	Frequency	Percentage
Occasionally	139	40.1	93	14.2
Frequently	179	51.6	466	71.3
None	29	8.3	95	14.5
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.37 shows the visitation to colleagues/friends in on-and off-campus housing. The respondents that indicated Frequently have the highest percentage in on-campus and off-campus housing. In on-campus housing, respondents that indicated Frequently with 51.6%, followed by Occasionally have 40.1% and None with 8.3%. In off-campus housing, respondents that indicated Frequently have 71.3%, followed by None with 14.5% and Occasionally with 14.2%. Most of the respondents in on-and off-campus housing indicated that they visit their colleagues/ friends frequently.

Table 4.38: Mode of Relaxation

Mode of relaxation	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Sport	74	21.3	106	16.2
Watching films	76	21.9	83	12.7
Sleeping	144	41.5	359	54.9
Reading	53	15.3	106	16.2
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.38 shows the mode of relaxation in on-and off-campus housing. The respondents that indicated sleeping have the highest percentage in on-campus and off-campus housing. In on-campus housing, respondents that indicated sleeping have 41.5%, followed by watching film have 21.9%, sport with 21.3% and reading have 15.3%. In off-campus housing, respondents that indicated sleeping have 54.9%, followed by reading and sport with 16.2% and watching films with 12.7%. Most of the respondents in on-campus and off-campus housing indicated that they like sleeping as a mode of relaxation to reduce stress after the day's work and feel refreshed.

4.3.4 Assessment of Housing on Students' Proximity to Lectures

Table 4.39 shows the effects of distance from the house/halls and how it affects proximity to lectures in on-and off-campus housing. The respondents that indicated positive have the highest percentage in on-campus housing and respondents that indicated negative have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated positive have 64.8% and negative with 35.2%. In off-campus housing, respondents that indicated negative have 68.2% and positive with 31.8%. Most of the respondents in on-campus housing indicated that distance from the halls positively affected their proximity to lecture, since they stay on-campus and most of the respondents in off-campus housing indicated that distance from their house negatively affected their proximity to lecture.

Table 4.39: Distance from the House/Halls Affects Punctuality to Lectures

Distance from the house/halls affect to lecture	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Positively	225	64.8	208	31.8
Negatively	122	35.2	446	68.2
Total	347	100.0	654	1 00.0

Source: Author's Fieldwork, 2011.

Table 4.40: Cost of Transportation Per Day in On-and off-campus housing

Cost of transportation per day in on-and off-campus housing	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
N1-50	203	58.5	126	19.3
N51-100	79	22.8	312	47.7
N101-150	22	6.3	36	5.5
N151-200	8	2.3	36	5.5
N201-250	3	.9	36	5.5
N251-300	7	2.0	36	5.5
N301-350	15	4.3	24	3.7
>N350	10	2.9	48	7.3
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.40 shows the cost of transportation per day distribution between on-campus and off-campus students. The respondents that indicated N1-50 have the highest percentage in on-campus housing and respondents that indicated N51-100 have the highest percentage in off-campus housing. In on-campus housing, respondents that indicated N1-50 have 58.5%, followed by N51-100 with 22.8%, N101-150 with 6.3%, N301-350 with 4.3%, >350 with 2.9%, N151-200 with 2.3%, N251-300 with 2.0% and N201-250 with 0.9%, while in off-campus housing, respondents that indicated N51-100 have 47.7%, followed by N1-50 with 19.3%, >N350 with 7.3%, N101-150, N151-200, N201-250 and N251-300 have 5.5% and 301-350 with 3.7%. The off-campus students spend more money with regard to the cost of transportation than the on-campus students. It has negative effect on their proximity to lecture and academic performance as indicated by off-campus students.

Table 4.41: Commuting Time to Classes

The commuting time to lecture	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
1-15mins	149	42.9	150	22.9
16-30mins	60	17.3	225	34.4
31-45mins	46	13.3	151	23.1
46-60mins	33	9.5	46	7.1
>60mins	59	17.0	82	12.5
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.41 shows the commuting time to lecture distribution in on-campus and off-campus students. The 1-15mins has the highest percentage in on-campus housing and 16-30mins has the highest percentage in off-campus housing, in on-campus housing, 1-15mins have 42.9% followed by 16-30mins with 17.3%, >60mins with 17.0%, 31-45mins with 13.3% and 46-60mins with 9.5%, while in off-campus housing, 16-30mins has frequency of 34.4%, followed by 31-45mins with 23.1%, 1-15mins with 22.9%, >60mins with 12.5% and 46-60mins with 7.1%. The off-campus students spend more commuting time (average of 59 minutes)to lecture than the on-campus students (15 minutes). It has negative effect on their proximity to lecture and academic performance as indicated by off-campus students.

Table 4.42: Number of Buses/Cabs or Okada Trips Boarded To and From Campus per Day

The Trip (buses/cabs or okada) boarded to and from campus	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
1-2	224	64.6	174	26.6
3-4	77	22.2	283	43.3
5-6	12	3.4	106	16.2
> 6	34	9.8	91	13.9
Total	347	100.0	654	100.0

Source: Author's Fieldwork, 2011

Table 4.42 shows the trip (buses/cabs or okada) boarded to and from campus per day distribution between on-campus and off-campus students. The 1-2 buses/cars have the highest percentage of respondents from on-campus housing to campus and 3-4 buses/cars have the highest percentage of respondents from off-campus housing to campus. In on-campus housing, respondents that indicated 1-2 have 64.6%, followed by 3-4 with 22.2%, >6 with 9.8% and 5-6 with 3.4%, while in off-campus housing, respondents that indicated 3-4 have 43.3%, followed by 1-2 with 26.6%, 5-6 with 16.2% and >6 with 13.9%. The off-campus students boarded more buses/cars than the on-campus students.

4.4 Tests of Associations between Respondents' Residence Status and Health Status, Social Interaction and Proximity Using Cross-Tabulation and Chi-Square.

Table 4.43 shows that On-campus students participated more in ethnic activities compared to sporting activities, religious activities and peer group activities than off-campus students (X^2=51.89). The reported cases of illness were higher among off-campus students compared to on-campus students (X^2 = 159.01). On-campus students spent less commuting time to lectures than off-campus students (X^2 = 69.80). It showed that there is association between respondents' residence status and each of the health status, social interaction and proximity.

Table 4. 43: Tests of Associations between respondents' Residence Status and each of Academic Performance, Health Status, Social Interaction, and Proximity

	Residence status			
Factors	Off-campus	On-campus	Total	Chi-square p-value
Frequency off Illness in a year				
Once	162 (24.8)	223 (64.3)	385 (38.5)	159.01
Twice	246 (37.5)	55 (15.9)	301 (30.1)	0.000
Thrice	175 (26.8)	34 (9.8)	209 (20.9)	
More than thrice	71 (10.9)	35 (10.1)	106 (10.6)	
Total	654 (100)	347 (100)	1001 (100)	
Class of social activities				
Ethnic groups	166 (25.4)	35 (10.1)	201 (20.1)	51.89
Religious groups	216 (33)	182 (52.4)	398 (39.8)	0.000
Sporting groups	95 (14.5)	34 (9.8)	129 (12.9)	
Peer groups	177 (27.1)	96 (27.7)	273 (27.3)	
Total	654 (100)	347 (100)	1001 (100)	
Commuting time to lecture				
1-15mins	150 (22.9)	149 (42.9)	299 (29.9)	69.8
16-30mins	225 (34.4)	60 (17.3)	285 (28.5)	0.000
31-45mins	151 (23.1)	46 (13.3)	197 (19.7)	
46-60mins	46 (7)	33 (9.5)	79 (7.9)	
>60mins	82 (12.5)	59 (17)	141 (14.1)	
Total	654 (100)	347 (100)	1001 (100)	

Source: Author's Fieldwork, 2011.

4.5 The Composite Variables Responsible for A Comparative Assessment of the Students' Housing in the University of Ibadan

4.5.1 Students' Housing and Health Status

Ordinal logit regression was used to examine the effect of students' housing on their health status. The independent variables used are mode of relaxation, number of students allocated to a room, residence status, number of facilities in the hall, number of students that sleep in a room at night and distance of hall of residence from the hospital/clinic, while dependent variable used was number times fall illness for the past two week at the time of the survey (see Table 4.44). The regression analysis revealed that students' housing had a negative impact on frequency of illness because off-campus students fell ill more than their on-campus counterparts (β= - 1.815, p= 0.00).

Table 4.44: Ordinal Logit Regression Results showing the Prediction of Health Status using Residence Status

		Estimate	p-value
Residence status			
	On-campus Residence	-1.815	0.000
	Off-campus Residence		
Mode of relaxation			
	Sport	-1.809	0.000
	Watching films	-0.332	0.061
	Sleeping		
	Reading	-0.446	0.012
Number of students statutorily allocated to a room			
		-0.321	0.000
Number of facilities in your hall			
		0.037	0.133
Distance of hall of residence from the hospital/clinic			
	less than 1km		
	1-2km	-0.294	0.04
	2-3km	-0.411	0.04
	Above 3km	0.256	0.222
Diagnostics			
	$\chi 2$	242.518***	
	-2 log likelihood	1813.061	

The significance marker are denoted thus: 0 *** 0.001 ** 0.01 * 0.05 1

Source: Author's Fieldwork, 2011

4.5.2 Students' Housing and Proximity to Lectures

Ordinal logit regression was used to examine the effect of students' housing on proximit lecture. The independent variables used are residence status, distance of hall/house from lecture, cost of transportation to and from campus per day, while the dependent variable was commuting time to lecture (see Table 4.45). The regression analysis revealed that th effect of students' housing on commuting time to lecture is significant (β= - 0.350, p= 0.

Table 4 .45: Ordinal logit regression Results showing the prediction of Proximity Residence Status

		Estimat Ve	p-value
Residence status			
	On-campus Residence	-0.350	0.012
	Off-campus Residence		
Cost of transportation to and from campus per day			
	N1-50	0.139	0.359
	N51-100		
	N101-150	2.021	0.000
	N151-200	0.061	0.838
	N201-250	1.131	0.000
	N251-300	1.646	0.000
	N301-350	1.973	0.000
	>N350	2.418	0.000
Distance of hall of residence from the lecture hall			
	less than 1km	-0.089	-0.402
	1-2km		
	2-3km	0.957	0.612
	Above 3km	-0.163	0.591
Diagnostics			
	$\chi 2$	232.227***	
	-2 log likelihood	1158.784	

The significance marker are denoted thus: 0 *** 0.001 ** 0.01 * 0.05 1

Source: Author's Fieldwork, 2011.

4.5.3 Students' Housing and Social Interaction

Multinomial logit regression was used to examine the effect of students' housing on proximity to lecture. The independent variables used are, number of attendance at meetings, relationship with colleagues/friends, residence status, visitation of colleagues/friend, distance of hall/house from place of social activities and types of associates, while the dependent variable used was Class of social activities (see Table 4.46). The regression analysis revealed that the on-campus students relative to off-campus students are more likely to participate in religious activities (β= 0.138, p= 0.00), sporting activities (β= 0.203, p= 0.00), and peer group activities (β= 0.346, p= 0.00) compared to ethnic activities.

Table 4. 46: Logistic Regression Results Showing The Prediction of Social Interaction using Residence Status and other variables

	Social Interaction (Ethnic groups as base)		
Factors	Religious group	Sporting groups	Peer groups
Residence Status			
On-campus Residence	0.138***	0.203***	0.346***
Off-campus Residence	1	1	1
House distance to place of social activity			
less than 1km	1	1	1
1-2km	0.255***	0.638***	0.976***
2-3km	2.057***	0***	2.78***
Above 3km	4.872***	0.184***	1.082***
Frequency of attendance			
Occasionally	1	1	1
Frequently	0.334***	0.836***	1.011***
None	1.303***	0.175***	3.393***
Associates			
Friends	1.816***	6.955***	3.114***
Lecturers	0.045***	22.816***	2.027***
Collegues	1	1	1
Frequency of visitation to friends			
Occasionally	1	1	1
Frequently	2.031***	1.299***	0.745***
None	0.277***	1.763***	0.525***
Relationship with friend			
Very Cordial	1	1	1
Cordial	3.211***	1.555***	2.267***
Not Cordial	43.569***	16.898***	3.023***
Diagnostics			
$\chi 2$	578.320***		
-2 log likelihood	1120.913		
Pseudo R2	0.473		

The significance marker are denoted thus: 0 *** 0.001 ** 0.01 * 0.05 1

Source: Author's Fieldwork, 2011

4.5.4 Students' housing and Academic Performance

Students t-test was used to ascertain the significance relationship between students' housing and academic performance. The students t-test revealed that there was a significant relationship between students' housing and academic performance (see Table 4.47). It showed that students' 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 numbers of buses/cabs boarded. The closer distance to the departmental lecture hall, the higher the CGPA (2009/2010 Session). In off-campus housing, it showed that students' 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 departmental lecture hall and a number of buses/cabs boarded to departmental lecture hall. The farther away the distance to the departmental lecture hall, the lower the CGPA (2009/2010 Session). 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). Students t-test was used for the comparison of students CGPA among on- and off-campus students revealed a significant relationship between students' housing and academic performance (t= 8.006, p= 0.00).

Table 4.47. Students t-Test for Academic Performance (On-Campus and Off-Campus Housing)

Comparison of CGPA among On-campus and Off-campus students

	N	Mean	Standard Deviation	T	Sig.
Off-campus Residence	602	3.51	1.09	8.006	.000
On-campus Residence	302	4.22	1.53		

Source: Author's Fieldwork, 2011.

4.6 Summary

This chapter captured the housing situation from the viewpoints of the students. The data collected, analysed and interpreted in this study revealed that despite the long standing debate about the significance of educational goals and objectives, the tradition of students' on-campus housing still continues and the argument is still much in favour of on-campus residence and university approved off-campus lodging. The advantages of students' on-campus housing which are numerous and interwoven, could be viewed from at least four perspectives. These are the health, social, academic perspectives and proximity to lecture.

Most significantly, this study identified the major factors that students considered in analysing quality of their residential environment as: students' housing features / planning standards, waste disposal, hygiene (well-being), crime/safety risks, social, academic, proximity and overcrowding/squatting. These major factors or variables could be classified into different dimensions of students' activities identified by Timmins (2006) and Richter (2004) as the academic, health, proximity, social and psychological. On the basis of these dimension, by this study, it was discovered that the quality of students' housing in the University of Ibadan as perceived by students is by no means monolithic based on the assessment. It varies along the major dimensions but also between the categories of students' in terms of age, levels and sex. Most significantly, it was observed that the quality of students' housing varies between on-and off-campus housing. The condition of on-campus students' housing is positive, while the condition of off-campus students' housing is negative as a result of the quality on both sides. The qualities and situations of off-campus housing were found to be deteriorating.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONTRIBUTION TO KNOWLEDGE, CONCLUSION AND RECOMMENDATIONS

This study compared on-campus and off-campus students' housing in the University of Ibadan. The chapter is divided into sections, namely: summary of findings of the research work based on empirical studies, field observations and analysis of data based on the objectives of this study. It highlights major findings in lieu of these research objectives and thereafter discusses their implications for on-campus and off-campus students' housing research and planning. It discusses the objectives and hypotheses based on the analysis of this study in sub-headings. Contribution to knowledge, suggestions for further research, planning and policy implications were discussed. Recommendations are made to improve the existing situation of on-campus and off-campus students' housing.

5.1 Summary of Findings

The concepts, theory and review of literature were presented in order to examine empirical evidence that explains the comparative assessment of on-campus and off-campus students' housing. The development of relevant concepts and theory described in the literature might have identified some critical factors that vary in order to arrive at acceptable aggregate performance. However, some of the applied concepts and theory used in the literature appear to be adequate and completely understood in western world. In their applicability, most of these concepts and theory are developed in western world where there are adequate and effective students' housing facilities. Most of these concepts and theory in literature had not been properly applied in solving students' housing problems and the effects on students in Africa particularly Nigeria.

This study defined the research methodology and analytical tools meant in a comparative assessment of on-campus and off-campus students' housing in the University of Ibadan. In the same manner, the techniques used in analysing the

research hypotheses were discussed by justifying the use of such techniques for the study hypotheses and also, in line with the objectives of the study, housing provision, socio-demographic characteristics and a comparative assessment of on-campus and off-campus students' housing in this thesis were discussed.

5.1.1 Socio-Demographic Characteristics

The socio-demographic characteristics of the respondents indicated that there are more male respondents (75.8%) in on-campus housing while off-campus housing has more female respondents (55.5%). The ages of on-campus housing respondents fall between 21-40years representing 56.5%, while the ages of off-campus housing respondents fall between the age of 21-40yrs respectively. 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.

5.1.2 Assessment of Housing on Students' Health Status

In 2009/2010 session, Off-campus students took ill more than their on-campus counterparts: malaria (off-campus 40.3%; on-campus 23.3%); cold/catarrh (off-campus 18.3%; on-campus 16.7%), cholera/diarrhoea (off-campus 16.7%; on-campus 14.9%) and typhoid (off-campus 15.2%; on-campus 14.9%). 64.3% of respondents in on-campus housing compared to 24.8% of respondents in off-campus housing were admitted once at the hospital/clinic. 66.3% of respondents in on-campus housing compared to 60.6% in off-campus housing preferred doctor prescription. 67.1% of respondents in on-campus housing indicated that students' housing affects their health

positively, while 55.5% of respondents in off-campus housing indicated negative. The reported cases of communicable diseases were higher among off-campus students (404 respondents) compared to on-campus students (215 respondents). Illness was higher among off-campus students (64.3%) compared to on-campus students (24.8%, x^2=159.0).

The findings also showed that the explanatory power of the regression models was employed to explain the comparative assessment of on-campus and off-campus students' housing in the University of Ibadan using the aforementioned indices of health status. The regression analysis revealed that students' housing had a negative impact on frequency of illness because on-campus students fell ill less than their off-campus counterparts (β= - 1.815, p= 0.00).

5.1.3 Assessment of Housing on Students' Social Interaction

On-campus housing respondents belong to various religious activities with 52.4% and 33.0% for off-campus housing respondents. On-campus housing respondents associate with their peers or friends representing 58.2% and 59.2% of off-campus housing respondents' associate with their colleagues. With respect to on-campus housing, 51.3% respondents frequently attend their association meetings, while 55.1% of off-campus housing respondents occasionally attend their association meetings. On-campus housing, 49.6% respondents have very cordial relationship with their colleagues/friends, while 67.1% respondents have very cordial relationship with colleagues or friends in off-campus housing. The regression analysis revealed that the on-campus students relative to off-campus students are more likely to participate in religious activities (β= 0.138, p= 0.00), sporting activities (β= 0.203, p= 0.00), and peer group activities (β= 0.346, p= 0.00) compared to ethnic activities.

Students' housing among the students was influenced by such qualities as contact with colleagues, friends, hall mates, flatmates or neighbours, and also by sufficient possibility of privacy in on-campus and off-campus housing. The importance of a

balance of privacy and students contact can also be seen as a necessary balance of individuality and communal life.

5.1.4 Assessment of Housing on Students' Proximity to Lecture

On-campus housing, 58.5% respondents paid between N1-50 for cost of transportation to and from campus per day, while in off-campus housing, 47.7% respondents paid between N51-100 for cost of transportation to and from campus per day. The off-campus students spent more commuting time to lecture (16-30minutes) than the on-campus students (1-15minutes). In on-campus housing respondents representing 64.6% boarded between 1-2 buses/cabs from halls of residence to lecture halls and off-campus housing respondents representing 43.3% boarded between 3-4 cabs/buses from their various houses to lecture halls. 64.8% of respondents in on-campus housing indicated distance affects their proximity positively, while 68.2% of respondents in off-campus housing indicated that distance affects their proximity negatively. The findings also showed that the explanatory power of the regression models was employed to explain the comparative assessment of on-campus and off-campus students' housing in the University of Ibadan using the aforementioned indices of proximity to lecture. On-campus students (64.8%) were more punctual in classes and commute less distance (42.9%) than off-campus students (31.8% and 22.9% respectively, x^2 =69.80). The regression analysis revealed that the effect of students' housing on commuting time to lecture is significant (β= - 0.350, p= 0.012).

Most of the respondents in on-campus housing indicated that distance from the halls positively affected their proximity to lecture, since they stay on-campus and most of the respondents in off-campus housing indicated that distance from their house negatively affected their proximity to lecture.

5.1.5 Assessment of Housing on Students' Academic Performance

Sixty-five percent of respondents in on-campus housing indicated that halls affected their academic performance positively, while 55.2% of respondents in off-campus housing indicated that housing affect their academic performance negatively.

49.8% of respondents in on-campus housing indicated that the key word that motivated them to read is determination, while 39.0% of respondents in off-campus housing indicated that the key word that motivated them to read is determination. 42.7% of respondents in on-campus housing indicated they preferred to read in the library, while 53.8% of respondents in off-campus housing indicated they preferred to read in the library. 43.2% of respondents in on-campus housing indicated that they preferred to learn in the morning, while 35.9% of respondents in off-campus housing indicated that they preferred to learn in the morning. 42.9% of respondents in on-campus housing indicated that they spent not less than 100 hours in the usage of library per semester than 34.4% of respondents in off-campus housing.

The CGPA grading system for undergraduate students is different from that of postgraduate students. On-campus students generally had better academic performance than off-campus students based on the year's CGPA (40.63% against 22.06% made at least second class upper division). On-campus students had better academic performance (average CGPA=4.22) than off-campus students (average CGPA=3.51) with t=8.0. 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.

Other factors may be important in determining students' social interaction, health status, academic performance and proximity to lecture. Such factors may include income level of students/pocket money, method of lecture delivery by lecturers, cost of drugs, quantity and quality of infrastructural facilities in hospital/ clinic, quantity and quality of members of staff in the hospital/ clinic, closure of reading rooms, hostel closure by 12a.m, lack of interest by students in participating in social activities organised by university authorities (inter-departmental games, faculty games, vice-chancellor games and lecturers and students games) among others. Indeed, the study has generated parameters with regard to the nature and

characteristics of students' housing that can be compared with those obtained in other system theory and spatial interaction of students' housing in the world.

The data collected, analysed and interpreted in this study argued that despite the long standing debate about the significance of educational goals and objectives, the tradition of on-campus students' housing still continues and the argument is still much in favour of on-campus residence and university approved off-campus lodging. The advantages of on-campus students' housing which are numerous and interwoven, could be viewed from at least four perspectives. These are the health, social, academic perspectives and proximity to lecture hall.

Most significantly, this study identified the major factors that students considered in analysing quality of their residential environment as: students' housing features / planning standards, waste disposal, hygiene (well-being), crime/safety risks, social, academic, proximity and overcrowding/squatting. These major factors or variables could be classified into different dimensions of students' activities identified by Timmins (2006) and Richter (2004) as the academic, health, proximity, social and psychological. On the basis of these dimensions, by this study, it is discovered that the quality of students' housing in the University of Ibadan as perceived by students is by no means monolithic based on the assessment. It varies along the major dimensions but also between the categories of students' in terms of age, levels and sex. Most significantly, it was observed that the quality of students' housing varies between on- and off-campus housing. The condition of on-campus students' housing is positive, while the condition of off-campus students' housing is negative as a result of the quality on both sides. Hence, the qualities and situations of off-campus housing were found to be deteriorating.

5.2 Contribution to Knowledge

The overall quality of students' housing in the University of Ibadan was investigated and this revealed the existence of diverse challenges with regard to students' housing in the university. The causes and effects of these actions are as a result of acute shortage of students' housing. Gross inadequate students' housing in the university as a result of increase in the population of students has encouraged squatting

within the halls of residence, unhygienic environment, student unrest and overuse of facilities. There are certain preferences and expectations linked to the different stages in life, and also to the period when one is a student. In terms of housing, students have to make decisions as to whether they should live in institutionally provided accommodation or privately rented accommodation, as well as whether they should live in shared housing or alone.

The preferences students have for housing depended very much on what is available on the local housing markets. According to Rugg et al (2002), the rental market of available housing for students does not always provide quality services and students often end up renting low standard accommodation. This is due to high pressure in the housing markets in university cities and students' limited economic resources, but also to their low demands and expectations for their temporary homes. Timmins (2006), explained that student activity is a day-to-day activities (actions) or daily student routines in and out of the university (student social activities: student organization, athletics, academics, social and health). The results (findings) revealed that the biological composition of student is made up of life activities and also concluded that students are actors in a globalizing world. Then students' housing either positively or negatively play a vital role on students in the university in their day-to-day activities. The temporary nature of students' housing is another reason why expectations are low and why unsatisfactory housing conditions can be accepted. Thus, it is likely that students are satisfied with accommodation that would not be perceived as satisfactory by other groups of the population in a more permanent housing situation.

Despite these assumptions, a closer examination of aspects of housing situation showed that students are very aware of the physical conditions of their housing environment and the positive and negative aspects they ascribe to it for their welfare on campus. With respect to students' accommodation, Crease (1970) claim that previous research has not sufficiently acknowledged the fact that students' housing is not a permanent house, even though it is temporary, students' housing is often regarded as "home" by some students. The findings showed that students' housing (on-campus and off-campus housing) could be regarded as their second homes apart from their parental

home. Hence, it is the duty of all stakeholders to improve the quality of life of these students in order to enhance their academic, health performance and social interaction (Omotayo, 2008). Among students living away from their parents for at least a few years, the student accommodation was seen as the main home. The physical aspects play an important role in this context, the adaptability of the physical environment is seen as a means for personalisation and expression of identity.

However, the physical aspect may also have a positive and negative influence on students in terms of health, academic performance, social interaction, housing satisfaction and counteract the development of a home experience, such as when a building is perceived as being institutional (on-campus housing). Institutionality in students' housing was generally seen as a positive and negative aspect in their activities, both in the qualitative and the quantitative influence on the students. Kenyon's study (1999) shows that the future home (off-campus housing) after graduation was seen as the real home and that it would be more important to adjust it to personal wishes than the students' housing.

The built environment influences the degree of privacy and social interaction in residential settings. Aspects of student welfare and the need for contacts among the various inhabitants are probably more important in a student house than in other residential settings. Especially in the case of fresh students, who are used to living with their family around, new students relations need to be established when they move into their halls or houses. Students' housing among the students was influenced by such qualities as contact with colleagues, friends, hall mates, flatmates or neighbours, and also by sufficient possibility of privacy in on-campus and off-campus housing. The importance of a balance of privacy and students contact can also be seen as a necessary balance of individuality and communal life.

The private space plays a significant role for an individual's identity building, and the student phase is a time when personal identity has to be independently developed from the parental home. Having the possibility to be alone and to have a private space to personalise are important aspects in this context. But student background is also important when moving into a student home (off-campus housing).

The findings of off-campus housing showed that communal living of student is given little attention, which was seen as a major drawback of these student residences in terms of academic performance, health and social interaction (Richter, 2004). Mayer's (2002) study acknowledged the fact that students' housing is temporary, but it has effects on students. Student on-campus and campus housing is often regarded to have positive and negative effects on students. The findings show that students' off-campus housing has negative effects on the academic performance, health status, social interaction and proximity to lecture hall. On-campus housing has positive effects on the student academic performance, health, social interaction and proximity to lecture hall.

This helps in the planning of higher institutions, students' housing and its location. This give foresight to the crop of privately owned universities springing up across the country to learn from the older universities such as University of Ibadan and be able to project ahead before they experience an explosion in their population if they must maintain improved students' housing. Despite the fact that there are various factors that can affect students, like choice of course, maturity, age, method of lecture delivery, distance of halls or house to the lecture halls, income level, choice of halls or house, closure of halls, reading rooms and library. Other factors include non-availability of social and health infrastructure, poor management of basic infrastructure within and out of the university campus, nonchalant attitudes by the university staff towards their work, shortage of man-power in the university and inexperienced staff of the university. If these factors are improved upon they will improve the quality of students' housing (Omotayo, 2008).

The concepts and theory reviewed has been able to support the empirical finding of this thesis in providing improvement for students' housing based on a comparative assessment of on-campus and off-campus students' housing in the University of Ibadan. This research shed more light on the compatibility of the students in relation to their similarities and dissimilarities between on-campus and off-campus students in this study. It also served as a useful reference point to housing experts, universities authorities and private owners of houses for further academic research. The highlighted contributions of the thesis are as follows:

i. An understanding of the importance of students in the provision of accommodation in and out of the university environment.

ii An assessment of the characteristics of housing on students in the University of Ibadan using the following variables such as: health status, academic performance, social interaction and proximity to lecture.

iii An assessment of the lack of basic infrastructure in an institutionally provided accommodation or privately rented accommodation.

iv Improvement in the theoretical explanation of system theory and its application in a comparative assessment of on-campus and off-campus students' housing in the University of Ibadan.

v Improvement in the conceptual explanation of spatial interaction and its application in a comparative assessment of on-campus and off-campus students' housing in the University of Ibadan.

5.3 Planning and Policy Implications

According to Omotayo (2008), the rate of growth of the Nigerian University System could be described as phenomenal, doubling every four or five years and probably faster than anywhere else in the world. From a modest enrolment of 3,646 students in 1962/63, the system recorded a student enrolment of 20,889 in 1972/73 rising to 104, 774 in 1982/83. Five years later, that is, in 1987/88 the total enrolment in all Federal and State universities rose to 160, 767 students. By 1962, there were four universities, growing to twelve by 1977 and rising by an additional eight in 1983. In the nineties, Nigeria has a University System consisting sixteen Federal Government owned universities, eight universities owned by State Governments and one military university (Omotayo, 2008).

By August 2010, the number of university has risen to thirty-six universities owned by Federal Government, thirty-one universities owned by State Governments and fifty universities owned by private organizations. With the creation of more universities, there is little or no planning and policy established by government to look into the welfare of the student in terms of student accommodation provision (Sedov, 2004). There is a wide variation in student enrolment within the University System. For

instance, in 1987/88 enrolment figure ranged from a peak of 13,710 students in Ahmadu Bello University, Zaria to the lowest enrolment of 810 students in the University of Technology, Yola. Seven universities enrolled between two and five thousand while six (comprising four universities of technology and two universities of agriculture) had enrolment figures under two thousand. The government policy for funding students' housing and university in general is poor. With the increase in the number of students going to institutions, there is no policy machinery put in place to carter for the well-being of the students (Arimah, 2000).

There is little or no policy to checkmate the existing universities to find out if they abide by the rules and regulations in which they are established. There was a time in Nigeria, when government came up with policy for free education from primary school to tertiary institutions. This was later abolished. There was another time when the students protested for exorbitant tuition fees and accommodation fees and they came up with a policy to subsidize the payment of tuition fees and accommodation fees of the student, which did not see the light of the day. To date, little or nothing has been done in the issue of planning and policy for students' housing in Nigeria (Owolabi, 2006). Insufficient land for the construction of hostels and infrastructure deficiency. There is no arrangement for peak period of parking, setbacks and lack of adequate car park (Owolabi, 2006).

5.4. Conclusion and Recommendations

There are different researches carried out in the western world using aforementioned concepts and theory in the literature. However, there is a dearth of study in the application of these concepts and theory in the Nigerian setting. It is in view of this, that this research embarked on this study to investigate the application of these concepts and theory in the Nigerian setting using the University of Ibadan as a case study. Also researches on students' housing and academic performance, but there is a dearth of study combining academic performance, health status, social interaction and proximity to lecture as being influenced by on-and off-campus students' housing. This study has addressed the issue of combining different variables such as health

status, proximity and social interaction and academic performance as being influenced by on-and off-campus students' housing. It revealed that the on-campus students' housing was more conducive for health, social interaction, proximity and learning than off-campus in the University of Ibadan.

The challenges of students' housing or accommodation in tertiary institutions 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 students' housing development. Universities do have access to primary mortgage institutions for students' 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 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 such as local blocks and bricks for students' 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. Therefore, on-campus accommodation should be increased significantly to cater for the student population in the university, while off-campus accommodation providers should be encouraged to improve on their service delivery. Federal government should encourage private investors to build hostels for

the students by providing long term loans. There should be agreement between the private sectors and university authority in the construction of students housing in-terms of build operate and transfer (BOT). Provision of site for parking cars should be made available within the hostels.

At the inception of the University of Ibadan, the goal was to make the university a residential university with all the associated advantages. This goal was pursued with religious tenacity until the late 1970s. The significance of the research being reported here is that student enrolment in the University of Ibadan (as in most of the other universities, polytechnics and colleges of education in Nigeria) has increased at a much faster rate than the number of bedspaces provided, which they could not actualise.

5.5 Suggestions for Further Research

In investigating how students perceive the situation of their accommodation, several important aspects were identified in their daily activities. As each aspect comprises a broad theoretical background, there is definite potential for a deeper analysis of their meaning with respect to students' housing experience. In relation to the meanings ascribed to various planning aspects. It should be interesting to expand on the knowledge on the meaning of the non-measurable planning aspects of architecture for a home experience of housing in general, and in particular of students' housing and other temporary housing forms (Nylander, 2002).

Few research projects have been conducted on this issue. Aspects of students' housing as a temporary housing form are generally relevant for research on the home experiences of different societal groups and on non-traditional housing forms. In relation to discussions on the changing meanings of homes and the meaning of identity and lifestyles of students for housing, they should be further explored.

In the context of institutional characters, it would be interesting to investigate several students' residences, being described as institutional, from the perspectives of

residents and non-residents. The question of whether institutionality is perceived differently by residents and non-residents could be examined in more detail. The situation in the private housing market for campus life in Nigeria is only peripherally touched on in this work. This market and the problems related to students accommodation, and the consequences of a high concentration of students for urban neighbourhoods in small and medium-sized university cities, should be examined further. In this context, the deliberate location of institutionally provided housing in areas different from those already "affected" by a student concentration should be investigated as one option for addressing these problems. In this context it would be interesting to explore in more detail how, or if, positively perceived planning can balance the choice for a less popular location.

Moreover, the conversion of existing buildings into popular students' housing has been discussed by other research works (Macintyre, 2003; Olatubara et al, 2007; Omotayo, 2008). The case-study building of residential neighbourhood of University of Ibadan is one of Nigeria example in this context. Further examples should be examined as alternatives for providing popular student accommodation. As converted buildings often have unique characteristics associated with typical students' housing, it could be asked if these qualities enhance such aspects as campus life. Bearing in mind the future building processes of students' housing, other perspectives than the campus life are also important. As this thesis has focused on a comparative assessment of on-campus and off-campus students' housing views, investigations into the perspectives of the actors in planning and designing students' housing, such as those of planning, architects and builders, would add other viewpoints on the balance and constraints of economic and planning aspects.

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APPENDIX

DEPARTMENT OF URBAN AND REGIONAL PLANNING

FACULTY OF THE SOCIAL SCIENCES

UNIVERSITY OF IBADAN

QUESTIONNAIRE ON STUDENTS' ON-CAMPUS HOUSING AT THE UNIVERSITY OF IBADAN.

Questionnaire survey for students of University of Ibadan.

Dear Respondent,

The information supplied is purely for research purposes.

A. SOCIO-DEMOGRAPHIC DATA

1. Name of Hall:.....

2. Sex of Respondent: (1) Male □ (2) Female □

3. Marital Status: (1) Single □ (2) Married □ (3) Divorced □ (4) Widow/Widower □

4. Age: (1) < 20yrs □ (2) 20-40yrs □ (3) 41- 60yrs □ (4) >60yrs□

5. Religion: (1) Christianity □ (2) Islam □ (3) African Tradition □ (4) others (specify).....

6. Ethnicity: (1) Yoruba □ (2) Hausa □ (3) Igbo □ (4) Others (specify).....

7. Types of student: (1) Fresh student □ (2) Second year student □ (3) Final year student □

(4) Postgraduate student □□ (5) Third year student □

8. Nationality: (1) Nigerian □ (2) Non-Nigerian □

B. OBSERVATIONAL CHECKLIST IN ASSESSING STUDENTS' HOUSING QUALITIES

9. What type of halls of residence do you live in : (1) Independence □ (2) Ransome Kuti □ (3) Queen India □ (4) Mellanby □ (5) Nnamdi Azikiwe □ (6) Obafemi Awolowo □ (7) Queen Elizabeth II □ (8) Sultan Bello □ (9) Tafawa Balewa □ (10) Tedder □ (11) New Postgraduate □

10. Accommodation Status: (1) Legal Occupant □ (2) Squatter □

11. Is this first time of securing accommodation (1) First time □ (2) Not first time □

12. What is the fee for a bedspace: (1) N1-20,000 □ (2) N21, 000-40,000 □ (3) N41, 000-60,000 □ (4) >N60, 000 □

13. What is the number of students statutorily allocated to a room: (1) 1 □ (2) 2 □ (3) 3 □ (4) 4 □ (5) 5 □ (6) Above 5 □

14. How long have you stayed on-campus: (1) One year □ (2) Two years □ (3) Three years □ (4) Four years □ (5) Above four years □

15. How many students sleep in a room at night: (1) 1 □ (2) 2 □ (3) 3 □ (4) 4 □ (5) Above 4 □

16. Types of facilities in the halls: (1) Toilets/Bathrooms □ (2) Sport □ (3) Water supply □ (4) Electricity □ (5) Laundry □ (6) Cafeteria □ (7) Health (First Aid) □ (8) Common/Reading room/ □ (9) All facilities □

17. What is the number of facilities in your halls of residence: (1) 1 □ (2) 2 □ (3) 3 □ (4) 4 □ (5) 5 □ (6) 6 □ (7) 7 □ (8) 8 □ (9) 9 □

18. Do you think living on-campus affects the students: (1) Affected □ (2) Not affected □

19. Assessment of facilities in Residence

Infrastructural facilities	Fair	Good	Poor	Very Poor
Toilets/Bathrooms				
Health (First Aid)				
Water Supply				
Electricity				
Transportation				
Library/Reading room				
Common/Cafeteria				
Recreational facilities				

20. What is the condition of your window: (1) Good □ (2) Fair □ (3) Poor □

21. Do you have net in your house: (1) Available □ (2) Unavailable □

22. What is the condition of your airspace: (1) Adequate □ (2) More adequate □ (3) Less adequate □

23. What is the residential density of your house: (1) Higher □ (2) Moderate □ (3) Lower □

C. Indices for the Assessment of On-Campus Students' housing

24. In your opinion, how can you rate the students' on-campus housing electricity infrastructural facilities on the students: (1) Satisfactory □ (2) Less Satisfactory □ (3) Highly Satisfactory □ (4) Not Satisfactory □

25. What motivates you to read: (1) When you see others reading □ (2) When exam is coming □ (3) When your parents encourage you □ (4) When you see your result (CGPA) □ (5) Determination □

26. Do you think living on-campus has effect on students' performance: (1) Positively □ (2) Negatively □

27. Where do you read: (1) Reading room □ (2) Library □ (3) Hostel/ Room □

28. When do you read: () Morning □ (2) Afternoon □ (3) Night □

29. How far is your hall of residence from the lecture hall: (1) less than 1km □ (2) 1-2km □ (3) 2-3km □ (4) Above 3km

30. Does the distance of your halls affect your academic performance: (1) Positively □ (2) Negatively □

31. What is your relationship with your lecturers: (1) Cordial □ (2) Very cordial □ (3) Not cordial □

32. Do you think your living condition has affected your academic performance (1) Positively □ (2) Negatively □

33. Have you ever been admitted in the hospital/ clinic: (1) Admitted □ (2) Not admitted □

34. If admitted, which of these communicable diseases have you been diagnosed of recently: (1) Malaria □ (2) Typhoid □ (3) Cholera/ Diarrhoea □ (4) Measles □ (5)

Cold and catarrh □ (6) Pneumonia □ (7) Chicken pox □ (8) Others.....

35. What medical attention do you seek: (1) Self-medication □ (2) Doctor prescription □

36. How often do you fall ill in a year: (1) Once □ (2) Twice □ (3) Thrice □ (4) More than thrice □

37. How many times have you been admitted to the hospital/ clinic: (1) Once □ (2) Twice □ (3) Thrice □ (4) More than thrice □

38. How far is your hall of residence from the hospital/clinic: (1) Less than 1km □ (2) 1-2km □ (3) 2-3km □ (4) Above 3km

39. Does the distance of your halls affect how often you visit the hospital/clinic: (1) Positively □ (2) Negatively □

40. How is your health condition: (1) Satisfactory □ (2) Not satisfactory □ (3) Highly satisfactory □ (4) Less satisfactory □

41. How does your hall of residence affect your health status: (1) Positive □ (2) Negative □

42. How do your social activities affect your campus life: (1) Positively □ (2) Negatively □

43. How do your halls affect your social activities: (1) Positively □ (2) Negatively □

44. Which social activities do you belong: (1) Ethnic groups □ (2) Religious groups □ (3) Sporting groups □ (4) Peer groups □

45. Who are your associates: (1) Friends (Peers) □ (2) Lecturers □ (3) Colleagues

46. How often do you attend your religious meetings (1) Occasionally □ (2) Frequently □ (3) None □

47. Is there any interaction between you and your colleagues/ friends: (1) Interact □ (2) Don't Interact □

48. What is your relationship with your colleagues/ friends: (1) Cordial □ (2) Very cordial □ (3) Not cordial □

49. How often do you visit your colleagues/friends: (1) Occasionally □ (2) Frequently □ (3) None □

50. What is your mode of relaxation: (1) Sport □ (2) Watching Films □ (3) Sleeping □ (4) Reading □

51. How far is your hall of residence from your place of social activities: (1) Less than 1km □ (2) 1-2km □ (3) 2-3km □ (4) Above 3km

52. Does the distance from your halls affect your proximity to lecture: (1) Positively □ (2) Negatively □

53. What is the cost of transportation to and from campus per day: (1) N1-50 □ (2) N51-100 □ (3) N101-150 □ (4) N151-200 □ (5) N201-250 □ (6) N251-300 □ (7) N301-350 □ (8) >N350 □

54. The commuting time to lecture: (1)1-15mins □ (2) 16-30mins □ (3) 31-45mins □ (4) 46- 60mins □ (5) >60mins □

55. The number of buses/cabs/okada taken from campus: (1) 1-2 □ (2) 3-4 □ (3) 5-6 □ (4) > 6 □

56. What is your CGPA in the last session.....

57. The maximum hours in library usage per semester: (1)100 □ (2) 80 □ (3) 60 □ (4) 40 □ (5) 20 □

DEPARTMENT OF URBAN AND REGIONAL PLANNING

FACULTY OF THE SOCIAL SCIENCES

UNIVERSITY OF IBADAN

QUESTIONNAIRE ON STUDENTS OFF-CAMPUS HOUSING AT THE UNIVERSITY OF IBADAN (ADJOINING RESIDENTIAL NEIGHBOURHOODS).

Questionnaire survey for students of University of Ibadan

Dear Respondent,

The information supplied is purely for research purposes.

A. SOCIO-DEMOGRAPHIC AND HOUSING DATA

1. Address:.....

2. Sex of Respondent: (1) Male □ (2) Female □

3. Marital Status: (1) Single □ (2) Married □ (3) Divorced □ (4) Widow/Widower □

4. Age: (1) < 20yrs □ (2) 20-40yrs □ (3) 41- 60yrs □ (4) >60yrs□

5. Religion: (1) Christianity □ (2) Islam □ (3) African Tradition □ (4) others (specify).....

6. Ethnicity: (1) Yoruba □ (2) Hausa □ (3) Igbo □ (4) Others (specify).....

7. Nationality: (1) Nigerian □ (2) Non-Nigerian □

8. Types of student: (1) Fresh student □ (2) Second year student □ (3) Final year student □

(4) Third year student □□ (5) Postgraduate student □

B. OBSERVATIONAL CHECKLIST IN ASSESSING STUDENTS' HOUSING QUALITIES

9. What is the number of habitable rooms in this house: (1) 1-2 □ (2) 3-4 □(3) 5-6 □(4) 7-8 □ (5) Above 8 □

10. What is the number of families living in this house: (1) 1-2 □ (2) 3-4 □(3) 5-6 □(4) 7-8 □ (5) Above 8 □

11. What is the total number of students living in this house: (1) 1-2 □ (2) 3-4 □(3) 5-6 □(4) 7-8 □ (5) Above 8 □

12. How accommodation was secured: (1) Student-agents □ (2) Friends □ (3) Parents/relations □

(4) Advertisements □ (5) Lecturers □ (6) Self effort □ (7) Others (specify).....

13. Accommodation status: (1) Landlords (House inherited by students) □ (2) Tenants □

14. Types of house: (1) Semi-flat □ (2) Single room □ (3) Flat □ (4) Others (specify).....

15. Types of facilities in the Residence: (1) Toilets/Bathrooms □ (2) Common rooms □ (3) Water supply □ (4) Electricity □ (5) Laundry □ (6) Cafeteria/Kitchenette □ (7) All facilities □

16. What is the number of facilities in your house: (1) 1 □ (2) 2 □ (3) 3 □ (4) 4 □ (5) 5 □ (6) 6 □ (7) 7 □

17. Assessment of facilities in Off-Campus Housing

Facilities	Very Good	Good	Fair	Very Poor	Poor
Toilets/Bathrooms					
Common rooms					
Water Supply					
Electricity					
Laundry					
Cafeteria/Kitchenette					

18. What is the condition of your window: (1) Good □ (2) Fair □ (3) Poor □

19. Do you have net in your house: (1) Available □ (2) Unavailable □

20. What is the condition of your airspace: (1) Adequate □ (2) More adequate □ (3) Less adequate □

21. What is the residential density of your house: (1) Higher □ (2) Moderate □ (3) Lower □

C. Indices for the Assessment of Off-Campus Students' housing

22. What is your rent per month: (1) N1-20,000 □ (2) N21, 000-40,000 □(3) N41, 000-60,000 □ (4) >N60, 000 □

23. What is the cost of transportation to and from campus per day: (1) N1-50 □ (2) N51-100 □ (3) N101-150 □ (4) N151-200 □ (5) N201-250 □ (6) N251-300 □ (7) N301-350 □ (8) >N350 □

24. What is the commuting time to lecture: (1)1-15mins □ (2) 16-30mins □ (3) 31-45mins □ (4) 46-60mins □ (5) >60mins □

25. Do you support off-campus Accommodation: (1) Supported □ (2) Not supported □

26. In your opinion, how can you rate the students off-campus housing condition: (1) Satisfactory □ (2) Less Satisfactory □ (3) High Satisfactory □ (4) Not Satisfactory □

27. What is your CGPA in the last session.....

28. What motivates you to read: (1) When you see others reading □ (2) When exam is coming □ (3) When your parents encourage you □ (4) When you see your result (CGPA) □

(5) Determination □

29. Where do you read: (1) Reading room □ (2) Library □ (3) Room □

30. When do you read: () Morning □ (2) Afternoon □ (3) Night □

31. Do you think living off-campus has effect on students' performance: (1) Positively □ (2) Negatively □

32. Does the distance of your house affect your academic performance: (1) Positively □ (2) Negatively □

33. How far is your house from the lecture hall: (1) Less than 1km □ (2) 1-2km □ (3) 2-3km □ (4) Above 3km

34. What is your relationship with your lecturers: (1) Cordial □ (2) Very cordial □ (3) Not cordial □

35. Do you think your living condition has affected your academic performance (1) Positively □ (2) Negatively □

36. Have you been admitted in the hospital/ clinic: (1) Admitted □ (2) Not admitted □

37. If admitted, which of these communicable diseases have you been diagnosed of recently: (1) Malaria □ (2) Typhoid □ (3) Cholera/Diarrhoea □ (4) Measles □ (5) Cold and catarrh □ (6) Pneumonia □ (7) Chicken pox □ (8) Others.....

38. What medical attention do you seek: (1) Self medication (2) Doctor prescription

39. How often do you fall ill in a year: (1) Once □ (2) Twice □ (3) Thrice □ (4) More than thrice □

40. How many times have you been admitted to the hospital/ clinic: (1) Once □ (2) Twice □ (3) Thrice □ (4) More than thrice □

41. How far is your house from the hospital/clinic: (1) Less than 1km □ (2) 1-2km □ (3) 2-3km □ (4) Above 3km

42. Does the distance of your house affect how often you visit the hospital/clinic: (1) Positively □ (2) Negatively □

43. How is your health condition: (1) Satisfactory □ (2) Not satisfactory □ (3) Highly satisfactory □ (4) Less satisfactory □

44. How does your house affect your health status: (1) Positive □ (2) Negative □

45. How do your social activities affect your life: (1) Positively □ (2) Negatively □

46. How does your house affect your social activities: (1) Positively □ (2) Negatively □

47. Which social activities do you belong to: (1) Ethnic groups □ (2) Religious groups □ (3) Sporting groups □ (4) Peer groups □

48. Who are your associates: (1) Friends (Peers) □ (2) Lecturers □ (3) Colleagues □

49. How often do you attend your religious meetings (1) Occasionally □ (2) Frequently □ (3) None □

50. Is there any interaction between you and your colleagues /friends: (1) Interact □ (2) Don't Interact □

51. What is your relationship with your colleagues/ friends: (1) Cordial □ (2) Very cordial □ (3) Not cordial □

52. How often do you visit your colleagues/friends: (1) Occasionally □ (2) Frequently □ (3) None □

53. What is your mode of relaxation: (1) Sport □ (2) Watching Films □ (3) Sleeping □ (4) Reading □

54. How far is your house from your place of social activities: (1) Less than 1km □ (2) 1-2km □ (3) 2-3km □ (4) Above 3km □

55. Does the distance from your house affect your proximity to lectures: (1) Positively □ (2) Negatively □

56. The number of buses/cabs/okada boarded to campus: (1) 1-2 □ (2) 3-4 □ (3) 5-6 □ (4) > 6 □

57. The maximum hours in library usage per semester: (1)100 □ (2) 80 □ (3) 60 □ (4) 40 □ (5) 20 □

58. In your opinion, how can you rate the students' on-campus housing electricity infrastructural facilities on the students: (1) Satisfactory □ (2) Less Satisfactory □ (3) Highly Satisfactory □ (4) Not Satisfactory □

FREQUENCY TABLE OF ON-CAMPUS AND OFF-CAMPUS HOUSING

VARIABLES=Sex Marital Age Religion Ethnicity Student Nationality Halls
Accommodation Securing Bedspace Allocation Oncampus Sleep Facilities
Social Library Health Water Electricity Transportation Reading Cafeteria
Recreation Opinion Motivation StudentPerform WhereRead WhenRead Far
Distance Relationship livingcondition Ailments Oftenills Medical Attent
Admitted Times FarHospital Distancehospital Healthcondit Healthstatus
Sociallife Socialactivities Association Associates Meetings Interaction
Relations Visit Mode Farhall Distancepunctal Transport Timelecture Buses
CGPA NumberFacili
/ORDER= ANALYSIS .

Table 4.1: Age, Status and Ethnicity of Respondents

	On-Campus housing Frequency	Percentage	Off-Campus housing Frequency	Percentage
Age of Respondents				
< 20yrs	127	36.6	210	32.1
21-40yrs	196	56.5	312	47.7
41-60yrs	17	4.9	60	9.2
> 60yrs	7	2.0	72	11.0
Total	347	100	654	100
Status of Respondents				
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
Postgraduate student	68	19.6	96	14.7
Total	347	100	654	100
Ethnicity of Respondents				
Yoruba	209	60.2	301	46.0
Hausa	30	8.6	60	9.2
Igbo	65	18.7	188	28.7
Others	43	12.5	105	16.1
Total	347	100	654	100

Table 4.2: Nationality, Gender, Marital Status and Religion of Respondents

	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Nationality				
Nigerian	338	97.4	594	90.8
Non-Nigerian	9	2.6	60	9.2
Total	347	100	654	100
Gender of Respondents				
Male	263	75.8	363	55.5
Female	84	24.2	291	44.5
Total	347	100.0	654	100.0
Religion of Respondents				
Christianity	242	69.7	366	56.0
Islam	78	22.5	169	25.8
African Tradition	19	5.5	48	7.3
Others	8	2.3	71	10.9
Total	347	100	654	100
Marital Status of Respondents				
Single	304	87.6	374	57.2
Married	38	11.0	220	33.6
Divorced	2	.6	24	3.7
Widow/Widower	3	.8	36	5.5
Total	347	100	654	100

The Method of Securing Accommodation (Off-campus housing)

Method of securing accommodation

	Frequency	Percentage
House-agents	259	39.6
Friends	192	29.4
Parents/relations	24	3.6
Advertisements	47	7.2
Lecturers	36	5.5
Self-effort	60	9.2
Others	36	5.5
Total	654	100.0

Accommodation Status (On-campus housing)

Accommodation status	Frequency	Percentage
Legal Occupant	283	81.6
Squatter	64	18.4
Total	347	100.0

The Fee for a Bedspace (On-campus housing)

Fee for a bedspace	Frequency	Percentage
< N20,000	263	75.8
N21,000-40,000	66	19.0
N41,000-60,000	4	1.2
>60,000	14	4.0
Total	347	100.0

The House Rent Per Annum (Off-campus housing)

House rent per annum	Frequency	Percentage
< N20,000	249	38.1
N21,000-40,000	159	24.3
N41,000-60.000	198	30.3
> N60,000	48	7.3
Total	654	100.0

The Type of House (Off-campus housing)

Types of house	Frequency	Percentage(%)
Semi-flat	151	23.1
Single room	323	49.4
Flat	96	14.7
Others	84	12.8
Total	654	100.0

The Length of Time Stayed in On-Campus (On-campus housing)

Length of time stayed in on-campus	Frequency	Percentage
One year	157	45.2
Two years	105	30.3
Three years	51	14.7
Four years	20	5.8
Above four years	14	4.0
Total	347	100.0

The Number of Students Who Sleep in a Room at Night (On-campus housing)

Number of students who sleep in a room at night	Frequency	Percentage
1	50	14.4
2	185	53.3
3	79	22.8
4	19	5.5
Above 4	14	4.0
Total	347	100.0

Facilities	Good	Fair	Poor	Very Poor	Total
Toilets/Bathrooms	94(27.1%)	232(66.9%)	7(2.0%)	14(4.0%)	347(100%)
Recreational	118(34.0%)	176(50.7%)	17(4.9%)	36(10.4%)	347(100%)
Water supply	89(25.6%)	237(68.3%)	9(2.6%)	12(3.5%)	347(100%)
Electricity	76(21.9%)	245(70.6%)	7(2.0%)	19(5.5%)	347(100%)
Reading room/Library	117(33.7%)	201(57.9%)	8(2.3%)	21(6.1%)	347(100%)
Common room/ Cafeteria	97(28.0%)	192(55.3%)	26(7.5%)	32(9.2%)	347(100%)
Health (First Aid)	111(32.0%)	208(59.9%)	12(3.5%)	16(4.6%)	347(100%)
Transportation	103(29.7%)	197(56.8%)	20(5.8%)	27(7.8%)	347(100%)
Overall Average	100(28.81%)	211(60.81%)	14(4.03%)	22(6.34%)	347(100%)

Assessment of Hall Facilities (On-campus housing)

Assessment of House Facilities (Off-campus housing)

Facilities	Very Good	Good	Fair	Very Poor	Poor	Total
Toilets/Bathrooms	75(11.5%)	65(9.9%)	143(21.9%)	70(10.7%)	301(46.0%)	654(100%)
Common rooms	88(13.5%)	83(12.7%)	163(24.9%)	70(10.7%)	250(38.2%)	654(100%)
Water supply	72(11.0%)	76(11.8%)	89(13.6%)	241(36.9%)	176(26.9%)	654(100%)
Electricity	70(10.7%)	91(13.9%)	68(10.4%)	231(35.3%)	194(29.7%)	654(100%)
Laundry	98(15.0%)	94(14.4%)	141(21.6%)	58(8.9%)	263(40.2%)	654(100%)
Cafeteria/Kitchenette	92(14.1%)	77(11.8%)	125(19.1%)	129(19.7%)	231(35.3%)	654(100%)
Overall Average	83(12.69%)	81(12.39%)	121(18.50%)	134(20.49%)	235(35.93%)	654(100%)

Living On-Campus Affects the Students (On-campus housing)

living on-campus affects the Students	Frequency	Percentage
Affected	264	76.1
Not Affected	83	23.9
Total	347	100.0

Rate the Students on-and off-campus housing Electricity Infrastructural Facilities on The Students.

Rating the students on-	On-Campus Housing		Off-Campus housing	
and off-campus housing electricity infrastructural facilities on the students	Frequency	Percentage	Frequency	Percentage
Highly Satisfactory	20	5.8	57	8.7
Satisfactory	206	59.4	171	26.1
Less Satisfactory	34	9.8	102	15.6
Not Satisfactory	87	25.0	324	49.6
Total	347	100.0	654	100.0

The Living Condition has Affected Academic Performance

	On-Campus Housing		Off-Campus housing	
Living condition has affected academic performance	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

Motivation to Read

What motivates you tc 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	654	100.0

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

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

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

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

Relationship with their Lecturers

Admission of Respondents in the Hospital/Clinic

Admission of respondents in the hospital/clinic	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Admitted	215	38.0	404	61.8
Not admitted	132	62.0	250	38.2
Total	347	100.0	654	100.0

Diagnosed Ailments of Admitted Students

Communicable Diseases	On-Campus Housing		Off-Campus Housing	
	Frequency	Percentage	Frequency	Percentage
Malaria	50	23.3	163	40.3
Typhoid	32	14.9	61	15.2
Cholera/Diarrhoea	32	14.9	68	16.7
Measles	15	7.0	8	2.0
Cold and catarrh	36	16.7	74	18.3
Pneumonia	18	8.4	14	3.5
Chicken pox	17	7.9	8	2.0
Others	15	7.0	8	2.0
Total	215	100.0	404	100.0

Period of Illness in a Year

Period of illness	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Once	223	64.3	162	24.8
Twice	55	15.8	246	37.5
Thrice	34	9.8	175	26.8
More than thrice	35	10.1	71	10.9
Total	347	100.0	654	100.0

Medical Attention

Medical attention	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Self-medication	117	33.7	258	39.4
Doctor prescription	230	66.3	396	60.6
Total	347	100.0	654	100.0

Distance Affects Visit to the Hospital/Clinic

	On-Campus Housing		Off-Campus housing	
Distance affects visit to the hospital/clinic	Frequency	Percentage	Frequency	Percentage
Positively	191	55.0	294	45.0
Negatively	156	45.0	360	55.0
Total	347	100.0	654	1 00.0

The Health Condition of Respondents

Health condition	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Highly Satisfactory	143	41.2	81	12.4
Satisfactory	87	25.1	370	56.6
Less Satisfactory	30	8.6	52	8.0
Not Satisfactory	87	25.1	151	23.0
Total	347	100.0	654	100.0

House/Halls Affect Health Status

House/halls affect health status	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Positively	233	67.1	291	44.5
Negatively	114	32.9	363	55.5
Total	347	100.0	654	100.0

The House/Halls Affect Social Activities

Social activities affect campus life	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Positively	282	81.3	214	32.7
Negatively	65	18.7	440	67.3
Total	347	100.0	654	100.0

Class of Social Activities

Social Activities	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Ethnic groups	35	10.1	166	25.4
Religious groups	182	52.4	216	33.0
Sporting groups	96	27.7	177	27.1
Peer groups	34	9.8	95	14.5
Total	347	100.0	654	100.0

Type of Associates

Associates	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Friends (Peers)	202	58.2	183	28.0
Lecturers	17	4.9	84	12.8
Colleagues	128	36.9	387	59.2
Total	347	100.0	654	100.0

Attendance at Religious Meetings

Religious Meetings	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Occasionally	132	38.0	360	55.1
Frequently	178	51.3	222	33.9
None	37	10.7	72	11.0
Total	347	100.0	654	100.0

The Interaction with Colleagues/Friends

Interaction with colleagues/friends	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Interact	310	89.3	511	78.1
Don't Interact	37	10.7	143	21.9
Total	347	100.0	654	1 00.0

The Relationship with Your Colleagues/Friends

Relationship with their colleagues/friends	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Very cordial	172	49.6	439	67.1
Cordial	141	40.6	144	22.0
Not cordial	34	9.8	71	10.9
Total	347	100.0	654	100.0

The Interaction with Colleagues/Friends

Visitation of colleagues/friends	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Occasionally	139	40.1	93	14.2
Frequently	179	51.6	466	71.3
None	29	8.3	95	14.5
Total	347	100.0	654	100.0

The Mode of Relaxation

Mode of relaxation	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Sport	74	21.3	106	16.2
Watching films	76	21.9	83	12.7
Sleeping	144	41.5	359	54.9
Reading	53	15.3	106	16.2
Total	347	100.0	654	100.0

The Distance from the House/Halls Affect Proximity to Lecture

Distance from the house/halls affect proximity to lecture	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
Positively	225	64.8	208	31.8
Negatively	122	35.2	446	68.2
Total	347	100.0	654	1 00.0

The Cost of Transportation To and Fro from Campus Per Day in On-and off-campus housing

The cost of transportation to and fro from campus per day in on- and off-campus housing	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
N1-50	203	58.5	126	19.3
N51-100	79	22.8	312	47.7
N101-150	22	6.3	36	5.5
N151-200	8	2.3	36	5.5
N201-250	3	.9	36	5.5
N251-300	7	2.0	36	5.5
N301-350	15	4.3	24	3.7
>N350	10	2.9	48	7.3
Total	347	100.0	654	100.0

The Commuting Time to Lecture

The commuting time to Lecture	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
1-15mins	149	42.9	150	22.9
16-30mins	60	17.3	225	34.4
31-45mins	46	13.3	151	23.1
46-60mins	33	9.5	46	7.1
>60mins	59	17.0	82	12.5
Total	347	100.0	654	100.0

The number of trip (buses/cabs) boarded to and from campus	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
1-2	224	64.6	174	26.6
3-4	77	22.2	283	43.3
5-6	12	3.4	106	16.2
> 6	34	9.8	91	13.9
Total	347	100.0	654	100.0

The Number of Trip (Buses/Cabs) Boarded To and From Campus

The CGPA of 2009/2010 Session (On-campus housing)

		Undergraduate Grades					Postgraduate Grades				
S/N	Halls of Residence	Pass 1.00-1.59	3rd Class 1.60-2.59	2nd Class Lower 2.60-4.59	2nd Class Upper 4.60-5.99	1st Class 6.00-7.00	Pass 40.00-49.99	M.Phil. 50.00-54.99	M.Phil/Ph.D 55.00-59.99	Ph.D 60.00-100.00	Total
1	Independence	3(7.89%)	7(18.42%)	11(28.94%)	12(31.58%)	5(13.16%)	-	-	-	-	38(10.95%)
2	Ransome Kuti	3(8.33%)	5(13.89%)	9(25%)	14(38.89%)	5(13.89%)	-	-	-	-	36(10.37%)
3	Queen Idia	2(6.90%)	6(20.69%)	9(31.03%)	9(31.03%)	3(10.34%)	-	-	-	-	29(8.36%)
4	Mellanby	1(3.23%)	5(16.13%)	8(25.81%)	13(41.94%)	4(12.90%)	-	-	-	-	31(8.93%)
5	Nnamdi Azikiwe	4(10%)	7(17.5%)	11(27.5%)	13(32.5%)	5(12.5%)	-	-	-	-	40(11.53%)
6	Obafemi Awolowo	1(3.23%)	2(6.45%)	7(22.58%)	7(22.58%)	2(6.45%)	1(3.23%)	2(6.45%)	2(6.45%)	7(22.58%)	31(8.93%)
7	Queen Elizabeth II	1(4.17%)	5(20.83%)	10(41.67%)	6(25%)	2(8.33%)	-	-	-	-	24(6.92%)
8	Sultan Bello	1(4.17%)	3(12.5%)	5(20.83%)	10(41.67%)	5(20.83%)	-	-	-	-	24(6.92%)
9	Tafawa Balewa	-	-	-	-	-	-	-	12(44.44%)	15(55.55%)	27(7.78%)
10	Tedder	1(3.33%)	4(13.33%)	6(20%)	14(46.67%)	5(16.67%)	-	-	-		30(8.65%)
11	New Postgraduate Hall	-	-	-	-	-	3(12.5%)	2(8.33%)	7(29.17%)	12(50%)	24(6.92%)
12	Alexander Brown Hall	1(7.69%)	2(15.38%)	3(23.08%)	5(38.46%)	2(15.38%)	-	-	-	-	13(3.75%)
	Total	18(5.19%)	46(13.26%)	79(22.77%)	103(29.68%)	38(10.95%)	4(1.15%)	4(1.15%)	21(6.05%)	34(9.80%)	347 (100%)

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

		Undergraduate Grades					Postgraduate Grades				
S/N	Off-Campus Hostels and Private Houses	Pass division	3rd Class division	2nd Class lower division	2nd Class Upper division	1st Class division	Pass	M.Phil.	M.Phil. / Ph.D	Ph.D	Total
		1.00-1.59	1.60-2.59	2.60-4.59	4.60-5.99	6.00-7.00	40.00-49.99	50.00-54.99	55.00-59.99	60.00-100.00	
1	Dr.Aighoje Hostel	1(16.67%)	1(16.67)	1(16.67%)	1(16.67%)	1(16.67%)	-	1(16.67%)	-	-	6(0.92%)
2	Ajike Hostel	-	3(25%)	4(33.33%)	3(25%)	-	-	-	1(8.33%)	1(8.33%)	12(1.83%)
3	Achievers Girls Hostel	-	3(37.5%)	1(12.5%)	2(25%)	1(12.5%)	-	-	-	1(12.5%)	8(1.22%)
4	Olayinka Hostel	1(20%)	1(20%)	1(20%)	1(20%)	-	-	-	1(20%)	-	5(0.76%)
5	Ile-eja Hostel	-	3(30%)	3(30%)	3(30%)	-	1(10%)	-	-	-	10(1.53%)
6	Luxury Hostel	1(25%)	1(25%)	1(25%)	1(25%)	-	-	-	-	-	4(0.61%)
7	Ramat Hostel	-	2(20%)	3(30%)	3(30%)	-	-	-	1(10%)	1(10%)	10(1.53%)
8	Banuso Hostel	-	1(25%)	1(25%)	1(25%)	-	-	-	1(25%)	-	4(0.61%)
9	Derano	1(20%)	1(20%)	1(20%)	-	-	-	1(20%)	-	1(20%)	5(0.76%)

	Hostel										
10	Movas Hostel	-	1(25%)	1(25%)	1(25%)	-	-	-	-	1(25%)	4(0.61%)
11	Dada Hostel	1(25%)	1(25%)	1(25%)	-	-	1(25%)	-	-	-	4(0.61%)
12	Ayun Hostel	-	3(37.5%)	2(25%)	3(37.5%)	-	-	-	-	-	8(1.22%)
13	Bova Hostel	-	3(42.86%)	1(14.29%)	3(42.86%)	-	-	-	-	-	7(1.07%)
14	Amowo Hostel	1(20%)	1(20%)	1(20%)	1(20%)	-	-	1(20%)	-	-	5(0.76%)
15	Simcas Hostel	1(20%)	1(20%)	2(40%)	1(20%)	-	-	-	-	-	5(0.76%)
16	Moremi Hostel	-	1(25%)	1(25%)	1(25%)	-	1(25%)	-	-	-	4(0.61%)
17	Oniyaro Hostel	-	3(50%)	1(16.67%)	2(33.33%)	-	-	-	-	-	6(0.92%)
18	Mouka Hostel	1(20%)	1(20%)	1(20%)	1(20%)	-	-	1(20%)	-	-	5(0.76%)
19	Gracilias Hostel	-	3(50%)	1(16.67%)	2(33.33%)	-	-	-	-	-	6(0.92%)
20	Laurel Hostel	-	3(60%)	1(20%)	1(20%)	-	-	-	-	-	5(0.76%)
21	Davidof Hostel	-	1(25%)	1(25%)	1(25%)	-	-	1(25%)	-	-	4(0.61%)
22	Anchorage-Quarters		3(30%)	4(40%)	2(20%)	-	-	-	-	1(10%)	10(1.53%)

23	Agbowo	15(9.61%)	33(21.15%)	45(28.85%)	23(14.74%)	14(8.97%)	12(7.69%)	11(7.05%)	-	3(1.92%)	156(23.85%)
24	Apete	1(4%)	3(12%)	14(56%)	3(12%)	2(8%)	1(4%)	-	-	1(4%)	25(3.82%)
25	Ojoo	5(15.63%)	4(12.5%)	12(37.5%)	3(9.38%)	-	-	-	4(12.5%)	4(12.5%)	32(4.89%)
26	Bodija	-	2(20%)	3(30%)	3(30%)	-	-	1(10%)	-	1(10%)	10(1.53%)
27	Orogun	5(10.42%)	7(14.58%)	14(29.17%)	7(0.46%)	-	5(10.42%)	-	5(10.42%)	5(10.42%)	48(7.34%)
28	Olororo	6(13.04%)	10(02174%)	17(36.96%)	7(15.22%)	-	-	-	-	6(13.04%)	46(7.03%)
29	Ajibode	9(10.71%)	11(13.09%)	20(23.81%)	11(13.09%)	12(14.29%)	10(11.90%)	-	-	11(13.09%)	84(12.84%)
30	Samonda	5(9.26%)	10(18.52%)	17(31.48%)	7(12.96%)	5(9.26%)	-	-	5(9.26%)	5(9.26%)	54(8.26%)
31	Sango	-	7(17.07%)	16(39.02%)	8(19.51%)	-	-	5(12.20%)	-	5(12.20%)	41(6.27%)
32	Basorun	1(4.76%)	2(9.52%)	12(57.14%)	3(14.29%)	1(4.76%)	-	-	1(4.76%)	1(4.76%)	21(3.21%)
	Total	55(8.41%)	130(19.88%)	204(31.19%)	109(16.67%)	36(5.39%)	31(4.74%)	22(3.36%)	19(2.91%)	48(7.34%)	654 (100%)

The Maximum Hours in Library usage

Hours in Library usage (Hours)	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage	Frequency	Percentage
100	149	42.9	46	7.1
80	59	17.0	82	12.5
60	46	13.3	150	22.9
40	33	9.5	151	23.1
20	60	17.3	225	34.4
Total	347	100.0	654	100.0

TESTING OF HYPOTHESIS

Ordinal Regression- Health Status

* Ordinal logistic regression.

* y: Health Status [Q3_HS] - "How often do you fall ill in a year"
x: Residence status [Q1_RES],
Mode of relaxation [Q7_MOD],
number living in place of residence [Q8_NOS],
number of facility [Q9_FAC],
distance from hospital [Q10_DistHos].

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	2055.579			
Final	1813.061	242.518	9	.000

Link function: Logit.

Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q3_HS = 1.00]	-2.829	.310	83.296	1	.000	-3.437	-2.222
	[Q3_HS = 2.00]	-1.288	.299	18.521	1	.000	-1.875	-.701
	[Q3_HS = 3.00]	.189	.302	.393	1	.531	-.402	.781
Location	OnCampus	-1.815	.166	119.766	1	.000	-2.140	-1.490
	RelaxSport	-1.809	.197	84.306	1	.000	-2.195	-1.423
	RelaxWatching	-.332	.177	3.511	1	.061	-.679	.015
	RelaxReading	-.446	.178	6.309	1	.012	-.794	-.098
	Q8_NOS	-.321	.059	30.078	1	.000	-.436	-.206
	Q9_FAC	.037	.025	2.257	1	.133	-.011	.086
	DistHosTwo	-.294	.149	3.888	1	.049	-.586	-.002
	DistHosThree	-.411	.200	4.218	1	.040	-.803	-.019
	DistHosFourPlus	.256	.210	1.489	1	.222	-.155	.666

Link function: Logit.

Ordinal Logit Regression Results showing the Prediction of Health Status using Residence Status and Other Variables.

		Estimate	p-value
Residence status			
	On-campus Residence	-1.815	0.000
	Off-campus Residence		
What is your mode of relaxation			
	Sport	-1.809	0.000
	Watching films	-0.332	0.061
	Sleeping		
	Reading	-0.446	0.012
Number of students statutorily allocated to a room			
		-0.321	0.000
What is the number of facilities in your hall			
		0.037	0.133
How far is your hall of residence from the hospital/clinic			
	less than 1km		
	1-2km	-0.294	0.04
	2-3km	-0.411	0.04
	Above 3km	0.256	0.222
Diagnostics			
	$\chi 2$	242.518***	
	-2 log likelihood	1813.061	

The significance marker are denoted thus: 0 *** 0.001 ** 0.01 * 0.05 1

Ordinal Regression – Proximity

y: Proximity [Q5_PROX]- "The commuting time to lecture"
x: Residence status [Q1_RES],
lecture hall distance to place of residence [Q14_disLect],
cost of transportation [Q13_cost].

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	1801.507			
Final	1489.422	312.085	14	.000

Link function: Logit.

Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[PROX01_15 = 1.00]	-.171	.142	1.447	1	.229	-.451	.108
	[PROX16-30 = 2.00]	1.274	.149	73.020	1	.000	.982	1.566
	[PROX31-45 = 3.00]	2.471	.166	221.009	1	.000	2.145	2.797
	[PROX46-60 = 4.00]	3.183	.181	309.854	1	.000	2.829	3.537
Location	OnCampus	-.215	.149	2.103	1	.147	-.507	.076
	COST001050	.194	.153	1.603	1	.205	-.106	.494
	COST101150	2.121	.270	61.755	1	.000	1.592	2.650
	COST151200	-1.544	.370	17.379	1	.000	-2.270	-.818
	COST201251	1.154	.320	12.984	1	.000	.526	1.781
	COST251300	.574	.337	2.905	1	.088	-.086	1.234
	COST301350	.812	.355	5.220	1	.022	.115	1.509
	COST350Plus	1.572	.356	19.483	1	.000	.874	2.269
	LECLess1	-.213	.163	1.698	1	.192	-.532	.107
	LEC23	.908	.184	24.271	1	.000	.547	1.270
	LECMore3	-.163	.239	.468	1	.494	-.632	.305

Link function: Logit.

Ordinal logit regression Results showing the prediction of Proximity using Residence Stat and other variables.

		Estimate	p-value
Residence status			
	On-campus Residence	-0.350	0.012
	Off-campus Residence		
What is the cost of transportation to and from campus per day			
	N1-50	0.139	0.359
	N51-100		
	N101-150	2.021	0.000
	N151-200	0.061	0.838
	N201-250	1.131	0.000
	N251-300	1.646	0.000
	N301-350	1.973	0.000
	>N350	2.418	0.000
How far is your hall of residence from the lecture hall			
	less than 1km	-0.089	-0.402
	1-2km		
	2-3km	0.957	0.612
	Above 3km	-0.163	0.591
Diagnostics			
	$\chi 2$	232.227***	
	-2 log likelihood	1158.784	

The significance marker are denoted thus: 0 *** 0.001 ** 0.01 * 0.05 1

Independent Samples Test

Undergraduate or Postgraduate?			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Undergraduate	What is your CGPA in the last session	Equal variances assumed	85.669	.000	-8.006	902	.000	-.70743	.08836	-.88085	-.53400
		Equal variances not assumed			-7.186	459.804	.000	-.70743	.09845	-.90090	-.51396
Postgraduate	What is your CGPA in the last session	Equal variances assumed	1.045	.309	-.806	95	.422	-1.12850	1.39938	-3.90662	1.64962
		Equal variances not assumed			-.812	94.709	.419	-1.12850	1.39018	-3.88846	1.63146

Students t-Test for Academic Performance (On-Campus and Off-Campus Housing)

Comparison of CGPA among On-campus and Off-campus students

	N	Mean	Standard Deviation	t	Sig.
Off-campus Residence	602	3.51	1.09	8.006	.000
On-campus Residence	302	4.22	1.53		

Multinominal Logistic Regression – Social Interaction

Model Fitting Information

Model	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	1699.233			
Final	1120.913	578.320	36	.000

Pseudo R-Square

Cox and Snell	.439
Nagelkerke	.473
McFadden	.221

Likelihood Ratio Tests

Effect	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood of Reduced Model	Chi-Square	df	Sig.
Intercept	1171.893	50.980	3	.000
OnCampus	1248.093	127.180	3	.000
FAR12	1151.272	30.359	3	.000
FAR23	1165.947	45.034	3	.000
FARMore3	1167.853	46.940	3	.000
METFrequently	1142.861	21.948	3	.000
METNone	1146.875	25.962	3	.000
ASSFriend	1182.549	61.636	3	.000
ASSLecturer	1229.780	108.867	3	.000
VISFrequently	1129.099	8.186	3	.042
VISNone	1134.944	14.031	3	.003
RELCordial	1147.732	26.819	3	.000
RELNotCordial	1215.197	94.285	3	.000

The chi-square statistic is the difference in -2 log-likelihoods between the final model and a reduced model. The reduced model is formed by omitting an effect from the final model. The null hypothesis is that all parameters of that effect are 0.

* Multinomial logistic regression:
  y: Social Interaction [Q4_SI] - "Type of association"
  x: Residence status [Q1_RES],
  Relationship with friend [Q15_Relation],
  visitation to friends [Q18_visit],
  Who are your associates [Q16_Associates],
  How often do you attend their meetings [Q17_Meetings]
  House distance to place of social activity [Q20_Far]

Table 5. 53: Logistic Regression Results showing the prediction of Social Interaction using Residence Status and other variables.

	Social Interaction (Ethnic groups as base)		
Factors	Religious group	Sporting groups	Peer groups
Residence Status			
On-campus Residence	0.138***	0.203***	0.346***
Off-campus Residence	1	1	1
House distance to place of social activity			
less than 1km	1	1	1
1-2km	0.255***	0.638***	0.976***
2-3km	2.057***	0***	2.78***
Above 3km	4.872***	0.184***	1.082***
How often do you attend their meetings			
Occasionally	1	1	1
Frequently	0.334***	0.836***	1.011***
None	1.303***	0.175***	3.393***
Who are your associates			
Friends	1.816***	6.955***	3.114***
Lecturers	0.045***	22.816***	2.027***
Collegues	1	1	1
Frequency of visitation to friends			
Occasionally	1	1	1
Frequently	2.031***	1.299***	0.745***
None	0.277***	1.763***	0.525***
Relationship with friend			
Very Cordial	1	1	1
Cordial	3.211***	1.555***	2.267***
Not Cordial	43.569***	16.898***	3.023***
Diagnostics			
$\chi 2$	578.320***		
-2 log likelihood	1120.913		
Pseudo R2	0.473		

The significance marker are denoted thus: 0 *** 0.001 ** 0.01 * 0.05 1

Table 4.8: Standard for Facilities Design in On-Campus and Off-campus housing

Facility Design	Off-campus	On-campus
Windows (1.2m x 1.2m)		
Good	86(13. 1%)	180 (51.9%)
Fair	100 (15.3%)	100 (28.7%)
Poor	468 (71.6%)	67 (19.4%)
Total	654 (100%)	347 (100%)
Netting (4ft x 4ft)		
Available	204 (31.3%)	265 (76.4%)
Unavailable	450 (68.7%)	82 (23.6%)
Total	654 (100%)	347 (100%)
Residential Density		
Higher	545 (83.4%)	43 (12.4%)
Moderate	46 (7.0%)	204 (58.8%)
Lower	63 (9.6%)	100 (28.8%)
Total	654 (100%)	347(100%)
Airspace (3.0m)		
More Adequate	128 (19.5%)	299 (86.3%)
Adequate	208 (31.8%)	36 (10.3%)
Less Adequate	318 (48.7%)	12 (3.4%)
Total	654 (100%)	347 (100%)