



## Students' Housing in Private Universities in Nigeria: Influencing Factors and Effect on Academic Performance

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### ABSTRACT

Student housing plays an essential role in the attainment of quality education. However, there has been significant evidence as regards the inadequacy of this essential facility among public universities in Nigeria. It was further observed that there is a paucity of information as regards this situation within the private institutions in the country. Based on this background this research was conducted to assess the students' housing in private institutions, by determining the factors influencing students' choice of residence and its effect on their academic performance. The study adopted a survey approach, with 216 students sampled through a structured questionnaire. Data gathered were analyzed using frequency, mean item score, and Mann-Whitney U-Test. Results revealed that although gender has no relationship with students' choice of residence, age and academic level does. The major factors influencing students' choice of residence are: accommodation fee, quality of the environment, need for privacy, influence of friends/desire to be close to friends, and number of students within the building. The study also revealed that students' on-campus rarely miss classes due to distance of their residence from their lecture halls, unlike their mates staying off-campus. However, they tend to miss classes as a result of inadequacy of needed facilities; a situation that is uncommon among those staying off-campus. As regards students Cumulative Grade Point Average (CGPA) as a measure of their performance, the residence of students does not have any statistical relationship with their academic grades.

## 1. Introduction

The desire for comfortable housing system to serve as shelter is as old as man itself. This desire has proven to be one of the basic necessities of life after food. Oke *et al.* (2012) observed that a house occupies a unique place in the life of humans; a person requires security, privacy and certain elements of personal identification which a house can offer. Omole (2001) submitted that as a unit of the environment, housing has huge influence on the health, efficiency and social welfare of the community. In the

academic environment, housing has proven to be a major necessity, especially in tertiary institutions where students relocate from far distance to attain academic achievements. According to Price *et al.* (2003) and Ajayi *et al.* (2015) among other considerations, student's housing is a key feature. Students and parents tend to consider when enrolling in a tertiary institution. Thus, it is important for schools to give students housing a top priority while enhancing the reputation of the institution among comity of institutions.

Unfortunately, studies have shown that there has been enormous amount of housing inadequacy and dissatisfaction among students in tertiary institutions in Nigeria, especially those owned by the government i.e. public institutions (Ajayi *et al.*, 2015 and Akinpelu, 2015).

Students need comfortable accommodation for them to be able to carry out their primary function in their institutions. It was the original idea of students' housing which led to the construction of hostels within the first generation tertiary institutions in the country (Egunyenga, 2009; Osagie, 1993). However, due to the increased number of candidates seeking admission into tertiary institutions, the situation of hostels now is the opposite of what it used to be. The resultant effects of this increased population include increased pressure on utilities, frequent breakdown of the sewage disposal system, and the unsanitary condition of some of the halls of residence (Akinpelu, 2015). This situation is believed to have significant influence on the performance of students in these institutions.

Researches in the past have dwelt on issues relating to students housing in Nigeria (Ajayi *et al.*, 2015; Akinpelu 2015; Owolabi 2015; Oyetunji and Abidoye, 2016). However, these studies focused on government owned institutions. While these studies are deemed crucial to the discussion of student housing, understanding the subject matter from the private institution perspective is also important, much so as private institutions have become common within the country.

Enahoro and Badmus (2013) noted that due to prolonged academic programmes, crowded student population, poor conditions of infra-structures in public institutions, and general indiscipline among staff and students in government-owned universities, many university candidates have preferred to apply to private universities instead of going to public universities. Okojie (2012) further observed that Nigeria is said to have a total of one hundred and twenty-two universities and 43% of these universities are private owned. This number today has undoubtedly increased with more students being admitted into higher institutions in the country. Thus, the housing system of students in these institutions requires specific attention in order to create conducive environment for students within the country.

It has been observed that unlike the public universities, most private universities within the country have policies which demand all students to stay on the school's provided accommodation. This serves as a way of keeping the students in check, providing security for them, and at the same time, making revenue for the institution. However,

others have a less strict policy on housing, and students are allowed to stay off-campus. Based on this premise, this study assessed the residence pattern of students in Oduduwa University Ipetumodu, Osun State; a private institution which is fast gaining popularity among its contemporaries, and runs an on and off-campus residence policy.

The study assessed the choice of residence of the students in the institution, and the factors influencing their choice of residence. The relationship between some demographic information (age, gender and academic level) and the residence of students was also ascertained, while the possible effect of students' residence on their academic performance were also determined. The subsequent sections of the paper show a summary of the review of related literatures, the methodology adopted for the study, the findings and conclusion. Based on the findings of the study, recommendations were made.

## **2. Theoretical Background**

### **2.1 Students Housing in Nigeria**

Student housing or accommodation is seen as a place where students reside while running their academic programs. This can either be an on-campus or off-campus residence. The on-campus residence is provided by the institution, within its premises, to cater for its students, while the off-campus residence are mostly private hostels and other forms of accommodation, where students reside in exchange for a particular fee. Ubong (2007) asserted that although students' accommodation is an integral part of students' personnel management, on-campus accommodation has not received adequate attention, rather it has been characterized by inadequate maintenance. This situation is rather disheartening since students need comfortable accommodation in order to conveniently carry out their primary objective of learning. Ajayi *et al.* (2015) assessed students' satisfaction with hostel facilities within the Federal University of Technology, Akure, Nigeria, and observed that students were dissatisfied with the adequacy and functionality of some facilities within their hostels. Akinpelu (2015) also assessed the realities and challenges of students' hostel facilities in The Polytechnic Ibadan, Ibadan, Nigeria.

The study observed that there is an inadequacy in students' housing facilities as a result of non-provision, obsolescence, and non-maintenance. These lapses in school hostels, has encouraged the embrace of private off-campus hostels by students.

## 2.2 Factors Influencing the Choice of Students' Residence

To improve on the accommodation delivery within tertiary institutions, understanding on the factors that can influence the choice of accommodation of students is deemed necessary. Mahama *et al.* (2016) discovered that security issues of the hostel, availability of water facilities, availability of electricity, calm and peaceful environment and availability of toilet facilities are some of the essential factors that can determine students' desire to stay in hostels. Oyetunji and Abidoeye (2016) assessed the factors influencing students' choice of residence in Nigerian tertiary institutions, and observed that proximity to campus, rental value of property, and type of dwelling are the important factors that influences students' choice. Zortovie (2017) discovered that proximity to lecture halls, spacious and well ventilated rooms, calm and peaceful environment, availability of study area, accommodation fee, and availability of electricity and water are critical factors that influences students' choice of residential accommodation. According to Khozaei *et al.* (2010) the major factor influencing the choice of students to stay on campus is its convenience. This is as a result of the walking distance to lecture halls, not having to wake up too early for a morning class, and also the convenience of taking a shower between classes or going back to the hostel to get a forgotten item. Howley *et al.* (2009) also observed that the population within the area wherein the residence is located (either on or off campus) plays a vital role in the selection of residence, as students mostly favour low density areas to high-density ones. So many factors contribute to students' preference for accommodation. Some students prefer off-campus accommodation to on-campus due to lack of privacy, noise, and sharing of bed space that is associated with the on-campus accommodation. Others are based on the desire to have a cheaper, decent and good housing that is in close proximity to campus with adequate facilities and can offer privacy (Oyetunji and Abidoeye, 2016). These identified factors in these studies formed a basis for the determination of the factors influencing the choice of residence of students in this study.

## 2.3 Effect of Student Residence on Academic Performance

In assessing students' residence in relations to their academic performance, Snyder *et al.* (2011) discovered that there is no significant relationship between students' residence in the National Collegiate Athletic Association (NCAA) and their academic performance. Zortovie (2017) also discovered that there is no significant effect of

accommodation type on the academic performance of students in Ghana. A similar observation was made by Shoukat *et al.* (2013) who observed that student's accommodation in Pakistan has no statistical significant effect on their academic performance. However, a contrary view was held by Owolabi (2015) who submitted that at the University of Ibadan in Nigeria, there is a significant relationship between students' residence and their academic performance. It was discovered that there is a difference in the academic performance of students staying on-campus and those staying off-campus. On-campus students performed better than off-campus students in their academics; judging from the Cumulative Grade Point average (CGPA). In comparison with previous aforementioned researches, the major deficiency in this study lies in the fact that it dwelt heavily on frequency, and the total number of off-campus students sampled was twice that of on-campus students. Thus, it is not unlikely to have a higher frequency of students staying off-campus, falling within the "poor performance" category than those staying on-campus.

Based on these theoretical backgrounds, this study assessed students' housing in private institution in the country through an assessment of the choice of residence of students, the factors influencing their choice of residence and the possible effect of students' residence on their academic performance.

## 3. Methodology

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

The instrument for data collection was a structured questionnaire, and according to Blaxter *et al.* (2001), this

instrument was the widely used for social research techniques. Equal number of questionnaire (111) was distributed to students in the three levels. The questionnaire used was designed in two parts. Part one dwelt on the background information of the students. Part 2 addressed the factors influencing the choice of accommodation of the students, and the effect of students' residence on their academic performance. The students were provided with some factors gathered from the review of literature, and were asked to rate them on a 5 point Likert scale based on their level of significance. The Likert scale ranges from 1 (very low) to 5 (very high). Out of the 333 questionnaire distributed, 242 were retrieved out of which 216 were ascertained fit for analyses, with the remaining 26 dropped due to incorrect filling and missing of vital details. These 216 questionnaires represent a 65% response rate which is deemed adequate for the study (Moser and Kalton, 1999).

Data on the background information were analyzed using frequency through of cross tabulation, while Mean item score (MIS) was employed in ranking the various identified factors. Normality test was conducted using Shapiro-Wilk test, and this revealed that the data gathered were non-parametric in nature. Hence, Mann-Whitney U-Test which is a non-parametric test used in testing the statistical significant difference in the view of two groups was employed in testing the significant difference in the view of students leaving on campus and those living off campus, as regards the factors influencing student's choice of residence. Pearson product moment correlation was also employed to ascertain the relationship between some background information (gender, age and level) and residence of students. This was also employed in ascertaining the relationship between the students' residence and their CGPA. The internal consistency of the questionnaire was also analyzed using Cronbach's alpha test. Cronbach alpha gives a range of value of between 0 and 1, and the higher value, the higher degree of internal consistency. The Cronbach's alpha value of 0.773 was derived for the factors influencing the choice of residence. This shows that the instrument is reliable since the degree of reliability of an instrument is more perfect as the value tends towards 1 (Moser and Kalton, 1999).

## 4. Findings and Discussion

### 4.1 Background Information of Respondents

Result in Table 1 reveals that a total of 98 male students and 118 female students took part in the survey. However, only 94 of these students stay in hostels provided by the

**Table 1: Gender\*Location of Residence Cross-Tabulation**

		Students residence		Total
		On Cam- pus	Off Campus	
Sex	Male	31	67	98
	Female	63	55	118
Total		94	122	216

institution within the campus. The remaining 122 students reside in accommodations off campus. Also a critical look at the cross-tabulation shows that majority of those staying on campus are the female students (63), while more male students (67) prefer to stay off campus. This can be attributed to several factors including the need to feel secure. However, further analysis carried out using Pearson product moment correlation gave a correlation value of 0.124 and a significant p-value of 0.70. This result shows that since the significant p-value is greater than 0.05, at 95% confidence level, there is no significant relationship between the gender of students and their choice of staying on or off campus.

Result in Table 2 reveals that majority of the students (112) sampled fall within the age range of 15 to 20 years, while 95 of them fall within the range of 21 to 25 years. The least age range is 26 to 30 years. Further look at the table shows that majority of the younger students (15 to 20 years) stay on campus while most of the older students (21 to 30 years) stay off campus. This matter points to the fact that there might be some measures of restriction among the younger students in terms of staying alone outside the school vicinity. Pearson product moment correlation showed that there is a significant relationship between the students' age and their choice of residence, as a correlation value of 0.197 and a significant p-value of 0.004 was derived.

Result in Table 3 also shows that more students from the 200 level (82) participated in the survey, while the least level was the 400 level (58). This low response from this

**Table 2: Age\*Location of Residence Cross-Tabulation**

		Students residence		Total
		On Campus	Off Campus	
Age	15 - 20 years	60	52	112
	21 - 25 years	31	64	95
	26 - 30 years	3	6	9
Total		94	122	216

**Table 3: Level\*Location of Residence Cross-Tabulation**

	Students residence			Total
	On Campus	Off Campus		
Level	200	40	42	82
	300	35	41	76
	400	19	39	58
Total		94	122	216

set of students can be attributed to the claim of them being too busy with final year researches and the likes. A cursory look at the table shows that only few students tend to stay on campus when they are in their final year, as only 19 students out of the 58 stated that they stay on campus. More students in the 200 level can be found staying on campus. This can be attributed to the fact that it is mandatory for them to stay on campus in their first year in the institution, hence, the tendency of wanting to stay there in their second year might be high. However, as they move higher on the academic ladder, they tend to outgrow the school environment and the urge to stay off campus increases.

Pearson product moment correlation further corroborates this fact as a correlation value of -0.218 and a significant p-value of 0.001. This result shows that there is a negative relationship between students' level and their choice of residence, as the significant p-value derived is less than the 0.05 threshold.

#### 4.2 Factors Influencing the Choice of Residence of Students

In assessing the factors that influences where students decide to reside while in school, several factors were identified from the review of literature and the students were asked to rate them based on their level of significance. In order to determine the type of test to be carried out on the data gathered, normality test was first conducted. This was done to find out if the nature of data is parametric or non-parametric. Since the sample size of the study is less than 2000, Shapiro-Wilk normality test was adopted as suggested by Pallant (2005) and Ghasemi and Zahediasi (2012). Result showed that all the 15 assessed factors have a significant value of 0.000 which is less than the 0.05 required criteria for normality. Hence the data gathered cannot be examined using normal parametric statistical techniques since they are non-parametric in nature. Mann-Whitney u-test which is a non-parametric test used in determining the significant difference in the perception of two categories of respondents, was employed in determining the consistency in the opinion of the students staying on and off campus.

Result in Table 4 shows the ranking of the identified factors as rated by students staying on campus and those staying off campus, and their associated significant p-value derived from Mann-Whitney test conducted. Mann-Whitney test showed that there is no significant difference in the view of both set of students as regards the significance of 13 out of the 15 identified factors. These 13 factors had a significant p-value of above 0.05. However, there is a significant

**Table 4: Factors Influencing the Choice of Students' Residence**

Factors	On Campus		Off Campus		Overall		Mann-Whitney	
	MIS	Rank	MIS	Rank	MIS	Rank	Z.	Sig.
Accommodation fee	3.99	1	3.93	1	3.96	1	-0.449	0.653
Quality of the environment	3.64	2	3.62	2	3.63	2	-0.129	0.898
Need for privacy	3.56	3	3.57	4	3.56	3	-0.188	0.851
Influence of friends/Desire to be close to friends	3.46	5	3.58	2	3.53	4	-0.711	0.477
Number of students within the building	3.46	5	3.55	5	3.51	5	-0.567	0.571
Easy access to transportation	3.53	4	3.41	7	3.46	6	-0.541	0.589
Availability of water and electricity	3.20	11	3.53	6	3.39	7	-2.212	0.027
Security and safety issues of the accommodation	3.40	7	3.36	10	3.38	8	-0.146	0.884
Calm and peaceful environment	3.28	9	3.39	8	3.34	9	-0.846	0.397
Closeness to lecture halls	3.33	8	3.31	12	3.31	10	-0.020	0.984
Availability of other necessary facilities	3.04	13	3.39	8	3.24	11	-2.035	0.042
Spacious and well ventilated rooms	3.09	12	3.35	11	3.24	12	-1.596	0.110
Aesthetics (Beauty) of building	3.27	10	3.19	13	3.22	13	-0.431	0.667
Availability of cafeteria	2.84	14	2.97	14	2.92	14	-0.844	0.398
Availability of study area within the building	2.72	15	2.73	15	2.73	15	-0.124	0.902

difference exist in their view as regards the remaining two factors, as a significant p-value of below 0.05 was derived. While the students staying off campus rated the availability of water and electricity ( $p\text{-value} = 0.027$ ) as the sixth most significant factor, those on campus rated it as eleventh. In similar vein, availability of other necessary facilities ( $p\text{-value} = 0.042$ ) was rated as the eight most significant factor by those off campus but was rated as thirteenth by those on campus. This implies that students off campus attached more significance to the availability of water, electricity and other needed facilities before deciding a place of residence off campus. However, those staying on campus do not really put these factors into consideration as it is believed that these are basic necessities which are expected to be available within the school premises.

From the table, it is evident that issue of accommodation fee and quality of the environment is a major factor when considering the choice of residency for most students. These two factors were ranked top by both categories of students. However, for those staying off campus, the influence of friends and the desire to be close to friends is equally as significant as the quality of environment. This factor was also ranked second by these categories of students.

On the overall rating, a cursory look at the table shows that out of the 15 assessed factors, 13 had a mean value of above average of 3.00. This implies that these 13 factors have the tendency of influencing the choice of residence of students, although at varying degree. The top rated factors among these include: accommodation fee, quality of the environment, need for privacy, influence of friends/desire to be close to friends, and number of students within the building with a mean value of 3.96, 3.63, 3.56, 3.53 and 3.51 respectively. The least significant factors are availability of cafeteria and the availability of study area within the building with a mean value of 2.92 and 2.73 respectively.

### 4.3 Effect of Residence Type on Students Performance

In assessing the effect, the type of residence will have on students' performance, the students CGPA and parameters such as missing of classes as a result of the distance of residence and non-availability of needed facilities in residence were assessed. Result in Table 5 shows that almost all of the students staying on campus do not miss classes as a result of distance. However, those staying off campus tend to miss class occasionally as a result of the distance of their residence from school.

**Table 5:** Missing of classes due to distance of residence (Residence Cross-tabulation)

		Students residence		Total
		On Campus	Off Campus	
How often do you miss classes as a result of the distance of your accommodation to school?	Often	0	17	17
	Seldom	2	63	65
	Never	92	42	134
Total		94	122	216

Result in Table 6 reveals that there is an occasional missing of classes among students staying on campus due to inadequacy of needed facilities. However, this is reduced among students staying off campus as most of them stated they never miss classes due to this problem. Reason for this result can be attributed to the fact that students staying off campus tend to consider the availability of needed facilities before selecting a place of residence more than those within the campus who relies solely on whatever the school provides.

Aside assessing students' attitude to classes as a result of their residence, the study also assessed the students' academic performance through their CGPA which according to Olatunji *et al.* (2016) is the most common means of measuring students' performance in Nigeria. It should be noted that a CGPA of between 5.00 to 4.50 is graded as 1<sup>st</sup> class, 4.49 to 3.5 as 2<sup>nd</sup> class upper division, 3.49 to 2.40 as 2<sup>nd</sup> class lower division, 2.39 to 1.50 as 3<sup>rd</sup> class. Result in Table 7 shows that most of the students both on and off campus fall between the second class and third class level, with an almost even distribution within

**Table 6:** Missing of classes due to inadequacy of facilities \* Residence Cross-tabulation

		Students residence		Total
		On Campus	Off Campus	
How often do you miss classes as a result of the inadequacy of facilities within your residence?	Often	8	6	14
	Seldom	43	39	82
	Never	43	77	120
Total		94	122	216

**Table 7: CGPA \* Residence Cross-tabulation**

		Students residence		Total
		On	Off	
		Campus	Campus	
CGPA	5.00 - 4.50	18	16	34
	4.49 - 3.50	29	38	67
	3.49 - 2.40	22	30	52
	2.39 - 1.50	25	38	63
Total		94	122	216

these areas. Pearson product moment correlation further revealed that there is no significant relationship between the students' residence and their CGPA as a correlation value of 0.076 with a significant p-value of 0.263 was derived. Since this significant p-value is greater than 0.05, it therefore means that the residence of students does not have any statistical relationship with their academic class. This means that students results at the end of each session is not influenced by where they stay (either on or off campus).

#### 4.4 Findings

Findings of the study reveal that there is no statistical significant relationship between the gender of students and their choice of residence. However, there is a statistical significant relationship between the student's age and academic level and their choice of residence. The finding implies that while the gender issue does not determine where a student will decide to reside, the age of students and their academic level plays a vital role in this regards. The older students get in age and the higher they go on the academic ladder, the higher the tendency to want to stay off-campus. This can be due to the need for privacy and the desire to want to feel the life outside the school premises.

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

As a result of the need for privacy, students tend to consider the number of students within a particular residence before deciding to stay. Suki and Chowdhury (2015) noted that if the quality of a residence is positive, it will ultimately create a good attitude towards such residence and obviously influence the students' residence satisfaction level. Findings of this study further corroborate this assertion as it was discovered that the quality of the environment of the residence is an important factor that influences the choice of residence of students.

Findings revealed that students staying on campus rarely miss classes as a result of distance, while those staying off campus tend to miss class occasionally as a result of the distance of their residence from school. In terms of missing of classes as a result of non-availability of needed facilities, findings show that students staying on campus tend to miss classes more than those living off-campus. This implies that the adequacy of facilities within the institutions residence merits a second reflection. Using the students CGPA to measure their performance as it relates to their residence, findings shows that the residence of students does not have any statistical relationship with their academic class. This finding is in tandem with Snyder *et al.* (2011), Zortovie (2017), and Zortovie (2017) submissions that there is no significant effect of accommodation type on the academic performance of students. The findings however contradict Owolabi (2015) submission that there is a significant relationship between students' residence at the University of Ibadan and their academic performance. The difference between both studies lies in the methodology adopted as only frequency was adopted in the analysis of the study where in the population of off-campus students was doubled that of on-campus students sampled.

## 5. Conclusion

This study assessed the residence of students in a private tertiary institution using a survey of students in Oduduwa University. The study has been able to identify the relationship between age, gender and academic level of students with their choice of residence of students. It has also been able to determine the key factors influencing the choice of students' residence, and the possible effect of these residences on students' academic performance.

Based on the findings of the study, it is concluded that while gender has no relationship with students' choice of residence, age and academic level does. Students tend to move off-campus as they get older in age and in level. Also the major factors being considered by these students when choosing their place of residence are the accommodation

fee, quality of the environment, need for privacy, influence of friends/desire to be close to friends, and number of students within the building. In terms of the effect of the choice of students' residence on their academic performance, the study concludes that students' on-campus rarely miss classes due to distance of their residence from their lecture halls, unlike their peers staying off-campus. However, they tend to miss classes as a result of inadequacy of needed facilities; a situation that is uncommon among those staying off-campus. As regards students CGPA as a measure of their performance, the residence of students does not have any statistical relationship with their academic grades.

The implication of this result is that since student's age and level influences their choice of residence, fewer students tend to stay in the hostels, leaving most rooms vacant, and thus, reducing the revenue such hostels should have been generating for the institution. Therefore, private institutions authorities need to put in place, facilities and policies that will be satisfactory to students at all levels and ages. With this, the urge to want to stay off-campus as a result of their advancement in age and level can be reduced. Also, a review of the cost of accommodation on campus can be done to further encourage students to stay on-campus. While the cost aspect is important, it is also imperative to ensure that the quality of environment of these hostels are kept to standards, and the number of students in a room is kept at the barest minimum. This is because the quality of the environment, need for privacy, and number of students within the building to a large extent influences students' choice of residence. Also since students staying on-campus tend to miss classes as a result of inadequacy of some needed facilities, school authorities will need to beef up its services and facilities in hostels on campus, so as to encourage staying on campus by students, and reduce the possible effect missing of classes can have on their academic performance.

It is believed that the findings of this study will assist those responsible in the delivery of students housing within private universities in the country, in delivering residence that will cater for the various categories of students. It will also assist them in the proper formulation of policies guiding the use of these hostels as it relates to the academic performance of the students. The limitation of this particular study lies in the fact that the study was restricted to the residence choices of students in a private university, the factors influencing their choice of residence and the effect of this residence on the academic performance. Further study is being done in the aspect of assessing the satisfaction of students with their on-campus residence, as

it affects their desire to stay on or off campus.

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