



Students' Housing as a Correlate of Academic Performance and Health Status at the University of Ibadan, Nigeria

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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, examined student' housing as a correlate of health status and academic performance at 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). Data were analysed using descriptive and inferential statistics (Chi-square test, t-test and logistic regression) at $p \leq 0.05$. Off-campus students took ill more than their on-campus counterparts ($\beta = -1.8$): 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). On-campus students' housing was more conducive for health and learning than off-campus in the University of Ibadan.

Keywords: Students' housing, University of Ibadan, Academic performance, Health status, Nigeria.

INTRODUCTION

Housing is believed to be shelter. Man therefore needs shelter for protection from natural elements

such as rain, sun; storm as well as human and animal intrudes and for privacy. It is accepted that having a roof over one's head is not the same as the provision of adequate shelter. Apparently, housing is part of

the legacy everyone receives along with his membership in a society either through psychological moments or inheritance [1]. The house is an economic resource providing space for production and access to income-earning opportunities. According to Adelman [2], houses are the direct expression of changing values, images, perceptions, and ways of life.

The house is thus an institution, not just a structure, created for a complex set of purposes. If provision of shelter is the passive function of the house, then its positive purpose is the creation of an environment best suited to the way of life of the people in other word, a social unit of space [3]. A house is a human fact, and even with the most severe physical constraints and limited technology, man has built in ways so diverse that they can be attributed only to choice, which involves cultural values [4]. It is for these reasons (among others) that there are different types of houses for different categories of people (students) and for different reasons. The universities are faced with a persistent challenge of providing adequate students' housing as a result of explosion in the students' population in Europe [5,6]. In Nigeria, one of the developing country, the case is not different. 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 [7]. The National Universities Commission (NUC) in 2009 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 [8].

Student housing is divided into two types and these are: student on-campus housing and student off-campus housing. Student housing is a place where students reside within or outside the campus or

school [1]. Students residing within the houses in the campus or school are known as student on-campus housing, while those residing in housing outside the campus or school are known as student off-campus housing. Student on and off-campus housing can equally be described as a process, in the sense that, it involves the construction of new dwellings and the various associated activities such as land acquisition, finance, building materials and so on. It also seeks to know who builds (state, civil society, private sector), the types of student housing (dormitories, halls of residence, other forms of quarters, off-campus accommodation and so on.), at what location (example: on-campus or off-campus) and the relationship between academic performance, health, social, religious and congenial living conditions. As an asset, student on-campus housing 'form the bulk of the universities built environment thereby representing the largest facility asset that an institution may have'.

The Research Problem: The federal and state governments in Nigeria do not see students' on-campus accommodation as a housing need, but rather an educational need. Each university was, however, mandated to cover a wide catchment area. This implied that more students living far away from their homes were admitted yearly. If space and financial constraints are determined from the outset, this does not leave much room to manoeuvre and building tend to design into cell-like study/bedrooms linked by a long corridor [1]. 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.

The population of students admitted into Nigerian universities is more than the population of students accommodated in recent time from 55 in 1948 to 8,000 in 2010. This had led to overcrowding, poor health, poor academic performance, squatting in the

halls of residence, which has forced some students to stay off-campus such as University of Lagos and University of Ibadan. The students' housing study conducted by Opayomi indicated that there is need for the government and university authorities to look into the accommodation issues faced by the students as a result of shortage and poor quality of students' housing in the universities and how they affect the students.

Students 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 [9]. 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 health status and academic performance resulting in low grades [1].

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 woefully inadequate [10]. For the past twenty years, the problem of students' housing had effects on students' in-terms of health status and academic performance. The University of Ibadan housing policy made room available for the first and final year students to stay on-campus, while the remaining levels of students (200 and 300) are expected to look for accommodation elsewhere which has effects on the students and most of these students (200 and 300 levels) stay off-campus as a result of shortage of accommodation in halls of residence [11]. Indeed, different reasons for deplorable student housing

situations abound, but prominent among these are the problems of shortage of halls of residence, light, basic facilities and services, water, poor health, poor academic performance, social activities, religious, sporting and substandard housing, which have effects on the students.

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

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

- 1 Is there any difference in the academic performance of students that are staying in on-campus and off-campus housing?
- 2 Does on-campus housing influence students' health status than off-campus housing?

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 8⁰ 31' North of the Equator and Longitude 4⁰ 33' East of the Greenwich Meridian. It situates on an average height of about 500 metres above sea level. 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 28.8⁰C and during wet season 24.5⁰C [12]. 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 [13].

At 5.30 p.m on 28 December, 1946, Sir William Hamilton Fyfe, the Vice-Chancellor of the University of Aberdeen and leader of a delegation

sent by the Inter-University Council for Higher Education in the Colonies, pushed his way through the undergrowth into the bush a few miles north of Ibadan in Nigeria, until he reached a clearing where it was possible to see a few yards ahead. He planted his walking stick firmly into the ground and said: "Here shall be the University of Nigeria". This event was sequel to the recommendation of the June 1945 Elliot Commission on the development of higher education in West Africa, that a University College of Nigeria should be set up in Ibadan, a second in the Gold Coast (now Ghana) and that the Four Bay College (Sierra-Leone) should be developed into the third one [1].

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 [13].

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). 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.

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. 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 [1]. There are different halls of residence located within the university environment to provide accommodation for the students (Fig. 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.

Concepts of Student Housing:

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 [14].

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.

Governments and private sectors have been advised to invest in the provision of student housing for the students in the various tertiary institutions in the country. According to Agbola [11], housing productivity emphasises the attributes of student housing and their students' life in terms of academic performance and health status. It has been argued that improved qualitative and quantitative student housing leads to increased academic performance, good health, improved learning environment and decrease in student unrest, crime and juvenile delinquency among students [15].

However, from the afore-mentioned, it can be deduced that improved qualitative and quantitative student housing will improve the students' social life. The concept of housing productivity is therefore, relevant as the government through the National University Commission and private sectors have not invested enough in the provision of student

housing and in the improvement of students' life. The university has not generated enough revenue for the construction or development of student housing and as such, if they are properly funded for housing production and delivery, the benefit will be immeasurable to the students and the society at large [16].

RESEARCH METHODOLOGY

Sources of data were primary and secondary. With regard to the secondary information collected from the university authorities, Ibadan North LGA, Oyo State Urban and Regional Planning Board, Akinyele LGA and Ido LGA.

Primary data was based on 1,100 respondents for on-campus and off-campus housing out of 22,000 respondents. The total number of respondents sampled are 22,000. On-campus housing has 8,000 respondents while off-campus housing has 14,000 respondents. Five percent of 22, 000 respondents were selected for on-campus and off-campus resulting to 1,100 respondents.

The Systematic sampling technique was employed for selection of rooms and random sampling technique was also employed for the selection of four hundred respondents within the rooms in on-campus housing (8,000 on-campus students) shown in table 1 below, while seven hundred respondents of off-campus housing were randomly selected for both off-campus hostel and private houses (14,000 off-campus students) occupied by students for the study (5% of on and off-campus students were selected) shown in table 2 and 3 below. Two sets of research questionnaires were administered and one hypothesis was tested at the 0.05 level of significance. Data collected were analysed using descriptive statistics, regression and chi-square.

Table 1: Questionnaire Administrations on Students in Halls of Residence.

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

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

Table 2: Administration of Questionnaire on Students in Off-Campus Hostels

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

13	Bova Hostel	14	27	7
14	Amowo Hostel	13	25	5
15	Simcas Hostel (Female)	11	20	5
16	Moremi Hostel	12	23	4
17	Oniyaro Hostel	13	25	6
18	Mouka Hostel	10	20	5
19	Gracilias Hostel	12	24	6
20	Laurel Hostel	12	22	5
21	Davidof hostel	9	18	4
22	Anchorage Quarters	24	42	10
	Total	274	510	137

Source: Author's fieldwork, 2011.

Table 3: Administration of Questionnaire on Students in the Adjoining Residential Neighbourhood

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

Source: Author's fieldwork, 2011.

RESULT OF FINDINGS

This section is divided into three sub-sections namely: general opinions of respondents based on variables employed; academic performance and health status of respondents in students' housing at the University of Ibadan.

General Opinions of Respondents on Academic Performance and Health Status Variables

Employed: The indicators regarded as variables for measuring students' academic performance and health status in on and off-campus housing were discussed. Table 4 shows the living condition has affected academic performance in on and off-campus housing. The *positive* respondents have the

highest percentage in on-campus housing and *negative* respondents have the highest percentage in off-campus housing. In on-campus housing, *positive* respondents have 65.7% and *negative* respondents with 34.3%. While in off-campus

housing *negative* respondents have 55.2% and *positive* respondents with 44.8%. Most of the respondents indicated that their living condition has positive effect on their academic performance in on-campus than off-campus housing.

Table 4: The Living condition has affected academic performance

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

Source: Author's fieldwork, 2011.

Table 5: Types of Respondents

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

Source: Author's fieldwork, 2011.

Table 5 shows the types of respondents between on-campus and off-campus students. The *fresh students* have the highest percentage in on-campus and *stale students* have the highest percentage in off-campus housing, in on-campus *fresh students* have 41.2% followed by *final year students* with 26.2%, *postgraduate students* have 19.6% and *stale students* with 13.0%, while in off-campus *stale*

students have 32.9% followed by *fresh students* with 29.4%, *final year students* with 23.0% and *postgraduate students* with 14.7%. The university authorities give preference to the fresh students in the allocation of bedspaces in the halls of residence and also they provide automatic accommodation for the final year students to round off their programme in time.

Table 6: The CGPA of 2009/2010 session (On-campus housing)

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

Source: Author's fieldwork, 2011.

Table 6 shows the CGPA of 2009/2010 session for on-campus housing respondents. The CGPA result shows the grade distribution of respondents in various categories or levels in their various departments and faculties which were collected from the fieldwork and university authorities. The respondents are mostly in second class upper division with 33.4%. Most of the respondents for

postgraduate studies fall within the Ph.D grade. The CGPA grading system for undergraduate students is different from that of postgraduate students. Most of the respondents in on-campus category revealed 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 7: The CGPA of 2009/2010 Session (Off-campus housing)

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

Source: Author's fieldwork, 2011.

Table 7 shows the CGPA of 2009/2010 session for off-campus housing respondents. The CGPA result shows the grade distribution of respondents in various categories or levels in their various departments and faculties which were collected from the fieldwork and university authorities. The respondents are mostly in second class lower division with 60.9%. Most of the respondents for

postgraduate studies fall within the Ph.D grade. The CGPA grading system for undergraduate students is different from that of postgraduate students. The off-campus respondents indicated they are doing their possible best to meet up with the academic rigours even though they do not have the facilities provided in the halls in their various houses in town.

Table 8: Motivation to read

What motivates you to read	On-Campus Housing		Off-Campus housing	
	Frequency	Percentage (%)	Frequency	Percentage (%)
When you see others reading	57	16.4	71	10.9
When exam is coming	45	13.0	84	12.8
When your parents encourage you	35	10.1	119	18.2
When you see your result (CGPA)	37	10.7	125	19.1
Determination	173	49.8	255	39.0
Total	347	100.0	654	100.0

Source: Author's fieldwork, 2011.

Table 8 shows the opinion of respondents in their quest for success (motivation in reading) in on and off-campus housing. Respondents with *determination* have the highest percentage in on and off-campus housing. In on-campus housing, respondents with *determination* have 49.8%, followed by when you see others reading with 16.4%, *when exam is coming* has 13.0%, when you see your result (CGPA) respondents with 10.7%, respondents *whose parents encourage them* with

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

Table 9: Place of Reading

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

Source: Author's fieldwork, 2011.

Table 9 shows the opinion of respondents in their place of reading in on and off-campus housing. *Library* respondents have the highest percentage in on and off-campus housing. In on-campus housing, *library* respondents have 42.7%, followed by *reading room* respondents with 29.7%, and *hostel/room* respondents with 27.6%, while in off-campus housing *library* respondents have 53.8%,

followed by *hostel/room* respondents with 33.7%, and *reading room* respondents with 12.5%. Most of the respondents indicated that they preferred to read in the library in on and off-campus housing and that it is a conducive and convenient place to learn and it reduces noise, distraction from friends, neighbours and colleagues.

Table 10: Period of Reading

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

Source: Author's fieldwork, 2011.

Table 10 shows the opinion of respondents in their period of reading in on and off-campus housing. *Morning* respondents have the highest percentage in on-campus housing and *morning* respondents have the highest percentage in off-campus housing. In on-campus housing, *morning* respondents have 43.2%, followed by *night* respondents with 32.6%, and *afternoon* respondents with 24.2%, while in off-campus housing, *morning* respondents have 35.9%,

followed by *night* respondents with 32.1%, and *afternoon* respondents with 32.0%. Most of the respondents indicated that they preferred to learn in the morning in on-campus housing and also most of the respondents preferred to learn in the morning in off-campus housing. They revealed that it is the best time they can properly assimilate due to lesser stress and good sleep at night.

Table 11: The distance of the halls/house affects academic performance

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

Source: Author's fieldwork, 2011.

Table 11 shows the effects from distance of the halls/house on academic performance in on-campus and off-campus housing. The *positive* respondents have the highest percentage in on-campus housing and *negative* respondents have the highest

percentage in off-campus housing. In on-campus housing, *positive* respondents have 66.6% and *negative* respondents with 33.4%, while in off-campus housing, *negative* respondents have 55.2% and *positive* respondents with 44.8%. Most of the

respondents indicated that closeness of the halls has positive effect on their academic performance in on-campus housing due to closeness of their halls to their lecture hall and most of the off-campus

respondents indicated that distance of their house has negative effect on their academic performance due to the long distance they would embark on before getting to their lecture hall.

Table 12: Relationship with their lecturers

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

Source: Author's fieldwork, 2011.

Table 12 shows the opinion of respondents with regard to their relationship with their lecturers in on and off-campus housing. *Cordial* respondents have the highest percentage in on-campus and off-campus housing. In on-campus housing, *cordial* respondents have 58.2%, followed by *not cordial* respondents with 24.5%, and *very cordial*

respondents with 17.3%, while in off-campus housing, *cordial* respondents have 55.7%, followed by *not cordial* respondents with 24.1%, and *very cordial* respondents with 20.2%. Most of the respondents indicated that they have cordial relationship with their lecturers in on-campus and off-campus housing.

Table 13: 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 13 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 14: 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 14 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 15: 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 15 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 16: 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 16 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 17 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 17: 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.

Academic Performance of Students in Students' Housing: Chi-square statistical tool was used to

ascertain the significance difference between student housing and academic performance. The

chi-square test revealed that there is a significant difference between student housing and academic performance (see table 18). It showed that student housing positively affects the academic performance of students staying in on-campus housing, due to the good score they obtain in their academic work as a result of less cost of transportation and fewer number of buses/cabs boarded. The closer distance to the lecture hall, the higher the CGPA. In off-campus housing, it showed that student housing negatively affects the academic performance of students staying in off-campus housing as a result of higher cost of transportation, distance of house from the lecture hall and a number of buses/cabs boarded to lecture hall. The farther

away the distance to the lecture hall, the lower the CGPA. The CGPA of students staying in on-campus housing falls within the range of 4.60-5.99 (Second class upper division) and their counterparts in off-campus housing falls within the range of 2.60-4.59 (Second class lower division). 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.

Table 18: Chi-square Test for Academic Performance (On-Campus and Off-Campus Housing)

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

Source: Author's fieldwork, 2011.

Health Status of Respondents in Students' Housing: Ordinal log it 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 19). 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 ($\beta = -1.815$, $p = 0.00$).

Table 19: 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		
χ^2	242.518***	
-2 log likelihood	1813.061	
<u>The significance marker are denoted thus: 0</u>		
<u>*** 0.001 ** 0.01 * 0.05 1</u>		

Source: Author's Fieldwork, 2011.

CONCLUSION AND RECOMMENDATIONS

Significant findings were made in the study of University of Ibadan concerning students' housing as a correlate of academic performance and health status in the twenty first century's global urbanization in Nigeria. Conclusively, 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. 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 student housing development.

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