

Effects of Off-Campus Residence on Academic Performance among Agricultural Science Undergraduates of Tasued, Ijagun Ogun State, Nigeria

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Abstract

With the rapid increase of students population in our tertiary institutions in the country, accommodation facilities shortfall is inevitable. This often results to low academic performance of students. This study therefore investigated effects of off-campus residence on academic performance among undergraduates of Agricultural Science of TASUED, Ijagun Ogun state, Nigeria. Questionnaire was administered to one hundred and twenty-five respondents to obtain data for the study and collected data were analyzed using descriptive and inferential statistical tools at $p=0.05$ level of significance. Result shows that majority of the respondents had mean age of 23 years, majority (59.2%) were male, majority (94.4%) were Yorubas, majority (84.8%) were Christians, nearly half (48.0%) were in 300L, majority (52.0%) had second class lower, majority (70.4%) were occupying single rooms, majority (72.0%) from rural areas, majority (65.6%) were from polygamous family and majority (77.6%) studied agriculture based on their personal interest. Source of information and advice in choosing accommodation (1.93) was the major reasons that determined the respondents' choice of accommodation. Majority (51.2%) of the respondents felt effects of off-campus on their academic performance negatively. There was a significant relationship between respondents' sex ($\chi^2=10.472$, $p=0.001$), type of accommodation ($\chi^2=10.137$, $p=0.011$), residential area ($\chi^2=11.001$, $p=0.011$), features of students' accommodation ($r=-0.331$, $p=0.001$), factors that influenced students' choice ($r=0.230$, $p=0.010$) and effect of students' residence and their academic performance. The study concluded that off-campus residence negatively affected academic performance of undergraduate agricultural Science students of

TASUED, Ijagun, Ogun State, Nigeria. It is therefore recommended that more hostels should be built, made available and affordable by the school authority, government and philanthropists in the school environment to ease accommodation and enhancement of better academic performance of students in the study area.

Keywords: Effects, Off-campus, Residence, Academic performance, Undergraduates

Introduction

Nigeria like other countries of the world recognizes education as the major instrument for effecting national development. It is regarded as a catalyst and a means of achieving growth and development, because the socio-economic, political and technological advancement of any nation depends greatly on its educational system. It is recognized as an instrument par excellence for achieving growth, progress and national development. This therefore, underscores the value being placed on the quality and standards which encompasses quality learning, resources inputs, instructional process, manpower capacity development, effective management, monitoring and evaluation as well as quality learning outcome in Nigerian universities. Huge amount of money is invested into the system through budgetary allocations year in year out for the effectiveness of the educational system. Consensus has been reached by stakeholders within the educational system that advanced nations of the world have attained a high level of social, economic, scientific and technological advancement through well planned and implemented educational systems.

Students' accommodation is one of the most essential components in a university. Tertiary institutions have the responsibility of providing decent accommodation to students who gain admission to various programs offered in the institution (Kolawale and Boluwatife, 2016). According to Onclin 2014, institutions' involvement in students' accommodation is more than just useful in attracting students to reside in the school/college. He notes that accommodation influences students' retention rates, student success and student satisfaction.

At tertiary level, accommodation is a very fundamental factor. Nimako and K, (2013) identifies that, not only does accommodation enhance tertiary students learning but also suggests adequate accommodation facilities to be provided to students to enable them make the most out of their opportunity in education. Students' accommodation can be divided into two; On-campus residence and off-campus residence. On-campus students refer to those that live in school halls of residence and off-campus is the group that resides outside campus in rental houses or private hostels.

Accommodation is a place that a student lives while studying a particular programme at an institution. It comprises of the immediate environment, health, economic, sporting and social activities that are sympathetic to academic work. Proximity between living and the learning environment should be close to facilitate the production of intellectuals that are mentally sound (health), socially integrated while religiously and sportsmanship inclined.

The growing rate of enrolment in universities has led to inadequate on-campus housing. This compels students to have no other option other than off-campus. However, some students prefer off-campus residence for various reasons like freedom.

The number of students admitted to universities usually surpasses the available accommodation available in those institutions. TUM for instance can only accommodate 800 students out of the approximately 10000 students admitted. The limited accommodation leads to off-campus residence for majority of the students.

Where a student lives could have a significant impact on the academic performance of that particular student. Students' accommodation is a major contributory factor to all round development in the country's institutions and hence cannot be ignored as a player in the overall performance of a student. Conscious efforts to provide decent accommodation to students must be affected in various policy decisions to ensure these institutions produce qualified graduates (Omatoya, 2011).

Off-campus students are prone to being subjected to disturbances that might range from deafening music, interference to gossip from co-tenants, unbearable loud noises, unstable power supply which may have a negative effect on their academics. On the other hand, on-campus students might have less, more or totally different challenges which may affect their academic performance too.

Type of accommodation might have significant impact on student's academic performance; therefore, it is reasonable to hypothesize that on-campus students tend to have a higher mean of academic performance than their off-campus counterparts

Objectives of the Study

The main objective of this study was to determine the effects of off-campus residence on academic performance among Agricultural Science Undergraduates of TASUED, Ijagun Ogun State, Nigeria while the specific objectives are to:

1. determine the personal characteristics of the respondents in the study.
2. identify the reasons for students' choice of accommodation in the study area.

Methodology

The study was carried out in Tai Solarin University of Education, Department of Agricultural Science. The target population of the study involved all Agricultural Science Undergraduates of TASUED, Ogun State. Multistage sampling technique was used to select 125 respondents for the study. A structured questionnaire administered in the form of interview was used to elicit information from the respondents.

Respondents were asked to indicate the reasons that influence thier choice of accommodation among the list of options presented to them such as source of information and advice in choosing accommodation, time taken to search for accommodation, length of contract preferable, understanding about preferences for private house, building social network and

developing friendship, freedom to choose where to live and preferred accommodation features among others. This was measured using a 3 point scale of major, minor and not a reason. Score of 2, 1 and 0 was assigned respectively. Mean of each reason was found and was used to rank them based on major reason.

The dependent variable for the study was the effect of off-campus residence on students' academic performance. Respondents were asked to respond to list of effect questions presented to them such as off-campus students are not safe from any unrest that may occur around their area of residence which scares them from reading at night, off-campus students live in more dangerous areas that tend to be risky which makes them to lose interest in learning, there is no security for students staying off-campus which may affect their group studies at night, off-campus students are exposed to cases of rape or harassment and this may affect their studies and off-campus students are often exposed to theft/ armed robbery attack which takes away their valuables and this may affect their concentration among others. This was measured on a four likert scale of strongly agree, agree, disagree and strongly disagree. Pooled mean was found and was used to categorize the respondents as having positive or negative effect of off-campus residence on students' academic performance.

Both descriptive (mean, frequencies and percentages) and inferential (Chi-square and Pearson Product Moment Correlation) statistical tools was used to analyze the data for this study.

Results and Discussion

Result of age in Table 1 shows that majority (56.8%) of the respondents were within the age range of 21 to 25. Also, 23.2% were within the age range of 16 to 20 while 20.0% were within the age range of 26 to 30. The mean age of 23 years implies that most of the respondents were young and still within their learning years. This is in accordance with the findings of Fasoro, Asuayi, Odu, Bolarinwa and Amu (2018) who also found similar mean age categories between 20 and 23 years of the respondents in their study. Result of sex in Table 1 shows that majority (59.2%) were male while 40.8% of them were female. This shows that male students were more interested in agricultural science than female. This is in line with the findings of Maina (2015) who also found dominance of male respondents residing off-campus. Result of ethnicity in Table 1 shows that majority (94.4%) of the respondents were Yorubas, 4.8% Igbos while 0.8% were Hausas. This shows a dominance of more Yorubas sampled for the study. The result could likely be because of the environment where the study is been carried. Result of religion in Table 1 shows that majority (84.8%) of the respondents were Christians while 15.2% were Muslims. The result shows high religious inclination by the youths in the study area which could be as a result of moral responsibility by churches and mosques to support the up-comings among them as observed by Kahl (2005). This may likely reduce domestic abuse and crime based on the assumption that young people are encouraged during religious gatherings to exhibit good behavior and live a productive life by engaging in activities that will ensure flow of income and keep them out of poverty. This view is supported by Fagan (2006) who observed that regular attendance at religious services is linked to healthy, stable family life, strong marriages and well behaved youths. Result of level of study in Table 1 shows that nearly half (48.0%) of the respondents were in 300L, 26.4% in 200L, 10.4% in 400L, 9.6% in 100L. This

result shows that most of the respondents were almost graduating from school and as they move higher on the academic ladder, they tend to outgrow the school environment and the urge to stay off campus increases. Result of respondents' present grade in Table 1 shows that majority (52.0%) had second class lower, 36.0% second class upper, 10.4% first class while 1.6% pass. This implies that most of the respondents were still on average academic performance in the study area. This is in line with the findings of Owolabi (2015) who found out that students' accommodation is a major determinants of academic performance as proximity to lecture hall could influence better performance. Result of type of accommodation in Table 1 shows that majority (70.4%) of the respondents were occupying single rooms while 29.6% were occupying self-contained rooms. This could be attributed to high cost renting of accommodation off-campus. 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. Result of residential area in Table 1 shows that majority (72.0%) of the respondents were from rural areas while 28.0% were from urban areas. This shows that most of the respondents were from locality that is deprived of basic amenities and farming is more paramount. This may make the respondents settle for agriculture as a career. Result of family type in Table 1 shows that majority (65.6%) of the respondents were from polygamous family while 34.4% were from monogamous family. This result implies shows that most of the respondents were from family background where competing for opportunities is high. This could trigger the interest of the respondents on their present course of study. Result for reason for course of study in Table 1 shows that majority (77.6%) of the respondents studied agriculture based on their personal interest while 22.4% studied agriculture based on parental influence. This result is in tandem with that of Ewebiyi, Akinsulu and Aderinto (2019) who also reported in their study most respondents studied agriculture in Tasued, based on their personal interest. This could mean because most of the respondents were from areas where agriculture was the main stay. This might have influenced their interest in agriculture.

Variables	Frequency	Percentage	Mean	SD
Age			23	5
16-20	29	23.2		
21-25	71	56.8		
26-30	25	20.0		
Sex				
Male	74	59.2		
Female	51	40.8		
Ethnicity				
Yoruba	118	94.4		
Igbo	6	4.8		
Hausa	1	0.8		
Religion				
Christianity	106	84.8		

Islamic	19	15.2
Level of study		
100L	12	9.6
200L	33	26.4
300L	60	48.0
400L	13	10.4
500L	7	5.6
Present grade		
First class	13	10.4
Second class upper	45	36.0
Second class lower	65	52.0
Pass	2	1.6
Type of accommodation		
Single room	88	70.4
Self-contained room	37	29.6
Residential area		
Urban	90	72.0
Rural	35	28.0
Family type		
Monogamous family	43	34.4
Polygamous family	82	65.6
Reason for course of study		
Parental influence	28	22.4
Personal interest in agriculture	97	77.6
Personal interest in agriculture	97	77.6

Source: Field survey, 2020

Reasons for students' choice of accommodation

Table 2 shows that source of information and advice in choosing accommodation (1.93), length of contract preferable (1.52), staying safe (1.48), living together in real home situation (1.46) and building social network and developing friendship (1.41) were the major reasons that determined the respondents' choice of accommodation. This implies that most of the respondents chooses their accommodation based on the fact that they want to have full control of where they are staying and this could influence their academic performance. This corroborates the findings of Nurul 'Ulyani, Nor' Aimi and Nazirah (2011) who also found out in his study that students are more satisfied with their accommodation if they have full control over it in terms of deciding on how long they intended staying there. However, understanding about preferences for private house (1.30), getting connected (1.22) and time taken to search for accommodation (1.09) were the least reasons that determines respondents' choice of accommodation in the study area.

Table 2: Reasons for students’ choice of accommodation

Reasons	Major	Minor	Not a reason	Mean	Rank
Source of information and advice in choosing accommodation	119 (95.2)	4 (3.2)	2 (1.6)	1.93	1 st
Time taken to search for accommodation	12 (9.6)	113 (90.4)	0 (0.0)	1.09	10 th
Length of contract preferable	68 (54.4)	54 (43.2)	3 (2.4)	1.52	2 nd
Understanding about preferences for private house	44 (35.2)	75 (60.0)	6 (4.8)	1.30	8 th
Building social network and developing friendship	56 (44.8)	65 (52.0)	4 (3.2)	1.41	5 th
Freedom to choose where to live	59 (47.2)	56 (44.8)	10 (8.0)	1.39	6 th
Preferred accommodation features	62 (49.6)	50 (40.0)	13 (10.4)	1.39	6 th
Getting connected	46 (36.8)	61 (48.8)	18 (14.4)	1.22	9 th
Staying safe	73 (58.4)	39 (31.2)	13 (10.4)	1.48	3 rd
Living together in real home situation	58 (46.4)	67 (53.6)	0 (0.0)	1.46	4 th

Source: Field survey, 2020

Effects of off-campus residence on students’ academic performance

Result of effects of off-campus residence on students’ academic performance in Table 3a shows that majority of the respondents were in agreement that off-campus students live in more dangerous areas that tend to be risky which makes them to lose interest in learning (97.6%), off-campus students hardly have encouraging study friends that make them read at night and this influences their academic performance adversely (97.6%), off-campus students are not challenged in the use of the laboratory services after lecture hours which influence their academic performance negatively (90.4%), off-campus students could easily be hindered from coming to make use of the e-library in school due to transportation cost which influences their academic performance adversely (89.6%), off-campus students are not safe from any unrest that may occur around their area of residence which scares them from reading at night (88.8%), there is no security for students staying off-campus which may affect their group studies at night (88.0%), off-campus students do not return to school to make use of library when they close from their regular lectures which affect their academic performance negatively (88.0%), off-campus students are exposed to cases of rape or harassment and this may affect their studies (79.2%), off-campus students are reluctant to read in the library due to inadequacy of time/energy to shuttle between school and residence which may affect their academic performance (75.2%) and off-campus students are often exposed to theft/ armed robbery attack which takes away their valuables and this may affect their concentration (74.4%). Further result in Table 3b shows that majority (51.2%) of the respondents felt the effect of off-campus on their academic performance negatively while 48.8% of them felt the effect positively. This implies

that irrespective of the features of the accommodations, most of the respondents were performing low in their academic performance. This could be because most of the respondents may not have adequate reading time outside the university environment and easy access to library compared to when staying on campus. This corroborates the findings of Joy and Joshua (2017) who found out in their study that students staying on campus were performing better than students staying off-campus and with the findings of Owolabi (2015) where 55.2% of respondents in his study also felt the effect of off-campus on academic performance negatively.

Table 3a: Effects of off-campus residence on students' academic performance

Item description	SA	A	D	SD
Off-campus students are not safe from any unrest that may occur around their area of residence which scares them from reading at night	88 (70.4)	23 (18.4)	10 (8.0)	4 (3.2)
Off-campus students live in more dangerous areas that tend to be risky which makes them to lose interest in learning	54 (43.2)	68 (54.4)	3 (2.4)	0 (0.0)
There is no security for students staying off-campus which may affect their group studies at night	40 (32.0)	70 (56.0)	8 (6.4)	7 (5.6)
Off-campus students are exposed to cases of rape or harassment and this may affect their studies	39 (31.2)	60 (48.0)	16 (12.8)	10 (8.0)
Off-campus students are often exposed to theft/armed robbery attack which takes away their valuables and this may affect their concentration	42 (33.6)	51 (40.8)	10 (8.0)	22 (17.6)
Off-campus students are reluctant to read in the library due to inadequacy of time/ energy to shuttle between school and residence which may affect their academic performance	47 (37.6)	47 (37.6)	7 (5.6)	24 (19.2)
Off-campus students do not return to school to make use of library when they close from their regular lectures which affect their academic performance negatively	73 (58.4)	37 (29.6)	8 (6.4)	7 (5.6)
Off-campus students could easily be hindered from coming to make use of the e-library in school due to transportation cost which influences their academic performance adversely	65 (52.0)	47 (37.6)	9 (7.2)	4 (3.2)
Off-campus students are not challenged in the use of the laboratory services after lecture hours which influence their academic performance negatively	71 (56.8)	42 (33.6)	0 (0.0)	12 (9.6)
Off-campus students hardly have encouraging study friends that make them read at night and this influences their academic performance adversely	102 (81.6)	20 (16.0)	3 (2.4)	0 (0.0)

Source: Field survey, 2020

Table 3b: Categorization of effect of off-campus residence on students' academic performance

Effect level	Frequency	Percentage	Minimum	Maximum	Mean	SD
Negative (25-32.8)	64	51.2	25	38	32.9	2.5
Positive (32.9-38)	61	48.8				
Total	125	100.0				

Source: Field survey, 2020

Conclusion and Recommendations

Conclusion

Most of the respondents were still in their early years of learning, male, from Yoruba tribe, Christians, had spent up to 3 years studying with second class lower grade. Also, most of the respondents occupied single room apartment, from rural areas and polygamous family but studied agricultural science based on their personal interest. Source of information and advice in choosing accommodation, length of contract preferable, staying safe, living together in real home situation and building social network and developing friendship were the major reasons that determined the respondents' choice of accommodation. The study therefore conclude that the level of effects of off-campus on academic performance was negatively felt (51.2%) among the respondents in the study area.

Recommendations

1. Assessment on the state of the university hostels need to be done to investigate the challenges facing students living within the halls of residence.
2. More hostels should be built and make available in the school environment to enhance better academic performance of students.
3. Government should make laws that will guarantee private organizations and individuals to build accommodation on the campus to ensure the safety of students and proper school management and school management should take into account the plight of off-campus students and should therefore design school facilities especially lecture halls, library and laboratories that would cater for their needs.

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