PRESBYTERIAN UNIVERSITY COLLEGE OKWAHU CAMPUS, ABETIFI

DEPARTMENT OF BUSINESS ADMINISTRATION

TOPIC

THE IMPACT OF RESIDENTIAL ACCOMMODATION ON ACADEMIC PERFORMANCE

(CASE STUDY OF NON RESIDENT THIRD AND FINAL YEAR STUDENT OF PRESBYTERIAN UNIVERSITY COLLEGE, OKWAHU CAMPUS)

A REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE AWARD OF BSc. BUSINESS ADMINISTRATION

(BANKING AND FINANCE)

BY

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JUNE 201
DECLARATION

I declare that I have wholly undertaken the study reported herein under supervision. This work submitted as thesis to the Department of Business Administration Okwahu campus of the Presbyterian University College, for the award of Bachelor of Science (BSc) in Business Administration, (Banking and Finance), is the result of my own effort and that it has not been presented elsewhere for any other academic degree.

I further declare that opinion conveyed in this work is solely my responsibility. Ideas, views and other opinions that are not my own and all references cited therein have been accordingly acknowledged.

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DEDICATION

I humbly dedicate this research work to GOD almighty. I again dedicate it to my able father Mr. Mark Awuah Baah, to my uncles Mr. J. K. Nti and Mr. J. A. Armah, to my aunty Mrs. Lorin Armah, not forgetting my sweet mother, Mrs. J. Armah and to my entire family for their prayers, love, support and benevolence throughout my study as an undergraduate at the university.

All I say is my God richly bless you all. Amen
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ABSTRACT

Researchers suggest there are numerous factors affection academic performance, these factors tends to either impact negative or positive on academic performance. Inclusive of factors affecting academic performance is the issue of residential accommodation. The impact of residential accommodation on academic performance has received little attention, thus research work conducted is sparse.

As established in the Maslow theory the most basic need of the individual includes shelter. Thus with the appropriate shelter and adequate access to educational facilities which includes access to the internet and high-graded library will result in good or improved in academic performance.

In order to achieve good academic performance as far as residential accommodation is concerned the place of residence should be conducive for learning and also should have the basic facilities there present at the residence.

In the attainment of the best academic performance by students in non-college provided residence all the necessary variables should be address which includes the proximity to the lecture area from place of residence and not ignoring the cost involved in managing the place of residence since it not provided by the college.

A well examining and well implemented recommendation pertaining to the academic performance of students in non-college provided residence will yield a positive result.
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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Maharaja Sri-Gupta, the dynasty was the model of a classical civilization and founder of the Gupta Empire, which was an Ancient Indian empire existing approximately from 320 to 550 CE and covered much of the Indian Subcontinent. Nalanda meaning “Giver of Knowledge” is the bases on which the world’s first university was established. University of Nalanda was the largest residential center of learning that the world had ever known since the 5th century by the Gupta emperors. The courses offered at Nalanda included the study of scriptures of Mahayana and Hinayana Schools of Buddhism, Brahminical Vedic texts, Philosophy, logic theology, grammar, astronomy, mathematics and medicine. Its importance as a monastic university continued until the end of the 12th century.

During the colonial years, Freetown was the centre of British West Africa; it was from this city centre that a British governor long ruled over the Gold Coast (Ghana), Gambia, and Sierra Leone. Fourah Bay University College was founded on the 18th of February, 1827, by the Church Missionary Society essentially for the training of teachers and missionaries to serve in the promotion of education and the spread of Christianity in West Africa and for more than a century it was the only modern European-style University in British West Africa. The University College trained renowned African leaders like Oladipo Felix Solanke, Rt. Rev Seth Irunsewe Kale both of Nigeria, Sir Milton Augustus Strieby Margai (Architect
of Sierra Leone’s independent and first prime minister), Ernest Bai Koroma, President of Sierra Leone and Kwame Nkrumah of Ghana. Fourah Bay University College still exists today, as a part of the University of Sierra Leone. In 1876 it became a degree granting institution with an affiliation to the University of Durham in England, and since then has maintained a reputable tradition of higher education in Africa.

Originally affiliated to the University of London, is the University of Ghana which was first known as University College of the Gold Coast when it was first founded by an ordinance on August 11, 1948 on the recommendation of the Asquith Commission in the then British colonies. The Asquith Commission, which was set up in 1943 to investigate higher education, recommended the setting up of the University Colleges among other things to enhance higher education. It should be noted that during the early years of the university, students at the university were treated as first born babies and were provided with almost everything, including pocket money by the government, to ensure that the needed comfort was obtained for smooth scholarly work; students were resident in the halls provided by the university. With time, the population increase of students did not correspond with increase in the number of facilities which include residential accommodation.

Private tertiary education is a recent but rapid development in Ghana, meticulously regulated by the National Accreditation Board. Due to the high demand for high education thus university education by the close of 1999, private universities sprung up like mushrooms in Ghana; there were just two but since then, 11 new private universities and 19 private polytechnics or colleges have opened their doors.
In 1925, law students formed the West African Students' Union (WASU) by the end of 1933 they set up a student’s hostel which also housed reference materials especially that on West Africa. Apart from the main aim of putting up the hostel which is because of racial discrimination, the hostel also had a secondary goal to aid students in reaching high academic heights. This hostel was named ‘Africa House’ located at Camden an inner city district in northwest London, England. Members of WASU included the future leaders of Kenya and Ghana, Jomo Kenyatta and Kwame Nkrumah and Oladipo Felix Solanke who was once a champion of West African unity and preached anti-racism

1.2. STATEMENT OF THE PROBLEM

It has been over a century since the very first batch of university students started their tertiary education in Ghana with everything at their door step. The United States of America’s (U.S.A) Electronic Information and Publications Office has in their background notes about Ghana, stating that Ghana’s expenditures on education have risen from 1.5% to nearly 3.5% of GDP which is $15.51 billion as year ended 2009. Thus the government values education and like every parent high academic performance is required. There are various factors that facilitate high or effective academic performance. This include the role of lectures in the institution; according to Assoc. Prof. Dr. Azizi Hj. Yahaya of University Technology Malaysia (Faculty Of Education) Teachers do play an important role towards learning capabilities of students. Their roles includes promoting active learning, developing thinking skills, creating effective learning zones, promoting success, providing effective feedback, recognizing and creating learning windows, developing good relationship, developing learning pedagogy, enhancing motivation and accepting individual differences.
Comparatively less has been done or said about the degree at which the presence or absence or even the type of residential accommodation for students have an impact on academic performance to the other factors affecting academic performance like creation of opportunity window and more as put across by the likes of Assoc. Prof. Dr. Azizi Hj. Yahaya of the University of Technology Malaysia (faculty of education). Thus this study will seek to prescribe the right residential accommodation to enhance high academic performance.

1.3. **OBJECTIVE OF THE STUDY**

To conduct a study on the degree at which living in a non-college provided residential accommodation have an impact on academic performance of students of the Presbyterian University College.

1.4. **SPECIFIC OBJECTIVES**

The following are the objectives of the study for the research work.

- To examine the problems of non-college provided residential accommodation that exists to students of PUC, GH (Abetifi)
- To identify why the preference for living in a non-college provided accommodation at PUC, GH (Abetifi)
- To make recommendations on how non-college provided residential accommodation should be maintained to attain or maintain the best academic performance at PUC, GH (Abetifi)
1.5. **SIGNIFICANCE OF THE STUDY**

The data unruffled would be of assistance to the following:

- Government: It will help the government of Ghana to come out with effective policies with regards to higher educational institutions established away from the regional capitals.
- Presbyterian University College: It will also help management of the university on how to allocate their resources in terms of residential accommodation and will also help in the formulating of academic policy for the university.
- Prospective Students: Students who are willing to further their education at the university will know the type of residential accommodation available. Thus the appropriate decision will be effected before applying to the university.

1.6. **RESEARCH QUESTIONS**

The following research questions would provide the researcher the project work.

- Why the preference to live in a non-college provided accommodation at PUC?
- What are the various problems faced by students in non-college provided residential accommodation at PUC, GH (Abetifi)?
- How can non-college provided residential accommodation be improved for PUC students?
• Are non-college provided residential accommodations close to learning materials and facilities?
• Do non-college provided residential accommodation face security problem?

1.7. LIMITATIONS
In the course of the study and conducting the research, problems that are envisaged are:

• Unavailability of textbooks at the library and as result, the researcher had to go to other libraries, browse through the Internet before getting the necessary information.
• The cost involved in producing the research work was very expensive; taking into consideration the purchase of stationery, printing and many more others.
• Reluctance of interviewees to cooperate

1.8. SCOPE OF THE STUDY
The study was concentrated mainly on third year and final year students who live in non-college provided accommodation of the Presbyterian University College specifically the Okwahu Campus in the Eastern Region. The Okwahu campus was chosen because out of the four campuses of the college the Okwahu campus is the most populated and as such seen to be the heartbeat of the school. Again third year and final year students where the researchers concentration since they have more experience than other students in other levels.
CHAPTER 2

LITERATURE REVIEW

2.0. INTRODUCTION

The main objectives of education, as S.K. Paul et al. held is to bring “changes not only in the amount of knowledge but also for achieving abilities to do something, to think and to acquire habits, skills and attitudes which characterize on individual who is socially accepted and adjusted”. Thus many different factors affect education and in the long run affect academic performance being it positive or negative.

Keeping these in mind this chapter seeks to review academic works carried out on the subject under research and also examine or provide to the reader the existing information relating to this research. Literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical contributions to a particular topic. Literature reviews are secondary sources, and as such, do not report any new experimental work. It is the ultimate goal of this chapter to bring the reader up to date with current literature on the topic and forms the basis for another goal, such as future research that may be needed in the area. It should be established that literature on the subject is sparse since this area of research has not been tackled.
2.1. ACADEMIC PERFORMANCE

Academic performance has no single definition, academic performance is as a result of education, like tree their fruit may be sweet or sour, so can formal educational produce a student with higher academic performance or a students with a lower academic performance. Thus, the education production function might be specified as follows:

“Educational outputs = f (inputs)”

Indicating that educational outputs (grades, attitudes, achievement, retention, etc.) are a function of the educational inputs. A useful way of distinguishing between the arrays of inputs is to separate them into those associated with student’s prior performance, family background characteristics, peer (or neighbourhood) characteristics, and other institutional characteristics.

Students are main assets of universities. The students’ performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country’s economic and social development. The performance of students in universities should be a concern not only to the administrators and educators, but also to corporations in the labour market. Academic achievement is one of the main factors considered by the employer in recruiting workers especially the fresh graduates. Thus, students have to place the greatest effort in their study to obtain a good grade in order to fulfil the employer’s demand. Students’ academic achievement is measured by the Cumulative Grade Point Average (CGPA). CGPA shows the overall students’ academic performance where it considers the average of all examinations’
grade for all semesters during the tenure in university. Many factors could act as barrier and catalyst to students achieving a high CGPA that reflects their overall academic performance.

In Malaysia, researchers evaluate the student academic performance based on academic performances which are cumulative grade point average (CGPA), grade point average (GPA), tests and others. (Ervina and Othman, 2005; Manan and Mohamad, 2003 and Agus and Makhbul, 2002). In addition, a study in the United States by Nonis and Wright (2003) also evaluate student performance based on CGPA.

The very concept of academic performance varies in its definition. Hijazi and Raza Naqvi (2006) observed that the measuring of academic performance of students is challenging since student performance is a product of socio-economic, psychological and environmental factors. They further argued that student’s performance is “associated with students’ profile like his attitude towards class attendance, time allocation of studies, parent’s level of income, mother’s age and mother’s education”

2.2. **ON-CAMPUS ACCOMMODATION and OFF-CAMPUS ACCOMMODATION**

Students living in residential college are more likely than those in the general population to be younger, in their first year of study, from a provincial area, studying full time or an international student. Students living in residence are equally, and in many instances, more engaged than others, particularly in terms of participation in active learning and enriching experiences, their interactions with staff, and their perceptions of support, this observation was realized by Dr Hamish Coates and Dr Daniel Edwards. They further reported that residential students report greater levels of individually focused support— the kind that retains
students in university study. In their briefing on the impact of residential colleges in Australian higher education they established that residential students’ learning, development and satisfaction is greater than for those who lived off campus.

Residential colleges, thus colleges or universities with residential facilities play a vital role in many of the best universities in the world (Daniel, 2008). Intuitively, it seems clear that living in a university-affiliated residence would enhance students’ educational involvement and outcomes. Campus residence or halls provide a potentially powerful environment for encouraging openness to diversity because of extended opportunities for students to interact with peers and staff to implement programs that expose students to multicultural issues (Hughes, 1994). Not surprisingly, previous studies found that living on campus, as opposed to commuting from home, was related to increased tolerance and openness to diversity (Astin, 1977).

Anecdotal reports help build a rich picture of residential life in Australian higher education, but overly relying on such data limits the extent to which colleges can be situated, compared and understood within broader contexts. Hence it is helpful to complement perceptual reports with data that offer more objective insights into colleges and universities.

As intuitive reports suggest, research findings have consistently affirmed that living in residence is positively related to learning and development outcomes. Residential colleges have been shown to enhance many of the educationally productive characteristics of undergraduate education as well as making direct contributions of its own (Blimling, 1989, 1993; Pascarella, Terenzini & Blimling, 1994; LaNasa, Ison & Alleman, 2007). In their review of longitudinal studies of university impact, for instance, Pascarella and Terenzini
(1991) note that ‘living on campus is perhaps the single most consistent within-college determinant of impact’. Such findings are important, for they affirm the core rather than supplementary role played by residential colleges in university education. Although these studies found that the effects of living on campus were consistently positive, Pascarella, et al., 1994 went further to argue that, the strength of the effects varied widely, due to substantial differences in the length and nature of the residential experiences.

In the last decade, a substantial body of empirical research has affirmed that it is the ‘whole experience’ that counts for student learning and development, not just what happens in formal instructional contexts (see, for instance: Griffin, Coates, James & McInnis, 2003; Pascarella & Terenzini, 1991, 2005; Scott, 2006; Pike, 2002). Residential programs can play a very important role in this regard, offering a range of enriching experiences that enhance the formal curriculum, and engaging students in the social life of the college. Importantly, such programs have the capacity to link formal learning with community settings – supporting contexts that boost the relevance of study.

The research team of the Australasian Survey of Student Engagement (AUSSE) put forward that research and experience in the past decade has highlighted that the support provided by residential colleges in the first year of university study is likely to be particularly significant. Many entering students, particularly those from disadvantaged backgrounds, encounter higher education as a complex and foreign activity. Through integrated academic and support activities, colleges can play an important role in retaining students through the first few weeks of university, enculturating them into academic life and setting in place productive approaches to study. By exposing students to new communities and opportunities colleges
can, importantly, help shape the goals that encourage students to persist in and excel at their undergraduate education.

2.3. GLITCHES OF STUDENTS PLACE OF RESIDENCE

Handler (2001), observes, “Every society is faced with the problem of producing human habitation in sufficient quantity, and obtaining the kind of quality desired, at prices that individuals and families can afford”. Based apparently on this definition that can be described as a working definition of the ideal residential housing, Handler declares, “The problem of housing exists in countries throughout the world”

All over the world accommodation hunt is never a thing of the past. Horrifying stories about dark, dank, rat and cockroach ridden student accommodation, also we have heard about freaky flatmate and funny smells. While these are largely urban legends, there are still some shocking and soul comforting student accommodations out there. Ubong (2001) had observed that hostel accommodation has not been receiving adequate attention, although it is an important component of pupil personnel management. Residential accommodation available to students is often at the high side of price for instance accommodation of students in hostels in TEIs in Nigeria became a topical issue following the decision of the Federal Government in 2003 to increase hostel fees from the rate of N90.00 (less than $1.00) per academic year to N10, 000.00 (about $73.43 at the parallel market rate of N140.00 to $1.00). Widespread demonstration by students followed the announcement. Although the Federal Government backed down, many of the institutions have revised their rates upwards with the University of Nigeria and the Federal University of Technology, charging N5, 000.00.
Mentaince at the place of student resident is unfortunately poor; the institutions/universities have over the years, not been able to keep the hostels even in minimum residential conditions because of paucity of funds. Akpan (1998), declares, “The student population is rapidly increasing, while the infrastructural amenities are declining in supply and their stock depreciating hostel facilities are in deplorable states and are overcrowded”

2.4. TYPE OF STUDENT RESIDENT

In the United States of America (USA), one modern approach that the governments have been emphasizing according to Handler, is jointly financing of large housing programmes by the governments and large private investors. John Rowlinson's funded Studentastic web site which was formed to offer a unique reference point on how to survive as a student, classified student accommodation in the UK into three (3) namely; Halls of Residence, Private Rentals and Investment Properties

2.4.1. Halls of Residence

Halls of residence are accommodation provided by the university, though at a cost to the student. These halls may be mixed sex or single sex, catered or self-catering, with single rooms or shared rooms and with suite bathrooms or shared bathrooms. The cost of these rooms will vary according to these variables and the university you attend, and there may be further rules such as visiting hours, quiet hours, alcohol and guest policies and opening hours out of term. This type of accommodation is usually in short supply, when one hoping to live in a hall of residence at a university, inquire is usually made early about application procedures.
2.4.2. Private Rentals

The private rental market flourishes in and around universities, and some institutions even own properties that they then rent out to their students. Thus when considering a private rental accommodation, research on the average rent rates, the kinds of leases on offer and the number many flat-mates can live in your proposed accommodation. Again depending on once budget, a variety of different options exist, including:

- Bed-sit or rented room, usually in a family home, sometimes with cooked meals included.
- Flat or self-contained unit in a converted house or building.
- Purpose built apartment.
- House.

2.4.3. Investment Properties

Most students can’t afford to buy their own properties, but a lucky few have parents or other relatives who see the potential in purchasing an investment property near their university. If you are one of these lucky students, thank your family profusely! Then make sure that you and the property owner are both well aware of your responsibilities. Be sure to hammer out:

- If you will be paying rent.
- If you will be sharing with flat-mates and if they will be paying rent.
- Who will take care of the utility bills?
- Who will be responsible for general upkeep and maintenance?
- The rules for decorating and entertaining.
• Emergency plans and preferred contacts.

2.5. OTHER FACTORS AFFECTING ACADEMIC PERFORMANCE

Determinants of students' performance have been the subject of on-going debate among educators, academics, and policy makers. There have been many studies that sought to examine this issue and the findings of these studies point out to hard work and discipline, previous schooling, parents’ education, family income and self-motivation as factors that can explain differences in students' grades. For example, Siegfried and Fels (1979) concluded that the student’s aptitude is the most important determinant of his/her learning. Romer (1993) found that class attendance is reflected significantly on the students’ GPA.

Ellis et al (1998) in their study on the factors affecting student performance in principles of economics, found that the likelihood of a student making a grade of A or B significantly decreases as the number of absences increases; when the student is a member of fraternity or sorority; and as the number of credit hours carried by the student during the semester increases. On the other hand, the chance of a student making an A or B in the course significantly increases with having taken all the credit hours provided; a higher GPA; and higher SAT scores. Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and service received. He also found that the existence of professional development programs and internship opportunities are associated with better academic performance. With regard to background variables, he found a positive effect of high school performance and school achievement while there was no statistical evidence of significant association between family income level and academic performance. Devadoss and Foltz (1996) studied the effects of previous GPA, and financial
status on the performance of students. They concluded that previous GPA and motivation affect positively the current GPA. They also found that students who support themselves financially are likely to have better performance.

2.6. BUILDING AGE, QUALITY, and AESTHETICS

Some researchers assert that building age, quality, and aesthetics also do have an impact on the academic performance. McGuffey's 1982 synthesis of earlier studies correlated student achievement with better building quality, newer school buildings, better lighting, better thermal comfort and air quality, and more advanced laboratories and libraries. More recent reviews by Earthman and Lemasters (1996, 1997) report similar links between building quality and higher test scores. For example, researchers studying Georgia's educational institutions found that students in non-modernized buildings scored lower in basic skills assessments than students in modernized or new buildings (Plumley 1978).

Similarly, Chan (1979) found that students in higher levels scored consistently higher across in a range of standardized tests if housed in new or modernized buildings. Bowers and Burkett (1987) found that students in newer buildings outperformed students in older ones and posted better records for health, attendance, and discipline. On the discipline more than sixteen studies collated by McGuffey (1982) found fewer disciplinary incidents as building quality improved. Discipline also was better in newer buildings. However, later reports (Edwards 1992; Cash 1993) found that disciplinary incidents actually increased in schools with newer and better buildings—perhaps caused by the stricter discipline standards in these newer schools.
In more recent work, Phillips (1997) found similar improvements in newer facilities, and Jago and Tanner (1999) also found links between building age and student achievement and behaviour. Jago and Tanner in their ethnographic and perception studies indicated that poor school facilities negatively impact teacher effectiveness and performance, and therefore have a negative impact on student performance. Jago and Tanner in their research concluded that lighting, colour choices and windows play a significant role in the achievement of students.

Clearly, there is consensus that newer and better school buildings contribute to higher student scores on standardized tests (Plumley 1978; Edwards 1992; Cash 1993; Earthman and Lemasters 1998; Hines 1996), but just how much varies depending on the study and the subject area. For example, Phillips (1997) found impressive gains in maths scores, but Edwards (1992) found much lower gains in social sciences. Isolating the independent effects of age and building condition is essential to studies such as these but may be difficult to do; a building’s age can be ascertained from public records, but its condition is harder to gauge. Building quality actually may have less to do with age and more to do with the budget for that particular building. In older buildings, a lack of maintenance can ruin an otherwise high-quality building; in new buildings, funding limitations can result in a brand new building of inferior quality. Any careful study must account for these factors. Indeed, some researchers have tried to rigorously identify the effect of building quality independent of building age. Andersen (1999) studied the relationship of thirty-eight middle-school design elements to student scores from twenty-two schools on the Iowa Test of Basic Skills and found positive correlations with twenty-seven elements. Maxwell (1999) found a correlation between newer facilities and student performance levels and a significant relationship between upgraded facilities and higher maths scores. But her study also found lower student performance during
the renovation process, since classes can be disrupted during renovation. In at least one case (Claus and Girrbach 1985), reading and maths scores improved among the better students when buildings were renovated, but the scores fell among the lowest performing students. Lewis (2000) tried to identify the independent effects of school quality in a study of test scores from 139 schools in Milwaukee and found that good facilities had a major impact on learning. Stricherz (2000) notes that student achievement lags in inadequate school buildings but suggests there is no hard evidence to prove that student performance rises when facilities improve well beyond the norm. “Research does show that student achievement lags in shabby school buildings—those with no science labs, inadequate ventilation, and faulty heating systems,” Stricherz says. “But it does not show that student performance rises when facilities go from the equivalent of a Ford to a Ferrari—from decent buildings to those equipped with fancy classrooms, swimming pools, television-production studios, and the like.”

Earthman (2002) and Schneider (2002) also put forward that school building design features components have been proven to have a measurable influence on student’s learning. Among the influential features and components are those impacting temperature, lighting, acoustics and age. Researchers have found a negative impact upon student performance in buildings where deficiencies in any of these features exist. In addition, overcrowded school buildings and classrooms have been found to be a negative influence on student’s performance. The overall impact a school building has on students can be either positive or negative, depending on the condition of the building. In cases where students attend school in substandard buildings they are definitely handicapped in their academic achievement. A correlation study showed a strong and positive relationship between overall building conditions and students’
achievement. Researchers have repeatedly found a difference of between 5-17 percentile points between achievement of students in poor buildings and those students in standard buildings (Earthman, 2002).

2.7. ATTENDANCE

Good attendance and prompt arrival to school and or in class is expected to achieve the aims and objectives of every student. Thus poor attendance not only hinders academic achievement but also promotes a poorly educated society and thus leads to many negative social issues. Some educational experts argue that students who have not acquired an association between academics and life experiences do not feel that good school attendance is relevant to their future (Collins, 1982). Student with high self-efficacy seem to be more successful in maintaining consistent attendance (Bouffard-Bouchard, 1990). A domino effect results which starts with poor attendance, proceeds to low achievement, increases the dropout rate, and amplifies a host of social problems. In a recent paper, S.T. Hijazi & M.M.Raza Naqvi (2006) held the view that student’s performance is “associated with students’ profile like his attitude towards class attendance, time allocation of studies, parent’s level of income, mother’s age and mother’s education”. Apart from previous GPA, and financial status on the performance of students Devadoss and Foltz again concluded that class attendance affect positively the current GPA, thus they found out that students who attend class constantly are likely to have better academic performance.

A study also conducted by Collett et. al., 2007; Stanca, 2006; Chow, 2003; Rodgers, 2001; Durden and Ellis, 1995; Romer 1993, found that attendance have small, but statistically
significant, effect on student performance. Marburger (2001) concluded that students who missed class on a given date were significantly more likely to respond incorrectly to questions relating to material covered that day than were students who were present. Moore (2006) again indicated that class attendance enhances learning; on average, students who came to the most classes made the highest grades, despite the fact that they received no points for coming to class. Arulampalam et. al. (2007) found that there is a causal effect of absence on performance for students: missing class leads to poorer performance. On the other hand, Martins and Walker (2006) mentioned that there are no significant effects from class attendance. This is also supported by Park and Kerr (1990) and Schmidt (1993) who found an inverse relationship between students’ attendance and their course grades.

2.8. INCOME LEVEL

An investigation conducted by Agus and Makhbul (2002) indicated that students from families of higher income levels perform better in their academic assessment (CGPA) as compared to those who come from families of lower income brackets. Their studies found that most of students came from families in the income bracket of between RM1, 000 to RM4, 000. Checchi (2000) also concluded family income provides an incentive for better student performance; richer parents internalize this affect by investing more resources in the education of their children. Once the investment is undertaken, the student fulfill parents’ expectations by perform better in their studies. Based on the research done by him, he demonstrated that children from richer families perform better than those from poorer families. On the other hand, Syed Tahir Hijazi and S.M.M Raza Naqvi (2006) found that there is negative relationship between student performance and student family income.
Research done by Beblo and Lauer (2004) also found that parents’ income and their labour market status have a weak impact on children’s education.

2.9. PARENTS EDUCATION LEVEL

According to Ermisch and Francesconi (2001), there is significant gradient between each parent’s education level and their child’s educational attainment. Relative to a parent with no qualifications, mother’s education has a stronger association with her child’s educational attainments than the education of the father. This result is supported by Agus and Makhbul (2002). They indicate that the level of education of mother has been found to exert the strongest influence on academic achievement as compared to level of education of father.

2.10. EXTRA CURRICULAR ACTIVITIES

Darling et al (2005) conducted a longitudinal study concerning extracurricular activities and their results showed that the students who participated in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes. Students involved in athletics are said to build character, instill a respect for the rules, encourage team-work and sportsmanship, promote healthy competition and perseverance, and provide a sense of achievement. (Smoll and Smith, 2002). Organized sports also provide an opportunity for initiative, emotional regulation, goal setting, persistence, problem solving and time management (Larson, Hansen and Moneta. 2006), which may help to explain association found between sports participation and academic achievement (Mahoney and Cairns, 1997 ; Marsh and Kleitman, 2002). Although researchers agree that extracurricular
activities do, in fact, influence academic performance. Borde (1998) shows that engagements in extracurricular activities are unrelated to students’ performance. One study, conducted by the National Educational Longitudinal Study, found that “participation in some activities improves achievement, while participation in others diminishes achievement” (Broh, 2002). This is supported by Kimiko (2005), who found that participation in athletics, television viewing and community service has a positive effect on academic performance while participation in musical performance does not improve academic performance. Involvement in sport activities also have been proven adversely affecting students’ performance. Cited in Shernoff and Vandell (2007), some findings on sports participation and its relationship to development and emotional adjustment have been negative or mixed. Sports have been linked to developmental hazards such as delayed identity development (Larson and Kleiber, 1993), increased level of school deviance (Lamborn et. al. 1992), higher rate of alcohol consumption (Eccles and Barber, 1999), competition anxiety and self-centeredness (Smoll and Smith, 2002) and bodily injury (Dane et. al. 2004).

2.11. PEER INFLUENCE

Various studies had been done and found that peers influence does have impact on student performance (Hanushek et. al, 2002; Goethals, 2001; Gonzales et. al., 1996; shown that peer influence has more powerful effects than immediate family. Peer support was positively related to students’ cumulative grade point average. Wilkinson and Fung, (2002) concluded that; by grouping students in heterogeneous learning ability (low ability students grouped with high ability students) will show an improvement in learning process and outcomes. Top students can positively affect less able students. Schindler (2003) who found that mixing
abilities will affect weak students positively however the effect for good students is negative. This is contradicting with Goethals (2001) who found that students in homogeneous group (regardless of high ability or low ability) perform better than students in heterogeneous group. Giuliodori, Lujan and DiCarlo (2006), covered that with peer interaction, students could increase their ability on solving qualitative problem-solving questions. Peer instruction will also promotes student’s participation and improve student’s performance. (Rao and Di Carlo 2000), Torke, Abraham & Upadhya (2007).

2.12. ACTIVE LEARNING

Active learning has received notably attention over the past several years. In the context of the college classroom, active learning involves students in doing things and thinking about the things they are doing as concluded by Bonwell and Eison, (1991). Active learning involves the students to solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. Bonwell & Eison (1991) again concluded that active learning leads to better student attitudes and improvements in students’ thinking and writing. A study by Wilke (2003) also indicated students in both the treatment and control groups demonstrated a positive attitude toward active learning, believed it helped (or would help) students to learn the material. Felder et. al. (2000) recommended that active learning is one of the teaching methods that work. Felder and Brent (2003), mentioned that as little as five minutes of that sort of thing (active learning) in a 50-minute class session can produce a major boost in learning. According to them, it (active learning) wakes students up: students who successfully complete a task own the knowledge in a way they never would from just watching a lecturer do it. However, DeLong’s (2008) study did not support the
hypothesis that active learning based teaching methods will affect positive change on student performance as measured by course final grade and non-intellectual learning factors as measured by the TRAC-R (Test of Reactions and Adaptations to College-Revised), an overall measure of college adjustment. He found that factors such as professor-student rapport and professor understanding of non-intellectual factors may have influenced the current results.

It is the researcher's hope that the above literature will give the reader a fair understanding with regards to the topic under research. Thus the literature reviewed above will also equip the reader to effectively understand the subsequent chapters that will follow in the researcher's quest in assessing the impact of residential accommodation on academic performance.
CHAPTER 3

METHODOLOGY

3.0. INTRODUCTION

This chapter deals with the techniques, skills, data collection methods and instruments used by the researcher to conduct the research not exempting the background and brief information about the area under research. It is the researcher's main priority to unearth the impact of residential accommodation on academic by producing meaningful and accurate facts so as to enable others to depend and also build upon since this area of study has not or less attention has been given to it.

3.1. RESEARCH DESIGN

Research design “deals with a logical problem and not a logistical problem” (Yin, 1989: 29). Before a builder or architect can develop a work plan or order materials they must, first establish the type of building required, its uses and the needs of the occupants. The work plan flows from this. Similarly, in social research the issues of sampling, method of data collection (e.g. questionnaire, observation, and document analysis), and design of questions are all subsidiary to the matter of `What evidence do I need to collect? A research design is not just a work plan. A work plan details what has to be done to complete the project but the work plan will flow from the project's research design. The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously
as possible. Obtaining relevant evidence entails specifying the type of evidence needed to answer the research question. In other words, when designing research the researcher need to ask: given this research question, what type of evidence is needed to answer the question in a convincing way?

### 3.2. BACKGROUND OF STUDY AREA

According to the church history, in 1843, the Presbyterian Church established the first primary school in the country. This began a series of bold, visionary and pioneering initiatives in the development of education in the country. Five years later it established the Presbyterian Training College (PTC) at Akropong, the second higher educational institution in West Africa after Fourah Bay College in Sierra Leone. Since those early beginnings, the Presbyterian Church of Ghana has established and managed, in partnership with the Government of Ghana, hundreds of primary schools, many secondary schools, and training colleges. With the establishment of the Presbyterian Training College (PTC), it was hoped that, like the Fourah Bay College in Sierra Leone, it might one day be upgraded to a university. However, after several years it was not until 1996 that the Synod of the Presbyterian Church of Ghana at that time took the bold decision to initiate steps into establishing a university. The body charged with pushing forward this initiative, the Presbyterian University Implementation Committee, was formally established in 1998. It is through these efforts and the determination of the Church that the Presbyterian University has come into being. Currently the Presbyterian University College can boast of four main
campuses namely, Okwahu Campus, Akuapem Campus, Asante-Akyem Campus and newly the Tema Campus.

3.3. MISSION AND VISION STATEMENT OF PRESBYTERIAN UNIVERSITY COLLEGE

The vision of the Presbyterian University College is envisaged as “an institution that blends and instils academic and professional excellence with an appreciation of cultural, technological, environment and globalisation trends in the men and women who pass through it and whose lives reflect Christian principles and values, including love and compassion, discipline, honesty, selflessness and humility”.

Since every mission depends on what the institution or organisation will like to be in other words the vision, the mission of the University is also derived from the vision and includes the design and implementation of academic and professional programmes of teaching, basic and applied research and outreach that will:

- Promote the balanced pursuit of the humanities, the basic sciences, and the development, application and management of technology.
- Provide professional training that enhances socio-economic development
- Nurture innovation and entrepreneurial skills as ways of harnessing local and regional resources.
- Operationalize local, regional and global needs assessment as the basis for practical outreach programmes in the local and regional communities.
• Prepare men and women who will apply their advanced learning skills in the service of the church, country and humanity.

• Produce individuals who remain self-motivated in the realisation of their responsibility to God, their fellow citizens and to the state.

• Inculcate ethical and intellectual values that manifest in courage, discipline, fair play, self-motivation and respect for the dignity of an honest life.

3.4. LOCATION AND CLIMATE

The Okwahu Campus is located at the town of Abetifi, one of the seventeen original towns (Nkrotoo) of the people of Okwahu at the southern part of the Okwahu-Mampong ridge in the Eastern Region of Ghana. Abetifi is the District Capital of the Kwahu-East District. The Abetifi section of the ridge forms the highest inhabited location in Ghana at about 630m (2080 ft.) above sea level. It has the desirably cool and pleasant climate (average 25oC) associated with elevated locations in the tropics. The seventeen towns are clustered together at an average distance of four kilometres from each other and about 180 km from Accra (Ghana’s capital) and 130 km from Kumasi (second capital). The cluster is within a radius of 6 km. The gateway is through a metropolitan town of Nkawkaw at the foot of the ridge on the Accra-Kumasi highway with a population of 45,000.

Abetifi is also one of the early Basel Mission stations in the country. The Basel Missionary Reverend F.A. Ramseyer and his wife were taken through Abetifi as captives of war (one of the Asante-European wars) on the way to Kumasi in 1869. Rev. Ramseyer later returned to
Abetifi to establish a mission station and a school in 1876. The church and the Ramseyer Lay Training Centre today mark the enduring presence of the Presbyterian Church in the town. The Ramseyer Training Centre is currently sharing space with the administration block of the university college on a piece land that was given to Rev. Ramseyer.

3.5. POPULATION

Earl Barbie (2002) defines population of study as a “theoretical and specified aggregation of study elements”, whereas David Chava (1976) defines population of study as “the aggregation of all cases that conform to someone designated set of specification”

The population of interest in this study covers the Presbyterian University College (Okwahu Campus) specifically third year and final year students of the Presbyterian University College (Okwahu Campus) who do not live college provided accommodation.

The University College which started with 55 students in November 2003 now has a student population of 1,000 on the three campuses out of which 41 per cent are females.

As far as this research is concerned it will concentrate on third year and final year student. The total number third year students is currently estimated to be 248, thus with the aid of the hostel representative the researcher was able to determine that students who live in non-college provided accommodation is 140. On the other hand the total number of final year student currently is also 180, thus with the aid of the hostel representative the researcher was
able to determine that final year students who live in non-college provided accommodation are also 87

3.6. DATA COLLECTION TECHNIQUE

Questionnaire is a set of questions drawn up for answering by a number of people independently, usually to provide statistical information. With the questionnaires drawn and the objective as to find out the impact of residential accommodation on the academic performance of the PUC student at Okwahu campus. The questionnaires will be distributed to three categories of PUC students at Okwahu campus, namely regular students, weekend students and long-vacation student.

For the purpose of this study, both primary and secondary data sources will be used in order to deduce the relative impact residential accommodation has as fare as academic performance is concerned.

The primary source of data was collected through interviews granted and questionnaires administered to students of the Presbyterian University College student at Okwahu campus.

The secondary data will also take the form of consultation of published journals, textbooks, newspapers, published materials and the World Wide Web (internet). The secondary data was used with the view of supplementing the information and explanations that the primary data was not able to provide.
Each questionnaire was made up of open and close ended questions on the average for category of respondents. The open ended questions were to enable the respondents to freely express their views on particular issues and to give a justification for their answers. On the other hand close ended questions were also supplied where questions involved clear-cut answers and respondents made their choice. The researcher went out personally to distribute his questionnaire to students of the Presbyterian University College student at Okwahu campus. Moreover, some of the student who accreted the fact that their place of residence have had an impact on their academic performance being it positive or negative were also contacted to obtain their opinions, with them questionnaires was not distributed.

This method of personal interview and questionnaire administration has an advantage in that it minimizes respondents giving inaccurate information due to misunderstanding of some questions since the researcher was able to explain questions, which were not understood on the spot. This method in addition enabled the researcher to gain more insight into the problem through discussion with respondents, which could not have been made possible under other methods. The questionnaire captured three important aspects, the information and background of respondents and the main question.

3.7. SAMPLE SIZE AND SAMPLING TECHNIQUE

Due to the topic and research objective, the research was focused on the attention on students of the Presbyterian University College student at Okwahu campus in the Eastern Region. The Presbyterian University College was chosen because as newly established
university there will be the need to look at all aspects of the factors that enhances academic performance and not let any factor out as done by other university. Thus it is easier to address to such factors at the early stage of the university than at maturity.

Specifically Final year students were chosen because the researcher observed that unlike other students in the various levels, final year student do have more experience and knowledge base to aid in this research.

Moreover, due to the constraints of resources and time, a sample size of fifty (50) was taken to represent the entire third year and final year students of the students population

The technique employed in collecting the data was random sampling;

The population as far as this project work is concerned the researcher will randomly select student form third year and final year students; hence questionnaires were administered to each randomly chosen final year student.

3.8. DATA ANALYSIS AND PRESENTATION

The data used for the research work were gathered mainly from questionnaires and interviews. The data gathered were analysed using both quantitative and qualitative methods of analysis.

Quantitative method of data analysis uses graphs, charts and statistics which help to describe and examine relationships and trends within the data. Quantitative analysis technique assists in the interpretation of data as they are graphically presented.
On the other hand, qualitative method of data analysis refers to all non-numeric data or data that have not been quantified and can be a product of all the research strategies. It usually ranges from a short list of responses to open-ended questions in online questionnaire to more complex response such as an in-depth interview. These are well analysed or explained in other to give the appropriate or accurate meanings of the data gathered.

The data collected from the field was first edited and subsequently analyzed. The editing included the categorization of responses into like forms. The editing helped in correcting certain responses. The study applied the use of multivariate analysis which involved tables and diagrams in order to graphically display characteristics of variables being analyzed. Microsoft Office Excel was used to analyze the data and the results were interpreted, it was also used in the creation of diagrammatic representation of the data to enhance efficient analysis.
CHAPTER 4

DATA ANALYSIS

4.0. INTRODUCTION

This chapter seeks to analyses the findings from the information obtained and gathered. The researcher, researched into the topic; The impact of residential accommodation on academic performance, specifically students living in non-college provided residential accommodation of the Presbyterian University College.

In all fifty (50) questionnaires were issued and returned. This forms 100 % of the total questionnaires sent out. Included are further analysis and presentation of the data collected from the test subject and incorporating, the main data pertaining to the research topic and responding to the research question are properly analyzed and the needed presentation given accordingly.

TABLE 4.1 GENDERS AND LEVEL

<table>
<thead>
<tr>
<th>Responses</th>
<th>FREQUENCY</th>
<th>TOTAL</th>
<th>PERCENTAGE (%)</th>
<th>TOTAL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 300</td>
<td>Level 400</td>
<td>Level 300</td>
<td>Level 400</td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
<td>24</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>9</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
<td>33</td>
<td>50</td>
<td>34</td>
</tr>
</tbody>
</table>

Source: data collected (2011)
4.1 Analysis on gender and level

Table 4.1 shows that out of the fifty (50) respondents, seventeen (17) representing thirty four percent (34%) are in level 300 and thirty three (33) representing sixty six percent (66%) are in level 400. It also indicates that there are thirty seven (37) representing seventy four percent (74%) are male and thirteen (13) representing twenty six percent (26%) female. This analysis points to the fact that the majority of students who do not live in college provided accommodation are male students and mostly in the final year.

### TABLE 4.2 NUMBER OF YEARS STAYED IN A NON-COLLEGE PROVIDED ACCOMMODATION

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>2 years</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>3 years</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>4 years</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)
4.2 Analysis on number of years stayed in a non-college provided accommodation.

Table 4.2 Shows that four respondents representing eight percent (8%) have lived in a non-college provided accommodation for only a year, eighteen respondents representing thirty six percent (36%) have lived in a non-college provided accommodation for two (2) years, followed by seventeen respondents representing thirty four percent (34%) have lived in in a non-college provided accommodation for three (3) year and eleven respondents representing twenty two percent (22%) have lived in a non-college provided accommodation for four (4) years. This means most students either move from college provided accommodation during their second year or most newly admitted students during the second year resides non-college provided accommodation.
### TABLE 4.3 RENT PAYABLE PER MONTH

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ȼ10 - ȼ19</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>ȼ20 - ȼ29</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>ȼ30 - ȼ39</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ȼ40 - ȼ49</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

![Pie chart showing rent payable per month](image)

Fig 4.2 Pie chart showing rent payable per month

### 4.3 Analysis on rent payable per month

Table 4.3 shows that out of the fifty (50) respondents twenty eight (28) representing fifty six percent (56%) do pay rent within the age range of ȼ10- ȼ19 per month, seventeen (17) representing thirty four percent (34%) do pay rent within the age range of ȼ20- ȼ29 per month, a single person representing a two percent (2%) pays rent in the range of ȼ30-ȼ39 and finally four (4) respondents representing eight percent (8%) do pay rent in the range of ȼ40-
€49. This analysis points to the fact that rent within the range €10-€19 is the standard amount to be paid to live a non-college provided accommodation.

TABLE 4.4 ACCESS TO WATER AND ELECTRICITY

<table>
<thead>
<tr>
<th>Responses</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Water</td>
<td>Electricity</td>
</tr>
<tr>
<td>Poor</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>Fair</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>Excellent</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.3 Bar chart showing access to water and electricity
4.4 Analysis on access to water and electricity

Table 4.4 shows that out of the fifty (50) respondents twenty two (22) representing forty four percent (44%) and six (6) representing twelve percent (12%) of respondent consider water and electricity to be poor respectively, nineteen (19) representing thirty eight percent (38%) and sixteen (16) representing thirty two percent (32%) of respondent consider water and electricity to be fair respectively, four (4) representing eight percent (8%) and twenty seven (27) representing fifty four percent (54%) respondent consider water and electricity to be good respectively and also none (0) and one (1) respondent representing two percent (2%) consider water and electricity to be excellent respectively. This analysis indicates that access to water and electricity are fair.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Water</td>
<td>Electricity</td>
</tr>
<tr>
<td>₯10 - ₯19</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>₯20 - ₯29</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>₯30 - ₯39</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>₯40 - ₯49</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: data collected (2011)
4.5 Analysis on expenditure on water and electricity per month

Table 4.5 shows that out of the fifty (50) respondents thirty eight (38) representing seventy six percent (76%) and thirty one (31) representing sixty two percent (62%) respondent spend within the range of €10 - €20 on water and electricity respectively, twelve (12) representing twenty four percent (24%) respondent spend within the range of €21 - €30 on water and electricity, whereas only seven (7) respondent representing fourteen percent (14%) spend within the range €31 - €40 on electricity and none on water, none of the respondent spend within the range of €41 - €50 on neither water nor electricity. This analysis means that the minimum expenditure on water and electricity is within the range of €10 - €20.
TABLE 4.6 ACCESS TO PLACE OF CONVENIENT AND BATH ROOM

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes to both</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Yes to one</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.5 Pie chart showing access to place of convenient and bath room

4.6 Analysis on access to place of convenient and bath room

Table 4.6 shows that out of the fifty (50) respondents thirty five (35) representing seventy percent (70%) get access to place of convenient and bath room, also eleven (11) respondent representing twenty two (22%) get easy access to either the place of convenient or the bath room, whereas four (4) representing eight percent (8%) do not get easy access to both place of convenient and bath room. This analysis points out the fact that most residence does have toilet and bath facility.
### TABLE 4.7 RATE OF STEALING

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Low</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>None</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.6 Bar chart depicting rate of stealing

#### 4.7 Analysis on rate of stealing

Table 4.7 shows that out of the fifty (50), 43 respondents representing 86% do live in residence where there is stealing, whereas seven (7) representing fourteen percent (14%) did indicate some level of stealing but at low, none of the respondents indicated that stealing was
high at the pace of resident. This analysis points to the fact that stealing in non-college provided accommodation is insignificant.

TABLE 4.8 LEVEL OF HYGIENE

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Fair</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Good</td>
<td>34</td>
<td>68</td>
</tr>
<tr>
<td>excellent</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.7 Bar chart describing level of hygiene
4.8 Analysis on level of hygiene

Table 4.8 shows that out of the fifty (50), two (2) respondents representing four (4%) do live in residence where hygienic conditions are poor, whereas eleven (11) representing twenty two percent (22%) did indicate that hygienic conditions are fair, whereas thirty six (36) representing sixty eight percent (68%) put forward that hygienic conditions are good again three (3) representing six percent (6%) of respondents say hygienic conditions are excellent at the pace of resident. This analysis points out that hygienic conditions are standard.

TABLE 4.9 PRESENCE OF MORAL VICES (RAPE)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.8 Bar chart showing the presence of moral vices (rape)
4.9 Analysis on the presence of moral vices (rape)

Table 4.10 shows that out of the fifty (50), two(2) respondents representing four (4%) do live in residential areas that are prone to moral vices (rape) and the rest representing ninety six (96%) do live in residential areas that are prone to moral vices (rape). This analysis points out that as far as rape as a moral vice is concerned is very rare.

TABLE 4.10 LEVEL OF PRIVACY

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fair</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Good</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>excellent</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.9 Pie chart depicting level of privacy
4.10 Analysis on privacy level

Table 4.10 shows that out of the fifty (50), none indicated poor privacy, seventeen (17) and thirteen (13) respondents representing thirty four (34%) and twenty six (26%) respectively indicated respectively that privacy is fair and good. Majority, twenty (20) representing forty percent (40%) indicated that privacy at their place of residence is excellent. This analysis points out that on the average privacy is very good.

TABLE 4.11 MEANS OF TRANSPORT

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxi</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>College shuttle</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>By foot</td>
<td>46</td>
<td>92</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig. 4.10 Bar chart illustrating means of transport
4.11. Analysis on means of transport.

Table 4.11 Shows that all but four (4) representing ninety two percent (92%) means of transport is by foot whereas eight percent (8%) ply taxi, none plies the college shuttle. This means that most non-college provided accommodation is close to the lecture area.

### TABLE 4.12 PRESENCE OF ASSOCIATION

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.11 Bar chart depicting presence of an association
4.12 Analysis on presence of association

Table 4.12 shows that all respondents, fifty (50) representing hundred percent (100%) point out the absence any association. This analysis points to the fact that there is no such association.

TABLE 4.13 PREFERRED PLACE OF PRIVATE STUDIES

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College campus</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>Place of resident</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig. 4.12 Pie chart showing preferred place of private studies
4.13. Analysis on preferred place of private studies

Table 4.13 shows that out of fifty respondent (50) thirty one (31) respondents representing sixty two percent (62%) prefer to have their private studies on college campus, whereas the rest of respondents representing thirty eight percent (38%) do prefer to have their private studies at their place of residence. This means that majority of the students will prefer to have their private studies at the college campus.

<table>
<thead>
<tr>
<th>TABLE 4.14 CONDUCIVE ENVIRONMENT FOR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.13 Bar chart showing conducive environment
4.14 Analysis on conducive environment for learning

Table 4.15 shows that out of fifty respondents (50) twenty one (21) respondents representing forty two percent (42%) do have their residence in a conducive learning environment whereas twenty four (24) representing fifty eight (58%), do not live in a conducive learning environment. This means that majority of residence are not conducive for learning.

### TABLE 4.15 ACCESS TO EDUCATIONAL FACILITY (LIBRARY AND INTERNET)

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>Internet</td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.14 Bar chart indicating access to educational facility
4.15 Analysis on access to educational facility (library and internet)

Table 4.14 shows that out of the fifty (50) respondents thirty two (32) representing sixty four percent (64%) and twenty six (26) representing fifty two percent (52%) respondent do get easy access to library and internet respectively, whereas eighteen (18) representing thirty six percent (36%) and twenty four (24) representing forty eight percent (48%) respondent do not get easy access library and internet respectively. This analysis indicates that access educational facilities like library and internet fair.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>Internet</td>
</tr>
<tr>
<td>Yes</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: data collected (2011)
4.16 Analysis on positive influence of educational facility (library and internet)

Table 4.16 shows that twenty seven (27) representing fifty four percent (54%) and thirty one (31) representing sixty two percent (62%) respondents have been influenced positively by the library and internet respectively, whereas twenty three (23) representing forty six percent (46%) and nineteen (19) representing thirty eight percent (38%) respondent have not been influenced positively by the library and internet respectively. This analysis indicates that educational facilities like library and internet do influence positively majority of the population.
TABLE 4.17 ATTENDANCE TO LIBRARY

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very regular</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>less regular</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig 4.16 Pie chart showing attendance to library

4.17 Analysis on attendance to library

Table 4.17 shows that out of the fifty (50) respondents twenty eight (28) representing fifty six percent (56%) do attend library very regularly whereas twenty two (22) respondents representing forty four percent (44%) do attend library less regularly. This analysis points to the fact that attendance to the library by respondents is more regular.
TABLE 4.18 ACADEMIC PERFORMANCE

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fair</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Good</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>Excellent</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

Fig. 4.17 Bar chart showing academic performance

4.18 Analysis on academic performance

Table 4.18 shows that out of the fifty (50), none indicated poor academic performance, nineteen (19) and twenty nine (29) respondents representing thirty eight percent (38%) and fifty eight percent (58%) respondents indicated fair and good academic performance.
respectively, whereas only two (2) representing four percent (4%) do have excellent academic performance. This analysis points out that most students do have fair academic performance.

### TABLE 4.19 CHANGE IN ACADEMIC PERFORMANCE

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased by 25%</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Increased by 50%</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Increased more than 75%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Decreased by 25%</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>Decreased by 50%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Decreased more than 75%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: data collected (2011)

![Bar chart indicating change in academic performance](image-url)

Fig 4.18 Bar chart indicating change in academic performance
4.19 Analysis on change in academic performance distribution of respondents

Table 4.20 shows that out of fifty (50) respondents none has academic performance either decreasing more than seventy five percent (75 %) or decreasing more than fifty percent (50%) or increasing more than seventy five percent (75 %). Forty two (42) respondents indicated to have their academic performance increasing by twenty five percent (25%), six (6) respondents indicated to do have their academic performance increasing by fifty percent (50%). Most respondents, which are fifty two respondents, have their academic performance decreasing by twenty five percent (25%). This means that majority of respondents do have low or decreasing academic performance.
CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. INTRODUCTION

This chapter of the research focuses on the conclusion, which is the deduction of information from the obtained data. It also seeks to provide reasonable recommendation as far as information made out of the data collected is concerned the data collected.

5.1. SUMMARY

A sample of fifty (50) students made up of third year students and final year students was considered. The results showed that students who do not live in college provided accommodation do pay low rent as compared to does in the college provided accommodation, but unlike those in college provided accommodation, those in non-college provided do face certain challenges which included fair access to water and electricity but not the best, thus tend to spend a significant amount on both water and electricity. Hygienic conditions were also realized to be good, thus affirming the fact that most place of residence do have both place of convenient and bath house.

Once more the research realized that most students in non-college provided accommodation do prefer their place of residence than that of the college provided accommodation due to the fact that it the chance they get to be independent unlike at home where they share accommodation with siblings or college provided where they share with other colleagues, the
preference also came as a result to the proximity to the lecture area from their place of residence since it’s a walking distance as most respondents indicated the means of transport to lectures is by foot. Security is paramount to every individual thus the research concluded that security is practically not an issue since the results also showed that moral vices (rape) and stealing at place of residence are virtually not present.

The lack of an association was one of the major outcomes realized from the research. Thus there is no association to champion their course when the need comes.

As already reviewed that the presences of facilities do have positive impact on academic performance if these facilities are well utilized thus the research also asserted to that fact, since respondents indicated a positive influence to internet and the library.

5.2. CONCLUSIONS
Similarly to the findings that indicate residential colleges do enhance performance of undergraduate education as put forward by various writers (Blimling, 1989, 1993; Pascarella, Terenzini & Blimling, 1994; LaNasa, Ison & Alleman, 2007), the research indicated also that student in non-college provided accommodation also do have good academic performance, despite the fact that most of them have realized a decreasing in their academic performance which contradicts with the findings of Devadoss and Foltz (1996) that the previous GPA affects positively the current GPA.
5.3. RECOMMENDATIONS

5.3.1. ASSOCIATION

It is recommended that an association is needed to seek to the welfare of the students who do not live in none college provided accommodation. Thus with the presence of an association rent can be will negotiated with the resident owners to the minimum cost and other problems at place of residence will be looked at as a group, than individual.

5.3.2. INVESTMENT

Private investor, the local authority, the government as a whole should invest in the residential accommodation taking into consideration the distance from the college. The university can liaise with resident owners to take charge of their resident in other to give to their student especially students in the second year going to the third year. Similarly, companies and institutions who benefit from the end product of tertiary institutions, should invest in their education especially, facilities pertaining to students on campus and off campus, these facilities ma included a well-stocked public library and efficient internet café, if possible a community wireless hotspot.

5.3.3. FURTHER RESEARCH

Despite the positive impact the place of residence have on academic performance, it is recommended that further research be conducted to identify the reason for the recent decline in the performance.
APPENDIX I

REFERENCE


Bonwell, C.


Collett Peter, Gyles, Nikole, and Hrasky, Sue.(2007) Optional formative assessment and class attendance: Their impact on student performance. Global Perspectives on Accounting Education.Smithfield


APPENDIX II

QUESTIONNAIRE

This questionnaire is designed to provide data on the topic “The Impact Of residential Accommodation on Academic Performance”. (A case study of third and final year student of Presbyterian University College - Okwahu Campus). This is an academic exercise in partial fulfilment of the pre-requisite for the award of BSc. Business Administration, Banking and Finance option. Information provided would be treated confidentially and wholly for academic pursuit.

INSTRUCTIONS

Please provide brief and concise answers where required. All answers provided must be facts, no assumption which represent the respondents view on issues stated.

Please select with a tick [✓] which of the following answers are applicable to you.

BACKGROUND / PERSONAL DATA

1) Gender  
   a. male [ ]  
   b. female [ ]

2) Level  
   a. 300 [ ]  
   b. 400 [ ]

3) How long have you stayed in a non-college provided accommodation?  
   a. 1yr [ ]  
   b. 2yrs [ ]  
   c. 3yrs [ ]  
   d. 4yrs [ ]

4) How much do you pay for your residential accommodation per month?  
   a. ₦10 - ₦19[ ]  
   b. ₦20 - ₦29[ ]  
   c. ₦30 - ₦39[ ]  
   d. ₦40 - ₦49[ ]
5) How will you rate access to water at your place of residence?
   a. poor [ ]
   b. fair [ ]
   c. good [ ]
   d. excellent [ ]

6) How much do you spend on water per month?
   a. ₦10 - ₦20 [ ]
   b. ₦21 - ₦30 [ ]
   c. ₦31 - ₦40 [ ]
   d. ₦41 - ₦50 [ ]

7) How will you rate access to electricity at your place of residence?
   a. poor [ ]
   b. fair [ ]
   c. good [ ]
   d. excellent [ ]

8) How much do you spend on electricity per month?
   a. ₦10 - ₦19[ ]
   b. ₦20 - ₦29[ ]
   c. ₦30 - ₦39[ ]
   d. ₦40 - ₦49[ ]

9) Do you have easy access to place of convenient and bath room/house at the place of residence?
   a. yes to both [ ]
   b. yes to one [ ]
   c. no [ ]

10) How would you describe stealing at place of residence?
    a. high[ ]
    b. low[ ]
    c. none[ ]
11) How would you describe the hygienic conditions around the place of residence?
   a. poor [ ]
   b. fair [ ]
   c. good [ ]
   d. excellent [ ]

12) Is the area in which your place of residence faced with problem of moral vices, like rape?
   a. yes [ ]
   b. no [ ]

13) How would you rate your privacy at place of residence?
   a. poor [ ]
   b. fair [ ]
   c. good [ ]
   d. excellent [ ]

14) What are the sources of entertainment at or close to your place of residence?
   ……………………………………………
   ……………………………………………

15) What is the means of transport to lectures from your place of residence?
   a. taxi [ ]
   b. college provided shuttle [ ]
   a. by foot [ ]

16) Is there an association for students who do not reside in college provided residence?
   a. yes [ ]
   b. no [ ]
17) Where do you prefer to have your private studies?
   a. college campus [ ]   b. place of resident [ ]

18) Is your place of residence conducive for learning?
   a. yes [ ]   b. no [ ]

ACADEMIC PERFORMANCE

18) Do you get access to the library easily from your place of residence?
   a. yes [ ]   b. no [ ]

19) Has the library influenced your academic performance positively?
   a. yes [ ]   b. no [ ]

20) Do you get access to the internet easily from your place of residence?
   a. yes [ ]   b. no [ ]

21) Has the college internet influenced your academic performance positively?
   a. yes [ ]   b. no [ ]

22) How regular are you able to attend library?
   a. very regular [ ]   b. less regular [ ]

23) How would you rate your academic performance?
   a. poor [ ]
   b. fair [ ]
   c. good [ ]
   d. excellent [ ]
24) By what percentage is your previous academic performance different from your current performance?

a. increased by 25% [ ]  
b. increased by 50% [ ]  
c. increased more than 75% [ ]  
a. decreased by 25% [ ]  
b. decreased by 50% [ ]  
c. decreased more than 75% [ ]

25) In your opinion what are some of the facilities you will like to be present at student place of residence to enhance the academic performance?

…………………………………………

…………………………………………

THANK YOU FOR YOUR PARTICIPATION.