

The Need for On - Campus Hostel Accommodation in State own Institutions: A Case Study of Ladoke Akintola University of Technology (LAUTECH) Ogbomosho, Nigeria

Saliman Dauda

salimandauda@yahoo.com

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Abstract: *This paper looks at benefits of On Campus accommodation in State government Own University as against the Off-Campus accommodation in use by most State government own Universities. A total of 18277 respondents were randomly selected and interviewed in the twenty political wards in Ogbomosho, Oyo State, Nigeria. Empirical analysis suggests that qualities of most Off-Campus accommodation are below acceptable requirement for students' habitation. Thus, barely 0.3% have space for storage, while 16.7% have basic infrastructure such as bore hole, water, tarred road and electricity supply. The observed significant negative correlation (-0.7066,0.0501) inferred between students' academic performance and distance of off campus accommodation in LAUTECH Campus explains the reasons why many LAUTECH Students are involved in many social vices such as cultism, ritual killings for money, cybercrime and prostitution. The work advocates for the construction of On Campus hostels in all State Government Own Universities.*

Key Words: Campus, accommodation, State own Institutions, LAUTECH

INTRODUCTION

Housing as a unit of environment has profound influence on the health, efficiency, social behavior and satisfaction of a nation. It reflects the cultural, social and economic values of a society. It is also recognized as the best physical and historical evidence of civilization (Pickvance, 1973). Housing could also be described as the primary built environment for human being where a person can express himself/herself, develop his/her identity and where human activities and social relationships are structured. Gurney et al., (1993) described housing as a symbol of home. Housing is considered as a bundle of services such as neighborhood services (Parks, Schools), a location (accessibility to jobs and amenities) and proximity of certain types of neighbors (a social environment). It therefore embraces more than shelter or lodging for human habitation (Gbadeyan, 2011). Housing is also conceptualized as being

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flexible and variable. Flexibility and variability enable consumers to change the living environment according to the new requirements in their life cycle and social status (Rodogna, 2012). Scholars have also worked on students' housing. Thus, various names are attributed to students' accommodation, these includes students 'housing, dormitories, campus apartments, students' hostels, hall of residence and students' accommodating housing (Insch et al;2013, Sawyer et al;(2013), Khozaei et al;2014 and Linda et al; 2022. Najib et al;(2011) described Students' accommodation as a supervised living– learning hostel consisting of basic housing as well as learning facilities and amenities administered to accommodate undergraduate and post graduate Students. On Campus accommodation however, is defined as housing owned by the University, as against off Campus housing such as commercial apartments, rental houses and cooperatives(<https://www.google.com/search?>

In the same vein, Hall of residence are referred to as block of Flats housing hundreds of students with individual furnished bedrooms organized around corridors or apartments with a shared kitchen, in some cases bathrooms are also shared, while en-suite rooms are increasingly common place. (<https://www.google.com/search?>) Studies in the developed world have also indicated Students' accommodation as including Hall (On campus accommodation); Private accommodation (off Campus accommodation); and At home. The research opined that choice of each depends on costs and benefits of each options. Students accommodation options was further expatiated as including University managed accommodation (hall of residence); private owned hall of residence and living with other Students in private rented house or flat and at home. (<https://www.google.com/search?>). Research has also explained that living in on campus accommodation enables you to become fully immersed in the students' community from day one. It has also been observed that moving away from home is a huge transition and almost every student are in a similar condition. (<https://www.google.com/search?>). Therefore, living in on campus accommodation enables students to have access to support from campus and residence teams. (<https://www.google.com/search?>)

In Nigeria, most studies on students' housing have been concentrating on hostels in Federal Government own institutions which are designed for on campus accommodation. Hence studies are required to examine the housing conditions of students' in State Owned Institutions. Forthwith, this research specifically examines housing conditions of Students of Ladoke Akintola University of Technology (LAUTECH). Thus, efforts are made to establish relationship between various available students' off campus accommodation in Ogbomoso, housing quality, as well as Students' academic performance. Students hostel locational preferences is also identified. Further, attempt is made to suggest the provision of Site and Services to Developers so as to be able to build On Campus Students' accommodation, in State Own Institutions.

LITERATURE REVIEW

Raper (1974) observed that most people passed through five housing stages in the course of their life;(i) For the first 20 years they live in their parent homes;(ii) a growing proportion spend

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a brief period on their own or with friends after leaving home to study or find. This stage also includes the first or two years of marriage, when wives generally remains at work; the household is small and mobile, home at this stage is usually not the centre of lives;(iii) first baby is born, the households becomes increasingly extensive and demanding;(iv) This is the stage at which all or most of their children leave home and for those who do not have elderly relatives living with them. Here the household is again small and less dependent than its neighbours and services afforded by the surrounding district; and (v)Finally, this is the old age, where the household shrinks still further, they become even less mobile, have comfort and peace of mind. (Rapper,1974). Notably, students' accommodations needs, falls into the second categories, which is characterized by yearly increase in population. (Rapper,1974).

Similarly, Schmenner (1986) classified Service Process Matrix into; (i) Service Factory with low customer contact and low labor intensity. This include services such as Airlines and Hotels;(ii) Service Shop with low labor intensity but high customer contact;(iii) Mass Service with high labor intensity; where everyone is expected to get the same service. Schmenner (1986) placed University System, including its accommodation under this category; and (iv) Professional Service with high customer contact and high labor intensity.

Expressively, on Campus accommodation remains the best option for a University to provide Students with satisfactory services as a Mass Service; that gives every student equal opportunity to excel, and acquire the required success in the university education;

Furthermore, studies by Michel et al; (1978) argued that hostels should convey a sense of home from home for the students and creates a bridge for the students with the towns people, institutions and urban life. In the same vein, Richard (1965) discussed that residential accommodation for students were central features of English collegiate life in British Campuses. Thus, his studies identified four patterns of students housing;(i) the Oxbridge;(ii) the York;(iii) The Essex prototype; and(iv) the urban hostels. Here, hostels were essentially a series of linked study-room accommodation with library, dining halls, potters lodge and masters' accommodation attached. (Richard,1965). In anticipation of expansion on enrollment and parallel growth in housing, it was declared that basic social unit in the housing patterned be a friendship group of 12 to 4 students, each having his own study bedroom and each sharing a working social centre, that takes the form of a small kitchen for breakfast and snacks, as well as a common room. These basic units were combined into halls of up to 500 students each. (Richard,1965). Each hall in turn supported a dining room and special interest rooms for activities requiring the support of large numbers than the basic units such as theatre, hobby, sports and political organizations. Research has also indicated that, in the design of Imperial College halls, being the first high density residential schemes in England, about 1500 single study – bedrooms in three major buildings were proposed. The college wanted each 150 students gathered into halls of residence, each with a distinct identity(<http://www.imperial.ac.uk>). Therefore, to retain a sense of enclosure for the park and to continue the terrace effects which are typical of the neighborhood, the halls were Planned as horizontal layers with one set of communal facilities placed under three floors of study –

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bedrooms. Thereupon, Stairs were placed along the communal floor, each serving 24 students bedrooms, eight to a floor. Each eight room set has its own service rooms. The stairs were linked to social and recreation rooms along the communal floor, which in turn served as an eatery to the halls above, changes in site levels enabled to Architect to fit University wide common rooms, for students and academic staff on the South side of the complex. (<http://www.imperial.ac.uk>). All these basic requirements are expected to be in both on campus or off campus students' accommodation.

Likewise, Nomkhosi (2020) opined that student accommodation was expected to be primarily for the housing of students who come from out of town. The research noted that the role of student's housing, has improved to strategically advance the success of students, so as to build sustainable living and learning students environment. The Study concluded that using Tinto's theory of students' integration model, student's success and integration into the university's culture and system is influenced by his social economic stories and partnerships with other students. (Nomkhosi (2020)

In a similar way, studies also revealed that issues of students' accommodation in Nigeria dates back to the establishment of the Nigerian Premier University College (now University of Ibadan) in 1948. During these period, students were gathered in what used to be the Eleyele Army barracks. Then, little modifications were made to the structure of the buildings which housed the original 104 students. Each room was small and partitioned between rooms flimsy, some made of matting, however the pioneer students accepted the situation in good spirit. (<http://ui.edu.ng>).Expectedly, in the early years of the college there was a constant reference to Cambridge and Oxford Universities as being the models for the University. Therefore, the Cambridge Collegiate idea was translated in form of halls of residence: Hall I and Hall II as they were then called; while the female students constituted a third hall(<http://ui.edu.ng>).

It was also noted that in the earlier Hostels, Warden were appointed, while domestic Bursar looked after the catering side of the halls of residence. However, when the University moved to its permanent site in the year 1953/54 academic session, there were on ground three halls of residence for male students and one for female residents. First, known as Halls I, II and III and the women's hall. These were later referred to Mellanby, Tedder, Kuti and Queen Elizabeth Halls respectively. Construction of new halls of residence commenced in response to increase students' population. (<http://ui.edu.ng>).

The problem of inadequacy of accommodation began to be felt as early as 1957 when some students had to go back and reside in the old site of the University because of inadequate spaces in the permanent site. However, the University provided transportation to and from the old site. (<http://ui.edu.ng>). Hence, problems and inadequacies of off campus accommodation were long envisaged.

Forthwith, benefits of on campus accommodation includes lack of travel expenses encouragement aid in Students' savings, relatively reduced hostel costs, free –wifi, hangout-

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zones, common rooms, study areas, recreational areas with TV room, Table Tennis, chess. Other advantages include availability of Caretakers for routine care, as well as emergencies support service such as ambulance, unisex salon, vending machines for snacks and refreshment, laundry services, basketball and volleyball Courts, common ground for cricket and football, swimming pool and gymnasium.

Furthermore, on campus accommodation gives liberty to stay longer in the university, interact with people and improve social skills. Again, on Campus accommodation enables students to connect easily with seniors Students, it also lessens academic pressure on junior Students, while Senior students' advice helps to easily resolve academic and personal problems. Also, on Campus accommodation aids academic success/academic impacts, ensures Students' living in clean and safe environment, involve in campus organization and be part of supportive group. In the same vein, On Campus benefits to the School Management includes consistent demand for housing from students which ensure stable rental income stream for the School Management and high Rental Yield. Thus, this research work discussed the need for on campus accommodation policy to be brought back into the Nigeria higher education Plans.

The Study Area

Ladoke Akintola University of Technology was established by the military government of Oyo State in January 1990. The factor that aided the selection of Ogbomoso as the university location was its position as the only Senatorial District in Oyo State, without a higher Institution of Learning. The University was established on April 23, 1990 under the old Oyo State with the name Oyo State University of Technology, Ogbomoso (OSUTECH). Upon the creation of the Osun State out of the Old Oyo State in 1991, the name of the University was changed to Ladoke Akintola University of Technology, Ogbomoso (LAUTECH).

Consequently, the University became jointly owned by the Oyo and Osun States. In November 20, 2020 the University became solely owned by the Oyo State following a mutual agreement between Oyo and Osun States. The university commenced academic session with as student intake of 436 in 1990 with rose to 1,387 in 1994. By the year 1997 the students' population rose to 5,112 and then 7,875 in 1999. Presently, LAUTECH has a student population of about thirty thousand (30,000) and has more than three thousand (3,000) highly skilled and internationally acclaimed staff (academic, nonteaching and contract) in its employ. Furthermore, the University offers varying degree programs in twelve faculties of: (i) Agricultural Sciences;(ii) Basic Medical Sciences;(iii) Basic Clinical Sciences;(iv) Clinical Sciences;(v) Nursing Sciences;(vi) Computing and Informatics;(vii) Environmental Sciences;(viii) Engineering and Technology;(ix)Food and Consumer Sciences;(x)Pure and Applied Sciences; (xi) Management Sciences; and (xii) Renewable Natural Resources (<https://lautech.edu.ng/aboutus>, accessed March 3rd 2024).The University is located along Ogbomosho / Ilorin road, starting from the old Ogbomosho Girls High School. The University campus occupies 16,875Km by 9.375km. The initial Oyo State Government's policy on student's accommodation in 1990 was a 100% off Campus accommodation. Hence, successive governments have not made any attempt towards construction of on campus accommodation

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for the Students. Consequently, LAUTECH students resides and are found in all the Twenty Wards in Ogbomoso North and South Local Government Areas. The results are the lack of concentration and high rate of Students' departure from the University values and goals; due to travel time, absence of bonds among staff, classmates and seniors. Hence this research.

Conceptual Framework

Student integration could be examined using Tinto's theory of Student integration model as well as Bourdieu (1984,1990) Conceptual Tools. Tinto (1975) developed a longitudinal student integration model to explain the process of student departure (drop out) from higher education. Tinto's model believed that for a first year student to be successful, integrated into the university life, integration must take place in both the social and academic domain (Tinto 1975). He opined that 1st year students' level of integration can be influenced by internal and external factors. He considered pre-university characteristics such as family background, skills, abilities and prior schooling experiences as factors influencing students' initial goal and the university commitments which determine; the level of academic and social integration. This Model is relevant to this Study due to report of many LAUTECH Students being involved in many vices, in there various off campus accommodations.

In the same vein, Walpole, (2007) applied Tinto's Model to examine students' behavior. The study considered student's pre-entry characteristics; such as socio-economic characteristics, academic experience and demographic as control variables(Walpole,2007). Furthermore, factors, such as religious, racial, economic and cultural diversity were also considered by some Models; as important attributes that influences, ways by which students negotiate their first year experiences. (Pascarrella etal;2005)

Thus, Tinto's integration concepts and Bourdieu's (1984,1990) theoretical tools provides suitable and expanded framework for explaining the interactions and influences between students and their particular contexts. Tinto's (1975,1993) student's integration model provides conceptual framework to develop, collect and analyze empirical evidence on student persistence attrition (Process of reducing something's strength, attractiveness through sustained attack, pressure), academic performance, success and engagement, understanding of dropout and persistence as well as prediction of at –risk students (Pascarrella etal;2005). Tinto (1975) identified Four features in the process of student's departure;(i) student's entry characteristics;(ii) initial commitment to goal and institution;(iii) social and academic integration;(iv) subsequent commitment to goal and institution. The research discovered that students enter university with various individual characteristics such as background (family, parental education level, socio-economic status, individual attributes (age, sex, race, ability) and prior academic experience all were discovered to be playing role in student's departure and influences decisions to stay or drop out of a university.

Specifically, Tinto referred to social integration as student's non formal networks and associations with peers, academic staff and extra –curricular activities. According to Tinto's model, formation of student's commitments to the university and their goals to succeed are

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diversity related to their level of social and academic integration, the study opined, that the greater the level of social integration, the greater the level of student's commitment to the university. Notably, LAUTECH Students are observed to lack associations with peers, academic staff and are also noticed to be largely detached from the university's goals; due to their residing in off campus accommodation.

In the same vein, Bourdieu's theory (1984,1986,1990) explains how the environment in which an individual is raised, shapes their attitudes, means of integrating the World and their capacity for higher education. To this end, Bourdieu (1986) identified social capital as individuals' social connections and networks of lasting relations that have been established and continue to expand.

Forthwith, the integration of Tinto and Bourdieu's Models suggests that academic integration and social integration is required for a student to succeed in the university system. In other words, Tinto's model of student's integration and Bourdieu's conceptual tools allowed for great examination of interconnected factors, that social and academic integration of the student's environment has great impacts on a student's success at the university. (Pather et al;2016). For these reasons, the integration of Tinto and Bourdieu's Models, were utilized to emphasize the need for change of policy; from total off Campus accommodation to on Campus accommodation in State Own Universities.

In addition to the adopted Conceptual Framework, a number of research methodologies were applied to further expatiate on the Theme of this research work.

RESEARCH METHODS

The Sample population for the research was made up of Ladoke Akintola University of Technology(LAUTECH) Students, Academic Staff, non- Academic as well as some other Inhabitants of Ogbomosho who were non Staff of LAUTECH. Available records indicated there were 30,000 Students and 3000 Staff (academic and non-academic) in Ladoke Akintola University of Technology. In addition, the total sum of the population of the inhabitants of Ogbomosho North and South Local Government Areas; where the University activities extends to, is put at 299,535 (Federal Government Official Gazette,2007).

In the second stage, 10% sample of the students' population (3000),10% sample of the Staff population (300); as well as 5% sample (14977) of respondents other than LAUTECH Staff and Students residing in Ogbomosho North and South Local Government Areas; were randomly selected. On the whole, a total of 18277 respondents were selected and questionnaires were administered on them. The results of the analysis is as indicated below.

ANALYSIS AND RESULTS

Socio economic characteristics of respondents; as indicated in Table1; discussed includes Age, education status, hostel typology, hostel quality attributes and hostel locational preferences.

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This is indicated in Table 1. Here, the youths constituted 67.3% of the respondents. Young Adults constituted 32.07%, while 0.63% of the of the respondents were adults above 60 Years of Age. Expressively, most of the respondents were youths within students age bracket. Findings on the educational status of respondents revealed, that 2.6% of the respondents had no formal education, while 2.8% had primary education. The percentage of those that were educated to Secondary and Grade II levels were 25.6% and 2.2% respectively. The study on educational status of respondents indicated in Table 2, inferred that 29.8% were educated to NCE/OND and HND/ University levels respectively. In the same vein, the research deduced that 16.4% of the respondents were LAUTECH Students. In disaggregated manner,9.7% of respondents in Sabo/Tara ward were LAUTECH Students.

Results on housing typology reported in Table 3, inferred that 45.1% of Off Campus accommodation were one room self-contained row housing. Likewise,37.1% of Students' accommodation were one room shared toilet house. The Study further revealed that 0.3% and 0.6% of the accommodation were shared block of flats and a room and sitting room self-contained housing respectively. In the same manner,16.7% of the available off campus accommodation were found to be traditional mud house.

In disaggregated manner,89.5% of students' housing in Aaaje/Ogunbado ward were traditional mud house; while 53.6% of students' accommodation in Sabo/ Tara ward were one room self-contained row housing. This could be attributed to the proximity of Sabo/Tara ward to LAUTECH Campus; and the attendance huge students' population. In other words, Aaje/Ogunbado ward due to its location within the interior of Ogbomoso, had mostly mud traditional buildings, as students housing.

Investigation into Students' hostel qualities (Table 4) unfolded that 16.7% of the studied accommodation had basic infrastructure such as bore hole water, road and electricity, while 45.1% had cross ventilated room, adequate sleeping space and ensuite room. In the same vein, 37.1% of the accommodation had space for reading and drawing, while 0.3% had space for storage such as wardrobe, built in with space above for suitcases. Further investigation observed that 0.6% had adequate facilities for cooking, eating and relaxation. While 0.2% had facilities for laundry, reception of quest, playing, listing to music, recreation and partying.

In disaggregated manner, most (100%) of the Students' accommodation in Abogunde and Aaje/Ogunbado Wards lack ventilated room and adequate sleeping space for students as well as space for storage facilities. This is attributed to the houses being mostly, traditional buildings where the houses were not originally conceived to be utilized for Students' housing. This trend is also noticed in other Wards such as Aguodo/Masifa, Isale Alasa, Jagun, Akata, Ijeru I, II which are farther form LAUTECH Campus and were not originally conceptualized to serve as students' housing. However,53.6% of Students accommodation in Sabo/Tara ward had space for reading and drawing as well as ventilated rooms. This is as a result of the proximity of the ward to LAUTECH Campus, and high availability of various types of off campus Students' housing in the area.

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Furthermore, the results of Survey carried out on the respondents hostel locational preferences, indicated in Table 5; construed that 91.02% of the respondents wished every LAUTECH Students were housed within the University Campus. It was also opined that 7.3% of the respondents believed that Students housing could also be located within Sabo/Tara Ward, which is the closest neighbourhood to LAUTECH Campus. The Study in addition, noted that 1.68% of the respondents preferred off campus housing if located within Sabo/Tara Ward. Markedly, this trend could be ascribed to the lack of necessary hostel facilities in most available off Campus accommodation.

Thereupon, to further examine the effects of the off accommodation on the general student's welfare, as suggested by the Tinto's and Bourdieu's Model, identified variables from the respondents on the observed Students and housing attributes were subjected to Correlation Matrix, this is shown in Table 6. Uniquely, variables that represents a Single dimension of factor are expected to be highly correlated and suggests factors responsible to explaining the problem at hand, in this case the effects of off campus housing on LAUTECH Students academic performance and welfare

Hence, the results as indicated in Table 7, established the need for Students' in the Study Area to be housed in On Campus accommodation. Expectedly, the results revealed appealing relationships. Forthwith, a significant negative correlation was observed, where the academic performance of Students decreases with increase in the distance of off campus accommodation from LAUTECH Campus. ($V_d, V_c -0.7066, 0.0501$). This implies that Students that leaved further from LAUTECH Campus were found to have low academic grades compared to those that leaved within Sabo/Tara Ward. Additionally, due to crowded nature of students hostels, availability of good storage facilities helps in the promotion of stress free movement within the hostel, protection of student's valuables, and effective use of available spaces. Forthwith, weak positive correlation was observed between Students academic performance and Off Campus Hostel that has storage facilities ($V_f, V_c: 0.3662, 0.0340$). This implies that off Campus hostels that has some level of storage facilities, helped students to organize themselves thereby impacted on their academic performance.

The research further affirmed that there existed strong positive correlation between availability of on campus housing and the general students' academic performance. ($V_a, V_c 0.7652, 0.0500$). This implies that the respondents acknowledged that provision of On campus housing will positively impact on the general students' academic performance. Again, a weak positive correlation was observed between off campus accommodation and good ventilation. ($V_j, V_c 0.4140, 0.0600$). This implies that students in off campus accommodation with basic facilities were found to have relatively good academic records.

The research also, deduced that there existed positive correlation between availability of on campus accommodation and student's social activities and ease of academic integration into the university life. ($V_a, V_b : 0.6901, 0.0500$). This implies that availability of on campus

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accommodation will help to curb the rate of Students' involvement in social vices and enable them to easily adapt to university environment and concentrate on academics.

The research further inferred strong negative correlation between Students' social activities and ease of academic integration and location of off campus accommodation. (Vb, Vd:0.6742,0.050). This implies that increase in the distance of Off campus accommodation to LAUTECH Campus led to decrease in Students' expected social behavior and complete deviation from the expected academic integration. The results were increase in Students' involvement in Social vices such as Cultism, Ritual killings for money, indecent dressing, cyber-crime, prostitution and drug abuse.

Table 1: Age group of respondents

Age group in years	No of respondents	%
Youth (18-30)	12300	67.30
Young adult (31-60)	5861	32.07
Adult (above 60 years)	116	0.63
Total	18277	100.0

Source: Authors' Field Survey, 2024

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Table2: Distribution of Respondents into different Educational Status by Ward

Ward	Educational Status															
	No formal Education		Primary six		Secondary		Grade II		NCE/OND		HND/ University Degrees		LAUTECH Students		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Ogbomoso North																
Abogunde	16	(6.0)	27	(10.2)	23	(8.6)	04	(1.5)	82	(30.8)	56	(21.0)	58	(21.8)	266	(1.5)
Aaje/Ogunbado	15	(1.9)	19	(2.4)	25	(3.2)	03	(0.4)	208	(26.5)	279	(35.6)	235	(30.0)	784	(4.3)
Aguodo/Masifa	56	(9.7)	73	(12.6)	33	(5.7)	02	(0.3)	126	(21.7)	132	(22.8)	158	(27.2)	580	(3.2)
Isale Afon	59	(22.7)	62	(23.8)	21	(8.1)	01	(0.4)	47	(18.1)	40	(15.4)	30	(11.5)	260	(1.4)
Isale Alaasa	12	(3.0)	18	(4.5)	10	(2.5)	01	(0.3)	110	(27.5)	143	(35.8)	106	(26.5)	400	(2.2)
Isale Ora/Saja	21	(8.8)	25	(10.5)	17	(7.1)	06	(2.5)	52	(21.8)	63	(26.5)	54	(22.7)	238	(1.3)
Jagun	06	(0.7)	13	(1.5)	20	(2.3)	02	(0.2)	287	(32.8)	342	(39.1)	204	(23.3)	874	(4.8)
Okelerin	12	(2.5)	15	(3.2)	12	(2.5)	04	(0.8)	114	(24.1)	201	(42.4)	116	(24.5)	474	(2.6)
Osupa	15	(2.5)	08	(1.4)	09	(1.5)	04	(0.7)	164	(27.7)	236	(39.9)	156	(26.4)	592	(3.2)
Sabo/Tara	156	(1.6)	168	(1.7)	4264	(43.1)	364	(3.7)	1540	(15.6)	2439	(24.7)	960	(9.7)	9891	(54.1)
Ogbomoso South																
Akata	13	(16.0)	10	(12.3)	17	(21.0)	04	(4.9)	14	(17.2)	16	(19.8)	07	(8.6)	81	(0.4)
Alapata	12	(1.4)	17	(19.5)	15	(17.2)	02	(2.3)	12	(1.4)	17	(19.5)	12	(1.4)	87	(0.4)
Arowomole	17	(6.0)	12	(4.2)	13	(4.6)	01	(0.4)	87	(30.5)	90	(31.6)	65	(22.8)	285	(1.6)
Ibapon	36	(15.9)	23	(10.1)	06	(2.6)	02	(0.9)	50	(22.0)	67	(29.5)	43	(18.9)	227	(1.2)
Ijeru I	09	(1.7)	09	(1.7)	01	(0.2)	01	(0.2)	120	(22.5)	187	(35.1)	206	(38.6)	533	(2.9)
Ijeru II	03	(1.3)	03	(1.3)	04	(1.7)	02	(0.9)	78	(33.8)	74	(32.0)	67	(29.0)	231	(1.3)
Ilogbo	01	(0.8)	01	(0.8)	08	(6.6)	02	(1.6)	45	(36.9)	33	(27.0)	32	(26.2)	122	(0.7)

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Isoko	02 (0.4)	02 (0.4)	02 (0.4)	03 (0.6)	125 (24.4)	275 (53.8)	102 (20.0)	511 (2.8)
Lagbedu	05 (0.3)	05 (0.3)	179 (11.2)	01 (0.1)	408 (25.6)	674 (42.3)	321 (20.2)	1593 (8.7)
Okeola/Farm Settlement	04 (1.6)	04 (1.6)	06 (2.4)	01 (0.4)	76 (30.6)	89 (35.9)	68 (27.4)	248 (1.4)
Total	470 (2.6)	514 (2.8)	4685 (25.6)	410 (2.2)	3745 (20.5)	5453 (29.8)	3000(16.4)	18277 (100)

Source: Authors' Field Survey, 2024

Table 3: Students' Accommodation Typology

Ward	Housing Typology							Total
	Traditional mud House	One room Self contained housing	One room shared toilet house	Shared block of Flat	A Room and sitting room self contained	Duplex		
	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	
Ogbomoso North								
Abogunde	18 (85.7)	0 (0)	3 (14.2)	0 (0)	0 (0)	0 (0)	0 (0)	21 (0.7)
Aaje/Ogunbado	17 (89.5)	0 (0)	2 (10.5)	0 (0)	0 (0)	0 (0)	0 (0)	19 (0.6)
Aguodo/Masifa	26 (42.6)	15 (24.6)	15 (24.6)	02 (3.3)	02 (3.3)	01 (1.6)		61 (2.0)
Isale Afon	32 (47.8)	18 (26.9)	16 (23.9)	01 (1.5)	0 (0)	0 (0)		67 (2.2)
Isale Alaasa	23 (82.1)	1 (3.6)	04 (14.3)	0 (0)	0 (0)	0 (0)		28 (0.9)
Isale Ora/Saja	04 (8)	25 (50)	21 (42)	0 (0)	0 (0)	0 (0)		50 (1.7)
Jagun	01 (6.7)	2 (13.3)	12 (80)	0 (0)	0 (0)	0 (0)		15 (0.5)
Okelerin	23 (48.9)	15 (31.9)	09 (19.1)	0 (0)	0 (0)	0 (0)		47 (1.6)
Osupa	11 (39.2)	0 (0)	17 (60.7)	0 (0)	0 (0)	0 (0)		28 (0.9)
Sabo/Tara	182 (7.7)	1261 (53.6)	888 (37.8)	05 (0.2)	12 (0.5)	4 (0.2)		2352 (78.4)
Ogbomoso South								
Akata	09 (34.6)	0 (0)	17 (65.3)	0 (0)	0 (0)	0 (0)		26 (1.0)

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Alapata	22 (59.5)	0 (0)	15 (40.5)	0 (0)	0 (0)	0 (0)	37 (1.2)
Arowomole	18 (58.1)	0 (0)	13 (41.9)	0 (0)	0 (0)	0 (0)	31 (1.0)
Ibapon	20 (71.4)	2 (7.1)	06 (21.4)	0 (0)	0 (0)	0 (0)	28 (1.0)
Ijeru I	13 (92.8)	0 (0)	01 (7.1)	0 (0)	0 (0)	0 (0)	14 (0.5)
Ijeru II	21(84)	0 (0)	04 (16)	0 (0)	0 (0)	0 (0)	25 (0.8)
Ilogbo	29 78.3)	0 (0)	08 (21.6)	0 (0)	0 (0)	0 (0)	37 (1.2)
Isoko	10 (52.6)	7 (36.8)	02 (10,5)	0 (0)	0 (0)	0 (0)	19 (0.6)
Lagbedu	11 (26.1)	0 (0)	31 (73.8)	0 (0)	0 (0)	0 (0)	42 (1.4)
Okeola/Farm Settlement	13 (24.5)	08 (15.1)	29 (54,7)	0 (0)	03 (5.7)	0 (0)	53 (1.8)
Total	503 (16.7)	1354 (45.1)	1113 (37.1)	08 (0.3)	17 (0.6)	5 (0.2)	3000 (100)

Source: Authors' Field Survey, 2024

Table 4: Students' Off –Campus Hostel Quality Attributes

Ward	Available Housing Quality Attributes							Total
	Infrastructu re(road, borehole water, electricity)	Ventilated room, adequate sleeping space (adequate bed use space, ensuite rooms)	Space for reading, Drawing (reading-top, desk, table, built in top, slab or wood)	Space for storage wardrobe built in with storage space above for suit cases, moveable wooding storage for provision	Cooking, Eating, relaxation, book Shelves, Refrigerator space,	Laundry space for reception of guest, playing, listing to music recreation and partying		
	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	
Ogbomoso North								
Abogunde	18 (85.7)	0 (0)	3 (14.2)	0 (0)	0 (0)	0 (0)	21 (0.7)	
Aaje/Ogunbado	17 (89.5)	0 (0)	2 (10.5)	0 (0)	0 (0)	0 (0)	19 (0.6)	
Aguodo/Masifa	26 (42.6)	15 (24.6)	15 (24.6)	02 (3.3)	02 (3.3)	01 (1.6)	61 (2.0)	
Isale Afon	32 (47.8)	18 (26.9)	16 (23.9)	01(1.5)	0 (0)	0 (0)	67 (2.2)	

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Isale Alaasa	23 (82.1)	1 (3.6)	04 (14.3)	0 (0)	0 (0)	0 (0)	28 (0.9)
Isale Ora/Saja	04 (8)	25 (50)	21 (42)	0 (0)	0 (0)	0 (0)	50 (1.7)
Jagun	01 (6.7)	2 (13.3)	12 (80)	0 (0)	0 (0)	0 (0)	15 (0.5)
Okelerin	23 (48.9)	15 (31.9)	09 (19.1)	0 (0)	0 (0)	0 (0)	47 (1.6)
Osupa	11 (39.2)	0 (0)	17 (60.7)	0 (0)	0 (0)	0 (0)	28 (0.9)
Sabo/Tara	182 (7.7)	1261 (53.6)	888 (37.8)	05 (0.2)	12(0.5)	4 (0.2)	2352 (78.4)
Ogbomoso South							
Akata	09 (34.6)	0 (0)	17 (65.3)	0 (0)	0 (0)	0 (0)	26 (1.0)
Alapata	22 (59.5)	0 (0)	15 (40.5)	0(0)	0 (0)	0 (0)	37 (1.2)
Arowomole	18(58.1)	0(0)	13 (41.9)	0(0)	0(0)	0(0)	31 (1.0)
Ibapon	20(71.4)	2(7.1)	06(21.4)	0(0)	0(0)	0(0)	28 (1.0)
Ijeru I	13(92.8)	0(0)	01(7.1)	0(0)	0(0)	0(0)	14 (0.5)
Ijeru II	21(84)	0(0)	04(16)	0(0)	0(0)	0(0)	25 (0.8)
Ilogbo	29(78.3)	0(0)	08(21.6)	0(0)	0(0)	0(0)	37 (1.2)
Isoko	10(52.6)	7(36.8)	02(10.5)	0(0)	0(0)	0(0)	19 (0.6)
Lagbedu	11(26.1)	0(0)	31(73.8)	0(0)	0(0)	0(0)	42 (1.4)
Okeola/Farm Settlement	13(24.5)	08(15.1)	29(54.7)	0(0)	03(5.7)	0(0)	53 (1.8)
Total	503 (16.7)	1354 (45.1)	1113 (37.1)	08 (0.3)	17 (0.6)	5 (0.2)	3000 (100)

Source: Authors' Field Survey, 2024

Table 5: Respondents' Hostel Locational Preference

Hostel location preference by Ward	Respondents					
	LAUTECH Students		LAUTECH Staff		Respondents other than LAUTECH Staff and Students	Total
	Freq.	%	Freq.	%	Freq.	%
On Campus Hostel						

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Off-Campus Hostel:	2639 (15.8)	263 (1.6)	13750 (82.6)	16652(91.02)
Ogbomoso North				
Abogunde	9 (64.3)	00 (0.0)	05 (35.7)	14 (0.1)
Aaje/Ogunbado	15 (57.7)	00 (0.0)	11 (42.3)	26 (0.1)
Aguodo/Masifa	32 (65.3)	00 (0.0)	17 (34.7)	49 (0.3)
Isale Afon	12 (70.6)	00 (0.0)	05 (29.4)	17 (0.09)
Isale Alaasa	01 (7.7)	00 (0.0)	12 (92.3)	13 (0.07)
Isale Ora/Saja	11 (25.6)	00 (0.0)	32 (74.4)	43 (0.2)
Jagun	01 (5.3)	00 (0.0)	18 (94.7)	19 (0.1)
Okelerin	03 (42.9)	00 (0.0)	04 (57.1)	07 (0.03)
Osupa	11 (84.6)	00 (0.0)	02 (15.4)	13 (0.07)
Sabo/Tara	211 (15.9)	37 (2.8)	1082 (81.4)	1330(7.3)
Ogbomoso South	01 (14.2)	00 (0.0)	06 (85.7)	07 (0.03)
Akata	10 (62.5)	00 (0.0)	06 (37.5)	16 (0.1)
Alapata	12 (66.7)	00 (0.0)	06 (33.3)	18 (0.1)
Arowomole	34 (94.4)	00 (0.0)	02 (5.6)	36 (0.21)
Ibapon	01 (20.0)	00 (0.0)	04 (80.0)	05 (0.02)
Ijeru I	02 (2.2)	00 (0.0)	09 (81.8)	11 (0.1)
Ijeru II	01 (50.0)	00 (0.0)	01 (50.0)	02 (0.01)
Ilogbo	03 (100.0)	00 (0.0)	00 (0.0)	03 (0.01)
Isoko	02 (28.6)	00 (0.0)	05 (71.4)	07 (0.03)
Lagbedu	04(100.0)	00(0.0)	00(0.0)	04(0.02)
Okeola/Farm Settlement				
Total	3000 (16.4)	300(1.6)	14977(81.9)	18277 (100.0)

Source: Authors' Field Survey, 2024

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Table 6: Correlation Matrix Variables used for Students’ accommodation locational attributes, quality attributes and academic performance

Va	Availability of on Campus Hostel
Vb	Students’ social activities and ease of academic integration into university life
Vc	Students’ academic performance and Risk of drop out
Vd	Off Campus Hostel Location considering transportation, social and environmental factors
Ve	Off Campus Hostel with good Infrastructure (road, borehole water, electricity)
Vf	Off Campus Hostel with Space for storage wardrobe built in with storage space above for suit cases, moveable wooding storage for provision
Vg	Off Campus Hostel with good Cooking, Eating, relaxation, book Shelves, Refrigerator space,
Vh	Off Campus Hostel with Laundry space for reception of guest, playing, listing to music recreation and partying
Vi	Off Campus Hostel with Space for reading, Drawing,(reading-top, desk, table ,built in top, slab or wood)
Vj	Off Campus Hostel with good Ventilated room, adequate sleeping space, adequate bed use space, ensuite rooms

Source: Authors’ Field Survey, 2024

Table 7: Correlation Matrix for Student accommodation locational attributes, quality attributes and Students’ academic performance

	Va	Vb	Vc	vd	Ve	vf	Vg	vh	Vi	vj
Va	1.0000									
Vb	0.6901	1.0000								
Vc	0.0500	0.0500	1.0000							
Vd	0.7652	0.6100	0.0500	1.0000						
	0.0500	0.0500			1.0000					
	0.6838	-0.6742	-0.7066	0.0017	0.0500	1.0000				
	0.0017	0.0500	0.0501				1.0000			

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Ve	0.2848	0.2739	0.5574	0.1611	1.0000					
	0.0316	0.1280	0.0375	0.0600						
Vf	0.6472	0.6360	0.3663	0.2978	0.2076	1.0000				
	0.0400	0.0501	0.0340	0.0300	0.0200					
Vg	0.3073	0.5955	0.6914	0.6311	0.5330	0.5129	1.0000			
	0.0366	0.0470	0.1650	0.0500	0.0300	0.0400				
Vh	0.6014	0.5660	0.3167	0.5141	-0.5667	0.5083	0.5564	1.0000		
	0.0500	0.0310	0.0432	0.0532	0.0001	0.0200	0.0500			
Vi	0.3506	0.3499	0.3063	0.4203	0.5233	0.5724	0.6726	0.5090	1.0000	
	0.0210	0.0100	0.0201	0.0180	0.0301	0.0400	0.0400	0.0300		
Vj	0.6244	0.6446	0.4140	0.3001	0.4306	0.2452	0.0237	0.3481	0.2430	1.0000
	0.0500	0.0400	0.0600	0.0872	0.21060	0.0358	0.0284	0.0861	0.0000	

Source: Computer Output, 2024

*Significant at 0.05

CONCLUSION, IMPLICATION AND RECOMMENDATION

The basis for this study was the need for State government to provide On Campus accommodation as against Off Campus commercial housing. The research opined that On campus accommodation will help a University to perform effectively its primary functions of teaching and training activities, organize research and development activities, residential functions (housing for Staff and Students), retail and leisure functions (Cultural and catering activities), business functions and infrastructure functions (provision of pipe borne water, tarred road and electricity supply to the Campus. Availability of On Campus accommodation will also help to arbitrate Students' social activities and ease their academic integration into the university life. It will also help in improving the Students' academic performance and reduce the risk of Students drop out. Furthermore, it is also acknowledged that availability of On Campus housing will also reduce the transportation costs, accommodation costs, eliminate travelling time, inculcate good relationship with classmates for easy sharing of knowledge as well as foster connections to Seniors.

On the overall, the research revealed that 67.3% of the respondents were youths as expected in a university Community. It was also observed that 45.1% of the available Off Campus hostels were one room self-contained row housing, while 37.1% were single room with shared toilet housing. The Study also inferred that 16.7% of Off campus accommodation were traditional mud housing.

The Study also revealed that the qualities of most of the off campus hostels were below acceptable standard. Thus, 0.3% of the Students housing had space for storage, while 16.7% had basic infrastructure such as borehole water, tarred access road, and electricity supply. The research further affirmed that 0.6% of the available Students housing had space for cooking, eating, and relaxation. In the same vein, 0.2% had facilities for laundry, reception for quest, playing, listening to music, recreation and partying.

Further investigation revealed that most traditional houses in the study area lack ventilated room and adequate sleeping space because they were not originally conceived to be Students housing. Survey on respondents hostel locational preferences indicated that 91.02% had preference for student's accommodation to be on campus. While, 7.3% believed that off campus accommodation could be provided, but within Sabo/Tara Ward which is the neighborhood located adjacent LAUTECH Campus.

The Study further inferred a significant negative correlation where Students academic performance were observed to have reduced with increase in the distance of Off campus accommodation from LAUTECH Campus (-0.7066,0.0501). The research also opined that existed strong positive correlation occurred between availability of on campus housing and the general students' academic performances.

Findings of this Study has several inferences. Most research on the available literature as well as government papers, believed that government housing brings about financial burden on

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government, with respect to running of on campus students' accommodation. Therefore, most of these studies are against government provision of on campus in the universities. Hence, this study has come up with findings that could help policy makers to appreciate the need for the construction of on campus accommodation in the universities. This study has demonstrated that provision of on campus accommodation will help to improve students' general academic performance, curb the rate of students' involvement in social vices. The inferences from the study could serve as a guide to Policy makers towards the development of education sector. Consequently, towards achieving a holistic result, in the provision of students housing at a much less cost, government could provide Site and Services and enter into Partnership with private Developer towards the construction of on Campus accommodation. However, the on Campus accommodation should be managed by government.

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