

The Influence of On and Off Campus Accommodations on Post Secondary Schools Students Academic Performance in Kaltungo Local Government Area, Gombe State

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ABSTRACT

Objective: Student housing has a significant impact on academic progress, well-being, and social integration at postsecondary campuses. This study examines the impact of on-campus and off-campus housing on postsecondary school students' academic performance in Kaltungo LGA. **Method:** A descriptive survey approach was used, including 300 students from both private and government post-secondary schools in the research region. Data were gathered using structured questionnaires and evaluated with descriptive statistics and independent t-tests. **Results:** The data found considerable disparities in academic performance among lodging types, with on-campus students usually outperforming off-campus students. Access to friends, outdoor social activities, relationships, academic resources, time management, security, and environmental distractions are all important elements in determining this. **Novelty:** The study suggests that addressing both on-campus and off-campus living circumstances will improve academic achievements.

INTRODUCTION

Housing is a vital component of human welfare, impacting many aspects of life. According to Nnadi and Okafor, housing is an individual's primary environment, and it has a substantial impact on social behavior, personal happiness, and communal well-being. Student accommodation is important in education because it influences students' academic performance, emotional well-being, and social integration [1]. Adebayo and Olusola argue that proper student housing attracts and retains a diverse student population [2]. Similarly, Eze and Okafor claimed that appropriate accommodations improve student achievement, retention rates, and overall happiness. They also stressed the importance of adequate student housing in improving both living and learning experiences, pushing for the increase of lodging facilities in order to enhance educational facilities and outcomes.

The quality and availability of student housing are critical for academic performance. As Adeyemi and Oluwole noted, when the quality of students' living conditions is improved, it enables them to focus more on their studies, interact more on campus, and communicate better with their peers and faculty. As seen, the demand for a higher education grows larger than the government housing can provide, leaving many students to venture off-campus living. Off-campus housing provides freedom, but it also may not be convenient to academic support, lack internet access, or lack opportunities for social engagement that on-campus living offers.

There have been several studies that found that the home environment is the single most important factor in a student's academic success. For instance, Adeyemi and Oluwole found a positive association between students' lodging quality and their performance in academic work amongst the students of Kaltungo LGA. Likewise, there was an association between the living environment and academic performance in higher education as previously reported by Olatunji and Adeyami [3]. These findings highlight the importance of housing suitability in creating learning environments that foster the academic engagement of students. Off-campus lodging in Nigeria began in the 1980s, when student populations outnumbered available hostel beds. Initially, universities rented apartments outside campuses for postgraduate students, but later enabled both postgraduate and undergraduate students to find their own housing near the campus owing to restricted hostel availability [4], [5]. Recently, some students have shown a preference for off-campus housing, citing the greater freedom it offers.

Off-campus housing has become a popular alternative in the last few years amongst students who feel that such living arrangements provide them with a level of independence. They found that students in well-maintained and attractive off-campus environments outperform students on campus. More than just being able to perform academically, where they live impacts student life and health. In their study, Obi and Uzochukwo discovered students residing in housing provided by the university achieved higher academic success than their peers who lived off-campus [6]. Overcrowding, poor sanitation and inadequate facilities in low-quality accommodation can create stress and disease and reduce the quality of student life and student satisfaction [7]. On the other hand, access to monat, stable & random housing leads to better recovery, good mental wellbeing, improved, happiness & performance in school.

Understanding the role housing plays in the education of students, officials may work to make sure acceptable housing is available on postsecondary schools. Effective housing plans should emphasize both the upkeep and upgrading of current facilities, as well as the development of new housing units, to satisfy the expanding student demand. Rent regulation, housing subsidies, and collaborations with private developers can all help students gain access to inexpensive and high-quality housing.

Facilities provide vital service facilities for the student community that uses them. It is often erected on campus, owned by the schools, equipped with low-cost charged rooms, and managed to accommodate undergraduate or postgraduate students [8]. Nwosu further explained that, student housing consists of bedroom units and additional common facilities, which include bathrooms, kitchens, laundry rooms, toilets, recreation rooms, and canteens that can be placed either on each floor or block or for the total student housing. Students lives on campus are not merely [9] room accommodation, washroom, pantry, common and recreation rooms, but few other facilities that will bestows with quality life.

But landlords have cashed in on this higher demand for off-campus lodgings by hiking up their rents Adeyemi, and the opening of private hostels off-campus, which was

formerly seen as an alternative to unwieldy campus lodgings has become another source of frustration for students [10]. Today, students are suffering at the hands of hostel owners, whose major focus, like any commercial operations, is to maximize profit with little regard for students' well-being. Students have also expressed concerns about the lack of a learning atmosphere in private hostels [11], [12]. Portions of these private lodges are used as tiny markets, with hawkers disrupting the students' serenity on a regular basis. The hostels are quite loud at night and on weekends, and there are no restrictions on movement in and out of them [13], [14].

Off-campus students appear to be more vulnerable to risk than those on campus. Off-campus students are not placed in the same atmosphere. As a result, there appears to be little or no control, restrictions, or monitoring system in place, as supplied by management to defend and protect the lives and property of students residing on campus [15]. Due to the view of out of campus lodgings by a few of the profound establishment all through the nation occurred, there was in this manner the requirement for achievement appraisal of off-grounds lodging on postsecondary school understudies' scholastic accomplishment in Kaltungo LGA.

These characteristics make the nature and quality of students' accommodations a major determinant of academic performance and the overall educational experience. The objective of this study, therefore, was to evaluate the effects of on-campus and off-campus accommodations on academic performance in tertiary institutions of learning in Kaltungo LGA, Gombe State. The study's goal is to investigate students' living circumstances, housing choices, and how these factors affect their academic engagement, resource accessibility, and overall performance.

Problem Statement

Housing and accommodation in post-secondary institutions in Kaltungo LGA are not without issue. On-campus housing becomes plagued with overcrowding, insufficient infrastructure and lack of maintenance, resulting in horrible living standards. Off-campus services are inconsistent in cost, availability, and quality leading to disparate experiences for students. While living situation is an apparent factor influencing academic performance, very little research has been done to understand how different types of housing affect student learning outcomes. However, this study is needed to fill that void and provide evidence-based recommendations to enhance student housing and academic success in the region.

Objectives of the Study

- i. To examine the differences in academic performance between on-campus and off-campus students in the post secondary schools in Kaltungo LGA, Gombe state.
- ii. To identify the factors influencing students' choice of accommodation.
- iii. To provide recommendations for improving students' accommodation policies and support services in the study area.

Research Questions

- i. How does the living environment of students influence their study habits and time management across post secondary schools in Kaltungo LGA, Gombe state?
- ii. How do the challenges associated with on-campus and off-campus accommodations impact students' academic performance?
- iii. What strategies can be adopted to enhance the quality of on-campus and off-campus accommodations to support students' academic success?

RESEARCH METHOD

This study was carried out in Kaltungo local government area, Gombe state. The local government is strategically located in the southern region of state, boarded by Balanga, Billiri and Shongom LGA. It has an estimate population of about 194, 512 inhabitants. Christianity and Islam were the key region in the area, almost 85% of the people are Tangale speakers. The study used a descriptive survey methodology with a structured questionnaire divided into two sections: demographic characteristics of respondents and perceptions on the quality of students' lodging and its impact on academic achievement. The study's population is the total number of students in the area's post-secondary schools. Three hundred students were recruited from various post-secondary schools. Descriptive statistics (frequency, mean) were used to assess the replies to the research questions, while inferential statistics (t-test) were employed to test the research hypothesis at the 95% confidence level. The decision-making criterion was set at a mean of 2.5. A mean score of ≥ 2.50 was acceptable; otherwise, discarded.

RESULTS AND DISCUSSION

Results

Table 1. Demographics Analysis of Respondents

Items	Frequency	Percent
College	92	30.7
School of Health and Science Technology	74	24.7
Polytechnic	87	29.0
Seminary	47	15.7
Total	300	100.0

Source: Primary Data, 2026

Table 1 reveals that students from colleges make up the largest proportion of the population (30.7%), followed by students from polytechnics (29.0%). Students from the school of health sciences accounted for 24.7% of the students, followed by seminary students at 15.7%.

Table 2. Gender of Respondents

Items	Frequency	Percent
Male	167	65.7
Female	133	45.3
Total	300	100.0

Source: Primary Data, 2026

Table 2 shows that male students from the study are male with 65.7% while female students from the study are 45% from the total population.

Table 3. Accommodation Types

Items	Frequency	Percent
On Campus	171	57.0
Off Campus	129	43.0
Total	300	100.0

Source: Primary Data, 2026

Table 3 shows that students from on campus are the total percentage of 57% while students of off campus make the total population of 43%.

Research Question 1: What influence does the living condition of students have on their study habits and the time management of post-secondary students in Kaltungo LGA, Gombe State?

Table 4. Responses to how living environment of students influence their study habits and time management across post secondary schools in Kaltungo LGA

S/N	Items (Statement)	N	Mean	Remark
1	I can keep a constant study regimen in my current living setting.	300	2.88	Accept
2	My accommodation type helps me to efficiently manage my academic and personal life.	300	2.86	Accept
3	My living setting provides an appropriate climate for continuous study sessions.	300	2.94	Accept
4	I frequently struggle with time management because of the limitations of my housing type.	300	2.81	Accept
5	My accommodations provide convenient access to study resources, allowing me to effectively manage my academic responsibilities.	300	3.00	Accept
6	Living in my present housing arrangement has helped my self-discipline in studying and finishing tasks on time.	300	2.99	Accept

Table 4 demonstrates that the mean scores of all the items are greater than the benchmark mean of 2.50, indicating that they are acknowledged as how students' living environments impact their study habits and time management. Respondent agrees that

their style of lodging makes it easier to acquire study materials and improves self-discipline.

Research Question 2: Research question- What challenges associated with on-campus and off-campus accommodations impact academic performance?

Table 5. Responses to how challenges associated with on-campus and off-campus accommodations impact students academic performance.

S/N	Items (Statement)	N	Mean	Remark
1	I endure constant noise and distractions at my lodging, which significantly impacts my academic performance.	300	2.77	Accept
2	The availability of power and internet access in my housing has an impact on my capacity to study properly.	300	2.81	Accept
3	My accommodations provide restricted access to critical academic resources such as libraries and study rooms.	300	2.82	Accept
4	My accommodation's security and safety have an impact on my mental health and academic performance.	300	2.77	Accept
5	Poor living circumstances (e.g., overcrowding, limited amenities) at my lodging have a detrimental influence on my academic achievement.	300	2.72	Accept
6	Social distractions in my accommodation environment make it tough for me to have an effective study regimen.	300	2.61	Accept

Table 5 reveals that the mean scores for all categories are more than the benchmark mean of 2.50, implying that issues related with students' lodging types include the availability of power and internet access, which affects their study abilities. Also, distractions from housemates and the surroundings make it difficult for them to set apart effective study time. It should also be noted that congested spaces are one of the obstacles that students face when studying, which affects their outcomes. As a result, all of the things listed above are acknowledged as contributing obstacles to accommodation's influence on student performance.

Research Question 3: How can the upgradation of on-campus as well as off-campus accommodations help students perform better academically?

Table 6. Responses to strategies that can be adopted to enhance the quality of on-campus and off-campus accommodations to support students academic success

S/N	Items (Statement)	N	Mean	Remark
1	Providing reliable electricity and internet connection in student housing would increase my capacity to study efficiently.	300	2.88	Accept
2	Reducing noise and other distractions in student lodgings might improve academic performance.	300	3.01	Accept
3	Increasing access to academic facilities (e.g., libraries, reading rooms) near student housing might improve learning outcomes.	300	2.89	Accept

S/N	Items (Statement)	N	Mean	Remark
4	Improving security in both on-campus and off-campus housing would allow students to concentrate more on academics.	300	2.94	Accept
5	Providing more cheap and pleasant housing alternatives for students will alleviate financial stress and boost academic performance.	300	2.88	Accept
6	Limiting the number of students per room in on-campus accommodation would improve the learning atmosphere.	300	2.90	Accept

Table 6 illustrates that providing constant electricity and internet connectivity in student residential halls improves their living conditions and helps them study more successfully. Furthermore, improving security in both off-campus and on-campus halls of residence will allow students to focus more on their studies. The investigation also revealed that lowering the number of residents in campus halls of residence will result in a better learning environment, allowing students to perform better.

Test of Hypothesis

Table 7. SPSS output of t-test test of hypothesis

Independent Samples Test

t-test for Equality of Means	Levene's		Test for Equality of Variances					
	F	Sig.	T	df	Sig.2-tailed)	Mean Diff.	Std. Error Diff.	
There is a significant relationship between accommodation type and students academic performance	Equal variances assumed	13.395	.000	18.961	298	.000	1.491	.079
	Equal variances not assumed			17.075	193.421	.000	1.491	.084

Table 7 examines the association between lodging type and student academic achievement. The table reveals a p-value of 0.000 (<0.005), indicating a statistical relevance between lodging type and students' academic achievement. The table also displays a mean difference of 1.49, indicating that the academic performance of on-campus and off-campus housing categories vary by around 1.49 points. As a result, we find that housing type has a statistically significant impact on students' academic performance.

Discussion

This study discovered that students' lodging type had an impact on their study habits and access to learning resources such as the library. Students who live in campus halls of residence are able to manage their time efficiently owing to their closeness to campus. This has a significant impact on their performance. However, off-campus accommodations are constantly plagued by distractions, security issues, insufficient social facilities, congestion, and so on, all of which impede their studying time and, as a result, damage their academic performance.

Study Habits and Time Management Students in both types of accommodations recognized the value of a pleasant living environment in sticking to study schedules and handling academic commitments. However, on-campus residents claimed greater discipline and access to quiet study areas.

The study found that there is a need for better infrastructure in student accommodations, such as stable power supply, internet access, improved security, social amenities, and better regulation of hostel environments, which will help students focus and perform better academically. The t-test found a significant correlation ($p < 0.05$) between accommodation type and academic achievement, indicating that where students reside affects their academic success.

CONCLUSION

Fundamental Finding: However, accommodation is a vital part of school learning for students. The research ultimately determined that both options, on and off campus, had benefits but that on-campus housing creates an environment that is more consistency regulated and conducive to academic achievement. **Implication:** Solving housing challenges is an urgent contributor to equitable academic success and the health and well-being of all kids. Achieving sustainable remedies demands that stakeholders pursue a comprehensive approach that utilizes policy reform, infrastructure build-out, and private-sector collaboration. **Limitation:** On-campus housing will be scarce, so new forms of partnerships should be encouraged: universities and private developers can work together to provide cheap, regulated and academically suitable off-campus housing. **Future Research:** There is a need for establishing resident halls and safeguarding them to be aligned with growing demands among students over the remaining years of years. Universities should enhance the quality of support services — reading rooms, internet connectivity, 24-hour libraries — for all students on campus, regardless of their residency. Whether they stay on campus or not, institutions ought to teach students when and how to manage their time well and how to create ideal studying environments.

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