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**IMPACT OF HOSTEL ACCOMMODATION ON STUDENTS' ACADEMIC PERFORMANCE IN
 COLLEGE OF EDUCATION, AKWANGA, NASARAWA STATE**

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Abstract

The study examined the impact of hostel accommodation on students' academic performance in College of Education, Akwanga. Descriptive survey design was used. The population consisted of 2,520 on-campus students, off-campus students and staff of the students' affairs departments and patrons of the hostels. A sample size of 506 on-campus students, 115 off-campus students' and 10 participants drawn from staff of the students' affairs department and patrons of the hostels. The researchers designed a questionnaire titled "Hostel Accommodation and Students Academic Performance Questionnaire (HASAPQ)" Interview for data collection. Face and construct validity of the instruments were determined by experts; Cronbach Alpha Coefficient was used to determine the reliability. Face-to-face was used to collect the data, while simple percentages, mean, standard deviation, independent t-test and Spearman rank correlation were used as methods of analysis. Statistical Package for Social Sciences (SPSS) 27 was used for statistical computation of coefficients, and the hypotheses were tested at 0.05 level of significance. The findings revealed showed that majority of the respondents said there are no sanitary facilities in hostels, there are 5 students and above per room in the hostel, water supply is not adequate, power is not reliable and that the hostels are overcrowded. It was found out that inadequate hostel facilities affect academic performance, off-campus students perform better than on-campus students, and lack of constant power supply in hostel affect students' personal studies time and crowdy accommodation may affect the psychological performance of students. Also, the results showed that lack of resting or recreational facilities in hostels, too many courses of study and lack of internet facilities in hostels affect students' performance. The, findings also revealed that majority of the respondent said there should be at most two per room, power supply should be stable, more hostels should be built, hostels need to be renovated, good sanitary facilities, clean water and modern security gadgets should be provided in hostels. The results again revealed significant difference in the availability of hostel accommodation facilities in male and female hostel. It was found out that inadequate hostel accommodation had a significant negative impact on students' academic performance. Also, the study revealed a significant difference in academic performance of students living in adequate and inadequate hostel accommodation. The study concluded that hostel accommodation has a significant impacts on students' academic performance and recommended among others that the Tertiary Education Trust Fund (TETFUND) should provide adequate and conducive hostel accommodation to students, especially female students, special funds should be allocated to the institution for the renovation of existing hostels, and new ones should be constructed, and government through the quality assurance department of the ministry of higher education of the state should ensure that hostel accommodations are constructed based on laid down standard in order to enhance students' academic performance in College of Education Akwanga, Nasarawa State.

Keywords: Student, Academic, Performance, Hotel Accommodation

Introduction

Importance of a conducive learning environment in enhancing students' academic performance cannot be

overstated. Accommodation has to do with privacy, personal space and territoriality. Students' accommodation can be seen as a place of abode for students. It is also a place where students live and

usually situated within the institution where students are accommodated in hostels or halls of residence. These halls provide protection from sun, rain, heat, cold, and also represent a learning environment which may have a tremendous impact on the comfort, safety and performance of students. Ali (2017) asserted that the essence is to enable students settle down and have a place of rest. A good and decent accommodation is essential for students' physical, mental, social wellbeing and to a large extent, his academic success.

In most tertiary institutions in Nigeria, students' living conditions commonly called hostel accommodation have emerged as a structural determinant of learning outcomes. Accommodation does not merely provide shelter; it shapes time-use, sleep quality, safety, study opportunities, peer learning, and the everyday logistics that either enable or constrain academic engagement. Recent Nigerian studies consistently associate the availability and quality of hostel amenities such as reliable power, ventilation, crowding levels, study spaces, water/sanitation, and security with measurable differences in grades and persistence. The national context heightens the relevance of this topic. Enrolment growth has outpaced on-campus housing provision, producing chronic shortages and overcrowding. Recent reporting and sector reviews describe widening gaps between demand and supply for purpose-built student housing, pushing many learners into improvised off-campus arrangements with weaker regulation and uneven study conditions (Olanrewaju, 2022). This system-level pressure matters academically because it transfers the costs of distance, transport, and environmental stressors to students' costs that are unevenly borne by low-income cohorts most at risk of underperformance or attrition.

At College of Education, Akwanga specifically, informal accounts and local reporting point to longstanding strain on campus hostels and mixed satisfaction with facility conditions are issues that mirror national patterns. While institution-specific, peer-reviewed evidence is limited, community-level narratives and student queries about limited hostel spaces suggest practical Constraints on residential access, with potential spillovers to learning time and

study continuity. Situating the present study in Akwanga therefore responds to a local evidence gap within a well- documented national phenomenon. For example, multi-campus evidence in 2024-2025 finds that better hostel amenities and availability tend to predict higher academic performance by reducing commuting time, improving quiet study conditions, and facilitating supportive peer networks (Nwala, 2025).

One critical aspect of this environment is the availability of adequate hostel accommodation for students. In Nigeria, where the demand for higher education far exceeds the available space, many tertiary institutions and particularly College of Education, Akwanga, struggle to provide sufficient hostel accommodation for her students. Overcrowding, poor ventilation, inadequate lighting and insufficient sanitation facilities are just a few of the challenge that students living in hostels may face. These conditions can lead to physical discomfort sleep disturbances, an increased stream levels, all of which can negatively impact student academic performance. Owuamanam (2015) stated that inadequate hostel accommodation can have a far-reaching consequence on students' academic performance.

Hostel accommodation has far-reaching implications on students' academic, social, and psychological well-being. Adequate hostel facilities provide the foundation for a stable, organized academic life, while inadequate accommodation can introduce a series of academic, emotional, and physical challenges. The relationship between living arrangements and academic performance is widely acknowledged in educational research and policy planning. Conversely, students forced into inadequate or distant accommodations frequently struggle with irregular class attendance, loss of study time due to transportation, fatigue, insecurity, poor sleep, and a lack of quiet study spaces all of which undermine academic performance. Numerous studies have found that students who live on-campus in university hostels are more likely to perform better academically compared to their off-campus counterparts. Usman and Tanko (2021) conducted a comparative study across five Nigerian universities and reported that on-campus students had an average GPA that was 0.45 points

higher than those living off-campus. Factors contributing to this included accessibility to lecture venues, reduced commute time, and proximity to academic resources like libraries and laboratories.

Kabiru and Mwakwere (2022) indicated that students living in university-provided hostels had a higher academic performance index compared to their counterparts living off-campus. This difference was attributed to shorter commuting distances, ease of access to academic resources, and a conducive environment for learning. Furthermore, hostel accommodation serves a broader purpose in the development of life skills. Living in a communal environment teaches students conflict resolution, cooperation, independence, and responsibility. Ogundipe and Alade (2023) noted that hostel life can be viewed as a transitional phase between dependence and full adulthood, fostering maturity through shared responsibilities and diverse interactions. Despite its importance, hostel accommodation is often plagued by challenges such as overcrowding, insecurity, inadequate power and water supply, poor hygiene, and insufficient reading and recreational spaces. These conditions not only diminish the quality of life but also impact academic performance. Students living in overcrowded hostels often struggle with noise, distractions, and lack of privacy, all of which hinder effective study routines.

Conceptually, the accommodation–achievement link can be read through classic student success frameworks. Tinto's integration model argues that students' academic and social integration into campus life predicts persistence and performance; residential environments are a primary context where such integration or its absence occurs. Likewise, Astin's theory of involvement posits that the quantity and quality of time and energy students invest in academic tasks, often increased by proximity to learning spaces and peers drive outcomes. In both frameworks, proximate, well-serviced hostels should enhance involvement and integration, while inadequate or distant housing depresses them. In College of Education, Akwanga, the imbalance between adequate and inadequate accommodation continues to widen as enrolment grows without proportional expansion of

hostel facilities. This has raised concerns that the institution's academic outcomes may be indirectly constrained by infrastructural limitations rather than students' intellectual capacities. The situation at College of Education, Akwanga raises concern because hostel spaces remain limited relative to rising enrolment, forcing many students into unsuitable environments that may compromise their academic pursuits. Without systematic interventions, this divides between adequately and inadequately accommodated students could widen, perpetuating inequities in educational attainment. This suggests that while some students are advantaged by better residential conditions, others are disadvantaged by poor or unavailable facilities, resulting in a performance gap.

Therefore, the problem under investigation is the observable difference in academic performance between students who reside in adequate hostel accommodation and those who live under inadequate or inconvenient housing conditions. Addressing this issue requires not only understanding the extent of the performance gap but also identifying ways to improve outcomes for disadvantaged students. Without such interventions, disparities in accommodation will continue to undermine the pursuit of academic excellence at the College of Education, Akwanga. Applying these lenses to a College of Education Akwanga context is appropriate because it is a teacher-education students typically with juggled intensive coursework, practicum scheduling, and resource-dependent study routines that are sensitive to environmental frictions. A study focused on College of Education, Akwanga can therefore generate actionable evidence for campus planners and Nasarawa State stakeholders on how hostel availability and quality concretely mediate academic performance in a teacher-education college. The aim of the research was assessing the impact of hostel accommodation on student's academic performance in College of Education Akwanga, Nasarawa state.

The following hypotheses were statistically tested at 0.05 level of significance:

HO1: There is no significant difference between the available hostel accommodation facilities in male and female hostels in College of Education, Akwanga.

HO2: There is no significant relationship between hostel accommodation facilities and students' academic performance.

HO3: There is no significant difference between the academic performance of students living in adequate and those in inadequate hostel accommodation in College of Education Akwanga.

HO3: There is no significant difference between the academic performance of students 'leaving in adequate and poor accommodation facilities in College of Education Akwanga

2. Literature Review

2.1 Conceptual Review

Hostel Accommodation

Adequate accommodation creates an environment conducive to effective study. Hostels equipped with basic amenities such as constant electricity, water supply, adequate ventilation, and study spaces provide an atmosphere that fosters concentration and productivity. Hostel amenities can greatly influence students' academic performance. Students living in hostels with comfortable conditions, such as clean and well-maintained facilities, tend to focus better on their studies and achieve higher academic results. In contrast, students living in hostels with poor conditions, such as lack of internet access, overcrowding, insufficient lighting, and limited privacy, may struggle to concentrate and perform well academically (Animba & Nneji, 2020). Furthermore, hostels that offer resources like study areas, computer labs, and free parking can contribute to students' academic success (Ramli, Zain, Campus, Chepa, & Bharu, 2018). As noted by Animba et al. (2020), hostel amenities are essentially those that enhance the comfort of the residents. Silalahi (2020) categorized hostel amenities into two stages: those meant for students and those for administrative staff.

Hostel Accommodation and Students Performance

The reviewed literature reveals that accommodation affects academic performance through multiple pathways, time use, study conditions, peer learning, and well-being. Adequate hostels enhance performance by providing a supportive learning environment, while inadequate or distant housing undermines students' ability to study effectively. Inadequate physical amenities can negatively affect students' interest in learning. Insufficient amenities have been shown to reduce students' motivation to learn, leading to a decline in their interest (Maponya, 2020). For institutions like the College of Education, Akwanga, where hostel shortages persist, addressing these issues is essential to improving academic performance and ensuring equity among students. Accommodation is not just a residential facility; it is an academic support system that provides the physical, social, and psychological stability required for intellectual growth.

Hostel Accommodation Related Factors Affecting Students Performance

However, factors which could be viewed as physical, environmental psychological, social, institutional and social many affect the extent of the availability of hostel accommodation and its impact on students' academic performance, especially in institutions like colleges of Education. The physical and environmental characteristics of hostel accommodation such as space allocation, ventilation, lighting, sanitation, safety, and general aesthetics play a decisive role in shaping the academic performance and well-being of students. Inadequate attention to these factors can result in environments that are not only uncomfortable but detrimental to cognitive focus, motivation, and health. Akinyemi and Odeyemi (2023) asserted that the physical conditions of students' living environments are critical determinants of their academic behavior and productivity." In this context, overcrowding is one of the most persistent physical issues faced in Nigerian hostels. Students are frequently packed into rooms designed for far fewer occupants, resulting in congested spaces that compromise privacy and study time. According to Lawal and Musa (2021), a standard room that should

accommodate four students often holds eight or more, a situation that stifles concentration, increases noise levels, and breeds conflict. Inadequate lighting and ventilation are also common problems.

2.2 Theoretical Framework

The study was guided by two theories, namely: Maslow's Hierarchy of Needs and the Environmental Stress Theory. Maslow's Hierarchy of Needs, developed in 1943, is a motivational theory that arranges human needs in a five-tier pyramid: physiological needs, safety needs, social needs, esteem needs, and self-actualization. According to Maslow, individuals must satisfy the lower levels of the pyramid before they can attend to higher-order needs like

academic achievement. Applying this to the context of hostel accommodation, students cannot be expected to perform optimally in academics if their basic needs which include sleep, food, safety, and shelter are unmet. Salami and Aluko (2022) stated hostel accommodation directly influences the bottom two levels of Maslow's hierarchy, physiological and safety needs. If these needs are unmet, students struggle to reach the self-actualization level, which includes personal growth and educational attainment. Inadequate hostel accommodation may disrupt students' ability to rest, study, and feel secure, thereby blocking progression to higher intellectual performance. See Fig 1



Fig 1: Maslow's Hierarchy of Needs

The Environmental Stress Theory developed by Evans and Cohen in 1987 also offers critical insights. This theory posits that the environment plays a significant role in individual behavior and mental health. Prolonged exposure to stressful environments that is characterized by noise, overcrowding, insecurity, and poor sanitation leads to emotional exhaustion, anxiety, and reduced cognitive functioning. In the context of Nigerian hostels, Environmental Stress Theory helps explain why students in substandard accommodations often show higher levels of absenteeism, lower

academic performance, and increased mental health complaints. Okon and Musa (2021) affirmed that the psychological wear and tear associated with living in chaotic hostile environment translates into poor classroom engagement, memory lapses, and reduced exam scores. These theoretical perspectives underscore the necessity of treating hostel accommodation as an academic enabler rather than a peripheral concern. When institutions fail to address environmental and basic needs, they inadvertently hinder learning outcomes. See Fig 2.

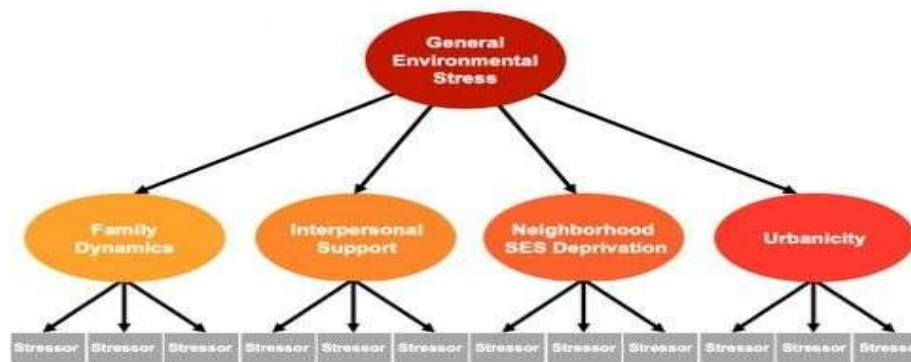


Fig 2: Environmental Stress by Gary W. Evans

3. Methodology

3.1 Research Design

This study used descriptive survey design as a guide. Creswell and Poth (2016) defined descriptive survey design as research that aims at describing, understanding and analysing the emerging phenomenon and concepts. This design was considered appropriate because it provides researchers with the opportunity of determining the prevalence of an outcome or factor from this type of survey. Thus, descriptive survey provided an opportunity for the researchers to describe the research problem in its physical setting using data collected from a representative sample of the target population.

3.2 The Study Area

The College of Education, Akwanga (COEA) was established in September 1976 as the advance Teachers College, Akwanga (ATCA). Initially, it was under the governance of Plateau State, but with the creation of Nasarawa State in 1996, the institution was transferred

to the new State government. The College relocated from its temporary site in Jos to its permanent location in Akwanga on September 1, 1985. The College aims to offer courses leading to the Nigeria Certificate in Education (NCE), serve as a research center for educational theory and practice, and provide in-service vacation courses for teachers. The college currently enrolled over 10,000 students which is far above the number of students she can accommodate on her campus hostel. This development has forced greater number of its students to look for alternative accommodation at the neighbouring settlements popularly called students' village. The college of Education, Akwanga is situated on a very wide expanse of land of about 2 square kilometers (2km²). But most of its land is shared to members of staff for farming activities meanwhile, the available hostel accommodation for students with only few bed spaces are; Ayih Block A,B,C (60 Rooms) Mustapha Block A,B, and C, (76 Rooms), Hauwa Block A,B,C and D (100 Rooms), Iliya Reni Flat A,B and C, (42 Rooms) and Kassim Idris Flat A,B, and C (42 Rooms).

See Plates: 1-7



Plate 1: College of Education, Akwanga, Nasarawa State



Plate 2 and 3: Ayih B and Alhaji Kasimu Idris New Female Hostels



Plate 4 and 5: Mr. Iliya Rini and front view of Mustapha Male Hostels



Plate 6 and 7: Front view of Iliya Rini and Hauwa Hostels

3.3 Population and Sample

The population of the study consisted of 2,520 students who are accommodated outside the campus of the College of Education Akwanga hostels, 284 students

who are staying at off- campus, and 25 participants drawn from the Students' Union Government officials, Matron and Portals of Students hostels, the College Students' Affairs Division and the schools' Management staff of the college of education Akwanga.

Table 1: Population of Students in the Hostels

S/NO.	Hostels	Number of Rooms	Bed Spaces	Sample Size
1.	Ayih Block A	22	4	88
	Ayih Block B	24	4	96
	Ayih Block C	24	4	96
2.	Mustapha Block A	26	4	104
	Mustapha Block B	26	4	104
	Mustapha Block C	24	4	96
3.	Hauwa Block A	26	6	156
	Hauwa Block B	26	6	156
	Hauwa Block C	26	6	156
	Hauwa Block D	22	6	132
4.	Iliya Reni Flat A	12	4	48
	Iliya Reni Flat B	15	4	60
	Iliya Reni Flat C	15	4	60
5.	Kassim Idris Flat A	12	4	48
	Kassim Idris Flat B	15	4	60
	Kassim Idris Flat C	15	4	60
Total		330	72	2,520

Source: Student's Affairs Unit, College of Education Akwanga January, 2025

Table 1 shows the number of students in the different hostels of the college. The hostels have a total of 72 bed spaces occupied by 2,520 students out which 768 students were female, those leaving in Kassim Idris and Hauwa Blocks hostels, while 1,752 students occupying Iliya Reni Flats, Mustapha and Ayih blocks are male.

The study used a sample size of 345 students who are accommodated in the hostel facilities of the College and 215 Off-Campus students. Thus, a sample size of 560 students of the college of Education Akwanga was used for the study. The sample size for students accommodated in the hostel was obtained using the Yamane (1967) formula for sample size determination because the population is known and stratified on the basis of students' hostels and gender. The formula is expressed as follows: $n = N/1+N(e)^2$.

From the formula, n is the desired sample size, N is the target population of the study 1 is a constant and e is the level of precision or error margin which in this case is 5% or 0.05 level of significance. The formular yielded the following sample size.

$$n = \frac{2,520}{1+2,520(0.005)^2} \quad n = \frac{2,520}{1+2,520(0.0025)} \quad n = \frac{2,520}{1+6.3} \\ n = 2,520/7.3 \quad n = 345.21 \\ n = 345$$

3.4 Sampling Techniques

The study adopted a simple random and stratified sampling techniques. The stratified random sampling method was used because students were selected based

on where they are accommodated since there were both those accommodated within the campus and some stayed in off-campus accommodations. The students' accommodation was stratified with six (6) available housing units. These are; Ayih block A, B, C; Mustapha blocks A, B C; Hauwa blocks A, B, C, D; Iliya Reni Hostel; Kassim Idris Hostel and the Students' Village for off-campus accommodation. Secondly, the students from each accommodation type were selected using simple random sampling method. This approach was employed because it gave all students in each accommodation type equal opportunity or chances to be selected as part of the study sample.

3.5 Instruments for Data Collection

Data required to achieve the aim of this study were gotten from primary and secondary sources. The secondary sources were from the published journals, articles and publications by other scholars on impact of hostel accommodation on students' academic performance. Also, students result were obtained, which formed the bases for comparison. The primary sources of data were respondents' comments in the questionnaire. The researchers used a self-designed questionnaire titled "Hostel Accommodation and Students Academic Performance Questionnaire (HASAPQ)" that comprised on both open-ended and close-ended items that measured availability of hostel accommodation facilities, impact of hostel accommodation facilities on students' performance, factors affecting students' performance and standard measures for enhancing hostel accommodation facilities in College of Education Akwanga in Nasarawa State.

The questionnaire had four sections, namely section A,B,C and D Section A comprised of the socio-demographic characteristics of respondents, section B measured the availability of Hostel accommodation facilities, section C measured impact of hostel accommodation on academic performance and section D comprised of items measuring factors affecting performance and standard for enhancing hostel accommodation for improve performance respectively. Section B was developed based on 3-point rating scale,

items in section C were rated based on the 4-point rating scale of strongly agree (SA=4), agree (A=3), disagree (D=2) and strongly disagree (SD=1), while section D consisted of closed-ended items.

3.6 Validity and Reliability

Validity basically measures the extent to which a research instrument like questionnaire accurately measures what it is supposed to measure. Al-Jaghshi, Saeed, Fanas, Alqutaibi and Mundt (2021) opined that validity is the extent to which scores from a measurement represent the variable they intended to and, out of the several ones, including face validity, content validity, and criterion validity. The study ascertained both the face and construct validity of the question. This study used experts to determine both the face validity ensures that items in the questionnaire are not underrated by experts and respondents. Construct validity measures the extent to which items under each construct measure that construct effectively and accurately.

Reliability is an essential element in the development of research instruments, especially when carrying out primary data research. Reliability focuses on the internal consistency and stability of the research instruments (Mohamed, Rahim, Mohamad, & Yusof, 2022). This measures the extent to which the instrument gives consistent or the same results even if it is administered severally to the same respondents. Reliability of internal consistency was used in this study. To determine the reliability of internal consistency of the instrument, 45 copies of the questionnaire were administered to students of the College of Education Gindiri in Plateau State used for the pilot study ones after which, Cronbach Alpha Coefficient Technique was used to compute the coefficient of the reliability. The pilot study area was selected because it shares similar characteristics with College of Education Akwanga and was not part of the main study Area. Taherdoost (2016) asserted that although no absolute rules exist for internal consistencies, however most scholars agreed on a minimum internal consistency coefficient of .70 and above. The reliability test yielded a Cronbach Alpha Coefficient of 0.826 which is greater than

0.7. This indicated that the questionnaire was found to be reliable.

3.7 Procedure for data Collection

The study used the direct method of data collection. Applying this technique first sought for permission from the management of the College and the Dean students' affairs of the institution before visiting students' hostel blocks situated within the College of Education, Akwanga Campus for an on-sight assessment of the available accommodation facilities.

During the visit, the hostels were delineated and assigned to each researcher in other to ease the procedure for data collection. Also, residential areas which housed students close to the college where also earmarked and designated as the student village for data collection. The researchers selected research assistants who are members of the community with a minimum of NCE and trained them on how to collect the data using the instrument. The research assistants were used because they are familiar with the host community where the students are accommodated.

See Plates 8-10e



Plate 8: Researchers with female students at Hauwa Hostel



Plate 9: Researchers with male students at Mustapha Hostels



Plate 10: Researchers during Questionnaire Administration at the Hostels

3.8 Methods of Data Analysis

Data collected using the instrument were coded using Microsoft excel spreadsheet and analyzed using both descriptive and inferential statistics. Frequency table, simple percentages, mean scores and standard deviation were used in analyzing the research questions. Mean score was used because it provides statistical estimates of the average rating or score that can be used to describe a variable or characteristics such that a value less than the mean is an indication that the characteristics or variable is less than minimum requirement, while a value greater than the mean implies that the variable is more than the minimum requirement. Standard deviation was used because it shows the extent of dispersion, spread or variability of the estimate of a variable from the mean value.

The study used a criterion or weighted mean of 2.5 for the 4-point rating scales as the guiding rule for answering each of the research questions. The open-ended items were analyzed using frequency counts and simple percentages. Hypotheses one and

four were analyzed using independent t-test because they focused on differences between two groups defined by a categorical variable which is gender. Hypotheses two and three on the other hand were analyzed using Spearman Rank Correlation which is a nonparametric statistic that accommodate rated data collected using instruments like questionnaire. The hypotheses were all tested at 0.05 level of significance and the statistical computation of estimates was done using the Statistical Package for Social Sciences (SPSS) version 27.0 software. The following decision rules were used in testing the hypotheses:

- i. If $p < 0.05$, the study rejects H_0 and concludes that there is a significant relationship, impact or difference between the variables.
- ii. If $p > 0.05$, the study accepts the H_0 and concludes there is no significant relationship, impact or differences between the variables

4. Results and Discussion

4.1 Research Question One

What is the perception of students on the availability of hostel accommodation facilities in College of Education, Akwanga?

Table 2: Summary of Results of Analysis of Availability of Hostel Facilities

S/N	Statement of Items	Responses	Frequenc v	Percentage
1	Do you have sanitary facilities in your hostel?	Yes	46	9.1
		No	248	49.0
		Inadequat	212	41.9
2	How many are you in your room?	Alone	20	3.9
		2-5	171	33.8
		5 and	315	62.3
3	Do you have adequate water supply?	Yes	29	5.7
		No	345	68.2
		Not adequate	132	26.1
4	Do you have reliable power supply?	Yes	35	6.9
		No	330	65.2
		Not reliable	141	27.9
5	In your opinion, is the students' hostel crowded?	Yes	380	75.1
		No	21	4.1
		Moderate	105	20.8

Source: Researcher's Field Survey May, 2025.

The analysis of research question one on the perception of students on the availability of hostel accommodation facilities in College of Education, Akwanga revealed that 46(9.1%) of the respondents said they have sanitary facilities in their hostel, 248(49.0%) said no and 212 (41.9%) said sanitary facilities are inadequate in the hostel. Also, only 20(3.9%) respondents said they are alone, 171(33.8%) said there are 2-5 students per room and 315(62.3%) said there are 5 students and above per room in the college hostels. Furthermore, 29(5.7%) said they have adequate water supply in their hostel, 345(68.2%) said they do not have and 132(26.1%) on the other hand said water supply is not adequate in hostels.

The results showed that only 35(6.9%) said they have reliable power supply, 330(65.2%) said they

do not have, and 141(27.9%) said power supply is not reliable in the hostels. It was revealed that majority of the respondents, about 380(75.1%) said students' hostel are crowded, 21(4.1%) said they are not crowded and 105(20.8%) on the other hand said they are moderately crowded with students of the College. The findings of this analysis indicated that majority of the respondents said there are no sanitary facilities in hostels, there are 5 students and above per room in the hostel, water supply is not adequate, power is not reliable and that the hostels are crowded to the extent that they may impact students' academic performance in the College.

4.2 Research Question Two: What is the impact of hostel accommodation facilities on students' academic performance in COE, Akwanga?

Table 3: Summary of Results of Analysis Impact of Hostel Accommodation Facilities on Students' Academic Performance

SN	Statement of Items	Mean	Std. Dev.	Decision
1	Inadequate hostel facilities affect performance	3.42	0.82	Agree
2	Hostels environment may affect performance outcome	3.04	0.96	Agree
3	Crowdy accommodation may affect the psychological performance of students	3.12	0.92	Agree
4	Off-campus students perform better than on-campus students	3.25	0.92	Agree
5	Sanitary conditions in hostels may affect students' performance	3.18	1.01	Agree
6	Lack of constant power supply in hostel affect students personal studies time	3.21	0.95	Agree
Cumulative mean		3.20	0.93	Agree

The results of analysis of research question two on the impact of hostel accommodation on students' academic performance revealed that respondent agreed that inadequate hostel facilities affect academic performance (3.42), off-campus students perform better than on-campus students (3.25) and lack of constant power supply in hostel affect students personal studies time (3.21). Also, it was found that sanitary conditions in hostels may affect students' performance (3.18), crowded accommodation may affect the psychological performance of students (3.12) and that hostels environment may affect students' performance

outcome (3.04). The cumulative mean value of 3.20 was found to be higher than the criterion mean of 2.5, indicating that hostel accommodation has impact on students' academic performance in College of Education Akwanga.

4.3 Research Question Three: Determining factors affecting the academic performance of students in College of Education Akwanga.

Table 4: Summary of Results of Analysis of Factors Affecting Students' Academic Performance

SN	Statement of Items	Frequency (n=506)	Percentage (%=100)
1	Limited hostel accommodation for students	104	20.6
2	Poor hostel accommodation facilities	97	19.1
3	Limited reading spaces in hostels	77	15.2
4	Lack of resting or recreational facilities in hostels	56	11.1
5	Too many courses of study	50	9.9
6	Lack of internet facilities in Hostels	47	9.3
7	Financial burden of off-campus accommodation	7	14.8

The results of analysis of research question three on hostel facilities related factors affecting students' academic performance in College of Education Akwanga showed that respondents identified limited hostel accommodation for students 104 (20.6%), poor hostel accommodation facilities 97 (19.1%), limited reading spaces in hostels 77 (15.2%), and financial burden of off-campus accommodation 75 (14.8%). Also, it was found that lack of resting or recreational facilities in hostels 56 (11.1%), too many courses of study

50 (9.9%) and lack of internet facilities in Hostels 47 (9.3%) are among hostels facilities related factors affecting students' academic performance in College of Education Akwanga in Nasarawa State.

4.4 Research Question Four: What are the standard accommodation measures for enhancing students' academic performance in College of Education Akwanga?

Table 5: Summary of Results of Analysis of Standard Hostel Accommodation Measures for Enhancing Students' Academic Performance

SN	Statement of Items	Frequency (n=506)	Percentage (%=100)
1	Students should be at most two per room	89	17.6
2	Good sanitary facilities should be provided in hostels	67	13.2
3	Hostels need to be renovated	70	13.8
4	Power supply should be stable	80	15.8
5	Hostel should have clean water	64	12.7
6	More hostels should be built	79	15.6
7	Modern security gadgets should be installed in hostels	57	11.3

Source: Researcher's Field Survey May, 2025.

The analysis of research question four on respondents' assessment of standard accommodation measures for enhancing students' academic performance in College of Education Akwanga showed that majority of the respondent said there should be at most two per room 89 (17.6%), power supply should be stable 80 (15.8%), more hostels should be built 79 (15.6%)

and that hostels need should be renovated 70 (13.8%). The further argued that good sanitary facilities should be provided in hostels 67 (13.2%), hostel should have clean water 64 (12.7) and modern security gadgets should be installed in hostels 57 (11.3%) if students' academic performance in the college must significantly improve.

4.5 Hypothesis One: There is no significant difference between the available hostel

accommodation facilities in male and female hostels in College of Education, Akwanga.

Table 6: Results of Independent t-test of Difference Between the Available Hostel Accommodation Facilities in Male and Female Hostels

Gender	n	Mean	Std. Dev.	Df.	t-cal.	P-value	Decision
Male	324	2.549	0.878	504	2.238	.000	Reject HO
Female	182	2.068	0.964				

The results of analysis of hypothesis one on extent of difference between the available hostel accommodation facilities in male and female hostels in College of Education, Akwanga revealed a mean of 2.549 for male and 2.068 for female students. This implies that the availability of hostel accommodation is more in male hostel than in female hostels of the College. Furthermore, it was found that $t(504)=2.238$, $p=0.000$, which that the probability value was

significantly less than 0.05 or $p<0.05$. Based on this, the null hypothesis was rejected and the conclusion drawn is that there is was a significant difference between the available hostel accommodation facilities in male and female hostels in College of Education, Akwanga.

4.6 Hypothesis Two: There is no significant impact of hostel accommodation facilities on students' academic performance.

Table 7: Results Spearman Rank Correlation (rs) of Impact of Hostel Accommodation Facilities on Students' Academic Performance

Variable	Mean	Std. Dev.	n	rs-cal.	P-value	Decision
Hostel Facilities	3.124	0.786	504	-.304	.000	Reject HO
Students' Performance	3.635	0.759				

$P<0.05$

The results of analysis of research hypothesis two on the extent of the impact of hostel accommodation facilities on students' academic performance in Table 7 showed that hostel facilities had a mean of 3.124, while students' performance had a mean of 3.635. This indicated that hostel facilities had impact on students' academic performance. However, the results further revealed that $r_s(506)=-0.304$, $p=.000$, which means that $p<0.05$; hence the null hypothesis was rejected. Thus, the

study concluded that there was significant moderate negative impact of hostel accommodation facilities on students' academic performance in the College of Education Akwanga.

4.7 Hypothesis Three: There is no significant difference between the academic performance of students in inadequate and Inadequate Hostel Accommodation in College of Education Akwanga.

Table 8: Summary of Independent t-test of Difference between Academic Performance of Inadequate and Inadequate Hostel Accommodation

Variable	Mean	Std. Dev.	Df.	t-cal.	P-value	Decision
Inadequate	20.892	7.817	504	3.877	0.012	Reject HO
Adequate	28.763	6.611				

$P<0.05$

The findings from hypotheses three on difference between hostel facilities related factors affecting male and female students' academic performance in Table 7 showed that male students had a mean of 20.892 which was lower than female students mean value of 28.763. This indicated that hostel accommodation related factors had more impact on female students than their male counterpart. More so, the results showed that $(504=3.877, p=.012)$, which suggest that $p<0.05$, leading to the rejection of the null hypothesis. Based on this result, the conclusion drawn is that there is

a significant difference between hostel facilities related factors affecting male and female students' academic performance in College of Education Akwanga in Nasarawa State.

4.8 Hypothesis Four: There is no significant difference between male and female students' opinion on standard accommodation facilities required for enhancing students' academic performance in College of Education Akwanga.

Table 9: Summary of Independent t-test of difference between Male and Female Students' Opinion on Standard Accommodation Facilities Required for Enhancing Students' Academic Performance

Gender	Mean	Std. Dev.	Df.	t-cal.	P-value	Decision
Male	23.445	5.894	504	3.638	0.219	Reject HO
Female	26.638	5.7567				
P<0.05						

The analysis of hypothesis four on the extent of difference between male and female students' opinion on standard accommodation facilities required for enhancing students' academic performance in College of Education Akwanga revealed a mean value of 23.445 and 26.638 for male and female students of the institutions respectively. This implies that female students had a slightly higher mean score of the extent to which standard accommodation facilities if provided will enhance students' academic achievement in the College. However, the results showed that $t(504)=3.638$, $p=.219$, indicating that $p>0.05$; hence the study failed to reject the null hypothesis. This suggest that there was no enough evidence to reject the HO; hence it was accepted or retained and the study concluded that of there was no significant difference between male and female students' opinion on standard accommodation facilities required for enhancing students' academic performance in College of Education Akwanga in Nasarawa State. This could be attributed to the fact that both male and female students of the institution held the view that their poor academic performance could be as a result of the poor hostel accommodation facilities they have been exposed to in the institution.

Conclusion

The study examined the impact of hostel accommodation on students' academic performance in College of Education, Akwanga. The findings showed that majority of the respondents said there are no sanitary facilities in hostels, there are 5 students and above per room in the hostel, water supply is not adequate, power is not reliable and that the hostels are crowded to the extent that they may impact students' academic performance. Also, inadequate hostel facilities affect academic performance, off-campus students perform better than on-campus students and lack of constant power supply in hostel affect students' personal studies time. It was established that sanitary conditions in hostels may affect students' performance, crowded accommodation may affect the psychological performance of students and that hostels environment may affect students' performance outcome were not significantly different. The study concluded that hostel accommodation has students' academic performance in College of Education, Akwanga.

Based on the findings of this research and the conclusion drawn, the following have been recommended among others:

- i. The Tertiary Education Trust Fund (TETFUND) should provide adequate and conducive hostel accommodation to students, especially female students for higher academic performance.
- ii. The State government in collaboration with the management of the institution should allocate special funds for the renovation of existing hostels and construct new ones in order to address the problem of inadequate hostels that affect students' academic performance.
- iii. Government should ensure that adequate hostel accommodation with facilities such as recreational and internet facilities required for effective learning are made available in hostels in College of Education Akwanga for improve students' academic performance.
- iv. The government through the quality assurance department of the ministry of higher education of the state should ensure that hostel accommodations are constructed based on laid down standard in order to enhance students' academic performance

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