

**A COMPARATIVE STUDY OF STUDENTS' HOUSING SATISFACTION AND ITS
INFLUENCE ON ACADEMIC SUCCESS AT THE UNIVERSITY OF BENIN**

BY

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**A RESEARCH SUBMITTED TO THE DEPARTMENT OF ARCHITECTURE,
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ARCHITECTURE.**

APRIL, 2025

DECLARATION

I, ENEBELI CLEMENT BIALIOLISE with matriculation number ENV1906054 hereby declare that the project work entitled “STUDENT HOUSING SATISFACTION AND IT’S INFLUENCE ON ACADEMIC SUCCESS AT THE UNIVERSITY OF BENIN” was carried out by me in the Department of Architecture, Faculty of Environmental Sciences, University of Benin, under the supervision of Architect Ose Okieimen.

.....

Student’s Signature

.....

Date

CERTIFICATION

This is to certify that this study was carried out by ENEBELI CLEMENT with matriculation number, ENV1906054 in the Department of Architecture, Faculty of Environmental Sciences, University of Benin, Benin City, Edo State.

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Head of Department.

Sign..... Date.....

Arc Osesenaga Okieimen

Project Supervisor

DEDICATION

This project is dedicated to God Almighty, the giver of life for His guidance and providence in my life throughout my stay in this great citadel of learning. I also want to dedicate this project work to my family.

ACKNOWLEDGEMENT

First, I want to express my profound gratitude to God Almighty for his grace and goodwill as a student in the Department of Architecture, Faculty of Environmental Sciences, University of Benin. Also, I would like to appreciate the efforts of my Parents, Mr. And Mrs. ENEBELI C.I. my wonderful Siblings, Clinton, Collins, Perpetua, and Edith Enebeli, and also my wonderful coursemates for the roles they played during my B.Sc program in Architecture here at the University of Benin.

A special thanks to all the staff of the Department of Architecture, Faculty of Environmental Sciences, University of Benin. In no particular order, the Head of Department, Arc. Henry OMOROGBE, my project supervisor, Arc. Osesenaga OKIEIMEN, my course adviser, Arc. Felix OMOBUDE, Arc. Timmy IKHISEMOJIE just to mention but a few for their collective and individual roles during my B.Sc (Bachelor of Science) academic journey in Architecture.

ABSTRACT

Student housing satisfaction plays a crucial role in shaping the overall university experience and may significantly influence academic success. This study examines the relationship between housing satisfaction and academic performance among students at the University of Benin, Nigeria.

Using a mixed-method approach, the study collected data through structured questionnaires administered to 100 randomly selected students living in both on-campus and off-campus accommodations. Additionally, academic performance was measured using self-reported grade point averages (GPAs), while housing satisfaction was assessed using a Likert scale evaluating various accommodation factors.

Findings revealed that students who reported higher satisfaction with their housing conditions also tended to have better academic performance. Key determinants of satisfaction included adequate electricity and water supply, secure living environments, functional study spaces, and positive roommate relationships. Conversely, students in poorly maintained or overcrowded accommodations reported higher stress levels, which negatively impacted their studies. On-campus housing was generally rated more favorably due to proximity to lecture halls and libraries, though some students cited challenges such as sanitary issues and limited privacy.

The study concludes that improving student housing conditions can enhance academic success by providing a conducive living and learning environment. Recommendations include university-led renovations of hostel facilities, better maintenance services, and partnerships with private housing providers to ensure affordable, quality accommodations. Future research could increase the sample size and introduce longitudinal data to further validate these findings.

This study contributes to the broader discourse on student welfare and academic achievement, emphasizing the need for policymakers and university administrators to prioritize housing quality as a key factor in educational outcomes.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND STUDY

Student housing plays a pivotal role in shaping the overall university experience and can significantly impact academic performance. Quality housing not only influences students' well-being but also affects their academic success by providing a conducive environment for learning, social interaction, and personal growth. Research has shown that students' satisfaction with their living conditions correlates with higher academic achievement, as factors such as room quality, noise levels, and social environment play critical roles in shaping their academic outcomes (Baker, 2014; Pike & Kuh, 2005).

In Nigerian universities, including the University of Benin, housing conditions are a key determinant of student success. Studies have found that the quality of accommodation—ranging from room size and privacy to access to campus resources—directly impacts students' academic engagement and performance (Ogunyemi & Olanrewaju, 2019). Furthermore, the social dynamics of campus living, such as peer interactions and support systems, also influence academic motivation and achievement (Mangan & Thew, 2012).

Given the centrality of housing to students' academic lives, it is essential to explore how student housing satisfaction affects academic success, particularly within the context of Nigerian higher education institutions. By examining the experiences of students at the University of Benin, this study seeks to better understand the relationship between housing conditions and academic performance, aiming to provide recommendations for improving student living environments and enhancing academic outcomes.

Numerous studies have highlighted the relevant factors that determine housing satisfaction on campus which include; housing quality, proximity to campus, social environment, financial effect on student's budget, safety and security, adequacy of facilities like water, electricity, and internet and opportunities for peer to peer interactions and social networking.

This study aims to understand the living situation of students of the University of Benin to determine how the quality of accommodation and the living environment conditions can significantly affect students' academic performance, mental health and overall well-being. It aims to prove that well-designed and adequately maintained student Housing can foster a conducive learning atmosphere while poor housing conditions can lead to stress, distraction, and disengagement from academic pursuits (Baker,2014).

Understanding this relationship between housing satisfaction and academic performance is essential for developing strategies to improve students' living conditions and aid academic excellence.

1.2 STATEMENT OF THE PROBLEM

At the University of Benin, student housing conditions have been a recurring subject of concern, with many students voicing dissatisfaction over issues such as overcrowding, inadequate facilities like water and electricity, lack of privacy, security concerns, and poor maintenance of accommodation units. These challenges may create an unfavorable environment for academic success.

Despite the critical importance of housing in supporting students' academic endeavors, limited research has been conducted to evaluate the extent to which housing satisfaction impacts students' academic performance at the University of Benin. It is still unclear whether

dissatisfaction with housing contributes to lower academic outcomes or if students can adapt to suboptimal living conditions without significant detriment to their academic success.

1.3 JUSTIFICATION OF THE STUDY

Analyzing the findings from this study will provide insights into how student housing can be enhanced to foster better academic outcomes and overall student well-being, particularly in institutions like the University of Benin. This study is justified for the following reasons:

- I) **Significance of Housing in Student Life:** Student housing serves as a primary environment for learning, social interaction, and personal growth. Understanding the level of satisfaction with student housing at the University of Benin will provide insights into how to improve the students' living conditions and ultimately foster academic excellence.
- II) **Impact on Academic Success:** Academic success is influenced by a variety of factors, including the living environment. Poor housing conditions, such as overcrowding, inadequate sanitation, inadequate ventilation, and lack of privacy, can lead to stress and reduced academic performance. This study aims to review the significant relationship between housing satisfaction and students' academic achievements, providing evidence to support policy and investment in this area.
- III) **Policy Development and Resource Allocation:** The findings of this study can assist university administrators and policymakers in identifying gaps in current student housing facilities. It will help prioritize resource allocation for infrastructure improvement, maintenance, and the design of student-centered policies to enhance student campus experience.

- IV) **Contribution to Literature:** While studies on housing satisfaction have been conducted globally, there is limited research specific to the Nigerian context, particularly at the University of Benin. This research will fill the gap and provide a framework for future studies on housing and academic success in similar environments.
- V) **Societal Benefits:** Improved student housing can contribute to the broader societal goal of nurturing competent graduates who are better equipped to contribute to the economy. Ensuring that students have a supportive living environment enhances not only academic success but also their personal development and future opportunities.

1.4 RESEARCH QUESTIONS

Housing Satisfaction

1. What factors contribute to student satisfaction with on-campus housing at the University of Benin?
2. How do physical conditions (e.g., space, cleanliness, and maintenance) of student housing affect satisfaction levels?
3. To what extent do social interactions and community building in student housing influence students' overall housing satisfaction?
4. How does the availability of basic amenities (e.g., water, electricity, internet) impact housing satisfaction?
5. Are there significant differences in housing satisfaction among students based on their gender, academic year, or course of study?

Influence on Academic Success

1. What is the relationship between housing satisfaction and students' academic performance at the University of Benin?
2. Does housing proximity to lecture halls and other academic facilities affect academic success?
3. To what extent do stress levels associated with poor housing conditions influence students' focus and academic outcomes?
4. How does a conducive living environment foster better time management and study habits?
5. Are students in off-campus housing more likely to face challenges that affect their academic success compared to those in on-campus housing?

Policy and Recommendations

1. What improvements can be made to the University of Benin's student housing system to enhance satisfaction and academic outcomes?
2. How effective are current housing policies and maintenance strategies in addressing student needs?
3. To what extent do students feel their feedback on housing conditions is considered in university decision-making?
4. What role can the private sector play in improving housing options for University of Benin students?
5. How do housing satisfaction and academic success trends at the University of Benin compare with those at similar institutions in Nigeria?

1.5 STUDY AIM AND OBJECTIVES

Study Aim: This study aims to explore how students' satisfaction with their housing at the University of Benin influences their academic success, with a view of providing data-driven recommendations for improving the student housing experience and promoting academic excellence.

Objectives:

The objectives include:

1. Assessing Housing Conditions

To evaluate the physical, social, and environmental conditions of student housing facilities at the University of Benin.

2. Measuring Satisfaction Level

To determine the level of satisfaction students have with their housing in terms of factors such as safety, comfort, accessibility, facilities, and management.

3. Identifying Key Factors

To identify specific factors of student housing (e.g., proximity to campus, room quality, study spaces, utilities) that significantly affect student satisfaction.

4. Exploring Academic Impacts

To examine the relationship between student housing satisfaction and academic success, including attendance, grades, and overall performance.

5. Understanding Challenges

To identify the challenges students face in their housing arrangements and how these challenges impact their academic focus and well-being.

6. Developing Recommendations

To provide evidence-based recommendations for improving student housing policies and facilities to enhance academic outcomes and student satisfaction.

7. Comparative Analysis

To compare satisfaction levels among students in different types of housing (e.g., on-campus vs. Off-campus, shared vs. Private accommodations) and their academic performance

1.6 SCOPE OF STUDY

The study focuses on students residing in:

I)University-provided housing (on-campus accommodations).

II)Private off-campus accommodations.

It will analyze:

I)Physical conditions (e.g., ventilation, space, utilities).

II)Social environment (e.g., noise levels, roommate relationships).

III)Proximity to academic facilities.

IV)Overall satisfaction levels and their correlation with academic performance indicators

1.7 STUDY AREA

The study on student housing satisfaction and its influence on academic success is conducted at the University of Benin, a major public university located in Benin City, Nigeria. The university has a diverse student population and offers a range of on-campus housing options. The study area encompasses various student hostels, including both university-managed and private accommodations near the campus. The research aims to explore how housing conditions, facilities, safety, and overall satisfaction with living arrangements affect students' academic performance, well-being, and engagement with their studies. This setting provides a relevant context for understanding the intersection of living conditions and academic success in a university environment.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The relationship between student housing satisfaction and academic success has been an area of significant interest in higher education research. Housing is a key aspect of the university experience, influencing students' well-being, social integration, and academic performance. At the University of Benin (UNIBEN), as in many other universities, student housing plays a critical role in shaping the overall educational experience. This literature review explores the relationship between housing satisfaction and academic success, with a particular focus on how the quality, safety, affordability, and social environment of student housing impact the academic outcomes of students at the University of Benin.

2.2 CONCEPTUAL FRAMEWORK

The relationship between housing satisfaction and academic success is further supported by several theoretical frameworks. **The Maslow's Hierarchy of Needs (1943) suggests that students must have their basic physiological and safety needs met before they can fully focus on academic tasks. This includes having access to comfortable and secure living spaces.** Furthermore, Environmental Psychology emphasizes the importance of physical spaces in shaping emotional and cognitive responses. According to this theory, students living in environments that promote psychological well-being are more likely to perform better academically (Arline et al., 2015). The Student Engagement Theory (Kuh, 2009) highlights the role of social and academic engagement in academic success, suggesting that a supportive living environment fosters greater involvement in academic activities, which can lead to higher performance.

The methodology for this study is based on the relationship between housing satisfaction, academic success, and mediating factors by providing a data-driven understanding of how student housing satisfaction influences academic success, offering actionable insights for improving student outcomes. The study is guided by variables sub-divided similarly according to groups of similar factors. They include;

1.Independent Variable: Student housing satisfaction (measured through surveys, questionnaires, or rating scales).

2.Dependent Variable: Academic success (measured by GPA, graduation rates, or other academic performance metrics).

3.Control Variables: Factors like socioeconomic status, gender, age, or type of housing (on-campus vs. Off-campus) that might influence the relationship.

4.Mediating Factors: Factors like Stress Level, health and well-being,social support, time management, etc

The theory is that housing satisfaction directly influences academic success by creating a conducive environment for learning. Additionally, mediating factors such as stress levels, health, and social support play a crucial role in shaping the relationship between housing satisfaction and academic outcomes. For example, students who are satisfied with their housing are likely to experience lower stress levels, better health, and stronger social support, all of which contribute to improved academic performance.

This research supports the idea that student housing satisfaction is closely linked to academic success. Factors such as the quality of physical facilities, safety, affordability, and the social environment play a significant role in determining students' housing satisfaction and, by

extension, their academic outcomes. At the University of Benin, while on-campus housing offers advantages such as proximity to academic facilities and social integration, the limited availability and overcrowding in hostels present challenges. Off-campus housing, although sometimes more comfortable, can pose significant barriers to academic success due to long commutes and financial strain. To enhance student satisfaction and academic performance, the University of Benin must address housing challenges, improve infrastructure, and provide more affordable and well-maintained accommodation options.

2.3 CONCEPT OF STUDENT HOUSING SATISFACTION

Student housing satisfaction refers to the degree to which students are content with their living conditions in university-provided or off-campus accommodations. According to Amole (2009), housing satisfaction is a multidimensional construct encompassing physical, social, and psychological dimensions. Physical dimensions include the quality of infrastructure, amenities, and safety, while social dimensions involve interactions with roommates and a sense of community. Psychological dimensions relate to the emotional well-being and comfort students derive from their living environment.

Studies have shown that housing satisfaction is influenced by both objective and subjective factors. Objective factors include the availability of basic amenities such as electricity, water, and internet connectivity, while subjective factors involve personal preferences, cultural background, and prior living experiences (Khozaei et al., 2010). At the University of Benin, the quality of student housing has been a subject of concern, with reports of overcrowding, inadequate maintenance, and limited access to essential services (Olotuah, 2016).

2.4 HOUSING SATISFACTION AND ACADEMIC SUCCESS

The relationship between housing satisfaction and academic success has been widely studied. Research indicates that students who are satisfied with their housing are more likely to perform well academically. This is because a comfortable and supportive living environment reduces stress, enhances focus, and provides a conducive space for studying (Khozaei et al., 2010)

Conversely, poor housing conditions can lead to distractions, health issues, and emotional distress, all of which negatively impact academic performance. For instance, overcrowded living spaces can result in noise pollution and a lack of privacy, making it difficult for students to concentrate on their studies (Thomas, 2016). Additionally, inadequate access to basic amenities such as electricity and water can disrupt daily routines and hinder academic progress (Olotuah, 2016).

At the University of Benin, the impact of housing satisfaction on academic success is particularly pronounced due to the challenges associated with on-campus housing. Studies have shown that students living in well-maintained, secure, and affordable accommodations are more likely to achieve higher grades and complete their programs on time (Amole, 2009).

2.5 KEY FACTORS INFLUENCING HOUSING SATISFACTION

1. Physical Infrastructure and Amenities

Housing satisfaction is greatly influenced by the physical condition of the facilities, including the availability of essential amenities like electricity, water, internet, and study spaces. Research has consistently shown that students residing in well-maintained housing with access to adequate amenities report higher levels of satisfaction and improved academic performance (Astin, 1993).

At UNIBEN, on-campus students may benefit from proximity to lecture halls and libraries, but

overcrowding and inadequate maintenance of facilities in some hostels can undermine this advantage.

2. Safety and Security of students

The safety of student housing significantly affects housing satisfaction and, consequently, academic success. Feeling secure in their living environment enables students to concentrate on their studies and participate in extracurricular activities without distraction (Schneider, 2017). In contrast, housing that is perceived as unsafe or lacking proper security measures can cause anxiety and distraction, negatively impacting academic performance (Billing, 2013). At UNIBEN, both on-campus and off-campus students face challenges related to safety, which can affect their overall well-being and academic focus.

3. Affordability of rent

The cost of student housing is another critical factor influencing housing satisfaction. Affordable housing enables students to allocate resources toward other educational expenses such as textbooks and study materials. In contrast, students who face financial strain due to expensive accommodation may experience stress, limiting their ability to focus on academics (Pace, 2010). At UNIBEN, while on-campus housing is generally more affordable, the limited number of spaces and high demand lead many students to seek off-campus accommodations, often resulting in financial strain.

4. Social Environment and Peer Interaction

The social dynamics of student housing also play a significant role in housing satisfaction. A positive and supportive peer environment can foster academic engagement and social integration, both of which are associated with better academic outcomes (Terenzini et al., 2001). On-campus

housing at UNIBEN often provides opportunities for social interaction, networking, and academic collaboration, contributing to higher levels of student satisfaction and academic success (Schneider, 2017).

2.6 THE IMPACT OF HOUSING SATISFACTION ON ACADEMIC SUCCESS

The quality of student housing directly influences academic performance in multiple ways, including through its impact on students' mental health, study habits, and overall engagement in university life.

1. On-Campus vs. Off-Campus Housing

Research suggests that students living in on-campus housing tend to perform better academically compared to those living off-campus (Loder, 2017). On-campus students benefit from a structured living environment, greater proximity to academic resources, and more opportunities for academic and social engagement. At UNIBEN, however, the scarcity of on-campus spaces forces many students to seek off-campus accommodation, which often results in longer commutes, higher living costs, and reduced opportunities for social and academic engagement. These factors can hinder academic success by limiting the time and energy available for studying (Barrett, 2007).

2. Environmental Factors and Academic Performance

The physical and social environment of student housing can affect cognitive functioning, emotional well-being, and academic focus. Studies have shown that students who reside in well-lit, quiet, and clean environments tend to report higher levels of academic satisfaction and achievement (Murtagh, 2013). While, students who live in noisy or poorly maintained housing may experience higher stress levels, which can distract them from academic work and lower

their academic performance (Soria et al., 2013). At UNIBEN, overcrowded hostels and inadequate maintenance of some on-campus facilities may negatively affect students' academic outcomes.

3. Social Integration and Academic Success:

Living in a supportive and socially engaging environment enhances students' academic success. Research by Fleming (2009) found that students who are socially engaged in their residence halls are more likely to interact with faculty, and extra curriculum activities and participate in study groups, leading to higher academic achievement. Similarly, a study by Pascarella and Terenzini (2005) emphasized that living in on-campus housing allows students to form peer networks that enhance both their social and academic engagement. At UNIBEN, students in on-campus housing are more likely to engage with academic resources and peer study groups, which can contribute to better academic outcomes.

Housing Issues at the University of Benin

At the University of Benin, students face a range of housing challenges that can impact their satisfaction and academic performance. These include overcrowding, inadequate facilities, and high demand for on-campus housing. According to a report by the UNIBEN Students' Union (2021), the university's hostels often accommodate more students than they are designed to hold, leading to uncomfortable living conditions. This overcrowding can result in increased stress, lack of privacy, and distractions, all of which can negatively affect students' academic performance.

Furthermore, the availability of off-campus housing is limited, and many students face financial difficulties in securing affordable accommodation close to the university. Off-campus students at

UNIBEN often experience challenges related to long commutes, higher rent, and a lack of access to university resources, which can hinder their academic success (Pace, 2010).

Factors Influencing Housing Satisfaction

Several factors have been identified as determinants of student housing satisfaction. These include:

1. **Physical Environment:** The quality of housing infrastructure, including the condition of buildings, rooms, and common areas, significantly impacts satisfaction. Studies have shown that students prefer well-maintained, spacious, and aesthetically pleasing living spaces (Amole, 2009).
2. **Safety and Security:** Safety is a critical concern for students, particularly in off-campus housing. Adequate security measures, such as surveillance cameras, secure entry systems, and well-lit premises, contribute to higher levels of satisfaction (Khozaei et al., 2010).
3. **Social Environment:** The quality of interactions with roommates and neighbors plays a crucial role in shaping housing satisfaction. A supportive and inclusive social environment fosters a sense of belonging and enhances overall well-being (Thomas, 2016).
4. **Proximity to Campus:** The distance between student housing and academic facilities influences satisfaction. Students prefer accommodations that are close to lecture halls, libraries, and other campus amenities, as this reduces commuting time and enhances convenience (Olotuah, 2016).

5. Cost of Housing: Affordability is a significant factor, particularly for students from low-income backgrounds. High housing costs can lead to financial stress, negatively impacting satisfaction and academic performance (Amole, 2009).

2.7 THEORETICAL FRAMEWORK

The theoretical framework for this study is grounded in two key theories: **Maslow's Hierarchy of Needs** and **Student Involvement Theory**.

Maslow's Hierarchy of Needs

Maslow's theory states that human needs are arranged in a hierarchy, with basic physiological and safety needs forming the foundation. For students, housing represents a fundamental need that directly impacts their ability to focus on higher-level needs such as belonging, esteem, and self-actualization. If housing conditions are inadequate, students may struggle to meet their basic needs, leading to stress and reduced academic performance. This theory provides useful insights for understanding how housing satisfaction influences academic success by ensuring that students' foundational needs are met.

Student Involvement Theory

Astin's Student Involvement Theory explains the importance of student engagement in academic and social activities as a determinant of academic success. Housing satisfaction plays a critical role in facilitating student involvement by providing a comfortable and supportive environment that encourages participation in campus life. Students who are satisfied with their housing are more likely to engage in extracurricular activities, form meaningful relationships, and dedicate time to their studies. This theory highlights the indirect impact of housing satisfaction on academic success through its influence on student engagement.

2.8 RESEARCH GAPS

While existing research provides valuable insights into the determinants and consequences of student housing satisfaction, several gaps remain. First, most studies have focused on developed countries, with limited attention to the unique challenges faced by students in developing countries like Nigeria. Second, there is a lack of longitudinal studies examining how housing satisfaction evolves and its long-term impact on academic success. Finally, few studies have explored the role of cultural factors in shaping housing satisfaction, particularly in a diverse and multicultural context like the University of Benin.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is the theoretical framework for the collection, analysis, and interpretation of data. Research methodology is the systematic plan or approach used to conduct research. It involves the steps, techniques, and tools researchers use to gather, analyze, and interpret data to answer a specific question or solve a problem. It includes decisions about what kind of data to collect (qualitative or quantitative), how to collect it (e.g., surveys, experiments), and how to analyze it to draw meaningful conclusions. This chapter will outline the research approach used in collecting data for the study of the topic “Student Housing Satisfaction and its Impact on Academic Success at the University Benin”.

For this research, the quantitative method of research methodology is employed in data collection. Key elements involved in the quantitative method of research methodology include:

- **Formulation of Research Questions:** Being that the Quantitative method involves the use of surveys and questionnaires, research questions are formed relating to the research topic.
- **Data collection:** This involves gathering information relevant to the research topic by using appropriate methods such as surveys, questionnaires, interviews, case studies, and document analysis. (Bryman, A (2016)
- **Data Analysis:** This involves interpreting the collected data, and identifying patterns, trends, and relationships that answer the data collected in the course of the research. Quantitative analysis uses statistical software while qualitative analysis uses in-depth coding and thematic analysis. (Silverman, D (2013)

- Drawing conclusions and recommendations: This involves synthesizing the analysis and presenting findings clearly and convincingly. Recommendations are based on the evidence and address the significance of the research. (Leedy, P, D., & Ormrod, J, E.(2015).

3.2 RESEARCH DESIGN

The research design for studying “Student Housing Satisfaction and Its Influence on Academic Success at the University of Benin” employs a mixed-method approach combining quantitative and qualitative research methods for a comprehensive understanding of the research topic. Quantitative data is collected through structured questionnaires distributed to students to measure housing satisfaction levels and academic performance. The study focuses on random sampling to ensure representation across different faculties and year levels, enabling a comprehensive analysis of the relationship between housing conditions and academic outcomes.

METHODOLOGY: Quantitative Approach

- Literature review: Analysing numerical data and statistical evidence from existing studies to determine the strength of the relationship between housing satisfaction and academic success at the University of Benin.
- Statistical Analysis: To summarize the data gathered from studies of the various University of Benin students across different faculties and year levels (e.g. mean satisfaction scores, average GPA, identifying trends and patterns where higher housing satisfaction relates to higher GPA). Examining the strength and direction of the relationship between housing satisfaction and academic success.

3.3 METHOD(S) OF DATA ANALYSIS

Data collection methods include:

- Surveys: Structured online questionnaires were used to gather quantitative data by accessing students' perception and experience of their housing conditions, to gather measurable data on students' academic performance, and to explore the relationship between housing satisfaction and academic success of University of Benin students from various faculties and levels.
- Focus groups: Discussion group with some of my coursemates who shared their insights from personal experiences.
- Document analysis: Online research about student housing satisfaction and the relationship with academic success from online sources, journals, and materials to be aware of the strength and direction of the research at the University of Benin.

3.4 DATA ANALYSIS

Quantitative data from surveys will be analyzed using the form of pie charts and bar graphs to identify patterns and relationships between students' housing satisfaction and its influence on academic success at the University of Benin.

CHAPTER FOUR

DATA ANALYSIS

4.1 INTRODUCTION

This Chapter presents the analysis of the data collected for the study on student's housing satisfaction and its influence on academic success at the University of Benin. The analysis will focus on examining the relationships between students housing conditions and academic success. I'll be briefly restating an overview of my research questions for The research topic "Student's housing satisfaction and its influence on academic success at the University of Benin" The methods of data collection used were surveys, focused group discussion and documented analysis highlighted in my chapter 3 methodology.

4.2. ANALYSIS AND DISCUSSION

The analysis in this chapter represents the findings and the results of the data collected through a 100-person questionnaire survey generated from a google form. These responses were from various students from various faculties in the University of Benin, and the analysis includes demographic breakdowns, housing satisfaction levels in key influencing factors and its correlating connection to academic performance.

4.3 DISCUSSION OF FINDINGS

The result of this survey provides a strong evidence that housing conditions significantly impact academic performance at the University of Benin, and students are eager for improvements in key sectors and factors that directly affect their academic success and will welcome options that promise seamless and satisfactory housing conditions for them.

4.4 QUANTITATIVE DATA

4.4.1 SURVEY

This section will present the findings of the survey conducted as part of the research. The survey data will be analyzed to provide insights into the respondents' perceptions, attitudes and behaviours related to student's housing satisfaction and its influence on academic success at the University of Benin.

- **Gender**

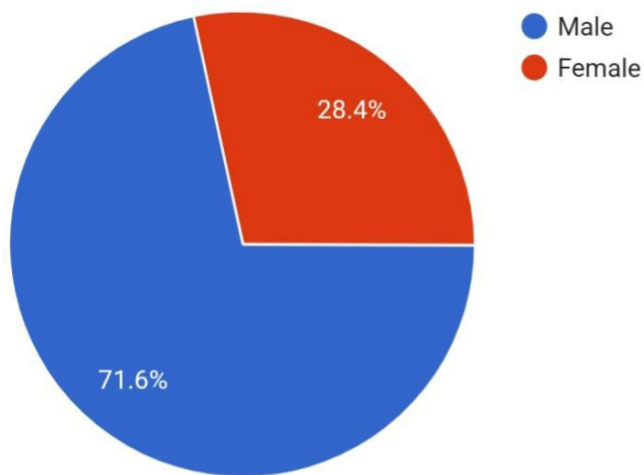


Figure 4.1: response on gender

The survey revealed a relatively uneven distribution of respondents. 71.6% of the 88 respondents indicated to be male, 28.4% of the 88 respondents indicated to be female.

- **Level of Study**

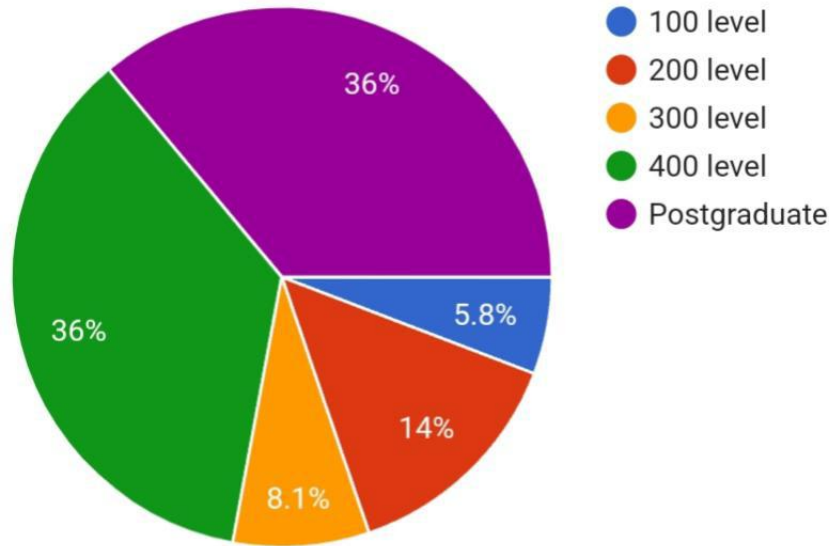


Figure4.2: response on level of study

The responses showed a relatively balanced distribution across higher levels, with 36.0% of the 86 respondents each in both 400 level and postgraduate studies. The least represented were 100 level (5.8%) and 300 level (8.1%), while 200 level accounted for 14.0%. No option was provided for levels beyond these categories.

- Faculty

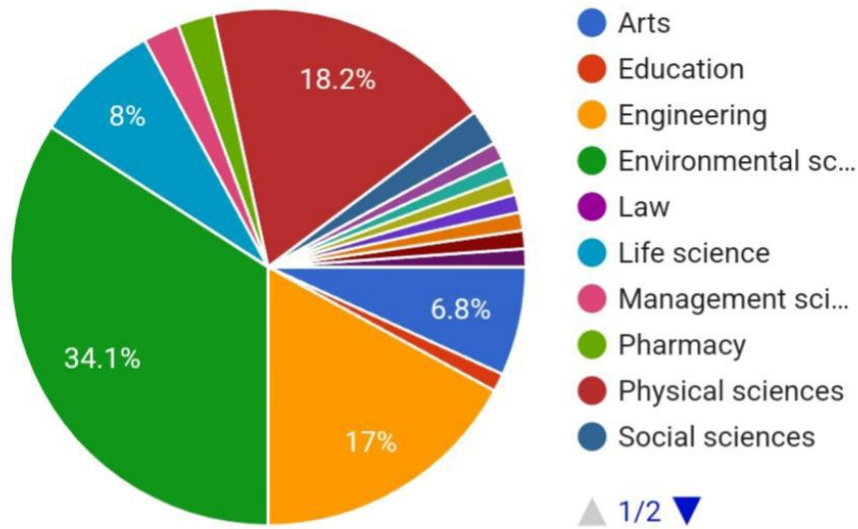


Figure 4.3: response on Faculty

There was a wide variety of faculties represented, with the majority (34.1%) of the 88 respondents from Environmental Sciences, followed by Physical Sciences (18.2%) and Engineering (17.0%). Faculties like Law had no representation (0%), and several others such as Architecture, Dentistry, and Nursing Sciences had just one respondent each (1.1%). The options appeared comprehensive, but a few faculties may have been underrepresented.

- **Current Residence**

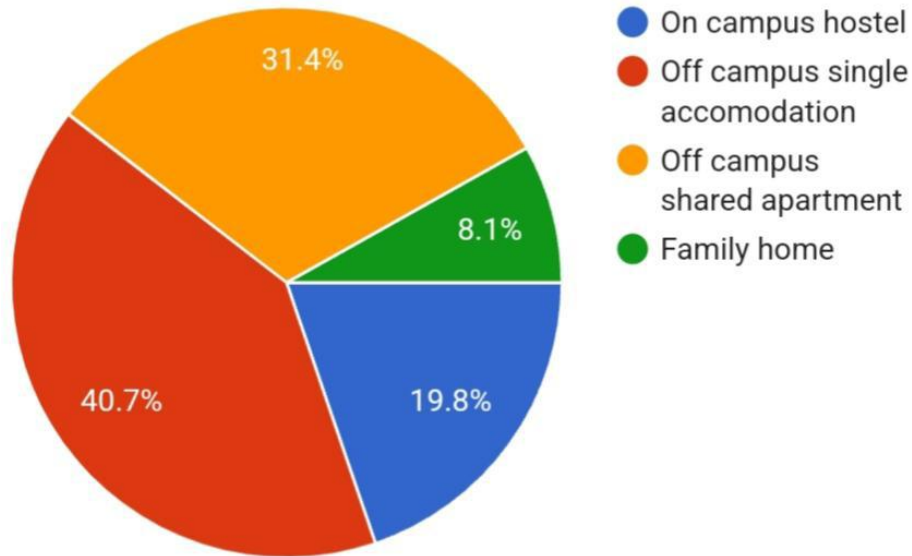


Figure 4.4: response on Current Residence

Of the 86 respondents, most (40.7%) lived in off-campus single accommodations, followed by 31.4% in shared apartments. Only 19.8% lived in campus hostels, while 8.1% resided at their family homes. The options presented captured the common student living arrangements adequately.

- **Duration of stay**

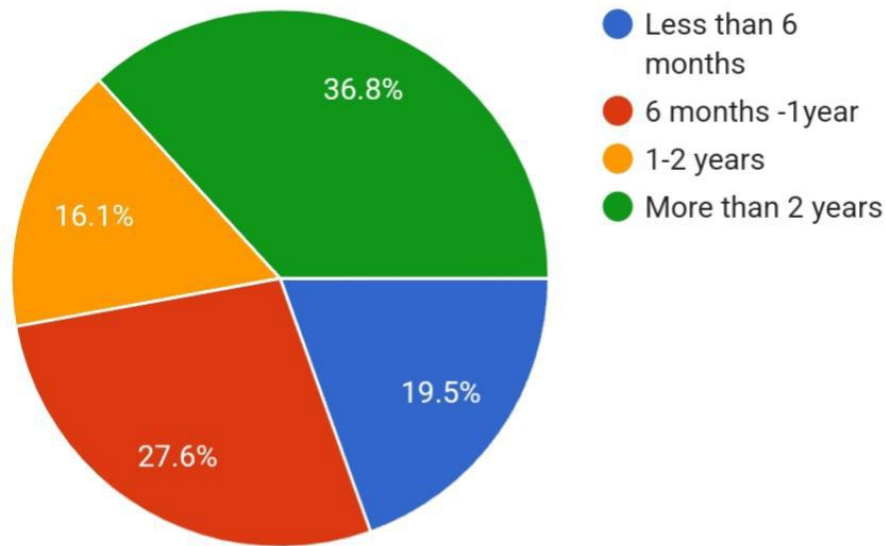


Figure 4.5: response on duration of Stay

Among the 87 responses, the most common length of stay was more than 2 years (36.8%), while only 19.5% had lived in their current accommodation for less than 6 months. Other durations—6 months to 1 year (27.6%) and 1–2 years (16.1%)—showed a spread, suggesting varying degrees of stability in students’ housing situations.

- **Housing Challenges**

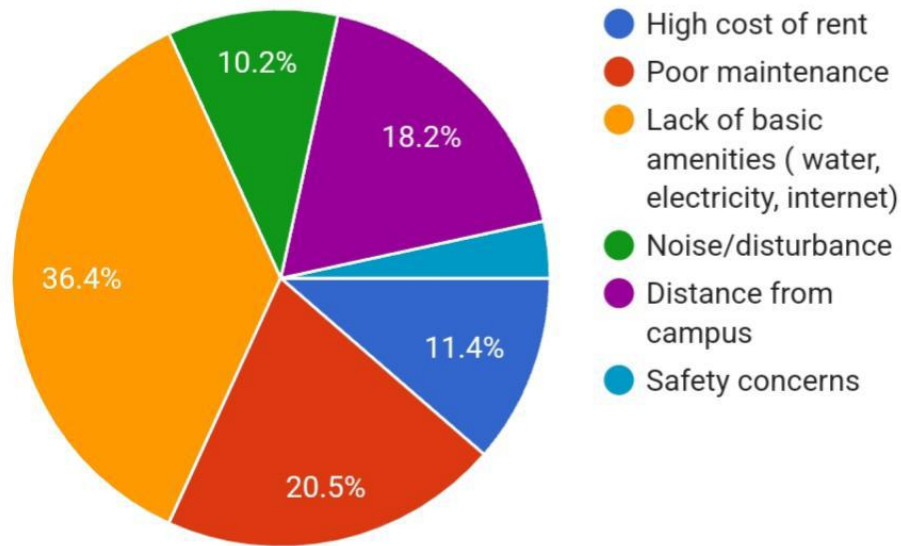


Figure 4.6: response on housing Challenges

The biggest issue faced by respondents was the lack of basic amenities (36.4%), followed by poor maintenance (20.5%) and distance from campus (18.2%). Fewer students reported rent cost (11.4%) and noise (10.2%) as major issues, while only 3.4% cited safety concerns. The responses indicate multiple, overlapping housing-related difficulties.

- **Proximity to Campus**

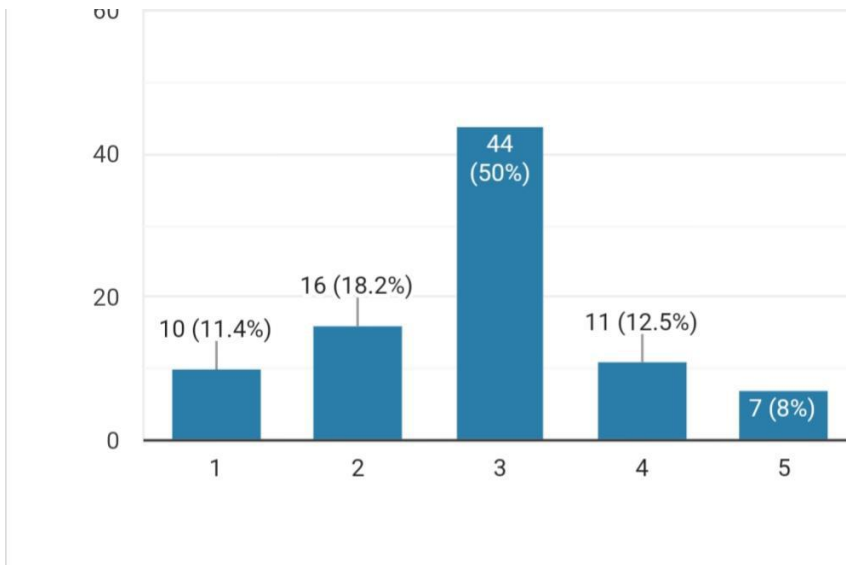


Figure 4.7: response satisfaction on Proximity to Campus

Out of 88 respondents, 11.4% were very dissatisfied with the proximity to campus, 18.2% were dissatisfied, 50% were neutral, 12.5% were satisfied, and 8% were very satisfied.

- **Safety and Security**

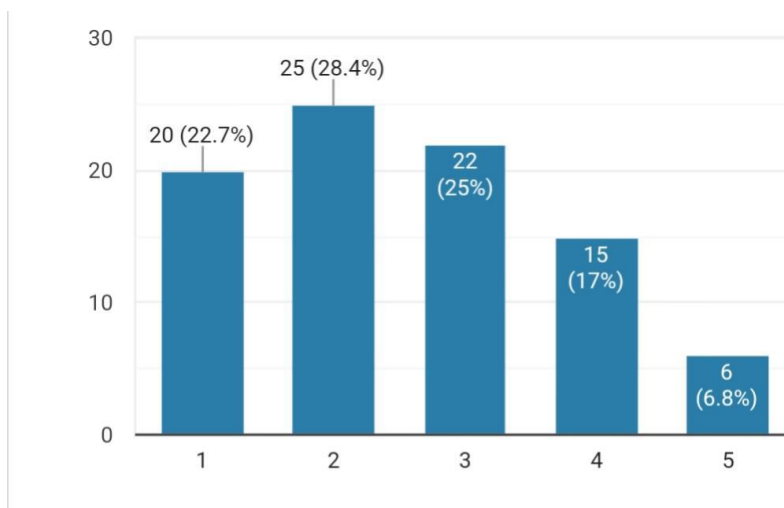


Figure 4.8: response on satisfaction on safety and security

Regarding the safety and security of the hostel, 22.7% of respondents were very dissatisfied, 28.4% were dissatisfied, 25% were neutral, 17% were satisfied, and 6.8% were very satisfied.

- **Cleanliness and Maintenance**

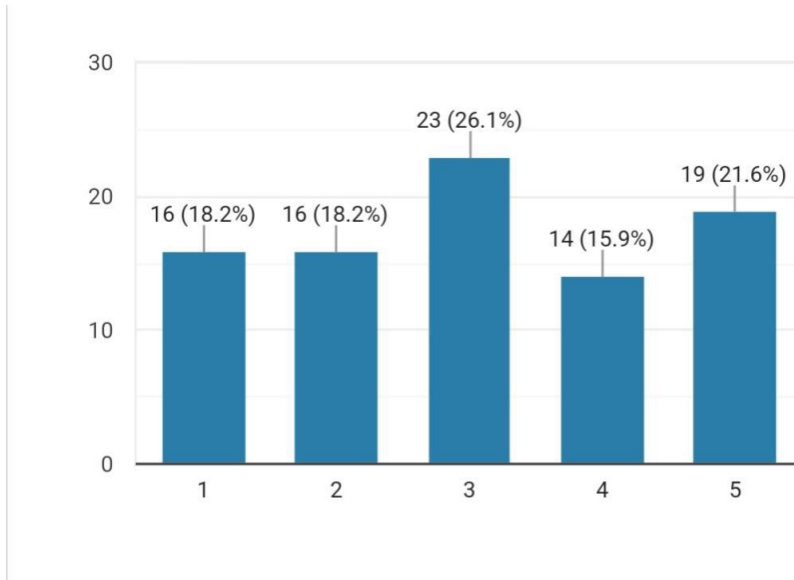


Figure 4.9: response satisfaction on cleanliness and maintenance

18.2% of respondents were very dissatisfied with the cleanliness and maintenance of the hostel, another 18.2% were dissatisfied, 26.1% were neutral, 15.9% were satisfied, and 21.6% were very satisfied.

- **Availability of Basic Amenities**

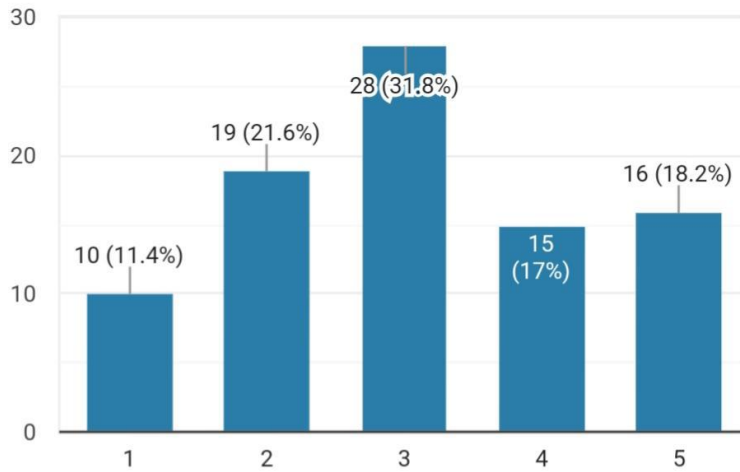


Figure 4.10: response satisfaction on availability of basic amenities

On the availability of water, electricity, and internet, 11.4% were very dissatisfied, 21.6% were dissatisfied, 31.8% were neutral, 17% were satisfied, and 18.2% were very satisfied.

- **Cost of Accommodation**

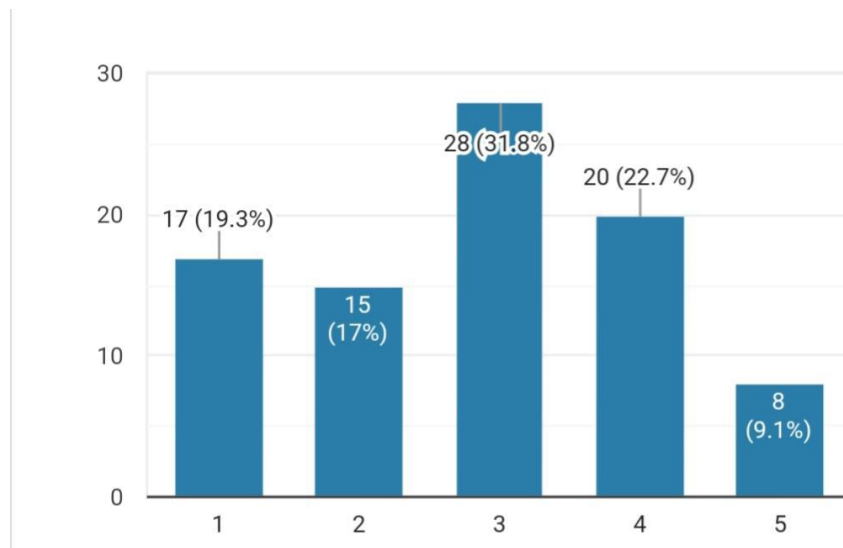


Figure 4.11: response satisfaction on cost of accommodation

In terms of satisfaction with the cost of accommodation, 19.3% were very dissatisfied, 17% were dissatisfied, 31.8% were neutral, 22.7% were satisfied, and 9.1% were very satisfied.

- **Social Environment (Noise, Neighbors, etc.)**

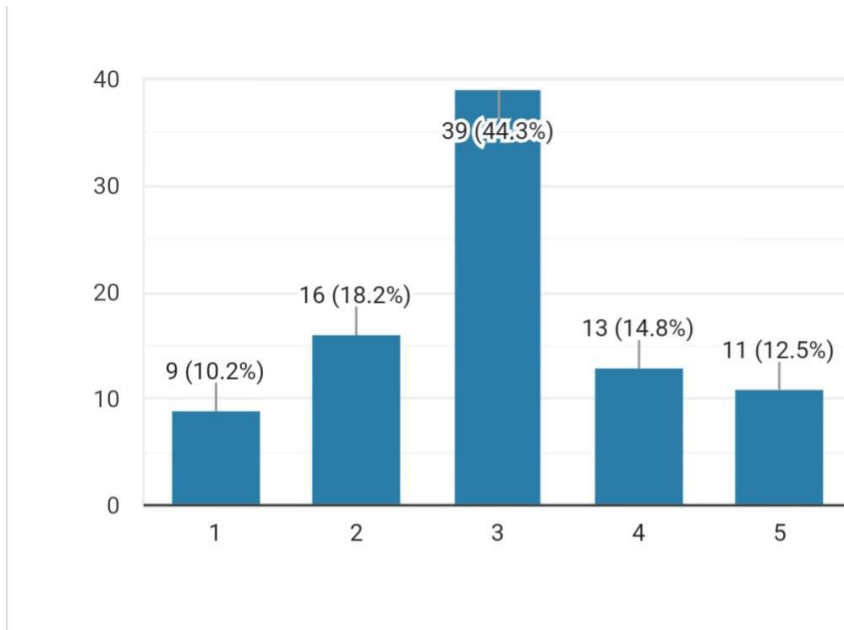


Figure 4.12: response satisfaction on social environment

10.2% of respondents were very dissatisfied with the social environment, 18.2% were dissatisfied, 44.3% were neutral, 14.8% were satisfied, and 12.5% were very satisfied.

- **Level of Privacy**

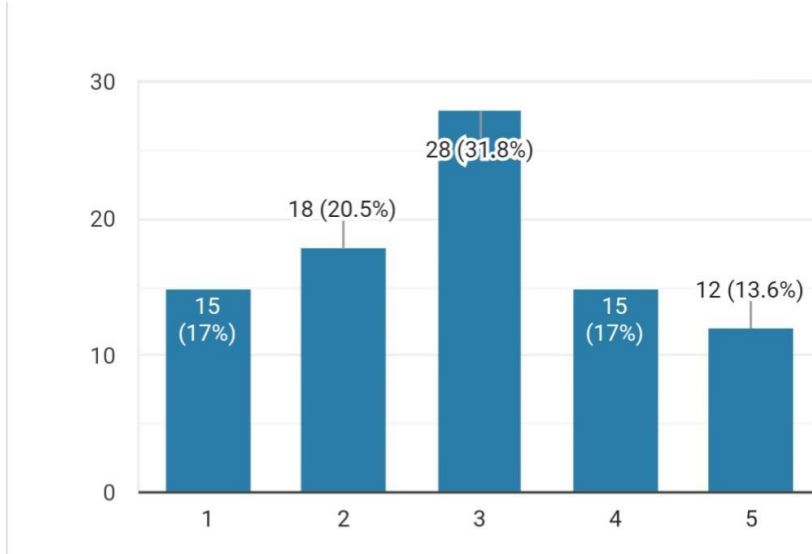


Figure 4.13: response satisfaction on level of privacy

17% of respondents were very dissatisfied with the level of privacy, 20.5% were dissatisfied, 31.8% were neutral, 17% were satisfied, and 13.6% were very satisfied.

- **Academic performance**

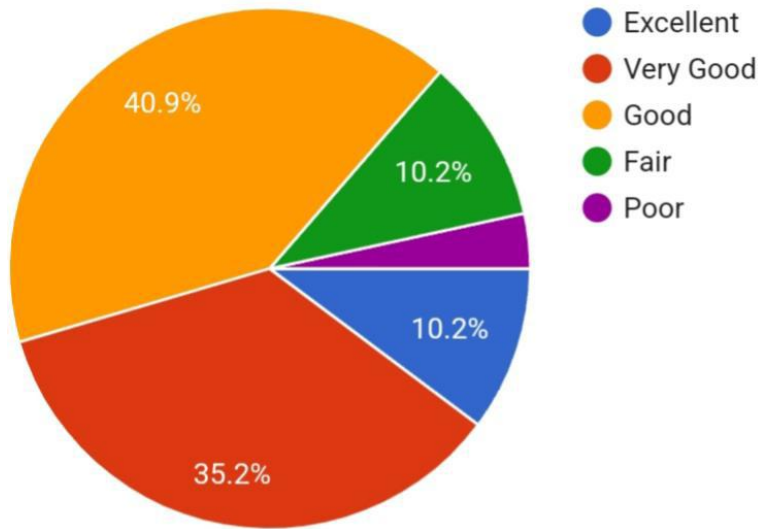


Figure 4.14: response on academic Performance

Most of the 88 respondents rated their academic performance as “Good” (40.9%) or “Very Good” (35.2%). Only 3.4% rated themselves as “Poor.” This suggests that while performance is generally self-rated positively, there’s a small group potentially struggling academically.

- **Housing effect on academics**

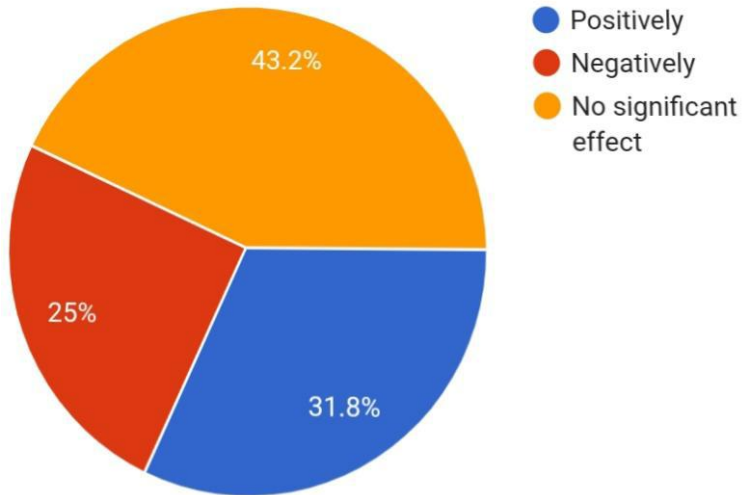


Figure 4.15: response on housing's Effect on Academics

43.2% of the respondents believed their housing had no significant effect on their academics, while 31.8% felt it had a positive impact and 25.0% a negative one. This indicates that housing conditions may not drastically affect perceived academic outcomes for most students.

- **How housing impacts academic success**

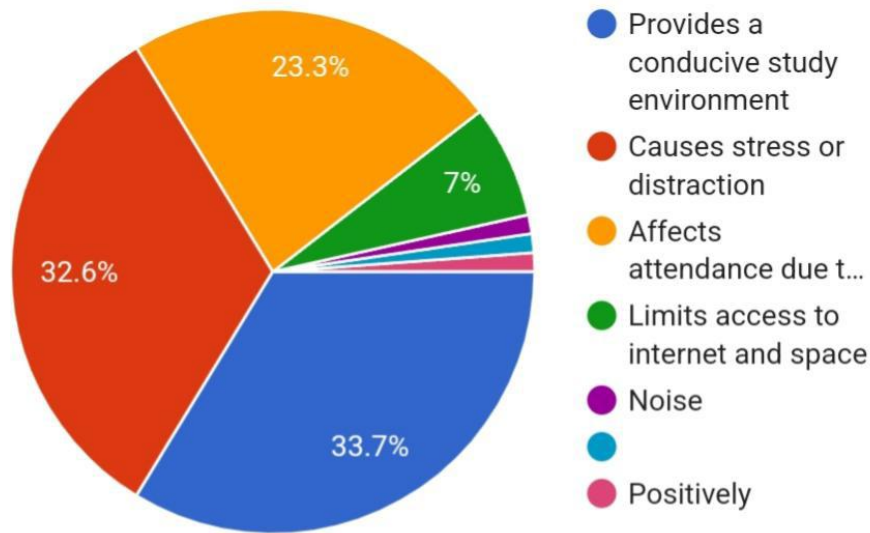


Figure 4.16: response on how housing impacts academic success

When asked specifically how housing impacts academic success, 33.7% cited a conducive study environment, while 32.6% said it caused stress or distraction. Others reported issues like distance (23.3%) and limited internet or space (7.0%). A small percentage (1.2%) noted a general positive effect, showing diverse experiences among students.

- **Suggestions on the improvement on student housing at the University of Benin**

Suggested Improvements for Student Housing at the University of Benin

1. None
2. Provision of more affordable housing options in the surrounding areas.
3. Efforts should be made to adapt to existing conditions.
4. Enhancing the overall living experience for students.
5. Introduction of affordable hostel accommodations.

6. The Edo House of Assembly should take steps to regulate rent increases in student housing areas.
7. Landlords should renovate their properties to ensure they are conducive for student living, as issues with rodents and insects are common.
8. Increasing the availability of affordable housing with essential amenities to improve the academic experience.
9. Ensuring that student housing is conducive to learning by upgrading basic amenities.
10. Development of sustainable hostels.
11. Provision of 24-hour electricity and functional toilets.
12. Making student accommodation more affordable.
13. Ensuring fairness in accommodation costs.
14. Enhancement of security measures in student housing.
15. Encouraging private partnerships with individuals to improve housing availability.
16. Construction of more hostels with larger rooms, accompanied by regular cleaning and maintenance.
17. Improvement in sanitation, as the current hostels often suffer from poor cleanliness.
18. Ensuring that hostels provide comfort and academic excellence.
19. Increase in the availability of housing options.
20. Development of additional quality hostels on campus.
21. More hostels should be built within the school premises.
22. Improvement of basic amenities in the hostels.
23. Better maintenance and upkeep of existing facilities.
24. Provision of facilities with more spacious rooms and fewer roommates.

25. Ensuring stable electricity and enhanced security measures.
26. Acknowledging that some students are satisfied with the current conditions.
27. University administration should enhance its efforts in improving student housing.
28. Reducing accommodation costs and improving the availability of basic amenities.
29. Ensuring reliable internet and constant electricity supply.
30. Ensuring access to basic utilities like water, electricity, and internet.
31. Improving the overall quality of accommodation.
32. Reducing room crowding and improving internet access.
33. Provision of basic amenities and creating a conducive environment for students.
34. Addressing noise disturbances and reducing housing costs.
35. Construction of more comfortable hostels within the university campus.
36. Focus on the regular maintenance of the hostels.
37. Continuous improvements are needed across the board.
38. Government involvement in building affordable and conducive student hostels.
39. More emphasis on the maintenance and provision of basic amenities.
40. Regular maintenance of the hostels to keep them in good condition.
41. Building more housing units close to the university at a reduced cost.
42. Increasing the number of private hostels within the campus.
43. Enhancing basic amenities in hostels.
44. Reducing rent costs and providing more spacious rooms with better network connectivity.
45. Exploration of sustainable energy sources such as solar power.
46. Providing constant electricity and affordable food markets.
47. Making rent cheaper and expanding available spaces.

48. Continuous improvement of hostels to meet student needs.
49. Regular maintenance and upkeeping of hostels and facilities.
50. Expansion of available hostel platforms for student accommodation.
51. Ensuring security, privacy, and provision of basic amenities.
52. Making student accommodation more affordable.
53. General improvements to student housing including basic amenities and security.
54. Reduction in rental costs and improvement in water and electricity access.
55. If space on campus is limited, establishing rules to reduce rent prices in surrounding areas.
56. Ensuring the provision of all basic amenities for student comfort.
57. Improvements in both housing conditions and rent affordability.
58. Proper maintenance and renovations of existing hostels.
59. Creation of affordable student housing that meets basic needs and reduces overcrowding.
60. Improvement in ventilation, sanitation, security, power supply, and internet access.
61. Increase in the availability of spacious, affordable accommodation.
62. Development of student-friendly housing options.
63. Ensuring that housing proximity to campus is considered alongside the rental cost and dwelling type.
64. Creation of housing options for students who cannot return home during the holidays.
65. Establishment of standard housing that meets students' needs.

4.5 LIMITATIONS OF THIS ANALYSIS

Given the large student population in the University of Benin, the achieved responses may not fully capture diverse housing experiences and voluntary participation could over-represent students who are highly dissatisfied and have strong opinions about their housing conditions.

Also, due to no actual verification of actual academic records (e.g., official GPA data), and relying solely on self-reporting, students might inaccurately inflate or underreport their past housing experiences or its impact on their grades.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION OF THE FINDINGS

The questionnaire data after careful analysis, confirms a strong interest among the University of Benin students for the implementation of improved housing solutions. This finding having strongly related across the personal ordeal of environmental, social concerns the university of Benin students housing conditions with a convincing data to support this findings. The responses and solutions gathered from the open-ended questionnaires across all faculties in the campus reveals solutions of student preferences, innovative ideas and insights on how to mitigate these challenges.

Moreover, the findings highlight the importance of aligning infrastructure development with student needs and preferences. By responding to the students aspiration for better housing conditions, the University stands to gain significant academic, financial and reputational benefits thereby strengthening student wellbeing and campus culture.

5.2 RECOMMENDATION

Following the findings of this study, it is recommended that the University of Benin prioritize the improvement and consistent maintenance of basic amenities such as water, electricity, internet access, and sanitation in student housing. Renovation and regular maintenance schedules should be adopted to ensure a clean, safe, and conducive living environment that supports academic success. To address the increasing student population, the University should expand affordable on-campus housing options to reduce students' dependence on off-campus accommodations, which often vary widely in quality and proximity to campus facilities.

Furthermore, enhancing the safety and security of student residences through better lighting, security patrols, and surveillance systems is crucial in creating a secure atmosphere for learning. Improving the social environment within student housing by enforcing rules that minimize noise and disturbances will also contribute significantly to students' academic focus and overall wellbeing. Efforts should be made to regulate housing costs and explore initiatives to make accommodation more affordable for students.

Future housing developments should consider proximity to academic centers, thereby reducing commute times and promoting convenience for students. In addition, it is important for the University to establish regular feedback mechanisms, such as surveys and forums, to capture student concerns and address them promptly. Collaborations with private developers should also be carefully regulated to ensure that any privately provided housing meets standards that align with students' academic and welfare needs. Finally, the University should strengthen its counselling and support services to help students manage housing-related stress and enhance their academic performance.

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