



STUDENT ON-CAMPUS HOUSING AT BURSTING POINT

A Case Study of the University of Ibadan

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EXCERPT

The major objective of this research is to examine student on-campus housing in Nigeria's tertiary institutions using the nation's premier university, the University of Ibadan, as a case study. As the university journeys into the 21st century, there is the urgent need to distil all available information on student housing in order to evolve pragmatic strategies to supply decent and humane accommodation that will make available a suitable environment for academic pursuits.

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Chapter One

Introduction

p. 1-6

1.1 Introduction

- 1 Good housing and decent accommodation play a significant role in healthy living and lead to improved productivity. This is particularly true for a special category of individuals – students, especially those in tertiary institutions, who require good accommodation in a serene environment for proper assimilation of what they have been taught.
- 2 From available information, student accommodation in tertiary institutions in Nigeria is severely overcrowded. For example, over the last two decades, student accommodation at the University of Ibadan, has reached a crisis level. The main cause of this perennial problem is the increasing number of students being admitted, without a commensurate increase in the number of bed spaces. This situation has been aggravated by the absence of affordable and safe alternative housing in the neighbourhoods surrounding the university. The university authorities' response to the problem of worsening accommodation has been merely palliative, often too little and too late to forestall undesirable consequences. The situation has become much more convoluted and desperate with the introduction of what the students call *squatting* and what the administrators refer to as *racketeering*. The combined effects of these are increased pressure on utilities such as water, the frequent breakdown of the sewage disposal system and the unsanitary condition of some of the halls of residence. Anti-social behaviour such as stealing, cultism, hooliganism and prostitution are only a few of the many other attendant consequences of this observed overcrowding of the students' halls of residence.
- 3 The major objective of this research is to examine student on-campus housing in Nigeria's tertiary institutions using the nation's premier university, the University of Ibadan, as a case study. As the university journeys into the 21st century, there is the urgent need to distil all available information on student housing in order to evolve

pragmatic strategies to supply decent and humane accommodation that will make available a suitable environment for academic pursuits.

1.2 Methodology

- 4 This study adopted an empirical investigative approach using a cross-sectional survey of respondents. It relied extensively on both secondary and primary sources of data. The research was conducted in two phases. The first phase was the pilot study which was carried out in 1995. The pilot study provided the necessary background information for the follow-up survey in 1999, and was essentially a survey to identify the dimensions and complexity of the problem of student housing in the University of Ibadan. Most of the information in this first phase was secondary and was obtained from the various records available in the Academic Planning Office and from the other published and unpublished records of the university. Information obtained included: student enrolment over the years; the design and actual capacity of each hall of residence, and available facilities such as water, electricity, cafeteria and laundry services. A sample survey was conducted using a select number of students to obtain basic information on such variables as the number of students that sleep in each room in the halls, the number of *squatters* and the process of *squatting*, and other related variables and coping mechanisms from the preliminary phase. The data obtained was analyzed to get a clear picture of the problem.
- 5 The second phase, which involved more detailed fieldwork, was conducted in 1999. The French Institute for Research in Africa (IFRA) took an interest in the first phase of the work and volunteered to assist in financing an in-depth investigation to determine the context and dimension of student housing problems in the University of Ibadan. This interest was geared towards proffering some effective solutions to the identified problems and also to see if such solutions could be applied in other tertiary institutions in Nigeria. This study was timely in view of the lingering crisis the university was experiencing in relation to its decision to impose a levy, differently christened 'municipal fee' or 'utility fee' to defray overhead costs in the provision of such utilities as water, electricity and environmental management. The students rejected the payment of fees. Consequently, there was a stalemate, which resulted in the closure of the university several times.
- 6 A field survey was considered expedient to throw light on this problem. Consequent upon this, most of the secondary data was updated and fieldwork was carried out on two groups of students: those that lived in the university halls of residence and those that lived in privately arranged residences within and outside the university campus. Ten (10) university students were employed as field assistants.
- 7 Two separate sets of questionnaires were prepared for the two target populations. The questionnaire prepared for students living in the university halls of residence obtained information on the socio-economic characteristics of the students,
 - their academic backgrounds
 - whether they were 'landlords' or 'squatters'
 - their assessment of such things as the hall facilities, hall management, hall environment, on-campus living, etc.

- 8 Students were also asked to express their views on whether it would be desirable to allow private or quasi-private bodies to manage the halls of residence and the possibility of increasing accommodation fees, among others. A total of 500 questionnaires were administered in the halls of residence – 50 questionnaires in each of the ten (10) halls (table 1.1). The distribution of 50 questionnaires to each hall was essentially for convenience.

Table 1.1. Questionnaire Administration in the Halls of Residence

S/N	Hall	No. of questionnaires administered	No. of questionnaires completed
1.	Obafemi Awolowo	50	50
2.	Queen Idia	50	38
3.	Queen Elizabeth	50	35
4.	Sultan Bello	50	44
5.	Independence	50	50
6.	Nnamdi Azikiwe	50	50
7.	Mellanby	50	46
8.	Kuti	50	33
9.	Tedder	50	39
10.	Tafawa Balewa	50	45
	Total	500	430

Source: Fieldwork. 1999.

- 9 Although student populations vary in number with respect to each hall, there is no significant difference in the academic and socio-economic characteristics of the various halls of residence. Apart from the separation of students into halls based on whether they are undergraduate or postgraduate students, male or female students are not allocated into halls based on age, course of study, state of origin or any other socio-economic characteristic.
- 10 Rooms were selected by systematic sampling and one student from each room provided the information in the questionnaire. A total of 430 questionnaires were properly completed and used for the analysis.
- 11 The content of the questionnaire prepared for students living in private accommodation (whether on or off campus) was similar to the questionnaire prepared for students in the university halls of residence. In addition, however, it included information on the location of the residence, rent paid per month, cost of transportation and time spent commuting to and from campus, general environmental

condition of their residences and whether they support on-campus housing for students.

- 12 A total of 500 copies of the questionnaire were administered to students living in private hostels/rooms/homes within and outside the university campus (table 1.2). Most of the questionnaires were administered to students who live in residential neighbourhoods adjoining the university campus, such as Sango, Orogun, Ojoo, and especially Agbowo. Areas covered within the university campus included Abadina and the staff quarters – especially the ‘boys quarters’ of the senior staff houses. A total of 425 questionnaires were properly completed and used in the analysis.

Table 1.2. Questionnaire Administration to Students in Private Accommodation

S/N	Location	Questionnaires
1.	Agbowo	202
2.	Bodija	5
3.	Ojoo/Orogun	46
4.	Sango/Mokola	6
5.	U. I. quarters	97
6.	Private hostels	69
	Total	425

Source: Fieldwork, 1999.

- 13 In all, a total of 855 respondents were interviewed and their views and opinions were used for the analysis in this research. Simple descriptive statistical techniques such as means, ratios, frequencies and cross-tabulations were used to analyze the data.

Chapter Two

Student Housing: A survey of the literature

p. 7-30

2.1 Introduction

- 1 In broad terms, housing is defined by Bourne (1981) as a bundle of services, a view which recognizes that housing involves the consumption of neighbourhood services ie, parks and schools, a location (accessibility to jobs and amenities), and the proximity of certain types of neighbours (a social environment). Housing is a highly complex product as well as a facilitator of economic and social processes. With reference to the former, the PRC Report (1980) observes that it comprises shelter (for protection and privacy), environmental services (water supply, waste disposal, etc), access to employment opportunities (such as commercial activities), personal security (for safety), special services (such as health care and education) and living space (for recreation and domestic activities). In line with the latter conception of housing, Turner (1976) describes housing as the ways and means by which housing goods and services are provided by human actions through housing construction or investment in order for housing to confer the various benefits and provide different facilities for users – the individual, households and the nation.
- 2 Student on-campus housing, can equally be described as a process in the sense that it involves the construction of new dwellings and the various associated activities such as land acquisition, finance, building materials, etc. It also seeks to know who builds (state, civil society, private sector), the types of student housing (dormitories, halls of residence, other forms of quarters, off-campus accommodation, etc.), at what location (eg, on campus or off campus), and the relationship between academic performance and congenial living conditions. As an asset, student on-campus housing ‘forms the bulk of the universities built environment thereby representing the largest facility asset that an institution may have’ (Amole, 1997). Thus, student on-campus housing is not only shelter, but comprises the immediate environment and other economic and social activities that are sympathetic to academic work. Many educators hold the belief

that there should be close proximity between the living and learning environment in order to produce intellectuals that are socially integrated (Amole, 1997).

2.2 Philosophy of Student On-Campus Housing

- 3 This literature review is primarily focused on the British university system because Nigeria was a colony of Britain and the educational system in Nigeria was modelled after the British system. The review, however, acknowledges student housing systems in other countries, which have their intrinsic peculiarities and advantages.
- 4 The philosophy of student on-campus housing in Nigeria could be linked to the collegiate system of Oxford and Cambridge (Oxbridge) universities. The Oxbridge philosophy was that students and the faculty should share a common life. Bullock et al. (1969) argue that these traditional English universities considered it 'dehumanizing and defrauding' to attend to teaching and research only and neglect the atmosphere in which the student lived and worked. In addition, it was believed that the inequalities arising from different home backgrounds could be compensated for in the fusion of living and learning through which common standards of culture and citizenship could be transmitted (Amole, 1997).

2.3 Classification of Student On-Campus Housing

- 5 Student on-campus housing or residences can be classified into four. These are:
 - i. Collegiate system
 - ii. Dormitories
 - iii. Halls of residence
 - iv. Off-campus residence, private lodgings and the home

2.3.1 Collegiate system

- 6 The collegiate system was based on the basic assumption that students and faculty should share a common life. Staff and students were expected to live in the same environment. The collegiate system was appropriate in the past in the United Kingdom (especially in Oxbridge institutions) because it was common to have some professors or members of the academic staff living in the colleges. This was so because, unlike his American counterpart, the typical English professor of that period was pledged to celibacy (Amole, 1997).
- 7 The accommodation provided for students by the Oxbridge institutions included a place to eat and socialize with fellow students as well as individual academic supervisors. These residences were described as being similar to 'monasteries', (hey had a chapel, a kitchen, and a dining hall in addition to a students' common room. Scholars such as Allen (1965) and Crease (1970) have contended that the collegiate system of residence is closest to the home in terms of its social structure. Crease has also observed that participation in social and intellectual activities was higher in this form of residence.

- 8 The collegiate system was later abandoned due to certain factors. Faber (1962) enumerated the factors and opined that some private colleges and universities approximated the ideal of a community of scholars, but due to limited funds, a widely dispersed population and difficult transportation made clusters of residential colleges become impractical. In addition, a shortage of bachelor professors to 'live in', combined to worsen the favourable student faculty relationship in a common residential setting. In the United States and even in the UK, economic and demographic forces hindered the continuation of this 'ideal'.
- 9 An unsatisfied demand for higher education among the local population of the United Kingdom led to the rapid growth of a number of higher institutions. The emergence of non-residential universities followed. Non-residential universities were relevant during this period because a large proportion of the students lived within a thirty-mile radius of their place of study. As the population of home-based students fell, and the transportation systems became more accessible and efficient, it became imperative to accommodate the rapidly increasing population of students who were studying at centres far away from their respective homes. This situation led to the emergence of another form of student on-campus housing known as dormitories.

2.3.2 Dormitories

- 10 Dormitories consist of certain components: administrative offices (including a resident dean's apartment), reading rooms, bedrooms, libraries, and cooking as well as dining facilities. Allocation to these dormitories, unlike traditional British universities (the collegiate residences) cut across academic disciplines (Amole, 1997).
- 11 Within the entire university, tutors and students were expected to live in the same building, while academic facilities were provided in the remaining buildings. Students received academic instruction in the academic areas of the institution and house tutors (members of staff) sometimes gave tutorials in the house or dormitories.

2.3.3 Halls of residence

- 12 The establishment of Nigeria's first university, the University of Ibadan in 1948, witnessed the importation of the Oxbridge residential system into the country. This model evolved into the present halls of residence, otherwise known as hostels. Each hall is made up of bedrooms, a common room, a television room, common dining facilities, group cooking facilities and recreational facilities. Allocation to the halls of residence, as in the case of dormitories, cuts across race, social class and academic specialization (Amole, 1997).
- 13 Like dormitories, provision is made for the housing of a small number of college tutors. No teaching facilities are, however, provided in the halls. This was because 'these halls were intended to be centres of student social life' (Ade-Ajayi and Tamuno, 1973).

2.3.4. Off-campus accommodation

- 14 Between the 1960s and 1990s the number of universities in Nigeria increased from one in 1948 to thirteen in 1977, to twenty-four in 1985 and thirty-seven in 1998. Coupled with the increasing number of Nigerian universities was the ever-increasing volume of

university students. While the federal universities tried to maintain a residential university system, the number of students being admitted far outstripped the number of bedspaces available on campus.

- 15 If the federal universities have failed to keep pace with student housing needs, the state universities have not even tried. None of the state universities in the country has on-campus accommodation. This is because from inception, state-established universities have relegated the idea of student housing to the background. It was the belief of the state governments concerned that the enormous amounts of money that would be used in the provision of student housing, could be better utilized in providing academic facilities. Student on-campus housing was not seen as a major need, when compared with the all-important provision of academic facilities. This was because most of the state universities were established with the sole aim of serving the educational needs of their respective states. With the influx of students from other states however, and the burgeoning student population, accommodation problems have become glaring in almost all state universities.
- 16 The off-campus system: of residence is, however, no longer peculiar to the state-owned universities; it also applies to the federal universities which had hitherto tried as much as possible to maintain the residential system.
- 17 During the oil boom era, the federal government, under the leadership of General Yakubu Gowon, saw the establishment of new universities as a means of spreading the national cake. Even though the older universities were already suffering from underfunding, the Gowon regime went ahead and created new universities. It was later realized by the succeeding military regime of Murtala/Obasanjo that this was likely to further jeopardize the adequate financing of the whole system in the near future. Consequently, the National Universities Commission (NUC) was directed in 1977 to set up the Ogundeko Commission, with specific terms of reference. One of these was for the commission to look for ways of reducing the cost of general services provided by the universities. Adesina (1988) observed that the commission noted a great disparity between student population and available student accommodation. Based on this observation, the commission decided against building any more student hostels in any university where one-third or more of the students were already accommodated. The commission favoured the provision of student and staff accommodation by private individuals.
- 18 The student housing policies of the succeeding civilian regime also favoured the development of off-campus accommodation in both the state and federal universities. In an attempt to curb or reduce student accommodation problems in Nigeria's institutions of higher learning, the federal government, during the Second Republic, supported off-campus accommodation. President Shehu Shagari in his 1980 budget stated that one of the policy commitments of his administration was the building of thousands of housing units as a means of improving the living standard of people and reducing the high rents paid by tenants in urban areas. In pursuance of this policy and in co-operation with the state governments, the government was to evolve a scheme to provide off-campus accommodation for students by establishing satellite villages near existing universities where low-cost houses would be built and rented to students at very low rates.
- 19 With a view to achieving this broad goal, the federal government gave directives to all Nigerian universities to acquire 200 hectares of land on which they were expected to

construct 200 low cost Housing units. However, the dream of the federal government was never realized because the civilian government of Alhaji Shagari was toppled by a military junta led by Major General Muhammadu Buhari.

- 20 Buhari's regime, although short-lived, was particularly concerned about the restructuring of the battered Nigerian economy, as well as the problem of indiscipline, which had become endemic in Nigeria. Most of the projects as well as policies and programmes put in place by the civilian administration were abandoned. Since Buhari's era and up till the present time, student housing has become the responsibility of every individual institution Unlike national housing policies or policies about education, student accommodation is the function of restricted financial budgets, student demographic characteristics and attitudes of the governing bodies of the institutions (Amole, 1997: 15).
- 21 As a result of tight financial budgets and student demographic characteristics, the attitudes of the governing bodies in higher institutions towards the provision of adequate housing for all students have changed. It is now glaring that the majority of institutions of higher learning, both in the developed and developing worlds, cannot accommodate their entire student populations. In order to accommodate a fair percentage of an ever-increasing population of students, many institutions in the United Kingdom and West Africa have resolved to increase the number of students sharing the same residential facilities, through the introduction of a third bedspace in double rooms (Amole, 1997). While in the United States of America students can opt to live on or off campus, in Nigeria and other developing countries, there are firm policies as to which category of students are entitled to on-campus accommodation. In most Nigerian institutions only the first year and final year students are given the option of living in the university halls of residence. It is the expectation of the school authorities that the remaining students would find suitable private lodgings for themselves. This is particularly applicable to institutions of higher learning, which lack an effective on-campus accommodation system. The problems of obtaining suitable accommodation at a reasonable price and distance from the institution, according to Hensher and Taylor (1983), are usually cited as the major problems of off-campus residence. Transportation constraints in the form of distance is another prominent problem of off-campus residence. To alleviate these problems, some higher institutions of learning in the United States and the United Kingdom have had to institutionalize an effective off-campus accommodation system (Amole, 1997).
- 22 In addition to the off-campus system, private boarding houses are another form of off-campus accommodation. Some students live at home if they cannot afford to live in private lodgings or school-organized off-campus accommodation.
- 23 Studies of off-campus students or students residing in private lodgings have shown that these students consider themselves as marginal members of their institutions, having little or no participation in social and recreational activities (Prusok and Walsh, 1964). Heilwel (1973) also argues that private lodgers tend to be socially isolated.

2.4 Shortcomings of Student On-Campus Housing

- 24 Like off-campus accommodation, student on-campus housing is not free of criticism. Some studies have suggested that student housing is uneconomical. For example, Slessor (1990) posited that halls of residence are a relatively uneconomical building

type, fitting out a large number of small spaces with furniture, fittings and ironmongery, which inevitably pushes up the cost. If space and financial constraints are determined from the onset, this does not leave much room to maneuver and buildings tend to design themselves into cell-like study/bedrooms linked by a long corridor.

- 25 The cube-like nature of student housing deprives the students of the right to choose the type of accommodation that suits them. This does not take into consideration the different preferences of the students, and the ability of some students to pay for a little more space and luxury (see Amole, 1997 and Birks, 1972).
- 26 Some scholars have argued that laying too much emphasis on student accommodation has made some universities deviate from the goals for which the university was set up in the first place. Such unconscious deviations have turned Nigerian universities into welfare management systems rather than centres for the pursuit of knowledge (Adesina, 1988).
- 27 Student housing has also been viewed as a means of encouraging fiscal extravagance in residential universities. However, the advantages of on-campus student residence as an integral part of university education outweighs the arguments in favour of students seeking their own accommodation, including arguments based on the financial extravagance of residential colleges (Dober, 1963).

2.5 An Overview of the Significance of Student On-Campus Housing

- 28 Amole (1997) argued that despite the long-standing debate about the significance of educational goals and objectives, the tradition of student on-campus housing still continues and the argument is still much in favour of on-campus residence and university approved off-campus lodging. The advantages of student on-campus housing, which are numerous and interwoven, could be viewed from at least three perspectives. These are the economic, social and academic.

2.5.1 *Economic significance*

- 29 In economic terms, student on-campus housing serves as a hedge against inflation, which allows the investor to protect the purchasing power of the equity investment (Epley and Rabiaski, 1981), and utilize banks' idle funds. When writing about the correlation between student housing and its general economic return, Amole (1997) observed that another trend in student housing abroad is its finance through long-term mortgage loans. More recently, student residential facilities have become loan financed-buildings circumscribed by interest rates, affordable rent and cost of construction. Student residential facilities are, therefore, being designed attractively in order to make a good return on the investment.
- 30 Student on-campus housing, especially in the advanced countries of the world, can be seen at present as a profitable economic venture. It has been argued that unlike lecture rooms and laboratories which cannot be expected to produce any fair return on investment, university administrators (especially in the United Kingdom and in the

United States) have attempted to operate student halls of residence as a source of finance for future projects for the institution.

- 31 Economic returns on real estate investments undertaken by universities, especially in the developed countries, have been on the increase in recent times. The rationale behind this is the recent privatization and commercialization of student housing. This has resulted in higher quality student on-campus housing. Amole (1997) succinctly put the relationship between privatization/commercialization of student housing and general economic returns as well as quality of the housing in proper perspective when she observed that only recently, some institutions in the United Kingdom began to use student hostels to accommodate non students attending conferences during holidays especially during summer vacations. With student residences now being used for commercial ventures, the quality of accommodation has become an important issue for consideration. Thus, there is a positive correlation between privatization/commercialization of student housing on one hand and as well as student housing quality on the other.

2.5.2 Social significance

- 32 In addition to economic advantages, student housing also has a social function. Students from various backgrounds are brought together to interact and live in the same physical environment. Student on-campus housing has significant impact on the social life and the social organizations of resident students. This is not unexpected because by the nature of their socio-physical structure and location with respect to communal, teaching, social and recreational facilities, different social structures and organizations are likely to emerge (Amole, 1997).
- 33 Several scholars such as Festinger, Schachter and Back (1950), Vander Ryn and Silverstein (1967), Wilcox and Holahan (1976), have identified the social significance of student on-campus housing. The work of Festinger, Schachter and Back showed that the physical form of a housing project explained the emerging social structure of a group of Harvard postgraduate students. The study conducted by Vander Ryn and Silverstein also indicated that the formation of social groups coincided with floor level. Furthermore, Wilcox and Holahan concluded that the physical form of the student housing significantly affected the emerging degree of commitment toward each other, the pattern of interaction, emotional support and the level of involvement in organizational functioning.
- 34 Student housing also enables students to have access to college recreational facilities. Resident students also have ready access to the library and study rooms which may help instil academic discipline. Those living in off-campus lodgings also have access to various college facilities however, the relative distance of these amenities from their bed space made them less accessible. While Bullock et al. (1969) have posited that the majority of student social life occurs in on-campus residences, they also recognized that the overall social life and relationships are determined by other factors such as the location of the city, the quality of the academic environment as well as personal contacts outside the university.

2.5.3 Academic significance

- 35 The current state of research neither affirms nor negates the supposition that a positive correlation exists between student accommodation and academic performance. Dober (1963), and Prusok and Walsh (1964) questioned the assertion that student on-campus housing aids excellent academic performance. They observed that there is little or no evidence to suggest that there is any relationship between academic performance (with respect to grade point) and where students live (off-campus or on-campus) or specific design features of the study facilities provided in student halls of residence.
- 36 The works of Faber (1962), Greenleaf and Lied (1962), Sommer (1970) and Amole (1997) have, however, countered the observation made by some researchers. Faber for example, observed that the students living on-campus have a potent forum for intensifying (extending) the classroom instructor. thereby contributing to overall educational objectives. He further suggested that, student residences that integrate living and learning facilities create informal environments for continuous learning, as well as encouraging staff and student contact.
- 37 While Greenleaf and Lied (1967) opined that the halls of residence or dormitories are the most suitable environment for achieving informal education, Sommer (1970) observed that more than 50 per cent of the students study in their bedrooms. In her study on Nigerian student accommodation, Amole revealed that although studying took place within many facilities on the campus, the bedroom was second to the cafeteria in order of preference. Amole, however, pointed out that the percentage of students that studied in their bedrooms was less than 20 per cent. Thus, student on-campus housing plays a decisive role in aiding individual students in the pursuance of their studies, as well as in the attainment of academic excellence.
- 38 Students and low-income earners often compete for accommodation in the housing market as both have a limited amount to spend. Chippendale (1976) highlighted the fact that students prefer to live in inexpensive, shared, self-catering accommodation, however, such units are not provided on any significant scale by private landlords. In the advanced countries of the world, such as in the United Kingdom and the United States of America, students and young professionals often compete with low-income families for the less expensive housing units in the market.
- 39 Morgan and McDowell (1979), as well as Sugden and Williams (1973) share Chippendale's views. They argue that student demand is but a part of the growing demand for housing from young, single persons in general. They also point out that accommodation, particularly student flats, is similarly desired by other young people.
- 40 What should be noted is that students and young workers cannot be regarded as transient consumers of housing simply because they usually look for accommodation which will serve them for a few years. Rather, they should be taken as a group, because they tend to constitute a permanent feature of the demand for housing.
- 41 If the theory of consumer behaviour is taken into consideration, we can describe the demand for student housing as a function of certain variables. These include the price of residential accommodation, the prices of other goods and services (especially the ones that are of vital importance to the students), the socio-economic background of the students, housing preferences, taste and demographic considerations. Other

important factors include location, ie, proximity to lecture halls and the library, access to basic amenities such as electricity and water; availability of adequate sewage disposal systems and the institution's student housing policy.

- 42 The supply of student housing is an important factor. The supply of student on-campus housing in the short run can be regarded as a function of the existing student housing stock – the price of resource inputs, such as residential land, skilled manpower; infrastructure capital and construction materials; the price of other goods and services; demographic patterns; and the demolition of student housing. Others include availability of finance, which has to do with interest rates, mortgage terms and credit rationing, projected future economic returns; organization of the construction industry, state of the economy and institutional regulations and policy environment.
- 43 The supply and demand of student housing is functionally related to the housing market in general. Thus, the interaction of supply and demand for student housing is of vital importance in the housing market.
- 44 The housing needs of students were succinctly described by Hands (1971). He itemized the various housing characteristics which attract students:
- inexpensive
 - accessible to public transport
 - individual privacy easy
 - proximity to school
 - access to shops, laundry services, etc
 - landlord toleration of student lifestyle
- 45 In recent years, great disparity exists between demand and the actual stock. The implication of this is that students far outnumber the available units of housing, and competition for housing has caused an increase in the bid and the asset prices. To increase the supply of housing for students takes time, therefore, the supply of student residences is bound to continue to lag behind the demand for such housing. This disequilibrium in the student housing market has manifested a number of problems.

2.6 Student Housing Problems: An overview

- 46 One of the major factors behind student accommodation problems all over the world is the ever-increasing number of students. In London, for instance, Tabet (1971) reported that traditional halls of residence have been provided in considerable numbers but they have not kept pace with the growth of the student population. The situation was not different in the rest of England and Wales. According to Morgan and McDowell (1979), it would appear that the provision of accommodation in all sectors of higher education in England and Wales has barely kept pace with the expansion of the student population. This is because majority of students study far away from home. For most students, going away to university or college is their first real introduction to adult social life, free from the constraints of parental control, neighbourhood and family ties. It was, therefore, the opinion of these scholars that the significance and educational benefits attached to on-campus residence have reinforced the increasing common practice among students to study away from home.
- 47 In Nigeria, a prototype of a developing country, the case is not different. The work of Ohiagbunem (1984) indicated that the problem of student accommodation could be

attributed to the rising student population and shortage of funds – the student population continues to grow without a corresponding growth in hostel facilities, The National Universities Commission (NUC) makes no provision for the construction of new hostels in the annual allocation of funds to universities.

- 48 During the past decade and a half, the university system in Nigeria has been starved of funds. Capital grants given to universities in Nigeria in recent times were very meagre. In 1990, for example, a total of N88,888,197 was given to all the universities in Nigeria. Adesina (1988), however, posited that these universities were not really underfunded. He believes that the universities appear to be underfunded because in the past decade they have expanded beyond the financial resources available to them. Thus, his position is not that the universities are underfunded per se but that the resources available have not been limited to services that the universities should provide. The universities themselves have deviated from the goals for which they were originally established. Non-availability of finance from other sources is another factor that has contributed to the great disparity between the supply and demand for student housing. Unlike the United States and the United Kingdom, where loan finance schemes for student housing are attractive in Nigeria the sharp increases in building costs and the high interest rates make such undertakings (Amole, 1997).
- 49 Student housing policies and practices in Nigeria also compound the problem of student housing. Amole (1997) argued that no firm policies exist with respect to student housing at the level of the National Universities Commission. Suggestions and recommendations have, however, been made by the NUC and each institution is left to implement and adopt these recommendations as it deems suitable. For example, the National Universities Commission has recommended that residential universities should provide accommodation for at least one third of its student population. This recommendation does not however outline the categories of students that ought to benefit from university accommodation.
- 50 In most Nigerian universities, freshmen, final year students, foreign students, medical students, sportsmen and women, and the disabled are usually considered for accommodation. After accommodating a large proportion of these categories of students, balloting is usually introduced as a means of preventing student crises that may emanate from partiality in allocating bedspaces to individual students on-campus.
- 51 The federal and state governments do not see student on-campus accommodation as a housing need (but rather an educational need). Each university was, however, mandated to cover a wide catchment area. This implied that more students living far away from their homes were admitted yearly (Amole, 1997). The implication of this policy, Amole has argued, is the further exacerbation of student housing problems.

2.7 Problems of On-Campus Accommodation

- 52 Students living on campus are also faced with various problems. The first is the high occupancy ratio. The works of Adegbile (1987) and Adelaja (1992) indicate that, on the average, the occupancy ratio has increased by 300 per cent, that is, fourteen persons are occupying rooms designed for four persons. Adelaja stated further that some of the existing furniture has been removed in order to provide space for additional double beds. Most of the few facilities that presently exist in Nigerian university hostels are

the built-in-type. Consequently, most students have to study somewhere else, due to the uncomfortable nature of their residences.

- 53 In addition to the problem of overcrowding, overpopulation has taken its toll on the existing facilities. Most of the universities' halls of residence, open spaces, and facilities, have been converted to other uses and are overused. Rooms originally meant for cooking, laundry, reading, and relaxation have been converted to bedrooms. Amole (1997) rightly observed that studies show that most of the facilities provided for these activities such as gas or electric cookers, refrigerators, electric outlets, workshops and sinks are beyond repair and in most cases they do not exist any more. The open spaces have also been used for other purposes, such as the construction of new dwellings for the students. This causes an imbalance in the halls' ecosystem.
- 54 Communal dining and cooking facilities are no longer functioning in many institutions halls of residence. Majority of the students now cook in their respective bedrooms or at best, on the balconies, which is a fire hazard, and which causes smoke pollution and creates an unhygienic environment. Sanitary facilities are also unhygienic and poorly maintained. One of the most frequent complaints students make about their residential facilities is the poor state of the few usable sanitary facilities.

2.8 Problems of Off-Campus Accommodation

- 55 Off-campus students also face serious housing and other related problems. Osifuwa (1986) observed that most of them live in houses which are barely suitable for human habitation. In addition, the rent is very high and the houses are often far from the campus. How they live, how they eat, and how they get to school and cope with academic and extra curricular activities is solely their business.
- 56 With reference to the socio-economic effects of off-campus accommodation, Olomola (1996) revealed that students in non-residential institutions do not enjoy some of the social activities which residential students enjoy. Off-campus students also have to pay their fares to and from school. Akindele (1996) viewed off-campus student housing problems from the perspective of different sorts of disturbances. According to him, off-campus students are victims of all sorts of disturbances ranging from undue interference to gossip from their co-tenants. Often, they are victims of unbearable loud noises and deafening music from endless street parties organized by co-tenants and neighbours, beer parlours or music stores.
- 57 Certain features characterize off-campus accommodation. Using state polytechnics as a case study, Adeyemi (1997) identified the following:
- i. Shortage of accommodation
 - ii. High and increasing rent
 - iii. Inadequate facilities
 - iv. Transportation/community problems
 - v. Inadequate insecurity
 - vi. Non-conducive learning environment

2.9 Student Housing Problems: Coping mechanisms

- 58 The student housing problems emanating from the factors enumerated above are not new. Many of these problems have been anticipated in the reports of some committees both in Europe and Africa. In the United Kingdom in 1962, for example, the Robins Committee sounded a note of warning when it stated that the gravest of all the problems of the universities in the years ahead would be the shortage of residential accommodation. Also, in the United Kingdom, the University Grants Committee, in its annual survey for 1970-71, seriously warned that the shortage of residential accommodation could be the biggest bottleneck to the expansion of higher education in the years ahead.
- 59 What was envisaged in Europe was also anticipated in Africa. In Nigeria, for instance, the commission of enquiry set up by the Federal Government to look into the student crises of 1978, popularly known as 'Ali Must Go', highlighted in its report that the issue of inadequate accommodation was one of the major causes of student agitation which predisposed them to take to the streets. In order to prevent future occurrences of student unrest, which is sometimes associated with urban violence, several options have been put in place by the university authorities as a means of alleviating student housing problems. In coping with tight budgets, Amole (1997) argued that decisions are made about the percentage of students to be given accommodation; the design and construction of more facilities through donations and gifts; package deal schemes; student cooperation in addition to public funds; acquisition and conversion of property within the city into hostels; the role of the university in administering off-campus residential systems.
- 60 Initially, the university authorities tried to cope with the shortage of student housing by constructing new hostel blocks or halls of residence. It later became glaring that most institutions of higher learning could not accommodate their entire student population. Consequently, many institutions of higher learning ceased to give the greatest priority to student on-campus accommodation. In order to accommodate a fair percentage of an ever-increasing population of students, many institutions in the United Kingdom and West Africa resolved to increase the number of students sharing the same residential facilities.
- 61 The construction of more student residences (which could be regarded as insignificant when compared to the student population) and increasing the number of students per room were unable to solve the problem of student housing. Universities around the world, therefore, resorted to the acquisition and conversion of property within the city into hostels. While this worked in the advanced countries, it failed woefully in the Third World countries. Amole (1997) stated the reason why the system of private lodging acquired by the universities failed in Nigeria.
- 62 She observed that some institutions such as the universities of Ibadan and Ife initially acquired and maintained off-campus university residences in addition to the on-campus residences during the mid-70s to solve some of these housing problems. These were, however, later abandoned, probably due to inadequate operating policies. It is, however, more likely that the failure in operating such a system was due to lack of an informed basis on which to manage both the users and the facilities acquired. Virtually all the universities in Nigeria later abandoned this idea. Hence, students that are unable to find accommodation within the campus have to find accommodation for themselves

outside the campus. This legalized the principle of off-campus accommodation in Nigerian universities. In Nigeria, apart from the conventional halls of residence within the campuses of federal government institutions, there has been no concerted effort on the part of the government to plan and make provision for the accommodation of students living off-campus (Adeyemi, 1997).

- 63 Another coping mechanism is *squatting*. Since students are bent on staying within the campus for obvious reasons, they resorted to squatting, a term evolved for the illegal occupation of rooms by students. Squatting is a carefully evolved strategy in which a room officially allocated to four or five students may end up being occupied by eight to ten students. This is because each of the legal occupants may take on a squatter. Since on-campus accommodation at the University of Ibadan is officially for first and final year students, a legal occupant this session may be next session's squatter.

2.10 Conclusion

- 64 In terms of quality and quantity, most halls of residence in Nigerian universities are deficient. In addition, most off-campus accommodation lacks adequate supply of water, electricity, solid waste and drainage systems, and are poorly ventilated. To combat these problems, therefore, student accommodation should be viewed as a housing need rather than an educational need. As observed by Dixon (1971), in Newcastle, 'students housing is not an educational issue. Students are part of the community of Newcastle and it is up to us to fit them into the community'. This view needs to be adopted by government and the universities in Nigeria in order to find lasting solutions to the perennial housing problems of university students in Nigeria.

Chapter Three

History and Contextual Background to the Study

p. 31-60

3.1 Introduction

- 1 Nigeria's premier university, the University of Ibadan, was founded in 1948, following the report and recommendation of the Asquith and Elliot Commissions, which were set up in 1943 by the British Colonial Government. The commissions were set up to consider the possibility of establishing universities or university colleges in the Commonwealth and in West Africa in particular. The Asquith Commission concentrated on the fundamental principles which were to guide the development of institutions of higher learning similar to that of the university college, subsequently established in Ibadan. The Asquith Commission emphasized the principle of residential university colleges modelled after the London University, high academic standards in admissions, staffing and autonomy.
- 2 In conformity with the Commission's report, therefore, various halls of residence were constructed for male and female students between the period 1952 and 1987. Presently, a new hall of residence called Awolowo Hall, consisting of 89 rooms, is nearing completion and is expected to house either 356 undergraduate or 178 postgraduate students (excluding the squatters). At present, the existing eleven halls of residence accommodate 7,927 students.
- 3 The university has undergone significant physical transformation. New structures include:
 - Creche Nursery School near the Staff School
 - Industrial Training Co-ordinating Centre (ITCC building near the Department of Veterinary Physiology and Pharmacology)
 - A hall of residence (1,000 rooms) near Independence Hall (under construction)
 - A new block in Queen Elizabeth Hall (under construction)
 - A block of 8 rooms in Nnamdi Azikiwe Hall

- 4 However, because of the increased pressure and demand for space for academic use, many erstwhile residential buildings have been converted to academic use. The buildings affected include:
- Women Research and Documentation Centre (WORDOC) of the Institute of African Studies (a bungalow)
 - Centre for Urban and Regional Planning (CURP) (a bungalow)
 - Department of Human Nutrition (2 bungalows)
 - Faculty of Law (4 bungalows)
 - African Regional Centre for Information Science (ARCIS) (a storey building)
 - Centre for Environmental Protection and Natural Resources (CEPNAR) (a bungalow)
- 5 Several 'boys quarters' attached to the staff residential buildings have been refurbished by the owners and let out to students for as high as N25,000 per session. Sometimes, however, these quarters are let out free of charge to wards or children of friends and colleagues. Most garages adjoining the busy academic areas have been converted to business centres for typing, photocopying, bookbinding, or computer services; food canteens; provision stores; hair dressing/barbing salons, fashion designing/tailoring outfits, etc. These are, however, direct reminders of the inadequate provision of space for these services at such convenient locations to students and other clients/customers.

3.2 A Time Series Overview of Student Enrolment

- 6 Only 55 students were offered admission in 1948 when the university was founded. The university's population more than trebled to 190 the following session as shown in table 3.1. Year by year, the number rose gradually until the population grew to 987 in the 1958/59 academic year and 3,117 a decade later in the 1968/69 session. Forty years after the university opened its gates to students, the population reached 12,000 (table 3.1).
- 7 After the 1987/88 session, student population rose steeply as seen in table 3.2. In the 1988/89 session, there were 11,986 students in the university, consisting of 9,876 undergraduates and 2,110 postgraduate students. By the 1993/94 session, 16,158 students, consisting of 12,670 undergraduate and 3,488 postgraduate students, were studying various courses at the university (table 3.2). The object of this research however is to ascertain how this increasing number of students was being housed, in the light of the University's policy of creating a residential university.

Table 3.1. Student Population 1948-1998

Year	Pop.	Year	Pop.	Year	Pop.	Year	Pop.	Year	Pop.
1948	55	1957/58	748	1967/68	2,569	1977/78	8,900	1988/89	11,986
1948/49	190	1958/59	987	1968/69	3,117	1978/79	7,785	1989/90	12,135
1949/50	208	1959/60	1,113	1969/70	3,380	1979/80	6,979	1990/91	12,902
1950/51	327	1960/61	1,256	1970/71	3,661	1980/81	7,817	1991/92	13,858
1951/52	338	1961/62	1,644	1971/72	3,904	1981/82	9,712	1992/93	13,950
1952/53	368	1962/63	1,689	1972/73	4,110	1982/83	11,140	1993/94	16,211
1953/54	407	1963/64	2,016	1973/74	4,817	1983/84	12,132	1994/95	Nil
1954/55	476	1964/65	2,184	1974/75	5,661	1984/85	13,862	1995/96	18,127
1955/56	563	1965/66	2,687	1975/76	6,961	1985/86	12,350	1996/97	20,434
1956/57	563	1966/67	2,729	1976/77	8,593	1986/87	12,000	1997/98	21,321
						1987/88	11,935	1998/99	22,429

Source: *Digest of Statistics*, U. I. Ibadan: Vol. 1, No. 1 (Nov. 1985); Vol. 3, No. 1 (Nov. 1998). (Fieldwork, 1999;

Table 3.2. Student Population 1988/89 – 1993/94

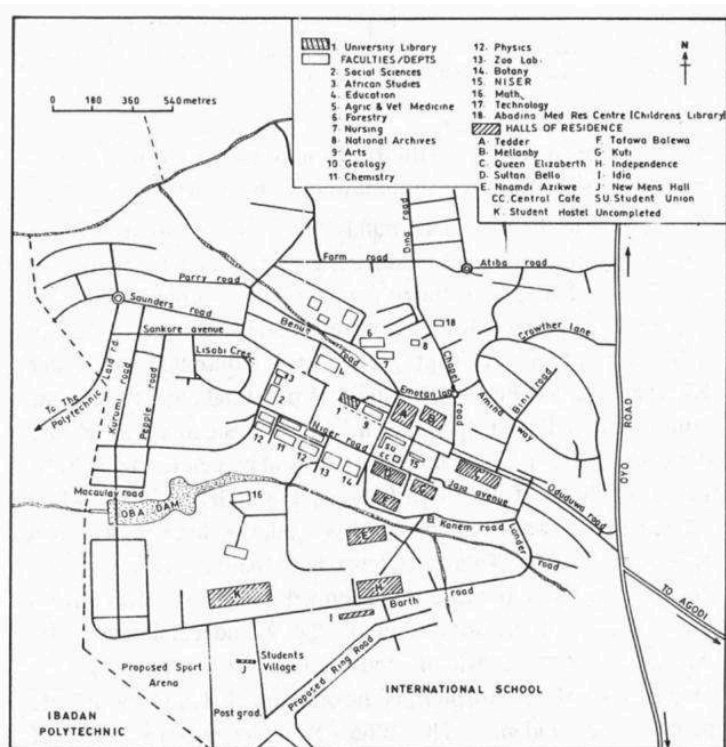
Year	Undergraduate	Postgraduate	Total
1988/89	9,876	2,110	11,986
1989/90	10,123	2,012	12,135
1990/91	10,732	2,170	12,902
1991/92	11,669	2,189	13,858
1992/93	11,461	2,489	13,950
1993/94	12,670	3,488	16,158

Source: U. I. Academic Planning Office, 1995.

3.3 The Evolution of the Halls of Residence and Students Residential Accommodation Over Time

- 8 In response to the increasing number of students admitted and in conformity to its policy of creating a residential university, the University of Ibadan, through the colonial government, had put in place a programme for the progressive development of student halls of residence. This programme was continued even after Nigeria obtained her independence from England. Today, the University of Ibadan has eleven halls of residence, which are distributed, according to level of study and by gender (table 3.3). For example, 9 of the 11 halls house the undergraduates while the remaining two accommodate postgraduate students. The two postgraduate halls, Tafawa Balewa and Obafemi Awolowo, are gender insensitive because it is assumed that the students have a higher sense of maturity. Among the 9 undergraduate halls, Alexander Brown, which houses medical students at the University College Hospital, is the only one that is for both male and female students. The other 8 undergraduate halls of residence are shared on the basis of gender, with 2 halls, Queen Elizabeth and Idia halls, specifically built to house female students and the remaining 6 occupied by male students. The male undergraduate halls are Mellanby, Tedder, Kuti, Sultan Bello, Independence and Nnamdi Azikiwe. The history of the development of these halls is now summarily discussed (table 3.3), while their respective locations are pictorially represented in figure 1.

Figure 1. Map of University of Ibadan Showing the Halls of Residence



Source: Modified from University of Ibadan Almanac (2001).

Table 3.3. Capacity of Various Halls of Residence

Halls of Residence	Year of Establishment	Capacity
Mellanby	1952	375
Tedder	1952	375
Kuti	1954	384
Queen Elizabeth It	1956	426
Alexander Brown (UCH).	1957	300
Independence	1961	562
Bello	1962	250
Nnamdi Azikiwe	1962	565
Tafawa Balewa	1968	287
Idia	1976	300
Obafemi Awolowo	1987	303

Source: *Digest of Statistics*, U. I., Ibadan, 1995; Fieldwork, 1999.

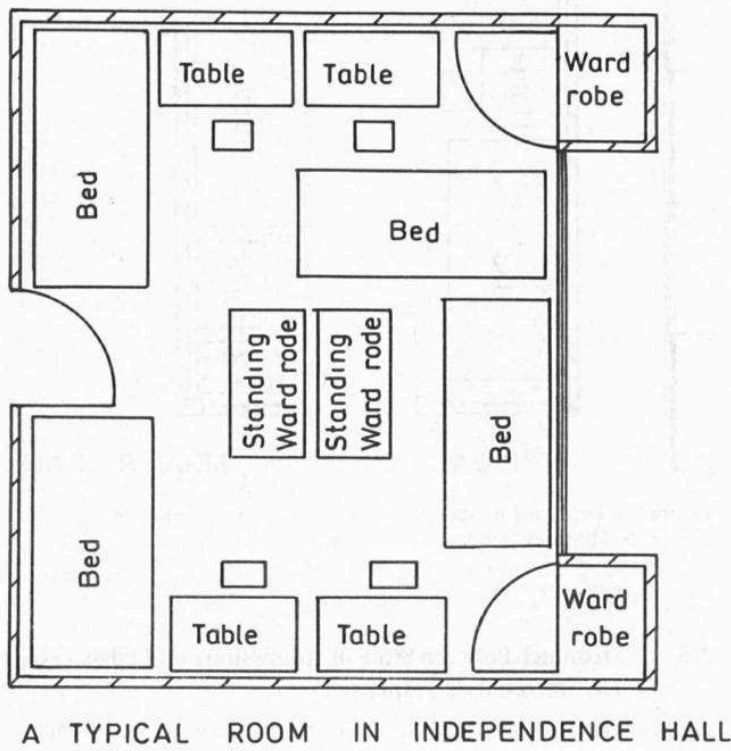
- 9 **Mellanby Hall:** Mellanby Hall is the university's first hall of residence and owes its name to the first principal of the University College, Professor Kenneth Mellanby (1947-1953). It was formally opened on 17th November 1952. The hall has a capacity of 375 students.
- 10 **Tedder Hall:** Like Mellanby Hall, this hall was formally opened on 17th November 1952 by Lord Tedder, Marshall of the Royal Air Force and Chancellor of Cambridge University (1950-1967) after whom the hall was named. It was built to accommodate not more than 357 students.
- 11 **Kuti Hall:** This hall was formally opened in 1954, two years after Mellanby and Tedder halls. It has a capacity for 384 students and was named after the late Rev. I.O. Ransome-Kuti (1891-1955), an educationist and the first president of the Nigerian Union of Teachers; also a member of the Elliot Commission on Higher Education in West Africa – the Commission whose report led to the establishment of the University.
- 12 **Queen Elizabeth II Hall:** This is an undergraduate hall for female students, with a capacity of 426. It was named after Her Majesty, Queen Elizabeth II – the Queen of Great Britain and Northern Ireland – who visited the University of Ibadan in February 1956, and performed the formal opening ceremony of the hall.
- 13 **Alexander Brown Hall:** This is a unique undergraduate hall of residence in that it houses both male and female clinical students at the University College Hospital (UCH). The hall was built to house 300 students, and was formally opened in 1957. In 1971, however, it was renamed after the late Professor Alexander Brown, the first Professor of Medicine of the university.
- 14 **Independence Hall:** Honorable Aja Nwachukwu, one of Nigeria's former Ministers, of Education, commissioned this hall in 1961. The hall was built with a capacity for 562 students and was named Independence Hall in commemoration of Nigeria's attainment of political independence on 1st October 1960.
- 15 **Sultan Bello Hall:** This hall was formally opened in 1962 and was built to accommodate 250 students. The late Alhaji Ahmadu Bello performed the opening ceremony of this hall, and named it after his great grandfather, Mohammed Bello (1909-1966), the chief builder of the Sokoto Caliphate.
- 16 **Nnamdi Azikiwe Hall:** Popularly called Zik hall, it has the capacity to house 565 students and was formally opened in 1962. It was named after Dr. Nnamdi Azikiwe, the first Governor General of independent Nigeria and the first President of the Federal Republic of Nigeria (1963-1966).
- 17 **Tafawa Balewa Hall:** This is the university's first postgraduate hall of residence. The hall has a capacity for 287 students, both male and female. It was formally declared open in 1968 and named after Alhaji Tafawa Balewa, the first Prime Minister of independent Nigeria (1960-1966) and the first visitor to the University of Ibadan as an autonomous institution.
- 18 **Idia Hall:** This is the second hall of residence for female students. It was commissioned as part of Queen's Hall in 1976, two decades after Queen's Hall (the first women's hall) was commissioned. In the 1976/77 session, it became a full-fledged hall with a capacity to accommodate 300 students. It was named after Queen Idia, a 15th Century Bini queen, who led her people to the victorious battle of Idah. Her mask was the symbol of FESTAC '77.

- 19 **Obafemi Awolowo Hall:** This is the second postgraduate hall of residence, and it accommodates both male and female research students. It was formally opened in 1986 and was named ‘postgraduate students village’ by the students because of its distance to the main centre of university activities (see fig. 1). The hall has a capacity of 303. In 1987, however, following the recommendation of the Student Union, the hall was renamed Obafemi Awolowo Hall, in honour of the late Chief Obafemi Awoiowo, an elder statesman who passed on in May 1987.

3.4 The Design of the Halls of Residence

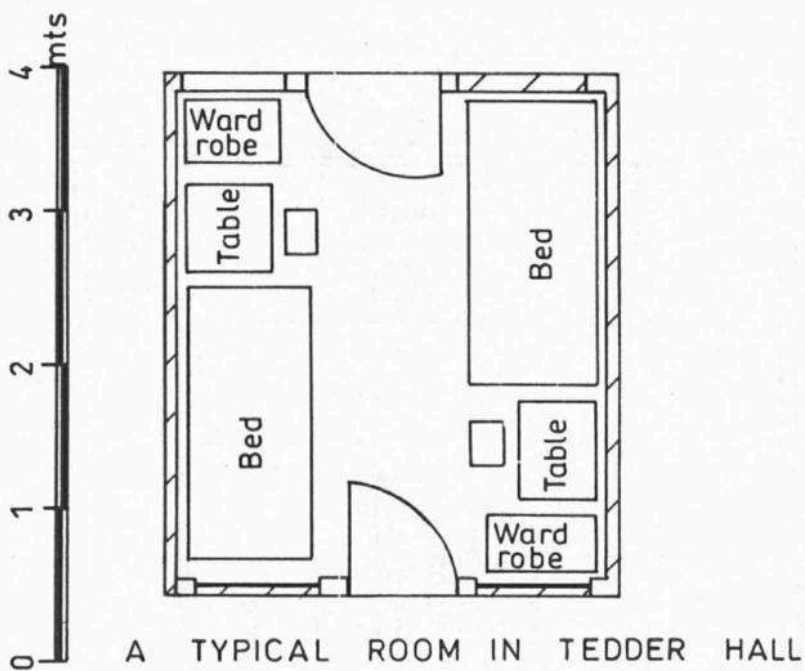
- 20 As a result of the history of the development of the university’s halls of residence, the design of the halls and by inference, the number of students each room can accommodate, vary. For example, at the initial stages of growth of the university, when the nation was still under colonial rule, foreign architects designed the halls. The older halls, such as Mellanby, Tedder, Kuti, Sultan Bello, and Queen Elizabeth, were designed by nonindigenous corporate architects – Messrs Maxwell Fry and Jade Drew – while Alexander Brown was designed by Messrs Watkin Gray and Partners as part of the overall design of the University College Hospital complex. The design of subsequent halls was handled by indigenous architects – Nnamdi Azikiwe and Independence halls by Messrs Design Group (Nig.) Limited and Awolowo Hall by Allied Architects. Another indigenous group, Messrs Aderale, Omisore Adebajo Associates designed Tafawa Balewa Hall.
- 21 Just as the designers of the halls reflected the political development of the nation, the capacities of the halls reflected the continuous increase in student enrolment in the university. While the rooms in most of the older halls such as Mellanby and Tedder were designed for a maximum of two students, the newer halls such as Independence and Zik were designed to accommodate between three to four students (see fig. 2a). This is also the case with the postgraduate halls. Balewa, the first postgraduate hall, was designed for single room occupancy, while the second hall, Awolowo, was designed for two persons per room, reflecting the rising number of postgraduate admissions.
- 22 The design capacity of these rooms were strictly adhered to by the university authorities in allocating students to rooms from 1952 – when some of them were built – until the 1970 academic session. It was about this time that the population of students exceeded the number of bedspaces. The student population that year was a little over 3,000.

Figure 2a. The Plan and Allocation of Space in the Halls of Residence



Source: Field Survey, 1995.

Figure 2b. The Plan and Allocation of Space in Halls of Residence



Source: Field Survey, 1995.

3.5 Mismatch between Student Admission and Bedspaces: The university's response

- 23 Between 1952, when the first hall of residence was opened, and 1987, when the last one was named, hall construction was taken as an integral part of university growth and development at the University of Ibadan. As student enrolment increased, new halls were constructed. Over time, however, this symmetry was disrupted as student admission soon outstripped student accommodation and limited funds precluded the university from constructing additional halls of residence. Gradually, the concept of a residential university became threatened. For example, as from the 1972/73 session, when the student population exceeded 4,000, the university authorities, for the first time, allowed some students to live off-campus. That was the genesis of off-campus accommodation in the institution.
- 24 As from that time, the authorities began to think of ways of increasing the number of students that could be accommodated in the existing halls of residence. These included: increasing the number of bedspaces per room; putting up wooden structures in some of the halls to serve as supplements to the existing blocks of rooms in the halls; and expanding the halls through the construction of additional blocks.
- 25 These innovations did not, however, help the situation much as student enrolment continued to soar. Accordingly, in the 1990/91 session, an increase from 2 to 3 bedspaces per room was implemented in the older halls such as Bello, Tedder, Mellanby and Kuti, while room occupancy ratio in both Independence and Nnamdi Azikiwe halls was increased from three students per room (instituted in the 1987/88 session) to four students per room. These increases were achieved by simply increasing the number of beds in the rooms and providing additional lockers for the students as depicted in figure 2a. The situation in the postgraduate halls however, remained the same as there were no increases in the number of occupants per room.
- 26 As though to compound the problems of the university administration, in 1990, three of the wooden structures constructed to augment accommodation in Queen Elizabeth Hall caught fire. The affected wing was completely burnt down in the inferno. Luckily, nobody was fatally hurt but this scared the administration sufficiently enough to order the demolition of all wooden structures in the halls of residence. Subsequently, the University allocated some blocks in Obafemi Awolowo Hall to the victims of the fire disaster. Although the rooms in Awolowo Hall were designed for only two bedspaces, the authorities directed that four students be accommodated in each room. As a result of this, pressure was mounted on the authorities to do the same with the remaining rooms. Suddenly, there was an increase in the number of students living off-campus involuntarily and these students responded to the situation in their own way – a way that probably caught the university administrators unawares.
- 27 To ease the tension created by the shortage of accommodation, the authorities resorted to the construction of additional blocks in the existing halls where land was still available. Additional blocks were thus constructed in Obafemi Awolowo, Idia and Queen Elizabeth halls. For example, in Awolowo Hall, the new blocks consisted of an additional 185 rooms each with four bedspaces. In Queen Elizabeth Hall, the two newly constructed blocks (called the 'white house' by the students) consisted of 40 rooms each

with four bedspaces. It seems, however, that these efforts, when we consider the number of students to be accommodated, are like a drop in the ocean.

3.6 Squatting and Racketeering: The paradox of students' reactions to the shortage of accommodation

- 28 The reality of residential accommodation on the university campus has become more mystified, perhaps convoluted by students' reactions to the shortages. Research results show that squatting and racketeering are pervasive among the students in their desperate quest to stay on campus at all costs. The simple law of demand and supply and/or the housing productivity theory could explain the rationale for the two. For example, if there were no shortages, the number of students would equal the number of bedspaces and there would be no need for squatting or racketeering. Similarly, according to the housing productivity theory, a good or decent housing unit with all necessary ancillary services and which is located in an environment that is conducive, is capable of increasing the productivity of its tenants. This is the commonly known but unstated reason why halls of residence are provided for students.
- 29 Moreover in Nigeria, and as Olojede (1985) noted, good housing is not readily available in the vicinity of the various institutions of higher learning and the housing market is so tight, especially for low-income earners. Students are disadvantaged competitors in such a housing market. Even when houses are found in the vicinity of these institutions, the houses are often not situated in environments that are conducive, or lack necessary ancillary services. These are the conditions that are present on the campus of the University of Ibadan. University accommodation is built with the sole aim of increasing students' productivity through closeness to all activity areas and also by generating a community spirit. Any attempt to take students away from this environment, especially in the absence of a comparable substitute, is usually resisted.
- 30 It is not surprising, therefore, that when student accommodation shortage was becoming problematic for the university authorities, a 'rationalization' process was instituted. This unwittingly gave rise to the problem of squatting and racketeering. The rationalization process was a means of legally decongesting the halls by giving certain categories of students preference without, in the administration's views, jeopardizing the productivity or academic performance of the students in their four-year undergraduate programme. Thus, fresh students are automatically entitled to accommodation in their first year. The rationale here is that, as freshmen coming from all over the country or the world, the first year on campus would help to settle and integrate them into the university and its larger environment. In their second and third years (or fourth year depending on the duration of the course), they are expected to stay off-campus, and return to the halls for accommodation in their final year. This would give the final year students the closeness to university facilities necessary to ensure that they do well in their final examinations and dissertations. It is for these same reasons that students want to stay on campus and will do anything to ensure this, including squatting and racketeering.

3.6.1 Squatting

- 31 The process of squatting is really easy. It derives in most part, from such institutions as the African extended family system, neighbourhood or township affiliations or even casual friendships. For about the first half of any new session, the accommodation issue is the object and subject of discussion among students. A student who has no accommodation but who has a brother or a sister who is a senior or a freshman is at an advantage. He/she simply asks his/her brother/sister to share his/her room. If he is civil enough, he asks for the cooperation of his roommates, who have probably asked for or will soon ask for the same favour from him. The request could come from a townsman during a student township association meeting. This is one of the functions of such township meetings or associations. Patronage of such meetings often depends on how helpful the older members are on accommodation issues. In the 1995/96 session, there was the unusual case of a female postgraduate student who had no housing for six weeks and her two townsmen had to vacate their room for her to sleep in at night while they intensified efforts to get her a place to squat.
- 32 A squatter simply brings a camp-bed or a 3 by 6 mattress places it on the floor and sleeps till morning. He either sleeps the afternoon and reads most of the night or comes in late, after most of his 'landlords' would have slept. He uses the wardrobe of the person who brought him to the room or, if he is lucky, he may get a small corner to place a wardrobe of his own. A squatter this session could be a landlord next year or at a future date to his brother, cousin or a distant relative of his former landlord. Thus, the cycle continues.
- 33 In most cases, the number of illegal occupants, called squatters, residing in the halls could be as high as the number of bonafide occupants. The number of occupants per room however varies between the halls. For example, our survey shows that in Nnamdi Azikiwe Hall, there is an average of three squatters in each room bringing the total number of students in each room to seven. What this implies is that 75 per cent of the legal occupants of rooms in the hall, which is 999, will live with an additional 749 students, making a total of 1,748 students. In Mellanby, however, it was found that an average of two squatters live in each of the rooms bringing the total number of inhabitants to four (table 3.4). Table 3.5 gives a time-dimensional perspective of the problem. It seems that Alexander Brown Hall is the least affected by the problem of squatting.
- 34 The additional wooden wardrobes provided in the rooms as a result of the increase in the number of occupants in some halls, also take up some space in the rooms. This reduces the available floor space as shown in figure 2a. A visit to the halls shows that the pattern of arrangement of the beds, tables and other furniture in the rooms varies markedly from room to room. Students are always after arrangements that will give them the optimum amount of floor space yet make the room look decent. This is a near-impossible task given the high residential density of the rooms as a result of squatting.

Table 3.4. Average Number of Squatters in the Halls (1993/94 session)

Halls	1993/94 session No. of students	Official no. of students per room	Average no. of squatters	Total no. of squatters	Total no. of students
Alexander Brown	800	2	0.15	60	860
Nnamdi Azikiwe	999	4	3	749	1,748
Idia	1,200	4	3	900	2,100
Independence	1,002	4	3	752	1,754
Kuti	633	3	2	422	1,055
Mellanby	514	2	2	514	1,028
Queens	598	4	3	449	1,047
Bello	453	3	2	302	755
Tedder	390	2	2	390	780
Balewa	206	1	1	206	412
Awolowo	1,132	3	3	1,132	2,264

Source: *Digest of Statistics, U. I., 1999.*

Table 3.5. Designed Capacity of the Halls and Number of Resident Students by Hall of Residence Over Time (1980-1995)

Halls	No. of bedspaces as designed	1980/81 No. of students	1981/82 No. of students	1982/83 No. of students	1983/84 No. of students	1984/85 No. of students	1991/92 No. of students	1992/93 No. of students	1993/94 No. of students	1994/95 No. of students
Alex Brown	733	729	729	729	729	729	800	800	800	-
Azikiwe	738	959	959	959	959	959	999	999	999	-
Idia	204	254	333	426	448	465	1,200	1,200	1,200	-
Inde.	710	935	935	954	935	1,001	1,002	1,002	1,002	-
Kuti	407	614	639	614	621	633	633	633	633	-
Mellanby	208	416	416	416	416	416	514	514	514	-
Queens	748	879	879	879	879	879	598	598	598	-
Bello	249	498	498	498	498	500	453	453	453	-
Tedder	195	389	389	389	390	390	390	390	390	-
Balewa (i)	206	206	206	206	206	206	206	206	206	-
Annex (ii)	80	80	80	80	80	80	-	-	-	-
Student Village (Awo)	294	-	-	294	294	294	1,132	1,132	1,132	-
Total	4,775	5,959	6,063	6,444	6,455	6,552	7,927	7,927	7,927	-

Note: The reduction in the number of bedspaces in some of the halls in the 1991/92 session is due to the demolition of the wooden structure. 1994/95 session was scrapped and merged with the 1995/96 session; and the number of bedspaces from 1993/94 session onwards remain unchanged officially.

Source: *Digest of Statistics, U. I. 1 (3) November 1985; Fieldwork, 1999.*

3.6.2 Racketeering

- 35 Perhaps the most baffling result of the accommodation problem is bedspace racketeering. Racketeering occurs when a (first or most often a final year) student is mistakenly allocated to more than one hall by the lodgings office. Sometimes, racketeering is triggered off by poverty. For example, a poor student with no financial aid of any type could decide to sell his legitimate bedspace and then squat with his friend in order to help finance his schooling.
- 36 In addition, some students (often called 'wuz up guys' by fellow students) who feel superior to other students usually refuse to reside in halls that are not centrally located. These are halls that are far from the Student Union Building (SUB), which is the hub of student activities (figure I). Occasionally, the number of students per room also influences some students to sell their legitimate bedspaces.
- 37 Students involved in this exploitation of their colleagues often take advantage of the acute shortage of accommodation and parents' anxiety to get their sons and daughters into safe accommodation within the campus, as well as ensure their academic success.

The charges for a bedspace, according to our study, vary between N 1,000 and N6,000. The amount charged is a function of the size of the room; the number of official occupants; and distance of the hall from the hub of the institution. A number of the students that were interviewed revealed that bedspaces in Mellanby, Tedder or Sultan Bello (fig. 1) cost between N1,000 and N2,500. The reason why they go for such high prices is that the number of legal occupants in the rooms is not more than two and as such, a relatively higher level of privacy can be enjoyed in these halls than in the larger halls such as Independence Hall, where the official number of bedspaces per room is four. Another reason is that these halls are the closest to most university activities. In Awolowo, Independence and Azikiwe halls (fig. 1), a bedspace sells for between N 1,000 and N 1,800. Racketeering is also rife in female halls and the selling price is steeply higher than in male halls. Female students were very reluctant to discuss the issue, but a reliable informant said that a bedspace in Queen's Hall, the most sought after by females, goes for about N6,000 and sometimes could be as high as N25,000.

- 38 The university is not unaware of this problem but students are unwilling to volunteer information on how they acquire the bedspace since that will also put them in trouble. In March 1992 however, luck ran out for some bedspace racketeers when the lodgings office detected cases of duplication in the names of students allocated to halls. The students involved were later arraigned before the university Disciplinary Committee and were found guilty of racketeering. They were summarily and promptly ejected from their halls of residence.
- 39 The increasing number of students in the halls, and more importantly squatting, has put a lot of strain on the residential infrastructure, making them break down frequently. This strain on residential infrastructure sometimes poses grave environmental hazards.

3.7 Student Population and Residential Facilities

- 40 All the residential halls built in the university were equipped with the basic facilities to help improve the standard of living of the students as well as enhance their welfare. The halls have the basic facilities that bring comfort, convenience, pleasure, satisfaction; and other favourable living conditions to enhance optimum productivity. Some of the facilities include pipe-borne water (boreholes and wells), electricity, laundry facilities, health facilities, cafeteria services, student markets, transport facilities, reading rooms, etc. When these facilities were installed, the authorities had not envisaged such a rapid increase in the student population (tables 3.1 and 3.2). As time went on, however, the number of students offered admission continued to grow without much expansion in the facilities.
- 41 The condition of these utilities continued to deteriorate as more pressure was mounted on them until some became overstretched and many others broke down. With the pitiable financial position of the institution, which is a reflection of the poor financial state of the nation, it has been difficult to put some of the facilities back on track. A good example is the central sewage system which has for a long time ceased to function because of blockages in the sewers. A synopsis of the condition of some of these facilities over time would be in order.

3.7.1 Water supply

42 Water supply was for a long time the main problem of the entire university, especially the student halls of residence. As the number of students offered admission increased dramatically, the demand for water increased correspondingly. Water supply became irregular and around 1979, the supply was completely cut off from the Eleiyele Water Works. The students faced serious hardship due to acute water shortage. To arrest this situation, most of the halls resorted to digging boreholes and wells. The boreholes project was contracted to the Geological Survey Unit. Each borehole supplied a volume of about 8,000 gallons of water daily (Fieldwork, 1999). The water obtained from this source was used for drinking and other domestic purposes. The wells, which were contracted to a professor of hydrology in the institution, were meant to supply water for flushing toilets, washing and other forms of cleaning. As a result of pressure caused by overpopulation in most of the halls. however, some of the wells became silted with sediment and ceased to function. As shown in table 3.6, Idia and Mellanby, which have a population of 1,200 and 514 respectively, each had one borehole. When the number of squatters is added to these figures (table 3.4), it is not surprising that the boreholes in both halls soon broke down irretrievably. The absence of water in the halls became very embarrassing to the authorities as the sanitary conditions in the halls became epidemic. It took a federal government hand-out of N20 million to commence and complete a new water project for the university. This was commissioned in 1991 and water now runs from taps regularly.

Table 3.6. Facilities in Relation to Student Population

Hall	Water		Laundry	Cafeteria	Electricity	Student pop
	Bore hole	Well				
Tedder	0	1	1	0	"	515
Independence	1	1	1	1	"	944
Idia	1*	2	0	1	"	1392
Azikiwe	1*	0	1	1	"	956
Mellanby		2	1	0	"	612
Bello	0	1*	1	0	"	453
Queens	0	2	0	1	"	805
Kuti		1*	1	0	"	558
Balewa	0	1	0	1	"	229
Awolowo	1	4	0	0	"	1,661
Alex Brown	-	-	-	-	"	617

Notes: Student population given above excludes squatters

*Well or borehole not functioning

Source: Field Survey (1999)

3.7.2 Electricity

- 43 Electricity supply in the halls is very regular, and when there is power failure the university's stand-by generator is often put to use. Due to overpopulation in the halls, however, the fuses are often overloaded and switch themselves off. This has turned many students into electricians overnight, a very dangerous act which could have disastrous consequences.

3.7.3 Health facilities

- 44 The health facilities, which are visibly overstretched, provide sanitary and community health services to the students, staff as well as spouses and children of members of staff. The clinic, located along Jaja Avenue (and thus called *Jaja*) is an 18-bed facility, and is open daily for consultation (fig. 1). At the time of this survey (June 1995), it had 9 doctors, 16 nursing sisters, 3 pharmacists and 2 laboratory staff. By December 1999, the number of doctors had increased marginally to 10, nurses 17, pharmacists 9 and laboratory staff 6.
- 45 When the ten medical doctors are matched with the entire student population of about 22,429 we have a doctor-student ratio of 1 to 2,243. In the past, a student's inability to pay for drugs was not enough reason not to get good medical care since that would eventually affect his/her productivity. Today, the increasing student population coupled with the country's economic predicament has reduced medical care in the clinic to a situation where drugs prescribed are bought by students either at the centre's chemist or elsewhere. Many times, however, and in spite of the economic situation in the country, the university still gives free drugs to students and staff when available.

3.7.4 Cafeteria services

- 46 Each hall of residence has its own catering facilities with a capacity for about 300 students. In 1972, the university developed the notion of having centralized catering services. The central cafeteria was completed on the 4th of January 1976. It was built to cater for 1,600 students. The food that was sold to students was heavily subsidized, until 1984 when the subsidy was removed. The central cafeteria and those of the halls are now operated by contractors. There is virtually no pressure on the cafeteria facilities. This is because over 70 per cent of the students in each hall cook for themselves. These students are humorously referred to as *anti-café*. Also, the presence of restaurants and student markets (*Black Market*) within the grounds of many halls further reduces the patronage of the cafeteria services.

3.7.5 Transportation services

- 47 This is more or less another central facility. It was first operated under the name 'Internal Transport Service' and later U. I. Ventures. Buses and taxis were provided and assigned to ply routes leading to the important centres such as halls, staff quarters, faculties and the administrative hub of the institution. The rapid increase in the population of students also affected the transportation service. The number of buses available was very small when compared to the student population. During the peak

periods, not less than 80 students could always be seen waiting for buses at the university gate. This was also the case at the halls, where the number of students waiting for transportation was always greater than the carrying capacity of the vehicles.

- 48 In order to reduce the problem of transportation within the university campus, the Students' Union Government introduced two types of taxi services – the smaller buses (Volkswagen Kombi and Toyota Liteace) and cars. These campus cabs are privately owned vehicles that are converted for transportation purposes. Usually, the charge is N5.00 for each trip. Motorcycles are also used in the evenings to convey passengers. They usually charge between N 10.00 and N20.00 depending on the destination and the time of day. Many students trek long distances almost everyday because of the inability of the transportation system to effectively cope with the student population and because of poverty.

3.7.6 Laundry services

- 49 Services provided by laundries are adequate. In most cases, they are underutilized. The reason is that most students, apart from the few affluent ones, wash and iron their clothes themselves. The laundries, however, are still in business because people from outside the campus who can afford their services patronize them.

3.8 Hall Administration

- 50 Three bodies, the Students Welfare Board, the Hall Management Committee and the Hall Executive Council, duly administer the halls of residence in the university. The Students Welfare Board (which is a staff/student board of the University Senate) has the responsibility for organizing, supervising and controlling activities in the halls of residence. The board is concerned solely with the general welfare of students.
- 51 The responsibility of the Hall Management Committee is to make general policies for social, intellectual and athletic activities that are designed to promote and develop the hall. The committee consists of the hall master (as chairman), the warden, the assistant wardens, the supervisor, the porters and selected student members of the hall. The hall master (just like the warden who assists him), is appointed by the Vice-Chancellor as the executive head of the hall and is responsible for the supervision and administration of the hall and all matters of discipline therein. The warden takes care of staff matters, finances and allocation of rooms to students. The committee convenes once in a month to deliberate on hall matters as well as make recommendations to the Students Welfare Board on student matters.
- 52 The last of the administrative bodies of the halls is the Hall Executive Council, which consists wholly of students who are elected into offices by the student members of the hall. The Council sees to cleanliness of the hall facilities, security of lives and property in the hall, among other things.
- 53 The university also assigns staff such as porters, supervisors and cleaners to each hall. These people work hand in hand with the Hall Management Committee. Staff strength varies from one hall to the other, depending on the size of the hall. This was before the 1993/94 session when the university contracted out cleaning services to private

contractors. Presently, no hall has more than 15 members of staff employed by the university.

3.8.1 The hall maintenance process and hall finances over time

- 54 The University of Ibadan has a maintenance department that is responsible for the repair of damaged facilities, such as plumbing works, carpentry works and electrical facilities, in any of its buildings. When a fault is detected in any of the hall facilities, the hall in question has to make a telephone call or send a message to the maintenance department, which then sends some technicians to effect the repair or replace the necessary parts. In the past, the department was responsible for the cost of spare-parts that were replaced. The trend now however, is that if a facility is to be repaired, the hall will be responsible for the cost of spare parts while the university, through the maintenance department, pays for the workmanship. This, however, excludes capital projects like painting the entire hall or replacement of all water pipes.
- 55 Prior to 1991, the cleaning of the halls was the responsibility of the Maintenance Department, which assigned staff to the halls. Over time, these university employees constituted themselves into semi-gods through the constant declaration of trade disputes with the university, often in anticipation of support from students who would want their halls cleaned. Added to this were the constant complaints about the quality of their work. The halls were not properly cleaned and they were visibly filthy. Apparently, the employees were cleaning the halls as if they were 'doing government jobs', a euphemism which denotes laziness and nonchalance. They argued that 'you do not sweat doing government job'. Perhaps more worrisome to the university was their constant disruption of university life (social and academic) during their industrial disputes which often endangered life and property.
- 56 Apparently fed up with all these complaints, the university decided to contract out the cleaning of the halls of residence to private cleaning contractors, a system that had been tried with significant success in a few other universities. Thus, in 1991, a substantial part of the halls' maintenance, especially all aspects of cleaning, was contracted out to private contractors. It was then the responsibility of the company to hire and fire its employees as it deemed fit so long as the assigned halls were kept clean. The result of this long overdue experiment has been very beneficial to the environmental health of the hall residents. Complaints have been minimal and promptly taken care of.
- 57 The university authorities took care of the cleaning of the halls, and allocated funds accordingly. Over time, however, as the student population increased and financial allocation to the university from the federal government decreased, the halls had to find ways to source for funds to meet sundry needs. For example, in 1980, about N 13,000 was given to various halls as the year's subvention. This was later reduced to N6,000 in the subsequent years until virtually nothing was forthcoming. In order to meet sundry needs, therefore, some funds had to be generated. One source of funds is the levies imposed on members of the halls. Tagged 'hall dues', it is a voluntarily compulsory due payable at the beginning of each session. The amount, which ranges between N90 and N290, varies from one hall to the other. For example, while each student in Independence and Azikiwe halls pays N200, in Awolowo Hall, a sum of N290 is charged per student. The due is higher in Balewa because it is a postgraduate

hall. The postgraduate students residing in Awolowo Hall also pay this same amount. Students who are bonafide members of each hall but who are non-resident that session are charged an off-campus fee of between N 10 (undergraduate) and N15 (postgraduate). In addition, there could be special levies for hall activities and these are payable by all.

- 58 One other way by which the halls generate is through the rents charged for shops put up in the halls. Some halls such as Independence, Obafemi Awolowo, Queens, Nnamdi Azikiwe, Bello and Meilanby have a number of shops which are rented out to petty traders and retailers selling provisions, snacks and soft drinks, books and other items of benefit to the students. Also, some rooms on the ground floor in some of the halls are very large and these are converted for use as restaurants, hair and barbing salons, typing pools and photocopying offices. Our research shows that people are charged between N40.00 and N 100.00 per month. The money, when collected, is used for maintaining the halls as well as financing any minor projects embarked upon by the halls.

Chapter Four

Empirical Findings

p. 61-85

4.1 Introduction

- 1 This chapter presents detailed findings of the survey of student on- and off-campus accommodation at the University of Ibadan. As noted in the methodology section of chapter one, this research was carried out in two phases. While chapter three presents the results of the first phase, chapter four presents the empirical evidence used for the various observations made in chapter three. It presents facts and figures about the students themselves, their characteristics, housing preferences, problems, aspirations, the effects of inadequate accommodation on the health and on the academic performance of students, etc.

4.2 General Characteristics of Students

- 2 The general characteristics of the students surveyed show that male students (75.35 %) outnumber their co-eds (24.65 %) (see table 4.1). This is also reflected in the larger number of male halls (6) compared to female halls (2) in the university. The two postgraduate halls house both female and male students. The gender gap among the students who reside in private accommodation within the university campus is less pronounced with 53.65 per cent for male students compared with 46.35 per cent for female students.

Table 4.1. Sex of Respondents

Sex	On-campus halls	Private accommodation	Total
Male	324 (75.351)	228 (53.65)	552 (64.56)
Female			

	106 (24.65)	197 (46.35)	303 (65.44)
Total	430 (100.00)	425 (100.00)	855 (100.00)

Note: Figures in parentheses are column percentages.

Source: Fieldwork, 1999.

Table 4.2. Types of Students

Type of student	On-campus halls	Private accommodation	Total
Fresh students	116 (26.98)	72 (16.94)	188 (21.99)
'Stale' students	215 (50.00)	282 (66.35)	497 (58.13)
Final year students	37 (8.60)	61 (14.35)	98 (11.46)
PG students	62 (14.42)	10 (2.35)	72 (8.42)
Total	430 (100.00)	425 (99.99*)	855 (100.00)

Note: Figures in parentheses are column percentages.

* Did not add up to 100 % due to rounding error.

Source: Fieldwork, 1999.

- 3 A cursory look at table 4.2 shows that a higher proportion of 'fresh' (first year) students stayed in the halls of residence. Of the total number of students living on-campus, over a quarter of them (26,98 %) were first year students while the corresponding percentage for those that live in private accommodation within and outside the campus was 16.94. As much as 61.70 per cent of the 188 first year students surveyed, stayed in the halls of residence, while 38.30 per cent lived in private accommodation on and off-campus. This is not surprising in view of the fact that the university authorities give preference to fresh students in the allocation of bedspaces in the halls.
- 4 For the final year students, however, it was quite surprising that a smaller percentage lived in the halls of residence, especially as final year students are, as a rule, provided 'automatic' accommodation in the halls of residence. It is assumed that the halls of residence provide a conducive environment for studies, especially for final year students who need to be close to university facilities.
- 5 Table 4.3 presents an interesting picture. It shows that there was no significant difference between the responses of students that live in university halls and those that reside in private residences on- and off-campus when they asked whether they had any close relations in Ibadan. It was expected that students who have relations in Ibadan would prefer to stay off-campus.

Table 4.3. Presence of Extended Family Member with Whom Students Could Live in Ibadan

Any close relations?	On-campus halls	Private accommodation	Total
Yes	289 (67.21)	283 (66.59)	572 (66.90)
No	141 (32.79)	142 (33.41)	283 (33.10)
Total	430 (100.00)	425 (100.00)	855 (100.00)

Note: Figures in parentheses are column percentages.

Source: Fieldwork, 1999.

4.3 Residential Characteristics and Behaviour of Students in University Halls of Residence

4.3.1 Accommodation status of students

- 6 The status of the students who reside in the university halls of residence is shown in table 4.4. The students who were officially allocated bedspaces in the halls of residence, that is, those referred to as *landlords*, constituted 57.44 per cent, while those who were not allocated bedspaces but who secured hall accommodation by some arrangement, that is, the *squatters*, constituted as much as 42.56 per cent. This indicates that about 4 out of every 10 students; in the university halls of residence were squatters. This has implications with respect to pressure on the facilities and the hygiene of the halls of residence.

Table 4.4. Ownership of Accommodation

Status	No. of students	%
Landlord	247	57.44
Squatter	183	42.56
Total	430	100.00

Source: Fieldwork, 1999.

- 7 From table 4.5, it can be observed that 68.6 per cent of the students surveyed had secured accommodation in a hall of residence at some time in the past. Over 30 per cent, however, had never been offered accommodation.

4.3.2 Squatting in university halls of residence

- 8 This research endeavoured to find out how the squatters secured their accommodation. Recall that over 40 per cent (table 4.4) of the students who lived in the university halls were squatters.

Table 4.5. First Time of Securing Accommodation?

	No. of students	%
Yes	135	31.40
No	295	68.60
Total	430	100.00

Source: Fieldwork, 1999.

- 9 It was observed that squatters generally use an informal approach to secure their bedspaces (table 4.6). Well over half (57.92 %) of the squatters secured their bedspaces through friends, while 18.58 per cent secured their spaces through colleagues. A considerable number of squatters (10.93 %) secured their bedspaces through ‘brethren’ in religious fellowships. While some got their spaces through relatives (4.92 %) and members of their township associations (1.09 %); others got their spaces through direct contact with ‘landlords’, or through what they considered to be sheer luck.

Table 4.6. How Squatters Secured Accommodation

S/N	Method of securing accommodation	No. of students	%
1.	Through friends	106	57.92
2.	Through colleagues	34	18.58
3.	Through religious fellowships	20	10.93
4.	Through relatives	9	4.92
5.	Arrangement with landlords	5	2.73
6.	On invitation of landlord	1	0.55
7.	Sheer luck	6	3.28
8.	Townsmen	2	1.09
	Total	183	100.00

Source: Fieldwork, 1999.

- 10 Most of the squatters had squatted more than once. Nearly 58 per cent of the squatters were not squatting for the first time (table 4.7). When compared with the information in table 4.8, as much as 67 per cent of the squatters had never been officially allocated bedspaces in any of the halls of residence. It seems that students who were disposed to squatting had track records of either having been squatters themselves or having hosted squatters. For example, 34.97 per cent of the squatters had had squatters during

their previous accommodations (table 4.9) and the number of squatters varied (table 4.10). A few of them (13.11 %) had squatted their current 'landlord' in the past (table 4.11). This showed that many students try to build up goodwill by taking on one or more squatters if they are able to secure accommodation, with the hope that they too would find someone to squat with during the time they are unable to secure accommodation.

Table 4.7. First Time of Squatting?

	No. of students	%
Yes	78	42.62
No	105	57.38
Total	183	100.00

Source: Fieldwork, 1999.

Table 4.8. Ever Secured Regular Accommodation?

	No. of students	%
Yes	60	32.79
No	123	67.21
Total	183	100.00

Source: Fieldwork, 1999.

Table 4.9. Whether Student Had a Squatter during Previous Accommodation

	No. of students	%
Had squatter	64	34.97
Did not have squatter	119	65.03
Total	183	100.00

Source: Fieldwork, 1999.

Table 4.10. Number of Squatters Had during Regular Accommodation

No of squatters	No. of students	%
1 Squatter	34	53.12

2 Squatters	30	46.88
Total	64	100.00

Source: Fieldwork, 1999.

Table 4.11. Role Reversal: Whether Squatted Current Landlord

Squatted current landlord?	No. of students	%
Yes	24	13.11
No	159	86.89
Total	183	100.00

Source: Fieldwork, 1999.

- 11 It was discovered that some squatters pay for their squatting spaces. The survey revealed that 38.25 per cent of the squatters, paid for their squatting spaces (see table 4.12). Virtually all the 'squatters' paid higher rates than the official accommodation fees of N90.00 for undergraduates and N 130.00 for postgraduate students.
- 12 Squatting has social, physiological and psychological consequences. Although 56.28 per cent of the respondents (table 4.13) felt indifferent about the fact that they were squatting, about a fifth (21.86 %) of the squatters felt ashamed. The squatters that felt indifferent and those had no response apparently had little or no alternative to squatting.

Table 4.12. Payment for Squatting Space

Amount paid (N)	No. of students	%
Nil	113	61.75
200	61	33.33
500	8	4.37
700	1	0.55
Total	183	100.00

Source: Fieldwork, 1999.

Table 4.13. Squatter's Sense of Self-esteem

S/N	Feeling	No. of students	%
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1.	Ashamed	40	21.86
2.	Indifferent	103	56.28
3.	Proud	14	7.65
4.	No response	26	14.21
	Total	183	100.00

Source: Fieldwork, 1999.

- 13 Table 4.14 shows squatters opinion of conditions in the rooms. Apart from the 49.73 per cent squatters who claimed they had enough rest at night, over half of the squatters (54.47 %) claimed that they did not have enough rest during the day; 54.10 % did not have adequate space to keep their belongings, 71.58 % had no privacy and 56.83 % did not have enough time for serious academic work. If the squatters who did not respond were also part of the group of squatters that did not enjoy any conveniences, then it can be deduced that squatting is truly pathetic and detrimental to their academic performance.

Table 4.14. Physiological and Psychological Characteristics of Squatters

Type of Action	Yes	No	No Response	Total
Enough rest at night?	91 (49.73)	86 (47.00)	6 (3.27)	183 (100.00)
Enough rest during the day?	69 (37.70)	107 (54.47)	7 (3.83)	183 (100.00)
Adequate space for belongings?	77 (42.07)	99 (54.10)	7 (3.83)	183 (100.00)
Enough privacy?	35 (19.12)	131 (71.58)	17 (9.30)	183 (100.00)
Enough time for serious academic work	64 (34.97)	104 (56.20)	15 (8.20)	183 (100.00)

Note: Figures in parentheses are row percentages.

Source: Fieldwork, 1999.

- 14 It was therefore logical to examine why students still squat. Table 4.15 shows the various reasons why squatters prefer squatting in the university halls to securing private accommodation within or outside the university campus. Some of the reasons given were obvious such as inadequate accommodation on campus (15.85 %), availability of regular supply of facilities (9.84 %), proximity to educational facilities (11.47 %), less expensive cost of accommodation and allied facilities (11.47 %), facilitates academic work (8.74 %) accessibility to latest information and 'campus life' (1.64 %) and facilitates interaction between students (5.46 %), among others.

Table 4.15. Reasons Why Students Prefer Squatting

S/N	Reasons	No. of students	%
1.	Inadequate accommodation	29	15.85
2.	Regular supply of basic utilities	18	9.84
3.	Access/proximity to educational facilities	21	11.47
4.	Spiritual upliftment	17	9.29
5.	Time and distance factors	11	6.01
6.	Facilitation of academic work	16	8.74
7.	Interaction between students	10	5.46
8.	Reduces academic and other stresses	6	3.28
9.	Avoidance of problems of off-campus landlords and landladies	4	2.19
10.	Promotes punctuality	5	2.73
11.	Promotes socialization	1	0.55
12.	Less expensive	21	11.47
13.	Less risky	6	3.28
14.	Access to latest information and campus life	3	1.64
15.	No immediate reason	15	8.20
	Total	183	100.00

Source: Fieldwork, 1999.

4.4 Living Conditions in the Halls of Residence

- 15 The general living conditions in the university halls of residence are examined with particular reference to room occupancy ratio and facilities. Table 4.16 shows the number of students statutorily allocated to each room in the halls of residence. The postgraduate halls usually have one to two postgraduate students per room. Rooms allocated to four students were the most common in the undergraduate halls of residence. About 45 per cent of the students lived in such rooms. A closer look at table 4.17, however, reveals that students flagrantly alter these statutory figures.

Table 4.16. Number of Students Statutorily Allocated to Rooms

No. of students allocated	No. of students (respondents)	%
1	42	9.8
2	84	19,5
3	70	16.3
4	196	45.6
5	10	2.3
No Response	28	6.5
Total	430	100.00

Source: Fieldwork, 1999.

Table 4.17. Number of Students that Sleep in Rooms at Night

No. of students	Frequency	%	Cum. %
1	37	8.6	100.0
2	43	10.0	91.5
3	54	12.6	81.5
4	57	13.3	68.9
5	31	7.2	55.6
6	49	11.4	48.4
7	24	5.6	37.0
8	49	11.4	31.4
9	20	4.7	20.0
10	26	6.0	15.3
11	–	0.0	9.3
12	16	3.7	9.3
No Response	24	5.6	5.6

Total	430	100.0	-
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Average Occupancy ratio = 5.31 students per room.

Source: Fieldwork, 1999

- 16 A comparison of tables 4.16 and 4.17 shows that out of the 42 rooms which were statutorily allocated one student per room, 37 actually had one student. Of the 84 rooms to which two students were allocated, 43 actually housed two students, while the remaining 41 rooms (49 %) now house more than two students. Similarly, of the 196 rooms which were allocated four students per room only 37 rooms actually had four students, while the remaining 139 rooms (71 %) accommodated more than four of students. It was observed that as many as 48.4 per cent of the students occupied rooms which house at least six students while as much as 20 per cent of the students lived in rooms where at least nine students slept at night. The average room occupancy ratio is 5.31 students per room, which should be a cause for serious concern, especially with respect to the health of students, their privacy, academic performance, convenience, and the pressure on facilities in the halls.
- 17 Going by the rather high room occupancy ratio presented above, the results contained in table 4.18 will not be surprising. The students assessed the hall facilities by indicating what they perceived to be the state of each identified facility on a five point scale ranging from very poor to very good. A cursory look at table 4.18 and a quick summation of the two columns of 'very poor' and 'poor' reveal that the facilities in the university halls of residence leave a lot to be desired. Apart from the electricity supply which about 13.0 per cent of the students ranked as very poor or poor, such basic amenities as toilets (48.9 %), bathrooms (39.1 %), sanitation (32.5 %), and water (20.3 %) were ranked as very poor or poor. Other facilities such as transportation (38.8 %), laundry (40.2 %), cafeteria (40.3 %) and health (first aid) facilities (44.4 %) were also ranked as very poor or poor. The average gross assessment of all the facilities indicates that as many as 35.3 per cent of students assessed their hall facilities as very poor or poor. The unsatisfactory condition of hall facilities could be due to a variety of reasons ranging from the poor financing of the university by the federal government and improper management and maintenance of the halls by the university authorities to the careless use or overuse of these facilities by students.

Table 4.18. Evaluation of Halls Facilities

FACILITY	V. POOR	POOR	FAIR	GOOD	V. GOOD	NO RESPONSE	TOTAL
Toilets	140 (32.6)	70 (16.3)	145 (33.7)	43 (10.0)	21 (4.9)	11 (2.6)	430 (100)
Bathrooms	70 (16.3)	98 (22.8)	164 (38.1)	75 (17.4)	14 (3.3)	9 (2.1)	430 (100)
Water Supply	36 (8.4)	51 (11.9)	13 (49.5)	107 (24.9)	14 (3.3)	9 (2.1)	430 (100)
Electricity	19 (4.4)	37 (8.6)	155 (36.0)	186 (43.3)	25 (5.8)	8 (1.9)	430 (100)
Sanitation	41 (9.5)	99 (23.0)	159 (37.0)	97 (22.6)	21 (4.9)	13 (3.0)	430 (100)
Laundry	71 (16.5)	102 (23.7)	139 (37.0)	69 (16.0)	7 (1.6)	42 (9.8)	430 (100)
Cafeteria	79 (18.4)	94(21.9)	136 (31.6)	75 (17.4)	11 (2.6)	35 (8.1)	430 (100)
Health (First Aid)	78 (18.1)	113 (26.3)	133 (30.9)	50 (11.6)	7 (1.6)	49 (11.4)	430 (100)
Transportation	58 (13.5)	109 (25.3)	149 (34.7)	73 (17.0)	10 (2.3)	31 (7.2)	430 (100)
Avg %*	(15.3)	(20.0)	(36.0)	(20.0)	(3.4)	(5.3)	(100)

Note: Figures in parentheses are percentages.

Source: Fieldwork, 1999.

- 18 Despite the poor condition of the hall facilities, most students (69.3 %) in the halls of residence had never stayed off-campus (table 4.19). The majority of students (69.3 %) who did not secure accommodation in the halls of residence sought alternative accommodation on campus (see table 4.20).

Table 4.19. Whether Respondent Ever Stayed Off-Campus

Ever stayed off campus?	No. of students	%
Yes	96	22.3
No	298	69.3
No response	36	8.4
Total	430	100.0

Source: Fieldwork, 1999.

Table 4.20. Where Respondent Stayed When He/she Did Not Stay Off-Campus

Where stayed	No. of students	%
Religious area	101	34.0

U. I. staff area	156	52.3
Classroom	1	0.3
Reading room	1	0.3
No response	39	13.1
Total	298	100.0

Source: Fieldwork, 1999.

4.5 The Management of University Halls of Residence

- 19 A considerable proportion (49.3 %) of students considered the current university hall management structure inappropriate (table 4.21). Other students (31.6 %) considered the existing structure appropriate.
- 20 In spite of the observed lapses in the hall management structure, however, a large proportion (73.49 %) of the students still supported on-campus accommodation (table 4.22). A small proportion (12.79 %) of students did not support on-campus accommodation (table 4.22).

Table 4.21. Appropriateness of Current Hall Management Structure

Management structure	No. of students	%
Appropriate	136	31.6
Not appropriate	212	49.3
No response	82	19.1
Total	430	100.00

Source: Fieldwork, 1999.

Table 4.22. Support for On-Campus Student Residence

Ever Stayed Off-Campus?	Support on-campus residence			Total
	Yes	No	No Response	
Yes	58 (60.42) 18.35*	15 (15.62) 27.27*	23(23.96) 38.98*	96 (100.00)
No	236 (79.20) 74.68*	37 (12.41) 67.27*	25 (8.39) 42.37*	298 (100.00)
No Response	22 (61.11) 6.97*	3 (8.33) 5.46*	11 (30.56) 18.65*	36 (100.00)
Total	316 (73.49) 100*	55 (12.79) 100*	59 (13.72) 100*	430 (100.00)

Note: (1) Figures in parentheses and asterisked figures are percentages.

Source: Fieldwork, 1999.

- 21 Some of the reasons (see table 4.23) given by the students for supporting on-campus accommodation include savings made in terms of money and time (26.9 %), conducive environment for learning (25.6 %), adequate supply of utilities (19.6 %), other factors such as security and enforcement of the rights of students (6.3 %), and the avoidance of societal vices and epileptic supply of utilities outside the university campus (0.9 %).
- 22 The major reasons given for opposing on-campus accommodation (see table 4.24) include lack of security of life and property, especially in view of the increasing wave of cultism on campus (49.12 %), overpopulation (excessively high room occupancy ratio) and the generally unhygienic environment (38.60 %).

Table 4.23. Reasons for Supporting On-Campus Residence for Students

S/N	Reasons	Frequency	%
1.	Adequate supply of utility services	62	19.6
2.	Cost, time and distance Factors	85	26.9
3.	Conducive environment for learning	81	25.6
4.	Agency of socialization	32	10.1
5.	Reduces student accommodation problem	5	1.6
6.	Spiritual upliftment and psychological advantage	2	0.6
7.	Accessibility to institutional facilities	3	0.9
8.	Quicker information dissemination	1	0.3
9.	Provide opportunity to attend lectures	22	6.9
10.	Security and rights of the students	20	6.3
11.	Avoidance of societal vices and poor power supply	3	0.9

	Total	16	100.0
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Source: Fieldwork, 1999.

Table 4.24. Reasons for not Supporting On-Campus Students' Residence

S/N	Reasons	No. of Students	%
1.	Overpopulation and unhygienic environment	44	38.60
2.	Security reasons	56	49.12
3.	Individual choice	14	12.28
	Total	114	100.00

Source: Fieldwork, 1999.

- 23 Considering the fact that university halls of residence are not properly managed and that students are overwhelmingly desirous of living on campus, this study sought to know students' reactions to the possibility of introducing private or quasi-private agencies to manage the halls of residence. Student responses, presented in table 4.25 show that a larger percentage of the students (50.70 %) opposed the idea of private agencies managing the university halls. Even students that had lived off-campus (46.88 %) opposed the idea. However, 30 per cent of all the students supported private/quasi-private management of university halls of residence. Some of the reasons given by students who supported such an arrangement are: better hall management, improved living conditions and lower cost of accommodation (65.9 %), reduction in the university authorities' influence and greater accountability (25.2 %) (see table 4.26). Other reasons include, the possibility of ensuring equal housing opportunities (3.4 %) and knowing who to hold responsible if anything goes wrong (1.3 %).

Table 4.25. Support for Private/Quasi Private Management of Halls of Residence

Ever stayed off-campus?	Support private management?			Total
	Yes	No	No response	
Yes	25 (26.04) 19.38*	45 (46.88) 20.64*	26 (27.08) 31.33*	96 (100.00)
No	92 (30.87) 71.32*	168 (56.39) 77.06*	38 (12.75) 45.78*	298 (100.00)
No Response	12 (33.33) 9.30*	5 (13.89) 2.30*	19 (52.78) 22.89*	36 (100.00)
Total	129 (30.00)	218 (50.70) 100.00*	83 (19.30) 100.00*	430 (100.00)

Note: Figures in parentheses are column percentages.

Figures with an asterisk are row percentages.

Source: Fieldwork, 1999.

- 24 Some of the reasons given by students who supported such an arrangement are: better hall management, improved living conditions and lower cost of accommodation (65.9 %), reduction in the university authorities' influence and greater accountability (25.2 %) (see table 4.26). Other reasons include, the possibility of ensuring equal housing opportunities (3.4 %) and knowing who to hold responsible if anything goes wrong (1.3 %).
- 25 Students who vehemently opposed the introduction of private management of student halls, however, believed that such a move would encourage marginalization and exploitation of students (63.0 %), and favouritism in the allocation of bedspaces (14.5 %) (table 4.27). A few others believed that the university authorities and students could still successfully manage the halls of residence (7.6 %), while others (5.1 %) felt that private agencies would mismanage the halls. Some students said that since the institution is a federal university, there was no need for private management (2.5 %), while others felt that management of the hall by the university authorities would ensure uniformity of management and facilities in all halls of residence (2.1 %).

Table 4.26. Reasons for Supporting Private/Quasi Private Management of Hall

S/N	Reasons	Frequency	%
1.	Better hall management, living conditions*and lower cost	97	65.9
2.	Would reduce authority's influence and promote accountability	37	25.2
3.	Ensures equal housing opportunity	5	3.4
4.	Exposure of school authority's weakness	1	0.7

5.	Security, cheaper cost and punctuality in class	1	0.7
6.	Privatization will bring about seriousness	1	0.7
7.	If anything goes wrong, students will know who to hold responsible	2	1.3
8.	Provision of accommodation at subsidized rate	1	0.7
9.	Privacy	1	0.7
10.	Enables private investors to enforce more discipline	1	0.7
	Total	147	100.00

Note: Some students who did not respond either yes/no to the question apparently must have included their reasons.

Source: Fieldwork, 1999.

Table 4.27. Reasons for Not Supporting Private/Quasi Private Management of Halls

S/N	Reasons	Frequency	%
1.	Marginalization and exploitation of students	148	63.0
2.	U1 authority and students can still handle the hall management	18	7.6
3.	Mismanagement	12	5.1
4.	Favouritism in the allocation of bedspaces	34	14.5
5.	No need since the school is a federal school	6	2.5
6.	Present mode of management is all right	3	1.3
7.	Accommodation will become means of segregation	2	0.9
8.	Uniformity of purposes in all the halls	5	2.1
9.	Reduces accommodation fees and exploitation of students	2	0.9
10.	Promotion of social clubs	1	0.4
11.	Bound to worsen situation	1	0.4
12.	Augment annual subvention	3	1.3
	Total	235	100.00

Note: Some students who did not respond Yes/No to the question apparently must have added their reasons.

Source: Fieldwork, 1999.

- 26 Over three-quarters (76.7 %) of the students said they would not be willing to pay more than N500 for a bedspace per session (table 4.28) if the halls were managed by private or quasi private agencies. Less than 20 per cent of students were willing to pay more than N 1,000, while about 16 per cent were willing to pay more than N2,000 per bedspace per session.

Table 4.28. Amount Students are Willing to Pay for Hall Accommodation Managed by Private/Quasi Private Management

Amount (N)	No. of students	%	Cum. %
0 - 250	4	0.9	0.9
251 - 500	326	75.8	76.7
501 - 750	0	0.0	76.7
751 - 1000	17	3.9	80.6
1001 - 1250	4	0.9	81.5
1251 - 1500	2	0.5	82.0
1501 - 1750	0	0.0	82.0
1751 - 2000	8	1.9	83.9
2001 - 2500	0	0.0	83.9
2251 - 2500	13	3.0	86.9
No response	56	13.0	100.00
Total	430	100.00	-

Source: Fieldwork, 1999.

4.6 General Opinion of Students about On-campus Accommodation

- 27 Majority of students enjoy living on campus for different reasons. These are shown in table 4.29. A large proportion of these students enjoyed interacting with people of diverse disciplines and backgrounds (23.7 %). Furthermore, 13.5 per cent of the students said they enjoyed adequate supply of water, electricity and other university facilities, while 4.9 per cent enjoyed living in the university environment because it was conducive to learning and research. About 4.2 per cent stated that living on campus was less expensive while 2.1 per cent said that it helped them cultivate the habit of tolerating other people. About 6.7 per cent felt they were privileged to freely participate in and carry out their religious activities.

Table 4.29. What is Enjoyed Most On Campus

S/N	What is enjoyed	Frequency	%
1.	Adequate supply of water and electricity	58	13.5
2.	Access and closeness to institutional facilities	58	13.5
3.	Privilege to participate in different religious activities	29	6.7
4.	Easy mobilization of students for a common purpose	1	0.2
5.	Interaction with people of diverse disciplines and backgrounds	102	25.7
6.	Closeness to friends	1	0.2
7.	Constant power supply	2	0.5
8.	Conducive environment for learning and research	21	4.9
9.	Campus life and privacy	18	4.2
10.	Help to develop habit of tolerance and safety factor	9	2.1
11.	Less expensive and time	11	2.6
12.	Promotion of immoral acts	1	0.2
13.	Relative freedom/ privacy of individuals	2	0.5
14.	Less distraction	1	0.2
15.	No, response	116	27.0
	Total	430	100.0

Source: Fieldwork, 1999.

- 28 In spite of the various facilities enjoyed by students who live on campus, many students still expressed some reservations (table 4.30). Overcrowding, poor sanitation and lack of privacy (18.6 %) topped the list of problems which caused students some concern. A number of students (14.0 %) were worried about the increasing level of moral decadence among students. Another 2.3 per cent of the students were apprehensive about security on campus, especially because of the menace of cultism, the problem of noise pollution from students' stereo sets, and the seemingly uncontrolled activities of various religious groups in the halls of residence. About 6 per cent, however, had no reservations about living on campus.
- 29 Table 4.31 shows additional comments volunteered by students about accommodation within the university. Although, a little more than half of the students made no additional comments, the suggestions that were made were mainly about improving the standard of living in the halls of residence. Some students suggested the provision

of adequate facilities and improving management of these halls (23.5 %), while others (1.6 %) condemned the use of mobile policemen to eject students from the halls during crises. A couple of students (1.6 %) advocated moderate and realistic accommodation fees while others (1.4 %) called for preferential treatment of final year students. Other suggestions included the need to improve sanitation on campus (1.2 %), the need to regulate students' lifestyles (0.5 %) and the need to improve the relationship between the university authorities and students (0.7 %).

Table 4.30. Reservations about On-Campus Living

S/N	Comments	Frequency	%
1.	Moral decadence	60	14.0
2.	Overcrowding, sanitation problem, lack of privacy, health problem	80	18.6
3.	Inadequate hall of residence/expensive and uncomfortable	8	1.9
4.	Loose security, noise pollution and much of religious activities	10	2.3
5.	Warden-students relationship is autocratic	4	0.9
6.	Poor condition of hall facilities	8	1.9
7.	Mixture of male and female students at Awo Hall	2	.5
8.	Halls are more expensive, discourages association	5	1.2
9.	Source of urban violence and health hazards	3	.7
10.	Breach of the accommodation terms by school authority	3	.7
11.	On-campus living is sometimes stressful	3	.7
12.	No reservations	25	5.8
13.	Bad attitude of end users	2	.5
14.	Allocation of bedspaces	2	.5
15.	Intra-campus communication and favouritism	1	.2
16.	No response	214	49.8
	Total	430	100.00

Source. Fieldwork, 1999.

Table 4.31. General Comments about University Hall Accommodation

S/N	Comments	Frequency	%
1.	Provision of and better management of halls of residence	101	23.5
2.	Use of mobile policemen to eject students must stop	7	1.6
3.	Charge of moderate and realistic accommodation fees	7	1.6
4.	Appoint competent people to manage halls	7	1.6
5.	Preferential treatment should be given to new and final year students	6	1.4
6.	Regulate religious activities; provide first aid	2	0.5
7.	Improve standard of Nigerian universities	3	0.7
8.	Students' way of life	2	0.5
9.	Sanitation of the environment	5	1.2
10.	Proper allocation of bedspaces	5	1.2
11.	Cultism should be checked	2	0.5
12.	Improve authority-students relationship	3	0.7
13.	Harassment, poor supply of utilities	4	0.9
14.	Sound overall economy	3	0.7
15.	Overcrowding, inadequate mattresses and poor sanitation	3	0.7
16.	Concentration on one's studies, social interaction and information	15	3.5
17.	Structural transformation of the Nigerian society at large	1	0.2
18.	Proper utilization of hall dues, eradication of municipal fee	2	0.5
19.	Adequate security should be provided	2	0.5
20.	Economy of time, distance, energy, etc.	1	0.2
21.	Students should come together to fight for a common right	1	0.2
22.	No response	248	57.7
	Total	430	100.00

Source: Fieldwork, 1999.

Chapter Five

Private Accommodation On and Off Campus

p. 87-107

5.1 General Residential Characteristics

- 1 The largest concentration of University of Ibadan students living off campus can be found in the residential district of Agbowo, which is directly opposite the university (table 5.1). As many as 47 per cent of students living in private accommodation reside in Agbowo. In addition, about 16 per cent of the students live in hostels located within Agbowo. The adjoining residential districts of Orogun and Ojoo provide accommodation for about 11 per cent of the students (fig. 3). A considerable proportion of students (22.82 %) however, live on campus at the junior and senior staff quarters of the university. This group of students enjoy the added benefit of accessibility to university facilities.

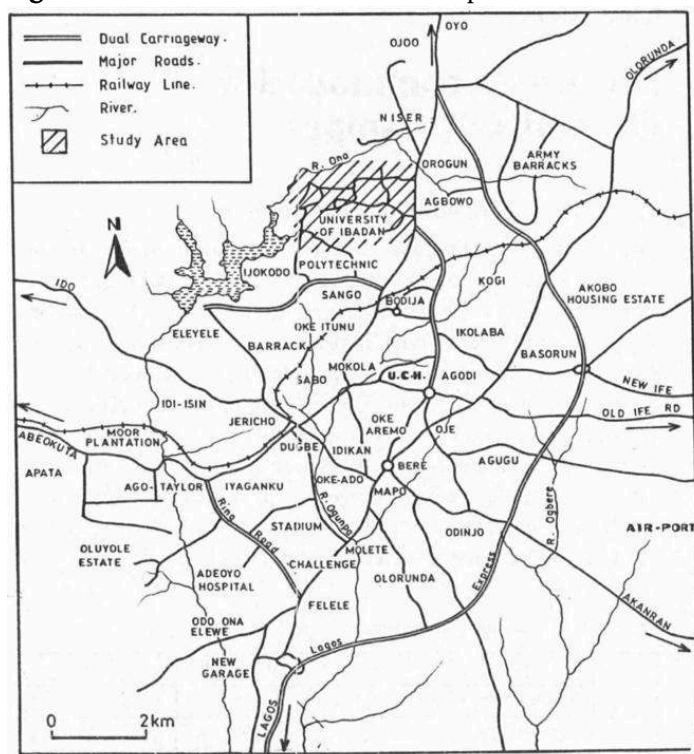
Table 5.1. Location of Residence

S/N	Location	No. of students	%
1.	Private hostels, Agbowo	69	16.24
2.	Agbowo	202	47.56
3.	Bodija	5	1.18
4.	Orogun/Ojoo	46	10.82
5.	Sango/Mokola	6	1.41
6.	UI quarters	97	22.82

Total	425	100.00
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Source: Fieldwork, 1999.

Figure 3. Residential Districts of Off-campus Students.



Source: Modified after RECTAS 1977.

- 2 Students secured accommodation through various means as shown in table 5.2. Over half (54.59 %) of the students living off campus secured accommodation through friends, while 24.94 per cent secured accommodation through parents or relations. Other sources included advertisements by estate agents, lecturers or students who serve as agents. Some students (18.35 %) however, got their accommodation through self-effort.

Table 5.2. Method of Securing Accommodation

S/N	How accommodation was secured	No. of students	%
1.	Friends	232	54.59
2.	Parents/relations	106	24.94
3.	Advertisements	3	0.71
4.	Lecturers	4	0.94
5.	Student-agents	2	0.47

6.	Self-effort	78	18.35
	Total	425	100.00

Source: Fieldwork, 1999.

- 3 Most students (91.53 %) paid up to N500 per month for private accommodation, ie, N6000 per annum. The rest (8.47 %) paid between N501 and N3,500 per month (see table 5.3). These amounts are significantly higher than the accommodation fees (N90 and N130) paid by undergraduate and postgraduate students who live in the halls of residence. Even when the mandatory N2,000 municipal levy was added to this accommodation fee, it only amounts to N2,090 and N2,130 per session.
- 4 Students living off campus interact and socialize in the different neighbourhoods where they reside. This is unlike the 'studio setting' of the halls of residence. From table 5.4, it can be observed that many students lived in houses in which more than one family live. About 94 per cent of the students were in this category. Some residences housed between 5 and 9 families. While this type of accommodation has its advantages, it also has its drawbacks. There is a high propensity for conflicts and overcrowding, which can impede serious academic work.

Table 5.3. Rent Per Month

S/N	Rent (N)	No. of students	%
1.	0-500	389	91.53
2.	501 – 1,000	18	4.23
3.	1,000 – 1,500	8	1.90
4.	1,501 – 2,000	0	0.00
5.	2,001 – 2,500	4	0.94
6.	2,501 – 3,000	5	1.17
7.	3,001 – 3,500	1	0.23
	Total	425	100.00

Source: Fieldwork, 1999.

Table 5.4. Number of Families Living in House

S/N	No. of families	No. of respondents	%	Cum. %
1.	1	24	5.6	5.6
2.	2	31	7.3	12.9
3.	3	51	12.0	24.9
4.	4	122	28.7	53.6
5.	5	17	4.0	57.6
6.	6	38	8.9	66.5
7.	7	5	1.2	67.7
8.	8	40	9.4	77.1
9.	9	43	10.1	87.2
10.	No response	54	12.7	100.00
	Total	425	100.00	

Source: Fieldwork, 1999.

- 5 A cursory look at table 5.5 shows the room occupancy ratio of students living in private accommodation. About 16 per cent of the students lived alone in a room. The modal class is 2 students per room (20.2 %). About 60 per cent of the students slept in rooms with 0-3 other students while 17 per cent occupied rooms which housed between 5 to 8 students. The average occupancy ratio for students in private accommodation was 3.15 students per room. This is markedly lower than the average occupancy ratio of 5.31 students per room in the university halls of residence.

Table 5.5. Room Occupancy Ratio in Privately Arranged Accommodation

Students per room	No. of respondents	%	Cum.%
1	68	16.0	16.0
2	86	20.2	36.2
3	53	12.5	48.7
4	53	12.5	61.2
5	22	5.2	66.4
6	32	7.5	73.9
7	8	1.9	75.8
8	9	2.1	77.9
No response	94	22.1	100.00
Total	425	100.00	-

Note: Average occupancy ratio = 3.15 students per room

Source: Fieldwork, 1999.

- 6 The assessment of the facilities in the houses where students in private accommodation resided is contained in table 5.6. The most serious problem faced by these students is that of toilet facilities, which as many as 40.8 per cent of the students rated as very poor or poor. A comparison of this table with table 4.18 which presents the assessment of facilities in the halls of residence however, shows that generally, facilities in off-campus accommodation are better than those of the halls of residence.
- 7 For example, while 48.9 per cent of the students in the halls of residence assessed the condition of the toilets as poor or very poor, 40.8 per cent of the students living off-campus assessed their toilets as poor or very poor. Similarly, while 39.1 per cent, 32.5 per cent and 20.3 per cent of the students on campus assessed their bathrooms, environmental sanitation and water supply respectively as very poor or poor. In comparison, 14.8 per cent, 20 per cent and 16 per cent respectively of the students in private accommodation gave the same assessment. While as many as 35.3 per cent of the students in the halls of residence assessed the facilities in the halls as poor or very poor, the proportion of students living off-campus that assessed the facilities in their places of residence as poor or very poor was 23.6 per cent. This better assessment of off-campus accommodation than the halls of residence gives room for serious concern. Apart from electricity supply which 21.7 per cent of the students living off-campus assessed as poor compared to only 13 per cent of the students in the halls of residence, all other indicators used show that the condition of accommodation off-campus is better than in the halls of residence.
- 8 Transportation is a factor that increases the cost of living of students staying off-campus. Many of the students (36.7 %) living off-campus spent N 15.00 a day, while about 30 per cent spent N20.00 a day (table 5.7). The remaining off-campus students spent between N25.00 and N45.00 each day. The average amount spent on transport was N 19.25. This implies that a student who goes to campus 25 days each month, such a student would spend an average of N480.

Table 5.6. Assessment of Facilities in Residence

S/N	Facilities	A S S E S S M E N T						
		V. Poor	Poor	Fair	Good	V. Good	No Response	Total
1.	Toilet	61(14.4)	112(26.4)	125(29.4)	80(18.8)	19(4.5)	28(6.6)	425(100.00)
2.	Bathrooms	26(6.1)	37(8.7)	142(35.4)	146(34.4)	45(10.6)	29(6.8)	425(100.00)
3.	Water supply	31(7.3)	37(8.7)	136(32.0)	145(34.1)	48(11.3)	28(6.6)	425(100.00)
4.	Electricity	33(7.8)	59(13.9)	140(32.9)	106(24.9)	58(13.6)	29(6.8)	425(100.00)
5.	Sanitation	37(8.7)	48(11.3)	160(37.6)	125(29.4)	25(5.9)	30(7.1)	425(100.00)
6.	Laundry	27(6.4)	58(13.6)	148(34.8)	103(24.2)	35(8.2)	54(12.7)	425(100.00)
7.	Cafeteria	39(9.2)	70(16.5)	119(28.0)	85(20.0)	26(6.1)	86(20.2)	425(100.00)
8.	Health (first aid)	46(10.8)	71(16.7)	119(28.0)	64(15.1)	31(7.3)	94(22.1)	425(100.00)
9.	Transport	51(12.0)	60(14.1)	106(24.9)	84(19.8)	37(8.7)	87(20.5)	425(100.00)
	Average %	9.2%	14.4%	31.2%	24.5%	8.5%	12.2%	100.005

Source: Fieldwork, 1999.

Table 5.7. Commuting Cost to and from Campus

S/N	Cost (N)	No. of students	%	Cum %
1.	15.00	156	36.7	36.7
2.	20.00	127	29.9	66.6
3.	25.00	2	0.5	67.1
4.	30.00	16	3.8	70.9
5.	35.00	1	0.2	71.1
6.	40.00	9	2.1	73.2
7.	45.00	7	1.6	74.8
8.	No response	107	25.2	100.00
	Total	425	100.00	-

Note: Average commuting cost = N 19.25.

Source: Fieldwork, 1999.

Table 5.8. Commuting Time to Campus

S/N	Commuting time (mins.)	No. of students	%	Cum. %
1.	15	205	48.2	48.2
2.	20	55	12.9	61.1
3.	25	6	1.4	62.5
4.	30	37	8.7	71.2
5.	35	3	0.7	71.9
6.	40	4	0.9	72.8
7.	45	9	2.1	74.9
8.	No response	106	24.9	100.00
	Total	425	100.00	-

Note: Average commuting time is 19 minutes.

Source: Fieldwork, 1999.

- 9 Majority of the students surveyed (48.2 %) spent at least 15 minutes getting to the campus, while others spent between 20 to 45 minutes. The average commuting time was 19 minutes. A large percentage of the students (44.9 %) took two buses/cabs to get to the campus (table 5.9), while others (28.2 %) took just one bus or cab. This implies that majority of the off-campus students (ie, 73.1 %) take at least 1 or 2 buses/cabs to get to the campus.

Table 5.9. Number of Buses/Cabs Taken to Campus

S/N	No. of buses/cabs	No. of students	%	Cum. %
1.	1	120	28.2	28.2
2.	2	191	44.9	73.1
3.	3	16	3.8	76.9
4	No Response	98	23.1	100.00
	Total	425	100.00	-

Source: Fieldwork, 1999.

- 10 When asked why they preferred living off-campus to squatting in the university halls of residence, some of the students (25.6 %) said they were unable to secure accommodation in the halls of residence and could not squat (table 5.10). Some believed that living off-campus would offer them a level of privacy and comfort (9.6 %). A number of students abhorred the poor sanitary conditions and overcrowding in the halls (7.5 %), while some simply found off-campus accommodation convenient. Some students, could not secure accommodation on campus due to negligence, for instance, 3.5 per cent of the students failed to register on time. Some students, however, actually tried to secure accommodation, but were not successful during the regular balloting for rooms.
- 11 Some of the students interviewed (33.2 %) claimed that financial constraints restrained them from living in the halls. Apparently these students had considered what it would cost them to buy bedspaces or to squat. For example, among students who had bought bedspaces or squatted on campus at some time in the past, 33.33 per cent and 28.57 per cent respectively complained of financial constraint. Some of the students (10.6 %) had no major reason for living off-campus. This set of students probably had several reasons for staying off-campus, with no one reason being more important than the others.

5.2 Support for On-campus Accommodation by Those Living Off-campus

- 12 The analysis in this section has been disaggregated into those students who have, at some time in the past squatted on campus and those that have never squatted. This is with a view to assessing the reactions of those students who had lived in halls of residence but were at the time, living outside the halls of residence. Among the students that had squatted on campus, 37.32 per cent were in support of on-campus accommodation (table 5.10). While 20 per cent of these students did not support on-campus accommodation, 28.79 per cent of the students were indifferent. On the average, 66.82 per cent of all off-campus students were in support of on-campus accommodation.
- 13 The reasons given by those who supported on-campus accommodation (table 5.11) include the lovely and comfortable environment for learning (42.96 %); accessibility to social and religious centres of activity (10.92 %); frequent supply of basic amenities such as electricity (10.21 %); cost, distance and time effectiveness (9.86 %); and socialization and academic interactions (9.15 %). Those students that opposed on-campus living (table 5.12) gave such reasons as overcrowding (37.50 %), unsanitary conditions (25 %), cultism and other social evils (9.56 %), unseriousness of on-campus students (4.41 %) and inadequate security on campus (1.47 %).

Table 5.10. Support for On-Campus Accommodation

Ever squatted?	Yes	No	No response	Total	%
Yes	106 (37.32) 75.71*	15 (20.00) 10.72*	19 (28.79) 13.57*	140 (100.00)	32.94
No	128 (45.07) 63.05*	50 (66.67) 24.63*	25 (37.88) 12.32*	203 (100.00)	47.76
No Response	50 (17.61) 60.98*	10 (13.33) 12.19*	22 (33.33) 26.83*	82 (100.00)	19.30
Total	284 (100.00)	75 (100.00)	66 (100.00)	425	100.00
Per cent	66.82	17.65	15.53	100.00	-

Note-. Figures in parentheses are column percentages Asterisked figures are row percentages.

Source: Fieldwork, 1999.

- 14 As shown in table 5.13, about 23 per cent of the students in the university considered the current management structure of the halls appropriate. About 61 per cent considered the management structure inappropriate. The possibility of introducing private/ quasi private management of halls of residence was approved of by 45.53 % of the students and disapproved of by 38.35 % of the students (table 5.14). The remaining 18.12 per cent of the students were indifferent. A similar pattern was also observed for the group of students who had never squatted in the halls of residence; 42.12 per cent were in support of the idea, 39.29 per cent were opposed to it and 18.57 per cent were indifferent.

Table 5.11. Reasons for Supporting On-Campus Living

S/N	Reasons	Frequency	%
1.	Lovely and comfortable environment for learning	122	42.96
2.	Accessibility to social and religious activities	31	10.92
3.	Punctuality in classes and full concentration	19	6.69
4.	Frequent supply of social amenities such as electricity	29	10.21
5.	Socialization, unity and academic interaction/co-operation	26	9.15
6.	Cost, distance and time effectiveness	28	9.86
7.	Security purposes	8	2.82
8.	Promote stiff competition and unity	4	1.41
9.	Solidarity among students	2	0.70
10.	Less distraction	6	2.11

11.	Nearness to the lecture rooms	4	1.41
12.	Privacy	3	1.06
13.	Bad economy	1	0.35
14.	Non-availability of adequate on-campus accommodation	1	0.35
	Total	284	100.00

Source: Fieldwork, 1999.

Table 5.12. Reasons for Not Supporting On-Campus Living

S/N	Reasons	Frequency	%
1.	Unsanitary conditions	34	25.00
2.	Overcrowding	51	37.50
3.	Lack of privacy	10	7.35
4.	Cultism and other social evils	13	9.56
5.	Poor facilities	8	5.88
6.	On-campus students tend to be unserious	6	4.41
7.	Peer pressure	5	3.68
8.	Inadequate security	2	1.47
9.	Costly	3	2.21
10.	May not serve the interests of indigenous students	4	2.94
	Total	136	100.00

Note: Students who did not respond to the question apparently have volunteered their reasons for not supporting on-campus accommodation.

Source: Fieldwork, 1999.

Table 5.13. Appropriateness of Current University Hall Management Structure

Current management structure appropriate?	No. of students	%
Yes	99	23.3
No	259	60.9
No Comment	67	15.8

Total	425	100.00
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Source: Fieldwork, 1999.

Table 5.14. Support for Private/Quasi Private Management of Halls of Residence

Ever squatted?	Support private management?				
	Yes	No	No response	Total	%
Yes	59 (31.89) 42.14*	55 (33.74) 39.29*	26 (33.77) 18.57*	140	32.94
No	94 (50.81) 46.30*	76 (46.63) 37.44*	33 (42.86) 16.26*	203	47.76
No response	32 (17.30) 39.02*	32 (19.63) 39.02*	18 (23.37) 21.96*	82	19.30
Total	185 (100.00)	163 (100.00)	77 (100.00)	425	100.00
Per cent	43.53	38.35	18.12	100.00	-

Note: Figures in parentheses are column percentages.

* Asterisked figures are row percentages.

Source: Fieldwork, 1999.

- 15 Most of the students that supported private/quasi private management of the halls of residence (table 5.15) thought that it would ease the problem of accommodation on campus (53.52 %). Others felt that it would lead to proper maintenance of the halls (27.03 %). Other reasons given by the students include the possibility of solving the problem of lack of privacy (10.81 %), easing tension on campus and reducing favouritism in the allocation of bedspaces (3.78 %).

Table 5.15. Reasons for Supporting Private/Quasi Private Management of Halls

S/N	Reasons	Frequency	%
1.	Properly maintained halls	50	27.03
2.	Eases the problem of accommodation	99	53.52
3.	Triggers off competition	1	0.54
4.	Eases tension on campus and reduces favouritism	7	3.78
5.	Solves the problem of lack of privacy	20	10.81

6.	Prevents conflicts between fellow students and the authorities	4	2.16
7.	Philanthropists could assist students	4	2.16
	Total	185	100.00

Source: Fieldwork, 1999.

- 16 On the other hand, the major reason why some students opposed the idea of private/quasi management of halls (table 5.16) was that it might be expensive and could lead to exploitation of students (67.26 %). Other reasons were that it could promote unseriousness among students (25 %) and that it could lead to poor maintenance of the halls of residence (2.98 %). Some students (2.98 %) believed that since the university is a federal institution, halls of residence should be provided by the university authorities.
- 17 The highest number of students living off-campus who had ever squatted (table 5.17) had squatted in Tedder Hall (7.3 %) and Queens Hall (5.88 %). However, what is evident from the figures is that squatting occurs in all the halls of residence.
- 18 Among the off-campus students who had bought bedspaces in the past, the amount spent by most students was between N500 and N 1,000 (table 5.18). A few students, however, paid up to N3,000 for their bedspaces.

Table 5.16. Reasons for Not Supporting Private/Quasi Private Management of Halls

S/ (N)	Reasons	Frequency	%
1.	Expensive and exploitative	113	67.26
2.	May promote students unseriousness	42	25.00
3.	No proper maintenance of halls	5	2.98
4.	May promote overcrowding and other problems	3	1.78
5.	Supposed to be public utility which the authority should provide	5	2.98
	Total	168	100.00

Source: Fieldwork, 1999.

Table 5.17. Halls Where Off-Campus Students Had Squatted Before

S/N	Name of hall	No. of students	%
1.	Independence	15	3.53
2.	Tedder	31	7.30
3.	Idia*	14	3.30

4.	Queens*	25	5.88
5.	Bello	7	1.65
6.	Mellany	18	4.23
7.	Awolowo	12	2.82
8	Kuti	10	2.35
9.	Balewa	1	0.23
10.	Azikiwe	7	1.65
11.	Never squatted	285	67.06
	Total	425	100.00

Note: *Female halls •Postgraduate halls

Source: Fieldwork, 1999.

Table 5.18. Cost of Bedspace Ever Bought on Campus

S/N	Cost (N)	No. of students	%
1.	< 500	12	25.00
2.	500 – 1,000	31	64.59
3.	1,001 – 1,500	2	4.17
4.	1,501 – 2,000	1	2.08
5.	2,001 – 2,500	1	2.08
6.	2,501 – 3,000	1	2.08
	Total	48	100.00

Source: Fieldwork, 1999.

5.3 General Impression of Off-Campus Students about On-Campus Accommodation

- 19 What most off-campus students claimed they liked best about living in the halls of residence (see table 5.19) was the regular and adequate supply of utilities and better hall management (20.9 %). The next most-cited reason was the belief that on-campus accommodation promotes academic excellence due to the conducive academic environment (13.2 %). The other reasons why students enjoyed living on-campus

include the ability to make friends easily and the encouragement of mutual and group relationships (9.6 %), socialization and independence (8.9 %); access to social and religious activities (8.7 %); cost, distance and time effectiveness (4.9 %) and easy access to academic materials (4.0 %).

- 20 Some students, however, expressed some reservations about living on campus as indicated in table 5.20. Some of the reservations include unhygienic condition of halls and inadequate accommodation (9.4 %), increase in crime rate (6.6 %), restriction or absence of privacy (7.1 %), the spread of bad habits (5.4 %), overcrowding (2.6 %) and poor management of the halls of residence and the facilities provided in the halls (4.7 %).

Table 5.19. What Off-Campus Students Liked Most about Living On-Campus

S/N	What was enjoyed most	Frequency	%
1.	Adequate utilities and efficient hall management	89	20.9
2.	Access to social & religious activities	37	8.7
3.	Ability to make friends easily and mutual & group relationships	41	9.6
4.	Security & sanitation advantage	7	1.6
5.	Promotes academic excellence through conducive academic environment	56	13.2
6.	Cost, distance & time effectiveness	21	4.9
7.	Promotes the spirit of togetherness and freedom of choice	12	2.8
8.	Easy access and nearness to academic materials	17	4.0
9.	Socialization & independence	38	8.9
10.	Sports facilities	2	0.5
11.	Overcrowding	2	0.5
12.	Freedom to make choices	4	0.9
13.	No Response	99	23.3
	Total	425	100.00

Source: Fieldwork, 1999.

Table 5.20. Reservations about On-Campus Living

S/N	Reservations	Frequency	%
1.	Increase in crime rate	28	6.6

2.	Unhygienic conditions of halls and inadequate accommodation	40	9.4
3.	Security, disease risk & squatting	9	2.1
4.	Riot, civil disturbance and hooliganism	9	2.1
5.	Environmental disturbances (noise, water & air pollution)	6	1.4
6.	Aids spread of bad habits	23	5.4
7.	No/Restricted privacy	30	7.1
8.	Poor management of halls and facilities	20	4.7
9.	Commercialization of halls and beneficial to freshers	3	0.7
10.	Loneliness and inconvenience	2	0.5
11.	Students should make good use of available facilities	4	0.9
12.	Overcrowding	11	2.6
13.	Toilet and security	2	0.5
14.	Epileptic power & water supply	4	1.0
	Total	425	100.00

Source: Fieldwork, 1999.

- 21 Students living off campus were asked how they thought that student housing on-campus could be improved (table 5.21). Some of the most striking comments included the provision of more bedspaces and hostels (9.2 %), renovation and rehabilitation of existing halls (4.9 %), and encouraging private investors to invest in housing (2.8 %).

Table 5.21. General Comments

S/N	Comment	Frequency	%
1.	Staying on campus to debar the progress of other students	12	2.8
2.	Scarcity of halls and overcrowding	20	4.7
3.	Condition of toilets, bathrooms and kitchens	4	0.9
4.	Replacement of old mattresses	2	0.5
5.	Eliminate the use of bunks & reduce number of students in room	1	0.2
6.	Allocation of bedspaces should be fair	5	1.2
7.	Students should be free to express their feelings	8	1.9

8.	Government should be involved in the affairs of university	6	1.4
9.	Renovations & rehabilitation of halls	21	4.9
10.	Provision of more bedspaces and hostels	39	9.2
11.	Making of unreasonable and unwanted friends	3	0.7
12.	Regular supply of utility services	9	2.1
13.	Privatization of halls will worsen the situation	5	1.2
14.	Organization of halls is most frustrating	2	0.5
15.	New students & female students should be given accommodation	3	0.7
16.	Collection of municipal fees should be stopped	1	0.2
17.	Authorities should listen to student grievances	4	0.9
18.	Encourage private housing investors to invest in on-campus housing	12	2.8

Table 5.21. contd

S/N	Comment	Frequency	%
19.	Hall management encourage prostitution	2	0.5
20.	Accommodation should be allocated as stipulated in prospectus	21	4.9
21.	Having to tolerate other people's habits	1	0.2
22.	Proper security	4	0.9
23.	Parents/guardians should help in training them	2	0.5
24.	Free education	1	0.2
25.	Social interaction and spiritual upliftment	4	0.9
26.	Cost, distance and energy effectiveness & provision of facilities	1	0.2
27.	Punctuality for classes & excellent performances	1	0.2
28.	Increase in accommodation fees, need to improve die halls	1	0.2
29.	Source of corruption	1	0.2
30.	No response	229	53.9

	Total	425	100.00
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Source: Fieldwork, 1999

Chapter Six

Conclusions and Recommendations

p. 109-115

- 1 When the University of Ibadan opened its doors to the first set of students in 1948, the goal was to make the university a residential university with all the associated advantages. This goal was pursued with religious tenacity until the late 1970s. The significance of the research being reported here is that student enrolment in the University of Ibadan (as in most of the other universities, polytechnics and colleges of education in Nigeria) has increased at a much faster rate than the number of bedspaces provided.
- 2 During the oil boom of the 1970s, government placed priority on the acquisition of technical knowledge. In the bid to develop Nigeria technologically, more institutions of higher learning were built, facilities were provided and student housing and food were provided at no cost to the students. During this period, students who could not secure accommodation on the campus were paid an off-campus allowance. In the early 1980s, however, the Nigerian government, which was the main financier of the universities, misplaced its priorities and entered an era of financial recklessness. Instead of expanding the facilities of the existing universities and establishing just a few more, universities were established in most states of the federation. This stagnated development in the older universities like the University of Ibadan, and the emphasis placed on student housing became a thing of the past.
- 3 The university authorities' responses to the political and financial problems reported in this research, amounted to mere palliatives. The students' reactions in the form of squatting and racketeering make the situation frightening and deserving of urgent action. The overall effect of squatting and racketeering is the overuse of facilities and a less than satisfactory academic, health and social environment for students.
- 4 Given the above situation, could the university have averted the present problems and if not, what are the options available to the university to ameliorate the situation? These are some of the questions this study sought to answer.
- 5 The history of the development of the halls of residence in the University of Ibadan (and other first generation universities in Nigeria) reflects the history of educational and political development in the country. At the initial stages of educational

development shoruy before and after independence, education was considered to be a veritable tool of development. Thus, the needs of the few universities were satisfied promptly. With the oil boom in the 1970s and the increasing partitioning of the country into more states in the late 1970s and 1980s, virtually all the states or regional blocks (of many states) wanted universities. Universities soon came to be regarded as a yardstick of progress and a means of attracting federal grants and agents of development. In addition, during the military era, which lasted a long while, the establishment of universities became a means of rewarding political cronies/favourites or dousing political dissent. Even though universities were administered by the NUC, the military authorities soon began to grant extra-budgetary allocations to favoured universities for specific purposes. The University of Ibadan benefited from this type of largesse to refurbish its antiquated water system.

- 6 The reality of the emerging political structure and its policies was that the first generation universities could no longer monopolize government attention and favours. As a result, it was no longer possible for these universities to build new halls of residence to accommodate the increasing number of students.
- 7 The consequences of UI not being a residential university have been analyzed in chapters three to five. Squatting and racketeering have been identified as the most visible effects of shortage of student accommodation. This is in addition to the constant breakdown of infrastructural facilities as a result of overuse. What is most likely to accompany these problems is antisocial behaviour and crimes such as stealing, rape, drug abuse, and increasing membership of secret societies. For example, halls with a high number of squatters are noted to be centres of student unrest or hooliganism. We discovered during our study that students of Azikiwe Hall (called Zikites) are usually associated with student unrest and this may be a function of their population. Many cases of anti-social behaviour have been reported by the university authorities, especially membership of secret societies. There have been incidences of squatters being invited to join such societies by their 'landlords', an offer that cannot be refused if the squatter wants to continue to enjoy the privilege of squatting. Some of the 'landladies' have also surreptitiously introduced their female 'tenants' to high-class prostitution.
- 8 Despite these problems, students still prefer to stay in the halls of residence. The reasons, as shown in this study are economic and for convenience. For the off-campus students, the rent for a room ranges from N300.00 to N500.00 per month depending on how decent the house is in terms of facilities and cleanliness. The rent is paid on a monthly basis.
- 9 Sometimes, affluent students team up in groups of three or four to rent a 3 bedroom flat with all the basic facilities. In Agbowo, the closest neighbourhood to the university, a 3- bedroom flat can be rented for between N 1000.00 and N3,000.00 per month. The rent is shared equally among the members of the group.
- 10 It was observed that some students prefer off-campus accommodation to staying on campus. The reasons advanced for this were: high degree of privacy; optimum conveniences and security of property. Many married students prefer off-campus housing since none of the halls were built with married students in mind.
- 11 For the majority of the students, however, off-campus housing is costly compared to the fees charged per session for accommodation in the university undergraduate and

postgraduate halls of residence. Furthermore, staying off campus cuts one off from the university community socially and psychologically. The daily commuting to and from campus could also be tiresome. Perhaps more worrisome to the students who are forced to live off-campus is the irregular supply of facilities such as water and electricity.

- 12 One other place where students seek accommodation on campus is the boys' quarters of the university staff quarters. This is a favourite of most students. The boys' quarters (popularly called BQ by students) combine the good qualities of on- and off-campus housing. The boys quarters allow for privacy, are more spacious, are located within the university, ensure security of property, and above all, are located in an environment where there is minimal noise. The amounts paid by students vary and depend on many factors. For example, some lecturers are interested in students who can stay in their boys' quarters free of charge, but who are willing to take care of the surroundings. The students who are not given the quarters free pay N500.00 or more per month or as much as N25,000 per session. Some of the students that sell off their bedspaces in the halls may do so because they are able to secure a room in the staff boys' quarters. The boys' quarters available are limited and they can only house a few students.
- 13 With the advantage of hindsight, it is possible to argue that the university did not take advantage of its location for future development. When the university was built, the entire area was heavily forested. With the establishment of the university, the area started to develop gradually. By the 1950s, it should have been apparent to the university that with the rate of development, there would soon be no chance to expand. That was the time when the university should have acquired the land opposite the university - the area now called Agbowo. This neighbourhood that has developed into a dense slum, lacking in almost all infrastructural facilities, is where most of the off-campus students and junior and intermediate staff of the university live.
- 14 Had the university acquired this stretch of land, it would have been available for the University to use as the need arose. With the increasing accommodation problems and lack of finance, the university could have invited private developers to build housing units for the students at a mutually agreed rent. This lack of foresight has robbed the university of the opportunity to develop off-campus housing at reasonable rates for students. At present there is no alternative to expensive off-campus housing. This is why there will continue to be a shortage of on-campus housing and why squatting and racketeering will continue to increase as student population increases.
- 15 There are two options readily available to the university. The first, which will be the most welcome by the university and various hall administrators but which will not be acceptable to the federal government or even the parents of prospective students, is to admit only the number of students for which there are bedspaces. Annually, despite the many universities in the country, less than 60 per cent of all applicants gain admission to the universities. University education in Nigeria continues to be very competitive. The first generation universities, which have a reputation for academic excellence, are the most sought after and the University of Ibadan is in the forefront. This is why this option may not be agreeable to the government, the students or their parents.
- 16 The second option is for the university to explore ways of increasing the number of bedspaces available in the halls of residence. Perhaps the most direct way to do this is to build additional halls of residences or add substantial number of blocks to the existing ones where possible. Although finance will be the main constraint to building

new halls, the university can and should explore new avenues for sourcing money. The university could, as it has done before, launch endowment funds for building new halls; it could also appeal to corporate bodies or its alumni. Fortunately, the university has land within its confines and much of its 'newly' acquired land at Ajibode area has not been put to use.

- 17 The university should not wait until it has a major crisis before it embarks on a serious programme of hall construction. As the university moves into the 21st century and as the manpower requirements of the nation increase, there will be increased pressure on the university to train more students. Unless there is a systematic programme of hall construction to provide additional bedspaces, the problem of squatting and critical accommodation shortages in the university may lead to graver consequences.

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