

# **Assessment of Attitude of off-Campus Living Female Students in Bonga College of Teachers Education**

Yohannes Abebe Ware\*

*Department of Physics, Bonga College of Teacher Education, Bonga, Ethiopia*

*Email: jonata204@gmail.com*

## **Abstract**

The purpose of this study was examining the attitudes of off-campus living female students of Bonga College of Teachers Education. In this study a descriptive survey method was employed. Information was collected through a questionnaire from 107 third year female students. Quantitative data were analyzed using percentage, mean and descriptive statements as well as graphs. The result of the analysis shows that their attitude towards off campus living is almost negative.

**Keywords:** off-campus; female students; Bonga College of Teachers Education; attitude.

## **1. Introduction**

Education is one of the social factors whereby gender disparity is reflected. The number and proportion of educated females is very low. As the grade level of education increases, the number of female students starts to decline. Consequently, higher education remains the level of learning where females are less represented both as students and staff. The very few women that are fortunate enough to join higher learning institutions can be characterized by lower academic performance and higher forced withdrawal. Consequently, such inequity in higher education representation has a serious life-long impact on their opportunities to participate in the country's political power sharing, economic privileges as well as social representations [1]. On-campus residents may receive opportunities for social support, resources, and integration into the campus community that give them an advantage over students living off campus. Because living on- campus implies greater interaction with peers, who experience similar stressors; campus residency may facilitate increased social support. Social support is directly beneficial and acts as a buffer protecting students from the impact of external stressors [3]. The choice to live at home instead of on-campus may reflect different financial situations, family structures, and levels of college preparedness associated with poorer college outcomes [4].

---

\* Corresponding author.

Students' off-campus residence and particularly their comings and goings may disturb neighbors. This is worsening in case the students are alcohol or other drugs addicts. This in turn leads to rough or negative college-community relationships. Therefore, when deciding whether to design on-campus or off-campus residence strategy for students, the potential pros and cons need to be considered. Researchers in the field also believe that the college administrators and policy designers should take it into account when they allow their students to live outside campus. Otherwise, if the cons outweigh the pros, students should not be left for unsuitable living conditions that will have multifaceted problems on educational performance, personal and professional development as well as on the mission and objectives of the colleges. Lack of security is a crucial issue that worries parents when students live outside campus because they assume that if they live in a dormitory with their friends, they are less likely to be attacked [2].

Research done by scholars indicates that for the same institutional factors, students find that the effect of residence on achievement varies by race and college type. GPAs of White students are similar irrespective of housing status. However, Black students who live on campus, particularly at liberal arts schools, maintain higher GPAs than those living off campus with family. This pattern may be because living off campus with family is associated with increased family responsibilities, fewer resources, and inadequate transportation [6].

Additional research suggests that living on campus improves academic outcomes for all students but has the greatest impact on students taking remedial coursework ("developmental" students). In [5] study of first time freshmen at a southeastern public university, development students living on campus earned higher GPAs than their off-campus developmental peers, supporting the notion that high-risk students might benefit more than others from living on campus. However, the authors acknowledge that more highly motivated students tend to apply for admission earlier and are therefore more likely to be placed in the limited on-campus housing facilities, but they fail to address the issue methodologically. Off-campus residence brings the potential for conflict, because students' lifestyles are often at odds with those of long-term residents who choose to live around them [8]. At the same time, any student living further away from campus will want to have a car for transportation. If off-campus students drive to and from campus, they add to traffic and parking congestion [9]. These are the issues of sustainability. If there is no proactive response to dealing with the issue of studentification, as like the well planned and purpose built colleges to accommodate students living near-campus, socially; the tolerance gap among the communities will be widening [7,10]. Higher learning institutions should share the responsibility for creating learning environments for off-campus students to help them learn effectively and maintain their personal development. Off-campus students should not be left alone rather there should be follow up of their living and learning conditions. Thus, this study focuses on assessing the attitudes of off-campus living female students in the case of Bonga CTE.

## **2. Purpose of the study**

The purpose of this study is to investigate the attitude of female BCTE students towards off-campus living environments. The questionnaire has been designed to check their attitudes off campus living environment.

### **3. Research Question**

Does off campus living environment have problems or importance for female students of BCTE?

### **4. Limitation of the Study**

The study was confined to one College Bonga College of Teacher Education) which is found in Bonga town in region SNNP (Southern Nation and Nationality People). The study aimed to find out the attitude of off campus living female college students. Due to time constrain, the research was confined to only one aim and the researcher was not addressed to all educational colleges of the region.

### **5. Methodology**

#### Population and sample

The participants in the study were 120 BCTE third year female students. These students are selected randomly among 286 total third year female students. However, not all students submitted back the questionnaires. Furthermore, some students skipped one or more questions. They have not completely answered questionnaires and have been eliminated. At the end we were left with 107 questionnaires which were in due form. They represented 37.4 % of all third year female students at the college. This percentage can be taken as the population sample and then can be used to conclude about the students' attitudes towards off campus living.

#### Characteristics of students

**Table 1:** Total population and sample

|                                       | Number of students<br>respondents for the study | Total number of students | percentage |
|---------------------------------------|---|--------------------------|------------|
| Third year female<br>students of BCTE | 107   | 286                      | 37.4%      |

A questionnaire was used as the instrument to collect necessary data. The questionnaire comprised 9 items, randomly distributed. All the statements were designed to survey the attitudes of female students towards off-campus living environments. For each statement, students were asked to indicate their level of agreement or disagreement using a 5-point Likert scale with points 1 = strongly disagree (SD), 2 = disagree (D), 3 = neither agree nor disagree (NAND), 4 = agree (A) and 5= strongly agree (SA).

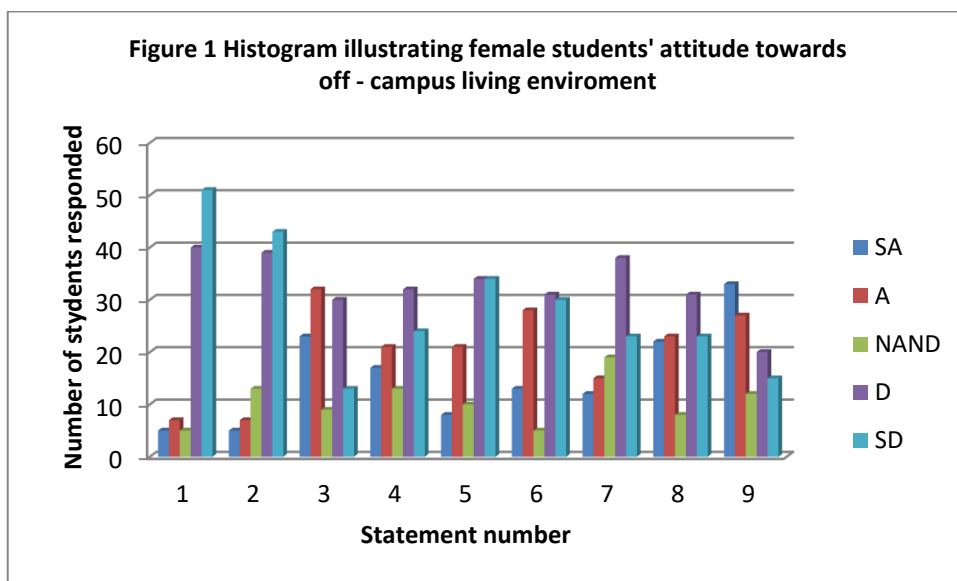
#### Data analysis

Data collected from the 107 respondents was analyzed using descriptive statistics in the form of frequency,

percentage mean, and histograms were used to show graphically the relative proportion of each level of agreement for each attitude. The number of respondents was 107, all from the department of third year female students, Bonga College of Teacher Education, Teachers College of Ethiopia. The questionnaire was distributed two weeks after the students began their academic year; they returned them a few days after the distribution. Students were asked to show their level of agreement with five statements about their learning process. Table 2 and figure 1 show what have been their answers.

**Table 2:** Students' response on attitude towards off campus residence

| No | Items   |   | Responses |       |       |       |       | Σ   | mean |
|----|---|---|-----------|-------|-------|-------|-------|-----|------|
|    |   |   | SA        | A     | NAND  | D     | SD    |     |      |
| 1  | Off- campus life is comfortable.                                      | f | 5         | 7     | 4     | 40    | 51    | 196 | 1.83 |
|    |   | % | 4.67      | 6.55  | 3.73  | 37.38 | 47.66 |     |      |
| 2  | Lack of college supervision makes me free from any stress and anxiety | f | 5         | 7     | 13    | 39    | 43    | 213 | 1.99 |
|    |   | % | 4.67      | 6.54  | 12.15 | 36.45 | 40.19 |     |      |
| 3  | There is a high disturbance of friends because of crowdedness         | f | 23        | 32    | 9     | 30    | 13    | 343 | 3.21 |
|    |   | % | 21.49     | 29.91 | 8.41  | 28.04 | 12.15 |     |      |
| 4  | I can eat what I want,  | f | 17        | 21    | 13    | 32    | 24    | 296 | 2.77 |
|    |   | % | 15.89     | 19.63 | 12.15 | 29.91 | 22.43 |     |      |
| 5  | I get freedom to chat with whomever I want                            | f | 8         | 21    | 10    | 34    | 34    | 256 | 2.39 |
|    |   | % | 7.48      | 19.63 | 9.35  | 31.77 | 31.77 |     |      |
| 6  | Off-campus residence creates financial problem                        | f | 13        | 28    | 5     | 31    | 30    | 284 | 2.65 |
|    |   | % | 12.15     | 26.17 | 4.67  | 28.97 | 28.04 |     |      |
| 7  | I can live with whom I want.  | f | 12        | 15    | 19    | 38    | 23    | 276 | 2.58 |
|    |   | % | 11.21     | 14.02 | 17.76 | 35.51 | 21.49 |     |      |
| 8  | Off campus residence limits social interaction                        | f | 22        | 23    | 8     | 31    | 23    | 311 | 2.91 |
|    |   | % | 20.56     | 21.49 | 7.48  | 28.97 | 21.49 |     |      |
| 9  | Off campus residence made me feel loneliness                          | f | 33        | 27    | 12    | 20    | 15    | 364 | 3.4  |
|    |   | % | 30.84     | 25.23 | 11.21 | 18.69 | 14.02 |     |      |



Both Table 2 as well as the histogram on figure 1 show that about 85.05% of female students disagreed that the off-campus living environment is comfortable, 11.21% agreed and the rest 3.74% neither agree nor disagree. From this it can be concluded that the off-campus living environment is not comfortable for the majority of the students. For the second item 76.64% of the students disagreed that lack of college supervision makes them free from any stress and anxiety, 11.21% of them agreed and others 12.15% neither agree nor disagree. This show lack of college supervision didn't make most of them free from any stress and anxiety. For the next item 51.04% of the students agreed that there is a high disturbance of friends because of crowdedness, 40.19% disagreed and the rest 8.41% neither agree nor disagree. This shows almost more than half of the students believe that there is a high disturbance of friends because of crowdedness. For the fourth item, 52.34% of the students disagreed, 35.51% agreed and the rest 12.51% neither agree nor disagree. This shows that most of the students are not able to eat what they want to eat. For the fifth item 63.55% of the female students disagreed that they got freedom to chat with whomever they want, 27.10% disagreed and the rest 9.35% neither agree nor disagree. This shows the majority of the students didn't have freedom to chat with whomever they want. For the next item that says off-campus residence creates financial problems 57.01% of the respondents disagreed, 38.32% agreed and 4.67% neither agree nor disagree. This show off-campus residence creates financial problem on most of the students. When we look for the seventh item 57.01% of them disagreed with the statement that says I can live with whom I want, 25.23% agreed and the rest 17.76% neither agree nor disagree. So from this one can conclude that the majority of the students are forced to live with whom they don't want. For the next item 50.47% of the students disagreed that off campus residence limits social interaction, 42.06% of them agreed and the rest 7.48% neither agreed nor disagree. As a conclusion, almost greater than half of the respondents believed that off campus residence doesn't limit social interaction. For the last item that said off campus residence made me feel lonely 47.00% agreed, 32.71% disagreed and the rest 11.21% neither agreed nor disagreed. From this we can see that most of the students believe off campus residence made them feel loneliness

## 6. Result

This paper attempted to assess the attitude of female students of BCTE concerning the off-campus residence system; major problems associated with the off-campus residence system were assessed.

As a result, the major findings of the study were summarized as follows.

- Off campus living environment is not comfortable for the majority of the students (85.05%).
- Lack of college supervision didn't make most of them free from any stress and anxiety (76.64%).
- Almost more than half of the students believe that there is a high disturbance of friends because of crowdedness (51.04%).
- Most of the students are not able to eat what they want to eat (52.34%).
- The majority of the students didn't have freedom to chat with whomever they want (63.55%).
- Off-campus residence creates financial problems for most of the students (57.01%).
- Almost greater than half of the respondents believed that off campus residence doesn't limit social interaction (50.47%).
- Most of the students believe off campus residence made them feel loneliness (47.00%).

## **7. Conclusion**

As it can be seen from the result of the study seen above off-campus living environment is not comfortable for the majority of the students this may be because of lack of college supervision leads most of them to stress and anxiety and in addition to this most of them believe that there is a high disturbance of friends because of crowdedness. Since the students are far away from their parents they are not able to eat what they want to eat and they don't have freedom to chat with whomever they want to chat with in addition off- campus residence made them to feel loneliness But off campus residence doesn't limits social interaction.

## **8. Recommendations**

As it is known, the quality of education is affected by the interest the students have for the teaching and learning environment. The living condition of the students is one factor that can affect the teaching learning environment and bring a negative attitude on the students. So in order to make the teaching learning environment interesting the students should have a suitable and secured living environment. Due to this the policy makers and the government officials have to make a deep study on it and solve the problems of off campus living among female students all over the country.

## **References**

- [1]. Yeshimebrat Mersha, Alemayehu Bishaw and Firew Tegegne (2013). Factors Affecting Female Student Academic Achievement at Bahir Dar University, Ethiopia, Journal of International Cooperation in Education, Vol. 15 No 3 pp.135- 148.
- [2]. Selamawit Tesfaye and Nega Jibat (2014). Situational assessment of off- campus resident female students of jimma teachers training college (JTTC) in focus Oromia, European scientific journal Vol. 10 No 32 ISSN:1857-7881.

- [3].Cohen, S., & Willis, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357.
- [4]. Turley, R. (2006). When parents want children to stay home for college. *Research in Higher Education*, 47(7), 823-846.
- [5]. Thompson, J., Samiratedu, V., & Rafter, J. (1993). The effects of on-campus residence on first-time college students. *NASPA journal*, 31(1), 41-47.
- [6].Turley, R., & Wodtke, G. (2010). College residence and academic performance: Who benefits from living on campus? *Urban Education*, 45(4), 506-532.
- [7]. Smith D.P. (2006) “Studentification’: a guide to opportunities, challenges and practice”, London: Universities UK Management Guidelines.
- [8]. University of Vermont (2011) “The Center for Student Ethics & Standards. Statement of Expectation for Off-Campus Students”, United States.
- [9].Hubbard P. (2009) “Geographies of studentification and purpose-built student accommodation: leading separate lives?” *Journal Environment and Planning A*. (Vol 41 pp. 1903-1923), London: Pion Ltd.
- [10]. Smith D.P. (2007) “The vulnerability of student populations and a new - wave of “Studentification”, the Fourth International Conference on Population Geographies.UK: University of Brighton