



## An Assessment of the Impacts of Studentification in Some Residential Neighbourhoods in Kazaure, Nigeria

Jolaoye, A. A Momodu, A. M., Salawu O.A,  
*School of Environmental Studies,  
Hussaini Adamu Federal Polytechnic, Nigeria  
Corresponding Author: Jolaoye A.A*

Date of Submission: 12-10-2024

Date of Acceptance: 26-10-2024

**ABSTRACT:** Tertiary institution students' dwellings within residential neighbourhoods, global north and south, is like a thorny rose. The process of students' infiltration, accommodation and massification of residential neighbourhoods exerts both positive and negative impacts on neighbourhoods. Explanations of the effects of studentification abound in the body of knowledge but works on quantitative analysis of the impact are still scanty. In this study, the social, economic, and environmental impacts of studentification in a typical Nigerian small urban settlement, Kazaure, were examined. Structured questionnaires were administered to 102 respondents in the three studentified neighborhoods through a multistage sampling technique to collect the data for the study. Descriptive analysis was done on 93 questionnaires that were filled and returned. We report that, in increasing order of severity, the environment, economy, and social well-being of the residents in the residential neighbourhoods of Kazaure were negatively impacted by studentification.

**KEYWORDS:** Studentification, Infiltration, Massification, Impact.

### I. INTRODUCTION

Tertiary institution students' accommodation is classically referred to as a hostel. As an essential input in educational management, adequate hostel accommodation is a vital facility that school managements provide to enhance the quality of life and well-being of the students [1, 2]. Apart from providing a comfortable and conducive place for living and relaxation, on-campus students' accommodation facilitates punctual attendance of lectures, participation in co-curricular activities, and enhanced conduct of research works [3, 4, 5]. Furthermore, as housing for students, school hostels cover all physical structures and facilities, infrastructure, and amenities that are inevitably

needed for the life quality and well-being of the students [6]

In some parts of the world, especially the global north, the annual geometric increase in students' enrolment into tertiary institutions and the paucity of funds for providing students' accommodation has necessitated the participation of the private sector in the provision of students' hostels [7, 8, 9, 10]. Several students give preference to this alternative, especially when the location is off-campus because it affords them privacy, unrestricted socialization, and choice of the desired type of accommodation [11, 12, 13, 14]. In effect, these circumstances have led to the massification of neighbourhoods, by students of tertiary institutions, close to campuses all over the country; the impact of which this study is set to assess.

Studentification occurs both in developed and developing countries of the world but the factors driving the process vary from one country to another [15, 16, 17]. Similarly, the outcome effects of studentification on neighbourhoods equally vary from one city to another. From a view point, [18] and [19] posited that studentification is a process that is more disastrous than what is ordinarily perceived of its benefits and, it does not improve the neighbourhood quality of an area in a long time. Conversely, [20, 21 22] have emphasized the stimulating influence of studentification in economic development. By and large, in the past two decades, there has not been an intellectual consensus on whether the merit of studentification is weightier than its' demerit or the other way round.

In this study, the impact of studentification was investigated from three vital domains; economy, social, and environment. The study adopted a cost-benefit analysis approach to analyze some selected variables under each domain to determine the net impact of studentification within the residential neighbourhoods. In essence, this was



to secure a reliable research conclusion that would inform a sustainable neighbourhood governance

policy formulation.

## II. AN OVERVIEW OF THE STUDY AREA AND NEED FOR THE STUDY

Kazaure is one of the North-western traditional cities in Nigeria. The city was formerly under Kano State until 1991 when the State Creation and Transitional Provisions Decree No. 37 of 1991 was promulgated and implemented to carve out some settlements from the eastern and northern parts of the State to create Jigawa State [23]. Geographically, Kazaure is located between Latitudes  $12^{\circ} 39' 4.72''$  N and longitudes  $8^{\circ} 24' 58.14''$  E. About two decades ago, the population of Kazaure was put at 161,161 people [24]. Based on a 3.5% annual projection of population growth, it is estimated that the population as of 2023 is around 299,355 people. Apart from being one of the Emirate seats in Jigawa State, Kazaure plays

central place roles over Roni, Yankwashi, and Gwiwa Local Government Areas where centripetal forces of attraction to the city are drawn from. Kazaure has a distinct urban topography and morphology which presumably shape housing and social and economic activities in the city. One, the city is bifurcated by a water body (figure 1) which separates the old city settlement (Cikin gari) and the other part of the settlement (Kanti). Observably, due to some topographical barriers (hills, undulations, and lowlands), the rate of urban proliferation has been relatively lower in the old city compared to the physical development currently experienced along the western axis.

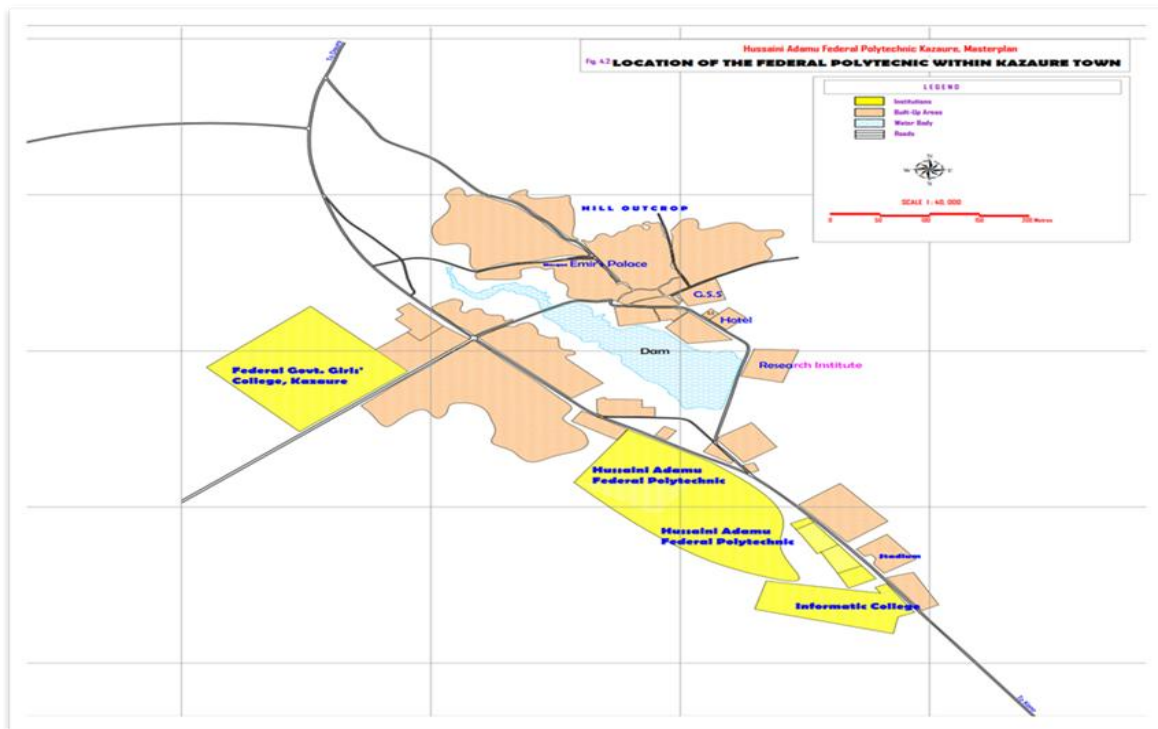


Figure 1: Location Map of Kazaure showing the residential areas and Hussaini Adamu Federal Polytechnic  
Source: GIS Laboratory, Department of Urban and Regional Planning, Hussaini Adamu Federal Polytechnic, Kazaure.

In the city, three key tertiary institutions, Jigawa State Polytechnic of Information and Technology, Kazaure College of Education and Hussaini Adamu Federal Polytechnic, are located along Kano-Daura Road. In addition to these, there

exist some other Colleges of Health Technology that were established in the city. Students of these tertiary institutions commonly reside in Kanti Yamma,



Kanti Gabbas, and Katoge as an alternative to their campus hostels. They have influenced life in these neighbourhoods to a situation that requires sound

policy formulation that would neutralize the negative impacts of studentification.

### III. RESEARCH METHODOLOGY

#### POPULATION AND SAMPLE

The population of this research was considered on household basis. Hence, the total number of households in the study area was the population of the study. From the images/footprints obtained through Google Maps, 79, 21, and 43 streets were identified in Katoge, Kanti Gabbas, and Kanti Yamma respectively. A multistage sampling technique was adopted to select one hundred and two (102) respondents from the study area. After identifying the studentified residential neighbourhoods through personal observations, the first stage of the data collection procedure involved the total survey of these neighbourhoods (Katoge, Kanti Gabbas, and Kanti Yamma). In the second stage, every 5th street was selected for sampling through a systematic technique. This resulted in selecting of 16, 4, and 9 streets from Katoge, Kanti Gabbas, and Kanti Yamma respectively. In the last stage, one respondent was selected from every 10th building in the previously chosen streets. As a result, 48, 12, and 42 respondents were selected from the three studentified residential neighbourhoods of Kazaure. Hence, one hundred and two (102) respondents (household heads or anyone who was not a minor) were selected for questionnaire administration.

#### DATA AND SOURCES OF DATA

Primary data was mainly used for this study. Data were collected directly from the household heads or any other member of households who were not minors. Questionnaires were used to collect the data needed for from some selected respondents in the three studentified residential neighbourhoods in the study area. The material contained eighteen (18) questions; open and close-ended designed. A section of the questionnaires centred on some socio-economic attributes of the respondents. The other part were questions on the economic, social, and environmental effects of studentification on a 5-point Likert scale formatted in tabular form. Information on each of the three domains was requested with eight (8) positive and negative variables (effects) of studentification within the residential neighbourhoods. Furthermore, the data used in securing the total number of houses

in the studentified residential neighbourhoods were derived from Googles Earth

#### ANALYTICAL METHOD

The data used in this study was derived from the residents' responses to the question on sixteen (16) variables each on economic, social, and environmental effects of studentification in the study area. The variables were coded and the weight and index of each variable were calculated accordingly. Also, the means of the indexes (positives and negatives) were calculated and the difference between the two means were used to determine the final impact of the three domains considered in the study. Through this approach, the impacts of studentification on the three domains in the study area were accordingly ranked.

### IV. RESULTS AND DISCUSSIONS

#### Some Socio-Economic Characteristics of The Respondents

Data on some socioeconomic attributes of the respondents is presented in Table 1. Gender, age, occupation, and marital status were selected out of others because they influenced the subject of investigation. In the three studentified residential neighbourhoods, male respondents represented 80.91% while females were six (19.09%). Notably, male respondents dominated each of the three studentified neighbourhoods. The ages of respondents were grouped and classified into four categories; 18-30years(youths), 31-40years (young adults), 41-60years(adults), and, above 60years(elderly/aged). The frequency distribution of the respondents into these age categories is 28, 20,31, and 14 respectively. Spatially, the youth and young adult group dominated Katoge neighbourhood while the adult and aged dominated Kanti Gabbas. By occupational practice, 39 respondents were traders while 1 person engaged in professional practice. In addition, the marital data signified that 64 out of the respondents were married. Fourteen (14) and nine (9) of the respondents were single and separated couples while six (6) of them were divorced.



**Table 1: Socio-Economic Characteristics of Respondents**

Attributes		Studentified Neighbourhoods			The Study Area Freq. (%)
		Katoge Freq. (%)	Kanti Yamma Freq. (%)	Kanti Gabbas Freq. (%)	
Gender	Male	39 (41.94)	9 (9.68)	39 (41.94)	86 (80.91)
	Female	4 (4.30)	2 (2.15)	-----	6 (19.09)
<b>Total</b>		<b>43 (46.24)</b>	<b>11 (16.16)</b>	<b>39 (41.94)</b>	<b>93 (100.00)</b>
Age	Youth (18-30)	14 (15.05)	2 (2.15)	12 (12.90)	28 (30.11)
	Young adult (31-40)	12 (12.90)	3 (3.23)	5 (5.38)	20 (21.51)
	Adult (41-60)	12 (12.90)	5 (5.38)	14 (15.05)	31 (33.33)
	Aged/elderly (Above 60)	5 (4.34)	1 (1.08)	8 (2.33)	14 (15.05)
<b>Total</b>		<b>43 (46.24)</b>	<b>11 (16.16)</b>	<b>39 (41.94)</b>	<b>93 (100.00)</b>
Occupation	Civil Service	13 (13.98)	4 (4.30)	10 (10.75)	27 (29.03)
	Trading	16 (17.20)	3 (3.23)	20 (21.51)	39 (41.94)
	Farming	9 (9.68)	3 (3.23)	6 (6.45)	18 (19.35)
	Artisan	5 (5.34)	1 (1.08)	2 (2.15)	8 (8.60)
	Professional Practice	.....	.....	1 (1.08)	1 (1.08)
<b>Total</b>		<b>43 (46.24)</b>	<b>11 (16.16)</b>	<b>39 (41.94)</b>	<b>93 (100.00)</b>
Marital Status	Single	7 (7.53)	2 (2.15)	5 (5.34)	14 (15.05)
	Married	28 (30.11)	6 (6.45)	30 (32.26)	64 (68.82)
	Separated	5 (5.34)	1 (1.08)	3 (3.23)	9 (9.68)
	Divorced	3 (3.23)	2 (2.15)	1 (1.08)	6 (6.45)
<b>Total</b>		<b>43 (46.24)</b>	<b>11 (16.16)</b>	<b>39 (41.94)</b>	<b>93 (100.00)</b>

Source: Author field survey, 2024.

## IMPACTS OF STUDENTIFICATION IN KAZAURE

### ECONOMIC IMPACT

Eight variables named EcoVi–EcoVviii (Table 2A) commonly used to measure the positive contribution of studentification along with some other eight (Table 4.9B) that point to some negative effects were adopted to determine the economic impact of students’ housing in the studentified residential neighbourhoods in Kazaure. The responses of residents on a 5-point Likert scale were calculated and presented in Table 2A



**Table 2A: Weight Index of the Positive Economic Variables of Studentification**

VARIABLE CODE	VARIABLE NAME	WEIGHT OF THE POSITIVE ECONOMIC VARIABLES					PosIndexEcoVar
		fi*wi	fii*wii	fiii*wiii	fiv*wiv	fv*wv	
EcoVi	Increased rental income	225	80	60	14	1	25.33
EcoVii	Job creation	20	68	60	44	30	14.80
EcoViii	Local business support	0	36	39	68	37	12.00
EcoViv	Innovation and entrepreneurship	10	20	27	70	42	11.27
EcoVv	Tourism and hospitality	0	0	30	42	62	8.93
EcoVvi	Increased demand for services	165	84	57	22	9	22.47
EcoVvii	Diversification of the economy	5	40	45	58	38	12.40
EcoVviii	Stabilization of property markets	200	132	27	16	3	25.20

Source: Author field survey, 2024

Positive index of economic Variable (PIEV) =  $f_i * w_i + f_{ii} * w_{ii} + f_{iii} * w_{iii} + f_{iv} * w_{iv} + f_{v} * w_{v} / 15$ .....Equation 1  
 Using Equation 1 above, the positive indexes of economic variables i-viii are 25.33, 14.80, 12.00, 11.27, 8.93, 22.47, 12.40 and 25.20. As presented in Table 2A above, the increment in the rental value of buildings benefited more from studentification (25.33 index) than any other aspects of the economy within the neighbourhoods. Stabilization of property markets and increased demand for services were equally at close range to rental income benefit to the economy, with indexes of 25.20 and 22.47 respectively. Furthermore, the contribution of studentification to job creation in the study area was measured at an index of 14.80. Apart from these variables, studentification's enhancement of diversification of the economy, support of local business, contribution to innovation and entrepreneurship, tourism, and hospitality were indexed at 12.40, 12.00, 11.27, and 8.93. This shows that tourism and hospitality benefited least economically from studentification in the study area.

The mean of the positive index of economic variables (MPIEV) =  $\sum \text{PosIndexEcoVar}_i / 8$ ..... Equation 2

Hence the mean of the positive index of economic variables in Table 2A is 16.55. Out of the eight variables, increased rental income (25.33), stabilization of property market (25.20), and increase in demand for services (22.47) were above the average mean contribution of studentification to the economy in the residential neighbourhoods.

Equally, eight (8) variables were adopted to measure the negative effects of studentification on economic activities (Table 2B). Using equation 1, the economic index (negative) of Variables i-viii are 26.80, 12.67, 26.73, 14.20, 18.73, 19.40, 10.40, and 11.33. From these values, the negative influence of studentification on housing affordability (rental), seasonal fluctuation in the local market, displacement of long-term residents, and limited investment in non-student amenities were felt most by the populace; and scored above the mean index (17.53). Other variables such as property degradation, overdependence on student population, and cost of security have indexes of 12.67, 11.33, and 10.40 respectively.



**Table 2B: Weight Index of the Negative Economic Variables of Studentification**

VARIABLE CODE	VARIABLE NAME	WEIGHT OF THE NEGATIVE ECONOMIC VARIABLES					NegIndexEcoVar
		fi*wi	fii*wii	fiii*wiii	fiv*wiv	fv*vw	
EcoVi	Pressure on housing affordability	260	92	42	8	0	26.80
EcoVii	Property degradation	30	36	33	48	43	12.67
EcoViii	Seasonal fluctuations in the local market	300	56	30	12	3	26.73
EcoViv	Pressure on local infrastructure	25	68	57	22	41	14.20
EcoVv	Limited diversity/investment in non-student amenities	150	60	21	18	32	18.73
EcoVvi	Displacement of long-term residents	90	56	78	28	39	19.40
EcoVvii	Cost on security	0	20	39	44	53	10.40
EcoVviii	Overdependence on student population	15	28	27	52	48	11.33

Source: Author field survey, 2024

On the whole, the net economic impact of studentification = mean of the positive index of economic variables (MPIEV) - Mean of the negative index of economic variables (MNIEV) /5.....Equation 3.

From the above, the net economic impact of studentification in the study area = 16.55-17.53/5

=-0.20 approximately.

The rules for assessing the impact:

- i. If  $0.01 \geq \text{net index} \leq 1.00$ , the impact is judged to be very low.
- ii. If  $1.01 \geq \text{net index} \leq 2.00$ , the impact is judged to be fairly low.
- iii. If  $2.01 \geq \text{net index} \leq 3.00$ , the impact is judged to be somehow low.
- iv. If  $3.01 \geq \text{net index} \leq 4.00$ , the impact is judged to be fairly high.
- v. If  $4.01 \geq \text{net index} \leq 5.00$ , the impact is judged to be very high.
- vi. A positive net index value implies positive impact and,

- vii. A negative net index value implies negative impact.

From the above rules, it was concluded that studentification has a fairly low negative economic impact in the studentified residential neighbourhoods.

**SOCIAL IMPACT**

This is an analysis of the balance between the social gain and loss by the residential neighbourhoods, from the process of studentification. As presented in Table 3A, eight variables coded SocVi-SocVviii were adopted in the analysis of the positive contribution of studentification to the social life in the study area. To calculate the positive indexes of these variables, equation 1 (earlier specified) was used. Through this, increased cultural diversity, improved housing standards, and cultural exchange have an outstanding high index weight; 23.80, 17.13, and 15.00 respectively. These were the social aspects of life that benefited most from studentification in Kazaure. Also, innovation and entrepreneurship development, increased demand for public goods, enhancement of social support networks, and improved health facilities garnered index weights of 11.27, 11.00, 9.80, and 8.60 respectively. The variable that weighted least was the revitalization of neighbourhood. This showed that studentification



did not meaningfully lead to social neighbourhood revitalization.

**Table 3A: Weight Index of the Positive Social Variables of Studentification**

VARIABLE CODE	VARIABLE NAME	WEIGHT OF THE POSITIVE SOCIAL VARIABLES					PosIndexSocVar
		fi*wi	fii*wii	fiii*wiii	fiv*wiv	fv*vw	
SocVi	Cultural exchange	55	60	42	60	38	15.00
SocVii	Improved health facilities	0	0	24	40	65	8.60
SocViii	Improved housing standards	60	60	69	50	18	17.13
SocViv	Innovation and entrepreneurship	10	20	27	70	42	11.27
SocVv	Social support networks	0	0	45	48	54	9.80
SocVvi	Revitalization of neighborhood	0	0	0	16	85	6.73
SocVvii	Increased demand for public services	0	0	54	72	39	11.00
SocVviii	Increased cultural diversity	190	88	51	24	4	23.80

Source: Author field survey, 2024

By equation 2, the mean of the positive index of social variables (MPISV) is 12.92. This implied that only three variables; increased in cultural diversity, improved housing standard, and cultural exchange, out of the eight selected variables scored above the mean index of the positive social variables. It could be said that the positive contribution of studentification is below average. The possible interpretation could be that students' infiltration into the residential neighbourhoods was not accompanied by some social programmes and practices that could benefit the residents.

weighed 21.80, 19.40, 17.80, and 11.87 respectively.

Presented in Table 3B are the eight variables used to evaluate the negative social effect of studentification in Katoge, Kanti Yamma, and Kanti Gabbas and their respective indexes. Smoking and hard drug consumption, noise disturbance, seductive dressing, and offensive hairstyling have indexes of 29.80, 28.73, 28.13, and 26.67 respectively; a score above 23.03, the mean index value. Also, other variables such as theft and burglary, open street romancing, indoctrination of children into cultism, and night-life consumption



**Table 3B: Weight Index of the Negative Social Variables of Studentification**

VARIABLE CODE	VARIABLE NAME	WEIGHT OF THE NEGATIVE SOCIAL VARIABLES					NegIndexSocVar
		fi*wi	fii*wii	fiii*wiii	fiv*wiv	fv*vw	
SocVi	Indoctrination of children into cultism	75	48	57	50	37	17.80
SocVii	Theft and burglary	25	88	87	74	53	21.80
SocViii	Noice disturbance	310	112	12	0	0	28.73
SocViv	Seductive dressing	265	148	9	0	0	28.13
SocVv	Open street romancing	70	108	63	38	12	19.40
SocVvi	Nightlife consumption	10	28	45	52	43	11.87
SocVvii	Offensive hairstyling	215	140	45	0	0	26.67
SocVviii	Smoking and hard drug consumption	240	128	60	24	3	29.80

Source: Author field survey, 2024

By applying equation 3, the net social impact of studentification = Mean of positive index of social variables (MPISV) - Mean of negative index of social variables (MNISV)/5. Hence the social impact of studentification in the studentified residential neighbourhoods on the residents is  $(12.92-23.03)/5$  which equals -2.02. This value is interpreted as a somehow low negative social impact according to the established rules.

### ENVIRONMENTAL IMPACT

In several ways, students' accommodation and activities bear a lot on the physical environment through daily activities such as accommodation, recreation, and transportation. As done in the previously investigated domains, both the positive and negative environmental effects of studentification are considered for explanation in this section.

Some positive variables considered for assessing the positive effects of studentification included increased use of public transportation, sustainable housing practices, waste reduction initiatives, air pollution mitigation, energy consumption awareness etc(Table 4A). The positive index value of environmental variables (PosIndexEnvVar) was found using Equation 1. From Table 4A, it was indicated that air pollution mitigation as practiced by the students contributed

most (22.87) to the positive environmental benefits of studentification within the neighbourhoods. One possible interpretation of this is that the students mostly do not engage in cooking that burns fossils but, rather use gas cookers, unlike the indigenes. Environmental awareness programme (Variable vii) was assessed to have contributed a 14.00 index to the environmental benefit of studentification, in the neighbourhoods and increase in the use of public transportation, and energy consumption awareness scored 11.87 indexes. Apart from these variables, Other selected variables (community engagement, sustainable housing practices, waste reduction initiatives, and urban greenery) were indexed at 10.07, 9.73, 9.67, and 7.89. This result showed that students' accommodation within the residential neighbourhoods contributed least to environmental issues in the path of urban greenery.



**Table 4A: Weight Index of the Positive Environmental Variables of Studentification**

VARIABLE CODE	VARIABLE NAME	WEIGHT OF POSITIVE ENVIRONMENTAL VARIABLES					PosIndexEnvVar
		fi*wi	fii*wii	fiii*wiii	fiv*wiv	fv*vv	
EnvVi	Increase in the use of public transportation	10	28	45	52	43	11.87
EnvVii	Sustainable housing practices	0	16	15	62	53	9.73
SoEnvViii	Community engagement	0	32	30	28	61	10.07
EnvViv	Waste reduction initiatives	0	0	48	40	57	9.67
EnvVv	Air pollution mitigation	170	84	63	18	8	22.87
EnvVvi	Energy consumption awareness	10	28	45	52	43	11.87
EnvVvii	Environmental awareness programmes	25	56	45	50	34	14.00
EnvVviii	Urban greenery	0	0	24	18	76	7.87

Source: Author field survey, 2024

Going by equation 2, the following arithmetic calculation holds to secure values of the mean index of the positive environmental variables (MPIEV) in the studentified neighbourhoods:  $11.87+9.73+10.07+9.67+22.87+11.87+14.00+7.87/8$  which approximately resulted in 12.24. Hence, of the eight variables considered in the table, air pollution mitigation practiced by the students, and environmental awareness programmes they use to conduct indexed higher than the average index value.

On the other way, to weigh the negative impact of studentification in the study area, EnvVi-EnvVviii (Table 4B) was employed as applicable. Unbearable noise levels emerged with an index of 25.53 as the most negative environmental effect of studentification in the study area. Building structure alteration, green space degradation, and improper disposal of solid waste were in the close region, with indexes of 24.73, 24.60, and 23.80 respectively. After noise making within the neighbourhoods, these variables made the second, third, and fourth most negatively affected aspect of the environment due to studentification. The findings suggest that the students used to distort paintings and decorations on the building or

internally destroyed the building by nailing on walls.



**Table 4B: Weight Index of the Negative Environmental Variables of Studentification**

VARIABLE CODE	VARIABLE NAME	WEIGHT OF NEGATIVE ENVIRONMENTAL VARIABLES					NegIndexEnvVar
		f <sub>i</sub> *w <sub>i</sub>	f <sub>ii</sub> *w <sub>ii</sub>	f <sub>iii</sub> *w <sub>iii</sub>	f <sub>iv</sub> *w <sub>iv</sub>	f <sub>v</sub> *w <sub>v</sub>	
EnvVi	Increase in energy consumption	10	28	45	52	43	11.89
EnvVii	Vandalization of infrastructure	0	16	15	62	53	9.73
SoEnvViii	Public transportation strain	0	32	30	28	61	10.07
EnvViv	Unbearable noise level	200	116	57	10	0	25.53
EnvVv	Improper disposal of solid waste	150	124	63	18	2	23.80
EnvVvi	Overcrowding	0	8	18	28	71	8.33
EnvVvii	Green space degradation	160	104	75	30	0	24.60
EnvVviii	Buildings' structure alteration	190	108	51	22	0	24.73

Source: Author field survey, 2024

Other variables in the same category that indicated negative effects on the environment in the study area with their respective index values were: increase in energy consumption (11.89), public transportation strain (10.07), vandalization of infrastructure (9.73) and overcrowding (8.33).

Equation 2 was employed to seek the mean of these indexes and the arithmetic manipulation is  $11.89+9.73+10.07+25.53+23.80+8.33+24.60+24.73/8$  which approximately resulted in 14.59. Four of the considered variables, unbearable noise level generated by the students, building structures' alteration, degradation of urban greenery, and improper disposal of solid wastes have index values above the average index. Furthermore, to seek the balance between the positive and negative contribution of studentification to the environment, Equation 3 comes into play. Hence, the net environmental impact of studentification = Mean of positive index of environmental variables (MPIEV) - Mean of negative index of environmental variables (MNEIV)/5. This is  $(12.24-14.59)/5$ , which is -0.47; interpreted as a very low negative environmental impact.

## CONCLUSION AND RECOMMENDATION

The three domains considered in this study within the residential neighbourhoods suffered a negative impact from studentification. The impacts

of the students' accommodation within the residential neighbourhoods in the study area on the economy, social, and environment varied distinctively. The social life of the residents was most negatively affected by studentification, followed by the economy and then, the environment, in the study area. These results imply that all the residents in the neighbourhoods interact, either actively or passively with the students, just a negligible section of the community (commodity sellers and commercial motorcyclists) benefited from the students' daily transactions, and environmental issues were not much of their concern. These findings were in agreement with some recent studies such as Bacani and Cardoso (2023), Adewale and Simpeh (2023), Garmendia, Coronado and Urena (2023), Gregory and Rogerson (2023) and Mosey (2017) which have established that studentification does many harms than benefits.

Based on these findings, the study suggested a collaboration between the school authorities, housing agents, and community leaders in the city. This could be achieved by making the school authorities a guarantor in securing students' accommodation and hence, largely, putting the students under watch outside the school campuses. Furthermore, avenues should be created for the student's social awareness programme by the



residents to orientate them on morally acceptable behaviours within the community.

#### ACKNOWLEDGMENT

The authors sincerely express their appreciation to the TETFUND for funding this study under the Institution Based Research (IBR) intervention.

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