

**SOCIAL PROBLEMS FACED BY NON-RESIDENT UNDERGRADUATE
STUDENTS OF KAMPALA INTERNATIONAL UNIVERSITY
WESTERN CAMPUS**

By

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DECLARATION

I, Lydia Kamusiime Rwakishaya, declare that this dissertation has never been published or submitted for award of a degree in any University before.

Signed 

Lydia. K. Rwakishaya

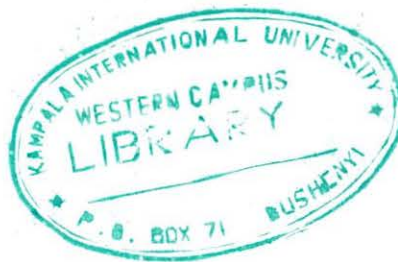
Date 20th Oct - 2008

This dissertation has been submitted for examination with the approval of the supervisor.

Signed 

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Date 20-10-2008



DEDICATION

This research work is dedicated to my dear husband
the Late Dr. Nathan Rwakishaya and our children:
Joshua, Natasha, Jerome and Benjamin.

I Love you un-conditionally.

ACKNOWLEDGEMENT

This study is an end product of an interaction with many people. Producing this work has not been a simple task of which single handedly I would not have done much. First and foremost, I would like to extend my sincere and special thanks to my supervisor Dr. Karoro E.A for his advice and professional guidance which have seen me to the completion of the study.

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TABLE OF CONTENTS

	Page
Declaration	i
Dedication	ii
Acknowledgement	iii
Table of Contents	iv
List of Tables	vii
List of figures	ix
List of Appendices	x
List of abbreviations	xi
Abstract	xii

CHAPTER ONE: INTRODUCTION

	Page
Background	1
Statement of the problem	3
Purpose of the study	4
Objectives of the study	4
Scope of the study	4
Significant of the study	4
Conceptual frame work	



CHAPTER TWO: REVIEW OF RELATED LITERATURE

	Page
Non-residence and accommodation problems	6
Non-residence and feeding, health and sanitation problems.....	9
Non-residence and behavioural/social relationships of students	11
Research questions and hypothesis	13

CHAPTER THREE: METHODOLOGY

Introduction	14
Research Design	14
Area of study	14
Population of study	14
Sampling strategy	14
Sample size	15
Instruments of data collection	15
Validity of instruments	16
Reliability of instruments	17
Study procedure	17
Data analysis	17

CHAPTER FOUR: PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

	Pages
Introduction	19
Background information	19
Research question one	21
Research question two	23
Testing hypothesis one	26
Students responses to open ended questions	32
Results from the interview guide for landlord	33
Summary of observation for physical facilities in places of residences....	34
Administrators responses	35

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction	37
Discussion of the research questions and hypothesis	37
Conclusion	46
Recommendations	47
Further research	48
References	49
Appendices	53

LIST OF TABLES

	Pages
Table 1 A – Age level of respondents	19
B – Sex composition of respondents according to their age.....	20
Table 2 – Students’ responses on the number of students in a room	20
Table 3 – Students’ responses on the kind of visitors received	21
Table 4 – students’ response on the time when visitors are received	21
Table 5 – Students’ responses on range of rental fee paid per month.....	22
Table 6 – Students’ response on months paid in advance	22
Table 7 – Students’ responses on security of movement	23
Table 8 – Students’ response on access to meals	23
Table 9 – Students’ response on state of eating places	24
Table 10 – Students’ responses on type of toilets used	24
Table 11 – Students’ responses on the type of bathrooms used	25
Table 12 – Students’ responses on access to water at places of residence ...	25
Table 13-Students’ responses on drainage system in and around their residences.....	25
Table 14 – Students’ responses on the distance to a healthy facility	25
Table 15 – Responses on students’ relationship with the community.....	27
Table 16 – Chi –square on responses for students’ relationship with the community	27
Table 17-Students’ responses on exposure to sexual risks	28
Table 18 – Chi –square test on students responses to sexual risks	28
Table 19 – Students’ responses on easy access to reproductive health services.	29
Table 20 – Chi – square test for responses on easy access to reproductive health services	30
Table 21 – Cross tabulation of chi –square tests of all items of the hypothesis..	31

LIST OF FIGURES

Figure 1: Conceptual framework	5
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A LIST OF APPENDICES

	Pages
Appendix A: Questionnaire for non-resident students	53
Appendix B: Questionnaire for administrators	57
Appendix C: Interview guide for landlords	59
Appendix D: Observation checklist	60
Appendix E: Calculation for the content Validity index (CVI)	61
Appendix F: A letter of introduction from the Office of the Cordinator school of post graduate studies	62
Appendix G: Table for determining sample size from a given population.....	63
Appendix H: Formular for computation of Chi-square test.....	64
Appendix I: Critical value for the X^2 distribution	65

ABBREVIATIONS

UPE	-	Universal Primary Education
UPPET	-	Universal Post Primary Education
KIU – WC	-	Kampala International University
STDs	-	Sexual Transmitted Diseases
KCC	-	Kampala City Council
CVI	-	Content Validity Index

ABSTRACT

This study was designed to investigate the social problems that non-resident students of Kampala International University-Western Campus face in their places of residence during their course of study.

The study targeted 169 out of 300 students, 10 out of 15 landlords and 5 out of 9 University administrators.

The study set out to establish the suitability of accommodation facilities for non-resident students, the state of the prevailing feeding, health and sanitation conditions in and around residences and the social/behavioural problems which non-resident students of KIU-WC face.

The study used a survey research design. Both qualitative and quantitative techniques were used in collecting and analyzing the data. Three research instruments were used in the study;- a questionnaire was used to collect information from students, the observation was used to assess the conditions in and around residences and interview was used to collect information from administrators and landlords. The instruments were administered to the respondents accordingly.

Two research questions and one hypothesis were developed to guide the study and these were; are the accommodation facilities of the non-resident students suitable? What are the prevailing feeding, health and sanitation conditions in and around non-resident students' residences? There are no significant social/behavioural problems facing non-resident students of KIU-WC.

The data collected was interpreted, discussed and analysed using tables and percentages. Statistical analysis was also employed using the Chi – square(X^2) test.

The findings of the study revealed that non-resident students reside in hostels and other rented rooms around Bushenyi Ishaka towns, majority of whom share

rooms. Findings revealed that accommodation facilities are inadequate and lacking to cater for the needs of the students. It was found out that students were paying high rental charges. It was also found out that it was insecure for non – residents students to move to the University library back to their residences at night.

The state of feeding, health and sanitation were found to be poor and lacking. It was revealed that some students took up to preparing their own meals but this was inconvenient as it interfered with their study programs. The poor and unhygiene sanitation facilities found in the places of residences posed a health hazard.

The study revealed that cohabiting, drankardness, drug abuse, fighting and quarrels were common in non - resident students residences, especially those in a high sensitive health reproductive age. It also revealed difficulty for the University administration to enforce rules/regulations on the residence facilities since it doesnot have authority.

The researcher recommended that;

- The University administration should liase with the landlords to make sure that accommodation facilities are improved upon and minimal rental charges are paid.
- The management should establish an intensive data base which will enable regular monitoring of feeding, health and sanitation situation regarding non-resident undergraduate students.
- Efforts should be made to ensure that singles sex hostels are put in place by landlords to address the issue of social/behavioural problems such as co-habiting, unwanted pregnancies, alcoholism and other sexual and social related risks among students.

CHAPTER ONE

INTRODUCTION

Background

Traditionally all universities in Anglophone Africa which started as “Asquith Colleges” such as Makerere University and the University of Gezira in Sudan have for a long time offered fulltime residential instruction. This observation is shared by Buer F.U.Coletta, M.Esiemon, T.O Eyoku, G.Masuul, Roberts J.Eds (1993), Chitoran (1990), Onwumechili (1990), Saint (1995) and Tarpeh (1994). Accommodation, according to Webster new students’ dictionary (1914) means something supplied for convenience or to satisfy a need of Hostels and lodging services, while Nabawanuka (1997) uses accommodation in the context of university – non residence to mean the hostels and rented houses by students who come for university courses of study and are privately sponsored.

Talcott Parsons (1968) stresses that societies must provide for meeting social needs in order to survive. He observed that society is a stable, orderly system whereby the majority of members share common sets of values, beliefs and behavioural expectations.

A non resident undergraduate is a student enrolled at a university to study for any pre bachelors’ award degree, but who is not accommodated in the university’s halls of residence. Non residence for university students in developed countries is not regarded as a problem, but rather, it is student residence which is thought to be administratively problematic. Information available on inter-net reveals for instance that both at the University of New England, Australia and at Sir Willfred Grenfell college, Canada, student accommodation is mainly off campus and is administered independently. In Africa the non residence phenomenon in universities is only beginning to be of considerable significance.

It has been generally acceptable that an educated population is a major prerequisite for national development. In Uganda for example, Universal Primary Education (UPE) was meant to equip every child of primary school age with education while the 2007 offering of Universal Post Primary Education (UPPET) is for all secondary age groups. Although higher and tertiary education has not been made compulsory by government in Uganda, the policy on tertiary education has been liberalized to allow as many students access university and other tertiary institutions with ease as indicated in The Universities and Other Tertiary Institutions Act (2001).

From 1990 - 2006, Uganda has registered four (4) public universities and more than nineteen (19) private universities. These universities have registered many students who, however, have to improvise on resources such as accommodation, feeding, transport, stationary, communication, tuition fees and research. According to Nabawanuka (1997), the increased demand for education in tertiary institutions has more than doubled for female students in the recent times. This has been due to several factors such as greater political pressure for higher education, the structural changes occurring in the economies and the deliberate policy induced changes in the gender ratio of enrolment as stated by Subbara O.K. Pancy, L Dundar, H and Haworth J (1994). While there has been the aforementioned expansion in the enrolment of students to universities and other tertiary institutions, the facilities have remained low, increasing at a relatively lower pace. Lecture rooms, laboratories, offices and libraries have been over-stretched as observed by Nabawanuka (1997). Hostels and accommodation facilities have all become increasingly scarce and expensive. This has created a big impact on the non-resident students accessing the few available resources that are highly competed for. Non-resident under-graduate students have continued to face problems of accommodation, feeding, transport and any other social amenities.

Kampala International University, Western Campus (KIU-WC) is a private University whereby students are solely on self sponsorship and therefore, have to meet each and every obligation. They have to cater for tuition fee, feeding, accommodation and any other maintenance. It is anticipated that this may cause social problems to non-resident students as the study seeks to establish.

The general population increase in the country and the education awareness has contributed to mushrooming of many secondary schools and this has raised the number of students joining universities and other tertiary institutions. The high population growth rates and increased access to education have boosted the social demand for higher education leading to raising university enrolments and a proliferation of tertiary institutions. Nabawanuka (1997) observes that in the 1990s, the student population in the university more than doubled with the introduction of private sponsorship scheme. Eventually, universities find residence facilities in hostels around the university for the government sponsored while privately sponsored students reside with either their relatives,

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✖ KIU-WC a branch of the Main University at Kansanga in Kampala city, is located in Bushenyi - Ishaka Town Council, Bushenyi District on Mbarara - Kasese road. It is totally a private university with the majority of students residing in Ishaka and Bushenyi towns in rented rooms and houses. The university has limited hostels within the campus and students who choose to be accommodated within do pay to the university and are allocated rooms.

Realistically, students under non-residence system find it difficult to sustain themselves outside throughout the semester. The high cost of living on food, accommodation, electricity, water, security and other personal effects leave them in a hard state of living. Consequently non-resident students are found renting in places with poor facilities because they are a little bit cheaper. Others join to share rent thereby congesting in the small rooms rented. Such sleeping places are not conducive for reading and even there is no security. Students have to prepare or look for their own meals if they can not afford the university dining or other hotels. This means eating from poor and unhygienic places. This therefore, leaves the students in undesirable conditions consequently affecting their social and academic status.✖

Statement of the problem

KIU-WC has most of its students privately sponsored. With the increased number, many foreign and home students have taken up to staying in private hostels and rented rooms near the University in Bushenyi/Ishaka Town council. The overwhelming numbers of non-resident students coupled with the fact that neither special accommodation and feeding facilities nor adequate sanitation and security conditions are in place to cater for their needs may appear hazardous to the social/behavioural well being of these students leading to risk and bad habits such as co-habiting, poor health, thefts, alcoholism, engagement in work to earn, fighting, early marriages, unwanted pregnancies and other

sexual related problems, which in turn may lead in failure to pay University fees and drop out of the University which all constitute a problem worth studying.

Purpose of the Study

The purpose of the study was to investigate the social problems that non-resident students of KIU-WC face and how these problems affect the students' lives through their course of study at the University.

Objectives of the Study

1. To establish the suitability of accommodation facilities for non-resident students.
2. To ascertain the state of the prevailing feeding, health and sanitation conditions in and around non-resident residences.
3. To assess the social/behavioural problems facing non-resident students

Scope of the Study

The study covered the geographical area surrounding KIU-WC in Bushenyi-Ishaka town council where student hostels and rented houses exist. The content scope dwelt on the social problems that non-resident undergraduate students of KIU-WC face in and around Bushenyi-Ishaka Town Council. The scope of interest was students, Land Lords and administrators.

Significance of the Study

The study will help the University administration to understand the social problems the students/learners face and how they impact on their lives. The findings will probably also help non-resident students to appreciate problems arising from residing outside the University and how they can cope with the associated challenges.

In addition, this study will probably also give an opportunity to parents to appreciate the social problems arising from off-campus residence of their children and seek possible remedies.

To the academicians/researchers, this study will probably be a basis for further research and provide measures on how to improve the life style of undergraduate non-resident students at higher institutions of higher learning.

Conceptual frame work

The study was guided by a systematic frame work centering on a three- factor model developed by Heneveld (1994). The framework consists of an interrelated network of six factors organized into four groups that influence student out comes. The factors and their interrelationship were presented in the systems diagram in Figure 1.

The supporting inputs flow into factors related to non residence where the enabling out side university environment affects students' health, feeding, security, and social relationships and possible out comes.

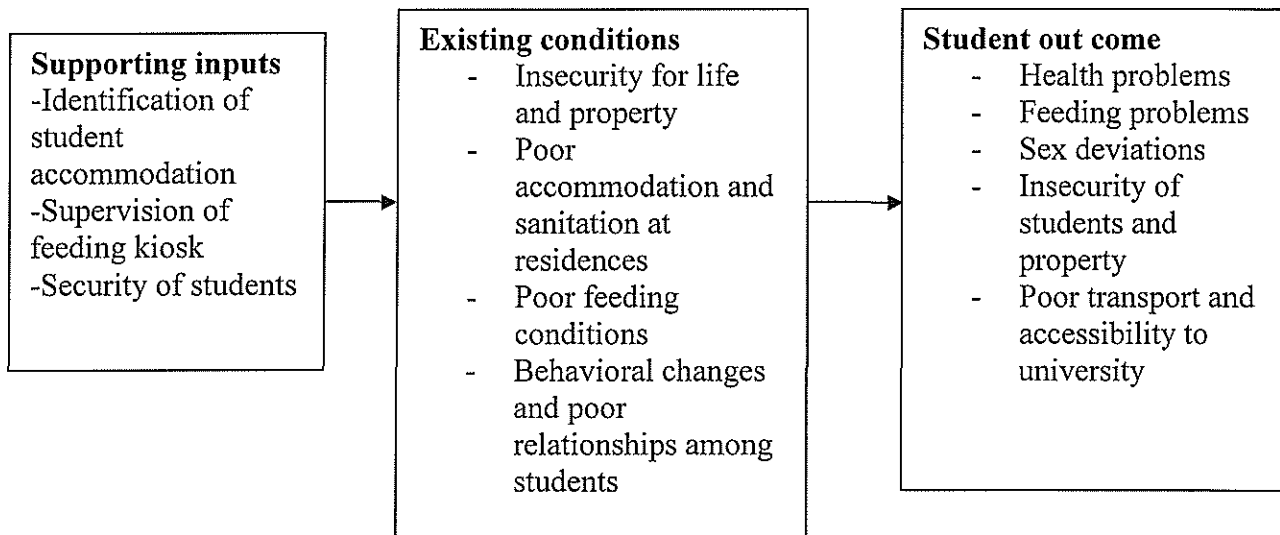


Figure 1: Conceptual frame work. Based on the model by Heneveld (1994)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter the researcher discussed the literature that is related to the objectives and themes of the study. What other researchers have said about the study was analyzed under the following headings; Non residence and accommodation problems; Non-Residence, feeding, Health and Sanitation Conditions and Non residence and behaviour/social relationships of students.

Non- residence and accommodation problems

On the subject of non residence and accommodation problems, the Makererean (1966, 3rd- 10th December) reported that problems started as early as 1966. Accordingly, non resident students roamed the whole of Kampala and adjacent areas in search of accommodation from landlords the majority of whom offered rather inferior houses at exorbitant prices. Kahangi (1991) painted a gloomy picture of accommodation problems in slum areas which included un cemented rooms without electricity and water, too much noise for meaningful academic pursuit and many drinking places where loud music was ever blaring. He observed that there were few chances of getting cheap but decent accommodation. Today, so many years from the time of the quoted reports, the intensity of these problems over time are yet to be established.

Although on the other hand, studies carried out by non-African researchers noted that accommodation in halls of residence is alright for Africa, it helped in the moulding of the African character and changing from the old ways. Many studies, for instance those carried out by Fafunwa (1971), Giri (1990), Ndoreliire (1988), Ssentenza Kajubi (1992), and Wandira (1977) labelled criticism on accommodation in halls of residence. In general, they pointed out that student accommodation in halls of residence was expensive and not economically viable. They reported that hall accommodation encouraged the production of elitist, artificial graduates and that it is restrictive and segregative. In a cross – section of their findings the argument striking through was that hall accommodation encourages rebellion and evil habits. They saw in it outdated fashions of medievalism. These findings were in support of non-residence whether private or government – sponsored , but they fell

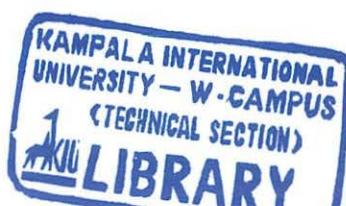
short of focusing on off – campus accommodation facilities which may perhaps not necessarily guarantee the production of a less elitist, less artificial, less rebellious and evil-free graduate, a situation that was yet to be ascertained by this study.

The Household Survey (1989) report in the Republic of Uganda National Environment Action Plan (1995:9), noted that; 51.6% of the existing housing stock (in the whole country) needed replacement, while 44.5% required upgrading, only 1.9% was suitable in quality. The survey concluded that the majority of Ugandans live in poor housing conditions. The question here was; should it just be assumed that the target population for this study was used to poor housing and was therefore having no accommodation problems in slums around Makerere University?

While reporting on the recent phenomenon of student non-residence outside Makerere University, Eremu (op ch) revealed that non-resident undergraduates in general, had accommodation problems ranging from leaking roofs, inadequate heating and congestion. He highlighted the high expenses involved in hiring hostels which ranged from Ugandan shillings; 110,000 to 140,000 per semester. Another piece of literature of research interest to supplement Eremu's findings, came from another newspaper reporter; Kalema (1998) who observed that whatever their physical state, hostels were not suitable for student accommodation.

One of the common features of slum areas world-over is insecurity to both life and property. As long as private non-resident undergraduate students of KIU-WC are hiring residences in slums, their lives and property may not be secure. To echo this concern, Fraser (1968) referred to "security" as one of the benefits resident students usually enjoy over non residents. Kiryowa (1997) made an investigation around Makerere University and reported that cases of thugery were increasing. He cited a case where a student was injured and robbed of money as he moved with a friend from Nsibirwa Hall to one of the hostels at night. If such a problem is investigated and found to still be in existence today, it could have an impact on night movements to libraries and lecture rooms by non-resident undergraduate students.

The same problems of insecurity were echoed by Nabawanuka, (1997:6) when she made the following observation that walking from hostels to the Library at night is dangerous especially for female students. Security of their property is not assured, and they



live in constant fear of being robbed. Perhaps this too applies, to non resident private undergraduate students of KIU - WC.

Currently at KIU-WC the Minister of off – campus affairs reported that the hostel accommodation has risen from sh50, 000 per month in an empty single room to 100,000/= per month per student. High demand and getting into one of these rooms can be a very frustrating experience. He further reported lack of compound and access roads to some of the hostels. Whether their reports are authentic or not that remains yet one of the major tasks for this study.

In another related study, the University Grants Committee (1957) of Britain noted, on accommodation problems and non-residence, that sharing of sitting rooms with landlords/ladies and the associated cases of seduction, is a common constraint to non-resident students. Perhaps this too is happening to the non-resident undergraduate students of KIU-WC.

Fuad (1970:71) reported that there was little accommodation in Kampala area near the university, suitable for students. Twenty one years later, Sendaula (1991:23) recommended that the business community should be encouraged to construct in the neighbourhood of the university, hostels for hire by students, a great number of whom will progressively become non- residents. This implied that most likely the very problems pertaining to accommodation still existed, thus prompting an investigation especially now that numbers of non-resident students have more than tripled. Still on residence and student accommodation problems, Passi (1993:9) observed inadequate students residence in squalid conditions in the ghettos of Kampala. The state of the referred to ‘ghettos’ and the squalid conditions reported are to be established by this study. In another related study, in the Makererean (1963), it was observed that the housing structures in which the few non-resident government-sponsored undergraduates eventually found accommodation were hardly conducive for serious study. Is the housing situation any different today for the private non-resident undergraduates?

Gidudu (1977), Mukhwana (1988) and Turyagyenda (1989) carried out studies on problems of day secondary school students in different urban settings in Uganda. They concluded that accommodation was the most significant problem faced by their target population. The study carried out by Gidudu (op ch) pointed out that 80% of all the respondents cited accommodation problems as the most acute. In a related study,

Naluwembe (1982) had the following remarks, to conclude that having sufficient reading facilities at home could improve standards of academic performance, but staying in slums has adverse effects on academic performance.

Manivannan (1997), on the web-site, indicated that in the privately – managed off-campus university of New England, each room had a bed and mattress, a study table and chair, a study lamp, a wardrobe, a chest of drawers and waste-paper basket. He also mentioned coin-operated washing machines and driers, plus laundry facilities and clothes lines, including coin and card-operated phones. Since KIU is a renown international university that is continuing to expand in terms of enrolment, not only of local but also of international students, and since non-residence seems to be an inevitable option that is here to stay for many years to come, it is yet to be established, how many of such standard accommodation facilities do exist for non-resident students' service in hired residences around the university.

Non-Residence and feeding, Health, and Sanitation Conditions

On the literature pertaining to non-residence and feeding facilities for private non resident undergraduates of Makerere University living around the campus, Kalema (1998) reported that there are numerous food canteens, fruits stalls, pork and booze joints springing up around the university, to feed the rapidly increasing student population as a result of the private sponsorship scheme. He did not however state how adequate the food canteens, the cooking utensils, the eating utensils and the dinning furniture are, for use by students. Nevertheless he emphasized the element of businessmen coming in to make “quick money.”

In a study he conducted on day secondary school students, Emenyu (1983) reported malnutrition problems for non- resident secondary school boys in Soroti town. He concludes that the capacity of non-resident male students to buy food was always low, unlike their opposite sex contemporaries. Like Kalema, Emenyu never highlighted the adequacy of the kitchen and dining facilities involved.

Still in regard to the adequacy of the feeding facilities for private non-resident undergraduates under investigation, Isalot (1992) in his study on *The effect of residence in government hostel on academic performance of secondary school students in Kampala* observed that the majority of hostel residents went to school without breakfast. He neither

mentioned why nor did he focus on the environment in which student food was prepared and served. Kahangi (1991) found, and reported only that non-resident students spent a lot of time purchasing and preparing meals for themselves. The researcher noted that local studies carried out on problems of day scholars at various levels do omit or ignore the investigation of feeding facilities.

On the web site however, Manivannan (1997) gave information to the effect that his flats are self-catering but added that each flat had a shared kitchen with a stove, a fridge, shelves and cupboards while the dining room had a good dining table, a good coffee table and good chairs. There is need to find out if hostels and other types of residences around KIU-WC possess such seemingly expensive, but probably increasingly necessary feeding facilities, for non-resident undergraduate students.

According to the National Environment Action Plan for Uganda (NEAPU) (1995) report, environmental sanitation involved supply of clean water, proper disposal of waste, sewage and refuse, safeguarding of food, control of insect vectors such as mosquitoes and other pests, preventing air pollution and elimination of noise and other hazards. However according to some of the studies already mentioned, the above are in existence in the study zones of this investigation, and there is no evidence on their control. The same report – p.42 added that it is common in slums and urban centers to find heaps of decomposing garbage which act as breeding ground for flies and other insects and as a habitat for rodents. Since student residences around KIU-WC are located in areas characteristic of the above, this study will ascertain by itself the existence and the unhygienic conditions quoted in the report. It should be remembered that scholarship requires first and foremost a healthy mind in a healthy body and a healthy body in a healthy environment.

Literature on non-residence and health problems include an observation by Kalema (1998) while referring to what he discovered about some of the hostels around Makerere University, that for roads, they (hostels) have to do with a maze of muddy footpaths, which also double up as the drainage system. The same author mentioned congestion in small rooms with cracked floors and leaking roofs as a likely health hazard to non-resident students. He further reported that some hostels do not have pit-latrines. If true, these indeed constitute a health hazard worth investigating.

Karinkiza (1981) also researched into problems of day secondary school students around Kampala and reported that conditions in hostels are deteriorating. He mentioned

such conditions as poor meals, overcrowding and filthy surroundings. His report pointed to the likely problems to private undergraduate's health. Should the above conditions be obtaining in the study zones? Isalot, (1992) did not only observe that the type of food given to students enhanced their healthy development both physically and mentally, but he also found out that in the two government hostels he investigated, the diet was monotonous. Does this apply also to the target population for this study?

On non-residence and health/sanitation, Manivannan (1997) went ahead to show standard universal modern facilities to enhance a good health student environment at the university of New England as follows; that all rooms in the flats are for single occupancy only, each flat has a lounge and washing facilities, the bathroom has showers, toilets and wash basins, each flat also has a vacuum cleaner, an ironing board, cleaning equipment and all windows are provided with curtains.

Although such facilities seem to be inconsistent with the quality of Uganda's housing stock in general, this study is yet to discover what type of health - support facilities are in place in private non-resident undergraduates' residences around KIU-WC

Non residence and behavioural/social relationships of students

Non residence in all tertiary institutions has been loose on students' discipline based on social behaviors and relationships. According to Nabawanuka (1997) when students join the university, they have all the freedom to own houses and relate freely with the opposite sex at any time. The Makererean (1966) reported that, although the university provides rules and regulations to freshers, these rules are not followed but only consulted after an occurrence of a crisis. As a result, halls of residence at Makerere are free for entry of both sex. But the worst has come with the influx of non resident students whose residences have no rules and regulations (Kahangi 1991).

The Giraffe magazine of (2006, 3rd – 9th July), reported that students who stay outside the university have married while others have produced children. The worst aspect is that after bearing children, males who enter the inconvenient marriage leave the females alone with young kids un attended to. Many female students have since deserted the course to find a living and attending to the children. The Giraffe magazine (2006 4th – 11th November), reported that relationships with rich landlords and business men/ women in

Ishaka Town many of whom are married has increased. As a result the security of some students is compromised especially by the spouses.

Nabawanuka (1997:7) found out further, from her study of social problems of female non-resident undergraduates, that students while studying need to keep together and to be provided with security. As a result she concluded that university stake holders should bear in mind that while university education is necessary for the future, protection of humanity at an early age is more vital for the persons' future. She called for the universities and other tertiary institutions to provide for controllable student residences as a prerequisite for academic excellence and future personality of graduates, while to parents, she appealed for considering a proper accommodation as equally important as University tuition as both accommodation and education prepare the students future

Mukhwana, (1988) found out in his study that some of the secondary school students in Mbale town rubbed shoulders with the "criminals" and the "immoral", in which good standards of behaviour were lacking. Indeed it is the criminal and the immoral that are usually the source of insecurity in slum areas. Is this happening to non-resident male undergraduates at KIU-WC? The answer is yet to be ascertained.

In the report of AIDS surveillance in Uganda (2005), it was reported that University students have left their age bracket (18 – 30) high due to their easy social behaviour / relationship and uncontrolled sexual relationship at hostels. The Makererean (2005) also reported that rich men frequent female – halls of residence and hostels for young ladies who easily give in to outings to near by food and drinking joints.

The Uganda Demographic and Health Survey report (2005) has reported that areas around Makerere/Kampala have had high STDs, abortion related cases, family breakages while the Kampala city council (KCC) urban report (2001) to council has shown that crime rate around Makerere has increased with deaths related to sexual relationships with university students. This is reflected in the Giraffe magazine, 3rd Jan. – 10th Jan. 2006. Students Magazine/ report where crime rate in Ishaka Town has increased since the inception of KIU-WC as many of the students become non-residents

The literature reviewed in the out-going chapter, leaves unanswered questions and tends to give an impression that non-resident undergraduate students and particularly the privately- sponsored living on their own in areas around KIU-WC, have serious accommodation, feeding, health and security problems leading to social problems

warranting an empirical study, with a view of recommending measures that can help to improve the situation.

Research Questions and hypothesis

The study will answer the following research questions and hypothesis each dealing with a specific aspect of problem to non resident students.

Research questions

1. Are the accommodation facilities of non resident students' suitable?
2. What are the prevailing feeding, health and sanitation conditions in and around non resident students' residences?

Hypothesis

1. There are no significant social/behavioural problems facing non-resident students of problems facing non-resident students of KIU-WC.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the research methodology which deals with research design, study population, sampling techniques, data collection instruments, validity and reliability, study procedures and data analysis methods.

Research design

The researcher used a survey research design. This is because it is appropriate to gather information from a large sample with descriptive data from social problems that are easily described and explained than quantified. Gosh (1999) noted that it is necessary for the researcher to describe phenomena from a larger sample while Ary, Jacobs and Razavieh (1985) recommend descriptive statistics. The descriptive sample survey therefore helped the researcher to use both qualitative and quantitative techniques in collecting and analyzing data by statistical analysis of percentages and frequencies of certain items.

Area of Study

The geographical area of study was in areas around Bushenyi/Ishaka Town Council in Bushenyi district. This is mainly where the KIU-WC students reside.

Population of Study

The targeted population included 10 Land Lords recognised by the University, 169 non resident students (both males and females), 5 University administrators i.e. the Assistant University Counselor, Assistant Director Student Affairs, 1 Faculty Administrator, the University Warden and the Custodian.

Sampling strategy

Selection of 5 University Administrators out of 9 was done by purposive sampling due to the positions they hold in relation to the students. 10 out of 15 Land Lords were selected by simple random sampling from all University registered ones. This is because they have equal chances and information to be selected.

Systematic sampling was used on students because they have equal and independent chances to be selected. Students in the Upper classes were mainly selected because they were in a better position to provide information according to experience. 169 out of 300 students were targeted in the sample but only 150 responded. This is because not all the respondents were able to conform or return the questionnaires.

Sample Size

The researcher used the tables developed by Krejcie and Morgan in Appendix G because it gave a reasonable number of subjects. The researcher's population size was 300 which gave rise to a sample size of 169 according to the table.

Data collection instruments

The researcher used questionnaires, interviews and observation to collect data.

Questionnaire

The researcher used questionnaires with open-ended and close ended questions. (Appendix A) A questionnaire was preferred because it offers limited interference to the respondents. It can also be used to collect information from many respondents in a short time where the researcher is not physically present. It is a good instrument in collecting both quantitative and qualitative data from informed respondents. Students were subjected to similar closed ended and open ended questionnaire except for administrators who were subjected to open ended questionnaires because the researcher wanted to get a lot of information from them. (Appendix B) Sarantakos (1998) observes that by the use of a questionnaire, data is offered by respondents with limited interference on the part of the research personnel. However, on the open ended question which needed expression, the researcher was able to get expressions of the students.

Interview

The researcher also used interviews to collect data. One of the main advantages of interviews is their adaptability. They give more information which might not be given by other tools. More information and in greater depth is allowed since the interviews are face to face which enhances facial expressions that leads to non-verbal communication. As

observed by Marshall and Boss man (1989), clarification as well can take place enabling the interviewee to reveal everything in their view points. An interview guide was used on administrators to probe for sensitive and complex issues as observed by (Kakooza, 2002). Appendix C.

Observation check list

In addition to the above instruments, observation was used. The researcher did not only observe the accommodation and feeding facilities but also the sanitation and security conditions in and around the residences. As viewed by Ghosh (1999), observation and experiment become the basis of material grounds of induction. Induction reasoning can be established by the process of observation and experiment. The researcher in her study therefore observed the situation and facilities in the places of students residences. Through such observation, the researcher was able to get a real picture of how residents live. Appendix D.

Validity of Instruments

The validity of the questionnaire was tested and improved by discussing the items with colleagues doing the same course and later to those who finished the course but were pursuing similar investigations. The colleagues looked at the items considering clarity of the language relevancy, comprehensiveness of content and the length of the questionnaire. With the advice of the supervisor, the researcher made some adjustments in respect to various comments made by the colleagues.

The researcher went ahead to calculate the content validity index (CVI) which was computed as a ratio of the number of items considered to be relevant against the total number of items considered to be relevant against the total number of items in the questionnaire. (Appendix E). This was tested on two experts who were requested to judge the items considering their relevancy. The researcher calculated the CVI as per the results of the two experts and it was found to be 1.61 which is more than 0.7 hence reflecting a very high validity of instruments.

Reliability of Instruments

An instrument is reliable if it consistently measures what it is supposed to measure as observed by Walter (1989). It will be established through repeated trials or administration of the instruments. According to Hessler (1992), with the test – retest method, the drawn conclusions are deemed dependable and results as verifiable. The researcher therefore used a test – retest method to establish reliability.

Study Procedure

After the approval of the research proposal by the supervisor and the higher degrees research committee, the researcher edited the instruments ready to go to the field. A letter of introduction from the University was obtained to be given to the respondents. (Appendix F)

Data Analysis

Both quantitative and qualitative methods of data analysis were used. Data from the various sources recorded and categorized according to their sources. The researcher analysed data from the various categories and interpreted the results by finding out how they attempt to answer the research.

The researcher analysed the data using, percentages, tables and description while chi-square test (X^2) was used to analyse the hypothesis.

The general formular used was:-

$$X^2 = \sum \frac{f_o - f_e}{f_e}^2$$

Where

X = Chi – square

f_o = Observed frequency

f_e = Expected frequency

Expected frequency was obtained from the frequency table as:

$$f_e = \frac{\text{row total} \times \text{column total}}{\text{Grand total}}$$

The χ^2_{cv} Chi-square critical value was obtained from the statistical tables and the appropriate degrees of freedom were:

$$df = (r - 1)(c - 1)$$

Where

r = number of rows

c = number of columns

The level of significance used was ($p = 0.05$). Results were to be regarded statistically significant if $\chi^2_{obs} > \chi^2_{cv}$

Where χ^2_{obs} = Chi – square obtained

The results were analysed using frequency tables and percentages and were subsequently tested using chi-square (χ^2) and found to be statistically significant.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

Introduction:

This chapter presents information and findings obtained from the study carried out according to the research design and methodology presented in the previous chapter. The research study was carried out in Bushenyi –Ishaka Town Council where Kampala International University Western Campus students take up residences. The main purpose of the study was to investigate the social problems that non-resident students of KIU-WC face in the course of study and to understand how these problems can affect their lives through out their stay at the University.

A total of 165 participants took part in this study. The researcher had a sample size of 169 students but only 150 responded. All the 10 landlords and 5 Administrators responded which made the total of 165 respondents.

The data was analysed from questionnaires, interviews and observations. Each of the theme that was focused on is presented below under each specific research question and hypothesis. However the content analysis for each theme overlaps into another because of the close relationship of the social issues under consideration.

Background information

Table 1A: Age levels of respondents

Age of respondents	Frequency	Percentage	Cumulative %
16-20	4	3	3
21-25	82	54	57
26-30	56	37	94
31-35	4	3	97
36-40	4	3	100
Total	150	100	

Results show that most of the respondents, 82 (54%) were aged 21 -25 years and 56 (37%) were aged 26 – 30 years. This implies that atleast most of the respondents are of a vulnerable age to social problems.

Table 1B: Sex composition of respondents according to their ages

Male students

Female students

Age of respondents	Frequency	Percentage	Age of respondents	No. of respondents	Percentage
16-20	4	4	16-20	-	-
21-25	46	46	21-25	36	72
26-30	42	42	26-30	14	28
31-35	4	4	31-35	-	-
36-40	4	4	36-40	-	-
Total	100	100%		50	100%

$$X = 25.86$$

$$= 26 \text{ years}$$

$$X = 24.4$$

$$= 24 \text{ years}$$

From Table 1B above, the mean level of non – resident students is 26 years for males and 24 years for females. Out of a total of 100 male participants 46 (46%) indicate that they are in the age level of 26 – 30 years and out of 50 female participants, 36 (72%) indicate that they are in the age bracket of 21 – 25 years. This is an indicator that this age bracket is the most vulnerable to social problems.

Research Question one:-

Are the accommodation facilities of non – residents students suitable?

Table 2: Students' responses on the number of students in a room

Number of responses	Frequency	Percentage	Cumulative percentage
One	31	21%	21
More than one	119	79%	100
Total	150	100%	

Suitability of accommodation facilities for non-resident students.

On the subject of the suitability of accommodation for non-resident students, the participants indicate that the places of residences are rented in the hostels/houses around Bushenyi Ishaka town. The findings of the study indicated that 31(21%) respondents stay in one room while 119(79%) stay more than one in a room. This suggests congestion which can constitute a social problem.

Table 3: Students' responses on the kind of visitors received

Kind of visitors	Frequency	Percentage	Cumulative percentage
Males	52	35%	35
Females	12	8%	43
Both	80	53%	96
None	6	4%	100
Total	150	100%	

In table 3 above, the respondents revealed that they get visitors in their places of residence. The findings indicated that 52(35%) of the visitors received are males, 12 (8%) females, 80(53%) both, while 6 (4%) said they do not get visitors.

Table 4: Students' responses on time when visitors are received.

Time	Frequency	Percentage	Cumulative percentage
Day	54	36%	36
Evening	93	62%	98
Night	3	2%	100
Total	150	100%	

The findings from the study revealed that evening time with a rate of 93 (62%) was found out to be the most convenient time for students to receive visitors. Night visits had a frequency of 3 (2%) while day time 54 (36%). This suggests that the interaction of students is mostly done in evening time.

Table 5: Students responses on range of rental fee per month

Range of rent	Frequency	Percentage	Cumulative Percentage
25,000 – 50,000	21	14%	14
50,000 – 100,000	93	62%	76
100,000 – 150,000	27	18%	94
150,000 – 200,000	9	6%	100
Total	150	100%	

The results from the respondents indicated that they all pay rent for their places of residence. This was rated at 100%. The findings revealed that most of the students are within the range of 50,000 – 150,000/=, 14% within 25,000 – 50,000/= while the least is 150,000 – 150,000/= with 6%. This suggests high rental charges which can cause financial constraints to the students.

Table 6: Students' responses on months paid in advance

Period of months	Frequency	Percentage	Cumulative percentage
1 month	8	5%	5
2 month	28	19%	24
3 month	84	56%	80
More than 3 months	30	20%	100
Total	150	100%	

Findings of the study revealed that most students pay in advance of three months, 84 (56%). Only 8 (5%) of the respondents said that rent is paid for one month whereas 28 (19%) revealed payment of two months in advance. It was also found out that 30 (20%) of the students pay for more than three months advance.

Table 7: Students responses on security of movement

Item	Frequency	Percentages	Cumulative percentage
Secure	48	32%	32
Fairly secure	81	54%	86
Insecure	21	14%	100
Total	150	100%	

As far as security of non-resident students is concerned, 81 (54%) of the respondents revealed that it was fairly secure to move from the University to the places of residence at night while 21 (14%) stated that it was insecure. Whereas 48 (32%) of the respondents revealed that they were able to cope with security around their residence. They pointed out that it was insecure for female students. When probed further, female participants revealed that they were able to cope with security problems around their places of residence by moving in groups. This however suggests that it is insecure for students to move to and from the University at night.

Research question two

What are the prevailing feeding, health and sanitation conditions in and around residences

Table 8: Showing students responses on access to meals

Access	No	%	Cumulative percentage
Hotels/Canteens//Restaurants	78	52%	52
Cooking in rooms	72	48%	100
Total	150	100%	

On the issue of feeding facilities for non-resident students around the campus, there are hotels, canteens and restaurants that have been set up to cater for feeding the increasing population of students. It is found out that students' access to the meals from these places is rated at 78 respondents (52%) whereas students preference to prepare their

own meals by cooking is rated at 72 (48%). Therefore it is possible to say that students prefer to prepare their own meals or access them when they are ready prepared from eating places.

Table 9: Students' responses on the state of eating places

Item	Frequency	Percentage	Cumulative percentage
Very good	04	3%	3
Good	07	5%	8
Fair	21	14%	22
Poor	86	57%	79
Very poor	32	21%	100
Total	150	100%	

Table 9 shows that most of the eating places are poor and very poor with 86 (57%) and 32 (21%) respectively. Responses show that a smaller percentage access meals in conducive places such as fair 21% and very good 3%. This explains the reason as to why most of them prepare their food in their rooms.

Table10: Students response on the type of toilets used

Items	Responses	Percentage	Cumulatrive percentage
Pit latrine	94	63%	63
Waterborne toilets	56	37%	100
Ecocern	-	-	
Total	150	100%	

The students' responses on the type of toilet which they use in their places of residences showed that 94 (63%) of the non-resident students use pit latrines and 56 (37%) use waterborne toilets. This suggests that pit latrines are commonly used in places of residence. Such latrines are used by many people and in most case they are not given attention is as far as cleaniliness is concerned. Such a facility can lead into a health problem.

Table 11: Students responses on the type of bathroom used

Items	Frequency	Percentage	Cumulative percentage
Temporary	18	12%	12
Permanent (out)	82	55%	67
Permanent (Inside)	50	33%	100
Total	150	100%	

It was found out that 82 (55%) mentioned use of permanent (Out door) bathrooms, 50 (33%) permanent (indoor) and 18 (12%) temporary bathrooms. This may not be convenient for especially late at night or very early in the morning hence a security problem.

Table 12: Students' responses on access to water at places of residence

Access	Frequency	Percentage	Cumulative percentage
Running tap water	140	94%	
Protected springs	02	01%	
Buying/Jerrycans	08	05%	
Total	150	100%	

As far as access to water in places of residence is concerned, students responses indicated that 140 (94%) of non- resident students use running/tap water while 02 (1%) access water from protected springs and 8 (5%) buy water from sellers in jerrycans.

Table13: Students responses on drainage system in and around their residences

Items	Frequency	Percentage	Cumulative percentages
Good	08	5%	5
Fair	40	27%	32
Poor	98	65%	97
Very poor	04	3%	100
Total	150	100%	

It was found out that 98 (65%) has poor drainage conditions and 4 (3%) very poor. however, 40 (27%) and 8 (5%) experience fair and good drainage conditions respectively. The poor drainage conditions pose a threat to the health of the students.

Table 14: Students responses on distance to a health facility

Item on distance	Frequency	Percentage	Cumulative percentage
100 – 300m	71	48%	48
300 – 600m	39	26%	74
600 – 1km	29	11%	85
> 1 km	23	15%	100
Total	150	100%	

As for health services, students responses indicate that 71 (48%) of the non-resident students are within a range of 100 – 300 metres to a health facility, while 39 (26%) are within a range of 300 – 600 metres. 29 (11%) within a range of 600 – 1 km while 23 (15%) are within a range of more than a km. This indicates that non-resident students are able to access the health facilities/services because it is within a reasonable walkable distance.

Hypothesis 1

There are no significant social/behavioural problems facing non – resident students of KIU

The hypothesis with three items had its scores in frequencies and converted into percentages to illustrate the relative values. The findings obtained are presented in the tables below.

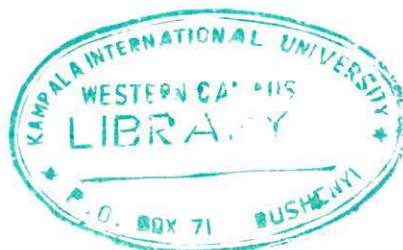


Table 15: Students' responses on relationship with community around

Item	Frequency	Percentage	Cumulative percentage
Good	30	20%	20
Fair	100	67%	87
Bad	20	13%	100
Total	150	100	

The responses on the relationship between University students and the community around is rated at 30 (20%) Agree, 100 (67%) undecided (declined to answer) and 20 (13%) disagree. The results indicate that the student/community relationship response of not sure and disagree show that there is need to establish good relationship.

The findings of the table above statistically transformed below in the context computation to be tested for chi – square.

Table 16: Chi – square test on responses for students' relationship with the community

	Agree	Undecided	Disagree	Total
f_o	30	100	20	150
f_e	50	50	50	

$$\begin{aligned}
 X^2_{obs} &= \sum \frac{(f_o - f_e)^2}{f_e} \\
 &= \frac{(30 - 50)^2}{50} + \frac{(100 - 50)^2}{50} + \frac{(20 - 50)^2}{50} \\
 &= \frac{400}{50} + \frac{2500}{50} + \frac{900}{50} \\
 &= 8 + 50 + 18 \\
 &= 76
 \end{aligned}$$

$$\begin{aligned}
 df &= (R-1) (C-1) \\
 &= (2-1) (3-1) \\
 &= 1 \times 2 \\
 &= 2
 \end{aligned}$$

$$X^2_{\text{obs}} > X^2_{\text{cv}}$$

Therefore,

$$X^2_{\text{obs}} = 76$$

$$X^2_{\text{cv}} = 5.99$$

$$df = 2$$

$$p = 0.05$$

The chi – square value to the responses to item 1 section D is 76 while the table value is 5.99 (at 0.05 level of significance and 2 degrees of freedom). Thus $X^2_{\text{obs}} > X^2_{\text{cv}}$; the results are statistically significant. Therefore the hypothesis which states that there is good relationship between University students and the community around is rejected. There is poor relationship between the University students and the community around.

Table 17: Students responses on exposure to sexual risks

Item	Frequency	Percentage	Cumulative percentage
Agree	40	27%	27
Undecided	68	45%	72
Disagree	42	28%	100
Total	150	100%	

From the table above, 40 respondents (27%) accepted that non –residency exposes them to sexual risks, 68 (45%) declined while 42 (28%) disagreed.

Inorder to arrive at statistical decisions as the basis of conclusion, the table above was transformed as below for computation purposes.

Table 18: Chi – square test on students responses to sexual risks

	Agree	Undecided	Disagree	Total
f_o	40	68	42	
f_e	50	50	50	150

$$X^2_{\text{obs}} = \sum \frac{(f_o - f_e)^2}{f_e}$$

$$\begin{aligned}
&= \frac{(40 - 50)^2}{50} + \frac{(68 - 50)^2}{50} + \frac{(42 - 50)^2}{50} \\
&= \frac{100}{50} + \frac{324}{50} + \frac{64}{50} \\
&= 2 + 6.48 + 1.28 \\
&= 9.76
\end{aligned}$$

$$df = (R-1) (C-1)$$

$$= (2-1) (3-1)$$

$$= 1 \times 2$$

$$= 2$$

$$X^2_{obs} > X^2_{cv}$$

Therefore,

$$X^2_{obs} = 9.76$$

$$X^2_{cv} = 5.99$$

$$df = 2$$

$$p = 0.05$$

Since the chi-square is greater than the chi – square critical at (0.05 level of significance and 2 degrees of freedom), the results are statistically significant. This accepted the hypothesis in item 2 section D which states that non – residence status exposes students to sexual risks. It suggests that non-resident students status exposes them to sexual risks hence a social problem.

Table 19: Students responses on easy access to reproductive health services

Item	Frequency	Percentage	Cumulative percentage
Agree	34	23%	23
Undecided	56	37%	60
Disagree	60	40%	100
Total	150	100	

In table 19 above, only 34 respondents (23%) accepted having easy access to reproductive health services. Whereas 56 (37%) declined or are undecided, 60 (40%) confessed not accessing the services.

The findings of the table above statistically transformed in the following table.

Table 20: Chi – square test for responses on easy access to reproductive health services

	Agree	Undecided	Disagree	Total
f_o	34	56	60	150
f_e	50	50	50	150

$$\begin{aligned}
 X^2 \text{ obs} &= \sum \frac{(f_o - f_e)^2}{f_e} \\
 &= \frac{(34 - 50)^2}{50} + \frac{(56 - 50)^2}{50} + \frac{(60 - 50)^2}{50} \\
 &= \frac{256}{50} + \frac{36}{50} + \frac{100}{50} \\
 &= 5.12 + 0.72 + 2 \\
 &= 7.84
 \end{aligned}$$

$$\begin{aligned}
 df &= (R-1) (C-1) \\
 &= (2-1) (3-1) \\
 &= 1 \times 2 \\
 &= 2
 \end{aligned}$$

$$X^2 \text{ obs} > X^2 \text{ cv}$$

Therefore,

$$\begin{aligned}
 X^2 \text{ obs} &= 7.84 \\
 X^2 \text{ cv} &= 5.99 \\
 df &= 2 \\
 p &= 0.05
 \end{aligned}$$

From the computation above, Chi-square observed is greater than chi –square critical value. This indicates that results are statistically significant. This therefore rejects the hypothesis in item 3 section D which states that non – resident students easily access reproductive health services.

Table 21 : Showing a cross tabulation of chi – square tests of all items of the hypothesis

	Agree	Undecided	Disagree	
Relationship between non – resident and community	30	100	20	150
Exposure to sexual risks	40	68	42	150
Easy access to reproductive health services	34	56	60	150
Total f_o	104	224	122	150
f_e	150	150	150	150

$$X^2 \text{ obs} = \sum \frac{(f_o - f_e)^2}{f_e}$$

$$= \frac{(104 - 150)^2}{50} + \frac{(224 - 150)^2}{50} + \frac{(122 - 150)^2}{50}$$

$$= \frac{2116}{150} + \frac{5476}{150} + \frac{784}{150}$$

$$= 14.1 + 36.5 + 5.2$$

$$= 55.8$$

$$df = (R-1) (C-1)$$

$$= (3-1) (3-1)$$

$$= 2 \times 2$$

$$= 4$$

$$X^2 \text{ obs} > X^2 \text{ cv}$$

Therefore,

$$X^2 \text{ obs} = 55.8$$

$$X^2 \text{ cv} = 9.49$$

$$df = 4$$

$$p = 0.05$$

For computation above, chi-square observed is greater than chi-square critical value at (0.05 level of significance and 4 degrees of freedom). This is statistically significant.

Students' responses to the open ended question which states thus;

Explain how your non – residence status exposes you to risky and dangerous situations.

"I assume that the University's welfare management doesn't know who resides where exactly. What they know is that there are some students who are residing off campus".

"Yes. This comprises of other residents around our premises who are not friendly to students, lack of adequate security, i.e our compound not properly fenced and lack of health facilities".

"Since we are sharing everything i.e toilets, bathrooms, even bedrooms, it may attract female – male contact which may result into unwanted pregnancies, abandoned babies and abortions thus putting our lives into dangerous situations".

"Because wherever I stay there is no watch man and gate never closed so anybody can come in any time".

"One can easily be attacked by thieves or robbers either at one's place of residence or coming from campus".

"None of the hostels around (Ishaka) are insured. In case a fire break out due to poor electrical connection, I stand to lose all my property . There is no reimbursement. Also there are fights, quarrels with landlords because of hiking rent at any time"

"There is an exposure to thieves, exploiters in shops and markets, landlords tend to raise the house rents at their will. Walking at night from school to the places of residences along rough road with potholes and no security lights expose us to pick pocketing".

"A misconception that University students have a lot of money and also the perception that the University students are usually desperate for money or sex. This exposes ladies and even young male students at risk of sexual involvements".

"Insecurity around the place I am living in and the distance from the campus makes my life endangered".

"Houses are still being constructed near our compound, so many male strangers hang around doing nothing. This makes us feel insecure as one of us lost her phone. Exploitation from landlords and many more things makes me cry".

The above comments are part of the cumulative summation of the responses from students explaining how the residence status affects their social life styles.

From the students' responses to the question on non – residence status and exposition to risky situations one deduces that is an exposure to exploitation, insecurity, sexual exploitation and thefts.

Results from the interview guide for Landlords

In relation to social problems faced by non- resident under graduate students, the following main themes emerged in relation to research questions on accommodation facilities, feeding, health and sanitation conditions and social behavioural problems.

A number of accommodation facilities in the places of residence have toilets and bathrooms which are shared by both non- resident students and other people renting in the same place. Water supply for use is accessed to by running/Tap water. Electricity for domestic use is available.

Rental fee is paid in advance of 2–3 months by students in the range of Shs. 25,000-70,000. The rental fee range depends on the type of place. As such, non-resident students have inadequate accommodation facilities but relatively expensive.

62% of the respondents revealed that male students and female students were sharing rooms of residence. This indicates that the social relationship among students in choosing to stay together in the same rooms was likely to be co-habiting. In addition to being uncooperative with the Landlords and other non-student residents, untidiness and sub renting without informing the landlords

The biggest problem perceived between students and landlords is poor rental payments. In situations whereby a default in rental payment is detected, students escape from places of residence. This is also made worse by lack of proper communication to the Landlord. Many of the respondents regard the non-resident students as being irresponsible and uncooperative. An important indication emerging from these views is lack of a forum between students and Landlords to address the social problems.

As far as security of lives and property for students to places of residence is concerned, the issues emerging from the residence environment indicate that there are no security guards. Whereas the residences have enclosures, stealing and theft of property is common. The places of residences are congested by both non-resident students and other tenants who are non-students. This is an indicator that the places of residence are likely to experience sanitation problems that range from unhygienic latrines and toilets, bathrooms and poor drainage of water.

In relation to sanitation, students' places of residences were found to be untidy. The respondents revealed that students were not cleaning their places of residences. As mentioned earlier in situations where students prepare their own meals, cooking is done either in rooms or verandahs and corridors. On a positive note, some Landlords have been found to be paying for electricity and water used by students. It is however clear that such overhead costs on utilities are part of the rental fee paid by students indirectly to the landlords. Nevertheless, the respondents complained of the wastage of utilities such as leaving water running, bulbs lighting and using strong electrical gargets all of which bring about exorbitant bills of the utilities.

Summary of observation for physical facilities in places of residence.

The observational results assisted the researcher in identifying the nature of physical facilities in places of residence of non-resident students. The researcher observed that students reside in the same places with non-student tenants who have families.

The entire population of non-student tenants were found to be sharing the same latrines and bathrooms. The latrines were smelly and dirty. There were no urinals. In some instances where students prepare their own meals, cooking is done in rooms, verandahs and corridors.

The compounds which are cemented were untidy. In one of the places of residence, students fetch from a public tap at a cost of shs. 100 per 20 Litre Jerrycan. The researcher noticed that male students and female students share rooms, suggesting that there is an element of cohabiting that is likely to generate social problems and negative attitude towards University students by the community around. More likely, landlords could also enter into relationships especially with female students which can compromise their marital status hence putting the lives of such students at risk.

In some places, the sewage system is in poor state with drainage system unhygienic and pathetic. The garbage collecting places are also in poor state despite the fact that Landlords were collecting the garbage themselves and in rare cases students are obliged to do the same as part of environment sanitation.

As regards security of premises, the researcher noticed that the places of residences had enclosures, some of which are incomplete and without guards at the gates. The untidiness of the environment in the places of residences indicate how unhygienic the residences are for non-resident students. The researcher observed therefore that the general atmosphere at the places of residence for non-resident students was tense and unfriendly.

In order to reduce on this tense and unfriendly situation, the researcher suggests that the University should endeavour to construct hostels. Students should also form committees in their places of residence which committees should always meet the landlords and the University administration to address the social problems pertaining to the status of non-resident students and to foster harmony.

Administrators responses in regard to social problems faced by non – resident students.

The researcher found out that occasionally university administrators visit residences of off campus students to acquaint themselves with the existing residential conditions and the social problems faced by non – resident students.

As regards the accommodation facilities, the respondents revealed that the places of residences for non – resident students were poor yet expensive. Apart from accommodation facilities, the respondents pointed out lack of facilities for entertainment where students can pass their leisure time. The respondents pointed out that insecurity, lack of transport, vulnerability to risky behaviour, poor feeding and excessive alcohol drinking were some of the social problems which non – resident students are facing.

The respondents also pointed out that cohabiting among non – resident students is common. Female and male students share rooms which in most cases are congested. They were at the same time sharing bathrooms and latrines which in most cases are congested. Pregnancy was pointed out among the social problems and in extreme cases some females

have babies. The respondents revealed that fighting at night under the influence of alcohol was common among some students. The students were reportedly walking long distances of about 2 kms from their places of residence to the campus. Walking such distance at night was risky for students.

Another social problem which respondents pointed out is the high rental charges which the landlords levy on students from time to time.

As regards the strategies to address such social problems faced by non-resident students, the administrators suggested that the University should construct more hostels to accommodate students. At the same time the administrators suggested that the University should identify people around the University who have suitable houses for accommodation of students by signing with them a tenancy agreement. It was also suggested that provision for transport, sports and other recreational facilities be availed to curb down the redundancy that culminates into social problems cited among the students.

On the issue of addressing such problems, the respondents suggested that administrators should devise a way of interacting with Landlords and students in order to solve some of the emerging issues pertaining to the social being of the non-resident students.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS.

Introduction:

This final chapter of the study summarises some of the issues related to social problems and their implications on non-resident undergraduate students of Kampala International University – Western Campus. Conclusions are drawn and recommendations for devising strategic policy guidelines in an attempt to address the social problems faced by non-resident students are made.

Discussion

The purpose of this study was to investigate the social problems that non-resident students of KIU – WC face and the implications of such problems on their lives of students during their course of study at the University. Three categories of factors relating to social problems were focused on during the research study. They include Non-residence and accommodation problems, non-residence feeding, Health and sanitation conditions and non-residence and social/behavioural relationships of students.

Research question 1: Are the accommodation facilities of non – resident students suitable?

The findings indicate that non resident students were reside in hostels that have been put up by landlords around KIU - WC in Ishaka town. In places like Ishaka town where business enterprises are being set up and run by private entrepreneurs, the majority of Landlords/ladies and other business people offer services and accommodation in particular, at higher prices and rental charges that depress the students spending.

This concurs with the findings from the Makererian (1966-3rd-10th Dec) which revealed that non-resident students were roaming the whole of Kampala and adjacent areas in search of accommodation whereby the majority of landlords were charging high rental

fees. Non-resident students were unable to find suitable accommodation that offered a cheap price.

The findings of the study indicated that 79% of the places of residence have one room big enough to accommodate two or more people. Therefore it was found out that the majority of students share rooms. According to interviews and observation, it was established that some female students share the same rooms with male students. This suggests that there is an element of cohabiting among students.

The findings revealed that non-resident students receive visitors most especially in the evening in their places of residence. Whereas this seems to be part of socialization, the act encourages restrictive and segregative habits due to cross cultural variations among students. These findings are in support of studies carried out by Ndoreriire (1988), Senteza Kajubi (1992) and Wandira (1977) who pointed out that accommodation encourages bad habits such as cohabiting and abortion, excessive alcohol drinking, fighting and making noise.

Whereas these findings reveal such striking variations in places of residence, they fall short on focusing on social problems that depress the well being of non-resident students.

Accordingly, the findings in this study have revealed that accommodation facilities for students is still inadequate. The rooms are small without a reading table, chair or cupboards. The toilets and bathrooms are shared by all occupants/tenants. Students' property is at risk of theft due to lack of proper security measures in places of residence. The environment is stressful for both women and men but because women need more privacy, they are more at a disadvantage as far as sharing the inadequate accommodation facilities is concerned.

The results from the findings indicate that non-resident students are paying high rental charges for accommodation facilities. Those respondents from rural families had limited resources and opportunities for decent accommodation in hostels because of the poor economic status where they come from. Some students require big income to sustain themselves through the course of study but the resources from the family where they come

from may not be enough to provide for all the necessities for all the children. Thus the dependency syndrome among the non-resident students results into sharing everything plus cohabiting in rooms which promotes sexism, pregnancy and abortion, envy, stress and frustration among students.

The study also indicate that rental fees for accommodation is perpetuated by exploitation combined with profit maximization by the business community in Ishaka town who think that University students especially foreign students are well endowed with a lot of incomes and resources. This attitude affects the spending levels on individual students' income from pocket money provided by parents and guardians. The high spending and cost of living impacts on the well-being of students who inturn continue to co-habit inorder to make ends meet during their course of study.

Eremu (1997) observed that non-resident undergraduates in general had accommodation problems ranging from leaking roofs, inadequate heating and congestion. He also highlighted the expenses in hiring hostels per semester.

As far as security of non-resident undergraduate students of KIU-WC is concerned, the investigation revealed that whereas 54% of the respondents indicated that it was fairly insecure, the researcher found out that their lives and property were still insecure. The findings revealed that it was still insecure for students to move to the University library at night and back to the off campus hostels. The night movement to University library and other facilities as observed by Kiryowa (1998), could have an impact on the lives of non-resident undergraduate students. Inspite of the fact that female participants in this study revealed that they were able to cope with securityproblems at night by moving in groups, the likelihood of being raped or robbed of money, watches, mobile phones and other valuables is still high. As Kiryowa (1998) again reported in his investigation, the cases of thurgery around Makerere University were increasing, even when students moved in company. Nabawanuka(1997) on this note observe that walking from hostels to the library at night is dangerous especially for female students who live in constant fear of being robbed. The researcher has found out that this applies to non-resident private undergraduate students of KIU-WC.

Whereas the University Grants Committee (1957) of Britain noted on accommodation problems and non-residence that sharing of sitting rooms with landlords ladies resulted into associated cases of seduction to non-resident students, renting accommodation in houses in Ishaka town where other non student tenants are accommodated, the proximity of seducing these non-resident students of KIU-WC is likely to happen.

Still on the subject of non-resident student accommodation, the research findings have established that the standard of accommodation facilities that Manivannan (1997) revealed on the website which exist in managed off-campus University of New England, are non-existent in Ishaka town. This suggests that accommodation for non-resident students is still inadequate which consequently results into a social problem that impacts on their wellbeing. The insecurity and relatively expensive rental charges can also pose a big problem which can affect the students future career.

Research question 2: What are the prevailing feeding, health and sanitation conditions in and around non – resident students residences?

On the issue of feeding, health and sanitation facilities for non resident students of KIU– WC, the study indicates there are hotels , restaurants and canteens, in place that offer services to the entire students to access meals which are more or less similar to those which Kalema (1998) reports in his findings on the issue pertaining to the conditions of feeding for non-resident undergraduate of Makerere University living around campus.

As far as feeding facilities are concerned, the study findings indicate that the state of food canteens, hotels and restaurants, are within a range of 52%. The percentage score indicate that state of feeding is still below average standard as far as food preparation, food service and general health of premises where food is served to students. It is therefore possible to say that the state of feeding facilities for non-resident undergraduates of KIU is inadequate. Although 22% of the respondents stated that the feeding facilities were very good, the researcher observed that the cooking utensils, the eating utensils and the dinning furniture were not well washed and cleaned.

Whereas the management of these feeding facilities is taken to be relieving the non-resident students the inconvenience of preparing their own meals by cooking in their places of residence, it is not given the recognition it deserves of but owners are only interested in accumulating profit from their businesses.

Still on the issue of feeding facilities, the results of the study indicate that whereas 48% of non-resident students access their meals by cooking in their places of residences, it remains a difficult task. The situation is worsened by lack of a kitchen for cooking, food storage facilities, dining rooms and washing facilities for utensils. The researcher observed that the rooms of residences were multi purpose. Infact, the researcher noticed that the rooms served as places for cooking, washing of utensils, food storage , dining and worst of all reading and sleeping places. The physical observation of accommodation facilities for non resident students was therefore pathetic and embarassing to students in institution of higher learning.

Whereas 48% of the non-resident undergraduate students of KIU- WC prefer cooking their own meals, the researcher observed that purchasing and preparing meals for themselves takes a lot of time which interferes with reading and doing assignments. The same observation was made by Kahangi (1991) on non-resident students. However, according to the students, they prepare their own meals as an alternative of being economical in spending because hotels have proved to be expensive for them.

While Manivannan (1997) gives information to the effect that necessary feeding facilities are available and suitable for off-campus students at the University of New England, the research findings indicate that the seemingly expensive but necessary feeding facilities for non-resident undergraduate students are not found in hostels and other types of residences around KIU-WC.

Lack of proper environmental sanitation has a big impact on the health life styles of individual and the community. Although supply of clean water, disposal of waste, sewage and refuse are in places of residences, 63% of the students use pit latrines while 37% use waterborne toilets. The results indicate that sewage and refuse disposal was in poor state. There are no collecting bins and the gabbage is mostly collected and thrown

behind the hostels where the heaps act as breeding grounds for insect vectors such as flies. The results of the study indicated that the places of residence are unhygienic and in poor state of sanitation that can pose a health hazard. The findings are in agreement with earlier findings from other studies that reveal the pathetic conditions on environmental sanitation that is characteristic of slums and urban centres.

The findings show that the path ways to residences are confined between buildings where the drainage system delivers its contents of refuse and sewage to other destinations. Whenever it rains, the foot path become muddy and slippery. In his study, Kalema (1998) observed that the conditions of health in hostels around Makerere University were likely to erupt into a health problem to non-resident students. Indeed the findings in this study indicate that health and sanitation conditions in hostels around KIU-WC constitute a health hazard to non-resident students.

The findings also show that the health conditions in hostels that accommodate students indicate overcrowding in rooms, cooking, washing of utensils in the same place, heaping of gabbage around and poor drainage and dirty latrines and toilets are likely to result into health problems to students. Whereas Isalot (1992) observes that the diet for school students around Kampala was monotonous, the research findings for this study did not reveal the type of food taken by non-resident students of KIU.

Whereas Manivannan (1997) indicated that the standard modern facilities for student environment at the University of New England have rooms and facilities for single occupancy, the findings in this study have discovered that residences around KIU-WC are characteristised by sharing virtually every facility right from rooms, washing facilities, cleaning equipment and wash basins to mention but a few.

**Hypothesis 1: There are no significant social/behavioural problems facing
non –resident students of KIU - WC.**

Virtually without exception, all the administrators and landlords/ladies reponses indicate that cohabiting among non-resident under graduate students was rampant. They

argued that the freedom to relate freely with the opposite sex especially during visitation time in the hostels was one of the factors that contributed to behavioural/social relationships problems of students that were likely to interfere with their academic performance. This is in agreement with Nabawanuka (1987) who observes that when students join the University they have all the freedom to own houses and relate freely with the opposite sex at any time.

The results from this study reveal that students in off campus residences determine their own kind of life style in hostels. Sometimes the kind of life styles that take place within the hostels contradict the University rules and regulations and are not observed by the students or monitored by University administrators. At the same time, the researcher observed that landlords had no information regarding rules and regulations on how non-resident students should conduct themselves and socialize in the hostels and other accommodation facilities which are under the control of these managers. This supports the findings by Kahangi (1991) who asserts that the influx of non-resident students residences have no rules and regulations to guide and control students' behaviour.

As regards interaction, the findings in this study indicate that the freedom of movement from one place of residences to another, the visitation of students contributed to cohabiting, trial marriages, unwanted pregnancies, abortion, stress, frustration and at worst abandoning courses of study at the University. Most of the respondents indicate that pregnancy was common among non-resident students and that in extreme cases it was likely to result into abortion or producing babies who were later left unattended to by the helpless female students. Others were reportedly not sure whether to abandon the course or the babies. As a result the study findings revealed that some female students who had entered into inconvenient marriage were invisibly staying with babies whom they usually leave unattended to when they go to attend lectures at the campus. As the Giraffe Magazine (2006, 3rd – 9th July) reported, such is the situation found in hostels among the non-resident students.

Whereas the Giraffe Magazine (2006, 4th – 11th November), reported that relationships with rich landlords and business men/women and non-resident students has increased, the research findings in this study reveal that there was a likelihood of non-

resident students entering into relationships with men/women some of whom have families and were staying in the same place. In spite of the fact that University students think that they are mature enough to take their own decisions regarding the nature of their lifestyles, the findings of this study therefore suggest that the average percentage age range of 21-30 years for both male and female students is 54% which translates into the mean age level of 25. The study findings therefore suggest that the non – resident students are highly in a sensitive health reproductive age which calls for explicit guidance and counseling of the related behaviour and social relationships by responsible adults. As Nabawanuka (1997) again points out in her study of problems of female non-resident undergraduates that students need to be provided with security, and protection of humanity at an early age is as vital.

Most of the participants indicated that some resident students were excessively taking alcohol and that it was not unusual for fighting and quarrelling even with their landlords/Ladies.

Lack of good standards of behaviour have an impact on students' social well being and academic performance. Although non-resident students of KIU-WC have not been identified with criminals in Ishaka town, it is indeed more likely that their indulgence in alcohol and uncontrolled sexual relationships at hostels becoming a social behavioural problem. Therefore there is still need to monitor the lifestyles of these students in order to promote the desirable social behaviour and relationships.

The findings show that non-resident students of KIU-WC engage into social behaviour/relationships and uncontrolled sexual relationships at the hostels. These type of behaviours unconsciously create room for pregnancy, abortion and abandoning babies by female students who in a worse situation, their academic performance is affected. This is in agreement with the AIDS surveillance report in Uganda (2005) which reported that

University students have left their age bracket (18-30) high due to their social behaviour/relationship and uncontrolled sexual relationships.

The problem regarding non-residence and behavioural/social relationships of students is much deeper and cannot be ignored because of the age bracket of students and the environment in which they live. Cohabiting for example has resulted into disguised marriages and even pregnancy before completing their courses. This implies that there is need to put in place programmes for gender sensitization for students to change their attitudes to a better and positive health reproductive lifestyles. This is not an easy task because some of these behaviours and relationships are influenced by stereo-types from pornography and cultural, traditions/belief. This concurs with Nabawanuka (1997) on her call for Universities and other tertiary institutions on provision of controllable student residences as a prerequisite for academic excellency and future personality of graduates.

This also implies that sexism is particularly rampant among the non-resident students and has cumulative effects upon female students' self esteem, academic performance and future career plans. The study revealed how female students who have given birth, face many difficulties which include caring for the baby by break/bottle feeding, washing, providing parental care, visiting clinics for treatment, malnutrition, lack of financial support and worst of all coping with stress and frustration both external and internal as a single parent. Such behaviours imply that female student involvement into sexual relationships could result into poor academic performance, repeating the course or abandoning the baby. This is in agreement with the Giraffe magazine (2006, 3rd to 9th July) which talked about some students having deserted their courses to find a living or to attend or to attend to their babies. This also concurs with the Uganda demographic and health survey report (2005).

The study findings therefore indicate that non-resident lifestyles contribute to their social problems.

The factors discussed above have serious implications on non-resident students in hostels that are dominated by slum environment around the University. The inadequate accommodation facilities in places of residences have been found to be less suitable for undergraduate students. The inadequate accommodation facilities affects students' health,

social relationships and impacts on academic performance. Many students feel that the environment in which they live has detrimental effects on their life style at the University. This is in relation to Manivannan (1997) about the good environment of University students.

The social problems that are faced by non-resident undergraduate students of KIU are worsened by lack of effective rules and regulations to control and direct the behaviours of students off-campus. Although rules and regulations have been formulated at KIU-WC to guide, control and regulate the students behaviour, their implementation on non- resident undergraduate has not been effective. The findings in this study reveal that feeding, health and sanitation conditions are related to accommodation problems which non –resident students face. The findings in this study also indicate that non residence and behavioural/social relationships problems are due to lack of implementation of policies to regulate and control all the activities and decisions that are taken by non – resident undergraduate as students. The University administration does not have full authority over off campus residences and therefore has no powers to control them. It therefore becomes difficult to enforce rules and regulations on these students when they are in their residences. Renting accomodation is a private matter and is therefore subject to conditions that are set by landlords. Such conditions apply to non-resident students who rent the residences but deny direct involvement of University authorities. This implies that the University administration has a role to play in off campus affairs inorder to ensure that rules and regulations are implemented effectively and observed by both female and male non-resident undergraduate students in their places of residences.

Conclusion

The study has provided an insight into social problems that are faced by non-resident undergraduate students of KIU-WC. The findings of the study have revealed that accommodation facilities for non-resident students are seriously lacking and are inadequately equipped to cater for the needs of the students who rent these places. This is because landlords/ladies are interested in collecting money for rent from without considering the cost benefits which the tenants get in turn.

The findings also revealed that non-resident undergraduate students accommodation facilities do not guarantee the security of both property and life and above

all privacy to female students. Non-resident female students share accommodation facilities with their male counterparts. Most female students cohabit with male students in hostels, which calls for unwanted relationships. Although the University has hostels, they are not enough to accommodate all students. Thus most of the undergraduate students have no choice other than finding accommodation in and around Ishaka town. The rental charges for hostels are high and therefore expensive for students. It is clear that the residence and feeding, health and sanitation conditions are generally poor and as a result the findings indicate that health of non-resident students is compromised by inadequate facilities in an environment that is hazardous.

It is further concluded that there are significant social/behavioural problems facing non – resident students of KIU. That there is poor relationship between the University students and the community around; that students are exposed to sexual risks; that they do not easily access reproductive health service all of which put them in social/behavioural problems.

There is therefore hope that the issues raised and the findings put forward in this report will provide useful information to justify the need to improve the social well being of the non-resident students of KIU-WC.

Recommendations

1. The University administration should liaise with the landlords to make sure accommodation facilities are improved upon and minimal rental charges for hostels are paid.
2. The University management should do regular supervision on such accommodation facilities to monitor feeding, Health and sanitation situations regarding non-resident undergraduate students.
3. University authorities should liaise with landlords to ensure that gender sensitivity is put into consideration when renting out their premises and sensitization to students in social risk related issues.

New Research Findings:

Whereas public perception is that University students are old enough to manage in their own affairs, there is still need for these students to be guided and advised accordingly, hence the reason why regulations and rules should be put in place.

Although guiding is an integral part of students welfare, counseling is also essential for them to cope with challenges met.

Further Research.

Therefore, I recommend that further studies be carried out on the impact of social problems on academic performance of non-resident University students.



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APPENDIX A

Questionnaire for the non-resident students of Kampala International University – Western Campus

You have been selected to participate and to kindly answer this questionnaire. The information you give is purely for research purposes and will be treated confidentially. Tick the appropriate answer and where there is need to express your views, write brief answers.

SECTION A

Background Information

1. Year of Study

☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th

2. What course are you offering?

.....

3. Sex..... ☐ Male ☐ female

4. Age Level

☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40

5. Marital Status

☐ Single ☐ Married ☐ Others

SECTION B

Questions on suitability of accommodation

1. How many do you stay in a room?

A- One ☐
B- Two ☐
C- More than two students ☐

2. What kind of visitors do you often get?

A. Males ☐
B. Females ☐
C. Both ☐

3. What time do you usually get visitors?

A- During the day ☐
B- Evening ☐
C- At night ☐

4. Do you pay rent for your place of residence?

- A. Yes
- B. No

5. If yes, what range is your rental fee per month?

- A. Shs. 25000-50,000
- B. 50,000- 100,000
- C. 100,000- 150,000
- D. 150,000- 200,000

6. How many months do you pay in advance?

- A. One Month
- B. Two Months
- C. Three Months
- D. More than three Months

7. How secure is it for you to move from the University to the places of residence at night?

- A. Secure
- B. Fairly secure
- C. Insecure

8. How have you coped with the security problems around your residences and movements?

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SECTION C.

Questions on food, health and sanitation.

1. How do you access your meals?

- A. Hotel/Canteens/Restaurants
- B. Cooking in rooms
- C. Joints
- D. Food stalls

2. What is the state of the eating places?

A. Very good

B. Good

C. Fair

D. Poor

E. Very poor

3. What type of toilets do you use?

A. Pit latrines

B. Water borne toilets

C. Ecocern

4. What type of bathrooms do you use?

A. Temporary

B. Permanent (out door)

C. Permanent (in door)

5. Comment on the state of toilets and bathrooms in and around your residences.

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6. How do you access water at your places of residence?

A. Running/ Tap water

B. Protected springs

C. Buy from Jerrycan water sellers

7. How is the drainage system in and around your places of residence?

A. Good

B. Fair

C. Poor

C. Very Poor

8. How far or near are you to a health facility in case of sickness?

- A. 100-300 metres
- B. 300-600 metres
- C. 600 metres- 1 Kilometre
- D. Beyond a Kilometre

SECTION D

Hypothesis on social behaviour and relationship.

1. There is good relationship between university students and the community around.

- A. Agree
- B. undecided
- C. disagree

2. Non – residence status exposes students to sexual risks (like co – habiting, unwanted pregnancies, abortions, rape and others.

- A. Agree
- B. undecided
- C. disagree

3. Non – resident students access reproductive health services easily.

- A: Agree
- B. undecided
- C. disagree

4. Explain how your non –resident status exposes you to risky and dangerous situations.

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APPENDIX B

Questionnaire for administrators

The information you will give will be kept confidential and shall only be used for administration purposes.

The findings of this study shall be used to justify the need to improve the social being of the non-resident students of Kampala International University- Western Campus.

1. Sex
2. Designation
3. For how long have you worked in Kampala International University?
.....

Give your comments on the following issues in regard to non- resident students of Kampala International University – Western Campus.

4. Facilities in the places of residence.
 - Toilets
 - Bathrooms
 - Water supply
 - Electricity
5. Rental Fee
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.....
6. Social behaviour
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7. Relationships with Landlords.
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8. Security of lives and property
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9. Do you think non – Residence status of students expose them to risky and dangerous situations.

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10. In your view, what do you think can be done to address such concerns?

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APPENDIX C

Interview guide for Landlords

The information you will give will be kept confidential and shall only be used for administration purposes.

The findings of this study shall be used to justify the need to improve the social being of the non-resident students of Kampala International University- Western Campus.

1. Sex
2. Marital status
3. Location.....

Give your comments on the following issues in regard to non- resident students of Kampala International University – Western Campus.

4. Facilities in the places of residence.

- Toilets
- Bathrooms
- Water supply
- Electricity

5. Rental Fee

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6. Social behaviour of students.

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7. Relationships between students and Landlords.

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8. Security of lives and property for students in places of residents.

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APPENDIX D

Summary of observation check list for physical facilities in places of residence.

		Good	Fair	Poor
1.	Toilets/Latrines			
2.	Bathrooms			
3.	Cooking place (Kitchen)			
4.	Piped water (Tap)			
5.	Compound			
6.	Paths/ways to residences			
7.	Sewage system			
8.	Gabbage collecting places			
9.	Enclosure of premises			

Comments

APPENDIX E.

Calculation for the Content Validity Index (CVI)

The responses of the experts were categorized in A and B considering the relevancy of the instruments.

	Relevant	Not relevant	Total No. of items
Responses given by A	15	6	21
Responses given by B	18	3	21
Total No of items given by A and B	33	9	42

$$\text{Formular for CVI} = \frac{X}{N}$$

Where X is the number of items given by A and B

N is the total number of items.

$$\text{Therefore, } \frac{X}{N} = \frac{33}{42} = 0.8$$

For an instrument to be valid, the CVI should atleast be 0.7 or greater. The CVI for this instrument was found to be 0.8 hence showing a high degree of validity.

*Office of the Coordinator
Postgraduate Studies and Research
Faculty of Education*

KIU/WC/SPG/R


10th August, 2006

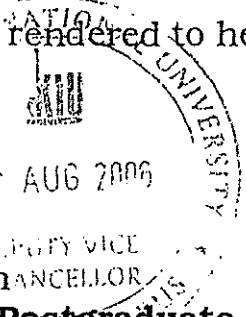
TO WHOM IT MAY CONCERN

Mrs. Lydia K. Rwakishaya (Reg. No. MA.Ed.Mg/0002/41/DU)
is a Postgraduate student of Kampala International University –
Western Campus in the Faculty of Education and Management.

She is currently in the field collecting data for her research
titled: ***“Social problems faced by non-resident
Undergraduate students of Kampala International
University – Western Campus”***

Any assistance rendered to her is highly appreciated.

 AUG 2006


Keihura Keneth
**Coordinator - Postgraduate Studies and Research
Faculty of Education and Management
Kampala International University
Western Campus**

APPENDIX G

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N*	S ⁺	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

*N is the population size.

⁺S is sample size.

Source: R. V. Krejcie and D.W. Morgan (1970). Determining sample size for research activities: Educational and psychological measurement, 30, pp 607 – 10.

APPENDIX H

FORMULAR FOR COMPUTATION OF A CHI-SQUARE

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where,

X^2 = Chi-square

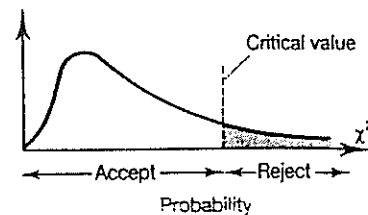
f_o = Observed frequency

f_e = Expected frequency

Σ = (Sigma) – Summation of

Appendix i

Critical values for the χ^2 distribution



Degree of freedom	0.250	0.100	0.050	0.025	0.010	0.005	0.001
1	1.32	2.71	3.84	5.02	6.63	7.88	10.8
2	2.77	4.61	5.99	7.38	9.21	10.6	13.8
3	4.11	6.25	7.81	9.35	11.3	12.8	16.3
4	5.39	7.78	9.49	11.1	13.3	14.9	18.5
5	6.63	9.24	11.1	12.8	15.1	16.7	20.5
6	7.84	10.6	12.6	14.4	16.8	18.5	22.5
7	9.04	12.0	14.1	16.0	18.5	20.3	24.3
8	10.2	13.4	15.5	17.5	20.3	22.0	26.1
9	11.4	14.7	16.9	19.0	21.7	23.6	27.9
10	12.5	16.0	18.3	20.5	23.2	25.2	29.6
11	13.7	17.3	19.7	21.9	24.7	26.8	31.3
12	14.8	18.5	21.0	23.3	26.2	28.3	32.9
13	16.0	19.8	22.4	24.7	27.7	29.8	34.5
14	17.1	21.1	23.7	26.1	29.1	31.3	36.1
15	18.2	22.3	25.0	27.5	30.6	32.8	37.7
16	19.4	23.5	26.3	28.8	32.0	34.3	39.3
17	20.5	24.8	27.6	30.2	33.4	35.7	40.8
18	21.6	26.0	28.9	31.5	34.8	37.2	42.3
19	22.7	27.2	30.1	32.9	36.2	38.6	43.8
20	23.8	28.4	31.4	34.2	37.6	40.0	45.3
21	24.9	29.6	32.7	35.5	38.9	41.4	46.8
22	26.0	30.8	33.9	36.8	40.3	42.8	48.3
23	27.1	32.0	35.2	38.1	41.6	44.2	49.7
24	28.2	33.2	36.4	39.4	43.0	45.6	51.2
25	29.3	34.4	37.7	40.6	44.3	46.9	52.6
26	30.4	35.6	38.9	41.9	45.6	48.3	54.1
27	31.5	36.7	40.1	43.2	47.0	49.6	55.5
28	32.6	37.9	41.3	44.5	48.3	51.0	56.9
29	33.7	39.1	42.6	45.7	49.6	52.3	58.3