Impact of Hostel Life on the Academic Performance of Students

Wajeeha Bibi[1,] Aamna Bibi[2], Bibi Asma Khatoon[3]

ABSTRACT

The purpose of the current study is to investigate the impact of hostel life on students' academic performance. The data (N=300), with balanced representation of both genders, was collected using a purposive sampling technique and quantitative research design from different hostels around Haripur city. Quantitative research design was applied to the current study. For measuring the study purpose, one scale was used: the Academic Performance Scale (APS), a 5-point Lickert scale with 8 items. Results show that hostel life negatively impacts the academic performance of intermediate compared to undergraduate students. Findings also indicate a mean difference in academic performance between male and female hostel students. Additionally, there is no significant difference between high and middle Socioeconomic Status (SES), while a low significance difference is observed with low SES. These study findings have significant implications for educational psychology and social psychology. Suggestions and limitations are provided for future research.

Keywords: Hostel life, Academic Performance, Undergraduate Students, Graduate Students

INTRODUCTION

The hostel can be thought of as a location occupied by a number of students who have gathered there from various locations in order to pursue the activity of learning. Every year, there is a significant growth in the number of students entering the higher education sector. As a result, the significance of hostel amenities for university freshmen has significantly expanded. Since it is thought that the amenities offered to students in the dorms have some bearing on their academic performance (Weeramunda, 2008).

Common amenities including a kitchen, bathroom, reading room, guest hall, reception area, entertainment room, etc. are typically included in a hostel. Such facilities are offered by several colleges to students both on campus and off campus. For the young students who reside in the hostels, apart from their families, it is undoubtedly a novel experience. Additionally, it has

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[1] Student of BS 8th Semester, Government Girls Degree College No. 02 Haripur,Pakistan.
[2] Lecturer in Psychology, Government Girls Degree College No. 02 Haripur,Pakistan. **Corresponding Author's Email**: aamnashaffi98@gmail.com
[3] Lecturer in Psychology, Government Girls Degree College No. 02 Haripur, Pakistan, and Corresponding Author

been determined that a lack of general knowledge, experience, maturity, practical skills, analytical ability, as well as inadequate teaching resources, classroom conditions, financial constraints, subpar housing options, and a lack of teacher-student interaction are the primary barriers preventing students from fully taking advantage of the advantages of a university education (Ariyawansa & Perera, 2005 as in Perera, 2013).

Hostels used to be inexpensive places for students to live, but this idea has since altered, and they now serve more purposes than just housing. Students from many cultures and ethnic backgrounds live in the hostels, and as a result of their everyday interactions, a new mixed culture develops. Their living arrangements, language used, behavior, and emotions differ greatly from those of their homes, the language they speak in their hometowns, the behavior of students who do not utilize this service, and the emotions of kids in that level of their education, respectively. Hostels are not just places to sleep; they are also educational institutions. Students that live there gain knowledge from their professors and the surrounding atmosphere of the university, but they also gain knowledge from their roommates. The results of the study that is related to this show that the setting of the dormitory promotes students' comprehension as they engage in wholesome, critical debates. Aside from academic understanding, they also pick up social, communication, and adjustment skills. These social skills give kids a foundation to become autonomous and valuable members of society while also helping to develop their character and emotional stability (Mishra, 1994).

Impact of Hostel Life

The pupils' experiences of spending a certain amount of time apart from their families have a lasting impact on their lives. According to Khozaei et al. (2010), in this new way of living, students are taught how to live freely and reach agreements with their housemates and fellow students. Financial crises, adjustment troubles, feelings of personal impotence, anguish, changes in eating and sleeping habits, and many other problems are challenges that hostelized students must overcome. According to research, students living in hostels will likely exhibit higher levels of empathy, altruism, and mental stability. Students get the chance to socialize in a hostel setting (Mimrot, 2012).

Students who live in hostels discuss their personal ideologies with other students and pick up a lot of new ideas from their roommates. The experience of living in dorms has an impact on how the students interpret and perceive religion. Students who have lived in hostels tend to be more independent and confident than other students, which increases their ambition. Students gain courage and spirit from other students in hostels, which may give them more confidence as they face real-world situations (Ahmad, 2006).

Students' Academic Performance and its Measurement

Ellie Williams (2018) asserts that grading is frequently based on how well students do in class. According to Annie, Howard, and Mildred (1996), it can also be described as the degree to which students or an organization fulfil their educational objectives. In a similar vein, Scottk (2012) notes that the standard definition of academic success is how well a student is

accomplishing their studies. However, there are several variables that affect how well students achieve academically. In educational institutions, evaluating pupils' work is done by measuring their accomplishments. The Cumulative Grade Point Average (CGPA), according to Gupta and Maksy (2014), is the most common metric used to assess a student's academic performance. Similar to this, pupils' academic performance in the United States of America is evaluated using their CGPA (Ellie Williams, 2018).

The purpose of staying in a hostel is to learn and advance one's education. The hostel's main goal is to give students who can't walk or commute to school every day access to an education. But nowadays, staying in a hostel is fashionable. According to Ekejiuba (2015), a hostel is a structure where students are housed under the direction of hostel managers. Hostels used to be reserved for students whose homes were located far from educational institutions, but in more recent years, students from the same town have begun to choose hostel accommodations. People tend to think that a dormitory education offers pupils more opportunity for learning. It aids the kids' learning outside of the textbooks and curricula (Ekejiuba, 2015).

Statement of the Problem

This study aimed to examine the relationship between academic performance and hostel life. This study is mainly quantitative, self-report, and survey-based. No alteration of any element by researcher was involved in the study.

According to Lee (2011), one of the hottest topics in Haripur is living and studying in hostels. Parents send their kids away from home to boarding schools because they are either overworked or want to boost their education. Parents typically choose to pursue shadow schooling in an effort to make learning simple and fun for their kids, but doing so places financial burdens on the kids, increases their stress levels, fosters insecurity, and violates their legal rights. I used the idea of attachment in this study because I looked at how kids feel when they stay away from home in a hostel.

The study looked into how students perceived their experience living in dorms and the effects it had on them. In Pakistan, research on this topic, particularly in this region, is still incredibly uncommon. The study not only aids students in resolving issues they encounter while living in hostels, but also assists professors and parents of students in comprehending the value of hostel life and academic success. The study's findings will contribute to better hostel services in Pakistan. This study examines how people live and learn in student housing from their viewpoints (Lee, 2011).

Research Hypotheses

i.   There will be a significant relationship between hostel life and academic performance of students.

ii. There will be a significant mean difference in academic performance between male and female hostel students.

iii. Hostel life will have more negative impact on the academic performance of intermediate students compared to undergraduate students.

iv. There will be significant mean differences in academic performance among hostel students.

LITERATURE REVIEW

Kamaruddin, Zainal, and Aminuddin (2009) highlighted the critical factors that influence students' academic performance, specifically within the context of hostel life. They identified the environment, housing, provided facilities, and motivation as the four prime factors that play a pivotal role in shaping students' academic outcomes. This underscores the importance of a well-maintained and supportive hostel's environment in fostering academic success. Argueta and Brown (2009) examined international students' housing satisfaction and found that not all students were satisfied with the fire safety services in their hostels. This indicates that specific aspects of hostel facilities, such as safety measures, can significantly impact students' overall satisfaction and, consequently, their academic performance.Lowry, Dean, and Manders (2010) explored the relationship between grade point average and sleep quality, emphasizing the need for good sleeping facilities in hostels. Their study confirmed that adequate sleep is crucial for academic success, suggesting that hostels must provide conducive sleeping environments to support students' academic achievements.

Furthermore, Bashir, Sarki, and Samidi (2012) considered "student accommodation" a vital facility provided by higher educational institutions. They argued that suitable hostel facilities should include security, cooperation, responsible citizenship, intellectual stimulation, inspiration, and mutual composition. These elements collectively create an environment that supports students' academic performance and overall well-being. Owusu (2013) investigated the impact of reading habits on academic performance, finding that students believe their reading habits significantly affect their academic outcomes. The study also identified laziness as a primary hindrance to effective reading habits. This suggests that hostels should create environments that encourage good study habits and mitigate factors that contribute to academic under performance.

METHODOLOGY

The purpose of this study was to examine the relationship between academic performance and hostel life. Further this study explored the gender differences, academic performance among undergraduate and intermediate student, measure the academic performance of hostel students among high, middle and low social economic status. The study is mainly quantitative, self-report, and survey-based.

Research Design

The current study aims to examine the relationship between academic performance and hostel life. The study is mainly quantitative, self-report, and survey-based. No alteration of any element by researcher was involved in the study.

Sampling Technique

300 participants were selected with their consent to participate voluntarily, through purposive sampling technique, from different educational institutes of Haripur.

Inclusion Criteria

Participants included those currently enrolled in intermediate and undergraduate education, aged 16-24 years, who volunteered and could easily comprehend English as a second language.

Exclusion Criteria

Participants excluded were those enrolled in middle or higher education, individuals below 16 or above 24 years, and adolescents unwilling to participate voluntarily.

Data Collection Tool

Demographic Sheet: The demographic sheet includes age, gender, socioeconomic status, education.

Academic Performance Scale: The academic performance scale was used to measure the impact of hostel life of student on academic performance, the scale consists of 8 question, and was design to identify academic performance of hostel student. Students rate each item as strongly agree, agree, neutral, dis agree and strongly disagree. For the total score, an internal consistency of .89 and a test-retest reliability of .85. The Academic performance scale (APS) consisted of (8) 5-point scale items. This 5-point scale assessment was carried out by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory of Saginaw Valley State University. For researchers who have a particular interest in academic performance among students, the APS promises to be a useful tool. Scale scores showed adequate internal consistency, 2-week test–retest reliability, and satisfactory concurrent validity.

Participants and Procedure

Sample of the study comprised of 300 (150 females and 150 males) from different educational institutes of Haripur. Research participants ranged between 16-24 in age. Data was collected from hostel students from the University of Haripur, Pak Austria and post Graduate College for Women.

Before explaining the nature, goal, and significance of the study, the researcher gave the participants a brief introduction of herself. By saying that the study is an academic investigation and that all information gathered from the participants will only be used for research purposes, the confidentiality of the information was guaranteed before the participants. The data was gathered from different educational institutes (Post Graduate College for Women Haripur, University of Haripur, Pak Austria).

Analysis of Data

The collected data was analyzed in SPSS 20 version. On the basis of the outcome of entered data, the researcher interpreted the study phenomenon by using descriptive statistics, t-test, regression analysis, and the Annova test. On the basis of analysis, the researcher proved or disproved the hypotheses of the current study.

RESULTS

Descriptive Statistics

Table No 1 shows the socio demographic of study variable by gender (Male=149, 49.75%, Female= 151, 50.3%). The frequency and percentage tabulation for gender, age, socio-economic status and qualification are given below.

Table 1: Descriptive for Socio-Demographic Variables

S. No	Variables	F	Percentage
1	**Gender**	300	
	Male	149	49.7%
	Female	151	50.3%
2	**Age**	300	
	Early Adolescent	87	29.0%
	Middle Adolescent	158	52.7%
	Late Adolescent	55	18.3%
3	**SES**	300	
	High	73	24.3%
	Middle	109	36.3%
	Low	118	39.3%

Table No 2 shows psychometric properties of instrument APS. The finding indicates adequate chronbach alpha reliability = .72 in study. Similarly, the skewness and kurtosis represent the normal distribution of data hence the scale used in present studies are reliable.

Table 2: Psychometric Properties of Variable under Investigation

Variable	N	M	SD	α	Actual	Potential	Skewness	Kurtosis
Academic performance	300	26.78	6.671	.72	10.0	72.00	0.552	6.31

Regression

Table No 3 show the impact of education on academic performance. The R^2 value of .108 reveal that the predictor variable explains 10% variable outcome with (F= 36.07, p= <.001). The findings reveals that education is a positive weak predictor of academic performance (β= .32, p= <.001).

Component	Groups	N	M	SD	95% CI LL	95% CI UL	Statistics F, ρ	η 2
Academic performance	High SES	73	28.95	6.87	2.60	27.54	9.45, < .001	.098
	Low SES	118	24.22	6.18				
	Middle SES	109	28.10	28.10				

Table 3: Regression Coefficient of Education Academic Performance

Variables	B	β	SE
Constant	18.57		1.41
Education	4.80	.32	.80
R^2	.108		

Mean Differences

Table No 4 shows an independent sample t-test was performed to explore the mean differences between male and female with respect to academic performance. Findings indicates that on average male scored significantly higher on academic performance (t=4.071, ***p=.001).

Table 4: Mean Differences between Male and Female in Term of Academic performance

Variable	Female (n=151) M	Female (n=151) SD	Male (n= 149) M	Male (n= 149) SD	t(df)	P	LL	UL	Cohens'd
Academic performance	12.26	7.22	28.32	5.68	4.071(298)	.002	1.57	4.53	0.47

One-Way Analysis

Table No 5 shows one-way analysis of variance indicated significant differences across three groups of academic performance on socioeconomic status. The results indicate that there

Component	Groups	N	M	SD	95% CI LL	95% CI UL	Statistics F, ρ	η 2
Academic performance	High SES	73	28.95	6.87	2.60	27.54	9.45, < .001	.098
	Low SES	118	24.22	6.18				
	Middle SES	109	28.10	28.10				

will be no significance difference between high SES (M=28.95, SD=6.87) and middle SES (M=28.10, SD=28.10) and there is low significance difference of low SES (24.22, SD=6.19).

Table 5: One-Way Analysis of Variance across Socio-Economic Status in Academic performance

DISCUSSION

In the first hypothesis, researcher anticipate a significant relationship between hostel life and academic performance. The results in table no. 1 & 2 indicates the descriptive for socio-demographic variables also with psychometric properties of variables, suggests that there will be a mean relationship among hostel life and academic performance and the reliability of scale is 0.72. Comparing it with the previous studies, hostel's environment plays the vital role in the education system of Pakistan in making the students more confident, punctual, emotionally strong, Mature and goal oriented. However, these all contribute to the positive academic performance (Amina Iftikhar & Asir Ajmal, 2015). Gardner (1989) found that students who lived in hostels, where they were exposed to academic support services, peer study groups, and engaged with faculty and staff, showed higher academic performance compared to their counterparts who did not live in the hostel. Pike and Kuh (2005) examined the impact of living in a hostel on student engagement and academic performance. They found that students who lived in a hostel were more likely to be involved in campus activities, interact with faculty members, and participate in academic programs, which positively influenced their academic performance. These studies provide evidence supporting the mean relationship between hostel life and academic performance, emphasizing the benefits of living on campus in terms of academic support, engagement, and student success. Hence, hypothesis 1 of the current study was accepted.

The second hypothesis indicates that hostel life will have a more significant negative impact on the academic performance of intermediate students than on undergraduate students. The results in table no 3 indicates that the findings reveals that education is a positive weak predictor of academic performance. The impact of hostel life on academic performance can vary from student to student, and it's important to consider different perspectives and experiences. While some students may find hostel life distracting and detrimental to their studies, others may thrive in such an environment. Researchers suggests that the hostel environment can have both positive

and negative effects on academic performance. Hence, hypothesis 3 of the current study was accepted.

The current investigation also delves into whether there is a meaningful difference in academic performance between male and female students living in the hostel. The results in table no. 4 indicates that an independent sample t-test was performed to explore the mean differences between male and female with respect to academic performance. Findings indicates that on average male scored significantly higher on academic performance than females. The study conducted previously also strengthens the findings of this research, stating that there is a mean difference between the students who live in the hostels and the students who do not live in the hostels. The study showed that lesser the distance to the lecture hall, higher the CGPA. Therefore, hostels' environment positively affects the student's academic performance (Owolabi, Babatunde, & Oluwaseyi, 2011). Nafeesa, Zahra, & Amjad (2018) explored the impact of gender on academic performance among university students. The study revealed mean differences in academic performance between male and female students. The findings indicates that the performance of males is better in overall academic achievements than females. Hence, hypothesis 2 of the current study was accepted.

Lastly the study assumed that high social economic status will have positive impact on academic performance of hostel student. The table no.5 indicates that the one-way analysis of variance was performed on significant differences across three groups of academic performance on socioeconomic status. The results indicate that there will be no significance difference between high SES and middle SES and there is low significance difference of low SES. While there is a significant body of research on the impact of socioeconomic status (SES) on academic performance, it is important to note that the relationship between SES and academic outcomes is complex and multifaceted.

CONCLUSION

The study found a significant positive relationship between hostel life and academic performance, with hostels' environments boosting students' academic performance. Male students scored higher on academic performance compared to females, and socioeconomic status showed a complex impact, with no significant differences between high and middle SES but a minor difference for low SES. Overall, hostel life generally benefited undergraduate students' academic outcomes. Here are some implications of study:

i.   **Improving Hostel Facilities:** Hostel environments were found to positively affect academic performance, so enhancing hostel facilities like study areas, internet access, and academic resources can further support student success.

ii. **Gender-Sensitive Academic Support:** With male students showing higher academic performance, creating gender-specific academic support and mentoring programs can help balance academic outcomes for female students.

iii. **Focused Interventions for Low-SES Students:** Although socioeconomic status showed a complex impact on performance, focused programs and resources should be aimed at addressing challenges faced by low-SES students.

iv. **Strengthening Hostel Programs for Undergraduates:** Undergraduate students benefit more from hostel life, so developing and expanding hostel programs specifically for undergraduates can maximize their academic achievements.

v. **Creating Supportive Academic Policies:** Policies should be established to ensure that hostels' environments support academic excellence, including initiatives for both academic support and overall student well-being.

Limitations

1. **Methodological Limitation:** The use of a quantitative approach limits the findings.

2. **Scope of Variables:** Only 20.7% of the impact is attributed to the hostel environment, indicating other variables affecting academic performance were not explored.

3. **Data Collection Method:** The study relied solely on questionnaires, which may not have captured rich and detailed data.

Suggestions

1. Incorporate qualitative methods for a deeper understanding of the topic.

2. Explore additional variables affecting academic performance.

3. Use open-ended questions and interviews for richer data collection.

4. Investigate the impact of improving hostel communication facilities (e.g., providing better internet) on students' academic performance.

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