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CHALLENGES OF OFF-CAMPUS LIVING FOR NON- RESIDENT STUDENTS IN KENYA MEDICAL TRAINING COLLEGE

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ABSTRACT

Purpose: The study aimed at determining challenges of off campus living environment for non-resident students' in Kenya Medical Training College (K.M.T.C). The specific objectives were to find out academic challenges, find out social economic challenges and infrastructural challenges.

Methodology: A cross-sectional descriptive study was done. The target population was all non-residents students living outside the college premise which was 2274 students. The study purposively sampled Nairobi campus and Msambweni campus and Simple random sampling was used to sample in the campuses and sample size was 212. Primary data was collected using questionnaires and Quantitative data was analyzed using descriptive statistics whereas qualitative data was analyzed using content analysis. Qualitative data was transformed into quantitative and analyzed with the helped of SPSS version 25. Collected data was edited, sorted, cleaned and coded for data analysis.

Findings: The findings were presented using percentages and frequencies, tables, pie charts and bar graphs. Accessibility to library services from the place of residence was a challenge to 78.8% of the respondents which was significant at $p < 0.001$ and internet access was a challenge to 87.8% this was significant at $p 0.007$. Transport and rent were also found to be a challenge for respondents with 79.7% spending between 1000- 10,000 on rent. Respondents were satisfied with the infrastructure 78.3% with sewerage and 94.3% with lighting. The study concluded that students experience challenges in accessing important aspects of learning like lectures, group discussion and skills lab and student's cost of living is a challenge for students living off campus.

Unique contribution to theory, practice and policy: The study recommended that KMTC management should construct hostels for students or identify areas where students can be accommodated that are not far from college and that has proper sanitation. Principals in colleges should collaborate with the community and other security agencies to ensure security of students who reside off campus. A further study should be done on the effect of off campus living on the academic performance of students.

Keywords: *Challenges, Off-Campus Living, non-resident students' and Kenya Medical Training College*

1.0 INTRODUCTION

Housing is regarded as multi-faceted field of study with diverse areas of interests from various researchers. Some of them dwell on housing finance, some on demand and supply, housing delivery, quality, formation, market and satisfaction (Ghani1&2 & Suleiman, 2016). Adequate housing is required by higher learning institutions so as to be able to accommodate the students without physical and psychological effects (Ghani1&2 & Suleiman, 2016).

The past two decades have witnessed tremendous change in the higher education scenario in Malaysia. One of the changes observed is the acceleration towards mass education (Mohamed Khaled, 2010a). This demands the increase in learning spaces, residential facilities, recreational and other supporting facilities. Higher education has grown rapidly in the world that encourages governments to strengthen institutions of higher education to face the challenges that higher education can be competitive through the development of a rapid development of higher education institutions (Mohamed Khaled, 2010b). This development is not confined to universities alone but also involves the development of private colleges.

Kenya medical training college is one of the leading medical training college in Kenya .This is one of the fact that leads in addition of several new courses that has led to the increase in the population of the students. Most of Kenya medical training college campuses provide accommodation services to some of the students which have generated a demand in private housing rental market. It is essential for student housing to provide the basic infrastructure facility needed by the student. Such facilities include, toilets, running water, electricity, readily room, canteen, buttery, kitchenette and a recreation area provision of these facilities in good working order is something that is not always readily available. It is a fairly common occurrence for these facilities to either be unavailable or in a state of disrepair. Accommodation of students is an integral part of the higher education institution facilities that help students develop their intellectual capabilities ,personal developments and other related mission(Nuss, 2003).

1.2 Problem statement

Kenya medical training college is a public institution that is involved in the training of health professionals. Traditionally in Kenya medical training college, student housing was exclusively the responsibility of the campus and all student accommodations were adequate and on-campus. Recently, students' population in KMTC has risen drastically in the last decade from 5000 students to over 15000 students and 57% of the students reside off-campus. More emphasis has been put to tuition infrastructure to (library, class rooms, ICT) compared to support infrastructure (accommodation, recreational facilities). As a result of this the rooms available are not adequate to accommodate all the students. Therefore, KMTC board of management enacted the policy of "first come first serve" for accommodation services. This has compelled to opt for alternative housing outside the campus.

Students residing outside college are said to face more challenges than the ones living within. Student housing plays an important role in the academic support mission related to student affairs (Ware & Miller, 1997). Clear evidence exist that student success and perseverance can be impacted by living environment factors.

2.0 LITERATURE REVIEW

2.0 Introduction

The importance of housing covers the entire aspects of human life. Primarily, it involves physical protection from hazards which ordinarily may be regarded as shelter but also provide the setting from many of the basic biological and social processes necessary to sustain life, which permitting the healthy growth and development of the mind. In all, housing as a unit of the environment of man, has a profound influence on the health, social behaviour, satisfaction and general welfare of the community. It reflects the cultural, social and economic values of a society as it is the best physical and historical evidence of civilization in a country (Aluko, 2011). The student housing has been a major area of concern with increasing student population as a result of increasing interest in the higher institution of learning over the years.

However, afterwards in K.M.T.C came up with new policy where the accommodation was optional which gave birth to rental off-campus student housing in neighborhoods. Since student housing provides a healthy social and behavioral stability to students and the productivity of a set of students may not be totally unconnected with their housing condition (Aluko, 2011). A good housing environment can lead to the attainment of comfort, convenience, satisfaction and overall life fulfillment as well as meaningful academic performance. On the other hand, poor housing can lead to many health problems, stress and depression on students which will eventually affect their academic performance negatively.

2.1 Housing Concept

In examining the concept of housing, it is agreed that man's basic needs in life is physiological, which include food, clothing and shelter. The importance of shelter in man's life is second to none but food and clothing. In other words, man seeks protection from the environmental elements only after he has satisfied the need for food and clothing. This assertion was corroborated by Abraham Maslow (1943) in his hierarchy of needs where he identified three fundamental needs crucial to survival, thus food, clothing and shelter (Maslow, 1943). Shelter according to the United Nations (2003) differs marginally from the concept of housing while housing is widely accepted as being more than mere shelter, housing goes far beyond having a roof over one's head but rather comprises a number of ancillary services and utilities which links the individual and his family to the community and the community to the region in which it grows and progresses (Aluko, 2011). The need for an effective and conducive student housing facility in an institution cannot be over emphasized due to the fact that students are expected to be in a sound state of mind to excel in their academic endeavors which can only physical protection but also a healthy social and behavioral stability, the productivity of a set of student may not be totally unconnected with their housing condition (Aluko, 2011).

Well-being is a vague concept of numerous human proportions (Diener, Napa Scollon and Lucas 2009). It can be implicit as a condition of health, happiness and prosperity. In a broad view, well-being is considered as living in a good life which individual satisfaction. According to University of Bath (2007), well-being is a situation of being with others, where human needs are met, where one can act meaningfully to pursue one's goals, and where one enjoys a satisfactory quality of life. On the other hand, well-being can be defined as an expression of life satisfaction, as an

approach to influence the quality of people and its society. These aspects include, for instance, health, family, work, the social network, and of course the living environment.

The Malaysia government has also embarked on the transformation of the institution of higher education (MOHE, 2007). With the rapid development of the higher education sector, universities need to be equipped with conducive student housing in enhancing the students well-being. However, the emphasis had been on providing student housing for living on-campus while living off-campus had been neglected. In recent years, universities in Malaysia have increased in their awareness and commitment towards providing better services for student with regard to reconcile the student's housing problem.

2.2 Social-Economic Challenges

Neighborhoods have a tremendous impact on the acceptable behavior of residents and the establishment of cultural norms. Some researchers found that even when variables within the student and school were rigorously controlled, location of student residence negatively affected student achievement (Catsambis and Beveridge, 2001; Garner and Raudenbush, 1991). For obvious reasons, the location of residence was a powerful influence not only on the parents' achievement but on the achievement of the children as well. Residence in an impoverished neighborhood might expose vulnerable minors to crime, drug use, and more (Brooks-Gunn and Duncan, 1997).

Regrettably, sometimes even good parents who attempted to live above the negative influence of the community all too often lost their children to the streets because the pull from peer groups was so strong (Berliner, 2006). Zip codes not only influenced family behavior but also had a direct result on the quality of education offered by the local school system. Poor parents had limited choices when selecting neighborhoods and educational opportunities for their children (Brooks-Gunn and Duncan, 1997). These parents had little or no voice to express their concern about the limited educational opportunities presented to their children.

Children are dependent creatures and cannot alter their socioeconomic status until reaching adulthood (Brooks-Gunn and Duncan, 1997). Therefore, they are often constrained by the family-structure into which they are born. Several aspects of family-structure affected socioeconomic status. To begin, many children lived in poverty because parents who were economically disadvantaged reproduced at greater rates than the population as a whole (Betson and Michael, 1997). Furthermore, poor children were more likely to reside in households with fewer working adults than were non poor children (Betson and Michael). Obviously, with fewer working adults, a family's earning potential was significantly reduced (Lewit et al., 1997).

Another related and often cited source of childhood poverty was the likelihood that poor children resided in households headed by single females. Danzinger and Gottschalk (1995) estimated that children were five times more likely to be economically disadvantaged when reared in mother-only homes. Those households experienced financial difficulty because there was only one working adult and women typically earned lower salaries than men did (Corcoran and Chaudry, 1997). In contrast, children living in families headed by married couples had the lowest rate of poverty and tended to be more economically stable. In Tennessee, 50.8% of children living in single-mother households in 2007 were economically disadvantaged; in contrast, only 9.7% of children living in homes with married parents experienced the same financial strain (Heartland

Alliance for Human Needs and Human Rights, 2007). For numerous reasons, the structure of the family unit had a tremendous impact on the well-being of the children.

Living off campus with family may be more difficult for minority students if they have more family responsibilities, fewer financial resources, and inadequate transportation to and from campus—all factors that are more likely to be present among minority students than among White students. Minority and socioeconomically disadvantaged families are also more likely to live further away from campus because racial residential segregation confines minorities to undesirable locations, housing near college campuses tends to be very expensive, and low-wage workers often trade longer work commutes for better and more spacious housing (Wang, 2003).

For college students living among these families, frequent participation in activities such as studying with classmates, meeting with faculty, or working on campus can be very challenging (recall that students who live off campus work more than twice as many hours per week as those who live on campus). All of these factors combine to create a college experience that can be especially challenging for Black students who live off campus with family. Most of the previous scholars have argued and tended to concentrate that physical attributes of the house as the main determinant of SRS. Therefore, overall SRS does not only depend on physical attributes alone. There are also some other potential factors from social attributes aspect can be identified as the influential sources in determining the overall SRS. Social attributes are the demographic characteristics of an individual. A few studies declared that variability of students' social attributes, for instance, gender, economic status, duration of staying, sense of sharing, ethnicity, relationship with friends, and individual's home experience (Wang, 2003).

Amole (2002) configured that female students were most likely to live in shared facilities while male students usually preferred to live in more private spaces. In contrast, Kaya and Erkip (2007) recognized in their study that female students would feel more stressful in a crowded space compared to male students. In general, a good community can be described as a group of residents who lived in a friendly and supportive environment in their neighborhoods. Besides that, there were also studies predicting that ethnicity had positive and negative effects on individuals. Potter and Cantarero (2007) testified that the discrimination of different races did contribute to residential dissatisfaction. While, Musterd (2008), reported that mixed communities were enabled to initiate a positive socialization process as well as people who lived in a socially mixed environment will have good interactions with other residents.

On the contrary, Parkes *et al.* (2011) said that people who lived in the mix-tenure or had no relatives in their living areas would face difficulties in their social relationship with neighbours. This shows that it is good if students can live in ethnically mixed communities. Besides having the chance to know other cultures, it also encourages the chances for them to study together. Anderson and Galster (2013), and argued that residents' satisfaction perception neither from family persons nor students was also pertinent to their previous home experiences.

While the people could enjoy much privacy when staying in their low-density residence, they would also try to avoid from having a stressful condition (Anderson, 2002). It can be said that students perhaps could enjoy their collegiate lives when they share rooms with small numbers of people at a time and this small community can encourage good friendships among them Besides that, there were also studies predicting that ethnicity had positive and negative effects on

individual's. Potter and Cantarero (1990) testified that the discrimination of different races did contribute to residential dissatisfaction. While, Musterd (2012) reported that mixed communities were enabled to initiate a positive socialization process as well as people who lived in a socially mixed environment will have good interactions with other residents. On the contrary, Parkes *et al.* (2000) said that people who lived in the mix-tenure or had no relatives in their living areas would face difficulties in their social relationship with neighbors.

2.3 Physical Environment and Infrastructural Challenges

It is well known that a comfortable and health environment is an important component of successful learning. According to Earthman and Schneider (2002), environments have been proven to have measurable influence on the well-being of the students. Among the influential feature are and components are lighting, security and accessibility. According to Baird (1978) and Feldman (1969), both of them demonstrate that the university as an ecosystem considers the environmental impact of the campus and its effect on university student behaviour.

According to Nuruland Nazirah (2011), student housing and family housing have differences. Student housing encompasses of basic bedroom units with other shared facilities such as bathrooms, toilets, laundry, kitchens, common lounges and cafeterias located either per floor level, per block or for the whole student housing accommodation (Amole, 2009). On the opposite, the basic unit for family housing is a house which includes bedrooms, bathrooms, toilets and a living area all as part of the unit with other housing facilities such as playground, shops and school at the neighborhood (Parkes, Kearns and Atkinson, 2002). In addition, student housing offers limited security of ownership and freedom if compared to family housing.

Man-environmental interactions, has great influence on man in either ways, negative or positive. Access to healthy housing is vital for healthy living and essential to social equity, efficiency, social behavior, satisfaction and general welfare of the community (Ghani and Suleiman, 2016). Poor housing can lead to many health problems, stress and depression. Housing encompasses four interrelated components: the physical structure (house), the social environment of the household (home), the immediate physical living environment (neighborhood) and the social characteristics, amenities and services within the neighborhood (community) which cannot be ignored by any society. Students accommodated in both in –student and off –students housing have an influence on the students overall leadership development, behavior, academic performance, citizenship and sense of belonging (Regnier, 2003).

In addition, student housing offers limited security of ownership and freedom if compared to family housing. With respect this research, student housing and family housing are similar in certain aspect. Student housing consist two type of accommodation namely, living off-campus resident and living on-campus resident. Living off-campus is a student housing located or available outside the campus (Dictionary.com, 2011). By living off-campus, students are require to live in family housing like apartment, condominium, terrace, semidetached and detached house. Non-Resident student is a term that used to describe a student that living off-campus.

2.4 Academic Challenges

Living satisfaction for the students has been dismissed by some researchers, since it seems that it is not directly tied to any sort of educational outcome (Twale and Damoron 1991). Nonetheless, some universities have been using these data better to understand students' life, change the

campus environment, and simultaneously create a campus more conducive to the development of the students (Nayor, 2009; Survey Unit, 2008; Thomsen 2008) large public institution, utilized data provided by 5310 respondent. These data revealed that peer relationships had the strongest effect on the student's satisfaction (Survey Unit 2008).

The peer relationship could be manifested in many ways, including satisfaction with behavior of the others (Survey,2008).Along these same lines, dissatisfaction with managerial component such as physical surroundings; the safety and security of residential building; and difficulty of the working with central office were also significantly impact satisfaction. Similarly, a strong relationship between the residential advisor and the students correlates to a higher measure of satisfaction (Survey Unit, 2008). Despite the important universities attached to satisfaction as construct has yet attained .developing an understanding of the students' satisfaction is necessary in determining the effects that the living environment has on it. Further, it will help to determine the extent to which satisfaction with living environment affects wellbeing.

Many college students are disengaged from the very institution entrusted with fostering their academic development (Hu, 2002).Disengagement marked by the lack of environment in the myriad academic activities available at post-secondary institutions, such as language clubs political or environmental groups, professional and Para professional association, honor societies, academic work-shops or seminars and formal or informal discussions with faculty members. Furthermore, some disengaged students are immersed in hazardous student subculture characterized by excessive alcohol use (Flacks and Thomas,1998).While many factors influence students level of academic engagement, the single most important environmental factors identified in previous research is living on campus in resident hall (Astin,1984).

Such findings were the impetus for vast body of research examining the relationship between residence and variety of desirable students outcomes closely linked to student's engagement, such as critical thinking, persistence to graduation and academic performance. Research on relationship between student's residence and academic performance indicate that there are no difference in cumulative grade point average (GPA) between students living on campus in residence hall, off campus in private apartments, or at home with their families (Blimling,1989).

However, by focusing only on the general effects of residence, past research on academic performance ignores the possibility that different groups of students are differently affected by their living environments. Furthermore, previous studies rely on sample of students from few large public research universities, rather than students from broad range of institutions, which precludes any analysis of institution difference in impact of residence .at different types of institutions, the residence experience is likely to differ in ways that may produce significant variation in the relationship between student resident and academic achievement.

3.0 RESEARCH METHODOLOGY

A cross-sectional descriptive study was done. The target population was all non-residents students living outside the college premise which was 2274 students. The study purposively sampled Nairobi campus and Msambweni campus and Simple random sampling was used to sample in the campuses and sample size was 212. Primary data was collected using questionnaires and Quantitative data was analyzed using descriptive statistics whereas qualitative

data was analyzed using content analysis. Qualitative data was transformed into quantitative and analyzed with the help of SPSS version 25. Collected data was edited, sorted, cleaned and coded for data analysis.

4.0 FINDINGS

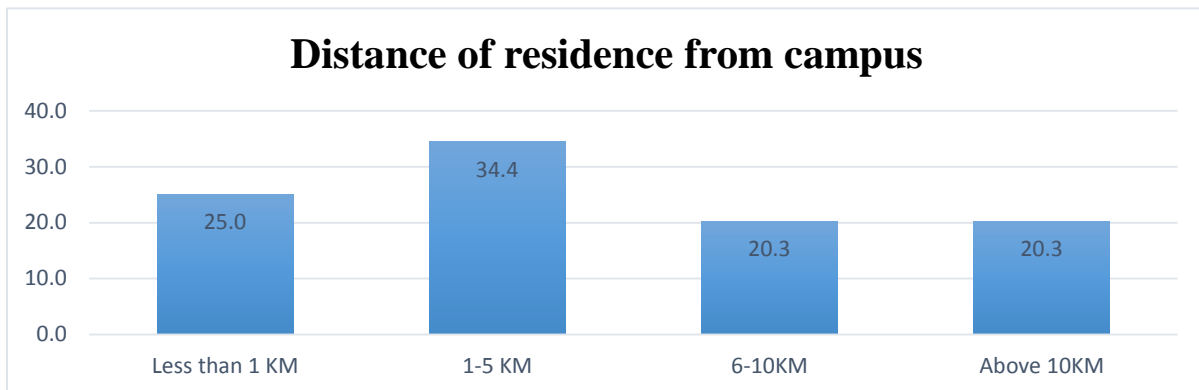
4.1 Demographic data

Most of the students 68.9% (146) were aged between 23-25 years, 23.1% (49) and only 8% (17) were aged between 20-22 years. Most were females 57.5% (122) and 42.5% (90) were males. On the department, 28.8% (61) were in Nursing, 26.9% (51) were in Health Records, 19.3% (41) Clinical Medicine, 9% (19) were in Pharmacy and 16% (34) were from other departments for examples Nutrition, medical laboratory, Medical Imaging sciences, Occupational therapy, Medical engineering, physio therapy and Environmental health sciences. On course of study majority 96.7% (205) were studying a diploma, course while 3.3% (7) were studying a certificate course. On the year of study 62.7% (133) were in second year, 23.6% (50) were in third year, 11.8% (25) were in first year and 1.9% (4) were in fourth year.

Table 1 Social-demographic characteristics of the respondents

Factor	Category	Frequency (n)	Percentage (%)
Age	17-19	17	8.0
	20-22	49	23.1
	23-25	146	68.9
	Total	212	100
Gender	Male	90	42.5
	Female	122	57.5
	Total	212	100
Department	Clinical medicine	41	19.3
	Nursing	61	28.8
	Pharmacy	19	9
	Health records	51	26.9
	Others	34	16
	Total	212	100
Course	Certificate	7	3.3
	Diploma	205	96.7
	Total	212	100
Year of study	First year	25	11.8
	Second year	133	62.7
	Third year	50	23.6
	Fourth year	4	1.9
	Total	212	100

4.1.1 Distance of residence



The distance of the hostel from the college was such that 34.4 % (73) resided between 1KM and 5 KM 25% (53) resided in a place less than 1KM and 20.3% (43) resided in 6-10KM and another 20.3% (43) above 10KM.

Figure 1: Distance of residence from campus

4.1.2 Preference of residence

All the students interviewed resided outside campus but 45% (96) would have preferred living on campus while 55% (116) would have preferred staying outside campus.

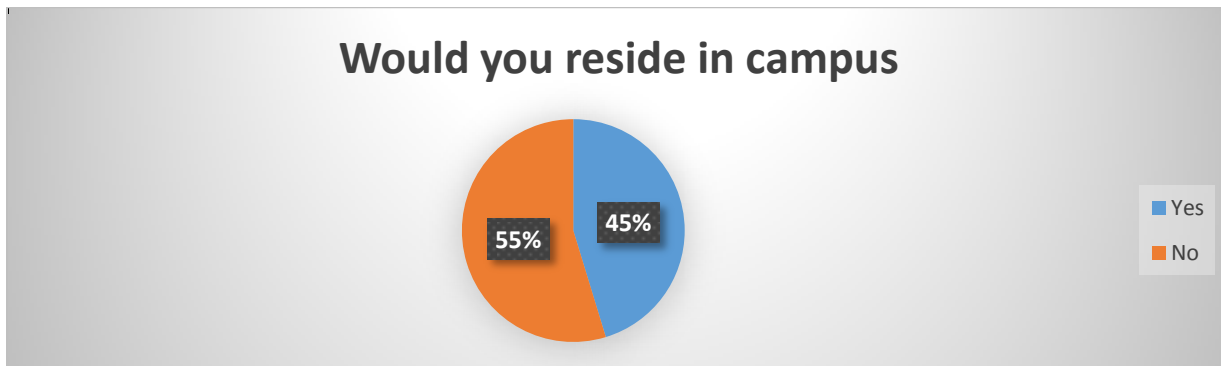
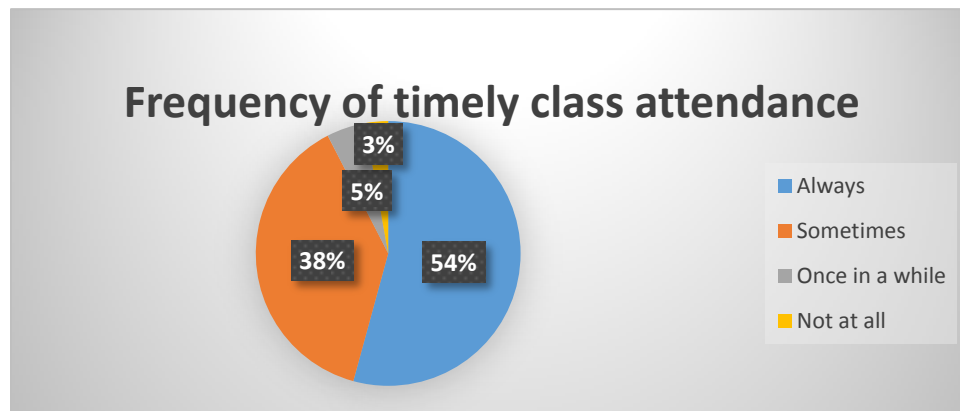


Figure 2: Preference of residence

4.2 Academic Challenges

4.2.1 Frequency of timely class attendance

Attending lectures as challenge was not experienced by 54% (115) of the respondents, 38% (81) reported not reporting to class on time sometimes, 5% (10) said they only come to class on time once in a while and 3% (6) reported that they have never reported to class on time.

**Figure 3: Frequency of timely class attendance****4.2.2 Accessibility of learning resources**

Accessibility to library services from the place of residence was not possible for 28.8% (61) of the respondents, 50% (106) accessed the library sometimes and 21.2% (45) accessed the library always. On internet access, 13.2% (28) accessed it always, 42.9% (91) accessed sometimes and 44.9% (93) had no access to internet. Skills lab was accessible to 15.1% (32) respondents always, 47.2% (100) sometimes and 37.7% (80) was not accessible. Resources center was accessible always to 17% (36), 45.8% (97) sometimes and not accessible to 37.2% (79). Clinical areas were always accessible to 32.1% (68), sometimes accessible to 53.8% (114) and not accessible to 14.2% (30). Group discussions were always accessible to 42% (89) always accessible to 53.8% (92) and not accessible to 14.6% (31).

Table 2: Accessibility of learning resource

Factor	Category	Frequency (n)	Percentage (%)
Library	Always	45	21.2
	Sometimes	106	50
	Not at all	61	28.8
	Total	212	100
Internet	Always	28	13.2
	Sometimes	91	42.9
	Not at all	93	44.9
	Total	212	100
Skills lab	Always	32	15.1
	Sometimes	100	47.2
	Not at all	80	37.7
	Total	212	100
Resources center	Always	36	17
	Sometimes	97	45.8
	Not at all	79	37.2
	Total	212	100
Clinical areas	Always	68	32.1
	Sometimes	114	53.8
	Not at all	30	14.2
	Total	212	100
Group discussion	Always	89	42
	Sometimes	92	43.4
	Not at all	31	14.6
	Total	212	100

4.3 Social Economic Challenges

4.3.1 Who you stay with

Most of the students 44.8% (95) stayed alone, 21.2% (45) stayed with a relative 19.3% (41) stayed with a fellow student 9.4% (20) stayed with a parent and only 5.2% (11) stayed with other people whom they did not specify.

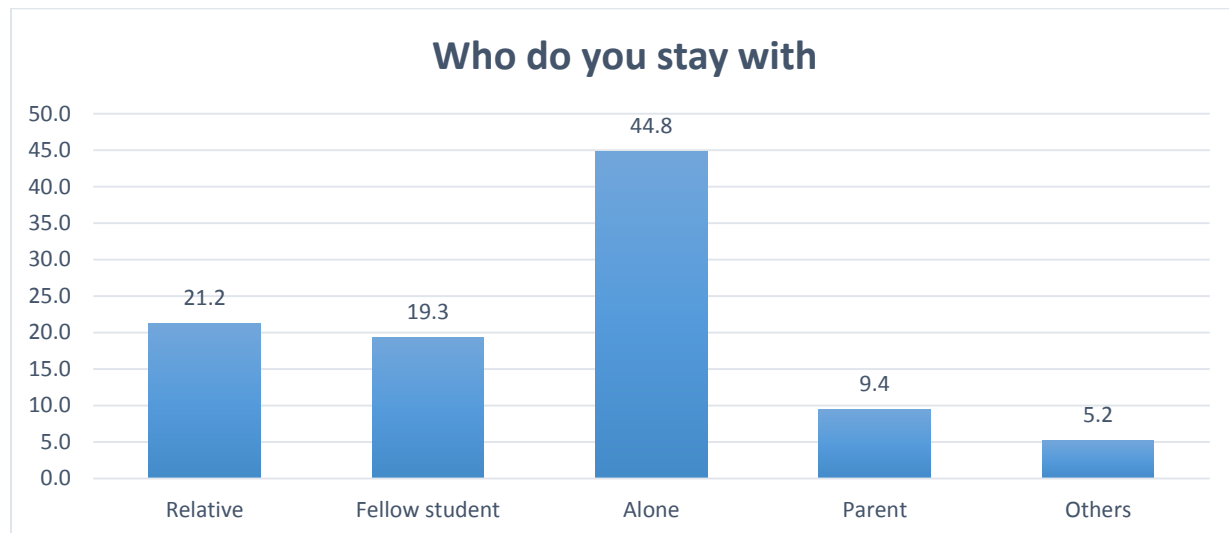


Figure 4: Who you stay with

4.3.2 Reasons for staying off-Campus

Most of the Students stayed off- Campus due of lack of accommodation fee 40.1% (85), 21.2% (45) due to other reasons such as college rules which does not allow them cook in the hostels, lack privacy, they did not like sharing rooms lack of rooms and poor conditions in the college hostels 17.9% (38) to stay with relatives 17.9% (38) and to stay with friends at 1.9% (4).

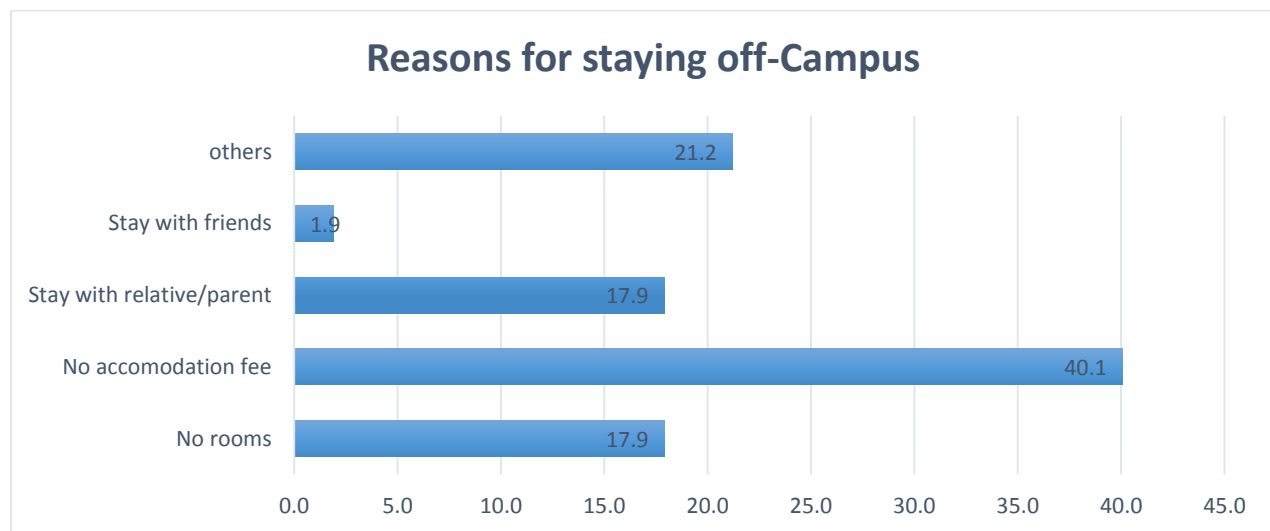


Figure 5: Reasons for staying off-campus

4.3.3 Approximate cost of living

Table 4.3 below presents information on approximate cost of living, Most students paid an average of 1000-5000 shilling per month for rent 55.7% (132), 24% (51) paid between 5000-10,000, 13.7% (29) paid above 10,000 and 6.6% (14) paid below 1000. On food per day most 76.9% (164) used between 100 and 500 shillings, 10.4% (22) used less than 100 shillings, 9.4% (17) used between 500 and 1000 and 3.3 (9) used more than 1000. On transport majority 43.4% (92) used less than 100 shillings per day, 27.4% (52) used between 100 and 200, 16.5% (35) used between 200 and 300 and 12.7% (27) used more than 300. Regarding electricity and water 27.9% (59) used between 500 and 1000, 20.3% (43) used between 100-500, 19.35 (41) used less than 100, 11.7% (25) used between 1000 and 1500, 12.3% (26) used more than 2000 and 8.2% (18) used between 1500-2000.

Table 3: Approximate cost of living

Factor	Category	Frequency (n)	Percentage (%)
Rent (per month)	Below 1000	14	6.6
	1000-5000	132	55.7
	5000-10000	51	24
	Above 10000	29	13.7
	Total	212	100
Food (per day)	Below 100	22	10.4
	100-500	164	76.9
	500-1000	17	9.4
	Above 1000	9	3.3
	Total	212	100
Transport (per day)	Below 100	92	43.4
	100-200	52	27.4
	200-300	35	16.5
	Above 300	27	12.7
	Total	212	100
Electricity/water (per month)	Below 100	41	19.3
	100-500	43	20.3
	500-1000	59	27.9
	1000-1500	25	11.7
	1500-2000	18	8.2
	Above 2000	26	12.3
	Total	212	100

4.4 Infrastructural Challenges

4.4.1 Place of Residence

Majority of the Students 88.2% (187) stayed in rented houses, 7.1% (15) stayed in family houses, 2.8% (6) stayed in hostels and 1.9% (4) stayed in other arrangements which they did not specify.

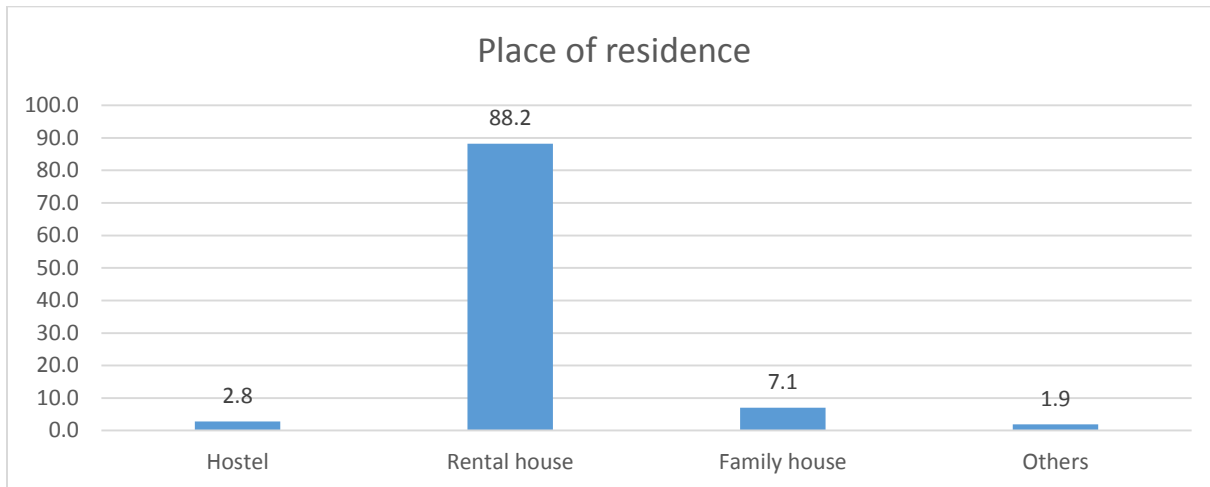


Figure 6: Place of residence

4.5.2 House Satisfaction

With sewage system 50% (106) were satisfied, 28.3% (60) were neutral and 20.8% (44) were not satisfied. Regarding lighting 71.1% (150) were satisfied, 23.2% (49) were neutral and 5.7% (12) were not satisfied. On ventilation 67% (142) were satisfied, 25% (53) were neutral and 8% (17) were not satisfied. Regarding security 53.8% (114) were satisfied, 34% (72) were neutral and 13.3% (26) were not satisfied. On accessibility 57.4% (120) were satisfied, 30.6% (64) were neutral and 12% (28) were not satisfied. Regarding size 55.7% (118) were satisfied, 32.1% (68) were neutral and 12.3% (26) were not satisfied. On water 56.6% (120) were satisfied, 31.1% (66) were neutral and 12.1% (26) were not satisfied.

Table 4.4 House Satisfaction

Factor	Category	Frequency (n)	Percentage (%)
Sewage system	Satisfied	106	50
	Neutral	60	28.3
	Not satisfied	44	20.8
	Total	212	100
Lighting	Satisfied	150	71.1
	Neutral	49	23.2
	Not satisfied	12	5.7
	Total	212	100
Ventilation	Satisfied	142	67
	Neutral	53	25
	Not satisfied	17	8
	Total	212	100
Security	Satisfied	114	53.8
	Neutral	72	34
	Not satisfied	26	12.3
	Total	212	100
Accessibility	Satisfied	120	57.4
	Neutral	64	30.6
	Not satisfied	28	12
	Total	212	100
Size	Satisfied	118	55.7
	Neutral	68	32.1
	Not satisfied	26	12.3
	Total	212	100
Water	Satisfied	120	56.6
	Neutral	66	31.1
	Not satisfied	26	12.1
	Total	212	100

4.5 Qualitative results

Written responses of three questions regarding challenges of off- campus living for non- resident students were drawn from students from different facilities in KMTC Nairobi and Msambweni. Themes emerging from the data are described as below.

4.5.1 What students consider when choosing a person to live with?

Support: - financial, Academic support

Character: -good moral, role model and trustworthiness

Safety: “learners preferred staying with person who they feel they are safe with. Not anyone who may steal for them if they have laptops or others gadgets.

Compatible: -learners prefers to stay with prefer to stay with students in the same academic year

Students of the same department prefer to stay together

“I would not be comfortable staying with someone totally different from me”

I prefer to stay with students of similar financial backgrounds

Students prefers to stay with learners of similar characters e.g if a student’s likes loud music they want a similar colleague.

4.5.2 How institution can help students residing off campus?

Students made similar suggestions on how institution can help students residing off-campus in the areas identified:

Extension of opening hours for campus facilities e. g library and classrooms

Cost of accommodation e. g payment for accommodation be more flexible

Students in Nairobi requested for provision of transport

4.5.3 How would you describe studying in your off-campus residence?

Interruption: - students studying off-campus gets interruption while studying e.g loud music from the neighborhoods.

No space for me revision at home. Last semester, we have three people in a house and just have one rooms only. This led no private space. Lying on the bed, do not feel great. there, but other housemates use to watch TV and I cannot focus my revision”,

“Most of the time am unable to study since I have to do other household duties for myself”

Unable to attend all lessons: - students studying off campus miss classes due to traffic in the morning.

“I always miss classes where external lecturers organize for a make-up lesson staring from 7.00am”

Inaccessibility to the college facilities e.g. library

“When residing off-campus am unable to access library facilities and carrying library books at home is cumbersome

Freedom Studying off –campus is fun “I have freedom to do thing on my own if I prefer to study with loud music I do so unlike college”.

4.6 Relationship between the challenges and willingness to reside in campus

The research found out that 45% of the students residing off campus would like to reside on campus. An analysis of the showed that the course one is taking influenced the willingness to reside on campus ($P < 0.001$). This showed that students taking health records and Pharmacy were more willing to reside in campus.

The year of study was also significant ($P^* 0.021$) third years were more willing to reside on campus. Distance was also found to be significant ($P^* 0.007$). It showed that those that resided more than 5kms from the college were more willing to reside on campus.

A few academic challenges student faced were also significant, coming to class on time ($P^* <0.001$), access to library ($P^* 0.007$), access to skills lab ($P^* 0.006$) and access to group discuss group ($P^* 0.024$).

Socio-economic factors that were found to be significant are reasons for staying off campus ($P^* <0.001$), those that stayed off campus because of lack of rooms or lack accommodation fee were more willing to reside on campus. Rent ($P 0.046$) where by those who spent more than 4000 shillings a month were willing to reside on campus, transport ($P 0.001$) those that spent 100 shillings and above were more willing to reside on campus and electricity and water ($P 0.006$) those that were spending more than 300 shillings.

Infrastructural challenges that were significant includes sewerage system ($P^* 0.001$), lighting ($P^* 0.014$), ventilation ($P^* 0.003$), security ($P^* 0.001$), accessibility ($P^* 0.002$), size of the house ($P^* <0.001$) and water ($P^* <0.001$).

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussions

5.1.1 Demographic characteristics

The research found out that most of the students 68.9% were aged between 23-25 years and most were females 57.5% (122) more nurses 28.8% were interviewed and most were in second year (62.7%). The significant demographic characteristics that were found was that those pursuing Pharmacy and Health records were more willing to reside on campus. The year of study was also significant in that those in third year were more willing to reside on campus. Distance was also a challenge in that those residing more than 5kms away from college were more willing to reside on campus.

5.1.2 Academic challenges

The challenges that were found to be significant was student access to library in their residential areas and ability to access the library services in college, students found it hard to come to class on time most of the times, access to skills lab was also another challenge identified and access to discussion groups. This corresponds with a research done by Nuss (2003) that residing in campus increased access to important aspects of learning like library.

It also corresponds to focused group discussion: - College facilities and services is an essential thing to make up daily proportion life or students, these includes College transportation and library services is the most pressing problems facing by non-resident students. Despite Kenya Medical Training College having equipped library off- campus students are not able to access or borrow library books. Students were more concerned about college extending opening hours of classrooms and library services.

The following quotes illustrate:

“Am not able to uses classroom past 5.00pm Students”

“Most of the time am unable to study at home since I have to do other household duties for myself September 2018 MIS students in Msambweni campus”

““When residing off-campus am unable to access library facilities and carrying library books at home is cumbersome Student in Msambweni campus”

“No space for me revision at home. Last semester, we have three people in a house and just have one rooms only. This led no private space. Lying on the bed, do not feel great. there, but other housemates use to watch TV and I cannot focus my revision students in Nairobi campus”

5.1.3 Socio-economic challenges

Socio-economic factors that were found to be significant are cost living those that paid high rent, water and electricity and transport were more willing to reside on campus. Socially those that were living with parents or relatives were not willing to reside on campus. This is contrary to Wand (2003) who found out that students who stayed with parents and had responsibilities at home were more likely to reside on campus. On the other hand, those that were residing off campus because of lack of rooms or accommodation fee were willing to. However, some had other reasons for residing off-campus such as college rules which does not allow them cook in the hostels, lack privacy, they did not like sharing rooms’ lack of rooms and poor conditions in the college hostels. This corresponds with focused group discussion

a) *Cost of accommodation:* - payment of accommodation should be more flexible majority of students pays rent approximately between Ksh.1000-5000 and food between Ksh 100-500 per month.

“I prefer to stay with students of similar financial backgrounds student in Nairobi campus”.

“I prefer staying with person who they feel they are safe with. Not anyone who may steal from me either money laptops or other gargets student in Nairobi campus”

“I would not be comfortable staying with someone totally different from me student in Nairobi campus”

b) *Freedom* Studying off –campus is fun

“I have freedom to do thing on my own if I prefer to study with loud music I do so unlike college students in Msambweni campus”.

5.1.5 Infrastructural challenges

Infrastructural challenges that were significant includes poor sewerage system, poor lighting, poor ventilation, lack of security, inaccessible hostels, sizes of the house that were not satisfactory and unreliable water supply. Institution would help students residing off-campus by provision of facilities for nursing mothers and transportation services, since is a problem during peak hours as student go to and back from campus, which is challenge for the students in Nairobi Campus contrarily to students from Msambweni who were comfortable residing off- campus.

The following quotes illustrate

“Institution should build more hostels and make accommodation fee more flexible students Nairobi campus”

Institution should extent opening hours of campus facilities that is class rooms and library Students Msambweni campus.”

Nonetheless, this corresponds with Regnier (2003) that infrastructural challenges that students experienced were security and accessibility which had an overall effect on student’s success in leadership and academics.

5.2 Conclusions

The research concludes that students experience challenges in accessing important aspects of learning like lectures, group discussion and skills lab. This can have a negative implication in their overall academic performance. That student’s cost of living is a challenge for students living off campus. This was evidence by students who stayed alone or with fellow students due to lack of accommodation in the campuses. These students experienced high cost of living in terms of house rent transport and utilities like water and electricity. That the housing conditions of most students is not up to standard and this was experienced by majority of students. Factors like accessibility, security, lighting and sanitation facilities are a challenge to students.

5.3 Recommendations

The study recommended that KMTC management should construct hostels for students or identify areas where students can be accommodated that are not far from college and that has proper sanitation. Principals in colleges should collaborate with the community and other security agencies to ensure security of students who reside off campus. A further study should be done on the effect of off campus living on the academic performance of students.

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