PRACTICES OF MANAGING STUDENTS' DIVERSITY OF RESIDENTIAL STATUS AND ACHIEVEMENT OF EDUCATIONAL GOALS IN MAKERERE UNIVERSITY (UGANDA)

Elizabeth Juliet Mukisa, Associate Professor Joseph Kimoga and Dr. Gyaviira Genza Musoke

PRACTICES OF MANAGING STUDENTS' DIVERSITY OF RESIDENTIAL STATUS AND ACHIEVEMENT OF EDUCATIONAL GOALS IN MAKERERE UNIVERSITY (UGANDA)

[1]*Elizabeth Juliet Mukisa

Post Graduate Student: East African School of Higher Education Studies & Development, College of Education & External Studies, Makerere University, Uganda

*Corresponding author's Email: emmaenliz@yahoo.com

[2]*Associate Professor Joseph Kimoga

East African School of Higher Education Studies & Development, College of Education & External Studies, Makerere University

[3]*Dr. Gyaviira Genza Musoke

Senior Lecturer school of Education Makerere University

Abstract

Purpose: The Purpose of the study was to explore the management practices that govern students' residential affairs that enable the pursuit of educational goals in Makerere University. The research objective that guided the study was how management practices regarding residential affairs enabled or disabled on-campus and off-campus students to pursue their educational goals.

Methodology: Cushioned by the social justice literature we inquired on how Makerere University managed students' residential affairs and how such management practices supported the students to achieve their educational goals. We adopted a qualitative approach informed by comparative phenomenological design. A purposive sampling technique was used to obtain 8 informants drawn from the science and humanities schools. Data was analysed qualitatively using thematic analysis.

Findings: The study found out that management practices such as allocation and flexibility regarding residential affairs enabled pursuit of educational goals. However, absence of regular supervision contributed to poorly maintained halls of residence, toilets and bathrooms are filthy, dilapidated rooms, poor security and meals. These acted as barriers in the way the students pursued their educational goals.

Contribution to theory, practice and policy: the findings and discussion will contribute to the knowledge required for managing students' residential affairs for Makerere University and other higher learning institutions through formulation and implementation responsive strategies for convenience that enable students to accomplish their educational goals.

Key words: *Management Practices, Residential Diversity, Retributive, and Educational Goals.*

1.0 INTRODUCTION

Students' residential matters are of eminent importance as it concerns the right to appropriate shelter and good health of the concerned individuals and it is equity as, recognized by international human rights law (UN, 2014). Universities therefore, are morally obligated to consider and promote safe accommodation for students whether residential or non-residential (Bates, 2018). It is observed that insufficient and inadequate on-campus housing results into overcrowding in residences close to campus thereby jeopardizing students' academic endeavors and creating significant health risks (Gina, 2010). This affects students' accomplishment of educational goals.

1.1 Background

Conducive and affordable accommodation at the university campus or even in privately rented premises off-campus is the ideal for students because it enables them to favourably pursue educational goals (Bates, 2018; Naji et al., 2012). Historically, studies concerning the management of students' residential affairs report that those who reside outside campus may face many challenges like exorbitant accommodation fees, sustenance, paying for utilities, commuting long distances amidst hostile weather, and other risks (Moxley, 2001; Omond, 2000; Tsazi, 2020). Researchers advocate that there should be proximity between students living and learning premises in order to produce all–round students that are socially integrated and mentally sound (Etikan et al. 2017). Studies by Gina (2010) in South African universities concluded that insufficient and inadequate on-campus housing, results into overcrowding in residences close to campus thereby jeopardising students' academic endeavours and creating significantly healthy risks. Gina (2010) also observed that students who hire private accommodation are always exploited by private hostel owners due to unmonitored practices by universities' management bodies.

Nimako & Bondinuba (2013) in Ghana found out that utility, quality of facility, security, physical environment, toilet distance, bathroom, and accommodation fee played crucial role in influencing students' satisfaction. James (2020) carried out a study in Australia regarding why students' accommodation should be a priority and concluded that universities should have enough housing to meet the needs of the students so that they can live comfortably as they pursue their academic studies. In Uganda, Mugambwa et al. (2016) carried out a study regarding privately provided residential Service Quality and how it affected customer satisfaction, at Nsamizi Training Institute of Social Development. This study observed that increased quality of security, and the satisfaction of students regarding privately provided accommodation are likely to increase in the same direction. This study however, took place in Makerere university, and combined the views of both on-campus and off-campus students.

Conceptually, students' diversity of residential status in this study is mapped by the difference of either one living in university owned halls of residence (on-campus) or living in private rented residences (off-campus), basically referred to as hostels (Turley & Wodtke, 2010). Practices for managing students' diversity of residential affairs is so paramount because it is identified that, conducive residential environments are very essential for university students whether they live on-campus or off-campus. However, absence of concern by managers leaves the students to no

choice but to settle for whatever premises available (Whitney; 2019). This affects the way they pursue their educational goals.

Management practices are those close monitoring actions of students' residential quarters by university administrators through allowing students to voice out their residential needs and immediate intervention. Management practices strategically endeavour to remove the barriers that hinder a specific category of individual students (e.g. on-campus or off-campus) by enabling them to concentrate on the pursuit of their educational goals, by this study referred to as otherwise equity (Trust, 2018).

Simon Fraser University (SFU) (2015) define educational goals as statements that describe the competences and attributes that students should possess after completion of their education studies which operate within the domains of knowledge, skills and attitudes. Pearson (2016) defines educational goals as building good study habits, cooperation, and expertise in the field, social emotional processing, moral uprightness, good citizenship, critical thinking, self-assessment and regulatory learning behaviours. In this study, educational goals entail moral uprightness, responsive citizenship, positive thinking, resilience, patience, striving for excellence completion of studies in time which student should acquire during campus life time.

Theoretically, this study was based on the Moral-ethical Perspective Theory of social justice postulated by Rawls (1971). This theory assumes that humans are inherently communicative, capable of reason and possess a desire to understand others and the world around them. Rawls bases this assumption on the Principles of social justice which are equality and equity. He identifies these as essential characteristics of moral reasoning. While equality means assigning basic needs and resources to all people in the same way, equity refers to taking into account the differences of individuals and responding to the needs of those short of such needs. This is achieved through the Distributive Principle (i.e. Principle of Difference). Expanded by Desmore (2000) and Gale (2000), this theory advocates for retribution (rights and punishments) which poses that those in authority need to retribute the members of their community who contribute to its wellbeing. The assumption is that management practices promote fairness, which in turn create a safe and equitable environment to enable them all students in their individualities and groups to accomplish their life's goals (Feagin, 2004; Gilman, 2018; Kersen, 2015). It is observed that retributive practices should be reflected in human practices by those in authority so that order and harmony are created in society, which to Ralws (1971) are the greatest goals for humanity. He observes that practices, which do not reflect equity, should be edited to remove the barriers that limit some members in society to get an equal opportunity for success.

In this study, we felt both equality and equity are the moral principle practices (Gale, 2000) that would be drawn upon by the managers as they handle the students' diversity of residential status in Makerere University so that each of them can favorably pursue their educational goals. This theory has a weakness especially when it is considered from the point of view that it is difficult to have management practices in place that favour each individual or groups of individuals (Walzer, 1983). However, to this study it holds water it puts into account the diversity of individuals like in this case students who are disadvantaged by accommodation issues either on-campus or off campus (Armstrong et al. 2011; Bates, 2007; Gale, 2000; Mclnerney; 2004). If

adopted, Makerere promote management equity practices. This will enable all individual students to thriving through the education journey regardless of their residential differences (Murray, 2017).

It is our argument that if equity is adopted by the administrators and managers in Makerere University, it would remove the obstacles that act as a basis of students' diversity of residential status which antagonizes the way they pursue and accomplish their educational goals (Baines, 2006; OCED, 2013; The Education Trust West (TETW), 2018). Moreover, it would help to sort out the existing complaints regarding poorly maintained halls of residence toilets and bathrooms are filthy and dilapidated rooms between students and Makerere university management that has lived on for about two decades (Murray, 2017). According to the theory, existing management practices in Makerere university, should be recognitive of students' diversity and retribute (Gale, 2000) them in terms of decent accommodation as approached by this study to accomplish their educational goals.

1.1.1 Problem statement

Makerere University, since the tide of liberalisation of higher education in Uganda admitted a large number of students (Mayanja, 1998). By this fact, the managing practices that cater residential affairs of students' diversity are expected to match the increased numbers so that they enable students to accomplish their educational goals. However, in Makerere university there seems to be poor management of residential affairs of students' diversity. This is echoed by various reports on seemed failure to manage diverse students' residential issues that is characterised by congestion, insufficient security and unhygienic conditions (Ahimbisibwe, 2011; Mutumba, 2019 ;Semboga, 2016; Senkaba, 2013; Ssenkumba, 2015; Strecafish, 2020;Wagubi; 2019). These reports suggest that management practices for students' residential affairs in Makerere University are poor; whether on-campus or off-campus. The situation therefore, is posing a challenge on how students; on-campus or off-campus cope up in order to accomplish their educational goals. This prompted us to conduct scholarly inquiry into the existing practices of managing students' diversity residential affairs in Makerere University with focus on on-campus and off-campus accommodation.

1.1.2 Objectives

The researchers sought to find out the existing management practices and how they favoured or disfavoured the on-campus and off-campus students in accomplishing their educational goals. To explain the need of management to expand students' on-campus accommodation enable favourable pursuit of educational goals.

2.0 REVIEW OF LITERATURE

2.1 How management practices regarding residential affairs enable or disable pursuit of educational goals.

Many studies today indicate a great relationship between students' accommodation and academic performance or rather, the way they pursue their education goals (Najib & Yusof (2010 Tsazi, 2020; UB, 2020; Woods, 2020). Studies observe that promoting the appropriate accommodation

for students by providing basic necessities in residential places helps them to display the rightful behaviour that in turn enables them to accomplish their educational goals (Kinetic, 2012; University Liverpool 2015; University of Manchester, 2016; West Michigan University, 2016). Moreover, students need decent accommodation facilities, whether provided by the private sector or the public institutions, to enable them learn effectively as they will be stress free (Gina, 2011; Najib, Yusof, & Osman, 2011; Tsazi, 2020). The practice of according students decent accommodation enables them to perceive equity (OHRC, 2020; Silverman, 2020). Contrary, when students are not accorded decent accommodation, they are hindered from focusing on their educational goals (Gina, 2011; Tsazi, 2020). The above studies were applied in nature, carried out in universities of developed countries to help in rectifying the existing unconducive residential conditions. However, this study took place Makerere University and it was an academic research.

The assumption was that students who reside within campus were expected to be more comfortable and therefore their focus on educational goals were better than those of their counterparts residing outside the university. This is because, conducive residential environments contribute to levels of academic concentration and informal relationships (Kinetic, 2012, Whitey, 2019). It is observed that private residential provision in Uganda's institutions of higher learning is characterised by lack of supervision and monitoring from the local government authority, insecurity, and molesting students (Mugambwa; 2016). We think that this may be due to a distance away from campus. Given the fact that students contribute to the well-being of the Makerere University expanding decent on-campus residential facilities would reflect the presence of retributive equity. This would enable them to favourably pursue their educational goals. It is further pointed out that unhygienic conditions are a common scenario for both on-campus and off-campus students, something that affected the way such students pursued their academic goals. This therefore interferes with the effective pursuit of educational goals by students whether such are on-campus or off-campus Senkaba, 2013; Ssenkumba, 2015; Strecafish, 2020; Wagubi, 2019). Unfortunately, these studies were carried out singularly. However, in this study we combined both on-campus and off-campus in a single study to investigate whether the management practices in residential to residential affairs enabled diversity of Makerere university students to favourably pursue their academic goals.

2.2 Expansion of students' on-campus accommodation

There is need to for university management to expand on-campus residential facilities based on the conclusions from earlier researches. Researches among the black students, indicate that those who live on campus have significantly higher GPAs than similar students at the same institution who live off campus than family. Among students attending liberal arts institutions, those who live on campuses also have significantly higher GPAs at the same institution than those who live off campus than their family (Turley & Wodtke, 2010).

Etikan et al. (2017) carried out a study to investigate if students that reside on campus residential halls have better academic performance in comparison to students leaving outside out campus. The assumption was that students who reside within the campus were expected to be more comfortable and therefore their academic performances were expected to be better than their

counterparts residing outside the university. Therefore, their residences were not to be devoid of essential facilities such as internet connectivity, quick laundry services, social interaction with fellow residents, libraries among other.

James (2020) carried out a study in Australia regarding why students' accommodation should be a priority. He concluded that universities should have enough housing to meet the needs of the students so that they can live comfortably as they pursue their academic studies. Various Educators believe that there should be proximity between a students' living and learning environment in order to produce all –round students that are socially integrated and mentally sound. However, lack of close monitoring practices by management over these students leads them to no choice but left on their own to settle for whatever premises available, (Students accomod8, 2018; Whitney; 2019). We believe that expansion of on-campus accommodation enables the practice of easy monitoring.

Contrary, a critical view by others scholars indicates that those who reside outside campus may face many challenges like exorbitant accommodation fees, sustenance, paying for utilities, commuting long distances as well as hostile weather and other risks (Bates, 2018; Moxley, 2001; Omond, 2000; Tsazi, 2020). The practice of according them decent accommodation on-campus enables them to perceive retributive equity (OHRC, 2020). Moreover, previous research suggests that living on campus promotes a variety of desirable academic outcomes by enhancing students' development and engagement with their institutions, research on academic performance frequently ignores the possibility that different groups of students are differentially affected by their living environments (Woods, 2020).

2.3 Summary

The initial literature focused on either focused on-campus or off-campus students' accommodation to finding out whether how it affected academic performance or how far the living conditions were satisfactory. However, this study's prime aim was explore how the management practices enabled or disabled the students' diversity of residential status whether on-campus or off-campus accomplish to their educational goals. Secondly, earlier most of researches were applied in nature, carried out in universities of developed countries to help in rectifying the existing unconducive residential conditions. It is apparent that students' residential matters are of paramount importance but no related study has been carried out in Makerere University. It was therefore practicable to make a scientific inquiry into practices of managing students' diversity of residential status and the way they can accomplish their goals in relation to accommodation.

3.0 METHODOLOGY

The study employed a qualitative approach informed by comparative phenomenological design. A purposive sampling technique was used to obtain 8 informants drawn from the science and humanities schools. Data was analysed qualitatively using thematic analysis. The parent population was all students in Makerere University in the nine (9) colleges and one School of Law. We divided the colleges into two constituencies namely; Humanities and sciences from which we probed for qualitative data (Table 1).

Table 1 showing qualitative sampling

Status factor	Sub-factor number	Number per gender	Academic field	Total
Residential	Resident 4	Female 2	Sciences 1	8
			Humanities 1	
		Male 2	Sciences 1	
			Humanities 1	
	Non-Resident 4	Female 2	Sciences 1	
			Humanities 1	
		Male 2	Sciences 1	
			Humanities 1	

This study was conducted through interviews that involved direct verbal interaction with the participants for elaborated responses and documentary review for obtaining evidence on the practices. Therefore, the research used both primary and the secondary methods.

Qualitative data was handled using thematic approach according to the objectives. Then responses across all participants on the same question were put together in the categories of similar and different categories. The similar categories claimed an umbrella name. At the level of analysis, further similar categories claimed umbrella names (sub-themes) which were listed together under the same objective. The themes were interpreted in relation to the data and the context within which data was collected, as well as theorised in relation to the a priori theory of social justice.

4.0 FINDINGS

It was found out that there is that one of the management practices, placed some students as commuters (off-campus) while others as residents (on-campus). For instance RSSMOF1 said that,

> *"I am a Commuter. I live in the hostel outside the university. Yes, I mean I am non-resident. However, others said that they resided on campus in the university halls of residence."*

RSHFON8 said that;

> *"Yes, I reside in university owned Hall on campus."*

Another regarded existing management practices, of giving on-campus students money, that is four thousand shillings (4000=) for meals, raised discontentment as students preferred reasonable meals to be prepared within their halls of residence. For instance, RSHMOF2 said that;

> *Yes. However, some of them are unfavourable. For example, being given money for lunch is unrealistic because it is too little for a day's meals. So my friends who are residents, are uncomfortable with such a practice. There is no difference between on-campus residents and off-campus residents who find it is easy to eat food at their hostels or other nearby places where it is sold.*

It was found out that the university management staff has a practice of making decisions for their personal interests without consulting students.

For example RSSFON7 said that;

> *Largely, the university administration does not involve students in decision making. Sometimes, when decisions regarding meals, accommodation, tuition increment and many other issues are tabled, the university may consult student leaders like the guild president and the entire guild cabinet just because it ought to, but in most cases, their ideas are ignored. When it happens that a weak student council is in power, the university takes it as a blessing in disguise to use them as rubber stamps, which partly explains why there are students' protests now and again in form of strikes against the university.*

The finding indicated that there exist gaps in the management of students' security matters. For example, RSHFON8 shared that;

> *To a greater extent, security is good but not all that perfect. Sometimes, thieves break in and steal property such as phones, laptops and money. For instance, I recall when I had just joined the university in year one, a thief broke into my room and opened the suitcase and took my laptop. The same thing happened to my neighbour in the next room. When we reported the matter to the custodian, he played it cool. He had new locks fixed and promised to make a follow up on the matter but the recovery of our property was in vain.*

The findings indicated that hygiene in the places of residence was poorly managed characterised by improper cleaning, bedbugs and broken sinks which the narration by RSSMOF1 stated that;

> *The conditions in my hostel are not desirable. Cleanliness is by large wanting. Food is cooked but it is not the best. The most important thing is that it is available. The washroom cleaners are at times negligent. You find those places in a terrible state especially in the evenings. The only choice we have is to either move into new places of residence which is also hard and time consuming or just bare everything like a choiceless beggar.*

The study findings indicated that the university top management rarely monitored practices related to students' residential issues on the ground. For instance, RSHMON6 said that;

> *What I have noted in the three years I have been in this university is that there is insufficient supervision. Administrators spend much of the time in the offices rather than reaching on ground. There is need to have in place new rules and regulations. And I think the student leaders need to be engaged in the whole process so that the university administration can know for real what we students go through.*

4.1 Analysis of the findings

The participants' views about the practices of managing students' diversity of residential status in Makerere University were summerised and then classified into themes of convenience, accessibility and deficiencies. In regard to convenience, participants pointed out the management practice of allocation to halls of residence and also giving the students an alternative to find

accommodation elsewhere outside campus. This catered for the diverseness of being on-campus and off-campus. This practice led to a convenient atmosphere which the participants highlighted as staying near campus, security in and around hostels, well stocked canteens, maximum silence, reduced transport costs, subsidized costs and freedom. Thus these are indicators for convenience that enabled them to pursue their education goals. For instance, participant RSHM07 said;

> *My residing on campus enables me to catch up for lectures in time and I don't have to wake up so early to prepare for the lectures because I live near the lecture rooms and very important too is that my parents are pleased about its security.*

4.1.1 Conduciveness

Some participants, emphasized conduciveness and affordability due to the management practice that allows freedom to the students to choose their own residential places. Thus, some participants RSHMOF2, RSSFOF3, RSSMON5, and RSHFON8 intimated that conduciveness drove them in the choice of residential status. They highlighted issues like freedom to do stuff as they wished, maximum silence and high living conditions could enable them pursue their educational goals with comfort. For instance RSHFON8 noted that;

> *I was happy at my admission to be allocated this hall by the university. I was fearing long distances to and from the university. Moreover other advantages included short distance to the study rooms, so even if it rains I can still run to the lecture rooms, it is not as bad as it is from outside campus. Secondly, inside the campus security is better than outside.*

4.1.2 Affordability

Other participants RSHMOF2, RSSMON5, RSSFON7 indicated that affordability that is on one side a result of the management practice of subsiding costs for the on campus students and also on the other side, freedom of choice to reside on or off-campus drove them into the type of accommodation where they stayed to pursue their education goals. For instance, RSHMOF2 one of those in self-chosen hostels as a management practice allowed by the university shared that,

> *I chose the hostel where I stay because my parents could raise the money to pay for the hostel. They felt that the facilities in my current hostel were better than those in any of the university halls of residence and therefore could enable me concentrate on my studies. Moreover, there is transport to campus.*

4.1.3 Accessibility

In the context of my research, I realized that at the initial entry for their study at the university there is a management practice of allocation whereby some students are allocated places of residence within the university while others are left to find accommodation wherever they could. My major interest focused on the nature of accessibility, whether by allocation or by personal choice. As an allocation management practice, newly admitted students each year, are allocated accommodation in the university owned Halls of residence. This is provided for in university policy on accommodation (Makerere Facts Book; 2018). Space in the University halls of residence is allocated to students who are basically government aided. However, there exist a management practice that considers some privately sponsored students access accommodation

through contacting the dean of students in case government aided students opted to find accommodation off-campus due freedom of choice.

For instance; RSSFON 6 said that;

> *My hall of residence was allocated by the university. The dean of students put me on the list and I got space because there are some students who are allocated but they don't reside within. They choose to rent out in first class hostels which have posh facilities.*

This reflected a possibility of accessing space in university hostel even if one does not qualify due to flexible management practice. Others who do not get allocated university halls of residence seek for accommodation from outside campus out of necessity upon personal effort. There are many privately owned hostels within the university surroundings. These accommodation spaces though not monitored by university management, have eased proximal access to the university students in order to accomplish their education goals. For instance, RSHFOF4 shared;

> *Because of lack of enough money, I had no option to get a better place. So I had just to accept and stay where I live to pursue my studies.*

Therefore, the choice for private accommodation may sometimes depend on affordability but this was not a practice that obligated university management. Therefore, each students chose according to their financial ability to pay for the space a practice that enabled students to pursue their educational goals.

4.1.4 Deficiencies

Participants shared awareness of the existing challenges in their places of accommodation. These challenges indicated that the management practices had some loopholes that interfered with the way of how they pursued their educational goals. Accordingly RSSHMOF2, RSSFOF3, RSHFOF4, RSSMON5, and RSSFON7 highlighted various deficiencies, namely; discomfort, insufficiency and hazardous environment which the current management practices are overlooking. These ranged from noisy neighbourhoods, thefts, high living costs, poorly stocked canteen, congestion, poor sanitation facilities, house hazards/vectors, to poorly cooked or even lack of meals in the halls of residence and perhaps hostels.

Participants RSHFOF4, RSSFON7, and RSHFON8 pointed out discomfort highlighted on noisy neighbourhoods, theft, and poorly stocked canteens which made them uncomfortable to concentrate on their pursuit of their educational goals. For instance, RSHFOF4 said that;

> *Well, the conditions are not all that good. Because our security is not very good, then noise from the neighbourhoods interfere with concentration, sometimes hostels are not very clean but I stay there because I have nothing to do. Sometimes bathrooms and toilets are not clean especially in the late evenings and they smell but I must remain focused.*

RSHFON8 also alluded to similar challenges by sharing that;

> *To a greater extent, security is good but not all that perfect. Sometimes, thieves break in and steal property such as phones, laptops and money. For instance, I recall when I had just joined in year one, a thief broke into my room opened the suitcase and took my*

laptop. The same thing happened to my neighbour in the next room. When we reported the matter to the custodian, he played it cool. He had new locks fixed and promised to make a follow up on the matter but the recovery of our property was in vain.

However, Participants RSMHOF2, RSSFOF3, and RSSFON7 pointed out insufficiency by emphasising high living cost, poorly stocked canteens and absence of rumps on the existing residential facilities for the disabled students as such rumps. Yet some facilities like rumps are found on some buildings like the Central Teaching Facility. For instance, RSSFON7 said;

It is difficult for especially the physically disabled students to climb the steps up and down at times, we watch with pain.

 While RHMOF2 also intimated that,

Life is very hard when you don't have food and more so reading books. Not all students can afford good meals. Therefore, food should be made a little cheaper to enable all other students have what to eat.

Participants RSSMOF1, RSHMON6, RSSFON7, and RSHFON8 identified hazardous environment and poor hygiene through avenues such as poor sanitation facilities, poor ventilation, poorly cooked food and house vectors. For instance; RSSFON7 shared that;

The conditions of the Hall where I live are wanting. Rooms inside are not well furnished and they are poorly ventilated and have bedbugs. The cleaners sometimes take a long time to clean. Sometimes you find sinks very dirty and blocked but no immediate attention is given.

Similarly, RSHMON6 added his voice and shared;

The conditions of the halls where I live are fair. But when one critically observes, the rooms are worn out and you find that they are not generally well cleaned. Some sinks have holes in them and water leaks, yet some toilets do not flash because the lavatory handles are broken. Imagine I move for long distance to look for meals either in another hall where food is prepared or I move to cheap eating places around campus known as 'kikumi-kikumi' (cheapest food points). To make matters worse, sometimes water disappears and the rest rooms stink because they cannot flash. This becomes challenging. But since I have to study, I just have to persevere.

4.2 Interpretation of findings

Data interpretation was done according to the objective of residential status in the light of Moral Ethical Perspective Theory as narrowed down through social justice which is explained through the principles; equality and equity. Interpretation of the findings was done in light of the one principle of equity namely; retributive which if adopted can promote equality. It was observed that in order for individuals to perceive retributive justice, management practices need to ensure appropriate services like decent housing, food discounts, dining services and disability services. This is meant to enable the students to achieve their academic goals namely; moral uprightness, responsive citizenship, positive thinking, resilience, patience, development of positive relationship, striving for excellence completion of studies in time among others. However, some

of the participants revealed that decent accommodation depended on issues like affordability of which some students could not afford because they were too expensive. For instance, RSHMOF2 was among those who made choice due to affordability shared that;

> *Yes I made a choice because my parents could raise the money to pay for the hostel where I reside now. They felt that the facilities in my current hostel were better than those in any of the university halls of residence and therefore could enable me concentrate on my studies. Moreover, there is transport to campus.*

The background in which he grew up from, could have influenced him to identify good facilities that can make his life comfortable enough to focus on the pursuit of his education goals. And therefore, the existing management practices that enable him access the place where he feels that it's suitable for him, is retributive equity. In circumstances where some are vulnerable to make a choice, those in authority may champion the management practices which provide them with an equal opportunity that enable them to successfully pursue their educational goals. In the absence of this, life for such individual students may be so difficult to accomplish their education goals hence lack of equity.

It is further identified by retributive equity that humans are naturally entitled to an environment that favours our bodies to enable successful living, the reason why management practices need to provide residential structures that support the physically disabled students to enable such students' easy pursuit of educational goals. However, it was found out that the available residential facilities are inappropriate for the existing students' diversity whether on-campus or off-campus. For instance, RSSFON7 said;

> *You know when power chucks, there are dark spots when one is moving from the library. This threatens my security especially if I am coming back from evening lectures. Another thing I have observed is that some of our physically disabled students find it very difficult to climb the stairs, so there is need to create facilities that enable them move smoothly. This will help them to enjoy the university and read their books when they are comfortable.*

To her, water and good lighting system are basic essentials to life in a normal living environment. Absence of such intercepts a normal life flow to concentrate on one's education goals, therefore absence of retributive equity. Presence of the same, promotes the normal flow of life of a university student and that is retributive equity. And this enables such students to focus on their educational goals.

5.0 DISCUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Discussions

It was found out that some management practices such as allocation and freedom of choice enabled access and affordability which favoured students of diverse residential status to find where to reside in order to enable them pursue their academic goals. This was in agreement with what Najib, Yusof, & Osman (2011) when they found out that when the management practices regarding residential affairs are favourable, they enable the students to elicit right behaviour. It

was found out that poor management of hygiene, security, meals, lighting system, and interior whether on-campus or off-campus, largely disabled the students of diverse residential status, to achieve their academic goals. This finding agrees with what Gina (2010) and Tsasi (2020) in South African universities who concluded that insufficient and inadequate on-campus housing results into overcrowding in residences close to campus, jeopardising students' academic endeavours and creating significantly healthy risks. Secondly, students who hire private accommodation are always exploited by private hostel owners due to unmonitored practices by universities' management bodies. It was found out that poor supervision practices by management acted as brooding grounds for poor service delivery to the students' accommodation which affects the way they pursue their educational goals as also found out by Whitney (2019).

Conclusions

We concluded that the management practice of on-campus allocation was more satisfying than allowing students to find accommodation off-campus this is because on-campus students are relieved burden of waking up too early, walking for long distances to campus, subsidised cost for rent and security among others. However, there were some gaps found in on-campus residential premises. These entailed; lack of meals within their premises, poor cleaning habits, broken wardrobes, and sinks and filthiness which affects their wellbeing and focus on their on the accomplishment of their academic goals. This means that such students are not well retributed.

Recommendations

We recommended that The Ministry of Education and Sports through its Higher Education Department in conjunction with the National Council for Higher Education and Makerere University Council should revise the existing practices that were designed to manage students with traditional characteristics of equality. Instead, ensure that equity policies and practices which are inclusive and supportive to the students' diversity are adopted to enable them thrive through their journey of university education. These policies will support residential practices such as:

i)   Regular inspection of residential premises for both resident and non-resident students to ensure hygiene.
ii)   Rehabilitation of the old halls through painting, carrying out new interior designs and renovating sinks in order to make them more habitable.
iii)   Expanding campus accommodation through constructing more halls of residence which provide for easy movement of the physically disabled students.
iv)   Beefing up security to protect students' property and lives.
v)   Spraying regularly to kill the infectious habitats.
vi)   Install a better lighting systems.

References

Ahimbisibwe, P. (2011). *Kyambogo students strike*. Kampala: Monitor Publications

Armstrong, D., Armstrong, A. C. & Spandagou, I. (2011). *Inclusion by Choice or chance*. www.researchgate.net>publication.

www.iprjb.org

Baines, L. (2006). A school for common good does Horarace: Mann Still

Bates, J. (2018). Residence life and health education. Bates.educ. retrieved on 30.03.2020.

Butler, J. (2018). *Student accommodation, student money surveys*. https://www.savethestudent.arg retrieved on 5. 2. 2019

ESA (2019). *Safe & supportive environment-student welfare*. https://rego.nesa.nww.edu.au. Downloaded 19.03.2020

Etikan, I., B. Bala, k., Babatope, O., Yuvali, M., Bakir, i. (2017). *Influence of residential setting on student outcome,* Nicosia: Biom Biostat Int J 6(4):00177. DOl: 10.15406/bbij.2017.06.0017

Fleming, W. J. B., Horward, K. Perkins, E. &Pesta, M. (2014).*The College environment: factors influencing students and their impact on academic advancing*. Newyork: NYU Press

Gale, T. & Densmore, K. (2000). *Just schooling: explorations in the cultural politics of teaching*. Glasgow: Open University Press

Gina, N. (2010). *Higher Education and Training ministerial committee for the review of student Housing at South African universities.* Johannesburg: Peoples assembly.

James, F. (2020). *Why student accommodation should be a priority for your university in 2020*. https://www.qs.com Downloaded on 31.03.2020

Kinetic software (2012) *key considerations in managing student residence housing*. Melbourne: Kinetic software

Mclnerney, D. M. (2004). A discussion of future time perspective. *Educational Psychology Review* 16,141-151 (2004) link.springer.com downloaded on 3.4.2018

Moxley, D. (2001). *Keeping students in higher education*. London: Kogan Page.

Mugambwa, J., Mugerwa, G. W., Mutumba, W. W. & Kayongo, N. (2016). Study on accommodation in Uganda. *Journals. Sagepub.ocm/do./ful10.11772158244016638390*. SAGE journals Retrieved 3. 03 2017

Naji, N., Yosuf, N. A., Abidin, N. Z. (2002). *Student residential satisfaction in research universitie*s. Kuala Lumpur Emerald Publishers.

National Consumer Research Centre (2008).*Characteristics of a good living environment& their impact on the services of their everyday life of households.* Helsinki: NCRC

Nimako, S. & Bondinuba, F. K. (2013*). Relative importance of student accommodation quality in higher education*. https://www.researchgate.net downloaded on 20.3.2020

OHRC (2020). *Appropriate accommodation*. Ontario: Queen's Printer

Oregon Tech (2020). *Benefits of living on campus*. Oregon: Oregon Institute of Technology

Rawls, J. (1971). A theory of Justice, Massachusetts: Harvard University Cambridge Press.

Semboga, R. (2016). *Makerere University to phase out Halls of residence*. Kampala. Campus Eye

The University of Manchester (2016), *University of Manchester accommodation*: Manchester City: University of Manchester

TETW (2018). Ed. Equity forum: digital toolkit. West.adtrust.org.

Turley, L. & Wodtke, G. (2010). *College residence and academic performance; who benefits from living on campus*. Michigan population study center institute for social research 10.1177/0042085910372351 urban education, 45(4): 506-532

University of Liverpool (2015).*Student support services: Managing situations in University Accommodation*. Mount Pleasant Liverpool, UK. UOL

University of Minnesota (2007). Minnesota Measure. Report on higher education performance. Retrieved on 2o.05. 2018from www.Opencngress.org/bill/10.s/642/show-139k

URN (2018). Makerere to stop providing meals to students. https://googleweblight.com retrieved on 2. 02.2020

Walzer, M. (1983). *Spheres of justice; a defence of pluralism & equality*. New York: McGraw-Hill Irwin

Western Michigan University (2016).*Student Oriented Campus Housing Issues*

Whitney, M. (2019). *Strategies for Higher education marketing,* Boston: Word Stream

Woods, A. (2020). *The importance of accommodation in building the life of a student*. https://www.fluxmagine.com>