THE EFFECT OF RELIGION, GENDER AND PLACE OF RESIDENCE ON ACADEMIC PERFORMANCE OF THE STUDENTS OF FEDERAL UNIVERSITY OYE EKITI
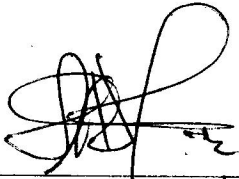
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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF SCIENCE HONOURS IN SOCIOLOGY, FACULTY OF SOCIAL SCIENCES, FEDERAL UNIVERSITY, OYE EKITI, EKITI STATE NIGERIA.
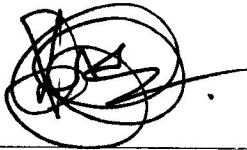
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CERTIFICATION

I hereby certify that **ADEOSO ADELEKE ADEGOKE** with the Matric Number: **EDS/13/1194** carried out this project in the Department of Sociology, Faculty of the Social Sciences. Federal University, Oye-Ekiti, Ekiti State. In partial fulfilment of the requirements for the award of Bachelor of Science in Sociology (B.sc Sociology)

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DEDICATION

This research project is dedicated to God almighty for his power, strength, care, protection, wisdom, knowledge, understanding and greatness. Also, to my late father Mr. Michael A. Adeoso and my loving and relentless, tireless mother Chief Mrs. J.O Adeoso and my guardian, Professor A.A Atere.

ACKNOWLEDGEMENT

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Abstract

This study examined the effect of Religion, Gender and place of residence on the academic performance of students of Federal University Oye-Ekiti. This is in the view of investigating how Religion, Gender and place of residence affect the academic performance of students of Federal University Oye-Ekiti. Furthermore, this study also seeks to identify varying factors responsible for poor academic performance of students and to highlight possible solution to the problem of poor academic performance. The research design employs both quantitative and qualitative method. A total number of 200 questionnaires were administered among the students of Federal university Oye Ekiti in 8 faculties of both Oye and Ikole campuses. Also an in-depth interview schedule was done which included 8 respondents from each faculty and it was complemented with the quantitative method. The analysis revealed that majority of the participants in the research were male (107) of the Christian religion and single while the female participant was 93. The numbers of students that reside on campus were 115 while off campus is 85. The study concluded that students who stay on campus perform well in their academics due to nearness to lecture theatre and varying amenities while those who stay off campus have some form of distractions. Also, the study proves that female students perform better than the male students academically. Religious activities and participation is believed to cause poor academic performance and not differences in religion therefore this study suggests that support should be given to students with low intelligent quotients; this may come in form of tutorials and extra classes. Also there should be a balance between religious activities among students. Furthermore, the university should also provide more hostels to enable adequate accommodations for the students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There exist series of variables which determines individual's level of educational attainment or perhaps student academic performance. In this vein, the study will focus on Religion, Gender and place of residence on student academic performance.

Emile Durkheim (1962) sees religion as a system of beliefs and practices that are related to sacred things which unite into one single community called a church, all those who adhere to them. Religion grew out of the belief that the world we knew through senses is just part of a greater reality and because of the clear limitations of perception, reality can be known only through the faith (Cogley, 1968).

There are several views on what the future of religion looks like. Comte asserted that the world was experiencing an ever increasing level of rationalism, with the idea progressively giving way to metaphysical and then scientific mode of thought. Religion plays complimentary roles in socializing the child morally. It is in the family that the first religious teaching and orientation are made available to the child. The first religious organization the child belongs to is made possible through the family. Marx and Freud also saw religion as replaced by reasoning, a movement that will usher in a superior quality of life. Avoseh (1981) emphasis that some groups belong to various form of religion, some belong to Christianity and some other belong to Islamic and other forms which ranges from one part of the world to another. This religious difference classifies people according to their respectful educational achievement, wealth, income level, style of life and so on.

Bologner (1993) explained that religious differences, gender and place of residence in school emanates as a result of certain variables or characteristics of the students (variables materials, parental help and government, appropriate linguistic skills) which enable them to take more or less advantage of schooling

The religious practices, the gender and residential areas in school has to do with the choices of the individual student but it mostly fall under the economic dominance of some student while some are traceable to security reasons. Religion is choice and perhaps everyone has a right to decide what religion he wants to practice.

Thus, religion, gender and place of residence of the student contains a wealthy body of information the academic performances of students in Nigeria higher institutions. According to Bamigbose (2007) a mere observation indicated that most of students who are not performing well in their examinations could be attributed to lack of participation in religious practices or activities on campus, gender discrimination, nearness or farness of residential areas to their class thereby making some student stay back at home during lectures . These aforementioned variables lead to clear division between social groups such that class groups can be ranked one above the other according to certain predetermined yardsticks. In Nigerian society, religion, gender remains a measure to rank someone fit if he belongs to a religious body or organization and perhaps fall into the male gender, if such individual does not belong to either of these two, he is considered a failure. It is generally assumed that the religion of parents can enhance or retard the student's academic performances.

Much research has been done on common predictive factors of students' academic performance in higher institutions which include the quality of cognitive and emotional

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stimulation students receive at home the religion, and level of education attainments of parents or guardians occupation, the childhood cognitive ability and achievement as measured by intelligent quotient, functional literacy, lecturer attributes are known to contribute either positively or negatively to students academic performance despite all these, I want to know how students' self images affect their academic performance in relation to their religious background, gender and place of residence in school.

It is of general opinion that students from deep and very concentrated religious homes, a male gender, and possibly resides on campus perform better than the students from a poor religious background, and residing off campus with a female gender. This usually determines the position of a child in the school and it can affect his or her academic performance according to (Briham 2003)

Students who are from poor religious homes and has a bias mind about gender, who are in poverty tends to develop poor self image which Rosenter and Jacobson (1968) called 'the self-fulfilling prophecy in essence, also too much religious participation contributed to the students' poor academic performance.

1.2 Statement of Problem

It has been observed that good performance is the top most aim of every student but this does not could be as a result of work out at all times. What could have caused this? it was documented by Musgrave (1967), that a childhood cognitive ability has a very great effect on academic performance of students in schools. He said Religion, gender and perhaps area of residence accounted for more than 20 percent of the variation in student intelligent quotient.

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Another study found that disparities in achievement is due to religion, gender as increased with age; a student's cognitive ability at age fifteen is more closely linked to his religious practices, his gender, place of residence and that this also have a germane effect on the socialization process. It has also been discovered that specific brain function in childhood has a very great effect on academic performance. This research will investigate the gap between religions, gender and residential areas at different levels and how the gap affects the academic performances of the students and this is because families who are adherents to a particular religion, who are not gender biased and lives in conducive environment with varying facilities are likely to contribute to the academic success of their children than those with no religious affiliation, gender bias and un conducive environment.

1.3   Research Questions

The following questions are raised:

i.   What are the religious practices, gender and place of residence of the students of Federal University Oye Ekiti?

ii. How does the level of religious participation, their gender and place of residence affect their academic performances?

iii. What are the influences of their parents' occupations and religious beliefs have on the academic performances of the children in Nigerian higher institutions?

iv. What are the comparisons of the academic performances of the students from different background?

1.4 Objective of the Study

The main objective of the study is to highlight the impact of Religion, gender and place of residence on the academic performance of students of Federal University Oye Ekiti.

Other specific objectives are to:

i) investigate the Religion, gender and place of residence of the students of Federal University Oye Ekiti

ii) examine how their religious participation, their gender and place of residence affect their academic performances.

iii) examine the influences of parents' occupations and religious beliefs or practices and the influence it has on their child academic performance.

iv) compare the academic performances of the students from different levels of backgrounds

1.5 Significance of the study

This study enlightened people more on the issue of religious doctrines and practices, gender and place of residence in Nigerian society and how it affects students' academic success. It also geared the attention of homes of families towards the provision of necessary materials needed for the Academic Progress of their children at different stages of educational development.

It created awareness to both schools and parents to provide necessary environment and incentives.

This study created awareness to both schools and parents in order to create enabling and conducive environment to enhance the abilities of their children to perform mentally and physically

This study gave an insight to those in the position of authority or in the corridor of power that some aspects of our societal framework tends to be functioning negatively and that there is an urgent need to get things done correctly by dressing these problem areas. The government might institute or establish a kind of sensitization programmes which will enlighten student more on religious participation while in school and also avert gender discrimination

1.6   Definition of Important Terms

There are various terms that are used in this study:

Religion: a belief in one or more gods. It is a system of belief

Gender: males or females , considered as a group, sex, differences between the genders

Place of residence: thus .

Yardstick: indices with which we can measure a level of a thing

Self-image: the portrait given to oneself

1.7 . Research Hypothesis

1. H_1 - There is a-direct relationship between educational level of the parents and academic performance of their children.

H_o-There is inverse relationship between educational level of the parents and poor academic performance of their children.

2. H_1 – level of parent religious participation, gender discrimination and place of residence of parents is direct by related to their children's academic poor performances.

H_0- level of parent religious participation, gender discrimination and place of residence of parents is inversely related to their children's poor academic performance

CHAPTER TWO

LITERATURE REVIEW THEORETICAL FRAMEWORK

2.0   Introduction

This chapter presents the reviewing of related literatures of the past scholars with particular reference to impact of Religion, gender and place of residence on students' academic performances and it covers the following sub-topics:

1.   Explanations of Religion, gender, place of residence.

2.   Explanations of academic performance

3.   The family as an agent of specialization.

4.   Factors Influencing academic performance of students

5.   **Religion, gender, place of residence disadvantages and experience in higher education.**

6.   Peer group as an agent of change.

7.   Students' self concept.

2.1   Explanations of Religion, Gender and Place of Residence

Emile Durkheim defined religion as a unified system of beliefs and practices relative to sacred things, that is to say things set apart and forbidden. It is the beliefs and practices which unite into one single moral community called a church, all those who adhere to them.

Religion may be defined as a cultural system of designated behaviors and practices, worldviews, texts, sanctified places, prophecies, ethics, or organizations that relates humanity to supernatural,

transcendental, or spiritual elements. However, there is no scholarly consensus over what precisely constitutes a religion.

Different religions may or may not contain various elements ranging from the divine, sacred things, faith, a supernatural being or supernatural beings or "some sort of ultimacy and transcendence that will provide norms and power for the rest of life" .Religious practices may include rituals, sermons, commemoration or veneration (of deities), sacrifices, festivals, feasts, trances, initiations, funerary services, matrimonial services, meditation, prayer, music, art, dance, public service, or other aspects of human culture. Religions have sacred histories and narratives, which may be preserved in sacred scriptures, and symbols and holy places that aim mostly to give a meaning to life. Religions may contain symbolic stories, which are sometimes said by followers to be true, that have the side purpose of explaining the origin of life, the universe, and other things. Traditionally, faith, in addition to reason, has been considered a source of religious beliefs.

There are an estimated 10,000 distinct religions worldwide, but about 84% of the world's population is affiliated with one of the five largest religion groups, namely Christianity, Islam, Hinduism, Buddhism or forms of folk religion. The religiously unaffiliated demographic includes those who do not identify with any particular religion, atheists and agnostics. While the religiously unaffiliated have grown globally, many of the religiously unaffiliated still have various religious beliefs.

The study of religion encompasses a wide variety of academic disciplines, including theology, comparative religion and social scientific studies. Theories of religion offer various explanations for the origins and workings of religion, including the ontological foundations of religious being and belief

Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e., the state of being male, female, or an intersex variation), sex-based social structures (i.e., gender roles), or gender identity. Traditionally, people who identify as men or

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women or use masculine or feminine gender pronouns are using a system of gender binary whereas those who exist outside these groups fall under the umbrella terms non binary. Some cultures have specific gender roles that are distinct from "man" and "woman," such as the hijras of South Asia. These are often referred to as third gender.

Sexologist, John Money introduced the terminological distinction between biological sex and gender as a role in 1955. Before his work, it was uncommon to use the word gender to refer to anything but grammatical categories. However, Money's meaning of the word did not become widespread until the 1970s, when feminist theory embraced the concept of a distinction between biological sex and the social construct of gender. Today, the distinction is followed in some contexts, especially the social sciences and documents written by the World Health Organization (WHO).

In other contexts, including some areas of the social sciences, gender includes sex or replaces it For instance, in non-human animal research; gender is commonly used to refer to the biological sex of the animals. This change in the meaning of gender can be traced to the 1980s. In 1993, the US Food and Drug Administration (FDA) started to use gender instead of sex. Later, in 2011, the FDA reversed its position and began using *sex* as the biological classification and gender as "a person's self representation as male or female, or how that person is responded to by social institutions based on the individual's gender presentation."

Place of residence is the place, especially the house, in which a person lives or resides; dwelling place; home, it can also be described as a structure serving as a dwelling or home, especially one of large proportion and superior quality. It is the act of living or staying in a specified place while performing official duties, carrying on studies or research, awaiting a

divorce, etc. it is also the location of the main offices or principal center of business activity of a commercial enterprise, especially a large corporation, as registered under law.

2.2   Explanation of Academic Performance

On the point of academic performance or excellence, Tuckman (1975) posited that, Performance is used to label the observable manifestation of knowledge, skills concepts, understanding and ideas. Performance is therefore the application of a learning product that at the end of the process provides or produces mastery of the content skills applying learned knowledge to a particular situation. A student's success is a crucial indicator that a student has benefited from a course of study (Wiseman, 1961).

Harrison (1974), a Jamaican, posited that although an examination is not only the perfect measure of academic performance though an important indicator but Harrison believes that authentic academic performance should involve an examination of the total person. Meaning the examination should cover individual's academics ability and skills in applying practical abilities.

2.3   The Family as an Agent of Socialization

Analyzing the religious activities of the pre industrial revolution period in Europe, Coleman (1967), presents a situation whereby the family (Home) is solely responsible for education and vocational training of children. This type of training and education a child receives in life depends largely on the influence of home.

Hess and Shipman (1965), Fresser (1959), Bloom (1964), phrased the issue by saying that how well a student will perform in school depends on how well his or her family has prepared him or her.

Parents have now realized the importance of education and good schools for their children. Students from disadvantaged backgrounds and no religious affiliation and the female gender often experience academic hardships. Some of these students might have the potentials to withstand their peers from advantaged homes but lack of materials and motivation to pursue their academic success as well as the inability of the family to socialize them properly could lead to frustration and poor academic performance.

Douglas (1964), observed that parental interest and aspiration for their children also affect children's attitudes outside the home, that is, at school. The children who are encouraged in their work by their parent are at an advantage both in the relatively high score they make in the test and their examination. To Douglas, there are interested parents and their interested cannot be under·emphasized in the totality of their children's social, cultural, personal development and experience.

Elliot (1948), views the society as the composition of social classes in which there are homes and each home possesses a main function of training their children the total culture of the society. He further described father as the primary religion upholder and as the head of family with major responsibilities of providing spiritual, financially, legally, physically, and majority for the welfare of the family members. It became clearer in the years before now and even become cleaner now that massive efforts must be mounted to assist the children from no religious affiliated homes, gender discrimination that are not well socialized so as to better in

school. How to do this is centered on the relative importance of the family and school in the mental development of the students.

2.4   Factors Influencing Academic Performance of Students

There are factors determining the academic achievement of a student in school. These include the in-born ability of the students, the family life or training he experiences, the quality of education he or she receives and yet another is the aspiration level which grows out of his or her family and school experience: (wiseman,1961).According to Hess and Shipman (1970),once a child is born, a good family experience can operate, so that a child with average in-born ability does well in school and a very good school can operate so that a student from religious affiliated family who are gender biased can also perform well in his or her studies for mental development, Woltson and Rowe (2001),maintained that students who received less inspiration from their family or school are likely to perform low in their academic pursuit. They said students have to be motivated right from their homes and schools would then complement the efforts of the families. Meanwhile, Hess and shipman (1965),summed up result of a number of observations on this problem as follows; children from religiously deprived homes, who are discriminated based on their gender score well below middle class children on standard individuals and group measure of intelligence (a gap ·that increases with age) They come to school without the necessary skills for coping with first grade curricular; their language development both written and spoken is relatively poor, auditory and visual discrimination skills are not developed; they are most likely to drop out of school before completing a secondary education and even when they have adequate ability, they are less likely to go to the college.

According to Hess and Shipman (1965), the student from disadvantage homes may have inherently poor phonological awareness skills or they may have grown up In environment with scanty access to like racy material and Instructions .This is to say that, students from high religious homes without gender discriminations are able to speak relation for differences in family background creates environments that influence the student's intellectual growth and educational motivational in difference ways the socio-economic level of the family continues to emerge as the principal factor in determining the academic performances of students in various studies.

Bachman (1971), studied a national sample of high school boys in 87 school and found out that boys from higher religious background or ladder were the most educationally advantaged. This in fact, according to Fresser (1959), is the result of social stratification through his research where he found out that the consequences of social stratification have great effects on the academic performance of the students.

· Banfield et al(1966) Douglass(1964) are convinced with the outcome of their studies that the more parents value the education of their children the greater the support they give to them. The students are likely to achieve much academically if given the necessary support and encourage from home. The sociological implication is that some parents among the lower classes develop nonchalant attitudes towards the education of their children. They do not care about the value of education. This may be the reason for wide existing gap between educational development of the northern part and western part of our country, Nigerian. Many of the parents in the northern part of Nigeria don't really value the education and therefore, don't emphasize the importance of being educated.

2.5 Religion, Gender and Place of Residence Disadvantaged, and Experience in Higher Education

Although, there has being an increase in the number of University entrants from more disadvantaged homes in recent years, such young people have being enjoy less success within higher institution. According to Forsyth and Furlong(2003),a number of factors seem to lie behind this difficulty, a lack of familiarity with higher education which often resulted in such young people enrolling in inappropriate causes or at un-unsuitable institutions, a of lack fund which limited their choices of course or institution and also the length of time which the young person was willing to remaining in school, a fear of debt, which could exert a much greater deterrent effect of disadvantaged on this student's continued participation then actual debt, especially when this fear coupled with a lack of confidence about their chances of Academic excellent and their chances of finding a job at the end of it all to pay off this debt. Feelings of cultural isolation, particularly at the more prestigious institution which could compromise the disadvantaged student's identity lower morale and lessen their commitment to continued study.

According to Joseph Rowntree(2003), this disproportionate number of students from religious disadvantaged family background and gender discrimination who prematurely discontinue their careers in higher has become an important issue in recent years. Despite the expansion of higher education during the past two decades, representation level of participation and likely hood of success all remain greatest among young people affluent homes and lowest among those from deprived neighborhoods .He concluded by saying that most student from no religious affiliation and participation coupled with gender bias and discrimination backgrounds stay at least two to three years at home after their secondary education and this is caused by lack of finance and it brings about brain retardness by the time they enter into higher institution

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.Social variable such as wealth ,power and prestige contribute to academic performance of students.

2.6 · Peer Group as an Agent of Change

A more art from the above discussions, the peer group to which a student belongs also serves as a powerful agent of academic performance of such students. The friends student influence is more important than the family desires .The peers can either influence student to perform better or poorly .Consider a student who has his or her peers to be drunkard and undisciplined, he or she will definitely follow the suite.

Coleman (1959) ,summarized his data in the following terms` `Despite wide difference in parental background type of community and type of school there was little difference in standard of prestige ,the activities which confer status and the values which focus attention on class and interest (Coleman,1959).In particular ,good grades and academic achievement add relatively low status in all schools .Although peer group cannot be wiped out despite it evil effects because peer group constitute a social world of itself, well, known and accepted by most parents and teachers .Yet, the importance of socializing agent in the society. It has no legal definition no formally ascribed functions or duties .Yet it persuades the life of people to greater extent and it performs increasingly, important function of teaching people the ways of their societies.

Increasingly, therefore, the research in this area of study compared upon the educational performance of the students to be

- Parental attitudes which include the age parents want their children to enter and leave school, the extent to which they visit the school, the extent of the help they give to their children and the availability of textbooks.

- Home circumstance (including religious participation, occupation ,income of the parents, size of the family and physical amenities at home)

- School factors including the conducive and convenient environment for learning and the teaching method.

Student Self Concept

The self concept is the organized set of characteristics that individuals perceive as peculiar to himself or herself (Byckman ,1993). It is largely based on the social evaluation experienced by individuals .Byckman maintained that self concept of an individual's plays a prominent role in his nor herself development .A student who believes that regardless of his or her background, would still get his or her desired height, would definitely get there self concept is seen as contributing to the academic performance of students

Rosenter and Jacobson (1968), posited that most students from poor religious background, gender biased homes developed poor self –images and this affect their academic performances. Whether poor or rich in religion without gender discrimination, every individual has an inbuilt potentials and abilities that if properly developed, would take a person from miry clay to the Place.

2.7   Theoretical Framework

In the word of Merton (1968) a research that is not based on a theory will be sterile. Therefore, the aim of f this chapter is to discuss the relevant theoretical perspective for this study which is the "structural functionalism theory. The prominent scholars known with this theory are Herbert Spencer, August Comte, Robert Merton, Talcott Parsons, Radcliff Brown and others (Helmwood, 2005)

2.8   Explanation of Structural Functionalism

Structural functionalism is a consensus theory. A theory that sees society as built upon order interrelation, and balance among g parts as a means of maintaining the smooth functioning of the whole. Functionalists see society as made up of inter-dependent sections which work together to fulfill the functions necessary for the survival of the society as a whole. These dependent parts or sections include religion,family economy, education, pollutions and recently, Medicine (Ogunbameru, 2008)

2.9   Assumptions of Structural Functionalism

- System or society has a property of order and an interdependence of parts
- The nature of one part of the system has an impact on,the form that other parts can take
- Society and social units are held together by cooperation and orderliness.
- Systems tend towards self-maintaining order or equilibrium

- Systems maintain boundaries within their environment.

Functionalists believe that if one of the inter-dependent parts of the society is not functioning well or properly, it will definitely affect the others.

Talcott Parsons was heavily influenced by Emile Durkheim and Max Weber synthesizing much of their work into his theory. Parsons then developed the idea of roles into collectivities of roles that complemented each other in fulfilling functions for the society (Parsons, 1961) some of the roles are bound up in institutions and social structures, such as religion, education, legal, family and even genders structures. These structures are functional in the sense they assist society to operate and fulfill its functional needs so that the society runs smoothly (Gingrich, 1999).

Parsons treated society as a system, identifying the basic tasks all societies must perform to survive and the ways they accomplish these tasks. All societies heed, need to be able to adapt, achieve their goals, maintain themselves and have members who are well socialized into their order. Without this, societies may begin to breakdown. He then said that, when all these different independent parts of the society are functioning well, the society will attain a perfect state of equilibrium and that, if one of the others of these interdependent parts is not functional power of others.

The theory of personality development which has Carl Rogers as one of the major proponents maintained that the core of man's nature is essentially positive and he is a truth worthy organism. Rogers (1959), maintained that the human organism has an underlying actualizing tendency which aims to develop all capacities in ways that maintain or enhance

organism and move it toward autonomy. It makes us to understand that human beings have in-built potentials regardless of how they were born or where they grew up.

In Rogers' View (1959, 1977), personality change is certainly possible and further necessary part of growth. An individual may developed optimally and avoid his or her background experience and become functioning person who is open to experience and able to live existentially trusting in his or her own organism express feelings freely, acts independent creature and lives a richer life, "the good life. It develops through interaction with others and involves awareness of being and unction (Hall and Lindzey, 1985)

2.10   The Relevance of Structural Functionalism to this Study

Religious background, gender and place of residence is one of he aspects of human being which has to being good order with other aspects such as spiritual, marit-l, mental nd physical in order for an individual to attain a perfect state of equilibrium. For instance, i' he religious aspect of a person is not functioning well, it will definitely affect his or her   her aspects of life.

Thus, without these aspects working perfectly together, it will be very difficult for a person to be able to adapt, achieve his or her goals, maintain his or herself and get socialized into the order of the society. So, if all these aspects are in order, with ease human life will continue to progress.

2.11   Conceptual Framework

Intervening variables

The Schema assumes that students are performing poorly because of the educational level of their parents. There are some parents today that just because they could not go to school at all or beyond primary school. They also believe that their children cannot go beyond their academic level and even if they go beyond their parent's educational level, it is through hardship and suffering. Also, religious participation, gender perception and place of residence of the parents sometimes determine how far their children will go academically. When the parent does not participate in religious doctrines and as such has a biased mind on gender, the children's education will be negatively affected because of inability to make a proper living. Peer group influence can either make or mar student's academic performance. For instance, if a student joins a secret cult, he or she will definitely reap the reward of poor academic performance since the members of this cult don't pay much attention to their academic works. Non - availability of educational materials such as textbooks, hand-outs and some other materials also count negatively on the academic performance of students.

Students from divided homes may not be able to face their studies squarely and this may lead to poor academic performance when there is no unity at home, for instance, between the father and mother, their children may lack concentration on their studies. Also, incessant closure of school as a result of students' unrest makes students to relax and it contributes to academic performance. More so, the poor feeding habit of students increases the chance of performing poorly. If students do not feed properly or go hungry, it may have backward effect on their performance academically.

However, since all the above stated independent variables have been seen as contributing to the poor Academic performance of students, the following intervening variables such as good attendance of extra-moral classes, student being a genius, self- determination, encouragement from parents and the student seeing some people as mentors can also contribute to better academic performance of the student.

A student, who takes his or her time to attend extra-moral classes combining with the Normal class attendance, is very sure to perform better academically. Also, if a student is a genius, that shows he or she has in-built potentials and regardless of his or her background he or she will achieve greater academic success. Self-determinant is also an important intervening variable that contributes to better academic performance. In the same vein, if parents who are poor religiously and have a biased mind on gender do not think of this, but, always encourage their children on their academic works, this will surely contribute to their children's academic success.

Finally, there are people today that we look up to as mentors. These are the people who have attained greater heights in life and we want to be like them. A student who has made somebody his or her mentor academically will always want to become like the person and this will surely contribute to his or her better performance in his or her academic works.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter described the method used in the collection and the analysis of data collected during the process of research. It discussed the research design, Study area, population of study, sample size, sampling technique, research instrument, and method of analysis and data presentation.

The following background information will be discussed:

1. Location of the study
2. Sample Techniques
3. Method of Data Collection
4. Process of Data analysis.

3.1   Location of the Study

This Research was carried out in Federal University Oye Ekiti, Ekiti State.

Federal University Oye-Ekiti is a government-owned and -operated Nigerian university. The university is in the ancient city of Oye-Ekiti, Ekiti State, Nigeria. The university was founded in 2011 as the FederalUniversityOyeEkiti by the federal government of Nigeria, led by President Goodluck Jonathan.

The Federal University Oye-Ekiti is a Federal University of Nigeria poised to take education to the next level not only in sub-saharan Africa but indeed to the rest of the world.

Established in 2011, offers students from all backgrounds degrees in Agriculture, Engineering, Social Sciences and Sciences as well as Arts,Management sciences and Education . The school had their first graduating set in 2015, with maiden convocation in April 2017.

Federal University Oye-Ekiti (FUOYE) was one of the nine Federal Universities established by the Federal Government of Nigeria, pursuant to an executive order made by the former President of the Federal Republic of Nigeria, His Excellency, Dr. Gooluck Ebele Jonathan, GCFR. Federal University Oye-Ekiti, whose pioneer Vice Chancellor, was Professor Chinedu Ostadinma Nebo, OON, and the present Vice Chancellor Professor Kayode Soremekun who was appointed by the current President in 2016, has two campuses at Oye-Ekiti and Ikole-Ekiti and 7 Faculties with 53 Departments.

Federal University Oye Ekiti offers undergraduate programmes in fields of specialization spanning agriculture, arts, management sciences, the social sciences, engineering, education and sciences.

• The Faculty of Agriculture (Agricultural Economics and Extension, Fisheries and Aquaculture, Soil Science, Animal Science, Crop Production and Horticulture, Food Science Technology, Water Resources and Agrometerology

• The Faculty of Engineering (Agricultural and Bio-Resources Engineering, Civil Engineering, Computer Engineering, Electrical and Electronics Engineering, Mechanical and Mechatronics Engineering, Material and Metallurgical Engineering)

- The Faculty of Social Sciences (Demography and Social Statistics, Economics and Development Studies, Psychology, Sociology, Criminology, Peace and Conflict Resolution, Political Science, Mass Communication)

- The Faculty of Arts/Humanities (English and Literary Studies, Theatre and Media Arts, History and International Relations, Linguistics)

- The Faculty of Science (Animal and Environmental Biology, Biochemistry, Geology, Computer Science, Geophysics, Industrial Chemistry, Mathematics, Microbiology, Physics, Plant Science and Biotechnology)

- The Faculty of Education (Mathematics Education, English Education, Biology Education, Library and Information Science, Chemistry Education, Business Education, Agricultural Education and Educational Management)

- The Faculty of Management (Accounting, Banking and Finance, Public Administration, Business Administration).

The university is looking forward to the start of three more faculties in the next academic session, namely; Basic Medical Science, Pharmacy and Law with physical structures being put in place.

FUOYE started his postgraduate school in February 2018, with Professor Bakare Ojo Rasaki as pioneer Dean.

The first vice-chancellor of the new university was Prof. Chinedu Nebo and the current vice-chancellor is Professor Kayode Soremekun

This institution is shared into several tiers with interrelated interests namely main campus which is situated in Oye Ekiti which has five (5) faculties to its name and the mini campus or extended campus at Ikole Ekiti which has two (2) faculties which are faculty of engineering and faculty of agricultural science. Also the school has the centre for Post graduate, Pre-Degree centre, JUPEB centers etc.

The University is a modern society of heterogeneous population of various student, lecturers, Professionals, Engineers, typist, Directors, HODS etc

3.2   Research Design

Research Design refers to the plan, structure, and strategy of investigation conceived so as to attain answers to research questions and to control Variable (Ogunbameru, 2010). There are three purposes of research design;

(i) To provide answers to questions

(ii) To control variance

(iii) To outline conclusions (Ogunbameru, 2010).

The type of research design that would be used in this study is the survey method; this method is one which involves collection of data to investigate existing phenomena. Psychologists and sociologists use surveys to analyze human behavior; survey is also used to meet the more pragmatic needs of the media.

3.3   Instrument of Data Collection

Questionnaire (quantitative) and interview (qualitative) were used as the research instruments of this study, which includes closed ended and open ended questions. The questionnaire and interview guide entails the issues discussed in the research objectives and research questions of the study, which majority was closed ended and the rest are open ended to give room for suggestions from respondents. For the primary data, both quantitative and qualitative data were generated using questionnaire survey and in-depth interviews.

3.4   Population of the Study

This refers to the unit or universe from which samples were selected for the study. The population for this study consists of the students (16 to 28) in selected faculties which includes Arts, Education, Sciences, social sciences, Agric, Engineering and management sciences

3.5   Sampling Size

Sample size is the number of respondents included in the research. For the quantitative method, a sample size of 200 was used, having an equal representation of (28-29) respondents from each faculty. While for the interview, 8 participants were interviewed (four males and four females), One (1) participant from each faculty. The study will capture information from the students on the subject matter.

3.6   Sampling Technique

In this research the units of analysis were student of Federal University Oye Ekiti. The research adopts a non-probabilitysampling technique. Convenience or opportunity sampling will be used to gather data from the respondents. In convenience sampling, the researcher chooses the closest live persons as respondents (Ogunbameru 2010)

3.7   Methods of Data Collection

A mixed method of data collection was employed in this research as both quantitative and qualitative method was used in the collection of data. For the quantitative method, the questionnaire was used, while a recorder was used for conducting the interview. The questionnaire and interview were used to obtain information from the students of Federal University Oye Ekiti concerning the subject matter.

3.8   Problems Encountered During the Study

The only problem that was encountered during the time of the data gathering was that, the students were at the deep of their examinations and many of them felt reluctant to fill the questionnaires.

Some of them even refused to fill the questionnaires but after taken my time to persuade them, many of them filled the questionnaires.

3.9   Process of Data Analysis

The triangulation method was employed in the presentation of data. Triangulation is a powerful technique which helps in the application and combination of several research methods in the study of the same phenomenon. Data collected and collated from the field were analyzed using both qualitative and quantitative data analysis. The quantitative method of data analysis such as the use of questionnaire was ordered, coded, edited and entered into the computer and analyzed using Statistical Package For Social Science (SPSS) software while the qualitative data was analyzed using content analysis and verbatim report.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

This chapter represents the analysis and the interpretation of the field data. The research was conducted among the students of Federal University, Oye Ekiti in Ekiti State.

Table 1: Socio – demographic characteristics of respondents

Variable	Frequency (N = 200)	Percentage (%)
Place of residence		
On-Campus	115	57.5
Off – Campus	85	42.5
Parent Occupation		
Civil Servant	69	34.5
Self-Employed	51	25.5
Private	28	14.0
Unemployed	52	26.0
Gender		
Male	107	53.5
Female	93	46.5
Religion		
Christianity	149	74.5
Islam	45	22.5
Traditionalist	3	1.5
Free thinker	3	1.5

Marital Status

Single	105	52.5
Married	72	36.0
Separated	8	4.0
Divorced	11	5.5
Widowed	4	2.0

Source: Author's Field Work, 2019

The above table revealed the sociodemographic characteristics of respondents. The table revealed that 57.5% of the respondents live on-campus, while 42.5% live off campus.

With regards to the student's parent's occupation, 34.5% of the parents are civil servants, 25.5% are self-employed, 14% owned private businesses, and 26.0% are unemployed.

The table further revealed that majority (53.5%) of the respondents are male, while 46.5% are female. Majority (74.5%) of the respondents are Christians, 22.5% practice islam, 1.5% are traditionalists and 1.5% are Free thinkers. With regards to the respondents' marital status 52.5% of them are single, 36% are currently married, 45 are separated, 5.5% are divorced and 2% are widowed.

Table 2: Distribution of respondents by religious belief influence on academic performance.

Variable	Frequency (N = 200)	Percentage (%)
Religious belief		
Strongly Disagree	14	7.0
Disagree	49	24.5
Neutral	57	28.5
Agree	58	29.0
Strongly Agree	22	11.0

Source: Author's Field Work, 2019

The above revealed that 7% of the respondents strongly dis-agree that religious belief influence academic performance. 24.5% of the respondents disagreed totally, 28.5% of the respondents are neutral in their opinion, 29% of the respondents agreed that religious belief is a strong factor that influences academic performance while 11% of the respondents strongly agree that religious belief influence academic performance.

4.1   Finding from the In-depth interview

In response to religious belief on academic performance, a student said: *'Religion has a role to play in the academic performance of students. It is a general belief by all Religion that we all come from God and we have the liberty to pray to him for whatever we want. We could as well pray for good grades, in return God gives us a retentive memory to remember all things we have read and heard about the course. This is to say that religion has a lasting effect on te academic performances of students in higher institution'*

(A student from Psychology Department. Federal University Oye-Ekiti)

In response to the same question, another student said: '*When you serve God with your whole heart, either you are a muslim or Christian or you practice African traditional religion, God blesses you with good things of life, and as a student the best thing you could ever ask God for is a good grade. When you truly serve God, the good grades are yours. God never abandon His people. Religion has a good relationship with the academic performance of students in Federal University OyeEkiti.*

(President, Business Administration Students' Association, FUOYE)

Table 3: Distribution of respondents by parental occupation influence on academic performance.

Variable	Frequency (N = 200)	Percentage (%)
Parental occupation		
Strongly Disagree	12	6.0
Disagree	28	14.0
Neutral	76	38.0
Agree	55	27.5
Strongly Agree	29	14.5

Source: Author's Field Work, 2019

The above revealed that 6% of the respondents are of strongly opinion in disagreement that parental occupation influences academic performance. Nonetheless, it was revealed from the table that 14% of the respondents disagree the opinion, 38% of the respondents are neutral, 27.5% of the respondents agreed with the opinion while 14.5 are of strongly opinion in agreement that parental occupation influences academic performance

Table 4: Distribution of respondents by socio-cultural influence on academic performance.

Variable		Frequency (N = 200)	Percentage (%)
Socio-cultural influence			
	Strongly Disagree	15	7.5
	Disagree	26	13.0
	Neutral	68	34
	Agree	67	33.5
	Strongly Agree	24	12.0

Source: Author's Field Work, 2019

The above revealed that 7.5% of the respondents are of strong disagreement that the socio-cultural background of an individual does not have influence on academic performance. 13% of the respondents disagree with the opinion, 34% of the respondents are in neutral position, 33.5% agreed with the opinion while 12% are of strong agreement with the opinion.

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Table 5: Chi-square table showing the relationship between gender and academic performance

Chi-square	Value	df	p-value
Pearson Chi-Square	27.185[a]	16	.000
Likelihood Ratio	22.369	16	.000
Linear-by-Linear Association	24.515	1	.000

Source: Author's Field Work, 2019

The table above revealed that there is a significant relationship between gender and academic performance (X^2 (16) = 27.18 p<.01)

Table 6: Chi-square summary table showing the relationship between religious belief and academic performance

Chi-square	Value	df	p-value
Pearson Chi-Square	27.270[a]	16	.000
Likelihood Ratio	21.015	16	.000
Linear-by-Linear Association	4.602	1	.000

Source: Author's Field Work, 2019

Table above revealed that there is a significant relationship between religious belief and academic performance (X^2(16) = 27.27 p <.01)

Table 7: Chi-square summary table showing the relationship between place of residence and academic performance

Chi-square	Value	df	p-value
Pearson Chi-Square	19.245[a]	16	.000
Likelihood Ratio	25.033	16	.000
Linear-by-Linear Association	2.728	1	.000

Source: Author's Field Work, 2019

Table above revealed that there is a significant relationship between place of residence and academic performance ($X^2(16) = 19.245$ p <.01)

Figure 1:

Income of Parents

46.5, 46%

54.5, 54%

- Below poverty line
- Above poverty line
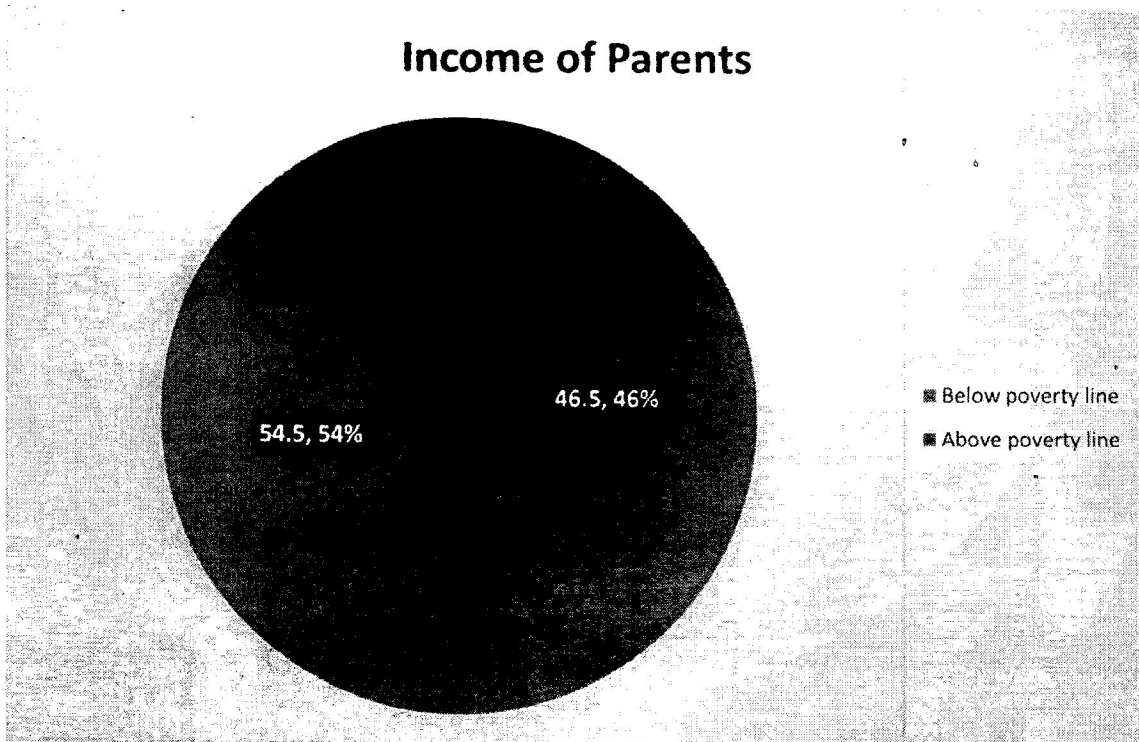
The above table shows the income of parents. 54.5% of the parents live above the WHO poverty line of $1.90 per day, while 46.5% of the parents live below the poverty line.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study examined the Effect of religion, gender and place of residence on academic performance of student in Federal University Oye-Ekiti. The Structural functionalism theory or Structuralism theory was used as a theoretical framework in examining effect of religion, gender and place of residence on academic performance of students in Federal University Oye Ekiti.

The study analysed primary data which was collected through a means of well-structured questionnaire, which asked series of questions on academic performance from the respondents. The sample size for the study was 200, all respondents were selected based on a simple random sampling technique. Univariate and Bivariate analysis techniques were employed in the course of this study. The Univariate analysis in this study was carried out using tables of frequency distributions to describe the background characteristics of the respondents. The bivariate analysis was done using the chi-square (χ^2) test to show the association between academic performance of respondents and the various socio economic and demographic background characteristics that are categorical variables. The study revealed that 57.5% of the respondents live on-campus, while 42.5% live off campus.

With regards to the student's parent's occupation, 34.5% of the parents are civil servants, 25.5% are self-employed, 14% owned private businesses, and 26.0% are unemployed.

The table further revealed that majority (53.5%) of the respondents are male, while 46.5% are female. Majority (74.5%) of the respondents are Christians, 22.5% practice islam, 1.5% are traditionalists and 1.5% are Free thinkers. With regards to the respondents' marital

status 52.5% of them are single, 36% are currently married, 45 are separated, 5.5% are divorced and 2% are widowed.

The study further revealed that 7% of the respondents strongly dis-agree that religious belief influence academic performance. 24.5% of the respondents disagreed totally, 28.5% of the respondents are neutral in their opinion, 29% of the respondents agreed that religious belief is a strong factor that influences academic performance while 11% of the respondents strongly agree that religious belief influence academic performance.

More so, it was revealed from the study that 6% of the respondents are of strongly opinion in disagreement that parental occupation influences academic performance. Nonetheless, it was revealed from the table that 14% of the respondents disagree the opinion, 38% of the respondents are neutral, 27.5% of the respondents agreed with the opinion while 14.5 are of strongly opinion in agreement that parental occupation influences academic performance.

The study also showed that 7.5% of the respondents are of strong disagreement that the socio-cultural background of an individual does not have influence on academic performance. 13% of the respondents disagree with the opinion, 34% of the respondents are in neutral position, 33.5% agreed with the opinion while 12% are of strong agreement with the opinion.

With regards to the test of associations, the study revealed that there was a statistically significant relationship between gender and academic performance, religion and academic performance, place of residence and academic performance.

5.2 Conclusion

From the study, respondents who live on-campus have better academic performance, this is an indication that the respondents who stay on-campus lack adequate distractions and are able to perform well because of the nearness to academics. More so, the female respondents perform well academically in comparison to the male counterpart. Also, religious participation is believed to have a negative effect on student academic performance due to the involvement in religious practices. The study also assume that irrespective of the differences in religion, it does not have an effect on academic performance but instead religious participation does.

5.3 Policy Recommendations

The percentage of students with low academic performance is on the increase (Akintunde 2016). This will continue to increase in the coming years, except some measures are put in place. Some socioeconomic factors are responsible to the increase or increase the academic performance of students, three of those variables were studied here. To increase the performance of students in higher institutions, the following steps must be taken.

- Support should be provided for students with low intelligent quotients, this may come in form of tutorials and extra classes

- There should be balance between religious activities and academic activities among students

- Students should identify stressors, manage them or do away with them

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- More students should be encouraged to stay on-campus, this will allow for less distractions.

- The university should also provide more hostels to enable adequate accommodation for students on campus.

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APPENDIX I

QUESTIONNAIRE

Dear respondent,

I am a student of Federal university Oye Ekiti, Department of Sociology. This questionnaire is designed to gather information on the impact of religion, gender and place of residence on student's academic performance. Any information given will be confidentially treated and it will be used for research purpose only. Therefore, be kind enough to give correct and sincere answers to the questions.

Instruction: Tick appropriate bracket where necessary and answer brief and concise where you are to fill in the gap.

Thanks for your anticipated cooperation

Yours faithfully,

Adeoso Adeleke Adegoke.

SECTION A: (DEMOGRAPHIC DETAILS)

Please tick where necessary.

Age : () 20 and below ( ) (b)21-25 ( ) (c) 26-30 ( ) (d) 31-35 ( ) (e) 36 and above

Sex: Male ( ) Female ( )

Marital status: () Single ( ) Divorced ( ) Married ( ) Widow ( )

Religion: () Christianity ( ) () Islam ( ) () Traditional ( ) Others

Family Types: Monogamy ( ) Polygamy ( ) Others ()

Family Size: Below 4( ) More than 4-6 ( ) Others ( )

Sponsors: Parent ( ) Self ( ) Siblings ( ) Others ()

Educational Qualification: SSCE() NCE/OND () HND/BSC() Others ()

Parental Occupation: Civil/ Public Servant () Business personnel () Others ()

Section B

The following relate to your behaviour, read the sentence carefully and think. Do I agree with it?

		SA	A	U	D	SD
1	I believe my way of serving God influenced my academics					
2	I am of opinion that the fear of God is the beginning of wisdom					
3	My faith in God has nothing to do with my academic success					
4	My consistency in religious practices has improved my academic success drastically					
5	Praying to God is essential to my academic success					
6	I know that God is very close to me and this act as an integral part to my academic success					
7	Male students perform better in academics than female counterparts					
8	Male students are less distracted in their academic goals than female counterparts					

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| 9 | Students that stay closer to campus performs better in academics than those that stayed far away | | | | | |

In order to answer the question that follow, please choose the letter (A-J) from the list below which correspond with the response which you feel most represent your pattern of behavior and its influence on your academic performance. Please answer the question

A. Two, three or more times a day   B.Once, a day but usually no more

C. Two or three times a week   D.Once a week but usually no more

E. Two or three times a month   F.Once a month but usually no more

G. Six or seven time a year   H.Two or three time a year

I. Once a year but usually no more   J.Never

1) How often do you visit church/mosque or other places of worship for a religions service? {
   }

2) How often do you pray? {   }

3) How do you read a religious book magazines or other piece of religious literature?   {
   }

4) How often do you watch a religious programme on the television or listen to a religious programme on the radio?   {   }

Section C

Section C (DATA ON PARENTAL INFLUENCE ON ACADEMIC PERFORMANCE)

Instruction: Please tick with {√} where it is applicable to you. Strongly Disagree =SD, Disagree=D, Uncertain=U, Agree =A, Strongly Agree=SA

		SD	D	U	A	SA
1	The feelings that my parent doesn't really like me to tell them my trouble affect my academic performance in school					
2	The feelings that My parent hardly ever praise me for doing well					

3	The feelings that my parent value their job more than me affects me a lot					
4	My parentoccupation does not allow them to spends time talking to me					
5	The feelings that my parent loves their job than me disturbs me lot					
6	I don't really believe in the way my parent practice their religion					
7	My parent religious belief is not in vogue with the current dispensation					
8	I respect my parental religious belief and this has influenced me a lot in life					
9	My parent makes most of the decision about what I can do based on their religious belief					
14	My parent paint out ways I could do better based on their religious belief					
16	My parent encourage supervise my academics thoroughly despite their busy schedule on job					

SECTION D (DATA ON ACADEMIC PERFORMANCE OF THE STUDENTS)

Instruction: please tick only the questions that you think is best and appropriate.

1=strongly agree, 2=agree, 3=strongly disagree, 4=disagree

S/N	ITEMS	1	2	3	4
1	Children from higher order class performs better in school than those that belong to other class				
2	Children from rich background has all it takes to be successful in academics than children from other background				
3	I try to do best in whatever am doing in academics despite my background				
4	Sometimes children from rich background are over pampered and perform poorly in academics				
5	Children from lower class background easily handle stress better than those in higher class				
6	**Children** from poor background can manage to solve difficult **problems** in academics better if I try harder than those in				

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	higher class				

SECTION E (DATA ON PEER GROUP)

Instruction: Please tick with {√} as it is applicable to you. A lot=1, somewhat=2, little=3, No pressure =4

	How strong does the pressure from your friends influence your academic performance...	1	2	3	4
1.	Be social, do things with other people				
2.	Try to do what your parents want you to do				
3.	Have a steady boyfriend or girl friend (opposite sex)				
4.	Go to parties				
5.	Get home by the time your parents say you should be				
6.	Wear the SAME types of clothes your friends wear				
7.	"Make out" (Kissing or petting)				
8.	Smoke cigarettes				
9.	Try to look or act older than you are				
10.	Be in religious activities (church, Young Life, e.t.c)				
11.	Talk or act DIFFRENTLY than your friends do				
12.	Get drunk				
13.	Go out with boys/ girls (Opposite sex)				
14.	Ignore what your parents tell you to do				
15.	Have the SAME opinion about things as your friends do				
16.	Not let your parents know where you go				
17.	Have sexual intercourse				

18.	Get along well with your parents				
19.	Go out with friends on weekends				
20.	Do things to impress members of the opposite sex				

FEDERAL UNIVERSITY OYE – EKITI

FACULTY OF SOCIAL SCIENCE

DEPARTMENT OF SOCIOLOGY

This Interview is scheduled on the effect of gender, religion and place of residence on student academic performance, a study of Federal university Oye Ekiti

Introduction

The purpose of this interview is to seek the view of undergraduate students on the effect of gender, religion and place of residence on student academic performance a study of Federal university, Oye Ekiti.

The interviewer will begin by

1. Courtesy
   - **Introduces** himself
   - Explains the purpose of the session
   - Inform the interviewee of what will be done with the information
   - Explain why the interviewee was asked to participate
   - Seek to ensure respondent of trust and confidentiality
   - Appreciates the interviewee for deciding to participate in the interview

2. Logistics
   - Notify the interviewee of the use of a recording device
   - Ensure that noise and disturbances is minimized
   - Develop a casual rapport
   - Schedules time for the interview process

3. Interview begins
   - The researcher will ask the following questions from the interviewee to allow time for his/her response :

1. Age as at your last birthday

2. Gender

3   Marital Status
4   Occupation
5   Religion
6   Ethnicity
7   Educational Qualification /current CGPA

8. What is your opinion about gender discrimination?

9. Who do you think is responsible for the poor academic performances in higher institutions of learning? With reasons

10. What are the factors you know that causes academic failure of student?

11. Does students have effects on lecturers? And how?

12. What are the effects of religion, gender and place of residence on student academic performances?

13. What are the social and cultural effects of religion, gender and place of residence on student academic performance?

14. Does religion, gender and place of residence have effects on peer group?

15. What are the effects of religion, gender and place of residence on friendship and relationship in institutions?

16. Are there any coping mechanism students engage in as a result of differences in religion, gender and place of residence?

17. What are the coping mechanisms of students with differences in varying religion, gender and place of residence that you know?

18. Do you think students go well with the issue of religious differences, gender difference and place of residence in school?

19. What is your opinion about religion, gender and place of residence on campus?

20. How do you perceives student with different religion and gender ?

21. What type of effect does the perception of the community have on you?

22. Who do you blame more for the cause of poor academic performance?

23. Do you think the university communities have a positive or negative perception of poor academic performance?

24. How long have you been in school?

25. Do you experience any form of discrimination from your friends, hall mate? If yes, state them.

26. Are you comfortable with the recommendation people give to you?

27. What are the coping mechanisms of poor academic performance you know?

29. Are there any coping mechanisms you engage in as a result of poor academic performances?

30. Do you think there is a major problem or cause of poor academic performance?

31. Do poor academic give room for stereotype and discrimination?

32. Do you feel depressed or lonely as a result of poor academic performance?

33. Does being a worker in church or mosque affect your academic performance in any way?

34. does the nearness or farness of your hostel affects your academic performance?