

## **SCI352 : SCIENTIFIC RESEARCH AND COMMUNICATION**

### **BSC STATISTICS 3**

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FACULTY OF STATISTICS AND ACTUARIAL SCIENCE  
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A PROJECT REPORT ENTITLED:

**EFFECTS OF COLLEGE ROOMMATE  
RELATIONSHIPS ON STUDENT ACADEMIC  
DEVELOPMENT AT KWAME NKRUMAH  
UNIVERSITY OF SCIENCE AND TECHNOLOGY.**

## **ABSTRACT**

This study examined the effect of roommate relationships on students' academic development in a selected university campus. It uses a questionnaire to collect data from 329 undergraduate students in KNUST. Descriptive statistics such as frequencies and percentages were employed in the data analysis. The results of the study found a significant relationship between roommate-relationship and students' academic performance with a higher percentage of this relationship resulting in positive academic change (improved academic performance). With the use of crosstabulation and chi square test for association in SPSS, the study equally discovered a significant association between roommate assignment method and students' academic performance (chi square p-value of 0.015).

Keywords: Effects , College, Roommate, Relationships.

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## **LIST OF ABBREVIATIONS AND DEFINITION OF TERMS**

<b>Abbreviation</b>	<b>Meaning/Definition</b>
KNUST	Kwame Nkrumah University of Science and Technology.
CWA	The overall average grade a student has earned, where each course grade is weighted by the number of credit hours associated with that course. This means courses with more credit hours have a greater impact on the overall average than those with fewer credit hours.
SPSS	Statistical Package for the Social Sciences. Used for performing analyses, data management and data visualisation to help interpret research findings.
Off-campus	A residential building located outside the boundaries of the university's main campus and usually not managed by the university.
On-campus	A residential building located inside the boundaries of the university's main campus and usually managed by the university.
Roommate	Someone who shares a room or an apartment with another person or two or more people.

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of Study**

Academic success in Ghanaian higher education is crucial for determining future career opportunities and social mobility. Transitioning to university life often involves living with a roommate, which can significantly impact students' well-being, academic performance, and overall adjustment to university life.

Research on student development in higher education systems in developed nations includes issues related to residence type. (McCorkle and Mason, 2009) research on roommate relationships among tertiary students in sub-Saharan Africa is limited. Existing literature shows that social relationships, including those with roommates, are vital to academic achievement. Positive interactions with peers can provide essential support, improve motivation, and create a conducive learning environment. Conversely, negative relationships can contribute to stress and distraction, adversely affecting academic performance (Alotaibi, 2023). However, there is a gap in the literature concerning how these dynamics play out in African universities, as factors such as cultural diversity, communication styles, and social expectations can significantly shape these relationships (Ntim, K.N, 2021)

### **1.2 Problem Definition**

Roommate relationships play a crucial role in students' academic performance in tertiary institutions. These relationships, influenced by personal habits, study techniques, and social interactions, can significantly impact students' academic experiences. However, there is a lack of understanding of the specific effects of roommate compatibility, conflicts, support systems, and shared academic resources on

students' grades, study habits, and overall academic performance. This study aims to explore these dynamics and develop interventions to enhance academic performance in tertiary institutions.

### **1.3 Objectives of Research**

#### **General Objective**

- To explore and understand the impact of college roommate relationships on students' academic performance in Kwame Nkrumah University of Science and Technology.

#### **Specific Objectives**

- To assess if there's an association between roommate relationship and academic performance (CWA)
- To assess the relationship between residential place (On-campus and Off-campus) and CWA.
- To assess the influence of the frequency of argument and difficulty in conflict resolution on academic performance (CWA)
- To assess if there's a relationship between roommate selection method and academic performance (CWA)

### **1.4 Research Questions**

- Does the method of roommate selection have an effect on their academic performance?
- What influences does roommate relationship have on students' academic performance?
- Does the support from roommate have an effect on the overall satisfaction with living arrangement?
- Does the frequency of argument and difficulty with roommate have an effect on academic performance



## **1.5 Hypothesis**

H<sub>1</sub>: There is an association between roommate relationship and students' academic performance.

H<sub>2</sub>: There is an association between academic support from roommates and overall satisfaction with living arrangement.

H<sub>3</sub>: There is an association between the frequency of argument and difficulty with roommate and the academic performance.

H<sub>4</sub>: There is an association between the roommate selection method and academic performance.

## **1.6 Significance of Study**

The purpose of this study is to examine the impact of college roommate relationships on students' academic performance in tertiary institutions. Key factors influencing academic outcomes include compatibility, communication styles, study habits, and conflict resolution strategies. The study also examines the positive and negative effects of roommate interactions on students' grades, focus, and study routines. It examines the impact of roommate conflicts on academic performance and identifies common sources of conflict that may lessen from academic success. The study provides evidence-based recommendations for college administrators and residential life coordinators to enhance roommate pairing processes and develop programs that support positive relationships, ultimately fostering an environment conducive to academic success.

## **1.7 Scope of the Study**

This study will examine the influence of roommate relationships on academic performance at KNUST.

### **Population**

This research is focused on undergraduate students enrolled at KNUST.

### **Geographical Location**

The study will be conducted across various halls and hostels on and off campus ensuring a representative sample of the student population.

### **Time Frame**

The research will cover the whole academic year of students from year one to year six allowing for the collection of data on roommate relationships and academic performance over that academic year.

### **Variables Studied**

**Independent variable:** The nature and quality of roommate relationships categorized into different types such as collaborative, neutral and conflictual.

**Dependent variable:** Academic performance, measured through CWA, study habits and concentration levels.

### **Methods**

The study will utilize both quantitative and qualitative methods, including questionnaires, and academic performance records. The survey will assess the nature of roommate relationships, while academic records will provide data on performance.

### **Limitations**

The study will not explore other factors that may influence academic performance, such as emotional support, financial status, or extracurricular involvement. It will also not include students in non-tertiary institutions or post graduate students living off-campus or on-campus. Thus, this study focuses on only undergraduate students of KNUST.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The transition to university is a pivotal period in an individual's life, marked by increased independence, exposure to diverse social environments, and the pursuit of academic goals. The major part of this experience is the formation of relationships, including one with roommates, which can significantly impact various aspects of student life, including and not limited to academic performance. While extensive research has examined the wide influence of peer relationships on academic outcomes, the specific role of roommate relationships requires more in-depth examination. This literature review uses the traditional (narrative) approach to delve into the complex relationship between college roommates and academic outcomes, seeking to explain the underlying mechanism through combination of research evidence and theoretical perspectives.

**Keywords:** Roommate, effects (positive and negative), relationship, academic performance.

#### **2.2 Theoretical and Empirical Review**

##### **Early Research and Foundations**

Early research on college student life primarily focused on the academic environment and the impact of institutional factors on student outcomes. However, as the understanding of the broad student experience deepened, researchers began to recognize the significance of peer interactions in shaping student development (Astin, 1975). While early studies did not explicitly examine roommate relationships, they laid the groundwork for subsequent research by emphasizing the importance of social integration and peer influence on student outcomes.

## **Emergence of Roommate Relationship Research and Impact of Roommate Relationships on Academic Development.**

“Students with capable roommates perform better academically, especially when roommates' skills align with their academic goals” (Hasan & Bagde, 2013).

John Ohlson (1939) as cited by Pace (1964) asked an important question regarding the relationship between college roommates and academic achievement. His study was too much short and lacking in statistical treatment for a thorough evaluation. Ohlson's only criteria for his 172 subjects for roommate compatibility were their requests to live together. Study habits and other factors were left uncontrolled or not taken into consideration. Nonetheless, Ohlson concluded that there was no evidence in his group for roommates to resemble each other in academic achievement as a result of their association.

Contrary to Ohlson's findings, Omonijo et al. (2015) used questionnaire to collect data from 470 respondents in a faith-based university, Ota, Ogun State Nigeria. The study engaged crosstabulation method and chi-square test to test hypotheses formulated for the study at 0.01 level of significance. According to the study, he thereby concluded that “Roommate relationships associate with academic achievement, spiritual life, involvement in social vices, emotional stability, and resource management” (Omonijo et al., 2015).

In a study by Arora and Singh (2017) to investigate the factors influencing college students' academic achievement, residence played a significant effect. The study adopted a quantitative research strategy. With the aid of the convenience selection technique, 117 engineering students in Gurugram were chosen as respondents for the study, however three of them could not be used because of insufficient data. Primary data were gathered through a questionnaire, and analysis of the data revealed that roughly 52% of respondents were male students and 48% were female

respondents. The findings showed that factors influencing a student's grade include their habits, the atmosphere at home, distractions, and the teaching environment.

While a student's own depressive symptoms predict lower GPA and more course withdrawals, a study by Quinn et al. (2023) on “Understanding the role of depressive symptoms in academic outcomes: A longitudinal study of college roommates” employed a longitudinal design which consisted 467 first-year college (234 roommate pairs) students answering online surveys at three time points found that close roommate relationships can lead to a shared experience of both academic performance (GPA) and emotional well-being, with each roommate potentially influencing each other.

More recent studies have delved deeper into the association between roommate relationships and academic outcomes. Research has consistently shown that positive roommate relationships are associated with higher levels of academic motivation, satisfaction, and persistence (Sax, Astin, and Korn, 2000). Students with supportive and compatible roommates are more likely to engage in academic activities, seek help from peers, and develop effective study habits.

Conversely, roommate conflict and negative interactions have been linked to lower academic performance, increased stress, and higher dropout rates (Knapp and Hall, 2002).

### **Gaps in the Literature**

While significant progress has been made in understanding the impact of roommate relationships on academic development, several areas warrant further investigation.

First, there is a need for longitudinal studies to examine the long-term effects of roommate relationships on students' academic achievements especially in the Africa setting.

Second, research on the moderating role of individual differences, such as personality traits and academic orientation, is essential to deepen our understanding of the mechanisms underlying these relationships

## **Conclusion**

The studies stated above shows how research on roommate relationships and its association with academic development has made significant progress in recent years. While the findings consistently point to the positive impact of supportive roommate relationships, further research is needed to fully understand the complexities of these relationships and their long-term consequences. By addressing the identified gaps in the literature, future studies can contribute to the development of effective interventions to enhance the college experience and promote student success.

## **2.3 Discussion**

Per the literature review discussed above, it could be seen that there's a significant association between college roommate relationship and academic performance.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the methodology that is used in this study. It details the specific research design, sampling techniques, interpretation and data analysis techniques.

The study was conducted at Kwame Nkrumah University of Science and Technology, Kumasi, during the second semester of 2023-2024 academic year.

"Quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques." Muijs, D. (2010)

By combining these approaches, this study aims to provide a thorough and descriptive exploration of the various ways roommate interactions can impact academic success.

#### **3.2 Research Design**

This study adopts a descriptive survey research design.

#### **3.3 Target Population**

The target population for this study are undergraduate students of Kwame Nkrumah University of Science and Technology (K.N.U.S.T)

#### **3.4 Sample Size and Technique**

The minimum participants required was 320

### **3.5 Data Collection and Analysis**

Primary data is used for this study. An online questionnaire was used to collect data from the respondents. The instrument (online questionnaire) is divided into two parts, the first part comprises of questions relating to socio-demographic characteristics of the respondents while the latter part focuses on questions related to student's roommate relationships. This latter part consists of closed ended type questions and employ the use of Likert scale. After data collection, the responses were downloaded in excel format, it was then coded and transformed into a format that is better suited for analysis. In performing data analysis, the Statistical Package for the Social Sciences (SPSS) was used. Data were entered into the program first on the variable side, inputting the questions and statements to create the program for analysis. Then once data had been collected from the subjects, it was input into the SPSS program on the data side and analysed using descriptive statistics. Using descriptive statistics such as crosstabulation and chi square test, which is used to determine if there is a significant association between two categorical variables. Chi square and crosstabulation were used for analysis for each factor grouping on the survey instrument: the demographic and background information, living-learning environment, relationship(s) with roommate(s), and satisfaction with residential environment.



## CHAPTER 4

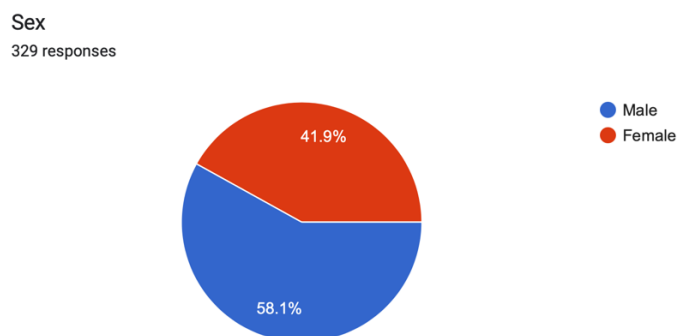
### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

The results of the study are covered in this chapter, with a focus on the analysis of the data about the connection between roommate relationship and academic performance. The headings utilized to display the findings were a clear reflection of the study's objectives and research questions. This chapter covers a number of important subjects, including the respondent's living environment, personal behavior, and collaboration in relation to performance.

#### 4.2 Descriptive and Demographic Analysis

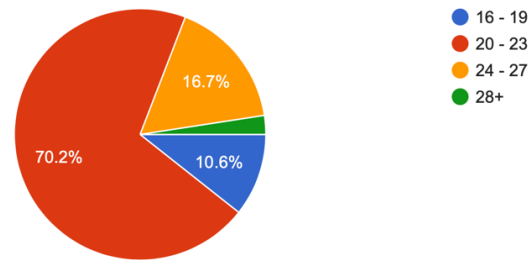
**Figure 1.**



Out of the 329 (100%) responses, 58.1% were males and 41.9% were females. This shows that, this shows majority of our responses were from males.

**Figure 2.0**

How old are you?  
329 responses



Out of the 329 (100%) responses, 70.2% were within the age range 20 – 23 inclusive, which shows that majority of the undergraduate students of KNUST are between the ages of 20 and 23 inclusive with the least proportion being students above 27(2.4%).

**Figure 3.0**

What is your current undergraduate level?  
329 responses

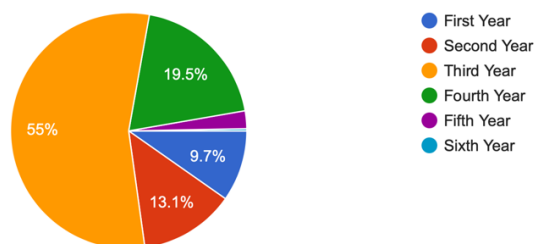


Figure 3.0 shows 55% of our respondents are in their 3rd year. Which indicates that this study has majority of its answers from 3rd year.

**Figure 4.0**

What is your CWA?  
329 responses

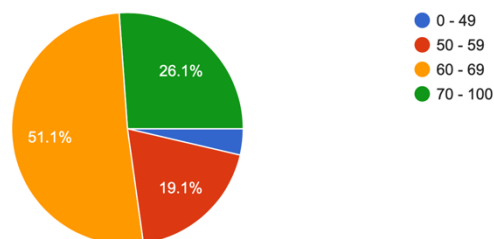


Figure 4.0 shows that, a combined 77.2% of our respondents are in first class and second class upper, while 3.6% are failing. This shows that students are really performing well although a few are struggling to find their feet.

**Figure 5.0**

Housing Condition  
329 responses

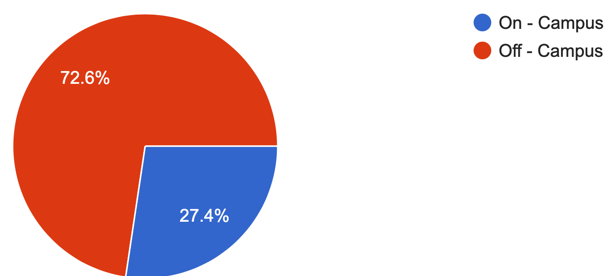


Figure 5.0 shows that majority of our respondents are staying Off-campus.

**Figure 6.0**

How many roommates(s) do you currently live with?  
329 responses

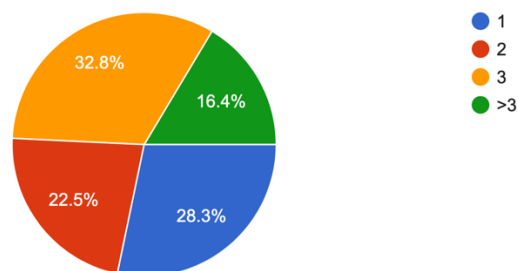
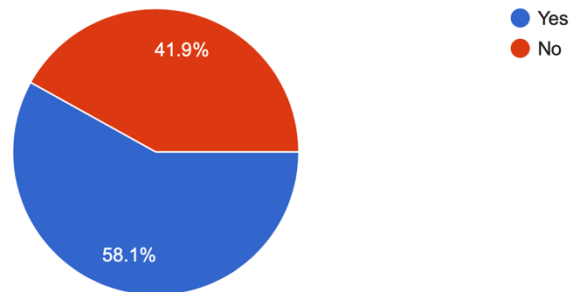


Figure 6.0 shows a kind of evenly distributed living arrangement with a slightly higher number of our respondents having 3 roommates.

**Figure 7.0**

Have you experienced any significant changes in your academic performance/study habits since moving in with your current roommate(s)?

329 responses

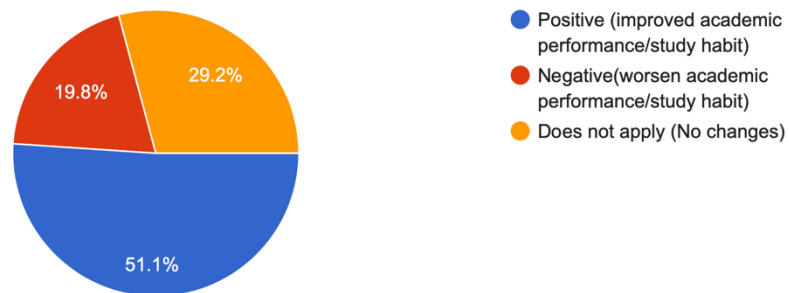


From figure 7.0, it can be seen that majority of the respondents claim there've been significant changes after meeting their roommate.

**Figure 7.1**

Are these significant changes positive or negative(decrease in academic performance)

329 responses



From figure 7.1, it can be seen that majority of the respondents who answered yes to **figure 7.0** claim to have had a significant change in their academic performance (CWA) after meeting their current roommate.

## 4.2 Presentation and Discussion on Findings and Analysis

### **CROSS-TABULATION ANALYSIS BETWEEN C.W.A. AND THE VARIOUS CATEGORIES**

**Table 1.1**

VARIABLES	Sex				CHI SQUARE P - VALUE
	70 -100	60 – 69	50 – 59	0 – 49	
Female	32 37.2%	72 42.9%	30 47.6%	4 33.3%	0.421
Male	54 62.8%	96 57.1%	33 52.4%	8 66.7%	

Table 1.1 shows a higher percentage of male students in the higher class (First class and Second class) than the female students.

**Table 1.2**

VARIABLES	Age				CHI SQUARE P - VALUE
	70 -100	60 – 69	50 – 59	0 – 49	
20 - 23	60 69.8%	123 73.2%	41 65.1%	7 58.3%	0.678
24 - 27	14 16.3%	24 14.3%	15 23.8%	2 16.7%	
16 - 19	9 10.5%	17 10.1%	6 9.5%	3 25.0%	
28+	3 3.5%	4 2.4%	1 1.6%	0 0.0%	

From Table 1.2, a significant amount of people in the age group (20-23) are in the higher class (First class and Second class). This is a good sign since they constitute of our total respondents.

**Table 1.3****Association between Residential status (On campus/Off Campus) and CWA**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
On Campus	29 33.7%	43 25.6%	15 23.8%	3 25.0%	0.187
Off Campus	57 66.3%	125 74.4%	48 76.2%	9 75.0%	

From Table 1.3, a significant amount of people staying Off Campus are performing greatly. This is a good sign since they constitute of our total respondents.

**Table 1.4****Number of roommates**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
1	21 24.4%	52 31.0%	17 27.0%	3 25.0%	0.407
2	20 23.3%	34 20.2%	18 28.6%	2 16.7%	
3	26 30.2%	57 33.9%	20 31.7%	5 41.7%	
4+	19 22.1%	25 14.9%	8 12.7%	2 16.7%	

From Table 1.4, it can be seen that, a significant amount of people staying with 3 other roommates are performing greatly compared to the other residential arrangement.

**Table 1.5**

**Did you select your roommate or you were assigned randomly?**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
Friends	66 76.7%	94 56.0%	36 57.1%	7 58.3%	0.015
Random	20 23.3%	74 44.0%	27 42.9%	5 41.7%	

From Table 1.5, it can be seen that, a significant amount of people who chose to room with friends are performing greatly compared to those assigned randomly.

**Table 1.6**

**How would you describe your relationship with your roommate?**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
Very good	20 23.3%	58 34.5%	15 23.8%	5 41.7%	0.387
Good	43 50.0%	62 36.9%	22 34.9%	4 33.3%	
Neutral	17 19.8%	41 24.4%	18 28.6%	2 16.7%	
Poor	3 3.5%	5 3.0%	3 4.8%	0 0.0%	
Very Poor	3	2	5	1	

	3.5%	1.2%	7.9%	8.3%	
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From Table 1.6, it can be seen that, a significant amount of people who had very good or good relationship with their roommates are performing greatly compared to the other relationships statue.

**Table 1.7**

**If yes, are these significant changes positive, negative or neutral?**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
Positive	41 47.7%	92 54.8%	28 44.4%	7 58.3%	0.348
Neutral	30 34.9%	49 29.2%	15 23.8%	2 16.7%	
Negative	15 17.4%	27 16.1%	20 31.7%	3 25.0%	

From Table 1.7, it can be seen that, a significant amount of people who answered yes to there being a significant change performed greatly compared to the others.

**Table 1.8**

**How satisfied are you with your current living arrangement?**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
Very satisfied	14 16.3%	35 20.8%	9 14.3%	3 25.0%	0.972
Satisfied	29 33.7%	57 33.9%	22 34.9%	5 41.7%	
Neutral	30 34.9%	53 31.5%	20 31.7%	3 25.0%	
Dissatisfied	10	18	5	1	



	11.6%	10.7%	7.9%	8.3%	
Very dissatisfied	3 3.5%	5 3.0%	7 11.1%	0 0.0%	

From Table 1.8, it can be seen that, a higher percentage of people performing really well are those who are either satisfied or very satisfied with their current living arrangement.

**Table 1.9**

VARIABLES	Level				CHI SQUARE P - VALUE
	70 -100	60 – 69	50 – 59	0 – 49	
First Year	16 18.6%	10 6.0%	5 7.9%	1 8.3%	0.942
Second Year	7 8.1%	23 13.7%	11 17.5%	2 16.7%	
Third Year	41 47.7%	96 57.1%	37 58.7%	7 58.3%	
Fourth Year	19 22.1%	33 19.6%	10 15.9%	2 16.7%	
Fifth Year	3 3.5%	5 3.0%	0 0.0%	0 0.0%	
Sixth Year	0 0.0%	1 0.6%	0 0.0%	0 0.0%	

From Table 1.9, a significant amount of people in their third year are performing really well.

**Table 2.0****How often do you and your roommate argue?**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
Very Often	5 5.8%	7 4.2%	1 1.6%	1 8.3%	0.956
Often	5 5.8%	15 8.9%	6 9.5%	1 8.3%	
Never	20 23.3%	36 21.4%	11 17.5%	0 0.0%	
Sometimes	16 18.6%	54 32.1%	23 36.5%	6 50.0%	
Rarely	40 46.5%	56 33.3%	22 34.9%	4 33.3%	

From Table 2.0, it can be seen that, a significant amount of people who rarely argued with their roommate performed really well compared to the others.

**Table 2.1****How would you describe the difficulty in conflict resolution between you and your roommate?**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
Very easy	28 32.6%	53 31.5%	14 22.2%	1 8.3%	0.001
Easy	31 36.0%	44 26.2%	18 28.6%	5 41.7%	
Neutral	24 27.9%	52 31.0%	18 28.6%	4 33.3%	
Very difficult	2 2.3%	3 1.8%	2 3.2%	1 8.3%	
Difficult	1	16	11	1	

	1.2%	9.5%	17.5%	8.3%	
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From Table 2.1, it can be seen that, a higher percentage of people performing really well are those who settled conflict with their roommate easily or very easily.

**Table 2.2**

**How often do you and your roommate engage in activities that distract you from studying?**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
Very often	12 14.0%	15 8.9%	9 14.3%	2 16.7%	0.216
Often	10 11.6%	18 10.7%	10 15.9%	2 16.7%	
Never	11 12.8%	26 15.5%	8 12.7%	2 16.7%	
Sometimes	20 23.3%	52 31.0%	19 30.2%	4 33.3%	
Rarely	33 38.4%	57 33.9%	17 27.0%	2 16.7%	

From Table 2.2, it can be seen that, a lesser percentage of people performing really well are those who are distracted by their roommate often or very often.

**Table 2.3**

**To what extent do you feel supported by your roommate in terms of academic challenges?**

<b>VARIABLES</b>	<b>70 -100</b>	<b>60 – 69</b>	<b>50 – 59</b>	<b>0 – 49</b>	<b>CHI SQUARE P - VALUE</b>
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Very supported	8 9.3%	26 15.5%	8 12.7%	4 33.3%	0.145
Supported	18 20.9%	54 32.1%	16 25.4%	3 25.0%	
Neutral	40 46.5%	60 35.7%	25 39.7%	3 25.0%	
Unsupported	13 15.1%	21 12.5%	9 14.3%	1 8.3%	
Very unsupported	7 8.1%	7 4.2%	5 7.9%	1 8.3%	

From Table 2.3, it can be seen that, a higher percentage of people performing really well are those who answered neutral to support offered by roommate.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

This chapter presents summary of findings, the recommendations and the final conclusion of the study based on the key findings. Specifically, appropriate recommendations using results from the analysis made.

##### General Objectives

To explore and understand the impact of college roommate relationships on students' academic performance in Kwame Nkrumah University of Science and Technology

##### **Conclusion for the General Objective**

- From figure 7.0 and 7.1, it can be seen that roommates have significant impact on academic performance with most of this significant impact or influence been positive (Increase in academic performance(CWA)) and the least proportion being negative (non-performing/degrading academic performance (CWA)).

##### Specific Objectives

- To assess if there's an association between roommate relationship strength and academic performance (CWA)
- To assess the association between residential place (On-campus and Off-campus) and CWA.
- To assess the influence of the frequency of argument and difficulty in conflict resolution on academic performance (CWA)
- To assess if there's a relationship between roommate selection method and academic performance (CWA)

**Based on the specific objectives. The following conclusions can be made respectively:**

- Even though Table 1.6 showed a higher percentage of students with high academic standing having friendly relationship with their roommate, we fail to reject the null hypothesis because of the Chi Square test of association **p-value** of **0.387**, therefore there's no association between various roommate relationship strength and academic performance.
- Although Table 1.3 showed a higher percentage of students with high academic standing staying Off Campus, we fail to reject the null hypothesis because of the Chi Square test of association **p-value** of **0.187**, therefore there's no association between residential place (On-campus and Off-campus) and C.W.A.

It also important to know that the majority of our respondents were staying Off Campus hence this analysis goes with our expectations.

- From Table 2.0 and 2.1, since the Chi-Square test of association **p-value** is **0.956 and 0.001** respectively, we cannot reject or fail to reject the null hypothesis and thereby conclude that, more factors might be at play hence the relationship between the frequency of argument and difficulty of conflict resolution might need more test.
- From Table 1.5, since Chi Square test of association **p-value** is **0.015**, we reject the null hypothesis and conclude that, there's a relationship between roommate selection method and academic performance (CWA).

## **5.2 Recommendations**

The following are methods which can help solve the concluded objectives.

- The various hostel managers and the University should consider providing an option for students to room/share room with familiar students or their friends.
- Various hostel managers should consider establishing conflict resolution committee to facilitate a smooth roommate relationship.

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