

Full Length Research Paper

Non-resident female students: Circumstantially victimised or victimising?

Chigerwe Wilfred

Mkoba Teachers College, Midlands Province, Gweru, Zimbabwe

Email: wchigerwe@gmail.com, Tel.: +263779 317 999

Abstract

Zimbabwean tertiary students used to reside on college campuses conducive to study in an inclusive fashion. Current trends reveal the development of alternative arrangements for tertiary students. There has been an upsurge in the number of students seeking non-resident accommodation which has resulted in studentification. Many college and university students seem to favour accommodation outside campus, possibly out of choice or circumstances beyond their control. This research sought to explore factors contributing to the growth of this phenomenon with regards to females from one teachers college. As a case study, a qualitative design was adapted employing interviews, observation and document analysis. 30/161 (18.75) non-resident female students from one teachers college were purposively sampled for this research. It emerged that female students chose non-resident status in pursuit of freedom and better meals. Others chose this option to accommodate spouses, children and due to financial challenges. It was concluded that female college students stay out of campuses because of circumstances beyond their control although others did it for ulterior motives such as unbridled freedom. It was recommended that grants and loans should be re-introduced in higher education and off-campus quarters introduced as some measures to curb studentification and reduce harmful effects of the phenomenon on female students and society.

Key words: victimised, victimising, studentification, non-resident students, inclusive.

Introduction

This paper meant to explore effects of studentification in relation to tertiary education female students in Zimbabwe. It sought to determine whether studentification leads females to being taken advantage of or taking advantage of others. This was motivated by obtaining trends in many institutions of higher and tertiary education in Zimbabwe where most students, including females, reside outside colleges. Such accommodation arrangements, whether by design or default, could possibly see female students in or causing problems. This study meant to establish causes and ways of addressing the situation and cater for gender and diversity in higher and tertiary education in as far as accommodation is concerned. UNICEF (2015) observes that despite progress in recent years, girls continue to suffer severe disadvantage and exclusion in education systems throughout their lives. It is possible that female students who are non-resident experience systematic exclusion from boarding houses in colleges resulting in them being victims or victors. UNESCO (2016) commends that among the obstacles in the way of women's and girls'

ability to exercise their right to participate in , complete and benefit from education are poverty, geographical isolation, minority status, disability, early marriage and pregnancy, gender-based violence and traditional attitudes about the status and role of women. Such obstacles could be contributing to female students taking non-resident accommodation even when there is space in campus because gender –based discrimination in education is both a cause and a consequence of broader forms of gender inequality in society (ibid). Such developments are likely to have benefits and side effects.

Background to the Study

Despite the availability of on-campus residence, most students are opting for off-campus accommodation. A general observation is that many higher and tertiary education students in Zimbabwe are non-resident. This includes female students who are a vulnerable group. Incidentally, two cases of two female non-resident students being robbed and sexually harassed have been reported at one institution. According to Mavundutse

(2004:12), “Non-resident status was said to cause untold stress to students as it brought about other related problems. Participants claimed that if a student was renting a room in the suburbs, this had serious financial implications to meet rental, food (sometimes) and transport costs.” Despite such discouraging eventualities experienced by students, nothing seems to deter some from residing outside campus.

It has been noted that most of these non-resident students seek accommodation in surrounding high and low density suburbs. This is in tandem with Muslim et al (2013) who point out that urban areas with densely packed housing stock have transformed into sprawling off-campus residential areas for students. Muslim et al describe this phenomenon as studentification. Citing Smith and Denhoim, Muslim et al (2013) explain studentification as the process that is caused by the residential concentration of higher education students that goes along with spatial structure alterations which have social, economic, cultural and physical impact in locality cluster of higher education institute. Such a phenomenon, where students reside in rented rooms or houses, is likely to have positive and negative consequences on the off-campus students and other people (victimised and victimization). However, the question that begs to be answered is whether these students opt for studentification by choice and, if it is by choice, the supposed reasons, benefits, challenges and solutions. Definitely, students in suburbs are misplaced.

Statement of Problem

Tertiary education female students are better off residing on campus but the current trend in Zimbabwe has seen the birth of studentification which may have impacted on the female non-resident students and other people academically and socially, emotionally, economically, culturally and physically.

Research Questions

The study was guided by the following sub-questions:

- What drives tertiary education female students to choose to reside outside college campuses?
- What are the challenges experienced and caused by non-resident tertiary education female students?
- How can tertiary education non-resident female students be assisted to ameliorate harm to self and others?

Methodology

A qualitative design was employed for this case study to explore the harm emanating from female studentification. Denzin and Lincoln (2005:3) describe qualitative research as involving “... an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense

of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves looking in-depth at non-numerical data (Boyd, 2016). The researcher chose this design as it enables one to get quality look at a phenomenon.

As a case study, data was generated through unstructured interviews, covert observation and analysis of newspapers on studentification in Zimbabwe. An unstructured interview is an interview without any set format but in which the interviewer may have some key questions formulated in advance. It is also called non-directive interview. Unstructured questions are based on the interviewee's responses and proceeds like a friendly, non-threatening conversation. An unstructured interview is an interview in which there is no specific set of predetermined questions, although the interviewer usually has certain topics in mind that he or she wishes to cover during the interview. In this research, non-resident female students from one tertiary institution were interviewed to establish circumstances that led them to reside off campus. The interviews took the form of informal conversations to allow natural flow of information.

Covert observation is defined by Study.co (2016) as a qualitative methodology used to gather in-depth information through interviews and observations. This method sees the researcher joining the group of participants without them knowing that they are being studied. It allows the researcher to benefit from in-group bias (given privileges because one is a member). In this study, the researcher assumed a quasi-covert observation as he stayed in one of the suburbs affected by studentification without status revelation.

30/161 (18.75%) non-resident female students, single and married, from one tertiary institution were purposively sampled for this research. They were the ones residing out of institutional accommodation and fitted the characteristics of the population. This number enabled friendly conversations individually over one year. According to Robson (1998:141), “The principle selection in purposive sampling is the researcher’s judgement as to typicality of interest.”

Theoretical Framework

The Conflict Theories: Marxist and Feminist Theories’ views

Ritzer (2005) defines a sociological theory as a set of interrelated ideas that allows for the systematization of knowledge of the social world, the explanation of the world and the prediction about the future of the social world. It is a prerequisite when venturing into sociological research. In this research, the Marxist and feminist perspectives were employed in the exploration of college and university female students’ non-residence status because of the presumed conflict of interests surrounding the phenomenon.

The Conflict Theory

Farganis (2011) observes that Marx and Weber recognise coercion in maintaining social order. Possibly, female studentification could be due to coercion. It is Marx's contention that society has a structure consisting of the infrastructure and the superstructure. The superstructure includes those aspects of social life not directly connected with production, viz: institutions or establishments such as politics, law, religion, the arts, family, education and mass media. The economic base (infrastructure) of society shapes the nature of its superstructure. This means that the system of government, family, literature, beliefs, values, education and categories of thought reflect the society's economic base. It is Marx's contention that there is a certain *'fit'* between the base and superstructure. Marx considers the relations of production to be essentially class, resting on exploitation. He argues that the superstructure serves to reinforce the domination of one class by another. Ritzer (2004) observes that these ideas justify the power and privilege of the dominant class by concealing from the proletariat the basis of exploitation and oppression on which their domination rests. This is via ideology, for example, of honour, loyalty, achievement, freedom, merit and equality among others. The idea that equality before the law made unequal individuals equal is a distortion of reality serving to conceal the true nature of exploitative class relations (Haralambos et al, 2013:12). It is a myth [falsehood or distortion]. This distortion of reality is part of the ideology (system of ideas) of the ruling class. Marx shows that the history of all forms of society has been marked by a primary division between the haves and have nots. He calls these groups 'classes'. Similarly, female students form a subject class that is potentially exploited by dominant males because ideologically, they have to be loyal and faithful amid equal chances with men in education. Such ideologies may conceal their exploited status relating to off campus residence due to false consciousness. They may accept their situation as normal, natural, right and proper. Marx views the relationship between the two classes as inherently exploitative and antagonistic and so, female non-resident students may be exploited due to situational distortion of their real position. The bourgeoisie exploit the proletariat who struggle to rise and overthrow the former. Thus, it is Marx's contention that conflict is perpetual as classes advance and defend their opposing interests. In the same vein, female non-resident students may struggle to overcome their oppression in various ways. From this perspective, it is possible that female non-resident students, as a class, are exploited-victimised- by another class with different interests from them. Their status may be due to concealed exploitation by males and systems in general. Thus, they may fight back in different ways and harm themselves and others due to their non-resident status.

Feminist Views

Feminism is a variety of conflict theories but presents conflict from women's point of view. Giddens (2009)

defines feminism as the struggle to defend and expand the rights of women. It is the advocacy for the rights of women to equality with men in all spheres of life. The varieties of feminism agree that females are exploited but disagree on the nature of exploitation, beneficiaries and how to resolve the exploitation. Haralambos et al (2013) observe that there are several different versions of feminism that share a number of features in common, for example, challenging patriarchal ideologies of society (Sadovnik, 2011).

Feminists tend to see society as divided into different social groups reminiscent of Marx's classes. They see the major division being between men and women. To them, society is characterised by exploitation of women by men. Men are seen monopolising positions of power. Many feminists characterise today's society as patriarchal, that is, it is dominated by men. They argue that men have the most power in families, get better-paying jobs and statuses than women. In the situation under study, it is possible that some female non-resident students have embraced such views and are class conscious-aware of their true situation (Haralambos et al, 2013: 32) and are taking positive steps to remedy their exploited situation through studentification and victimising the male class or circumstances to resolve the exploitative relationship. Consequently, these female students may adopt radical feminist, liberal feminist or Marxist-socialist feminist ideas to eliminate or fight gender-based discrimination mirrored through their non-resident status.

Albeit this stance, Langley et al (2011: 300) concede that apart from these feminist views about gender-based injustices, there are choice and constraint explanations. The former posits that women have genuine freedom to choose their own destinies as most obstacles have been removed, for example, by legislation and attitudinal change. On the other hand, the constraint model argues that society imposes unfair constraints on women that limit women's opportunities and life chances. Such competing explanations imply options at the disposal of female students residing outside college campuses. It is possible that some are non-resident by choice while others are by constraint. Either way, both may and may not react to their circumstances in tandem with their perception or explanation they subscribe to, resulting in benefits or harm.

Findings, Analysis and Discussions

What drives tertiary education students to choose to reside outside college campuses?

Interviews on reasons why most tertiary institution students reside outside campuses revealed that there were several push factors. These included preparation of own meals according to one's taste. Those interviewed, 29/30, (96.7 %) pointed out that they had the laxity to cook what they wanted as opposed to campus meals which they jokingly described as "That's that sadza repaboarding school" meaning one residing on campus had to be contend with any food prepared regardless its quality.

Some of them said their non-resident status allowed them to enjoy special diets which an institution may not be prepared to provide. One female non-resident student said she once resided in college and realised that meals were served at six o'clock in the evening. She claimed that having supper at such an early hour was not conducive to her as she worked late into the night and ended up being hungry which in turn disturbed her work. Thus, she said her current status allowed her to sup at a convenient hour. Those who shared her view added that resident students were forced to augment the provided food by buying food stuffs that they ate at night when hungry. The researcher verified these views through observation of streams of students shopping in the evening for a variety of foodstuffs including *sadza*. From these views, it emerged that one of the reasons tertiary institution students who are non-resident consider is food. This was confirmed by one lady student who resided in one of the surrounding suburbs who said she enjoyed cooking her own meals. Several female students concurred that preparing their own food was one of the considerations they took to reside out of campuses. These reasons reveal existence of conflict between institutions and some female students with regards food and feeding, hence, forcing them to overcome what they deem as an oppressive system through studentification. In other words, their status, despite extenuating circumstances, answers to the rational choice or preferences model by Catherine Hakim (Langley, 2011:302).

Apart from the benefit of meals, interviewees, 28/30, (93.3) noted that several students residing in the suburbs were married women. Such an arrangement allowed them to entertain visiting spouses, children and in some cases, relatives. According to Hakim (2003: 53), "Younger women consciously planned their careers around family life." MaDube confirmed this by saying that renting two rooms at a cost of one hundred dollars was good for her as her husband was the one who travelled during weekends. That enabled her to utilise weekends for study, assignments and entertaining her husband. This was also corroborated by overt observations of such couples during weekends. When asked whose idea it was, 25/30 (83.3%) conceded that their husbands had come up with the arrangement. Unfortunately, it was noticed that those who had visitors had to forego visits to the libraries or institutions which harmed them. 10/30 (33.3%) stayed with their children. 9/10 of these women were worried to leave housemaids with their children and husbands. All these women seemed to have been blindfolded by what Marx termed "ruling class ideology" which distorts reality. For example, the view by MaDube of 'entertaining her husband and relatives' and staying with children makes women accept their disadvantaged position as normal, natural, right and proper (Haralambos et al, 2013). It is possible that this arrangement disadvantaged them in their studies while benefiting men. However, difference feminists disagree that all women are equally oppressed (Haralambos et al, 2013). In other words, it is possible that there are some who genuinely enjoy being out of residence for the love of their spouses while others are

circumstantially victimised. This mirrors the competing models of choice and constraint influencing female studentification and resultant consequences.

MaNcube said single students also preferred out of campus accommodation for various reasons including freedom to invite boyfriends and girlfriends for material gains. She claimed that such settings were freer and less restrictive for adults. Such calculative action by these female students denotes elements of rational choice theory as espoused by Hakim (2003: 52) who found out that "Women noted that some families valued material possessions, or career development, more than their children." This was confirmed by observations of female students resident in the suburbs who received 'friends' at odd hours of the night. Some such female students would have lost opportunities to live on campus due to wayward behaviours deemed disreputable to institutions or contagious to the naive novice first year students. It was said by one interviewee that such ladies doubled up as ladies of the night or had regular partners who met their rentals and general upkeep needs. These views were corroborated with document analysis experiences unearthed in institutions of higher learning where "Many girls are dating off-campus guys in order to make ends meet. They look for these men who can afford to pay rent for them and buy them food" and "They are doing this out of desperation" (The Standard Correspondent, 2014). True to conflict views, such behaviour may be attempts to rebel against mainstream oppression and exploitation resulting in both perpetrators (female students) being victimised and victimising clients, parents and guardians. The researcher observed that one neighbor student had been given full fees but opted to rent a room in the location.

20/30 (66.7%) interviewees claimed that their non-resident status was good for them as adults because of general freedom. When probed to clarify this, MaMoyo said that campus rules and regulations were demeaning to her as an adult and a wife of a respectable prominent businessman. She added that her current status gave her freedom to live according to her status. Such a category of female students represent radically emancipated women who want unfettered freedom from oppressive systems. This lady was observed driving to campus. On one occasion, she was seen shopping for delicacies from a local supermarket in the company of college mates. While enjoying, possible victimization of her family could be implied. It is possible she was exploited by colleagues who knew her sound financial position.

One non-resident 1/30 (3.3%) female student talked to while going out for lunch explained that she had opted for out of campus accommodation because it was difficult to raise all the fees at once before registering. As a result, she got tuition fees and \$50.00 for a single room's rent. She indicated that with the current ministerial and institutional positions that bar unpaid students from attending lectures, many female students were forced to be non-resident as paying fees in full was not easy currently with the economic woes bedeviling Zimbabwe. Her views on challenges in raising full fees are in tandem

with Darlington Madzonga (2015:online) who observes that “Zimbabwean colleges and universities charge very high tuition fees as compared to other universities in the region. Unemployment has skyrocketed with the government of the day failing to create jobs for parents and guardians to raise the needed tuition fees.” This scenario dovetails with the idea that the economy shapes what obtains in all institutions to include education (Marx, 1958; Althusser, 1970; Weber, 1979 in Encyclopedia of Sociology, 2001). Thus, failure to raise full tuition and boarding fees forced some female students to reside out of campus. MaSibanda added that this was made worse if a student was married and had school-going children. She commented, “Pamwe unongonawo kuti haunga compete nevana saka unozongochooser kurerutsa burden yemari nekusarudza kugara outside campus.” (In some cases one sees that it is unfair to compete for fees with one’s children and so one chooses non-resident status). Mrs. Shumba added that it was especially prudent to be non-resident as examinations would come before the expiry of a semester or term. This, she said, helped students to avoid paying residence fee for days they would have left institutions. This was also confirmed by The Herald 19 October 2011(online) that points out that “Students are, however, unable to get into the halls of residence as they cannot raise the US\$400 required to secure accommodation. This means that students remain disadvantaged and opt for cheaper accommodation in the surrounding suburbs.” This scenario depicts conflict views that indicate efforts by the dominant class in embedding the status quo. In this case, the “malestream” creates difficulty conditions for female students to attain gender parity and equity. Even legislation seems to militate against liberal feminists who support improving their statuses through enacting laws to that effect, for example, full fees first. In such a case, female students are economic victims. However, Hakim (2003: 54) argues that ‘In contrast, other social attitudes (such as patriarchal values) are either unimportant as predictors of behaviour, or else have only a very small marginal impact in creating a particular climate of public opinion on women’s roles.’ Observations noted students deferring or struggling to raise tuition fees and dropping out which confirmed financial considerations for non-residential status of female students.

Muroora explained that non-resident status enabled her to venture into buying and selling to raise money for fees, rentals, food, stationery and other needs for herself and two children who are in her rural home. She said she ordered and sold a variety of wares from Harare and South Africa. Her customers included some of her college mates, neighbours in the location among others. Muroora carried two satchels most of the time and was seen dealing with customers including this researcher whom she approached with shirts and imported deodorants.. Mrs. Dhodha echoed the same sentiments too when she said she bought and sold leather products such as shoes, belts and bags that her husband made where she resided, an activity her husband would not have been able to do if she were a resident student. Thus, from both the Marxist

and feminist views, students come from different classes with some able to overcome accommodation challenges because they *have* while others fail because they *lack*. Similarly, females who form a less privileged class are also caught in the trap since society is patriarchal. This has seen them being sexually exploited or exploiting through infidelity and fornication which destroyed marriages. According to Marx, the economic base of society shapes the nature of its superstructure (Haralambos et al 2013). This means that the system of government, family, literature, beliefs, values, education and categories of thought reflect the society’s economic base. However, Ginn et al (1996) cited in Langley et al (2011: 303) argue that women attitudes (and choices) are shaped by the wider social context...where there are powerful cultural expectations... in the end, such pressures influence female students’ residential choices.

Challenges faced by non-resident students

The interviewed students pointed out that their non-resident status had posed several challenges. All of them, 30/30 (100%), were agreed that the major challenge was time. 10 (33.3 %) interviewees said non-resident students lacked enough time for study. One of these said, “The major problem is shortage of study time while at home since there are many chores to be done.” 15 (50%) confirmed that time for discussion was a problem, for example, one of them said, “Time to discuss with others is limited.” A dimension of time noted also was scarcity of time to research in the libraries or write personal notes using the internet facilities at the college. In addition, another student said, “If you have a family here, there is a big problem because you have to attend to all house chores which will reduce your time on college work and most of the time you work under pressure.” Mavundutse (2004), in a study of stress antecedents among student teachers, found out that “Such a student (non-resident) normally had very little or no time for the library and for discussions with college mates.”

One female student (1/30) said the library opened in the evening and group discussions were feasibly held during the evening when most students who dwell out of campus would have gone home. As a result, these students missed a lot in terms of vital exchange of ideas during discussions. When probed on why they could not join group discussions in the evening, she said, “It is very risky for a female lady to stay at college until late (sic). When going back home, she may be attacked by men. So, most of us leave college soon after lectures and do our work alone which made everything tough.” This was confirmed by observations over a week when females were noted rushing to catch commuter omnibuses or had spouses waiting for them by the college gate. These views were supported by one university spokesperson who noted that shortage of accommodation was also affecting teaching as some students stayed far from college and could not research. The spokesperson indicated that experiments were sometimes done at night going beyond 5pm and requiring students to constantly observe them.

"The students need to go to hostels and then come to the labs for their results but this is not possible as they cannot commute to and from college during the odd hours of the day" (The Herald, 19 October, 2011). This proves that the core business of female students is compromised too, due to studentification.

Female students who resided in suburbs that are far away from their institutions complained of incurring transport cost, in addition to accommodation and food. Thus, some ended up walking to respective colleges. Walkers were seen rushing, using short cuts and brushing their feet before changing footwear by the college gate. Others were driven to the campus or pleaded with commuter omnibus drivers to drop them by the gate. Such challenges emanating from studentification, it can be argued, led female students to be harmed or harm others in search of solutions. It reveals the distortion of equality because although all are given the chance to higher and tertiary education, some have a head start while others face challenges.

How can tertiary education students be assisted to deal with accommodation dilemmas?

27/30 (70%) students interviewed on ways to resolve studentification challenges seemed to support the return to provision of government assistance through revolving funds for vocational training loans (VTLs) and subsidized accommodation fees for females who may need it. These sentiments match those gleaned from analysis of local newspapers where the UZ Vice Chancellor, Levy Nyagura, confirmed that the halls of residence were still vacant and appealed to Government and the corporate world to establish various mechanisms of financing the students such as loans and scholarships. "There is need to economically empower the students so that they are able to cater for their needs. Only 1 966 rooms out of the 4 258 hostel rooms have been taken up leaving a total of 2 035 vacant," he said (The Herald 19 October, 2011: online).

In institutions where available accommodation is less than the students, 20/30 (66.7%) interviewees were of the opinion that more and affordable accommodation should be provided on campus. This matched document analysis findings where one newspaper article analysed quoted one student as saying, 'It's better now that we have more accommodation on campus. It's convenient and we are saving a lot of money on transport than when we used to stay outside the campus. We would want the institution to build more hostels' (The Standard Correspondent, 2014). Similar plans were echoed by Prof Nyagura who was quoted in the media saying the institution planned to build more hostels to accommodate 800 more students (The Herald, 19 October, 2011).

However, this good proposal could face challenges due to the prevailing harsh economic conditions. Implicitly, the continued existence of external accommodation seems to be a solution. This is supported by evidence from one newspaper that observes that "Unfortunately the university founded from the environs of the former Gweru

Teachers' College was established during a time when the country's economy started shrinking thus resulting in the college failing to increase accommodation to match the demand from an increasing enrollment" (sic) (The Herald October 19, 2011). A similar scenario is experienced at yet another institution of higher learning where the National University of Science Technology spokesperson, Mr. Felix Moyo, said demand for accommodation at the institution amounted to 4 000 students who are being forced to lodge in the surrounding suburbs.

"Lack of funding has stalled construction programmes but plans are afoot to erect more units. There has not been any movement over the past eight years because of resource constrains but we have started movement after funds started from the public service investment programme (ibid). To ensure students are not swindled-victimised-by landlords and landladies, mechanisms need to be put in place where the institutions negotiate with house owners on behalf of students. The same institutions should then proceed to seeing that the students move into such identified houses.

Since it emerged that expansion in colleges and universities enrolment is one cause of the phenomenon of studentification, 25/30 (83.3) students thought establishment of more institutions in each of the ten provinces was another way of addressing accommodation crisis. Unfortunately, according to The Herald of 19 October 2011, years of economic slump triggered by the illegal sanctions imposed on the country have not helped the situation as Government which is the largest shareholder has failed to construct additional student accommodation flats at colleges leaving female students at the mercy of the rent seeking landlord. This has seen female students finding lodgings in the areas situated near their campus. The landlords or owners of the houses have turned their houses into dormitories. As enrolment and demand for accommodation increased, some owners decided to maximise earning resulting in them increasing rentals.

In addition, it is Mr. Moyo's conviction that higher and tertiary education requires special attention as a distinct sector that is crucial in the economic development of any country. He opines thus, "Let us increase funding for our university education to ensure the lecturers and students concentrate on their researches. All technology has come out of research and a worried person will not improve his performance." One student said universities and colleges that experience on campus accommodation challenges should bus students to cut on transport cost.

Summary

The research revealed several reasons leading to non-resident female students. These included evidence of rational choice and push factors. Aspects noted included the need to enjoy quality food, marital statuses, search for unfettered freedoms despite attendant dangers, financial constraints in raising both tuition and residential fees and the desire to engage in income generating ventures. However, it was also conceded that there were challenges

faced by the non-resident female students. These challenges were identified as scarcity of time to concentrate on academic work, failure to join group discussions, use the library and internet facilities, disturbance of the core business of learning and transport blues.

Generally, it emerged that although in its emergence, studentification was viewed by most non-resident female students as a vice, most seemed to have embraced it as a panacea to on campus residence ills. Today, many female students seem to prefer non-resident status. Either way, non-residential accommodation has seen some female students sacrificed or swindle themselves, spouses, families and relatives academically, socially, emotionally, economically, culturally and physically due to poverty, geographical isolation, minority status and traditional attitudes.

Recommendations

To Government

- There is need to return to a revolving fund where higher and tertiary institution students receive vocational and training loans and scholarships repayable after completion when employed.
- This could be possible by roping in the corporate world in a bid to empower students financially.
- Establishment of more institutions to spread enrolments across provinces by the government and other stakeholders such as the affluent Pentecostal churches could diffuse pressure on the current institutions.
- There is need to give special attention to higher and tertiary education through budget allocations.

To Colleges and Universities

- These institutions that have witnessed an upsurge in enrolment should consider additional halls of residence even if they are low-cost.
- Meals, meal times and examination terms/semester fees need to be reconsidered.
- They should also consider building off-campus bachelor's quarters and off-campus married-student quarters close to the university and provide regular bus transportation for students to commute freely back and forth from campus to quarters.
- Negotiating with landlords/ladies on behalf of non-resident students could assist in securing out of campus accommodation by those who need it.

To Students

- Female students should consider the pros and cons of studentification with regards to their health, social life, and academic work vis-a-vis the purported merits of the phenomenon.

- Counseling and advocacy to conscientise spouses and spouses/families on benefits and challenges of residential and non-residential accommodation are critical, for example, through institutional open days.

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