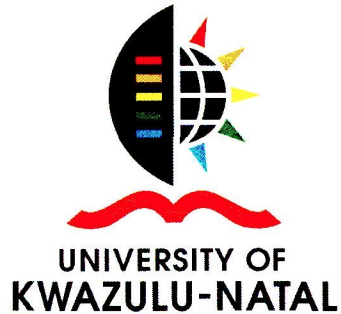


UNIVERSITY OF KWAZULU-NATAL

Faculty of Education



RESEARCH TOPIC

**The Effects of Campus Environment on Student Development at
Masvingo State University in Zimbabwe.**

By

SARAFINA MUDAVANHU

Submitted in partial fulfillment of the requirements of the degree of

MASTER OF EDUCATION

In the School of Adult and Higher Education
Centre for Higher Education Studies
University of KwaZulu-Natal
Durban
Republic of South Africa

October 2008

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DECLARATION

This study represents the author's original works and has not been submitted in any form for a degree or diploma to any tertiary institution. Where use has been made of the work of the others, it is duly acknowledged in the text by means of complete references.

Sign 

Date 15 OCTOBER 2008

Town DURBAN

ACKNOWLEDGEMENTS

I have many people to thank for making this study possible, but most of all, I want to acknowledge the following people:

- Mrs. Ruth Searle, my supervisor for her quick response to my queries, constructive comments on my work and her constant encouragement.
- The Vice Chancellor for Great Zimbabwe University (formerly Masvingo State University) for granting me permission to undertake research at their institution.
- Masvingo State University (now Great Zimbabwe University) students and staff who participated in this study, for their willing and helpful co-operation.
- Information and technology staff at MASU for providing valuable services as my “intelligent agent” on the Internet and computer in general.
- My family, husband and kids continued support, encouragement and allowing me time away from them through out my study period.
- My husband Luke for his total support financially and psychologically through out the study.
- Doctor Simon Mukwembi and family for proof reading my work and providing support and accommodation during the course of this study.

May the Lord God continue to bless you all and shower you with lots and lots of blessings.

DEDICATION

This study is dedicated to my loving husband Luke Masomere and kids Donovan and Rumbidzai

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LIST OF ABBREVIATIONS

ABBREVIATION	
CCI	Chitsanga Commission of Inquiry
IT	Information Technology
MASU	Masvingo State University
MCC	Masvingo City Council
OBE	Outcome Based Education
PTC	Post and Telecommunications
UZ	University of Zimbabwe

ABSTRACT

The concept of campus environment and its implication to student development is important to any institution of higher learning and student affairs in particular. According to Banning (2003) Student affairs practitioners have to assume a very difficult role of participating in the provision of an optimal relationship between students and the campus environment to ensure maximum educational growth.

As students interact with the campus environment, certain pressures are exerted on them providing a stimulus for students to want to do things and even behave in certain ways in and out-of-class (Moos, 1976).. Certain activities and priorities within the campus environment create gaps among academic, social, and physical development of the student, which in turn impact negatively on the students, as the body tends to get neglected at the expense of the mind. The institution thus must develop support services that closely link academic and student activities to bridge the social and academic gaps.

Theories of student development and person-environment have been developed to try and find out how environment affects behaviour and in particular student development. The campus design is also of importance to campus environment studies. Campus designers should strive to come up with designs that enable and promote student development without discrimination of any form.

This study sought to establish how Masvingo State University's campus environments affect the potential of student development. Elements of the campus environment including the physical, social, academic, cultural, information technology, library and residence halls environments were explored. The study employs a survey to elicit data from participants who comprise mainly final year students from the faculties of Arts, Social Sciences, Commerce, Education and Sciences at MASU. Data is then compiled and analysed using symbols, numbers and brief descriptions.

The general findings in this research are that the campus's physical environment offers very little to promote student development. A number of facilities that enhance student development are not available on campus. The academic environment however is very conducive for student growth as student expressed satisfaction with faculty, courses and modules. Student participation in this environment is very high and lecturer-student interaction in class is also great. However interaction out-of-class needs to be encouraged. Some members of staff in administration have been found to be unhelpful at times. Some have an attitude problem and fail to serve students as per expectation. Safety on campus is however not a cause of concern as not much criminal activity is reported on campus. A summary of findings is presented in Chapter 5 of the research project where recommendations are also given.

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CHAPTER 1

INTRODUCTION

1. 1. INTRODUCTION

High educational attainments for a better future for students are being called for through out the world and this means institutions of higher learning need to move with the demands of the times. Just as faculty and curriculum are critical concerns for any college or university, other components of the campus environment hold equal significance for student learning and satisfaction (Strange and Banning, 2001). In this respect, the need for student development in higher education is obvious as we live in a world where globalization is taking its toll, and higher education is at the center of the process. There is need therefore for institutions to create student friendly and supportive campus environments if learning and student development are to be realized.

According to Pascarella and Terenzini (1991), the effects of the campus environment on students as an area of inquiry have grown qualitatively as well as quantitatively since 1969 in both theory and method. Theories in student development and change have emerged in sometimes daunting numbers and variety. Eckel and Kezar (2003) lament that, increase in theory, methodological sophistication, computing, cost, criticism, and external oversight have contributed to the burgeoning research and literature on the effects of campus environment on student development. However, Astin (1968) asserts that unless the effects of campus environments can be accounted for, we can not improve educational theory and formulate sound educational policy that promotes student development within various campus environments. Campus environments therefore have to make a positive difference in a student's learning experiences in-order to realise student growth. If it is acknowledged that student development is an important role for tertiary institutions, then efforts must be made by both the staff and the institution at large to support those aspects which support such development.

In an endeavor to promote student personal or individual development, universities must hire staff members who understand student development. The campus environments in

this instance need to be supportive of student development so that as students leave the institutions, they will be able to fit well into the world of work outside the university campus environments while making the most of their academic experiences at the university (Pascarella and Terenzini, 1991). The experiences of students while in college have a great effect on students' life even after college as the ethical aspects and instillation of habits and values continues during these formative years. Thus in an attempt to realize student development, there is need to look closely on a college's resources and also on such factors as curricular experiences, course work patterns, classroom examinations, discussions among students about grades, studying, intellectual arguments among students, debates between faculty and students, the student faculty relationship, and the quality of teaching as well as where that takes place (Pascarella and Terenzini, 1991).

However according to Strange and Banning (2001), the capacity of the institution to carry out its educational mission depends in part on how well its principal environmental features are understood and shaped accordingly. Work in the classroom and beyond the classroom should be structured in such a way that learning outcomes for students within the institution improve. This is referred to as Outcome Based Education (OBE) in today's higher education systems (Miller and Winston, 1991). Thus in this respect, the most critical task for Zimbabwe's higher education and Masvingo State University (MASU) in particular is to create and maintain educationally powerful learning environments within the campus. This study is going to draw on Chickering's theory for Identity Development (1969) since identity development has a great influence on how students move through the ladder of finding self growth and consequently moving towards total growth.

As students interact with the various environments on campus, not all of their experiences are successful. Some institutions may fail to offer sufficiently supportive educational environments that are congruent with their stated purpose and goals. This can then lead to high dropout rates and low retention levels (Astin, 1993). Student satisfaction and behavior to a greater extent, whether in the form of leaving or persisting at college or university must be examined in terms of characteristics of the person and the

characteristics of the environment (Strange and Banning, 2001). Recent studies however are illustrative of a growing reliance on Holland's theory among higher education scholars to discern patterns of stability and change in what students do and do not learn as a consequence of their college experience (Smart and Umbach, 2007). According to Smart and Umbach (2007:184), Holland's (1973) theory proposes that, "...academic environments contribute to student learning and development through the collective efforts of their respective faculties to require, reinforce, and reward students for their acquisition of the attitudes, interests, and abilities of the analogous personality types who dominate them." Thus questions such as, *'What are the patterns and design characteristics of supportive educational settings? Are certain environmental characteristics essential for all students? Are some designs appropriate for only certain students?'*, are concerns of profound significance for any institution proposing or affirming the centrality of student learning, growth, and development as they occur in the classroom, halls of residence, student organization meetings, student support services, or in the intramural field (Pascarella and Terenzini, 1991).

The extent to which institutional structures and policies facilitate student academic and social involvement also play a major role in the appreciation of campus environments. It is therefore interesting to see how MASU can utilize rigorous planning and creative action to sustain educationally powerful environments that promote student development.

1. 2. BRIEF HISTORY OF MASVINGO STATE UNIVERSITY.

Since the attainment of independence in 1980, there have been calls by government for higher education reforms in Zimbabwe. An assessment movement, largely initiated by educationists and state legislators concerned about educational quality, has swept the country. The Chitsanga Commission of Inquiry (CCI) of 1995 is one example of such movements, which later saw the establishment of Masvingo State University (MASU), which started off, as the Masvingo Degree Program in 1999. Masvingo State University was established through a recommendation by the Chitsanga Commission of Inquiry Report of August 1995 in Zimbabwe. The Commission proposed the transference of

Teachers and Technical Colleges into degree awarding institutions that would eventually become universities in their own right.

In June of 1999, Professor O. E Maravanyika was appointed the first Acting Pro Vice Chancellor for the Masvingo Degree Program. On the 1st of June 1999, the Masvingo Degree Program saw its first intake of one hundred and twenty (120) Bachelor of Education (Primary) Degree students on a two-year in-service full-time program. The students were mostly primary school teachers from all the provinces of Zimbabwe. This institution was at that time a branch of the University of Zimbabwe (UZ).

In the year 2000 the Masvingo Degree Program saw its first graduates of one hundred and eighteen (118) students who had completed the two-year Bachelor of Education Degree program. In the same year, the Masvingo Degree Program was upgraded to Masvingo University College of the University of Zimbabwe. In the following year 2001, Masvingo University College enrolled its first group of forty (40) Masters in Education students on a three-year part-time program. All these changes meant more pressure on the campus environment as the population of both staff and students increased. There was now need for changes in student support services and learning spaces in general in order to cope with the increasing numbers of both students and staff.

In 2001, Masvingo University College enrolled its first group of one hundred (100) Advanced Level Certificate holders on the Bachelor of Arts Degree Program. On 22 December of 2002 Masvingo University College then became Masvingo State University established by an Act of Parliament Chapter 25:24 No. 11/2002. The university saw its first intake of two hundred and twenty (220) undergraduate students as a State University on the 5th of March 2003.

In 2003, Masvingo City Council (MCC) donated fifty (50) hectares of Town Lands Farm for the building of Masvingo State University on a new site. This was necessitated by the fact that at the time MASU was sharing facilities with Masvingo Teachers College but needed its own buildings. The government of Zimbabwe provided funds for the

construction of the Fine Arts complex, the computer centre, and physics laboratory complex as the first phase of building the new university. This development again meant more changes in the campus' physical environment considering the movements and environmental disturbances that construction poses. Figure 1.1 below shows the completed version of the proposed fine arts complex that is under construction on the donated land at MASU.

Figure 1.1



Studio Arts Inc. - Masvingo State University (Faculty of Fine Arts)

Proposed state of the art complex at MASU.

The knowledge of how campus environments affect student development also makes it necessary for the campus designers in this instance to know what will promote or hinder student learning and development in all aspects as they try to come up with a modern day complex that also adds beauty to the campus' physical look. Early in 2003, the MASU Executive Council responsible for policy and other high level university issues was inaugurated with the President of the Republic of Zimbabwe being the Chancellor of MASU, hence presiding over every assembly of the university.

MASU has two major institutional administrative divisions which are the academic and non-academic. The academic comprises the five faculties namely Education, Sciences,

Arts, Commerce, and Social Sciences, which are primarily concerned with formal discipline degree programs. Deans of the various studies are at the helm of these faculties. The non-academic areas on the other hand include, The Vice Chancellor's office, Student Affairs, Central Services, Works and Estates, Information and Technology, Security, Library, Bursary, Registry and others.

In brief, this is how MASU came into being. MASU however is still experiencing rapid growth as they expand their faculties and academic programs on offer. MASU has also seen an increase in student enrolment over the years as the demands of higher education in Zimbabwe are not static in the country with a record of very high literacy levels.

1. 3. FOCUS OF STUDY

This study seeks to investigate how Masvingo State University's campus environments affect the total development of the students. During this process, the study will try to identify some features of the physical environment that support and enhance student development at MASU. It will also try to determine and define identifiable characteristics of the college environment that have an effect on student development and learning within the institution. Furthermore, the study seeks to identify various environments within which the student at MASU campus is immersed and establish what factors within them hinder or promote student development.

The study will also explore many disparate pieces in the literature that address the definition, description, and outcomes of the campus environments with the expectation that staff, administrators and faculty who read this will return to their work with greater purpose and understanding of the environments they create and function within.

1. 4. MOTIVATION / RATIONALE

As a practitioner within student affairs, most of my work is centered on student issues and student development at large. As I interact within the various environments on campus, I observe that the campus is a comprehensive environment that prepares students for life after college both at home and at work and community at large. According to

Sims and Sims (1991), the campus environment has a role to play in shaping the students academically, socially and physically, allowing for total development of its students. As students interact with the campus environment, certain pressures are exerted on the students providing a stimulus for students to want to do things and even to behave in certain ways in and out-of-class (Moos, 1976). All this has an effect on students' intellectual, social, personal, and physical development.

Generally, I have also realised that the formal academic time-table for formal courses and some of the non-formal aspects of the curriculum such as HIV and AIDS issues, health issues, and others are well planned and given priority often at the expense of students' other physical and social needs such as social clubs, sporting activities and others. This I found to be a common trend in most of the universities that I have visited within Zimbabwe and a few others in Africa. This opens gaps among academic, social, and physical development of the student, which in turn impact negatively on the students. Sims and Sims (1991) postulate that institutions must develop support services that closely link academic and student activities to bridge the social and academic gaps. This aspect then prompted me to want to investigate the student support services environment at MASU and the services they are offering in an endeavor to bridge the social and academic gaps.

The campus' location also plays a great role in studying campus environments. MASU is located near the city of Masvingo in Zimbabwe. Masvingo is the fifth largest city of Zimbabwe. This is the oldest city of Zimbabwe which is on route from the South African boarder to Harare, the capital city of the country. Masvingo is also home of the famous Great Zimbabwe ruins, where the city derives its name. MASU campus is thus situated among some farming plots where agricultural activities take place. People from the surrounding plots pass through campus as they connect to and from the city to sell their produce and to do other business. With this kind of set up, I developed an interest to investigate what security concerns there are among the college community and also what effects this environmental location has on students as they undertake their studies.

1. 5. SIGNIFICANCE OF STUDY

In carrying out this research, it is sincerely hoped that it should provide valuable information and will help student affairs practitioners to know more about campus environments and students. They will also be informed about campus designs that help promote student development. The study should also become a resource to student affairs practitioners as they plan and try to improve on the student services and programs they provide as well as foster co-curricular environments that address unmet needs of students. It is also hoped that from this study university authorities also stand to benefit as they come up with policies, programs, and campus designs that enhance student development and also increase accessibility to resources for all students on campus without discrimination against disability. This will also promote interaction at all levels within the institution and among the members of the university community.

Through the study, faculty will get to understand the importance of working with other departments within the college environment especially within student affairs if student development is to be attained and if they are to prepare the student for a good future in the world of work. The information will permit the university to better understand students' academic and social needs while in the university and be able to plan for the future.

The study will also be of significance to campus designers and planners especially at MASU where renovations and constructions are under way as it will challenge them to build flexible interior spaces that will continually adapt to new generations of learners (Acker and Miller, 2005). This however is a long term thing considering that MASU is in a developing country where high technology is still being introduced. There will also be significance for student counselors, as it will attempt to provide the college counseling centre staff with systematic and continuous data about the campus environment, trends in the environment, and effects on student development.

Generally, this study stands to benefit everyone from physical plant operators and maintenance personnel to faculty members, academic administrators, student affairs staff,

and all participants in any university setting as it encourages them towards a broader understanding of how the campus environment, in all its dimensions and features, serves to shape and influence the behavior of those who pursue its opportunities. Walsh (2003) postulates that our campus environments are too rich and our students are too important, therefore, we must not bypass the simple notion of viewing them in a transactional relationship. The interactions between students and our campus learning environments are very real and significant to students' future quality of life. According to Bertin and Denbigh (2000), students hold the design of our society. Research study raises more questions than it attempts to answer (Cohen and Manion, 1985), therefore, it is hoped that this study will also prompt more research in the field of campus environments and student development in institutions of higher learning in Zimbabwe.

1. 6. RESEARCH QUESTION

How does the campus environment at MASU affect student development?

1. 7. SUB-PROBLEM QUESTIONS

- 1.7.1. What aspects of the campus environment facilitate or hinder student development?
- 1.7.2. How does faculty contribute towards the total development of students at MASU?
- 1.7.3. What facilities enhance student development within MASU campus?
- 1.7.4. How does the information service system on campus promote student development?
- 1.7.5. In what ways do halls of residence create a culture of learning that promotes student development within MASU environment?
- 1.7.6. How does MASU campus environment offer students a sense of security involvement, inclusion, and community?
- 1.7.7. How do students at MASU use their environment?

1.8. OVERVIEW OF STUDY

This chapter clearly outlines the scope of the study. The background of the study, the statement of the problem and research question have been outlined. Significance of study, motivation/rational, sub-problem questions, focus of study, and a brief history of MASU have also been discussed in this chapter. Chapter 2 reviews related literature that contributes to the development of the theoretical and conceptual framework guiding the study as it focuses on student development and the campus environments. Research methods and methodologies are described in Chapter 3 and a presentation and analysis of collected data appears in Chapter 4. Chapter 5 rounds off the study giving conclusions and recommendations. A proposal for future studies in the area of student development is also given in Chapter 5.

CHAPTER 2

LITERATURE REVIEW

2. 1. INTRODUCTION

According to Best and Khan (1993) the purpose of the review of literature is to relate the study problem to what different authors have said about it. In other words, it is an account of what has been published on a topic by accredited scholars and researchers and which explores different arguments and debates in the field of student development and campus environments. It is therefore the essence of this chapter to review related literature on campus environments and student development.

2. 2. STUDENT DEVELOPMENT

According to Creamer and Associates (1990) student development has been significantly influential for over three decades in the United States and the United Kingdom. This area of specialisation has provided student affairs administrators with an opportunity to add credibility and validity to their work in organising, guiding, and facilitating out of class education and student development (Flippo and Caverly, 1999). However, student development as a discipline is a new trend in Zimbabwe and Africa as a whole. With well-established accepted standards of practice, distinct professional associations and several professional publications, the field can become a well-defined area in Africa and Zimbabwe in particular.

2.2.1. HISTORY OF STUDENT DEVELOPMENT

According to Flippo and Caverly (1999) the earliest theory in the first universities was *in loco parentis*. Colleges acted on behalf of parents for the good of their students and concentrated on character development often based on traditional Christian values (Astin, 1984). The development of students' character therefore was substantially more important than the development of their intellect (Upcraft and Gardner, 1989).

During the late nineteenth century higher education faced rapid growth, extensive change and impersonalisation. Colleges shifted from the small, close-knit English residential

college approach to a large, increasingly diverse, residence hall approach. As the field of psychology developed, theorists such as B.F. Skinner and C. Rodgers influenced the thinking about students and a new paradigm of student services developed (Barr, Upcraft and Associates, 1990). This paradigm was used as a model to help troubled students with remedial services and to provide other services and programs to supplement academics (Miller and Winston, 1991). This later influenced the student affairs profession.

In the middle of the twentieth century the student service paradigm started to be replaced by the student development paradigm. This paradigm was influenced by the growing body of student activism and developing psychological and sociological theories, reflecting the idea that students learn both in-class and out-of-class, and are influenced both by their genetics and social environment (Miller and Winston, 1991).

According to Delworth and Associates (1989) the student development paradigm reflects theories of human growth and environmental influences as applied to in-class and out-of-class personal learning opportunities. The essence of intentional student development is the interaction between the student and the educational environment so that all aspects of the student's life are attended to and the environmental resources both challenge the student and give the support needed to meet these challenges so that more advanced levels of development result (Upcraft and Moore, 1990). Student development therefore stresses that every student is a different individual with unique needs.

2.2.2. STUDENT DEVELOPMENT IN HIGHER EDUCATION.

According to Rodger (1989) student development is more than the implementation of an institutional service. It involves the facilitation of learning or development culture and the structuring of a campus environment in which students may maximise their growth with measurable outcomes. Student development therefore is the *raison d'être* for the student services and student affairs fields (Creamer and Associates, 1990). Thus student development becomes the application of human development principles to higher education environment through a structural or systems approach and program effective service.

Student development in higher education entails the integration, consolidation, and development of different aspects of the individual – academic, intellectual, emotional, and social processes within a specific context. Each student should be recognized as a complete and unique individual who cannot be separated into just being an academic student as he/she has several components to his/her sense of self and these must all be taken into account (Strange and Banning, 2001). Higher education therefore through its academic curriculum, student development, co-curricula and student devices, should provide an educational milieu that will support and nurture those intellectual and moral qualities in students, which are preconditions for independent and critical thinking, maturity of judgment and social responsibility. The student should also be flexible and adaptable to take advantage of a rapidly changing global environment (Evans, 1998). This raises the student's awareness of his or her own feelings, capabilities, and potential. Thus the system should develop students who hold values which underlie an open and democratic society based on human dignity, concern for common good and public service, and respect for diversity (Upcraft and Barr, 1988).

2.2.3. THEORIES OF STUDENT DEVELOPMENT

According to Creamer (1980) student development theory refers to the body of theories related to how students gain knowledge in post-secondary education environments. The theory is integrative in nature; it requires mutuality, equality, cooperation and collaboration of students, faculty, staff, and administration. Miller and Winston (1991) postulate that a working knowledge of student development theory provides academic advisors a foundation upon which to understand the maturation and development of the students with which they work. This foundation will guide the advisor in how to best challenge and support individual students to promote psychosocial and cognitive development.

According to Creamer (1980) student development theories generally fall into five broad categories as follows:

(a). Psychosocial. Psychosocial theories address developmental issues or life-long tasks and events that tend to occur throughout the life span. These tasks and events tend to

occur in sequence and are correlated with chronological age concentrating on individuals progress from one stage to another by accomplishing related developmental tasks or by resolving crises. This is the "what" or "content" of student development (Walsh, 2003).

(b). Cognitive-Structural. Cognitive-structural theories address a sequence of meaning-making structures through which the student perceives, organizes, and reasons about their experiences. The stages are hierarchical and each successive stage incorporates the functional parts of the previous stage. This is the "how" or "process" of student development.

(c). Person-Environment. Person-environment theories address interaction between conceptualizations of the college student and the college environment, looking at behavior. Those theories are particularly common in career planning.

(d). Humanistic Existential. According to Walsh (2003) humanistic existential theories share a common philosophy of the human condition. Humans are free, responsible, self-aware, potentially self-actualizing, and capable of being fully functioning. Education and personal growth in accordance to these theories is facilitated by self-disclosure, followed by self-acceptance and self-awareness (Creamer, 1980). These theories are used extensively in counseling and give us a framework from which to practice other theories.

(e). Student Development Process Models. Student development process models can be divided into either abstract representations of the field of student personnel work or recommended sets of action steps for the practice of student development (Pascarella, 1985). For purposes of this study Chickering's (1969) Psychosocial Theory of Student Development will be looked at.

There are dozens of theories falling into these five families. Among the most famous are: Arthur W. Chickering's Psychosocial Theory of Student Development and William Perry's Cognitive Theory of Student Development (Creamer, 1980). These theories of student development help study student status and changes in behaviour and other

attributes. However, the most widely known and applied theory of student development on which this study is also based is Arthur Chickering's 1968 Psychosocial Model.

Chickering's theory of student development is built upon the work of Eric Erikson's (1959) Identity vs. Identity Confusion stage of development (Chickering and Reisser, 1993). Erikson described a series of developmental phases through which an individual moves during the life cycle. Chickering's theory however, attempts to construct a framework of the developmental changes occurring in young adulthood in a more detailed way than Erikson. According to Rodgers (1980) each developmental phase is created by the convergence of a particular growth phase and certain tasks which must be addressed. However Chickering does not postulate that vectors come into being specifically during the adolescent years. Instead, several of the vectors become more salient during the college years and students work on resolving different vectors at different points in time. The resolution can be positive or negative and either way will affect the resolution of future vectors. In addition, vectors can recycle in a person's life.

Chickering (1969) proposed seven vectors along which development occurs in traditionally aged college students or young adulthood.

Vector 1: Developing competence

Developing competences include intellectual competence, physical and manual competence and social / interpersonal competence. Competence gives the student an increasing capability to manage a variety of social situations from talking in class to meeting strangers. Without gaining some of the confidence maturation along sequential vectors may be difficult (Creamer, 1980).

Vector 2: Managing Emotions

According to Chickering (1981) increased awareness of emotions and the increased ability to manage them effectively are developmental skills central to this vector. Students' limited ability to manage emotions is often reflected in the common problems of apartment damage, roommate conflict, exploitative sexual encounters, substance abuse, and excessive academic anxiety. According to Upcraft and Gardner (1989),

aggression and sex at this stage represent two of the most important emotions which must be harnessed during the college years. The student tries to find new modes of expression and assess consequences. The student also develops knowledge on how to handle different feelings and define what will be expressed to whom (Chickering, 1981).

Vector 3: Developing Autonomy

According to Chickering and Associates (1981) autonomy begins to develop as the student establishes emotional autonomy, attains instrumental autonomy, and recognizes his or her interdependences. Development starts with disengagement from parents and reliance as transferred to peers or to occupational or institutional reference group. Students begin to trust in their abilities and feelings as valid sources of information thus the development of independence.

Vector 4: Establishing Identity

Identity in this case refers to the self or the person one feels oneself to be. There is growth in terms of ability to integrate many facets of one's experience and negotiate realistic and stable self-image. According to Chickering and Associates (1981) the student realises that change is perceptual and attitudinal. Experimentation in realms where decisions are required for example in relationships, purpose, and integrity is developed. However establishing identity depends in part upon the development of the three previous vectors and once a student achieves a solid sense of identity, changes then occur in the remaining three vectors which is a prerequisite.

Vector 5: Freeing Interpersonal Relationships

According to Chickering (1969), as the student reaches this stage of development, relationships become less anxious, less defensive, and less burdened by inappropriate past reactions. There is increased tolerance for and acceptance of differences between individuals. Students become friendlier, more spontaneous, warmer and more respectful. Increased capacity for mature and intimate relationships develops and the student is more reciprocal and empathetic (Flippo and Caverly, 1999).

Vector 6: Developing Purpose

Developing Purpose requires formulating plans and priorities that integrate a vocational and recreational interests, vocational plans, and lifestyle considerations (Chickering and Associates, 1981). According to Chickering and Associates (1981), this vector receives its primary thrust from the relationships of increased stability and deepening interests to vocational plans and aspirations for male students. For female students, the salience of vocational plans is often complicated by marriage plans or by uncertainties regarding marriage. Direction for one's life through assessment and clarification of interests, educational and career options, and lifestyle preferences are defined here as one reflects and integrates with sense of identity (Creamer, 1980).

Vector 7: Developing Integrity

According to Chickering and Reisser (1993), developing integrity involves the clarification of a personally balanced set of beliefs that are reasonably internally consistent and provide at least a tentative guide for behavior. Chickering (1969) points out that such development involves three overlapping stages, that is, the humanizing of values, the personalising of values; and congruence between beliefs and behaviour.

The basic educational value is enhanced when one uses theory to inform practice by designing and providing environments that help students both learn and mature. The well-rounded development of the whole person is valued as a primary goal.

2.2.4. MODEL OF STUDENT DEVELOPMENT

According to Pascarella and Terenzini (1991) student development models should stimulate and support students as they progress through their own unique developmental process, and the more the development can be individualized the better. Programs based on student development models are designed to stimulate self-understanding, to strengthen skills, and/or to increase knowledge. These types of programs reflect specific educational interventions.

Pascarella (1985) developed a model of student development which is referred to as, “The General Causal Model of Student Development”. The model asserts that both the institution’s formal characteristics such as size, location, curriculum, and its environment provide the impetus for student development either successfully or unsuccessfully (Pascarella and Terenzini, 1991). This interaction between formal characteristics and the actual campus environment produces a visible and identifiable college climate that provides the structure for developing peer-to-peer relationships and the student-faculty interactions, both of which require a high level of student effort and involvement (Strange and Banning, 2001).

Pascarella’s (1985) model for assessing the effects of different college environments on learning and cognitive development propose that five (5) sets of variables act directly and indirectly to influence student learning and cognitive development. These variables influence the nature and frequency of interactions with faculty, peers, and other socialising agents (Pascarella and Terenzini, 1991). The student background characteristics combine to influence the quality of student effort. Finally, learning and cognitive development are directly affected by quality of effort, socialising agents, and student background (Upcraft and Schuh, 1996). However, Pascarella’s model, however links well with behaviour setting theories that echo similar sentiments about the campus environments and how they influence behaviour.

2.3. THEORIES OF PERSON ENVIRONMENT INTERACTION.

The theoretical research and applied implications of the person/environment theories are numerous and varied. Only a few of the most meaningful applied implications for campus environment’s effects on college students are discussed here.

To understand the behaviour of a person, one must understand the environmental context or situation within which the behaviour occurs. Lewin (1936) in Banning (2003) has indicated that the setting, environment, or situation is as important as the person and both must be analyzed in order to understand behaviour. Some published research that has been explicitly related to stated theoretical approaches include Barker's (1968) theory of

behaviour settings, the subculture approach of Clark and Trow (1966), Holland's (1973) theory of personality types and model environments, Stern's (1970) need x press = culture theory, Moos' (1973, 1974) social climate dimensions, Pervin's (1968) transactional approach, and many others (Banning, 2003).

The review of these theoretical orientations makes it evident that the area of person/environment interaction is a long way from having a theory that may be considered a full-fledged general theory. From the present vantage point the most glaring weakness of the theorizing is the lack of emphasis upon the physical environment (Rodger, 1980). However for purposes of this study, only Barker's (1968) theory of behaviour settings and Holland's (1973) person-environment fit theory are discussed. This has a link to the research topic which seeks to address the effects of the environment on the student.

2.3.1. BARKER'S BEHAVIOR SETTING THEORY

The basic rationale for Barker's theory is that behaviour settings select and shape the behaviour of people who inhabit them (Walsh, 2003). This view maintains that people tend to behave in highly similar ways in specific environments, regardless of their individual differences as persons. Thus, human environments seem to have a coercive influence upon human behaviour. According to Walsh (2003), Barker in developing his theory made three assumptions. First, the assumption is made that people comply with the forces or rules of a behaviour setting. If people obtain satisfaction from a setting they attempt to maintain that setting. A second assumption is that a behaviour setting imposes its pattern upon the people interacting in the setting. The behaviour setting in this case therefore is the operator and is causal. A third assumption is that it may be possible to account for some of the consequences which occur across person/environment boundaries by measuring the behaviour of the people and the forces of the behaviour setting.

Although Barker maintains that both the individual and the environment must be taken into account in predicting behaviour, his work emphasizes only the environmental component. However, he makes no attempt to measure the environment as it is perceived

by its members. According to the theory, there is an association between the number of people in a behaviour setting and the frequency, intensity, origin, and termination of forces that impinge upon these people (Crain, 1980). Thus, the theory proposes that there are differences between undermanned settings and optimally manned settings. Undermanned settings have fewer people but the same standing patterns of behaviour. Setting functions are threatened, and the people sense the possibility of losing the satisfactions the setting provides. Therefore, the inhabitants are involved in more actions, stronger actions, and more varied actions in order to maintain the behaviour setting (Davis and Murrell, 1993). The people tend to be busier, more vigorous, more versatile, and more involved in the setting (Pascarella and Terenzini, 1991).

In summary, in Barker's (1968) theory both the individual and the environment are to be taken into account in predicting behaviour. However, Barker's theory clearly emphasizes the environmental component and the effect of the environment upon behaviour. Evidence indicates that behaviour settings do influence the behaviour of their inhabitants.

2.3.2. HOLLAND'S THEORY

There has been increasing reliance on Holland's (1966, 1973, 1985, and 1997) person-environment fit theory to study longitudinal patterns of change and stability in the attitudes, interests and abilities of college students (Smart and Umbach, 2007). The underlying rationale of Holland's theory is that human behaviour is a function of personality and environment. Holland (1973), in developing his theory made three assumptions as applied to higher education settings. According to Smart and Umbach (2007), Holland assumed that people may be characterized by their resemblance to one or more of the six personality types based on their distinctive patterns of attitudes, interests, and abilities. A type is defined as a cluster or personal attributes which may be used to measure the person (Holland, 1973). The six basic personality types are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (Smart and Umbach, 2007). People generally possess characteristics of all six types, but Holland suggests that each individual behaves in a manner which reflects one or two of these types more strongly than the others. Therefore, the closer an individual resembles a particular type,

the more likely it is that the person will exhibit personal characteristics consistent with that type.

A second assumption is that the environments in which people live may be characterized by their resemblance to one or more model environments. In Smart and Umbach (2007) six model academic environments are suggested, each dominated by their analogous personality types that reflect the prevailing physical and social setting in the society. The theory hypothesizes that Artistic types search for Artistic environments and that Investigative types search for Investigative environments, and so on (Creamer and Associates, 1990).

The final assumption is that congruent person-environment interactions (an Artistic type in an Artistic environment) lead to outcomes that are predictable and understandable from the knowledge of the personality types and the model environments (Walsh, 2003). These outcomes include vocational choice, vocational stability, personal stability, and satisfaction. Thus congruence of students and their academic environments is related to the higher levels of educational stability, satisfaction and achievement (Smart and Umbach, 2007). In general, research based on the theory supports the existence of the personality types and the environmental models. Evidence indicates that individuals tend to choose college major environments and occupational environments consistent with their personality types. For example, Realistic people tend to choose major fields and/or careers in a Realistic occupational environment. Other evidence indicates that congruent person/environment interactions are conducive to personal and vocational stability and satisfaction. In sum, Holland (1973) views behaviour as a function of the person and the environment, although he primarily seems to emphasize the person and not the environment in his formulation. Holland believes that congruent person/environment relationships lead to predictable and understandable individual outcomes. Research findings indicate that not only do individuals tend to choose environments consistent with their personality types, but that congruent person/environment interactions are associated with reported personal and vocational stability and satisfaction Smart and Umbach, 2003).

2.3.3. EDUCATIONAL IMPLICATIONS OF THE THEORIES

Behaviour-setting theory suggests that college size may have an impact on the effectiveness of the educational process and achievements for some students (Astin, 1968). According to Baird (1969) students in a sample of small colleges did evidence higher academic achievement than students attending larger colleges. According to Creamer and Associates (1990) small colleges, and in most cases undermanned environments, tend to afford students more opportunities to have varied experiences and to explore their interests and abilities. These students tend to perceive the campus environment as being friendlier, cohesive, group oriented, and less competitive when compared to large institutions. In addition, small college students report more frequent contacts with faculty, more time spent in the library, and a higher quality of teaching (Astin, 1993). In fact in small colleges there is pressure on students marginal to the environment to participate to help maintain the stability of the environment. Thus, in small colleges marginal students tend not to be experientially and behaviourally marginal. In essence, people in undermanned (small) behaviour settings tend to be personally more productive, more involved, and satisfied than people in optimally manned (large) as marginal students report little sense of obligation and are perceived as a group of outsiders (Creamer and associates, 1990). An implicit assumption about the person-environment relationship seems to be that people tend to enter and participate in environments consistent with their personal characteristics.

In higher education faculty members engage students in ways that vary among academic environments. According to Smart and Umbach (2007) Holland's theory proposes that in higher education, faculty in the Investigative and Realistic academic environments are more likely to use structured and formal instructional approaches such as lecture-discussion format and at the same time place a high priority on evaluation in the form of grades and examinations. They also prefer more formal and distant relationships with students. In contrast their colleagues in Artistic and Social environments tend to utilise more student-centred approaches such as small group activities as they tend to emphasis on unstructured and independent teaching and learning process as they believe that

students work best on their own. This type of faculty prefers to share course responsibilities with students in a collegial environment.

Holland's theory suggest that faculty in Realistic, Enterprising, and Conventional academic environments are more likely to emphasise students' vocational preparation than their other colleagues, whereas faculty in Social and Artistic academic environments place greater emphasis on character development (Smart and Umbach, 2007). . Generally the theory suggests that faculty varies in their educational orientations in any academic environment.

Some of the research on Holland's theory tentatively suggests that students who have selected and are functioning in a college major environment consistent with their personal characteristics seem to be psychologically healthier than students who are interacting in a college major environment inconsistent with their personal style or students who remain undecided. This work tentatively implies that a realistic decision about college major choice may contribute to psychological health and well-being for a number of college students.

In looking at student development in theory, a number of different student environment models have been developed. According to Crain (1980) the Clark-Trow (1966) approach is probably the most representative of the existing models for the reason that many of the other models have some categories that parallel the Clark-Trow categories. The basic theoretical assumptions as with the behaviour setting theory being that individuals associated with a subculture interact and evidence common characteristics and behaviour. The environments are then described in terms of the characteristics of their members. Again, no direct attempt is made to measure the environment as it is perceived by its members.

2.4. THE CAMPUS ENVIRONMENT

The right to a friendly, safe, secure, satisfactory, and sustainable campus environment where environment is defined as the aggregate of all external conditions and influences

affecting the life and development of an organism is fundamental to the total development of students in colleges (Astin, 1968). According to Banning and Mckinicy (1980) a campus environment within the institution of higher learning is the total surrounding of the institution including the infrastructure, vegetation, and even the people around you. Astin (1993) defines environment as the circumstances, objects, or condition by which one is surrounded. This refers to the complex of physical, chemical, and biotic factors that act upon an organism or an ecological community and ultimately determine its form and survival (Chenje, Sola, and Paleczy, 1998).

Pascarella (1985) defines the campus environment as a supportive and communicative experience for the students while providing a setting for social and physical interaction. It is an informal learning space that encompasses the out-of-class activities that present particularly intriguing opportunities for pioneering and cultivating new learning practices (Strange and Banning, 2001). According to Schuetz (2005) the campus environment encompasses everything that happens to a student during the course of an educational program that might not only influence the program, staff, curriculum, teaching practices, and facilities that we consider to be part of any educational program, but also the social and institutional climate in which the program operates. This space whilst it is formal is one of the areas for student development and integration as it constitutes a potential stimulus for the student, that is, capable of changing the student's sensory input (Sims and Sims, 1991).

Thus, interactions between students and the university officials, along with the university's physical environment should be comprehended in order to establish the environmental impact and influence of college on the students in and out of class (Strange and Banning, 2001).

The campus environment is important in creating critical and intellectually sound individuals. It should challenge students to think in new and different ways (Kuh, 1995). Literature written about the campus environment and its effects on student development suggests two components that act on students namely, formal organizational

characteristics and college culture (Davis and Murrell, 1993). Furthermore, Davis and Murrell (1993:38) point out that "...the formal organizational characteristics such as size, faculty, and administration provide the basis for the shaping of the institution's environment." The environments in turn produce the basis for student behaviour and thus, the development of a campus' climate or feel. Thus the campus should be designed to offer opportunities, incentives, and reinforcements for growth and development. Environment should therefore exert a positive and intentional influence on students (Creamer and Associates, 1990).

2. 4. 1. EFFECTS OF CAMPUS ENVIRONMENT

According to Upcraft and Moore (1990) there are some components of campus environment that influence student development including clarity and consistency of objectives, size of institution, curriculum, teaching and evaluation, living arrangements, faculty and administration, friends, groups, and student culture. These can foster or inhibit development. Friendly, frequent student-faculty interaction in diverse situations within the institution fosters development.

Students come to university with diverse characteristics including a variety of educational values. Their range of intellectual ability is great. They represent both the best and brightest as well as the academically mediocre. They come with different ways of thinking about, and perceiving the world and making decisions. They have diverse learning styles and varied preferences for structure, clarity, diversity, and complexity (Pascarella and Terenzini, 1991). This therefore implies that each student is a unique being and the ways students are affected by the campus environment vary from student to student.

A change in the student's immediate subjective experience is an effect the environment can have on the student. The student feels anxiety about possible failure. Other subjective effects according to Pascarella and Terenzini (1991) are fear of hostility towards fellow students, increased feeling of competitiveness, pride in the institution, and feelings of inferiority. Thus, a temporary or situational change in the student's overt behaviour is

another possible effect of the environment. This is illustrated by an increase of the time a student devotes to social activities, and perhaps, increased intellectual aggression for example, arguments towards faculty and fellow students.

Other environmental effects involve changes in the student when he or she is away from campus environment and sometimes often after he or she has completed campus (Astin, 1993). Changes may include any lasting alteration in the student's self-concept, for example, as a result of four (4) years in highly competitive campus, the student's self-esteem may be considerably greater or less. The student may generalize his or her increased competitiveness, anxiety, or other feelings to persons outside the campus community (Astin, 1993).

According to Pascarella and Terenzini (1991) relatively permanent changes in behaviour include any learned patterns that persist beyond college and any changes in behaviour that result from experiential changes, for example, devoting a great deal of time to the job or competing constantly with others. Most educational practices and environments are probably designed to produce changes of relatively lasting nature in experiences or behaviour. The campus tries to assist the students in making the fullest possible use of their talents and in becoming an effective, responsible member of society. Presumably, such effects on vocational and social behaviour will, in turn result in a more satisfying and rewarding life experience (Chickering and Reisser, 1993).

The development of students both in-class and out-of-class while they are members of a campus community is vital to the university success. According to Astin (1993), what the institution values, its goals, and mission statement are also important in addressing the issue of student development within the institution.

2. 5. CAMPUS ENVIRONMENTS

The campus environment comprises of many environments (Strange and Banning, 2001). These include an academic environment, a social environment, the physical environment, an administrative environment, and a cultural environment. Elements of such

environments in higher education include faculty, staff, administration, and student peers (Pascarella and Terenzini, 1991).

2. 5.1. THE PHYSICAL ENVIRONMENT

At first glance, the physical environment would be defined as all that which surrounds the institution from the outside. On a more specific level Astin (1968:84) defines the physical environment of an institution as, "... the halls of residence, classrooms, playgrounds, laboratories, libraries and other facilities directly connected with student life or with the academic programs of the institution." This also goes along with local community and other surrounding geographical location of the university (Tinto, 1987).

The first aspect of the institutional environment involves the physical aspects such as the buildings and the university grounds, size, type and location. The campus' physical environment is an important element that influences student satisfaction within a particular institution. Winston Churchill quoted in Strange Banning and (2001) once observed that people shape their buildings and then the buildings shape them. Once doors and hallways fix the shape of traffic flow within a campus building, walking behaviour within the building is pretty well determined. There is therefore a rather direct link between the built environment and the behaviour within it (Strange and Banning, 2001). According to Pascarella and Terenzini (1991) the college campus is a classic behaviour setting composed of the human or social aspects of the setting and the non-human components or physical aspects. On the college campus, students, faculty and staff interact with the physical environment including many non-human components such as pathways, parking lots, activity fields, statuary, artwork, and the buildings presenting a myriad of designs that vary in size, colour, and arrangement (Strange and Banning, 2001). It is the transactional relationship between human and non-human elements in the behaviour setting that shapes behaviour.

The physical environment design and spaces of the institution are very complex and important in terms of how individuals interact with them. The physical features are often among the most important factors in creating a critical first impression of the institution

(Sturner, 1973). Basic layout, open spaces and shaded lawns, the accessibility and cleanliness of parking lots, interior colour scheme, the shape and design of the halls of residence or classroom building, a library/gallery, an impressive fitness centre and even weather of the day all shape the initial attitude in subtle ways (Astin, 1968). Other features include buildings, trees, walkways, and lawns. The appearance of the campus therefore becomes by far the most influential characteristic during students life on college.

The campus environment if purposefully designed links the student with the symbolic and the functional content of the institutional experience (Schuetz, 2005). University planners should therefore be creative enough to incorporate facilities such as coffee shop in their designing of high-traffic classroom buildings or libraries as this can do far more to encourage faculty-student interaction than an increase in office spaces (Acker and Miller, 2005). In addition to being flexible and welcoming, learning space needs to be safe and designed with ergonomic considerations in mind. Thus buildings and spaces on campus therefore should be built and furnished as a call for accountability. This according to Acker and Miller (2005) results in better space utilization, more learning, and more engaged and satisfied students.

2.5.2. NON-VERBAL COMMUNICATION OF THE PHYSICAL ENVIRONMENT.

According to Chickering and Reisser (1993) there is a link between the functional and the symbolic aspect of the campus environment and this is non-verbal communication. Environment provides cues for behaviour, but does not do it verbally. Non-verbal communication thus includes those messages expressed by other than linguistic means.

Whether natural or synthetic, the physical aspect of any campus environment offers many possibilities for human responses, rendering some behaviour more probable than others depending on the meaning people ascribe to them (Pascarella and Terenzini, 1991). According to Kuh, Bean, Hossler, and Stage (1989), environmental possibilism view the physical environment as a source of opportunities that may set limits, but not restrict

behaviour. In this view therefore, the environment then becomes an influence of passive limiting agency (Pascarella and Terenzini, 1991). For example in sports, if the campus does not have sporting facilities available, and students have to go out of campus for some kilometers to access these then intercollegiate sports is compromised and at the same time the location becomes an obstacle hindering student development. Likewise, the presence of a large convocation hall on campus enhances the opportunity for large campus constituent group to meet (Kuh, Bean, Hossler, and Stage, 1989).

According to Kuh, Kinzie, Schuh, Whitt, and Associates (2005), environments are more than just inhibiting, facilitating, or even catalytic. They not only remind, they also predict and describe. The functional aspects of the physical environment are designed and built, but the function of the designing and the building create non-verbal messages, for example, if most of the facilities on campus are guarded, gated, nailed down and fenced, instead of just leaving them to be easily accessible, such measures might be technically functional, but may also encode messages of place under siege, or students here cannot be trusted, or just over protection of resources. The functionality of the campus environment therefore not only affords and constrains certain activities, but also communicates important non-verbal symbolic messages (Strange and Banning, 2001).

The artifacts on the walls of a student room can reflect messages about the student's adjustment to the environment. The same can be said about those in individual staff members' offices, or in departmental spaces, official places in the institution. Strange and Banning (2001) add another important element to the conceptual link between the physical environment and non-verbal communication pointing out that non-verbal messages are often seen as more truthful than verbal or written messages. The non-verbal messages of the physical environment may sometimes contradict those given verbally for example the welcome and not welcome. Whilst the campus Vice Chancellor in his or her speech during orientation week may speak about the open posture of the campus and welcome ethnic minorities, the presence of defamatory graffiti on the buildings may suggest just the opposite (Strange and Banning, 2001). In most cases, the non-verbal

communications often become most believable. However, in these occasions, staff in their full regalia lend weight to the importance of the occasion.

However, according to Strange and Banning (2001) architectural determinism at times does not do justice to the complexities within the campus' physical environment. According to Creamer and Associates (1990) signs around campus may communicate a non-welcoming message if poorly designed and placed.

On the other hand, environmental probabilism assumes that behaviour probabilists link to the built environment. An attractive, warm, and welcoming entrance to the campus building, for example, will increase the probability of it being entered more than if it is cold and unwelcoming (Pascarella and Terenzini, 1991). The welcoming entrance does not cause entry, but the probability of entry can be increased with proper design. For example, an admissions office hidden on the second floor of a building away from typical traffic flow, has less probability of being found and used than one located at the main entrance of the ground floor. Thus accessibility is an important part of the physical planning of the institution (Upcraft and Schuh, 1996).

Strange and Banning (2000) postulate that although features of the physical environment lend themselves theoretically to all possibilities the layout, location, and the arrangement of space and facilities render some behaviours much more likely, and thus more probable than others. Probabilities appear to be more in tune with everyday experiences on campus. Thus, the campus physical environment with its designs and spaces, can influence and make a difference in the lives of students on campus.

According to Moos (1979), the behaviour setting can also function like a non-verbal mnemonic device where encoded messages in the physical component of the behaviour setting serves to remind participants what behaviours are expected for example, an athletics field house is a behaviour setting. Moos (1979) goes further to point out that the seating, props, cheerleaders, and décor are all cues that loud and rowdy sports event behaviour are not only appropriate, but also expected in such a place. Therefore many

institutions experiencing rowdiness during their graduation ceremonies often hold their graduation ceremonies in the athletic field house. The cues related to sporting events are usually visible including banners, basketball backboards, hoops, scoreboards and time clocks. With such reminders from a setting which highlights sporting behaviour, rowdy behaviour rather than commencement behaviour are prompted.

2. 5.3. THE CAMPUS CLIMATE/CULTURAL ENVIRONMENT

According to Creamer and Associates (1990), the campus climate entails the general feel of the college environment and climate can be such that it encourages success in students. Pascarella and Terenzini (1991) point out that the institutional context that is a college or university's educational and interpersonal climate and sub-climates, may powerfully differentiate among institutions in the extent of their influence on student change.

According to Creamer and Associates (1990), a climate that supports student development is one whereby students and faculty can get together at informal functions. The faculty members and administrators in such an environment go out of their way to create a hospitable climate on campus. Senior administrators, deans, and department heads set examples of collaborative relationships and students know that people work hard on their campus (Chickering and Reisser, 1993). The university climate that promotes student development also ensures that students are represented on major faculty and administrative committees so that they are part of a bigger system within the institution (Kuh, 1995). This is possible when senior administrators explicitly recognise faculty and students contributions to institutional policies.

According to Creamer and Associates (1990), a conducive climate will also see students being publicly recognised for superior academic performance. This can be in the form of awards and merit certificates. The institution should also be on the guard against any form of discrimination and their publication should reflect the diversity of the student body. This enhances student development to a greater extent.

Accessibility and openness of college officials and other senior administrators also play a role in the campus climate in respect of student development, as it is important in determining the relationship that develops between the campus and the students. In other words, the administrative staff is the first face of the university right from the departmental secretaries to admissions administrators and even residence officers and thus should be approachable and always present themselves well. These are the people who also give the university its feel and are instrumental in the whole process of student development.

According to Upcraft and Schuh (1996), an open door policy should be adapted to allow student growth. This feeling may be associated with access to university staff and the resources that they provide such as academic advising, career services, and counseling (Fleming, Howard, Perkins, and Pesta, 2005). According to Davis and Murrell (1993) students should be free to consult with faculty and other university authorities during stipulated times.

According to Chickering and Reisser (1993), accessibility means more than saying to students, “Feel free to come and see me”, it requires an institutional climate where talking with faculty members is legitimised, where students feel free to take up the teacher’s valuable time, and where such contacts are viewed as an important and necessary part of teaching and learning. Hence simple frequency of contact even with informality and warmth augment student development (Upcraft and Schuh, 1996). These informal meetings can be held in any of the available learning spaces including the faculty’s offices. The institution with a conducive climate therefore encourages holding high expectations for student performance (Kuh, Kinzie, Schuh, Whitt, and Associates, 2005).

According to Astin (1968) an important element of a campus environmental culture is its epistemological orientation. Students do not cease learning outside of the classroom. The epistemological orientation of an institution can pertain to both classroom and out-of-classroom opportunities for students to practice and thus acquire critical thinking skills (Tsui, 2000). According to Kuh (1995) students reported greater gains in cognitive

complexity at institutions where they were expected to reflect on what they were learning and were held accountable for discussing and using what they learned in the classroom in their lives outside of class.

According to Creamer and Associates (1990), the integration between formal characteristics and the actual campus environment produces a visible and identifiable college climate that provides the structure for developing peer-peer relation and student-faculty interaction both of which require a high level of student effort and involvement. This also contributes towards the social climate that is experienced by the students on campus.

The student, who spends more time studying for example, and less in social or interpersonal contracts, may consequently experience a feeling of loneliness and isolation (Chickering and Reisser, 1993). This isolation is also evident in black students who attend predominately white colleges and universities as they are likely to experience significantly greater levels of social isolation, alienation, personal dissatisfaction, and overt racism than their counterparts at historically black institutions (Pascarella and Terenzini, 1991).

According to Astin (1968), individual achievement, behaviour, self-esteem, feeling of loneliness, and alienation, are often a result of a mismatch between the student and the environment especially as the student comes into the institution. Even if the collegiate environment may fit all students, it is important that student manage to negotiate and navigate challenges that are academic, intellectual, and social in nature for them to achieve total development (Pascarella and Terenzini, 1991). The individual and the institution must be compatible so as to produce a successful, supportive relationship that in turn enhances total development during the student's college years (Moos, 1979). This integration will then result in a person's normative and structural integration into the academic and social system leading to the successful career of the student in the future (Strange and Banning, 2001).

Institutions can promote a campus culture of social and political awareness by inviting guest speakers to address issues of societal concern and controversy (Tsui, 2000). This can be done through workshops and institutes that deal with difficult issues confronting the student body. Generally therefore, conducive campus climate promotes student development and instills a sense of community in all those within the campus environment.

According to Strange and Banning (2001), there is need for student affairs practitioners to know more about the kaleidoscopic composition of elements that give rise to campus culture, and the multitude of explicit and implicit messages that are conveyed to students. It is through such explorations that higher education practitioners, who are engaged in improving education for the present and future generations of students, can better understand how institutions' prevailing atmosphere influences student intellectual engagement and development (Tsui, 2000).

2.5.4. STUDENT ORIENTATION

The way an institution welcomes its new students has a major role to play in student development as it is the initial point where students get exposed to the general campus climate and are enlightened to what is expected of them during their stay at the university. According to Moos (1979) students need proper advising and guidance as they come into the institution. They need to be informed of the new social groups so that they do not feel challenged by the college environment as they go. Within the physical environment, the student has to meet and interact with peers who have different cultural backgrounds, socio-economic status, and or differing value systems (Pascarella, 1985). This then results in the environment that challenges the student to be more exploratory in their attainment of knowledge and more reflective in their thinking (Pascarella, 1985). The peer environment then becomes most demanding and challenging aspect of student life at college.

2. 5.5. INSTITUTIONAL SIZE

The campus size is one of the determining factors of student performance and development in the campus environment. According to Astin (1968) students in small colleges normally have high achievements as students are afforded more opportunities to have varied experiences and explore their interests and talents and abilities. The college size also has an effect on the effectiveness of the educational process for some students and on student development at large. These attributes are rooted in Barker's (1968) theory of behaviour setting. According to Sims and Sims (1991), there is pressure in small institutions on students marginal to the environment to participate to help maintain stability of their environment. Students also get to interact more with faculty, spend more time in the library and high quality teaching is realized.

The ratio of persons to the available space and resources also has an effect on student development on campus. Redundancy also has a great effect in an institution and when people are superfluous because of excessive numbers, redundancy exists (Chickering and Reisser, 1993). As redundancy increases, development of competence, mature interpersonal relationships, identity, and integrity decrease. Barker and Gump (1964) in Chickering and Reisser (1993) use the term redundancy to describe the situation where the number of persons for a given setting exceeds the opportunities for active participation and satisfying experiences. Thus, increasing numbers cause decreasing individual participation and satisfaction; forces operating for personal development diminish.

According to Chickering and Reisser (1993) development of competence is more limited except when provided by special ability or special interest. The development of identity, mature relationships, and integrity on the other hand are fostered less than in the case when the ratio of people to setting is smaller. Therefore institutional size sharply affects the way an institution impacts on students with in it. As the number of persons outstrips the opportunities for significant participation and satisfaction, the developmental potential available is attenuated for all (Creamer and Associates, 1990).

2. 5. 6. RESIDENCE HALLS

The halls of residence are an important focus within the physical environment for various reasons. Firstly, students spend quite a lot of time within residence studying, interacting, or sleeping (Reintz and Associates, 1996). It is therefore imperative that halls of residences provide an environment in which these activities can take place easily otherwise the result can be detrimental to the residence students and hence, this environment ceases to be satisfactory for the students to thrive in.

According to Oblinger (2005) residence hall living offers a powerful opportunity to engage young adults in learning that will improve the quality of both their campus and adult lives. These halls can be looked at as living learning centers alongside classrooms, laboratories, and faculty offices (Creamer and Associates, 1990). This provides a link between classroom and residence learning. Such efforts are often traceable to the enthusiastic commitment of several faculty members and residence staff who see the potential of residential learning as a means of supporting the academic development of students.

In the past years, student residences were simply that-residences; they generally had little or no connection with the institution's academic programs (Reintz and Associates, 1996). Their main purpose was simply housing and supervision of student conduct. Acting in *loco parentis*, residence staff kept a close watch over the social activities of students and their charge. This increased student feelings of impersonality and anonymity and contributing to attitude of anti-intellectualism on campus.

The distance between residence halls and other campus buildings can be a factor of interest. Students need to connect to other buildings from their halls of residence in order to get served. The goal of this movement is to promote a living-learning-leading theme within the institution through connections between the students and the rest of the college community which in turn will promote student development (Creamer and Associates, 1990). According to Astin (1993) if there is close proximity of the institution's buildings, it is most likely that small communities will develop within the campus residence halls.

This will foster peer-peer interaction that has the greatest influence either positively or negatively on students. The variety of students and the frequency of contact among them in class, at social events, while walking through residence hallways provide a level of stimulation not seen in other settings (Fleming, Howard, Perkins, and Pesta, 2005).

2. 5. 6. 1. THE INFLUENCE OF RESIDENTIAL HALLS ON STUDENTS.

Although educational opportunities are offered through a variety of student affairs programs and departments, none are as pervasive in scope or have the potential to influence as many students as residence halls (Bloland, Stamatkos, and Rodgers, 1996). The overall educational outcome of residential living in higher education is citizenship. Students become engaged and active citizens by understanding how their thoughts, values, beliefs and actions affect the people with whom they live and recognize their responsibility to contribute to society at a local, national, and global level (Kerr and Tweedy, 2006). This will be accomplished through an exploration of self, community, and connections.

The other benefit of living in campus residences is that students have access to find and are forced to encounter diverse experiences and persons who spur them on their way (Astin, 1993). Simply by virtue of eating, sleeping, and spending their waking hours in college campus, residential students stand a better chance than commuter students of developing a strong identification with the attachment to undergraduate life (Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowa-Kenyon and Longerbeam, 2007). However in a more critical manner, Pascarella and Terenzini (1991:611) concluded that, "...residential living is positive if modestly linked to increase in athletic, cultural, and intellectual values and liberalising of social, political, and religious values and attitudes; increase in self-concept, intellectual orientations, autonomy, and independence; gains in tolerance, empathy, and ability to relate to others; persistence in college and bachelor's degree attainment". In the best situations therefore, students will gain tremendously from living in campus residence halls, but in the worst, their experiences could detract from their academic work.

Astin (1993) points to other benefits of living on campus to include attainment of bachelor's degree, satisfaction with faculty, and the willingness to re-enroll in the same college. Kerr and Tweedy (2006:9) go further to say, "Residence living offers a powerful opportunity to engage young adults in learning that will improve the quality of both their campus and their adult lives". In this instance, it is therefore clear that merely by residing on campus, students have greater opportunities to become involved in campus life, through leadership opportunities, recreational sports, and cultural activities. Very few places in society allow for such close contact with peers and such profound opportunities to reflect on relationships with others (Kerr and Tweedy, 2006). These opportunities ultimately are translated into greater student growth and development.

The environment created in campus residence also contribute to student learning by providing opportunities to students to provide diversity, to be challenged by their peers, and to learn from one another (Kerr and Tweedy, 2006). Thus there is need to maximise the learning opportunities available. This means finding ways of encouraging students to become involved with faculty, assume leadership positions, and participate in the myriad of activities and programs available both in the residences halls and the campus at large.

Chickering and Associates (1981:276) summarised the effects of residential living on students saying. "By applying developmental principles in programming, governance, architectural design, size of units and matching of students, the college administrators can amplify the positive aspects of residential living". However, life in today's campus residence is vastly different than it was in the past. Conduct regulations tend to be minimal and much more attention is paid to student preferences in equipping and decorating their rooms. The greatest single change has been in the designation of living areas where men and women may live in reasonable proximity with considerable freedom in room visitations. Facilities that include lounges, recreation rooms, and food service, serve as major purpose as activity centers in residence halls.

2. 5. 6. 2. RESIDENTIAL LEARNING PROGRAMMES

According to Kerr and Tweedy (2006) residential learning refers to the learning that takes place as a result of group living. The experience of living closely with others in the student residence can facilitate change along all dimensions of development particularly ego development, the capacity for intimacy, interpersonal competence, and humanitarian concern when unplanned, this learning may either be positive or negative (Chickering, and Reisser, 1993).

According to Kerr and Tweedy (2006:10), “Programming in residence halls has typically involved offering a series of educational events on a variety of topics such as appreciating diversity, building healthy relationships, maintaining personal wellness, and developing leadership”. On any given campus, residential programs can range from social to recreational, from cultural to academic and providing sufficient programming, in a quantitative sense, rarely is a problem in the residence hall environment (Troyer, 2005). Therefore to plan residence hall programs one can opt for student development theories, intervention models, and campus ecology models.

Kerr and Tweedy (2006) point out that student housing plays an integral role in the experiences of students and are intended to help students see themselves as members of communities of learners. Blimling (1993) observed that a strong residence hall program is at the core of any established student affairs organisation at a residence. Life outside the classroom and generally on campus is amplified here as it provides more opportunities to influence student growth and development in the first and second year of college than almost any other program in student affairs. Thus residential learning may diversely influence students’ attitudes and behaviour and condition them for success or failure elsewhere (Kerr and Tweedy, 2006).

Chickering and Associates (1981) in relation to theory and student housing programs say, a theory of student growth and development serves as the basis for planning programs. Some programs can also be incorporated into an overall plan for fostering student development in residential environment. In this case therefore student development refers

to specific outcome goals resulting from attending college and living in college residential facilities (Kerr and Tweedy, 2006). The success of these programs in some cases will be measured by the number of students who attend the events.

2. 5.7. THE CLASSROOM ENVIRONMENT

The classroom is the first place a new student finds a sense of continuity. Classes tend to occur in the same place at the same time every week but, monotonous as it may feel, students do not mind. According to Davis and Murrell (1993) the classroom environment provides a structured and regular learning opportunity for students and also enables the development of acquaintances and friendships between students with similar interests and motivation. In this instance, learning then become more interesting and students will find themselves engaging in both academic and social activities together, thereby enhancing student development. The students also develop a sense of community, which allows them to feel more comfortable at college (Moos, 1979).

According to Davis and Murrell (1993) the classroom serves as a springboard for new relationships that will include the individual student as an integral part of the college community. It provides a structured and regular learning opportunity for students and is a source of influence during college years (Astin, 1968). As students come into the institution, they spend more time in classes and teaching/learning laboratories in order to earn the required credits for the semester.

The classroom environment allows for interaction with both faculty members and other students thereby allowing the transmission of information (Strange and Banning, 2001). According to Chickering and Reisser (1993) the exchange of ideas and the presence of different values, beliefs, and attitudes can easily be investigated and obtained in this environment. This in return plays a key role in the shaping of individual thought and behaviour. Acker and Miller (2005) pointed out that, a commitment to student-centered learning encourages us to think of the classroom as a place in which students and faculty spend their time and consider this time as a variable cost-per-hour of institution.

However, for the classroom environment to be adaptive, faculty members, given the proper resources, should have the ability to create an environment that is welcoming to all students so that they all get to participate, regardless of their interests (Moos, 1979). Faculty however, should not engage in unprofessional relationships with students as this has the potential to jeopardize other elements of development such as competence, development of purpose, integrity and others.

According to Walsh (2003) when teaching calls for active learning, encourages student-faculty contact, and cooperation among students, gives prompt feedback, emphasises time on task and high expectations, and respects diverse talents and ways of knowing, it will in turn foster intellectual and interpersonal competence, sense of competence, mature interpersonal relationships, autonomy, identity, and purpose. However, it is important to note that, intellectual competence does not just happen. According to Creamer and Associates (1990), an educated mind may be sufficient for trial and error behaviour, but education is required to develop analytical, synthetic, and creative abilities.

Classroom space and furniture also play a great role in students. According to Acker and Miller (2005) classroom space should be rapidly reconfigurable to accommodate the needs of the learning community that occupies it in a particular hour. This is most significant since classroom space is shared and having power and network connectivity handy and moving furniture to form student work groups will be simplified. If space cannot be repurposed quickly, then the environment ceases to be favourable for teaching and learning.

2. 5. 8. ACADEMIC ENVIRONMENT

According to Pascarella and Terenzini (2005), the academic environments are much more proximal to the daily lives of students than are more commonly used and distal institution level measures such as control, size, and selectivity. These environments have shown through research, to have very disparate goals and structures and faculty in this instance would be advised not to consider faculty as a monolithic entity, but as a diverse collective

with varying professional interests, attitudes, and values based primarily on their disciplinary affiliation (Smart and Umbach, 2007).

Academic practices, both those which are explicitly stated and those which characterise that hidden curriculum, have pervasive consequences for supporting or undermining student development in academic environments (Chickering and Reisser, 1993). As students pursue their studies, they need recognition of the value of their ideas in order to move forward the development of voice. According to McMinn (2002) students need an assurance that what they think has some validity otherwise it will be impossible for them to view themselves as capable of constructing knowledge. The co-curriculum at the university level with opportunities for student responsibility and exposure to diversity via peer interaction does foster conformation while on the other hand the formal curriculum may offer no such opportunity (Chickering and Associates, 1981).

An academically powerful curriculum encourages the development of intellectual and interpersonal competence, sense of competence, identity and purpose. Curriculum properly understood includes the full range of activities and investments that a student college experience encompasses. Astin (1993) points out that it is the behaviours proved by the curriculum that have most impact, not the content. Among the most significant variables are the amount of interaction and cooperation among students and between students and faculty, the hours devoted to studying, an institutional emphasis on diversity, and a faculty that is positive about the general education program. Thus, curricula that recognise these criteria for content and that strengthen interaction and cooperation among students and between students and faculty can make powerful contributions towards developing competence, managing emotions, moving through autonomy towards interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity (Chickering and Reisser, 1993). These are the key attributes of student development within any given institution of higher learning (Banning, 2003).

The academic environment should also be such that it enlightens students to be able to see that their teachers are also human like them through involvements in curricular settings and interactions with authorities (Chickering and Reisser, 1993). Good academic practices prevail when the institution gives students opportunities to evaluate academic programs and suggest change where necessary. When authority figures express respect for students, ask for their opinions and directly encourage self-reliance, student voice is built and students will begin to see themselves as sources of knowledge. Faculty members should articulate clear criteria for evaluating student work. If students become voiceless, the student's development is retarded.

According to Chickering and Reisser (1993) for total student development to occur, institutions and higher education need to rethink their traditional institutional approaches. Peer interactions, student faculty interaction, a student oriented faculty, discussions of ethnic issues with other students, number of hours devoted to studying, and tutorial all add up to a good curriculum and good academic environment which in turn enhances student development (Creamer and Associates, 1990). This will help in fostering the development of competence, autonomy, mature interpersonal relationships, identity, and purpose, as given by Chickering's (1968) seven (7) Vectors of Identity Development.

A good academic environment should allow students to engage in independent study, contract learning or mastery learning, and discussions to help- them grow. Reintz and Associates (1993) point out that students learn better by doing than just seeing or hearing. Thus discussion classes provoke more active thinking than lecture classes. Several experiences have demonstrated that active learning is more efficient than passive learning (Chickering and Associates, 1981). Group discussions therefore provide experiences in integrating facts, formulating hypotheses, amassing relevant evidence and evaluating conclusions (Reintz and Associates, 1993). Faculty therefore should revise and monitor requirements in the major general education by ensuring that courses incorporate field experience or hands on application.

Academic environments contribute to student learning and development through the collective efforts of their respective faculties (Smart and Umbach, 2007). Faculty has to

try to reinforce and reward students for their acquisition and display of different patterns of attitudes, interests, and abilities of the analogous types who dominate them. Thus according to Smart and Umbach (2007), faculty members should make an effort to stimulate student participation in the preferred activities of the environment and also foster students' development of their respective competencies.

According to Creamer and Associates (1990) students and faculty should be aware of the knowledge, skills and attitudes that the institution expects its students to develop by the time they graduate. Students should pursue their own individually designed major and also participate in programs that help them appreciate cultural diversity for greater academic development and attainment. Chickering and Reisser (1993) say, the key to enhancing learning and personal development is not simply for faculty to teach more better, but also to create conditions that motivate and inspire students to devote time and energy to educationally purposeful activities both in and out-of-class since they have an influence on students.

Faculty are there as scholars, teachers, mentors, role models, and skilled listeners and therefore should use their position with clear focus and intentionality in order to encourage student development within the academic environment. Thus, the presence of faculty members who are genuinely interested in students and willing to make the necessary personal efforts to engage them intellectually and personally in the out-of-class will elevate mentor's role for faculty to attain total student development. Faculty's responsibility therefore should extend far beyond the traditional role of classroom lecturer to reach the student out-of-class (Smart and Umbach, 2007).

2. 5. 9. PEER ENVIRONMENT

According to Astin (1993) the most powerful influence on how students make decisions and the values they incorporate is their interaction with other students during their time at the institution. Peer-peer interaction according to Edison, Nora, Pascarella, Terenzini, and Whitt (1999) is a major stimulant within the college environment as it builds the support base for success at the college level. It causes the college environment to be in flux and in

the process of continual change. The result then is an environment that challenges its inhabitants to be more exploratory in their attainment of knowledge and more reflective in their thinking while continually trying to make new acquaintances, take in a variety of offerings available on a college campus, and succeed academically in the classroom (Pascarella and Terenzini, 1991).

The peer environment is one of the most demanding and challenging aspects of integrating oneself into the institutional landscape (Pascarella and Terenzini, 1991). Roommates, classmates, boyfriends/girlfriends, study partners or intellectual companion, competitors, advisors, or confidant, and so on, all impact on the process of development of the student on campus. The potential impact however increases with the increasing multitude of roles a student might play when interacting with these others in the same setting for example in sport and social clubs.

Kuh, Bean, Hossler, and Stage (1989) postulate that the stimuli provided by the peer environment becomes apparent when one realises the great variety of roles that the student and his classmates can play with respect to each other. Thus, insofar as sheer variety and frequency of personal contacts are concerned, no other source of stimulation is likely to rival the student peer environment. The effects of such stimuli will probably be especially pronounced for those students who live away from home in dormitories or in other type of college housing shared by fellow students.

Usually, students' most significant experiences are often in the co-curricular realm as life outside or beyond the classroom intensely involve them. According to Astin (1993), students out-of-class, are consumed both positively and negatively with roommates and other relationships which often affect the students' perceptions of themselves and the quality of their academic work. Involvement in the organisations, help students build confidence, learn skills, make career decisions, build friendships, develop leadership qualities, and feel comfortable. The tasks of everyday living and working yield insights about individual functioning, responsibility to others, and values. Relationships with

others in all of these contexts broaden students' perspective about human diversity and their own place in the larger community.

2. 5. 10. FACULTY-STUDENT INTERACTION

The nature and dynamics of student-faculty interaction have always been complex and subtle and is likely to be further complicated by the expanded age range of students (Upcraft and Schuh, 1996). According to Astin (1993) high quality student-faculty relations are good for student development. Pascarella and Terenzini (1991) recommend conscious and systematic effort by academic departments to create environments that engage students in both intellectual and interpersonal learning that support meaningful faculty- student interaction. This interaction according to Sims and Sims (1991) shapes departmental as well as institutional climates in ways that will promote desirable educational outcomes that promote student development. There is a need therefore, for faculty members who neither intimidate nor are intimidated, by students and their questions and who enjoy engaging with students in the learning process (Kuh, Bean, Hossler, and Stage, 1989).

Pascarella and Terenzini (1991:620) report that, "A large part of the impact of college is determined by the extent and the content of one's interactions with major agents of the socialisation on campus, namely faculty members and peer students." The influence of interpersonal interaction with these groups is manifest in intellectual outcomes as well as in changes in attitudes, values, aspirations, and a number of psychological characteristics.

According to Smart and Umbach (2007) relationships with faculty members are most important for students. Chickering and Reisser (1993) go further to say that, when faculty are committed to creating quality learning experiences, when they are consistent in showing respect, caring and authenticity, and when they are willing to interact with students in a variety of settings, then development of competence, autonomy, purpose, and integrity are fostered.

In order to see an increase in students' competence, identity and purpose, faculty should always try to be on campus and available to students during the week and take academic advising seriously. To enhance student development, faculty members in this instance should work with student services staff members in matters pertaining to students' life on campus including counseling and recognise advising as a legitimate part of their work load (Kuh, Bean, Hossler, and Stage, 1989). This also includes attending student-organised events. According to Chickering and Reisser (1993) when student-faculty interaction is frequent and friendly and when it occurs in diverse situations calling for varied roles and relationships, development of intellectual competence, sense of competence, autonomy, and interdependence, purpose and integrity are enhanced and encouraged.

It is however imperative to note that the first step in moving through autonomy towards interdependence is redefining relationships with parents (Chickering and Reisser, 1993). After this step support of non-parent adults and peers is sought and idolisation and idealisation of warm, sensitive teachers and other adults occurs (Strange and Banning, 2001). Thus, accessible adults, open enough to be known as real human beings can have substantial impact whether they are advisors, custodians or professors. By demonstrating varied lifestyles and value orientation, such adults can also help foster development of purpose and integrity. In them students can see more clearly the rewards and frustrations of varied vocations and avocations, of varied marriage and family relationships. This in turn will help the development of new modes of relationships with people in authority and with institutional expressions of authority.

On a negative note, a teacher may also serve as an anti-model, which the student moves away as fast as possible saying, "Whatever he is, I will not be; whatever he is for, I will be against." But teachers who are such a force for repulsion also provoke development (Chickering and Reisser, 1993).

2. 5. 11. CAMPUS FACILITIES

According to Chickering and Reisser (1993) facilities on campus exert constant and pervasive effects on student development and behaviour in general. Facilities send clear signals about the kinds of behaviours that are expected and valued as they restrict some activities and encourage others (Kuh, Bean, Hossler, and Stage, 1989). For example, a teacher who wants to employ group discussions, role play and other methods in teaching will be disabled if the college offers a theatre-style classroom with fixed seats and feels or experiences the force of facilities. Even in the home, kitchen, bedroom, and living room behaviours are much more consistent across social class and cultures than within settings themselves. Thus attending to facilities can send strong signals and make important difference to students as they interact within the college environment (Chickering and Reisser, 1993).

Chickering and Reisser (1993) recommend that classrooms should have movable furniture and the university should make available study spaces conducive to quiet concentration. Recreational, athletic facilities should be open during the day and evening to allow students on campus to utilise them (Delworth and Associates, 1980). Thus students should also be able to have access to video, laboratory, artistic equipment, and computers provided on campus by the university.

According to Kuh, Bean, Hossler, and Stage (1989) the catering services, cafeteria, snack bar, or other eating facilities should be open during day and evening to cater for students' need for food. As students engage in the various activities on campus, they need the energy to allow proper functioning of the body and the mind.

There is also need for adequate parking space for both students and staff on campus. Public transportation to and from the campus should be available to students all time. According to Astin (1993), the library is the resource centre for all academic reading and research. It is therefore important that the opening hours of this environment be conducive and allows students to utilise the library resources at all times. The centre should thus be open late in the evenings and during weekends.

Thus, creating and maintaining learning environments that will promote student development requires thoughtful attention to the facilities on campus (Oblinger, 2005). In some institutions, certain policies, practices, norms, expectations, and structural characteristics work against the educational outcomes with value for students and proper planning, institutions of higher learning can address and change the environmental characteristics including facilities that are most counter productive and strengthen those which provide positive impetus for students.

2. 5. 12. STUDENT SUPPORT SERVICES

According to Delworth and Associates (1980) student support services are those services that an institution puts in place in order to help students in all respects with out segregation. Generally it is the provision of comprehensive support services to facilitate the overall physical, psychosocial, educational, and vocational development and well being of all students. The support could be academic, social, financial, and personal. This kind of environment ensures development of student out-of-class. Some programs offered enlighten students to issues affecting their day-to-day lives that may later impact on their academic work. McMinn (2002) also view student services as a proactive and responsive service within an institution.

In Zimbabwe, the Ministry of higher education has said much about the government's goals for targets widening participation in student development. The goal is to boost students' interest in social and academic programs and events. Student services then become the special branch within student affairs to ensure that the goal is achieved as it can help improve success rate, particularly through easing the transition of students into higher education and providing support in all respects (Thomas and Yorke, 2001).

According to Chickering and Reisser (1993) resource allocations are most tangible indicators of institutional priorities. Student development programs and services have a direct bearing on retention and degree completion in institutions of higher learning. However, according to Astin (1993), a general observation is that, when budget cuts are anticipated, it is often student development programs and services that are put on the

block. This has a very negative impact on student development and the programs that work to promote total student growth and development (Creamer and Associates, 1990).

There is need for greater coordination between student services and other departments in the college to produce coherent and integrated academic and personal support and guidance for students. A major benefit of this coordination is the development of curricula and pedagogy that promotes a culture of achievement (Delworth, Hanson, and Associates, 1980). Students require support and an appropriate institutional culture throughout their engagement with higher education. It therefore is critical for institutions to provide services that genuinely meet students' needs to ensure total student development. Thus in general, student services should provide health support, disability support, study support, personal and social support that will help students acquire the necessary skills by enabling access to available resources (Kuh, Bean, Hossler, and Stage, 1989).

2. 5. 13. INFORMATION TECHNOLOGY

Frاند (2000:17) defines technology as, "... anything that isn't there when you are born." For most of the people aged over thirty years telephones, automobiles and televisions are not technology, but computers, the Internet, the Web, and the expanding world of cellular telecommunication are technology (Oblinger and Oblinger, 2005). However, for those below the age of thirty today, technology is everything that surrounds computers and is made possible by computers but only incidentally the computers themselves (Frاند, 2000). Frاند defines the two age groups as the Industrial-age mindset and the Information-age mind set respectively.

Carlson (2005) points out that computer communication and IT entered business, companies concentrated their initial investments in gaining efficiencies with traditional resources. These technological moves have also had an impact on Higher education as it is also experiencing a similar paradox. According to Oblinger (2006) the forms and function of learning spaces are changing rapidly as we discover new ways to take advantage of computer and communication technologies.

According to Frand (2000) the Information-age mindset distinctly different from the mind set of those who transitioned from the industrial age is common among students growing up in the globally connected, service and information intense, digitally based culture. The demographics of students in institutions of higher learning today are very different from those of generations ago, reflecting a shift in a highly mobile global community (Chism, 2003). Our campuses are more diverse with many students with very different languages, cultural backgrounds, experiences, and expectations. Thus as new technologies are introduced, the information age mindset reaction is usually, ‘what took so long?’ rather than ‘Wow’.

According to Prensky (2001) the past decades have seen a flood of new digital technologies, from Video Cassette Recorders (VCR) to a credibly sophisticated new generation of personal assistants. These technologies are fast becoming common places in the work place and institutions of higher learning. Sweeney (2005) articulates that IT has helped people in dealing with multi tasks and information overload as information, people, and goods move quickly and easily to all parts of the world. Thus digital technologies have altered time and space so that events occur in real time, effects are immediate, and reaction time are cut short.

According to Cohen (1993) IT creates asynchronous computer mediated interactions between people. Computer mediated interaction does not contain valuable visual communication cues, in contrast to face-to-face interaction. According to Kuh (1995) the lack of feedback mechanisms, inherent in face-to-face interaction, can severely limit communication. Oblinger (2005) argues that students in institutions of higher learning to day expect to interact with information and receive near-instantaneous responses. Instead of telling students about a topic, engaging them in active learning and collaboration will result in greater mastery and transferability. The loss of these cues can lead to misunderstandings on many levels. Using digital archives, data bases, and the tools of a profession allows students to engage in ‘first person’ learning whose implications may range from project-rooms to network access during class to polling devices (Oblinger, 2006). Rather than being told the conclusions, students build their own understanding.

Most students entering institutions of higher learning today are younger than the micro computer (Crittenden, 2002). Advanced telecommunication connectivity is a natural part of living for Information-age students. For them, constant connectivity, being in touch with friends and family at any given time and from any place is of utmost importance (Smith and Mooney, 2006). Individuals can participate in real time dialogues from anywhere, at anytime using communication technologies such as beeper, cell phones, telephones, chat rooms, and teleconferencing (Oblinger and Oblinger, 2005). Students are reading and writing (typing) more as they participate in the chat rooms, e-mail exchange, and bulleting boards. This presents the opportunities to engage ideas in a more compelling format than passively watching TV or listening to a lecture in class. These are the attributes of globalization and every individual and institution is influenced by them (Frاند, 2000).

According to Sweeney (2005) higher education needs to provide on campus students with the tools, knowledge, and skills they need to continue to participate as members of our learning community long after they graduate. However the challenge that remains is for educators and higher education institutions to incorporate the Information-age mindset of today's learners into their programs so as to create communities of lifelong learners (Frاند, 2000).

Oblinger and Hawkins (2005) postulate that many young people do not concentrate on one activity at a time as they are accustomed to watching Television (TV), talking on the phone, doing homework, eating and interacting with their parents all at the same time. Beepers, cell phones are standard operating equipment. TVs and Web site in today's world offer a variety of channels which give students a veneer of information about everything happening anywhere in the world (Frاند, 2000). CNN, BBC and other international Headline news for example, brings us a very broad view of events happening all over the world as you sit in the comfort of your home. Thus for the vast majority of students today, channel surfing is the norm. The idea of not being in touch anyplace, anytime even in the middle of a class or movie theatre is just unthinkable.

Most students do believe that everything they need to know is on the Web. These students however are using the Web as their primary source of information. However, convenient as it may feel to them, the Web presents a vast and largely uncharted sea of data usually the most vulnerable information, information that has been synthesized, cross-referenced and packaged for easiest retrieval or interpretation is licensed on the Web (Oblinger and Hawkins, 2005). Thus students must learn to search the Web to find the specific information desired and to draw their own conclusions since we have now entered a period of such advanced data manipulation capability with the print collections being available on the Web. Institutions of higher learning have to move fast in making web and internet access available to the students on campus. In the long run, libraries will translate from being primarily for storage of books to supporting learning (Frاند, 2000).

Some studies of the impact of the Internet on society found that, young people were now spending more time on the computer with its Internet connectivity than they would spend watching TV (Oblinger, 2005). Carlson (20005) further laments that students also get to see what movies to watch on TV, where to shop and what to buy, as well as what is happening in the world. However according to Frاند (2000) young people naturally gravitate to those kind of interactive input/output devices as they make the devices work without a manual, as if the device is hard wired into their heads or psychic. The interactivity therefore has drawn them from one tube to another.

There is generally a clash of interest between the aged and today's generation. Today, students prefer typed work rather than handwritten one. They are comfortable with the computer keyboard than writing on a spiral notebook. According to Frاند (2000) students are happier reading from a computer screen than from paper in hand. Before the introduction of computers, people would spend hundreds of hours practicing penmanship (Oblinger, 2005). Today's generation spend that time on the keyboard typing as typed prose is always easy to read, even weeks after being typed, can be checked for spelling errors, searched for key words, retrieved after filling, and easily manipulated for reuse. It is not the typing but the power behind the typing that is so important.

However, the power of word processing package goes well beyond simple improvements as it holds the power to easily manipulate data and words in order to obtain significantly better output (Oblinger and Oblinger, 2005). In many ways, it becomes an extension of our own memories, enabling us to capture and retain materials for use in more critical problem solving and decision making situations. Institutions of higher learning therefore should introduce new learning and teaching approaches that prepare students to integrate their personal aspirations, career goals, and educational experiences so that as students enter the workforce, the ability to deal with computers and often ambiguous information will be more important than simply knowing a lot of facts or having an accumulation of knowledge (Aviles, Phillips, Rosenblatt, and Vargas, 2005). College and university students therefore, could learn skills and gain knowledge that would carry them through their careers.

2.5.13.1. EDUCATIONAL IMPLICATIONS OF INFORMATON TECHNOLOGY

With the Information-age mindset students in mind educators need to change the way they teach because if teachers are to teach in the same way that they have always taught, there will be little value added from classroom and campus networks. Aviles, Phillips, Rosenblatt, and Vargas (2005) comment that if students on the other hand approach learning in the same way that they always have, computer laboratories and laptop programs will be unnecessary expenses for the institutions. We therefore need to think in terms of transforming the educational experience so that it is meaningful to the Information-age learner. Oblinger (2005:15) says, “Irrespective of age, virtually all today’s learners use the Web extensively for information, communication, collaboration, and socializing.” Thus until the nature of the educational relationships change in the classroom and at the institutional level, we will not realize the full value of the computer, communication and IT investments that are coming today (Howe and Strauss, 2000).

New types of learning spaces not only incorporate technology. They also create new patterns of social and intellectual interaction (Chism, 2003). Education systems are also challenged not only to look at new ways of doing what we have always done but also to look at doing new things. However this is not to say that we should replace all our current

practices with something new or different. There will always be a role for the lecture format, and there are learning situations in which computer use and other technology is inappropriate. The goal must be to match the appropriate use of technology with the content, the instructor's personal style, and the student's learning style (Carlson, 2005). The outlook of students in colleges has changed and thus the way in which they are taught must change.

According to Oblinger (2005), the trend towards collaborative learning is based on learning theory and research as well as a growing understanding of the current generation of learners. According to Carlson (2005) students with the Information-age mindset expect education to emphasize the learning process more than a canon of knowledge. They want to be part of the learning communities, with hubs and spokes of learners, rejecting the broadcast paradigm of TV or note taking in a lecture hall. Institutions need to expand their primary focus from internal on campus temporal experience, to include the external, global lifelong experience (Frاند, 2000).

Higher education also needs to build an extended educational infrastructure that parallels physical network infrastructure. According to Oblinger (2006) the educational infrastructure is a means for broadening and deepening the educational experiences for students and for enhancing and extending the educational experiences of the alumni. Alumni students need to be able to attend classes as virtual members participating both as peers and as mentors for their on-campus counterparts (Oblinger and Hawkins, 2005).

Conclusively, it is important to understand that all elements of the campus environment have an influence on student growth. The elements might be physical, structural, cultural, and others. These work interchangeably to influence the student while in college.

2. 6. CONCLUSION

This chapter has reviewed literature looking at the various environments that make up the campus environment. The chapter also discussed what student development entails and the theories that underpin student development and student behaviours on campus. Other

elements that facilitate or hinder the process of student development were also discussed. The next chapter focuses on research methodology, which comprises introduction to the chapter, ethics procedures, research design, population, sample and sampling procedure, research instrument, data collection, presentation and analysis.

CHAPTER 3

RESEARCH METHODOLOGY

3. 1. INTRODUCTION

This chapter examines the research methodology used in the study and the analytical framework that was employed to answer research questions. The chapter dwells on outlining, describing, and explaining in brief, the research design, selection of population, sample, sampling procedure, and research instrument, which include personal interviews, and questionnaires. The chapter also discusses how these instruments are going to be administered. Data collection procedures, pilot study, data presentation and analysis techniques are also covered.

3.2. ETHICS PROCEDURE

It is essential to make ethical considerations before one can undertake a research study. According to Mouton (2001) such issues as acknowledging assistance and informed consent should be considered. High ethical standards should be raised during the process of selection of participants, interviews, and the interpretation and analysis of findings (Kidder, 1981). Before undertaking this study all the above issues were dealt with and clarified in the appropriate manner. Permission was sought from the university authorities. I wrote a letter asking for permission to do my research using MASU as my location (see Appendix D). In my letter, I indicated the research topic and what I wanted to do during the course of the study. A reply was obtained with the university granting me permission to do my research without many conditions attached (see Appendix D). An informed consent was also to be obtained from members of staff who were to be interviewed. I provided a consent form to each of the participating authority (see Appendix C). The participating staffs were asked to read through the form and give it serious consideration. These participants were also given the opportunity of doing this at their own time without the researcher's presence. They were also at liberty to consult with who ever as to whether or not to take part in the study. This informed consent form

was then to be signed and returned to me through the division of student affairs at MASU.

Students on the other hand consented to participating in the study through responding to the questionnaire. This information was given as part of the introduction note to participants at the beginning of the survey questionnaire. Students were also at liberty to withdraw at any time and anonymity was also granted. This way, major ethics issues were covered. I was then granted permission (see Appendix E) by the Ethics Committee to proceed with this research study.

3.3. RELIABILITY AND VALIDITY

In this study, the researcher is not depending on universal laws in determining what is true. I preferred to use human judgment and human agency in determining the truth (Frame, 1996). Truth, according to Tesch (1990:12), "... is ultimately a matter of socially and historically conditioned agreement". Thus truth is an intersubjective consensus that makes objectivity possible and therefore there is no need to rely on universal laws (Frame, 1996).

On the issue of research validity, Newman (1999) argues that there is no objective test to validity. Resonance rather than validity is preferable when testing research. In order to validate research, Luckett (1995) advises that there are alternatives to positivist approaches in which one should insist on only modest claims for one's findings. One is not looking for final certainty or aiming to address a universal audience hence should not claim generalisability of results. Validity in research lies in the extent to which researchers are able to come up with practically and theoretically feasible strategy for action, that is the improvement of professional practice in the criterion for the validity of the research. This means that provided the research has been validated in a particular practice, it will be illuminating and have significance for the wide range of practioners operating in the similar context (Luckett, 1995). This research is located in the field of student affairs and student development and it is in this context that it ought to be validated.

3.4. RESEARCH DESIGN

According to Nachmias and Nachmias (1996), a research design is ‘the blue print’ that enables the investigator to come up with solutions to those research problems. It also guides the researcher in the various stages of the research project including, data collection, analysis, and interpretation.

According to Bell (1999) a qualitative perspective in research is one that seeks insight other than statistical analysis, and is concerned with understanding individuals’ perception of the world. Qualitative research methods were developed to help researchers understand people, as well as the social and cultural context in which they live (Kaplan and Maxwell, 1994 in Myers, 2002). Data sources commonly used include in-depth interviews, focus groups, participant observation, documents and the researchers’ impression and reactions.

The quantitative approach assumes that there exists one objective reality, which can be discovered, revealed and described via the scientific method (Bell, 1999). The approach emphasizes validity, reliability, generalisable findings, predictions of cause and effect and the testing of specific hypotheses (Garcia and Quek, 1997). The approach employs research methods such as, surveys, experiments and mathematical modeling to study natural phenomena (Myers, 2002). Structured questionnaires incorporating mainly closed questions or questions with set response are mainly used in this approach.

However, in this study, a mixed mode approach was employed to investigate the effects of campus environment on student development at MASU in Zimbabwe. This made use of both qualitative and quantitative methods of collecting and analyzing data. Classifying one’s research as using qualitative or quantitative approach however does not preclude the researcher from also using the methods or techniques associated with the other hence, some researchers like me see the use of a combination of qualitative and quantitative methods in one study as appropriate. According to Bell (1999), qualitative and quantitative methods used in conjunction may provide complementary data sets which together give a more complete picture than can be obtained using either method singly. In

this study therefore, data was quantified using symbols and percentage representations to indicate frequencies and variables in the sample.

This research leans toward the interpretive paradigm. Flick (1998) defines the interpretive paradigm as the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds. Gephart (1999:123) postulates that, “the interpretive paradigm assumes that people’s subjective experiences are real and should be taken seriously”. From an interpretive perspective, reality is socially constructed and the central endeavor of research is therefore to gain insight and understanding into the subjective world of human experiences in terms of its actors (Cohen, Manion and Morrison, 2000). Myers (2002) points out those interpretive researchers try to understand phenomena through the meanings that people assign to them, and assume that access to reality is via social construction such as language, consciousness and shared meanings. The philosophical base of interpretive research therefore is hermeneutics and phenomenology. Thus, this study is centered around investigating the effect of MASU campus environment on the development of the student within the institution. Before carrying out the main study, a pilot study was conducted.

3. 4. 1. PILOT STUDY

According to Cohen and Manion (1994), a pilot study is a small-scale preliminary study conducted before the actual study on research. This helps the researcher check the feasibility of the research design and improve on it as well. Thus, for purposes of quality control in data collection, a pre-testing of the research instruments was done. Once these inadequacies were identified research instruments were modified, and eventually administered (Bless and Hughson, 1995). This exercise then determined whether the information collected was desirable and reliable.

The other purpose of the pilot study was to determine whether the instruments would produce desired information as well as identify misunderstandings that respondents may

have arising from the instrument (Babbie, 1992). I considered this stage important as it challenged me on the suitability of the research instruments I chose.

In the pilot study, I personally administered the survey questionnaire described below. Some of the respondents had to come back to me seeking clarifications on some of the items that were not very clear to them. This gave me the opportunity to make corrections and restructure some of the questions. Personal interviews were also carried out and I also made some corrections to the questioning technique I was going to employ. This as a result made it possible for me to closely examine the instruments and ascertain that they measured up to my expectations.

3. 4. 2. THE SURVEY

This study employs a mixed mode design to gather data on the phenomenon under study. According to Bless and Hughson (1998:43), a survey is "...the collection of data on new insights in a field of study". The method is concerned with the assessment of situations, attitudes, opinions or conditions of a population under study. Surveys however have a greater objective as they do more than merely uncover data. According to Mouly (1963) in Tuckman (1988), surveys interpret, synthesise, and integrate the data and point to implications and inter-relationships. In this respect therefore, a survey is suitable for this study, as extensive data collection is needed for the principles of student development to be grasped.

The main objective of the survey is to gain a broad range of students' opinion by asking them to assess their campus environment and their experiences within the institution (Babbie, 1989). The survey sought to discover not only how satisfied students are with their experiences at MASU, but also to give students a voice on issues that are important to them.

The survey utilises data gathering techniques such as the questionnaire, which yields quantifiable information. In this study, the questionnaire was used to obtain information from a sample of MASU final year students. The outcomes were only generalized to the

effects of campus environment on student development at MASU in Zimbabwe. The description survey design adapted in this study uses both quantitative and qualitative methods in data collection and analysis. This means that it is a mixed mode survey.

3. 4. 2. 1. ADVANTAGES OF THE SURVEY

The survey has its advantages, which makes it superior to other research tools in this study. According to Ghosh (2000), the advantages of a survey over other methods include its flexibility, broadness of scope in data collection, and its ability to focus on a wide range of information. Cohen and Manion (1985) also view a survey as a realistic method that investigates a phenomenon in its natural environment in this instances campus environment and its effect on student development. Babbie (1989) emphasizes that a survey design enables the collection of information from a large population, which enjoys the same conditions. The survey determines and evaluates how the various elements and conditions of the college campus milieu affect student learning and growth. Thus the method becomes a realistic method that investigates a phenomenon in its natural environment (Cohen and Manion, 1985).

In this study, information will have to be gathered from a broad aspect of MASU campus environment. Other elements of the environment such as interactions, student services, halls of residence, the library, information technology center, the classroom and security will also be investigated. Another aspect of a survey that makes it favorable is that, it is cheap and quick. According to Cohen and Manion (1985), the main emphasis is on fact finding and if a survey is well structured and piloted, it can be a relatively cheap and quick way of obtaining information. Given these advantages, the survey design is the most appropriate for this research.

3. 4. 2. 2. DISADVANTAGES OF A SURVEY

Problems are also encountered when using a survey design. Great care has to be taken to ensure that the sample is a truly representative of the population. Best and Khan (1993) also observe that a survey research design is at times inaccurate as it is affected by over and under rating. In a survey, the respondents can constantly give high or low ratings to

the questionnaire given responses. The study therefore can end up with untrue reflections of the perceptions of respondents. Since information is to be captured from a large group of students, a questionnaire will be designed as the instrument for the survey. However, besides these obstacles, the survey design has been found suitable for this study.

3.5. POPULATION

Best and Khan (1993:13) define a population in research as, "... any group of individuals that have one or more characteristics in common that are of interest to the research". Thus, a population may be the individuals of a particular type or a more restricted part of a group. This study will draw a sample from a total population of 390 undergraduate final year students from the five (5) faculties at MASU in Zimbabwe's Masvingo Province as shown in table 3.1. The final years have been chosen because they have a longer experience of the institution and its facilities. Table 3.1 below shows the population drawn from each of the faculties

Table 3.1. Research Population

FACULTY	NUMBER OF STUDENTS	
Education	One hundred and twenty	(120)
Sciences	Thirty-five	(35)
Commerce	Sixty	(60)
Social Sciences	Sixty	(60)
Arts	One hundred and fifteen	(115)
TOTAL	Three hundred and ninety	(390)

Because of the nature and size of the population, I note that it is going to be extremely expensive and rather difficult and impossible to get data from all the potential respondents within the institution. Therefore, it is from this population that I will extract a sample for this study.

3.6. SAMPLE AND SAMPLING PROCEDURES

Best and Khan (1993:13) define a sample as "a small proportion of a population selected for observation and analysis". For purposes of this study, a sample of undergraduate final

year students was chosen. The issue of gender was not a problem as each group was a good representative of both genders.

In trying to come up with a favourable sample for this study, certain sampling procedures had to be followed. According to Best and Khan (1993) sampling entails selecting a given number of people from the defined population. This means that it is a deliberate rather than a haphazard way of selecting sample for observation. Valid inferences are therefore drawn within a relatively small proportion of the population with equal chances of being selected for representation.

According to Babbie (1992) any method chosen for sampling procedure depends on the purpose of the enquiry, type of analysis to be made, and certain restrictions of time, staff and facilitation's, which have to be accepted as external constraints. For purposes of this study, stratified random sampling was carried out with undergraduate final year students at MASU to come up with one hundred and ninety-five (195) respondents.

Babbie (1992) points out that stratified random sampling is a process in which certain subgroups are selected for the sample in the same proportion, as they exist in the population. This allows for the inclusion parameters of special interest central for internal validity (Ghosh, 2000). However, it can be acknowledged that some inaccuracies can come up during the process and that this calls for the researcher to be careful and put more effort so as to utilise stratified random sampling effectively.

To accurately implement random stratified sampling effectively I used a record with all the names of students in their final year. Using the numbered list, I picked all names against odd numbers and those were picked for the project as respondents to the questionnaire. Questionnaires were all personally administered.

Six members of staff were picked for interviews. These were picked on the grounds that they work directly with students on campus and at a higher institutional level. This

therefore ensured that, the key target groups of individuals directly involved with student learning and development within the institution were involved.

The following table shows the number of respondents from each of the five faculties at MASU used for the sample.

Table 3.2. Research Sample

FACULTY	TOTAL NUMBER OF STUDENTS
Education	Sixty (60)
Sciences	Eighteen (18)
Commerce	Thirty (30)
Social Sciences	Thirty (30)
Arts	Fifty-seven (57)
TOTAL	One hundred and ninety-five (195)

However, the numbers varied depending on the number of students in each faculty. Thus it was virtually ensured that the key target groups of individuals in the final year within the institution were involved.

3.7. RESEARCH INSTRUMENT

Mixed mode researchers depend on a variety of methods for gathering data. According to Tuckman (1988) research instruments are important in any research study as they make information gathering possible. Research instruments are used in research to obtain standardized information from all subjects in the sample. Flick (1998) points out that the use of multiple-data-collection methods contribute to the trustworthiness of the data. For purposes of this study, I drew some combinations of techniques to collect data, which included interviews and a survey questionnaire. The questionnaire was administered to students while interviews were done with a chosen few members of staff. These techniques contributed different perspectives on the issue and made effective use of the time that was available for data collection. However I would have loved to do a focus group and get to talk to the students but it was recommended by the Higher Degrees Committee that this be left out as it would make the project too big.

3.7.1 THE SURVEY QUESTIONNAIRE

The main instrument used for this study was the survey questionnaire. It sought to elicit data on the effects of campus environment on student development at MASU in Zimbabwe. According to Cohen and Manion (1985), a questionnaire is most convenient in a survey as it is a common placed instrument for dealing with data beyond the physical reach of the observer.

For the questionnaire to be effective, it has to contain valid questions and must have consistent measures over time and from person to person (Best and Khan, 1993). This then makes the questionnaire an important instrument, which goes further than any other instrument in gathering data as it researches deeper into the minds on attitudes, feelings, and reactions of the respondents.

In this study, both open and closed questions were used to elicit responses and opinions from students with regards to the MASU campus environment in this instrument. The purpose of using different questions in this instance was to avoid repetition and allow the respondent to express more opinions on the issues in question. Ghosh (2000) asserts that the importance of using a variety of questions in a questionnaire is to give the questionnaire its validity.

The questionnaire administered in this study comprised closed-ended questions all falling under the research questions as stated in Chapter One. The questionnaire therefore had nine (9) sections (A, B, C, D, E, F, G, H, and I). The scoring was based on a five point scale for sections B, C, D, E, F, G, and H and “yes” “no” scale for section A. Section I required the respondent to put ‘X’ on the relevant responses that suited the given facility.

The survey questionnaire was administered to one hundred and ninety-five (195) undergraduate final year students at MASU in Zimbabwe. At the beginning of the questionnaire was an introductory note stating my name and my supervisor’s name, address, and contact telephone and cell phone numbers. The purpose and rationale of study were also briefly discussed. It is in this section of the questionnaire that the respondents

were granted anonymity. Students were also informed that participation was also voluntary and that one can withdraw at anytime.

3.7.1.1 ADVANTAGES OF THE SURVEY QUESTIONNAIRE INSTRUMENT

The questionnaire was used in this study as it has a number of advantages over other instruments that could be administered. The structured questionnaire tends to be the quickest and cheapest instrument to collect data as the cost of sampling respondents is lowered (Best and Khan, 1993).

Questionnaires can be posted, e-mailed or given to a larger number of people at the same time. For purposes of this study, I personally handed out the questionnaires. Administration of the questionnaire also created more time for me to engage in other data collection activities for example interviews, while respondents completed the questionnaire on their own. Tuckman (1988) points out that a valid questionnaire instrument is able to convince the respondents to respond willingly, honestly and promptly to the request of information. Although the administration of the questionnaire was less costly and not time consuming, the questionnaire had the capacity to gather information beyond the reach of other instruments. The questionnaire also gave respondents the latitude to respond freely without fear of victimization as anonymity was granted, confidentiality guaranteed, thus eliciting truthful responses.

3. 7. 1. 2. DISADVANTAGES OF THE QUESTIONNAIRE

The questionnaire has its own demerits. If one is to use this instrument, there is need for proper and careful planning. Ghosh (2000) points out that it is imperative to plan and truly prepare the questionnaire instrument used in research in order to generate the most valid and reliable results. A major weakness of the instrument is its requirement for high degree of understanding and literacy. However, this was not an obstacle for this study as the sample was that of highly literate people.

When using the questionnaire, there is a very high possibility that during the period of research, some questionnaires can get lost or may not be returned when needed. To avoid

delays in the returning of the questionnaires, I asked the respondents to work on the questions within a period of at most one week after which the final collection was done. Meanwhile, those who finished early were asked to submit them to identified individuals in the Division of Student Affairs offices. Personal follow-ups of the questionnaires were done with a few individuals mostly male students. This enabled me to get a high response rate. However some questionnaires were not returned as they were reported missing or lost. Some of the respondents could not be located by the time I wanted to work on the responses. I therefore ended up with one hundred and fifty (150) questionnaires to work with which to me was not a bad response.

Questionnaires also do not leave room for the respondent to seek further clarification. Fraenkel and Walten (1996) state that unclear and seemingly ambiguous questions cannot be clarified and the respondents have no chance to expand on, or react verbally to a question of interest. This then makes it difficult for the researcher to check whether the respondent understands the question or not. However, in this study, I tried to mitigate this weakness through the implementation of a pilot study. The questionnaire was also designed in such a way that it was reliable, and valid with relatively simple, but best questions to suit the requirements of the study.

3. 7. 2. PERSONAL INTERVIEWS

In trying to elicit information on the subject under study, I operated within an empathetic framework, using researcher - subject interaction to elicit responses with which to better understand the phenomenon of the effects of college environment on the development of the student at MASU. The interaction took the form of semi-structured interviews with individuals within the Division of Student Affairs, the universities' administration and faculty.

Personal interviews in a survey are very important because of their flexibility – questions can be repeated or explained to the respondent. I can also ask for any explanation to a response from the respondent for correct recording (Bless and Hughson, 1995). In administering the interviews, I prepared an interview guide that consisted of a set of

topics and questions. This assisted me to generate my own questions to develop interesting areas of inquiry during the interviews.

Before the interview began, the purpose of the interview was first explained to the interviewees. These were picked for the study as they deal with students at various levels and I felt it was necessary to hear what they think about the campus environment as it pertains to student development. A schedule of structured interview questions was made and administered to the respondents through a face-to-face interaction. These however had the option to withdraw since they were busy officers who at the time of carrying out the study were preparing for the university's first graduation ceremony since its installation.

The interviews in this study tended to be a bit informal as I was familiar with some of the students and staff at MASU. This contributed to a relaxed atmosphere where respondents would feel more at ease to participate. Interviews were not very much structured as more important issues emerge in the initial stages of the process. Issues I decided not to tape the interviews, instead, I made brief notes during the interviews and elaborated on those immediately after the interviewing.

Taping however has its advantages. According to Belanger (1999), taping during interviews enable the interviewer to concentrate on listening and responding to the interviewee, enables better eye contact and thus contribute to better rapport, captures everything that is said and thus facilitate the use of verbatim, makes for more persuasive and compelling arguments, and actual transcripts allow for more thorough content analysis.

However taping also presented its demerits. The time and effort that would be expected on transcribing would not justify the returns as I was not going to do any computer analysis. I wanted to put the respondents at ease so I felt that the presence of a tape recorder might inhibit some respondents. I was going to need notes as back up in case the technology fails and this was unnecessary duplication of work considering the time

constraint that comes with taping and transcribing. Belanger (1999) points out that, taping is not a substitute for note taking but a supplement to them in case something important is unclear after the initial session.

3. 8. DATA COLLECTION PROCEDURE

Before embarking on this project, permission was sought in writing from the Vice Chancellor's office of MASU to carry out the survey within the institution. The letter took the form of a research proposal justifying the study so as to demystify the whole exercise. Permission was granted and a preliminary visit was made to the responsible authority and students. Interview dates were also set for the chosen individuals in administration to be interviewed. Copies of the questionnaire were delivered during lectures. At least I managed to deliver my entire questionnaire to the respondents in one day. Members of faculty taking the classes with the final year students were of great help in this instance. Completion and submission of the questionnaire was done within a given period of time, which in this case was one week. Students were asked to submit the questionnaire to the Division of Student Affairs.

Data gathering from some senior administrators in the form of personal interviews required more time. At times appointments were cancelled due to other commitments on the part of both the researcher and the respondents. The institution was also preparing for its first graduation since it was commissioned as an independent State University. Most administrators I had chosen to participate in the interviews were part of the organizing and logistics committee to this effect. The whole process therefore was not systematic as administrators to be interviewed gave different times and days for the interview and cancellation also coming in as well. Notes were taken and responses were jotted down during interviews. Data was also collected through brief tours and observations of the institution's physical spaces, building, classrooms, library, laboratories computer laboratory and other observable characteristics of the campus environment. Pictures were also captured during these tours. The Director for Information accompanied me during the tours as part of the university policy if anyone has to tour the university premises.

3. 9. DATA PRESENTATION

Questionnaires were collected, counted and responses to each item for all copies were tallied. Data gathered from the closed questions was then presented in frequency tables. Each item of the questionnaire was analysed and the responses shown in number (N) and percentages (%). Closed questions were easy to deal with and relatively easy to analyse. Responses from interviews were presented as descriptions within the analysis to each item whose question tallied with those on the questionnaire. Students' responses on open ended questions and interviews were also given as descriptions and generalizations to the questions in the section.

3. 10. DATA ANALYSIS

The descriptive statistics was used to interpret data gathered from the closed questions on the questionnaire in this study. The statistical analysis of data was chosen because it is relatively simple and convenient to apply to survey studies (Frankel and Walton, 1996). According to Frankel and Walton (1996), statistical analysis of data clarifies raw data and makes it easy for the researcher to interpret through organising, summarising, and describing the research findings.

Data gathered from interviews in the form of short notes made during the interviews was interwoven with responses from the questionnaire and presented in the discussions s opinions from the interviews. This was done as a form of supporting data to what the students will have indicated on the questionnaire. Open-ended questions were also analysed and included in the discussions. However the resultant qualitative data is more difficult to analyse and in this study this data was used as supportive data to what will have come out of the information gathered from the students in the closed questions of the questionnaire. I also noted that most of the respondents left this section unanswered may be because they felt they would not be able to express themselves accurately or they just felt the time constraints that come with this section.

To facilitate analysis of data, a scientific calculator was used. Tables were used to represent data in the frequency (f) and percentage (%) form. It was therefore noted that

the research question and sub-questions were well answered. Literature reviewed served to confirm and augment the findings of the study.

3.11. CONCLUSION

This chapter dealt with the research methodology of the study. It examined the research design adopted and why it was chosen in this research study. Population sampling procedure and sample were described and explained. The research instruments, which include the survey questionnaire and personal interviews, have been explained with a description of each and how it is used. Justification of each instrument has also been given. The chapter also looked at the processes of data collection, presentation and analysis. Brief descriptions of the procedures involved were also given. The next chapter goes further to present, analyse, discuss and interpret the data obtained.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS,

4. 1. INTRODUCTION

The chapter covers presentations, analysis, discussions, and interpretation of data. The data was to be collected from one hundred and ninety-five (195) undergraduate final year students at Masvingo State University in Zimbabwe through a survey questionnaire (see appendix A). These were students from the five faculties namely Education, Commerce, Arts, Sciences, and Social Sciences. However, not all questionnaires were returned. Some questionnaires were misplaced by the respondents and other respondents never got time to respond and just disappeared. I then ended up with a total of one hundred and fifty (150) returned questionnaires to work with in this study, a figure which I felt was not bad as it represented 76.9% of the sample.

Data was categorised into more meaningful information through the use of tables. Responses were presented as numbers (N) and percentages (%) both for the negative and the positive responses. Initially there were five (5) response categories. These were then collapsed to three (3) for each section. Data falling under Strongly Agree (SA) and Agree (AG) were combined to represent the positive response, Agree. Those for Disagree (DA) and Strongly Disagree (SD) were fused together making the negative response, Disagree. The Not Sure response (NS) maintained its status. The same applied for responses falling under Very Satisfied (VS) and Satisfied (SA). These represented the positive response, Satisfied and those that fall under Disappointed (DA) and Very Disappointed (VD) represented the negative response, Disappointed. The No Response (NR) also maintained its status. Responses from sections F and I were taken as they were. The fusion was done just to cut down on columns since there was only need for mainly the positive, negative and neutral responses.

Data analysis was shaped by the conceptual framework based on Chickering's theory of identity development, the theoretical frameworks of Barker and Holland's theories of

person–environment fit as well as by the sub-problem questions that the researcher had designed. Supportive literature from chapter 2 of the study was also consulted to back the findings as renowned authorities were cited. This also helped to confirm or disconfirm assumptions held. Analysis of data from Section A was done but deliberately omitted during presentation as reference to it was made here and there during actual analysis.

4. 2. SECTION B: FACILITIES

The availability of adequate facilities on any institution of higher learning makes life in and out of class interesting for the students. According to Chickening and Reisser (1993), facilities on campus exert constant and pervasive effects on student development and behaviour in general as they send clear signals about the kinds of behaviors that are expected and valued as they restrict some activities and encourage others. In taking this study, it was clear even from just taking a walk around the campus that facilities at MASU were inadequate and sub-standard for a college. This therefore has a negative affect on students and student development. Most of the buildings do not resemble what one would call a modern day university as they are either too small or prefabricated. However to try and establish what facilities are there at MASU and in what conditions they are, items 2.1 to 2.13 in table 4.1 below were designed.

Table 4.1: University facilities – Total N = 150

Item	Facility	Available	Useful	Safe	Well ventilated	Well positioned	Well light
2. 1.	Food shop	N/A	N/A	N/A	N/A	N/A	N/A
2. 2.	Curio shop	N/A	N/A	N/A	N/A	N/A	N/A
2. 3.	Banks	N/A	N/A	N/A	N/A	N/A	N/A
2. 4.	Post office	N/A	N/A	N/A	N/A	N/A	N/A
2. 5.	Clinic	150	150	147	97	147	102
2. 6.	Student union	N/A	N/A	N/A	N/A	N/A	N/A
2. 7.	Phone shops	150	76	97	134	85	20
2. 8.	Sports facilities	130	123	79	N/A	122	15
2. 9.	Theatre	N/A	N/A	N/A	N/A	N/A	N/A
2.10.	Studio	N/A	N/A	N/A	N/A	N/A	N/A
2.11	Lecture rooms	150	137	143	98	147	61
2.12.	Tutorial rooms	100	43	76	76	54	48
2.13	Teaching laboratories	150	23	49	54	126	111

In responding to this section, the following facilities are not available at all on campus: food shops, curio shop, banks, post office, Student Union building, Arts theatre, and studio. Facilities such as these at any institution of higher learning do have an effect on the students in one way or the other. For example, the student union building is there as a center for students' interaction and congregating thus some kind of student hub. It is the place where students can meet and engage in their student governance meetings, shows, and many other student centered activities. Now if the institution does not have one in place, this can signal that students are not being catered for and the institution is not student focused. This in turn hinders student leadership programs and becomes a problem for student affairs as it diminishes student life on campus. Other facilities such as shops, post office and banks also provide for other students' needs and also cut on students having to go to town for braving problems on the way as they can get mugged as they take the long walk to town since most students cannot afford transport costs. The students can also get part time employment and training which will build entrepreneurship skills in students. This will also improve students' financial needs on campus. This therefore enhances students' social and economic life thereby promoting student development on campus.

However commenting on the non- availability of the above facilities, an authority interviewed said it would be long before such structures are put in place. He went further to say until such a time that the university has its own campus land independent of the Teachers' College, it would be difficult to have those facilities although they are essential for student life on campus. The fact that the Teachers College owns the greater part of land means that MASU does not have enough space to put up many structures yet. The institution however has been given a piece of land but does not have the funds to put up such structures unless a donor comes in to assist. This however hinders student development as students are deprived of some of the things they need on campus. Some of the facilities however are being constructed for example, arts theatre and studio. The university is also trying to bring in some services to cater for students though this is done at a slow pace. Figure 4.1a, 4.1b, and 4.2 show some of the facilities that cater for students social and academic needs respectively. The university recently acquired a bus

facility for students' use as they engage in sports and other off campus activities. The bus facility is important to students as it helps students access other institutions and even places of interest without them having to worry about transport. The bus is also used when student travel for academic, educational and social tours.

Figure 4.1a



Figure 4.1b



The bus facility that ferries student to and from campus if they are having lecture after 4pm and also when going for sports out of town.

Figure 4.2



The campus library; outward view.

Presently however, the physical campus environment at MASU is being modified to accommodate the changes that are inherent through the expansion of academic programs and an increase in enrolment (MASU on Monday, 2006). More office space is being

created to accommodate departments and introduce new programs and faculty and hence new buildings are being physically erected for this purpose. Figure 4.3 below shows some learning facilities under construction at MASU. Classrooms and other learning environments are also being built to try and create a conducive learning environment for students. According to Acker and Miller (2005), new and renovated facilities can have a positive impact on recruitment and retention of students and faculty as these spaces that adapt to the changing needs of scholars will not only support learning but will build community. The University authorities at MASU confirmed that these new facilities will be fitted with all modern technologies such as big screens, computers and others to cater for the technologically minded generation of students on campus.

Figure 4.3



Learning block under construction.

Due to the shortage of learning spaces at MASU, it is the student who is being shuffled and moved from one classroom to another to accommodate other faculties and programs. Whilst these movements are necessary and unavoidable, there is need for the authorities to speed up the building. More learning spaces and classrooms are being built so that even if the numbers of students in classes increase students do not rush for chairs and sitting space when they go for their lectures. Just the feeling of not finding comfortable sitting places during a lecturer can have a negative effect on the student who later on

develops a negative attitude towards courses run in such small environments. Lecturers might as well experience disciplinary problems as students may fail to pay attention to the lectures due to lack of comfort in the room.

In item 2.5, respondents indicated that the clinic was available on campus and also very useful. Students were generally happy with the clinic's location, ventilation and lighting within. The clinic is placed at the center of the institution and any one coming into campus can easily see it. Students can therefore easily access it from their residence halls, lecture rooms, sports grounds and any other place on campus. The clinic also plays an educative role for students as they bring in programs such as HIV/AIDS Education for students on campus. The nurses also invite other organizations such as Blood Donation and Transfusion Services for students to donate blood thus enlightening them to the importance of giving blood. Generally the clinic cares for students' health and well being on campus.

On observation however, the facility is there but its size leaves a lot to be desired. The authorities pointed out that since they were sharing the space with the Teachers' College the space was too limited. The clinic has only one bed to cater for sick students who will be placed under observation while on campus. This is not adequate as more than one student may require to be observed. The authorities on the other hand also complained that the clinic at times go for weeks without being able to give the patients the required medication as they will be out of stock. In this instance students have been forced to go to the Provincial hospital for treatment where they pay and spend lots of time in the queues. Thus in such an environment it shows that students' health is being compromised. Students should be able to get medical attention on campus unless the nurses there see it fit to refer patients to the bigger hospital in town. Without efficient health services students will not be proud to be part of the university family. Members of staff however were not happy about them being barred from using the facility. I however did not go into detail on this as the study was only restricted to students.

About the phone shop (item 2.7) 150 (100%) respondents indicated that the facility was available. However, most students felt it was not very useful as only 59 (39.3%) indicated its usefulness. An authority interviewed indicated that the phone shop usually experiences network problems and there is nothing they can do about it as they do not control this aspect of communication. Ventilation and lighting were also said to be poor as well. These results show that there is need to improve on this facility. The student affairs personnel interviewed pointed on the need to have more public booths to ease pressure on the phone-shop, which they said is normally closed in the evenings and weekends. The inefficiency of this facility means most students who cannot afford the luxury of a cell phone are cut off or disadvantaged in the area of communication with their friends and families. Students however just have to be patient and make do with the only phone shop on campus or ask friends with cell phones to assist when need be. The public telephones on campus are out of order and efforts to get the Post and Tele-Communications (PTC) services to look into the issue have been fruitless.

Responding to item 2.8, 130 (86.7%) respondents indicated that sporting facilities were available on campus. 105 (70%) indicated that these were useful and safe while 100 (66.7%) felt these were well positioned. However, the sports facilities available on campus are not enough to cater for all the sporting disciplines that students may want to engage in. Other sporting facilities of such disciplines as cricket, hockey and basketball are not on campus and students have to rely on the city council facilities and other high schools for practice sessions. This is attributed to the fact that the university is still under construction and also funds are a problem. However facilities for such sports as soccer, netball and tennis are there on campus though the soccer and netball fields need a lot of attention to meet the expected and required standards.

However authorities interviewed agreed that there was need for more sports facilities on campus as indicated sporting was one area that brought students together. Sports also encourage physical fitness among students as their bodies get to move and exercise in the various sports activities. This is very import especially in today's world where there is growing concern over obesity and sedentary life styles. Having sports facilities on

campus is also useful to promote campus culture as it also enhances inter-faculty interaction and students will get to meet and interact with those students in other faculties other than their own. This in turn helps students identify with their institution and a good collegiate environment prevails. The latest development however in this area was the construction of a tennis court on campus. This facility is well looked after and students are making good use of it. Figure 4.4 below shows the newly constructed tennis court at MASU.

Figure 4.4



The newly constructed tennis court on campus

Concerning item 2.11 and 2.12, 150 (100%) respondents indicated that lecture rooms and tutorial rooms were available and were very useful and also well positioned and safe. However, most students 130 (86.7%) felt that the ventilation leaves a lot to be desired. The lighting also needs attention. The lecture rooms' layout is such that it allows free movement of tables and chairs to suit the learning style that the students or the lecturer wishes to engage in. Thus the lecture room differs from the lecture theatre where tables are fixed in some form of terrace arrangement. However the authority interviewed on this issue indicated that tutorials were carried out mostly in lecture rooms and lecturer's offices when need be depending on the number of students to be attended to. Figure 4.5 below shows students attending a tutorial in one of the tutorial rooms and the lighting there is dull and students tend to crowd. The furniture in the lecture rooms is movable

and can be rearranged to allow for a better sitting arrangement that suits the kind of learning going on.

Figure 4.5



Students having a tutorial.

Students however have no problems with the lecture theatre (figure 4.6) as they felt that this venue was satisfactory for the kind of learning that goes on there with ventilation and lighting all in good condition. This kind of facility encourages student participation and interaction as it brings life to teaching and learning.

Figure 4.6



A well light and ventilated learning space. MASU's lecture Theatre.

Responding to item 2.13, which asked about the science laboratories, 150 (100%) respondents indicated that the facilities are there but had indicated problem with the usefulness of the facilities. Students were not happy as they indicated that the teaching laboratories were under equipped. The laboratories are literally empty as shown in figure 4.7 and one wonders what kind of science teaching goes on in such facilities. Asked about the safety of students in the laboratories, a member of faculty interviewed pointed out that since they do not have the apparatus, not much was going on there and therefore not much attention is being given to take any serious safety precautions. The gadgets for safety also are not there yet thus no activity in that area. He also added that there was need for more equipment in the laboratory both computer laboratories and science laboratories.

Figure 4.7



Teaching laboratory in faculty of science.

There is therefore need for the university authorities to move very fast towards the furnishing and equipping of these laboratories is meaningful learning is to take place here. Achievement for students in the faculty of sciences and mathematics today is taken as a contributing factor for international rankings for development Therefore science is seen as vital for competitiveness of the nation. These facilities however are well designed

and once they are furnished with the necessary equipment, I think these will serve their purpose in this learning environment.

There is however concern over the non availability of internet facilities within the computer laboratories an issue which the university authorities interviewed say was being looked into. Communication lines to enable internet connections are hard to get in Zimbabwe as the country just does not have the resources at the moment. However the internet points on campus are not enough and have a negative impact on student development as students need to connect to the world around them and also get informed on what is happening around the globe, academically, socially, politically and so on. According to Frand (2000) it is human nature to want the immediate gratification of our desires, not just physical but informational as well.

4. 3. SECTION C: THE ACADEMIC ENVIRONMENT

According to Chickering and Reisser (1993) academic practices, both those that are explicitly stated and those that characterise that hidden curriculum, have pervasive consequences for supporting or undermining student development in educationally powerful events. Faculty has the greatest influence in this environment as they tend to create distinctive academic environments that reinforce and reward their preferred patterns of student competencies in a manner consistent with Holland's theory (Smart and Umbach, 2007). This discerns patterns of stability and change in what students do and do not learn as a consequence of their college experiences (Smart and Umbach, 2007).

To try and establish the effects of the academic and classroom environment in as far as facilitating or hindering student development at MASU is concerned, eleven items 3.1 to 3.11 of the survey questionnaire were designed and presented in table 4.2 below. Generally, the students were quite alert and aware of what goes on in and around their academic environment. The number of years they have spent in this institution also contributed towards their high knowledge of the academic environmental issues. The results obtained confirm that faculty is committed to their work and students' academic

achievement. The results also show that student are very much involved in their work and are generally satisfied with the academic environment.

TABLE 4.2: The Academic Environment – Total N = 150

ITEM	DESCRIPTION	AGREE (AG)		NOT SURE (NS)		DISAGREE (DA)	
		N	%	N	%	N	%
3. 1	My class is reasonably sized.	96	50.7	5	3.3	69	46
3. 2	My workload is generally manageable.	120	80	7	4.7	23	15.3
3. 3	I always know what standard of work is expected of me by my teachers.	125	83.3	16	10.7	9	6
3. 4	My classmates are friendly, helpful, and accommodating.	129	86	9	6	12	8
3. 5	Most lecturers encourage students' participation during lectures.	145	96.7	2	1.3	3	2
3. 6	Most lecturers work to motivate students.	138	92	7	4.7	5	3.3
3. 7	Most lecturers use students' names in and out of class.	106	70.7	27	18	17	11.3
3. 8	Lecturers create welcoming environment that welcomes participation from all students regardless of their interest.	132	88	9	6	9	6
3. 9	Lecturers normally give feedback in reasonable time on assignments and how students are doing.	141	94	0	0	9	6
3. 10	Lecturers are enthusiastic about their subjects.	137	91.3	9	6	4	2.7
3. 11	Lecturers are available during the day when you need them.	138	92	7	4.7	5	3.3

Responding to the notion that classes were reasonably sized, item (3.1), 76 (50.7%) agreed that their classes were reasonably sized while 69 (46%) disagreed and only 5 (3.3%) were not sure. A member of faculty interviewed felt that the classes were reasonably sized. He pointed out that the ratio of students per lecturer is currently very reasonable. This question however might have caused some confusion as some might have use the term 'class' to mean the physical building. As a result they may have evaluated the classroom space here. Therefore this reflection needs to be treated with caution.

On the issues of manageability of academic workload (item 3.2), there was an overwhelming response in the positive as 120 (80%) respondents agreed that the workload was manageable. The general result suggests that students were not being overloaded and felt that they had adequate time to do their work. The students' ability to manage their work shows that students have developed instrumental autonomy and had the ability to make plans of their work in order to reach their set academic goal (Chickering, 1981), in this case managing the needs of their various courses and modules.

Responding to item 3.3, the majority of students, 125 (83.3%) respondents, agreed that they always know what standard of work is expected of them by their teachers. Supporting this notion, a member of faculty on being interviewed pointed out that, as students come into the university at the beginning of every semester, they are given a course outline with all the course expectations and requirements. Faculties have a policy where by students during orientation week get to consult and seek clarification where they might not be clear in as far as the courses and modules are concerned. During orientation, students gather and get to meet their faculty chairperson who will be telling them what to expect in their courses and chose degrees. The Vice Chancellor (VC) of the university also addresses students during orientation welcoming them to the institution and expressing what the university expects from them, the vision, mission and goals of the university.

The tradition of the university is that all faculty and members of staff dress in their academic regalia when the VC addresses students during the orientation week and other important academic programs. The faculty members and administrators in such an environment go out of their way to create a hospitable climate on campus as senior administrators, deans, and department heads set examples of collaborative relationships and student know that people work hard on their campus (Chickering and Reisser, 1993). Such occasions also place value to the orientation program. This in turn triggers a feeling of academic excellence in students and gives faculty and university staff their role as role models on campus. Figure 4.8 shows students during VC's address in the lecture theatre, hence some members of staff dressed in academic regalia.

Figure 4.8



New students at MASU being addressed by the VC during orientation week.

Concerning item 3.4, a greater number of the respondents, 129 (86%) agreed that their classmates were friendly, helpful, and accommodating. Due to the reasonable class sizes as revealed by the responses in item 3.1 above, students tend to know their classmates well and associations and acquaintances in this environment are strongly pronounced. According to Strange and Banning (2001) the classroom environment enables the development of acquaintances and friendships, among students as it serves as a springboard for new relationships. Learning then becomes more interesting with more interactions as students will find themselves engaging in both academic and social activities with out any forms of discrimination.

Chickering's theory also addresses the importance of friendly classmates and those around you as it addresses the theory of *Mattering vs. Marginality* which simply tends to suggest that if students believe that they matter to someone else and that they are the object of someone else's attention, and that others care about and appreciate them, they are far more likely to persist and succeed (Creamer, 1980). If students do not feel anyone cares about them or their success, if they feel ignored by the mainstream and not accepted, they will feel marginal, and, therefore, are much less likely to succeed in

college. According to Walsh (2003) the learner experiences a degree of empathy, caring and honesty from other human beings in the classroom learning environment as he or she is touched by a network of positive human relationships. Thus an environment where students get on well promotes students growth and development of competences and confidence building (Chickering and Associates, 1981).

The academic environment at MASU in many ways encourages a constructivist kind of learning and more specifically in relation to Holland's theory of an investigative and realistic academic environment. Respondents indicated that most lecturers encourage student participation during lectures. In item 3.5, 145 (96.7%) respondents indicated that participation in class was encouraged and positively reinforced and 138 (92%) respondents felt that most lecturers work to motivate students. These results generally confirm Holland's theory which proposes that academic environments contribute to student development and learning through the collective efforts of their faculty members to stimulate student participation in the preferred activities of the environment. The academic environment is quite encouraging with faculty doing everything possible to encourage and motivate students in their academic endeavours. It also shows that the faculty there works to build confidence in students by calling for their participation and motivating them in the process. Astin (1993) also stipulates that, if students become voiceless, their development is retarded. In the same vein, Acker and Miller (2005:8) support student participation by saying, "The more engaged students are in their learning activities, the more satisfaction they will express about their school and program of study".

In item 3.7, most respondents, 106 (70.7%) agreed that most lecturers use students' names in and out of class. The result suggests that faculty know the students they teach and there is interaction between the two parties. Names of students were being used in class. A member of faculty interviewed said the institution encouraged the use of student names as this helps motivate the students in and out of class. Once a student is aware that my teacher knows him or her as an individual, he/she will feel recognised and affirmed. The student will in turn work wholeheartedly in order to get credit. This in turn will help

the student's development of the self thus building students' confidence as they begin the process of establishing identity (Chickering and Associates, 1981). Chickering's theory also states that if students believe, whether right or wrong, that they matter to someone else, that they are the object of someone else's attention the development and college success is enhanced.

The notion that lecturers create welcoming environments that welcome participation from all students (item 3.8) was accepted by 132 (88%) respondents. Chickering and Reisser (1993) point out that, as students pursue their studies, they need recognition of the value of their ideas and assurance that what they think has some validity otherwise they will fail to move forward as it will be impossible for them to view themselves as capable of constructing knowledge. In the same spirit, Creamer and Associates (1990) point out that if students' ideas are not heard, their ability to establish autonomy and identity is destroyed. In relation to Chickering's theory, students should be involved in solving complex intellectual and social problems without demand for conformity to authority's view so as to build confidence and develop autonomy. Learning requires interaction with diverse individuals and ideas. Therefore by welcoming student participation students build confidence.

In item 3.9, 141 (94%) respondents agreed that lecturers give feedback in reasonable time on assignments and how students are doing. Only 9 (6%) respondents disagreed. These results were very encouraging as feedback is very important in any academic endeavor as it helps and promote serious studying to improve and add more credits were possible for the student. According to Walsh (2003) the learner has opportunities to practice the use of new cognitive structures and their related skills, and to receive clear, accurate and immediate information about his or her performance relative to the demands of the environment. The other experience relevant for student development is to engage student in making choices. They should also be involved in receiving feedback and making objective self-assessment. Once this is built in students, the student development is enhanced. Thus feedback also helps students to know in time how they are doing or performing. Getting feedback also means that your work is important and that someone

has taken time to respond thus you are affirmed. If feedback is not given in time, students will develop a negative attitude towards the course or even the lecturer responsible for that particular course. Therefore, feedback helps the student to grow and develop more, academically at the same time promoting interaction between the students and their faculty.

Responding to item 3.10, respondents agreed that lecturers are enthusiastic about their subjects as 137 (91.3%) responded positively. This shows that the institution has faculty that is content alert in as far as their courses are concerned. This also helps students build confidence in their lecturers and faculty as a whole. According to Strange and Banning (2001) a teacher who is well versed with his or her subject matter will always deliver and help students build on their confidence and self-esteem. The teachers in institutions of higher learning cannot afford to come for a lecture unprepared as students will easily pick on it. The generation of students who come to university today have gone through their basic secondary education and passed and above all they are highly informed through their interaction with the Web. These students therefore cannot be undermined as they at times read around their courses through books and the Web. So to avoid embarrassment, the teachers just have to be content rich and well versed.

Concerning item (3.11), 138 (92%) respondents that the lecturers are available during the day when students need them. These results show that students get guidance and enough time to consult during their studies. Again students are valued as their faculty makes time for them. This makes students feel included rather than excluded in their academic environment. According to a member of faculty interviewed, it is the university's policy that lecturers report for duty every working day unless on leave. As a result, lecturers are always available in their offices or other places around campus. Further enquiry also revealed that most if not all the lecturers at MASU do not have other jobs despite the economic hardships they are facing. Most of them do supplement their salaries outside their working hours so that the activities will not interfere with the university work. Generally, this is a group of faculty that is committed to the academic development of their students at the same time promoting student development.

Thus given the above results, it shows that the academic environment at MASU is very encouraging and to a great extent promotes student development. There is a great deal of student participation and this helps students to be part of their learning and not just to be passive learners. The environment also enables a great deal of student-faculty relationship as students have the freedom to consult and present themselves to faculty when need be.

4. 4. SECTION D: INFORMATION SERVICES.

The area of information technology is an important area for students as computerisation and globalisation are taking the world by storm. The world has been reduced to a global village where people can connect to people all over the world through the Internet. Oblinger (2005:15) asserts, “The trend towards active and collaborative learning is based on learning theory and research as well as growing understanding of the current generation of learners which is enabled by IT.” Irrespective of age, virtually all modern day learners use the Web extensively for information, communication, collaboration, and socialising expecting to interact with information and to receive near-instantaneous response (Oblinger 2005). It is therefore vital that students get training and are well versed with the use of modern information technology if they are to fit well in today’s world of work and technology.

The library also is of great importance to any institution of higher learning and research has shown that these are at a significant turning point with regard to space (Acker and Miller, 2005). In this study, the IT and library issues were put together since the two are the sources of information for students on campus. According to Acker and Miller (2005), the ‘Googlization’ of print collection over the coming decade means that for the first time in their history, libraries may be able to contemplate a future without significantly adding more shelves. This however may take years to fully implement and absorb the transformative nature of this change, but will necessitate a rethinking of library space. To try and establish students’ level of satisfaction in information technology and library environment, seventeen (17) items (4.1 to 4.17) of the survey questionnaire were designed and analyzed as indicated in table 4.3 below.

TABLE 4.3: Information technology and library – Total N = 150

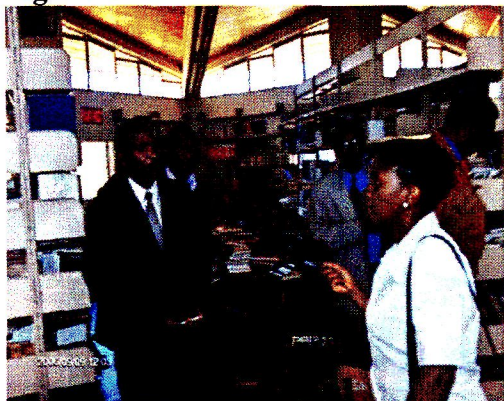
ITEM	DESCRIPTION How satisfied are you with:	SATISFIED (SA)		NORESPONSE (NR)		DISAPPOINTED (DA)	
		N	%	N	%	N	%
4. 1	Orientation to the use of the library.	96	64	12	8	42	28
4. 2	Helpfulness of the library staff.	48	32	28	18.7	74	49.3
4. 3	Opening hours of the library during semester week days.	108	72	5	3,3	37	24.7
4. 4	Opening hours of the library during semester weekends.	90	60	25	16.7	35	23.3
4. 5	Opening hours of the library during semester break and holidays.	25	16.7	117	78	8	5.3
4. 6	Opening hours of the library during examination time.	135	90	6	4	9	6
4. 7	The level of noise in the library.	68	45.3	13	8.7	69	46
4. 8	Availability of books and other materials.	32	21.3	6	4	112	74.7
4. 9	Adequacy of photocopying facilities.	67	44.7	81	54	2	1.3
4. 10	Availability of study space and places.	11	7.3	0	0	139	92.7
4. 11	The temperatures in the library.	11	7.3	7	4.7	132	88
4. 12	Personal comfort – chairs and tables.	63	42	11	7.3	76	50.7
4. 13	Access to computer resource room or laboratory.	19	12.7	6	4	125	83.3
4. 14	Helpfulness of the computer laboratory technician.	7	4.7	3	2	140	93.3
4. 15	Availability of training in the use of the computer.	36	24.7	8	5.3	106	70.7
4. 16	Support from the teaching staff on the use of the computer.	27	18	24	16	99	66
4. 17	Access to internet and e-mail facilities on campus.	45	30	9	6	96	64

Responding to item 4.1, 96 (64%) respondents were satisfied with the orientation they receive to the use of the library while 42 (28%) respondents indicated disappointment and

12 (8%) were not sure. Most of the students in commerce and sciences could not comment as their resources are outsourced from other libraries therefore they normally ignore the general orientation to the campus library. However an authority interviewed pointed out that there was a strong orientation program in place which takes new students through the expectations and requirements and use of the library as they come into the institution. Students are given the opportunity to ask and interact with the library staff and resources.

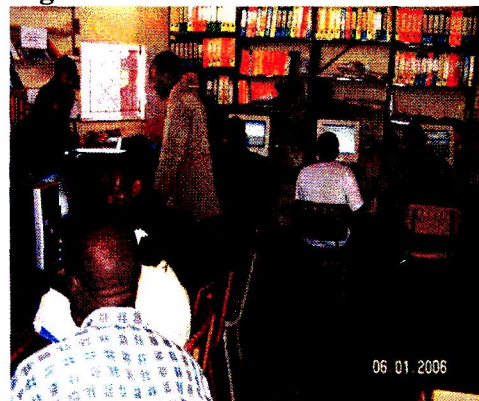
Figure 4.9a below shows some students going through library orientation with the library staff. Figure 4.9b shows students getting assistance from the library staff on how to log in and get access to various Web sites during orientation to the library.. These however are the only internet points in the library where students can access the Web and the Internet. However, students who come in late into the semester always miss out on the orientation program and eventually face some problems in the library environment. This will affect their learning as the library is the prime source of information and an important environment for studying.

Figure 4.9a



Students in the library during orientation.

Figure 4.9b



Students get exposure to the use of the few internet points in the library.

In responding to the notion of helpfulness of library staff a number of respondents 74 (49.3%) expressed disappointments in the way the library staff dealt with students. Respondents accused the library staff of leaving too much responsibility to the security guards at the library entrance leading to the library personnel not doing much to assist

them. They also indicated that the staff was not easy to approach for help as they would indicate that they are busy with some other things and students can wait. However, an authority interviewed dismissed this allegation saying the library staff was helpful. He pointed out that the reason why it may seem otherwise was because the library was short staffed and sometimes overcrowded. The security personnel were only there to cross check the books (figure 4.10) that students will have borrowed since the library does not have any other form of technology like sensors at the doors or within its premises to check whether the correct procedure for borrowing books and other resources out of the library has been followed.

Figure 4.10



Students at the security check point in the campus library

However students generally do not associate well with the security officers and this has been noted to be an influence of the UZ on the general student body in Zimbabwe. Students at the UZ, which is the mother college in Zimbabwe, are ever in conflict with security whom they accuse of infringing their rights and harassing them. This therefore has spread to almost all the institutions in the country and where ever there are security officers, students are not happy about that. Authorities in higher education and the

institutions at large seem to be failing to correct this so that the two parties can get on well on campus.

In justifying the presence of security officers in the library, an authority interviewed pointed out that the university has lost a lot of books as some students had developed a tendency of stealing books from the library. He pointed out that security checks had reduced the number of books and other library resources that go missing in the library. These security checks are also done at the main gates as student leave the campus. Library books without a current library stamp will be taken and the holder will be summoned to a disciplinary hearing. Stealing a book from the library is a very serious offence at MASU and can lead to a student being suspended or expelled from the university. Students therefore learn that stealing is not good and can cost you your studies.

Concerning the opening hours of the library during semester weekdays, weekends, examination times and holidays, most respondents expressed satisfaction with 108 (72%) being satisfied with the opening during weekdays. 90 (60%) were satisfied with the opening hours of the library during semester weekends while 135 (90%) respondents were satisfied with the opening hours of the library during examination time. These responses show that generally, students are being given enough time to use the library. According to a member of faculty interviewed, the weekdays are busier than the weekend as most students get to travel during the weekends.

However students tend not to use the campus library on holidays as semester breaks as the university is usually deserted during such times with only postgraduate students on block release utilizing the facility. He also pointed out that not many students utilising this facility during semester breaks and holidays. Opening hours of the library are extended during exam time to give students enough time to consult and utilise the available library resources. According to Astin (1993), the library is the resource centre for all academic reading and research. It is therefore important that the opening hours of this environment be conducive and allows students to utilise the library resources at all

times. Generally students are very happy about this extension as some have a tendency of doing last minute rush especially during the examination period.

These responses show that the library is an important element of the academic environment as it houses resources that add on and enrich students' academic growth. Students also get more informed on issues that affect their day-to-day living through magazines, books, newspapers, the internet and other materials and resources in the library. The Internet points in the library are however limited and students want more connections to enhance their research as the Web tends to get students connected and give them more up-to-date information.

There is generally a conflict of interest in as far as a noise level in the library is concerned. 68 (45.3%) respondents were satisfied while 69 (46%) were disappointed citing unpleasant levels of noise in the library environment and 13 (8.7%) had no response. Asked about the level of noise in the library, the authorities could not deny nor agree as attributed student' dissatisfaction in this facility to over crowdedness since the library is shared between MASU and Masvingo Teachers' College's students. The fact that photocopying facilities were situated in the library meant more traffic in the library and more noise even from the photocopier which at times is difficult to control despite stipulated regulations. The authorities however said that the university is trying by all means to minimise noise in the library and maintain some silence. Posters that prohibit noise in this environment are also visible on the walls and the entrances to the library. This teaches students to respect each other in the library and give each other room to study as the library is the center for information and reading and getting information is an important part of learning. The library however does not have designated spaces for group discussions. Students therefore have a tendency of whispering to each other in the library causing some noise in the process.

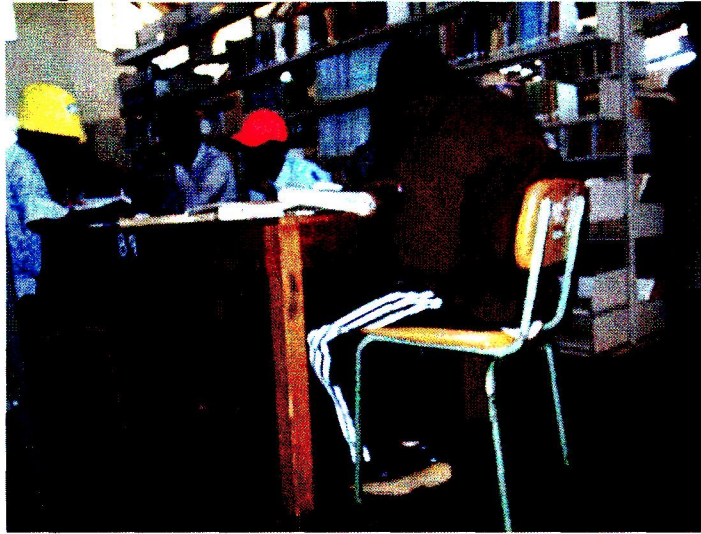
Responding to item 4.8, 112 (74.7%) respondents were disappointed that books and other resources were not readily available in the library. The authorities however expressed optimism that more resources will be available shortly as orders for more books had been

placed. However it is of significance to note at this point that, with the way technology is coming in and this diminishing reliance on text books and other print materials, the university should be considering more seriously equipping their library with necessary information technologies and web points. Acker and Miller (2005) point out that, with much research and many academic articles being available on the internet, it may now be possible to consider transitioning libraries from being primarily for the storage of books to primarily supporting learning.

Generally, the university needs to add more photocopiers as they only have one that is situated in the library. 67 (44.7%) respondents were satisfied with this service while 81 (54%) expressed disappointment. Students have to go to the nearby town to photocopy their work and this they said was hard on their pockets and also time consuming.

In item 4.10, 139 (92.7%) respondents expressed disappointment on the amount of space in the library environment. On observation, I also noted that the library was a bit small considering the number of students it has to accommodate. Students at time crowd on the available table so that they give each other space to sit and read while in the library environment. Figure 11 shows students in the library studying while seated very close to each other. This kind of sitting arrangement also adds on to students' discomfort as the levels of noise are difficult to monitor if students whisper to those sitting very close to them. This also affects the temperatures in this facility as 132 (88%) respondents were not happy with the temperatures. According to an authority interviewed, the library tends to be a bit hot, stuffed and not favourable mostly during the beginning of the semester and during exam times as students tend to utilise this facility more around these times. The situation is made worse by the fact that the library is not air conditioned and they only have the ceiling fans to rely on. The university should consider air conditioning the library so that it becomes more comfortable and students can breathe fresh air especially in summer. Reading then becomes more meaning full and interesting if the environment is conducive.

Figure 11



Students studying in the library.

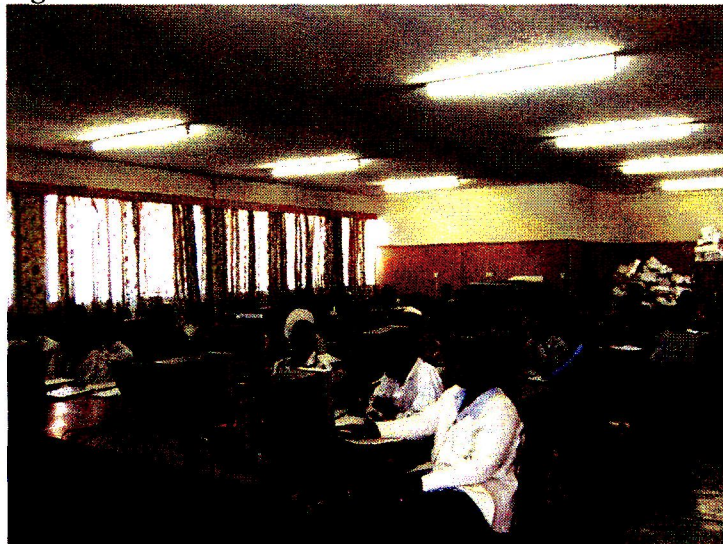
Asked about comfort level in the library, students also felt that there wasn't much comfort in the library as 76 (50.7%) respondents expressed disappointment on the conditions of chairs and tables while 63 (42%) were happy and 11 (7.3%) were neutral (item 4.12). I also noted that more comfortable chairs and tables were needed in the library to add on to the students' comfort whilst reading. Those provided are a bit out dated and are hard since most of them are not stuffed or padded. No acts of vandalism however are evident in this environment. The authorities indicated that, generally students took good care of furniture in the library. Students are not allowed to take library chairs out of the library space for any reason. This measure helps in the general up keep of the properties.

However the university should also consider transforming library space for students' comfort. It might be tempting to renovate the library so that more traditional group study rooms with fixed walls separating them are built. This will allow for students to engage in active learning styles necessary for class teams and study group discussions without disturbing others (Acker and Miller, 2005). They should also have reading rooms within the library to provide quiet learning and discovery spaces. These varied environments

will be a key element in user satisfaction and will also promote constructivist and active learning as opposed to individual learning.

Most students were not happy with the IT services on campus. 125 (83.3%) respondents expressed great disappointment on access to computer resource room and laboratory. Students indicated that the computers were said to be a no go area for students unless they are in class or under the supervision of the computer technicians. Students also felt that the laboratory technicians were not very helpful as the majority of the respondents 140 (93.3%) expressed disappointment with them. Students complained that the technicians are not friendly and usually close the laboratories so that students will not enter. Generally however, I observed that the computer laboratories were mainly for purposes of teaching hence those taking information technology as an academic course had access to the computers rather than those in other courses. Figure 4.12 below shows students having a lecture in IT in the computer laboratory.

Figure 4.12



Students in the computer laboratory during an IT lecture.

The teaching staff too were not spared as they too offered very little help on the use of the computer to students. 99 (66%) respondents felt that they were not being served in this respect and expressed disappointment. 106 (70.7%) were disappointed with the training

they receive on the use of computers. Students at MASU also felt that they did not have access to the internet and e-mail facilities on campus (item 4.17). In responding to this notion, 96 (64%) expressed disappointment and thus felt not much in this respect is there to serve students' interests. Generally, since the institution does not have enough internet points, priority is being given to staff members at the expense of the students. The authorities feel they have to take care of the few resources they have because once what they have breaks down, it will take long to have them fixed or replaced. However, unless something is done to try and add more internet points, this environment will always be of concern to both the students and the university authorities. IT is the norm these days and with the Information-age mindset in the university, this area has to be improved.

Generally, the information technology and the library at MASU leave a lot to be desired. Aspects of student development are hard to achieve if this environment remains short supplied and not much attention being given to satisfy students on campus. Students need to be exposed to modern technologies at all costs if they are to move with the rest of the world in as far as IT and communication matters are concerned. With limited access to the internet, students will not get to know what is happening around them and even in other institutions in the country. Upgrading the information services will help the university produce graduates who can compete in the international market.

4. 5. SECTION E: SOCIAL ENVIRONMENT

According to Astin (1993), the most powerful influence on how students make decisions and the values they incorporate is their interaction with other students during their time at the institution. This interaction at most happens in the social environment of the campus environment where most of the informal learning takes place. Acker and Miller (2005:5) say, "The concept of informal learning has been developed most completely in the literature of lifelong learning and organizational effectiveness." This kind of learning include talking to others, observing others and asking for clarifications during the act of doing, ad hoc discussions and other activities outside the formal learning set up. However, research has it that learning that takes place in informal learning spaces is complementary to the classroom and library settings as it supports chance encounter,

divergent conversations, and reflection and study about content presented in formal settings (Oblinger, 2005). To try and establish the effects of the social environment to students on campus, items 5.1 to 5.17 were designed, analysed and presented in table 4.4 below.

TABLE 4.4: The Social Environment – Total N = 150

ITEM	DESCRIPTION	AGREE (AG)		NOT SURE (NS)		DISAGREE (DA)	
		N	%	N	%	N	%
5.1	The campus offers adequate support services to cater for my academic needs	53	35.3	16	10.7	81	54
5.2	The campus offers adequate support services to cater for my social needs.	54	36	11	7.3	85	54
5.3	The campus offers adequate support services to cater for my personal needs	41	27.3	12	8	97	64.7
5.4	I have attended student development workshops on campus.	46	30.7	8	5.3	96	64
5.5	The campus environment allows students to interact freely on campus.	96	64	4	2.7	50	33.3
5.6	I get to interact more with other students in class.	112	74.7	2	1.3	36	24
5.7	I get to interact more with my peers out-of-class during free time.	130	86.7	3	2	17	11.3
5.8	I visit student support services only when I have a problem issue.	87	58	14	9.3	49	32.7
5.9	Students with disability find it easy to interact with everyone on campus.	100	66.7	8	5.3	42	28
5.10	I interact more with other students when I play sports.	97	64.7	8	5.3	45	30
5.11	I get to meet students from different cultures while on campus.	112	74.7	5	3.3	33	22
5.12	The institution encourages different student groups to meet.	121	80.7	11	7.3	18	12
5.13	I get on well with students from different religions.	125	83.3	9	6	16	10.7
5.14	There are times when students socialize with members of staff on campus out of class.	83	55.3	10	6.7	57	38
5.15	I'm a member of a social club on campus.	105	70	4	2.7	41	27.3
5.16	I make friends easily.	137	91.3	9	6	4	2.7
5.17	I can associate with anyone on campus.	127	84.7	6	4	17	11.3

Generally, the respondents were not happy with the support services that were offered on campus (item 5.1, 5.2 and 5.3). 81 (54%) respondents disagreed that the campus offered adequate support services to cater for students' academic needs. 85 (56.7%) disagreed that their social needs were catered for while 97 (64.7%) disagreed with the notion that their personal needs were being met. These results from the three items show that MASU campus does not have adequate support services for students' academic, social and personal needs, thus confirming the research's assumption that there were not enough facilities and support services on campus for students. Thomas and Yorke (2001) assert that students require support and an appropriate institutional culture throughout their engagement and higher education and student support services are the main providers of this. Asked about the student support services, the authorities pointed out that the university was still trying to establish some of these facilities with the division of Student Affairs still growing.

However adequate support services contribute to a conducive university culture. According to Kuh, Bean, Hossler, and Stage (1989) it is critical for institutions to provide services that genuinely meet students' needs to ensure total student development by providing health support, disability support, study support, personal and social support that will help students acquire the necessary skills by enabling access to available resources. This will enhance student development and make life on campus much better and meaningful.

Responding to item 5.4, 46 (30.7%) respondents agreed that they had at one time or the other attended student development workshops on campus. 96 (64%) respondents disagreed while 8 (5.3%) were not sure. Asked about the student development workshops and programs on campus, an authority interviewed pointed out that most of the workshops that are done for students on campus incorporate student leaders and only those in the Student Representative Council (SRC). However student leaders are a handful and this means these workshops and seminars are only for those chosen few. Figure 4.13 shows a small group of student leaders attending a workshop on leadership. If more students are exposed to student development programs, they will be able to handle

lifelong situation as they are equipped with skills and knowledge on handling social problems. Students also develop competences and move towards freeing interpersonal relationships as such student development workshops expose students to increased capacity for mature and intimate relationships. Students are therefore more reciprocal and empathetic (Chickering and Reisser, 1993).

Figure 4.13



Student leaders attending a workshop.

More workshops and seminars however need to be planned and put in place if students are to benefit from their life on campus. However the interviewed university personnel attributed lack of student development workshops to lack of trained personnel in the area of students development. He felt that it was mostly the duty of student affairs to organise student development seminars and workshops with the academic staff coming in to facilitate and do presentations as resource persons where necessary. However, this line of thinking is wrong as pointed out by Kerr and Tweedy (2006) when they say that, student development programming should not be viewed as the duty of student affairs but should be placed at the forefront of everyone's work on campus.

Concerning item 5.5, 96 (64%) respondents agreed that the campus environment allowed students to interact freely on campus. This result shows that the campus is a free environment where interaction is allowed at all levels and no restrictions are given. As a

result students get to interact with peers even in class as 112 (74.7%) respondents agreed, and out-of class during free time as indicated by positive responses from 130 (86.7%) respondents. Results obtained from the above three items show that student to student interaction is very high within MASU's campus environment at all levels. This promotes the social life of students thus allowing students to build friendships and acquaintances (Chickering and Reisser, 1993). Chickering's (1968) Theory of Identity Development asserts that interaction at all levels promotes the building of confidence and development of interdependence skills (Chickering and Reisser, 1993). However outdoor spaces to some extent limit the amount of interaction that students may wish to engage in. Therefore for student-student interaction and student-staff interaction to be taken to even greater levels, MASU authorities have to attend to the physical space first so that it is comfortable and satisfactory to its inhabitants.

In item 5.8, 87 (58%) respondents agreed that they visit Student Support Services only when they have a problem issue while 49 (32.7%) disagreed and 14 (9.3%) were not sure. The interviewed student affairs personnel also echoed the same sentiment as they noted that most student utilise their service only when they have a problem. They also said that lack of resources and enough student development programs contribute to this problem. Above all, students are not given enough orientation on the operations of the Division of Student Affairs as they come into the institution or even during their stay on campus. The orientation program mostly has to do with courses, faculties and other issues mostly academic. Generally, there is a lack of understanding as to how and what the Division should cover in its operation.

Responding to item 5.9 which asserts that students with disabilities find it easy to interact with everyone on campus, 100 (66.7%) respondents agreed while 42 (28%) disagreed and 8 (5.3%) were not sure. Students added that interaction with students with disabilities was not a problem as they constituted a very small population. Students usually engage in discussions and groups/clubs where issues of discrimination of any form are discussed and discouraged. However, as much as I would have loved to assert the actual number of students with disabilities, I failed to get a break through as no such record was found to

be available in the student records offices and a physical check proved difficult. However in as far as interaction is concerned students with disabilities interact with everyone on campus.

Sports were noted as a major source of social interaction on campus. This was obtained from results of item 5.10 where 97(64.7%) respondents agreed that they get to interact more during sports. In item 5.11, 112 (74.7%) respondents agreed that they get to meet students from different cultures while on campus. 121 (80.7%) respondents responded positively to item 5.12 which suggested that the institution encourages different student groups to meet. According to authorities interviewed, students are encouraged to join at least one students club or organisation as they come into the institution. This is important for students as it help students take sometime off their busy academic schedule while at the same time having time to socialise and meet other students. Figure 4.14 shows a students' cultural theatre and arts group performing at a graduation ceremony where they were invited to offer entertainment to the guests and students there. This group is now very popular among the university and local community at large. This promotes interaction between the university and the community at large and students also learn good citizenship as they meet different people in the community.

Figure 14



Students' culture and theatre group in action at a local graduation ceremony.

Before embarking on this study, I had an assumption that there was no cultural or religious discrimination at MASU. This was then affirmed by 125 (88.3%) respondents who agreed that they get on well with students of different backgrounds on campus. According to an authority interviewed, students from different institutions and religions at times go on religious out-reach together towards the end of each semester. This acceptance of differences and diversity helps students grow in tolerance and ability to accommodate others thereby bringing peace and harmony within the university environments.

According to Creamer and Associates (1990) a climate that supports student development is one whereby students and faculty can get together at informal functions. Interaction between students and members of MASU staff on campus is there as 83 (55.3%) agreed that there are times when students socialise with members of staff on campus out of class. A member of faculty however pointed out that although social interaction between members of staff and students was encouraged, it was difficult to fully implement as it at times leads to unnecessary and unrealistic conclusions by some members of the university community with others thinking that some kind of sexual relationship exist between students and members of faculty from the opposite sex. This can cost them their jobs and therefore some tend to distance themselves at times.

However, according to Pascarella and Terenzini (1991), the presence of faculty members who are genuinely interested in students and willing to engage them intellectually and personally in the out-of class interactions, will elevate mentor's role for the institution to attain student development. These results therefore show that MASU staff enjoy engaging with students in and out of class in the learning process, however, with limitations. This enhances development of competence, identity, and purpose within the students (Checkering and Reisser, 1993).

On interaction between students and faculty Kuh, Bean, Hossler, and Stage (1989) postulate that faculty members should attend student-organised events and also work with student services staff members in matters pertaining to students' life on campus

including counseling and recognise advising as a legitimate part of their work load as this enhances student development. In the same spirit Chickering and Reisser (1993) stipulate that when student-faculty interaction is frequent and friendly and when it occurs in diverse situations calling for varied roles and relationships then powerful contributions towards developing intellectual competence, managing emotions, moving through autonomy towards interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity are enhanced and encouraged (Chickering and Reisser, 1993). These are the key attributes of student development within any given institution of higher learning (Banning, 2003).

Responding to item 5.15, 105 (70%) respondents agreed that they belonged to least one social club on campus. 41 (27.3%) disagreed while 4 (2.7%) were not sure. This confirmed that the institution encouraged students to join at least one social club or organisation while on campus. The majority of those who disagreed however were non-resident students who usually find it difficult to engage in some of the activities that are done after 4pm on campus and outside their academic time-table as they will be rushing to get home before dawn. According to Astin (1993) involvement in the organisations, help students build confidence, learn skills, make career decisions, build friendships, develop leadership qualities, and feel comfortable. The tasks of everyday living and working yield insights about individual functioning, responsibility to others, and values. Relationships with others in all of these contexts broaden students' perspective about human diversity and their own place in the larger community.

The social environment at MASU allows for the formation of friendships and acceptances without much gender or any other form of discrimination. 137 (91.3%) respondents agreed that it was easy to make friends on campus. 127 (84.7%) respondents agreed that they could easily associate with everyone on campus. This makes the environment on campus conducive for student growth. According to Acker and Miller (2005:5), "We can extend the value of our investments in both formal and informal learning spaces by encouraging our students to linger, meet, and talk informally out of class." Therefore as

students interact and make friends, a strong support base for success at the college is enhanced.

The results obtained from this section indicate that although the campus allows for free interactions among students there is need to look closely into the various support services the institution offers. Most of the respondents were not happy with the services at the moment. The interviewed authorities also pointed out that, difficult as it may be at the moment to improve on some of the services, student services needs upgrading for the sake of the students on campus. They also pointed out that lack of infrastructure made it difficult for the university to offer adequate support services for students' needs. Hence without adequate support, the student's overall physical, psychological, educational, and vocational development and well-being is hindered (Sims and Sims, 1991). Out of class interactions support chance encounters of value and social exchange.

4.6. SECTION F: THE PHYSICAL ENVIRONMENT

According to Oblinger (2005) the campus' physical environment conveys an image of the institution's philosophy about teaching and learning. It also plays a great role in giving the university its face value and if this environment is not looked after, then it sends negative messages to all those people who come to the University for business and other academic reasons.

To try and establish more about MASU's physical environment from the students' perception, ten (10) items 6.1 to 6.10 of the survey questionnaire were designed (see Appendix A) and presented in table 4.5. These sought to establish what aspects of the physical campus environment affect students. Elements of the physical environment such as space, comfort, sites, general up keep and other facilities that make up the physical environment were looked into. Most of the responses as shown in table 4.5 below indicate that the students were not very happy about their campus's physical environment and felt the university has to do more to make this environment satisfactory and conducive for student development.

TABLE 4. 5: The Physical environment – Total N = 150

ITEM	DESCRIPTION	AGREE (AG)		NOT SURE (NS)		DISAGREE (DA)	
		N	%	N	%	N	%
6. 1	The campus is always clean.	70	44.7	27	18	52	35.3
6. 2	The campus has a lot of space.	36	24	18	12	96	64
6. 3	There are many comfortable outdoor areas where I can study.	20	13.3	3	1	127	84.7
6. 4	The pathways provided make movement around campus easy.	76	50.7	27	18	47	31.3
6. 5	The campus has adequate sports facilities available.	79	52.7	24	16	47	31.3
6. 6	The campus is easy to get to from the nearby city.	60	40	15	10	75	50
6. 7	The campus is situated within safe surroundings.	93	61.3	14	9,3	43	28.7
6. 8	The campus accommodates students with disability well.	126	84	12	8	12	8
6. 9	Facilities on campus provide well for students with disabilities.	48	32	80	53.3	22	14.7
6.10	The shops available on campus provide well for students' basic needs while in college.	2	1.3	19	12.7	129	86

The results obtained from respondents in item 6.1 of the questionnaire show that 70 (46.7%) respondents agreed that the campus is always clean while 52 (35.3%) disagreed and 27 (18%) remained neutral. This result to some extent shows that the campus maintains a clean environment though at times they may fail to get total cleanliness as would be desired by the inhabitants (the students). The place is at times littered especially after student gatherings and the groundsmen take time to clean the place up. The groundsmen are however employed by the university and are part of the university staff.

A clean campus environment suggests that the people there care about their surroundings and want to be proudly associated with their institution. Even those visitors who come into the institution feel respected and mandated to maintain a culture of cleanliness they feel with in the environment. However, students also seem not so responsible when it comes to rubbish disposal. If they did, the issue of litter would not even be an issue. Students therefore should take the blame and train themselves and even those who visit during sports and other gatherings to utilise the rubbish bins and keep MASU's physical

environment clean. Barker in his (1969) theory assumes that people comply with the forces or rules of a behaviour setting thus if they obtain satisfaction from a setting they attempt to maintain that setting. This attribute goes even with the college freshmen. They will be forced to come in and adapt to the culture of clean environment that they find in existence as they come to college.

However, according to an authority interviewed, the university tries by all means to keep the campus as clean as possible though they may not always be able to get the required tools and other technologies needed to maintain the grass and the environment at large clean. He also added that the manpower on the ground is not enough to cater for the amount of work that they face day-in and day-out. Students however were being encouraged to keep the campus clean through notices and the availability of rubbish bins around campus. These bins are scattered around campus in places where people pass like rest parks and gate entrances to enable them to throw rubbish with out having to worry about moving a distance.

Astin (1993) points out that a clean environment encourages development as it encourages participation in campus-based activities. Students are encouraged merely by the physical looks of the outward environment to remain on campus and take part in the various activities, which contribute to their growth and development intellectually, physically and socially. In the same vein, Kerr and Tweedy (2006) point out that, formal duties of environmental care are one of the vehicles for implementing success in student development. Authorities should therefore be committed to environmental issues to provoke, stimulate and promote student development within the physical environment. They can organize and engage students in more stringent cleanliness campaigns that will also train students to desist from littering in general. Students can also do some community service activities within their various clubs and organisations.

Outdoor space in MASU's campus' physical environment is a big limiting factor towards student development as 96 (64%) respondents indicated that there is not enough space outdoors for students to carry out their varied activities while 127 (84.7%) respondents

indicated that there were no comfortable outdoor areas where students could study. The authorities interviewed pointed out that outdoor space was a major disabling factor as far as student development and comfort were concerned as they pointed out that students do not have enough space to carry out most of the out-of-class activities that require them to be in groups. This limits all forms of outdoor interaction that may be possible within a campus environment.

Responding to the issue of comfort in the physical environment, respondents felt that the outdoor environment was not very comfortable. Generally the lawn outside buildings is not well maintained for students' comfort. As a result, students sit on the bare ground when they want to relax. There are also not enough outdoor benches and tables. This therefore makes outdoor relaxation and interaction not satisfactory and students do not want to be associated with such an environment. Figure 4.15 below shows part of the outdoor spaces that students use during lecture breaks and lunch time. The general outlook shows that the space is not comfortable enough as it is dusty, and quite exclusionary. A lack of comfort prevents interaction between students and staff and interaction amongst the students themselves.

Figure 4.15



Students taking a break outdoors

The ugly outlook of the university also affects student retention as students may want to leave the institution for other institutions. This may also contribute to the institution

failing to attract students with good passes to enroll. Students thus feel neglected by their authorities in this respect as this kind of an environment prohibits other activities especially learning out of class for those in the Artistic and Social academic environments as given by Holland (1997). As a result students are forced to go indoors where they can get a table and chair to sit comfortably every time they want to write or type anything.

However, not all parts of the physical environment are neglected. The space around the administration offices is well kept with a lot of lively plants and green lawn. Groundsmen are usually busy in these areas as a result one can hardly find litter scattered there. These workers therefore work harder in areas they know the authorities pass through on daily basis. Figure 4.16 shows a well looked after physical space surrounding administration offices. This in a way shows that the grounds men only have respect for the authorities and will only concentrate in areas that they feel will catch the eyes of the bosses, all at the expense of the general student body.

Figure 4.16



The university main administration offices for university executive staff.

However from carrying out this research, it was noted that since this campus was originally designed to cater for a much smaller number of students, there is need for expansion if the physical environment is to cope with the growing numbers. More manpower needs to be hired in order to keep the aesthetic value of the university high.

Responding to item 6.4, 76 (50.7%) respondents agreed that movement around the physical environment on campus is easy as the pathways around campus are well defined as shown by figure 4.15 below. However, in the same item, 47(31.3%) respondents disagreed while 27 (10%) were not sure. These contradictions perhaps came due to the fact that some of the pathways on campus are not block built and are dust paths. This makes movement difficult especially when it's rainy and muddy. Some of the authorities interviewed also had the same line of thinking as they felt that due to limited spaces, movement around campus is a bit limited though paths are there. The paths shown in figure 4.17 below are wide but dusty. They are usually slippery when it rains and are dusty during the dry season. These paths link the residence hall and the faculty offices to the main administration block and are usually busy.

Figure 4.17



Paths on campus that connect the halls of residences and the main administration block.

Concerning item 6.5, 79 (52.7%) respondents agreed that sporting facilities were available on campus, while 47 (31.3%) disagreed and 24 (16%) were not sure. According to an authority interviewed, not all sporting facilities are on campus. For example, the campus does not have fields for rugby, cricket, baseball and other sporting activities. Most of the facilities available are for such sporting disciplines like soccer, netball, and tennis which are very common amongst students. Students are having to make own arrangements to travel to the nearby town which is some five kilometers away from campus to engage in other sporting activities such as, cricket, rugby, baseball and other disciplines whose facilities are not on campus.

However the general conditions of some of the grounds for example soccer and netball that are situated on campus leave a lot to be desired considering that soccer and netball are the two most popular sporting disciplines. On this issue however, the interviewed authorities pointed out that the university authorities' hands were a bit tied in the provision of more sporting facilities. He said that the institution is financially constrained due to the construction work of other learning spaces in progress as well as the non-availability of other sources of funds at large. Plans are however underway to improve the availability of sporting facilities so that more students are accommodated. Improvements need to be done if the university is to attract more talented students in the field of sport as this is an environment that encourages interaction and brings the university community together. Sports encourage the development of competence and building of confidence which gives the student an increasing capability to manage social situations (Strange and Banning, 2001).

The proximity of the campus to the nearby city (item 6.6) provoked mixed feelings. 60 (40%) respondents indicated that they had no problems getting to the nearby town, while 75 (50%) disagreed. However, according to authorities interviewed, students have problems getting into town as they are forced to walk a distance of approximately 5km to get to town as most of them can not afford the ever rising transport cost due fuel shortages and hyper-inflation hitting the country. Most of the students cannot afford bicycles which could have been an alternative to this crisis. As a result this affects

students' participation in other activities and nightlife programs and entertainment on campus as they rush to get to their homes outside campus in time. Most non-resident students who walk to college usually are tired by the time they arrive for lectures and this affects their ability to listen and concentrate in class. This can also affect students' end of semester results. However the university provides for transport to ferry students from college to the different locations if they have lessons after 4pm. However some authorities felt that if the institution was located in town it would be easy for students to get to and from town and their out sourced residences. This, they said would improve participation in out-of-class activities. This will help build the university and the student community as a sense of community is also instilled.

According to an authority interviewed the route that is used by students to get into town is not very safe as students get mugged on the way during weekends and rainy season when the surrounding bush is dense. A tarred road that is maintained jointly by the District Development Fund (DDF) Zimbabwe and the Local City Council is there but due to high taxi fares students cannot afford boarding the taxis or lift to get to town or to their homes therefore they resort to walking. Most of the students also cannot afford bicycles hence they have to walk and usually use the short cut that passes through that nearby bush to connect to and from campus.

In item 6.7 which explores the notion that the campus is situated within safe surroundings 96 (61.3%) respondents agreed, while 43 (28.7%) disagreed and 14 (9.3%) were not sure. Of the 43 respondents who disagreed to safe surroundings, 37 of them live in out-sourced accommodation and face problems connecting to and from college. There are some cases of robbery and mugging on the way being reported both to the university security and the police. Authorities interviewed said that they at times receive information about students being mugged on their way to or from college as they walk past a nearby bushy area that student use as a short cut. They also pointed out campaigns were being taken to try and educate students on the importance of walking in groups and avoid using dangerous routes during odd hours and the night. Resident students were however encouraged to

move out of campus less and if they wish to go anywhere then it should be during day time. This is a measure to try and add to students' safety.

The immediate surroundings however, are said to be very safe with the university and the surrounding mainly farming community living harmoniously. Most of those who remained neutral were from the faculty of commerce who undertake their studies in a city located campus environment. They are situated at the Masvingo Polytechnic College which is located in town due to limited space at MASU campus and they may not be very clear as to what goes on around MASU campus as they do not spend much time there except for certain important occasions. This setup was necessitated by the fact that there was not enough space and resources at the main campus for those doing commercials, hence the move to the polytechnic. This arrangement however creates different communities amongst students rather than a single cohesive one.

In responding to the notion of accommodation for students with disabilities 126 (84%) respondents affirmed that these were well accommodated. However 80 (53.3%) respondents were not sure whether there were facilities on campus for students with disabilities. These results indicate that students have no knowledge of such facilities as non are visible. Oblinger (2005:18) however emphasises the need to have facilities that do no discriminate against those with disabilities as he pointed out that "Accessibility is a critical issue hence all learning spaces, physical and virtual should be designed to enable access by persons with disabilities." Therefore these facilities need to be there so that awareness on the needs of students with disabilities is raised. The more visible these facilities are, the more aware students become of each other's needs.

Responding to item (6.10) 129 (86%) respondents disagreed with the notion that the shops available on campus provide well for students basic needs while in college. According to the authorities interviewed, there were no shops on campus except for the very small tuck shop that is always short of stuff for both staff and students. A further inquiry into the issue of the shop revealed that some basic goods that the students need to sustain their campus life are easily available in town. Plans to have a campus shop or

supermarket were said to be long term as the institution and government do not have the funds to put one in place any time soon.

However the non availability of the shop and other eating facilities to provide for students' needs is a blow to students on campus. According to Kuh, Bean, Hossler, and Stage (1989) the catering services, cafeteria, snack bar, or other eating facilities should be made available to students on campus and open during day and evening to cater for students' need for food. As students engage in the various activities on campus, they need the energy to allow proper functioning of the body and the mind. Therefore MASU should consider having a better stocked shop on campus, for starters.

Generally, the results obtained from responses in this section answer sub-question which sought to find out how the physical environment affects student development. The researcher's assumption that MASU's physical environment hinders student development was confirmed. This is due to limited space and non availability of other necessary facilities and resources. Therefore, there is need to up-grade the physical environment in order to promote student development and make it disability friendly. The outdoor space is not promoting interaction, an aspect which is of significance for student development. Accessibility to town needs more attention as students need to connect and interact with the rest of the community in town at any time for their very diverse needs.

4. 7. SECTION G: THE RESIDENCE HALLS

Residence halls become an important focus within the physical campus environment because students spend a great deal of time within them, studying, interacting and sleeping (Astin, 1993). If the residence hall is not able to provide an environment in which such activities can take place, then the result can be detrimental to the students living there as they cease to be satisfactory (Pascarella and Terenzini, 1991). In trying to establish the effect of the halls of residence environment on students, items 7.1 to 7.13 were designed. The results in table 4.6 below show that those students are generally satisfied with what goes on within the halls of residences though it is strongly agreed that

the accommodation on campus, is not adequate to cater for all those students who might want to live on campus.

TABLE 4.6: The Halls of residence Environment – Total N = 150

ITEM	DESCRIPTION	AGREE (AG)		NOT SURE (NS)		DISAGREE (DA)	
		N	%	N	%	N	%
7.1	Accommodation on campus is enough for all students who wish to stay on campus residences.	3	1	2	1,3	145	96,7
7.2	The halls of residence are situated where it is easy to access other buildings and resources available on campus.	122	81,3	10	6,7	18	12
7.3	I am able to study in my room when I want to.	131	87,3	9	6	10	6,7
7.4	The halls of residence provide good and comfortable space for sleeping.	129	86,3	10	6,7	11	7,3
7.5	The halls of residence provide a conducive environment for interaction.	107	71,3	12	8	31	20,7
7.6	I know the rules and regulations of my residence centre.	137	91,3	7	4,7	6	4
7.7	The residences are kept clean.	125	83,3	7	4,7	18	12
7.8	I feel safe in campus residences.	131	87,3	12	8	7	4,7
7.9	There is enough time for social interactions programs.	87	58	19	12,7	44	29,3
7.10	The wardens and janitors are always available to help.	82	54,7	12	8	56	37,3
7.11	The wardens and janitors are approachable.	87	58	11	7,3	52	34,7
7.12	The residence committee is very helpful.	100	66,7	9	6	41	27,3

Responding to item 7.1, 145 (96.7%) respondents disagreed with the motion that accommodation on campus is enough for all students who wish to stay on campus residence. This result clearly shows the need for more accommodation spaces on campus for students. The authorities interviewed indicated that this was a very big problem as some students end up stranded without anywhere to go since they will be new people in town. The university only has two blocks of residence halls one for female students and the other for male students as shown in figure 4.18a and 4.18b respectively. Each houses only about one hundred and twenty (120) students on campus. The other four belong to

the Teachers' College. This therefore makes it difficult for the university to offer accommodation to more students on campus.

Figure 4.18a



Figure 4.18b



Campus residences. The university has one block of residences for female students and one for male students on campus.

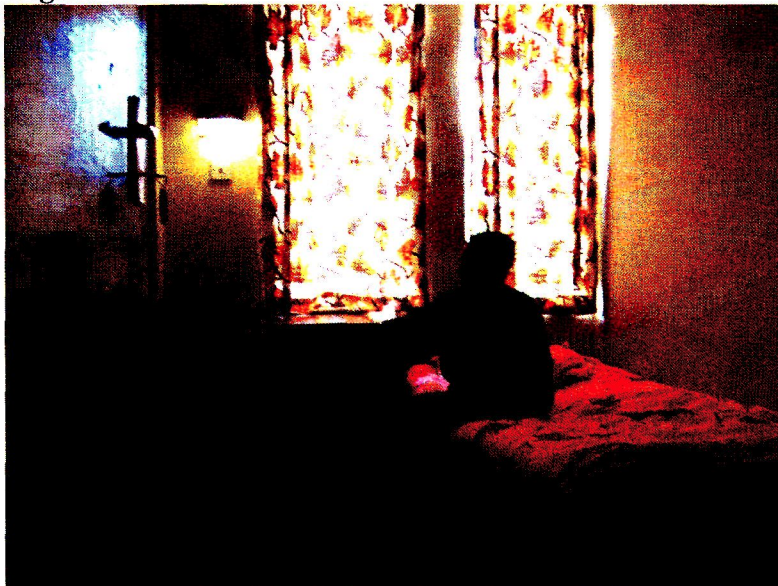
According to Astin (1993) living in residence halls has its own advantages that work for the good of the student as by virtue of eating, sleeping, and spending their waking hours in college campus, residential students stand a better chance than commuter students of developing a strong identification with the attachment to undergraduate life. By residing on campus, students also have greater opportunities to become involved in campus life, through leadership opportunities, recreational sports, and cultural activities. Very few places in society allow for such close contact with peers and such profound opportunities to reflect on relationships with others (Kerr and Tweedy, 2006). However the authorities also highlighted that some halls of residences for MASU students were under construction in town on some space that was acquired by the university for building purposes. These halls were said to have reached an advanced stage that by the end of 2008, students will be utilizing them.

According to Astin (1993) the distance between halls of residences and other buildings on campus has to be such that it allows students to connect to other buildings and facilities. In responding to the issue of proximity of the residence halls 122 (81.3%) respondents agreed that the halls of residence are situated where it is easy to access other buildings and resources on campus. Astin (1993) goes further to comment that if there is close proximity of the institution's buildings, it is most likely that small communities will

develop within the campus residence halls. This will foster peer-peer interaction that has the greatest influence either positively or negatively on students.

Students at MASU find comfort in their residences as 131 (87.3%) respondents agreed that they were able to study in their rooms of residence when they want, while 129 (86%) agreed with the notion that the halls of residence provided good and comfortable space for sleeping and 107 (71.3%) respondents agreed that the halls of residence's environment were conducive for interaction. It is very encouraging to note that students feel satisfied with their residences. According to Oblinger (2005) hall of residences can be looked at as living learning centers. In such, they ought to provide satisfactory environments where studying interaction and sleeping can take place. If these are not provided for then the result can be detrimental to the students living there. Figure 4.19 below shows some of the study space in the room which the student gets to enjoy while on campus. Students feel that the rooms are well equipped with adequate light, furniture and space. Some of the rooms are double rooms while others are single rooms. Those in student leadership positions however got the privilege to occupy the single rooms first before the rest of the students. This was said to be just a privilege the student leaders got to enjoy as shared rooms normally trigger roommates squabbles.

Figure 4.19.



Student relaxing in her room on campus residence

Responding to item 7.9, 87 (58%) respondents agreed that there was enough space within the residences for students to interact and engage in some social programs that enhance student development. Winston and Anchors (1993) stipulate that residential learning may diversely influence students' attitudes and behaviour and condition them for success or failure elsewhere. According to Kerr and Tweedy (2006) programming in residence halls offers a series of educational topics such as appreciating diversity, building healthy relationships, maintaining personal wellness, and developing leadership. Thus on any given campus, residential programs can range from social to recreational, from cultural to academic and providing sufficient programming, in a quantitative sense, rarely is a problem in the residence hall environment (Troyer, 2005). Therefore to plan residence hall programs one can opt for student development theories, intervention models, and campus ecology models (Kerr and Tweedy, 2006).

The residence halls at MASU have rules and regulations which guide entrance, conduct, and utilisation of resources within them. Students and visitors have to abide by them. Responding to item 7.6, 137 (91.3%) respondents agreed that they knew the rules and regulations of the residence centers. According to an authority interviewed all students familiarise with residence rules and regulations as they come for orientation. The students are given a booklet called 'Ordinance 30' which contains all residence rules and regulations pertaining to the general conduct of students in the halls of residences. This therefore makes life easy for a student who at a later stage gets to be accommodated in campus residence.

MASU halls of residence are kept clean at all times as confirmed by responses in item 7.7 where 125 (83.3%) respondents responded positively. An authority pointed out that it was the duty of wardens and janitor to see to it that these were kept clean and any breakages and damages quickly reported to the accommodation officer who would then take it up to the department of central service responsible for all repairs and maintenance work on campus.

On the issue of safety within the halls of residence 131 (87.3%) respondents agreed that they felt safe in campus residence. Rules and regulations governing access to halls of residences for visitors and non-resident students clearly outlines that no visitor to the residence halls shall be allowed in without the permission of the responsible committee and janitors. As a result a register of visitors is kept at the janitor's office where visitors are booked and allowed in to residences during stipulated hours. This is a safety measure that the university has in place. To date this is working well and no serious criminal cases of theft, rape and others have been reported from the residences. This makes the environment safe and most students would want to be associated with such an environment.

In trying to establish usefulness and helpfulness of residence staff and committees 82 (54.7%) respondents agreed that the wardens and janitors were always available to help, while, 87 (58%) respondents agreed that the wardens and janitors were also approachable and 100 (66.7%) respondents agreed that the residence committees were helpful. These results show that the personnel manning MASU's halls of residence are in good books with the students they work with. If a good relationship exists between students in residences and those in authorities programs that enhance student development within the halls will be implemented well. This in turn will help student build on good citizenship behaviour. Sleeping, studying, interaction, and relaxing with in the residence halls then become meaningful and not just routine. Mostly non-resident students were the ones who either responded negatively or chose to remain neutral. Oblinger (2005) points out that a conducive residences environment offers a powerful opportunity to engage students in learning that will improve the quality of both their campus and adult lives. Students also learn to live harmoniously with others as the residences environment help student learn how to manage their emotions (Chickering, 1981).

Generally the experience of living closely with others in the student residence can facilitate change along all dimensions of development particularly ego development, the capacity for intimacy, interpersonal competence, and humanitarian concern when

unplanned, this learning may either be positive or negative (Chickering, and Reisser, 1993).

4. 8. SECTION H: CAMPUS CLIMATE/CULTURAL ENVIRONMENT.

The university’s educational and interpersonal climates and sub-climates have an influence on student behaviours within the campus. According to Pascarella and Terenzini (1991), the campus climate can be such that it encourages or hinders success. To establish what this environment is like at MASU, items 8.1 to 8.11 were designed for the survey questionnaire. The general result obtained on issues concerning security personnel show that students are not happy with their conduct. The same goes with the administrative staff.

TABLE 4.7. The Cultural Environment – Total N = 150

ITEM	DESCRIPTION	AGREE (AG)		NOT SURE (NS)		DISAGREE (DA)	
		N	%	N	%	N	%
8. 1	The college security system responds efficiently to issues of security.	61	40.7	9	6	80	53.3
8. 2	All social and cultural groups can feel safe and secure on campus.	93	62	17	11.3	40	26.7
8. 3	Students are safe to move around campus even at night.	56	37.3	12	8	82	54.7
8. 4	The security department and its personnel are trustworthy	42	28	17	11.3	91	60.7
8. 5	Security officers instill fear in students on campus	127	84.7	9	6	14	9.3
8. 6	I feel proud to belong to the MASU.	81	54	7	4.7	62	41.3
8. 7	There are some social activities where both students and staff participate.	68	45.3	16	10.7	66	44
8. 8	I find the administrative staff very helpful.	40	26.7	15	10	95	63.3
8. 9	The administrative staff is approachable.	53	35.3	10	6.7	87	58
8. 10	The university officials are ready to listen to students’ grievances.	46	30.7	11	7.3	93	62
8. 11	Students are always represented at major faculty and administrative committees.	95	63.3	15	10	40	26.7

Students expressed their dissatisfaction with security services on campus. 80 (53.3%) respondents disagreed that the college security system responds efficiently to issues of security. 91 (60.7%) respondents disagreed with the notion that the security department and its personnel are trustworthy while 127 (84.7%) respondents responded positively to the notion that the security officers instill fear in students on campus. Results from these items show that students feel that security personnel compromise their general life on campus and the security climate.

Some students indicated that security officers were a bit rough and rude to students even where it is not called for thus instilling fear in them. They pointed out that there is a problem of security always thinking that students whenever they are in a group are planning a student demonstration or some form of disturbance. Students pointed out that trouble begins even as students enter the university campus with the security personnel at the main entrance carrying out what students called unnecessary searches and questioning even if the student has his or her student card. This attitude therefore needs to be looked into if students are to have faith in the university security officers and personnel. The relationship between students and security officers is generally not good. This in turn compromises student safety and students' general appreciation of the campus culture.

However it is generally the norm amongst university students in Zimbabwe to be at loggerheads with security personnel on campus and this is the effect of student activism at the UZ which is the mother body. In most cases however the security people will only be doing their job in good faith when usually these clashes begin. Figure 4.20 below shows some security personnel manning the entrance to the administration block where students allege harassments are instilled on them. Security checks at entrance gates are done in most institutions. This is a safety measure to ensure that students and the general university community are safe and no criminal activities take place within the institution.

Figure 4.20



Security at the entrance gate to administration blocks

Concerning item 8.2, 93 (62%) respondents agreed that all social and cultural groups can feel safe and secure on campus while 40 (26.7%) disagreed and 17 (11.3%) were not sure. This result confirms the researcher's assumption that there is no social and cultural discrimination at MASU. Responding to item 8.3, 56 (37.3%) respondents agreed that students are safe to move around campus even at night while 82 (54.7%) disagreed and 12 (8%) were neutral. Most students indicated that the lighting system especially at night was very poor. It was also observed that tower lights around campus were not functional with students depending on lights from hostels and staff accommodation for night-lighting when moving from one place to the other. The university authorities however indicated that they were looking into the issue as it also impacts on students' safety and the university community at large and security is ever on the alert at night to guard against any criminal activity that may arise.

Concerning item 8.6, 81 (54%) respondents accepted that they were proud to belong to the MASU family while 62 (41.3%) respondents disagreed and 7 (4.7%) were neutral. This result indicated some mixed feelings to this effect. Non availability of some facilities and technologies attribute to a feeling of dissatisfaction when students are associated with this campus. The physical environment also does not impress and as a

result the traditional college student would not want to be associated with such an environment.

In item 8.7, 68 (45.3%) respondents agreed that there are some social activities where both students and staff participate in as 66 (44%) respondents disagreed while 16 (10.7%) remained neutral. According to Pascarella and Terenzini (1991), interactions at various levels are a major stimulator within the campus environment, which help build the support base for success at college level. However, the above notion's results show that it is not very clear whether the staff and students interact in social activities or not. The interviewed authorities however pointed out that there wasn't much interaction at this level except for academic purposes.

Issues of administrative staff's interaction with students were also discussed. Generally students were not happy with the secretaries in some offices at MASU as 95 (63.3%) respondents claimed that they were not helpful at all. 84 (58%) respondents indicated that the university's administrative staff were not approachable and 93 (62%) respondents felt that the university officials were not always ready to listen to students' grievances. The results obtained from the above notions show that the administrative environment at MASU is not as friendly and conducive as it should be for the students within it. In some cases students pointed out that the secretaries at times wanted them to disclose what ever they want to see an authority in the other office for. Students end up talking to those at the doors where they are usually misled. This paints a bad picture of the responsible authority in the other office. Much concern was raised on the conduct of some administrators within the student services offices and this gives a bad impression as these people are the face of the institution and serving student should be priority business to them.

Unfriendly administrative staff hinders student growth as students will develop a negative attitude towards the whole administration leading to lack of respect for the authorities and the institution at large Figure 4.21 below shows one of the university's secretaries at work. This is one such place where students go as they try to get access to some of the

university authorities on campus and if this environment is not welcoming then the whole university system is badly labeled.

Figure 4.21



Secretary at work.

Responses in item 8.11 show that to some extent students are represented in different committees on campus but the problem is that their grievances are not always taken seriously as indicated earlier. This compromises the college culture. Reintz and Associates (1990) stipulate that the university climate that promotes student development also ensures that students are represented on major faculty and administrative committees so that they are part of a bigger system with in the institution. This means that there should be good student-staff interaction on campus as the general feel of the university also constitutes its climate or culture.

4. 9. SECTION I: CAMPUS CLIMATE

According to MASU Act of 2002, all students are to be treated fairly and equally without favour or discrimination. Thus MASU does not allow discrimination of any kind amongst its staff and students. To try and establish how students felt concerning issued of discrimination, item 9.1 to 9.6 were designed and results were presented in table 4.8 below.

TABLE 4.8: Campus climate. – Total N = 150

ITEM	DESCRIPTION	OFTEN		OCCASIONALLY		NEVER	
		N	%	N	%	N	%
9. 1	Gender	5	3,3	10	6,7	135	90
9. 2	Religion	3	2	10	6,7	137	91,3
9. 3	Race	0	0	0	0	150	100
9. 4	Disability	0	0	3	2	147	98
9. 5	Culture	2	1,3	7	4,7	141	94
9. 6	Student staff relationship	21	14	60	40	69	46

Responding to item 9.1, 135 (90%) respondents indicated that they had never experienced gender discrimination while 10 (6.7%) had experienced it occasionally and 5 (3.3%) had experienced it often. In item 9.2, 137 (91.3%) respondent had never experienced any form of religious discrimination on campus while 10 (6.7%) were religiously discriminated against occasionally and 3 (2%) often experienced it. The few who faced this discrimination were from the African Tradition Religion (ATR) whom the student affairs personnel interviewed said they were not being given room and time to come together and exercise their religious rights. These were also found to be students (in – service) in the Bachelor of Education (in – services) Degree Program. This is a group of students who are older and mature and do not fit in most of the traditional college students’ groups on campus thus they tend to isolate themselves. The other students however tend to view the more mature students as being backwards and too conservative in thinking though they have some respect for them as elders within the university community. The authorities however pointed out that they are trying by all means to integrate them especially through sports and the promotion of cultural activities through the culture office within the division of student affairs.

Concerning item 9.3 which sort to establish the level of racial discrimination on campus, 150 (100%) respondents indicated that they had never experienced this discrimination. According to one authority interviewed, the issue of racial discrimination was not prevalent at MASU, as they did not have students from other races. The university comprises only of black students and staff.

On the issue of disability discrimination, 147 (98%) respondents indicated that they never experienced any form of disability discrimination while 3 (2%) occasionally experienced it. The three were also noted to be some of the group members of students with disability on campus. It was however difficult to establish how these students were being discriminated against since I had asked for anonymity of respondents. However, the members of staff interviewed felt that since there were no proper structures to cater for students with disabilities, this might be a cause of concern, hence the response in the above item.

Responding to item 9.5, 141 (94%) respondents indicated that they had never experienced cultural discrimination while 7 (4.7%) had occasional had this experience and 2 (1.3%) often experienced this form of discrimination. The results show that students from various cultures were getting along well on campus with a few exceptions. In item 9.6 the results show a mixed feeling concerning staff relationship. 69 (46%) indicated that they had never experienced discrimination from the members of staff while 60 (40%) indicated that they experienced this discrimination occasionally and 21 (14%) often were discriminated against. The general feeling here was that members of staff both faculty and administrators had student favourites. Also there wasn't much interaction at social level between students and staff.

Generally however, the results obtained show that there is not much concerns of discrimination of any form at MASU. The results show that the campus climate is friendlier and conducive for student' academic, social and personal development on campus.

4. 10. CONCLUSION

This chapter focused on data presentation analysis, discussion and interpretation. The analysis was related to the theoretical and conceptual frameworks, the research question and the sub – problem questions. The next task focuses on summary of research findings, conclusions and recommendations with an insight into possible future research.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1. INTRODUCTION

In this chapter, a summary of major findings, conclusions and recommendations on the effects of campus environment on student development at MASU are presented. The purpose of this study was to find out how MASU campus environments affect student development. Close and open-ended questions on the questionnaire were administered to solicit responses from the participants. The major research question, sub-problem questions and assumptions pertaining to this study were answered and confirmed respectively as outlined in the findings.

5.2. SUMMARY OF FINDINGS

5.2.1. THE PHYSICAL ENVIRONMENT

The campus' physical environment is perhaps the most important factor in creating a critical first impression of the institution. The physical space hinders most student development activities as it limits interaction. Students do not find comfort in this environment from its general outlook to the availability of space where they can relax, eat or interact. If the physical space is neglected then negative non-verbal messages are sent especially to visitors and new students to the institution. Students' willingness to be associated with the environment is hampered and their ability to build confidence and develop interpersonal competencies is also affected. Therefore a lot needs to be done to improve the physical environment at MASU. There is need to improve on the general up keep of the surroundings as dirty environment can harbour diseases.

The authorities also have to be conscious of the needs of students with disabilities within the physical space. Catering for all students means also integrating and including students with disabilities by providing them with the necessary facilities to avoid excluding them.

It might not be a big issue at the moment as the university only has very few of students with disabilities but with time and with student diversity increasing this will be a cause of concern and might even be a restricting factor for students with disabilities wanting to enroll at MASU.

Limited space also has a negative effect on students in the Investigative, Realistic, Social, and Artistic academic environments as they fail to engage in their various learning styles which require outdoor experiences on campus. Thus if students cannot find comfortable places to study or relax after lectures then their right to interact freely out-of-class academically and socially is compromised. This also impacts on the authorities themselves as it will send a message that they are not concerned about the life of students outside of the classroom considering that the classroom have tables and chairs. The University therefore needs to, pay more attention on the physical environment in-order to provide space for outdoor activities within the campus premises. Thus the face of the university needs to be up lifted by building more buildings, furnished with state of the art equipment. This will raise the aesthetic value of the institution.

5.2.2 THE ACADEMIC ENVIRONMENT

Generally, the environment within the four walls of the classrooms and lecture theatre is good as students have faith in what goes on within them. Data in this study revealed that MASU students feel that the academic environment is very conducive and put in the context of Holland's theory, it caters for the various learning personalities that faculty and student are embraced in. The ratio of student-lecturer is acceptable and students find comfort in such environments. Overcrowded classes at times discourage participation and ventilation is usually compromised. Manageable classes therefore give room for student growth as each student is treated as a unique being independent of others. Because of the reasonable class sizes, lecturers are able to give feedback in time and this helps students improve their academic performance as they know where they are doing well or lagging in their university work. Such an environment is encouraging and interaction between students and faculty is also promoted to a greater extent. Intellectual competences are

enhanced and students also learn to accept and tolerate each other's personality as they participate and talk in class.

In this academic environment student get to participate in their academic work and are made aware of their course content and what is expected of them so that they don't just get on with their studies without knowing where they are going and what is expected of them. Students also are given the opportunity to evaluate their courses at the end of each semester. This helps build students' self esteem, confidence, and they also move towards establishing autonomy during the course of the studies. According to Creamer and Associates (1990) students and faculty should be aware of the knowledge skills and attitudes that the institution expects its students to develop by the time they graduate.

Chickering and Reisser (1993) also point out that when authority figures express respect for students, ask for their opinion and directly encourage self-reliance, student voice is built and students will begin to see themselves as sources of knowledge. Pascarella and Terenzini (1991) say good academic practices prevail when the institution gives students opportunities to evaluate academic programs and suggest change where necessary. All this interaction of students and faculty and involvement of all stakeholders in the teaching learning process help promote student development. Students then are happy to be a part of such learning environment and the institution at large. The faculty is very committed and determined to have good results at the end of the semester to enable students to get their degrees at the end of it all. This study therefore concluded that MASU is doing everything in its power to maintain good relations among students and between student and lecturers so that a conducive academic environment where various learning styles and personalities are accommodated in order to promote student development.

5. 2. 3. INFORMATION TECHNOLOGY AND LIBRARY

The findings concerning information technology reveal that not much access is given to students to interact with computers, the Internet and Web. This impacts negatively on student development as students lag behind in the use of the computer and accessing and surfing the net. Considering that everyone in today's world talks of the computer and the

internet, the non availability of this service means MASU students will find it difficult to fit in the globalised world of work in which almost everything is being computerised and computer literacy is important.

Students need more training in as far as the use of the computer is concerned. Generally, most of the students do not have access to the internet on campus. Considering that most students who come to university today are of the information-age mindset as given by Oblinger (2006) limited access to these technologies impacts negatively on them. Some privileged students even have such gadgets as computers, VCRs, laptops and many other digital technologies at home. Now if the campus environment fails to provide for such technologies that help connect students to the rest of the world, then it ceases to be a good environment as it plays to hinder student development.

Although the opening hours of the library are satisfactory for students' needs, students feel that they don't get much information from the resources there. The fact that this facility does not have adequate books and other materials rendered necessary for students' academic needs makes this a concern. The university therefore is to move fast in equipping the library with the necessary informative resources if students are to be associated with this environment. More space is needed so that students can engage in different activities that suit their varied learning styles.

5. 2. 4. THE SOCIAL ENVIRONMENT

Regarding the effects of the social environment and how students use this environment at MASU, it was established that students are happy with what goes on despite space limitations. The research established that student interaction is very high as the environment allows them to make friends easily and associate with everyone on campus. There is also no discrimination in respect of culture, religion or gender. In support of peer-to-peer interaction, Edison, Nora, Pascarella, Terenzini and Whitt (1999) stipulate that peer-to-peer interaction is a major stimulant within the college environment as it builds the support base for success at the college level. Intellectual, social, and

interpersonal competences (Chickering and Associates, 1981) are enhanced in this environment. Students build on confidence and with time they begin to establish identity.

However since students interaction is more out of class, the physical environment to some extent limits these interactions since there are not enough facilities to facilitate this. The university needs to put up more outdoor facilities such as benches, build up shades for students to sit away from the sun, rain, or dust. This will add onto student comforts as they interact with peer, faculty and other members of the university community at large.

Inappropriate associations between students and faculty at MASU are not encouraged as this jeopardises the teaching-learning environment and can cost the lecturer concerned his or her job. Students involved in intimate relationships with faculty will lose respect for faculty and this has a negative effect on the classroom and academic environment. Astin (1993) says, faculty are there as scholars, teachers, mentors, role models, and skills trainers and therefore should use their position with clear focus and intentionality in order to encourage student development. Hence appropriate interaction between students and faculty should be encouraged to create conditions that motivate and inspire students to elevate time and energy to be educational activities both in and out of class as faculty has an influence on students at all levels.

However, student's safety is not very much compromised as students indicated that their surroundings were safe in terms of criminal activities though it is situated a bit away from town. Students therefore feel safe and free to associate with everyone on campus. This helps build a sense of community among all those who work and live within the university campus.

5.2. 5. FACILITIES

According to Chickering and Reisser (1993), creating and maintaining educationally powerful environments that will promote student developments requires thoughtful attention to the facilities on campus. It was established in this study that MASU does not have a number of facilities that are needed for student development and those available

lack general maintenance. Generally students are being deprived of the facilities they need to make the “life at college” cycle full. For example, the university does not have a food shop or cafeteria. Surely students need to be able to buy their freshly cooked food whenever they feel like. If students are hungry during lessons, the teaching learning environment is compromised. Other facilities necessary to satisfy students personal financial, physiological, and personal needs such as curio shop, bank, post office, student union building, fine arts theater, studio and others are not there at MASU. With these needs not being satisfied, student development is not realised. The clinic is not big enough and also not well equipped. This compromises the general health of students on campus. Students’ health care is one of the most important things for students on campus and MASU cannot afford to have poor health facilities. The university however needs to improve on support services to cater for students’ academic social, physical and personnel needs.

5. 2.6. THE RESIDENCE HALLS

Chickering and Associates (1981) postulate that campus residence contribute to student learning by providing opportunities to students to provide diversity, challenge among peers and learn from one another. Data obtained in this study show that most of what goes on in halls of residences promotes student development. Before students utilise the halls of residence, the university authorities make sure that students know what is expected of them in these residences. A booklet with rules and regulations is handed onto students and this guides them on what is expected of them whilst in residence.

The distance between residence halls and other building is satisfactory for students to feel connected to rest of the large university community. Creamer and Associates (1990) stipulate that students need to connect to others buildings from their halls of residence in order to get served and this will promote a living-learning leading theme within the institution.

This study established the rooms in residences were conducive for studying, sleeping and peer to peer interaction is fostered. Astin (1993) supports a conducive residence

environment by stipulating that if the residence hall is not able to provide an environment in which studying, sleeping and interacting can take place, then the result can be detrimental to the students living there as they cease to be satisfactory. Therefore by merely providing for a conducive residence environment, students will have greater opportunities to become involved in campus life, through leadership opportunities, recreational sports and cultural activities. These opportunities ultimately are translated into greater student growth.

The other important thing for students in residence is their safety. The study established that students felt safe in residence. Their safety is priority to the university. If students feel safe, the halls are kept clean and the space is available for students to carry out their out of class activities then learning is ensured and student development is promoted.

However more needs to be done to improve learning programs in halls of residences. These programs help foster good citizenship behaviours in students and will also help students grow as they become independent and prepare for a life away from their parents. Such efforts according to Reintz and Associates (1996) are often traceable to the enthusiastic commitment of several faculty members and residence staff who see the potential of residential learning as a means of supporting the academic development of students. MASU therefore needs to put residence hall programs in place in order to enrich students' life on campus and in residences.

5. 2.7. THE CAMPUS CLIMATE/CULTURAL ENVIRONMENT

Data collected in this study shows that the cultural environment at MASU is doing more harm than good. There is need to work towards building and establishing a good student-security relationship in order to make the campus environment peaceful as the animosity that exist between the two parties compromises the general security of the institution. Generally there is a lack of confidence and trust in the security personnel and students do not have anything positive to say about the security guards. There is therefore need to improve student-security relations so that these two parties can accommodate each other. This helps bring peace and stability within the institution as they both need each other.

Generally however, the campus environment at MASU is safe and no serious criminal cases on campus have been reported.

The study also established that generally some secretaries and administrators were not very helpful and usually not approachable as they would not smile or welcome students into their offices. This kind of campus climate discourages success on the part of both the institution and students (Pascarella and Terenzini, 1991) and it also compromises the open-door-policy that the institution advocates for. Therefore, the university should create an administrative environment that welcomes students so that students build some degree of confidence in the university staff, especially the security and administrators. These secretaries and other administrators are the face of the institution and should portray a warm, welcoming face to both student and even visitors.

CONCLUSION

It can therefore be concluded that MASU still has a lot to do in making their environments conducive for student development activities and programs. The students are keen to interact with the environment as well as engage in activities that promote growth of the body and mind, but their surroundings, especially the physical environment, are a bit restrictive and disabling. With time and good will MASU's campus environments can become all inclusive and a pleasure to spend time in. However this requires great commitment on the part of both the student and members of staff and faculty.

5. 3. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

- ❖ More facilities such as banks for easy cash access, sports fields for sporting activities, fully equipped shop for basic goods and other facilities that enhance life on campus need to be put in place on campus for students.
- ❖ More comfortable outdoor spaces like benches and tables, shelters and shades for students to sit in away from the sun, rain, or dust.

- ❖ Have workshops for student leaders and security personnel so that they are both informed on what is expected of each part to avoid unnecessary tensions between the two.
- ❖ The Division of student affairs should establish a committee to create curricula that would articulate intentional, planned, and structured learning experiences for students in residence halls and social clubs.
- ❖ More workshops on student's affairs and student development programs need to be planned for all those who deal directly with students especially students practitioners and faculty.
- ❖ Student's affairs practitioners and other senior staff should make frequent visits to classrooms and halls of residence to see how students interact within the campus environment.
- ❖ Have more informative and educative residence halls programs that promote growth for students on campus and in residences in particular.
- ❖ There is need to speed up construction of the various facilities for student support in order to make students' life on campus more comfortable and acceptable.
- ❖ The library should be renovated so that it accommodates traditional study rooms that allow students to engage in their active learning styles like group discussions.
- ❖ Instill sensors at the library entrance and exit ways to improve security in the library and cut on book theft.

5.3. FUTURE RESEACH

As the current study focused on students' viewpoints guided by the survey questionnaire, future research could perhaps investigate learning spaces from a broader student perspective through engaging in focus groups and in-depth interviews with students. Research could also focus on e-learning spaces and their effects on students with special reference to African institutions of higher learning and how they provide for learning spaces that promote student development. Getting to hear students' talk would be interesting and useful to student affairs practitioners and all those who work with students in institution of higher education.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE

CONTACT DETAILS

STUDENT

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SUPERVISOR

Mrs. Ruth Searle
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Dear respondent

I am a Masters in Higher Education – Student Affairs and Development Degree student at the University of KwaZulu-Natal in Durban South Africa. I wish to establish the effects of campus environment on student development at Masvingo State University in Masvingo Province, Zimbabwe. Studies of this kind will help to make the campus an exiting and interesting place to be. For the study to be successful, you as a student at MASU are kindly requested to answer each item on the questionnaire as honestly and frankly as you possibly can. The information you provide will be treated confidently and will be used for academic purposes only. Your name and signature will not be required anywhere on this paper.

Although the questionnaire is anonymous, - I don't need your name and student number – I would like to know some details about you so that I can understand better where and who is most affected by the campus environment so that improvements can be done where necessary. In section A therefore, I have a few questions about who you are. You are however at liberty to withdraw from the project at anytime should you desire to do so. No participant will be disadvantaged in any way should he/she choose not to participate in this study You are also at liberty to consult with other people on whether or not to participate in this study before filling in the questionnaire. Filling in this questionnaire means that you have given informed consent.

Thank you for your time, patience and dedication in responding to this questionnaire.

1. 0. SECTION A: Background information.

Instructions: Please indicate your response by putting 'x' in the appropriate box which most accurately reflects your answer

Item	Description	Yes	No
1. 1.	Are you a full time student?		
1. 2.	Are you a postgraduate student?		
1. 3.	Are you a Zimbabwean?		
1. 4.	Do you have a permanent disability?		
1. 5.	Have you come to college straight from school?		
1. 6.	Do you live in campus residences?		

Item	Description	Response	'X'
1.7.	Gender	Female Male	
1. 8	Age	18years and below 19yrs – 25yrs 26yrs – 30yrs 31yrs and above	
1. 9	Which faculty are you registered in?	Education Sciences Arts Commerce Social Sciences	
1.10	What type of accommodation are you in	Single room Shared double room Out-sources	
1.11	What type of disability do you have?	Visual Hearing physical	

1. 12. What major are you studying for? -----

2. 0. SECTION B: University facilities

Instructions: In this section, put 'X' in all the boxes that best describe identified facility.

Item	Facility	available	useful	safe	Well ventilated	Well positioned	Well lite
2. 1.	Food shop						
2. 2.	Curio shop						
2. 3.	Banks						
2. 4.	Post office						
2. 5.	Clinic						
2. 6.	Student union						
2. 7.	Phone shops						
2. 8.	Sports facilities						
2. 9.	Theater						
2.10.	Studio						
2.11	Lecture rooms						
2.12.	Tutorial rooms						
2.13	Teaching laboratories						

3. 0. SECTION C: The Academic Environment

Instructions: In these sections, put 'X' in the box that most reflects you response to the item. Please use the following codes when answering the following questions

SA - Strongly Agree

AG - Agree

NS - Not sure

DA - Disagree

SD - Strongly Disagree

Item	Description	SA	AG	NS	DA	SD
3. 1.	My class is reasonably sized.					
3. 2.	My workload is generally manageable.					
3. 3.	I always know what standard of work is expected of me.					
3. 4.	My classmates are friendly, helpful, and accommodating.					
3. 5.	Most lecturers encourage students participation during lectures .					
3. 6.	Most lecturers work to to motivate students.					
3. 7.	Most lecturers use students names in and out of class.					

3. 8.	Lecturers create welcoming environment that welcomes participation from all students regardless of their interest.					
3. 9.	Lecturers normally give feedback in reasonable time on how students are doing and assignments.					
3.10.	Lecturers are enthusiastic about their subjects.					
3.11.	Lecturers are available when you need them.					

4. 0. SECTION D: Information technology and library

Instructions: In this section, please put 'X' in the box that most reflects your level of satisfaction with university services. Use the following scale

:

VS - Very Satisfied.

SA – Satisfied.

NR - No Response.

DA - Disappointed.

VD - Very Disappointed.

Item	Description	VS	SA	NR	DA	VD
	How satisfied are you with:					
4. 1.	Orientation to the use of the library.					
4. 2.	Helpfulness of the library staff.					
4. 3.	Opening hours of the library during semester week days.					
4. 4.	Opening hours of the library during semester weekends.					
4. 5.	Opening hours of the library during semester break and holidays.					
4. 6.	Opening hours of the library during examination time.					
4. 7.	The level of noise in the library.					
4. 8.	Availability of books and other materials.					
4. 9.	Adequacy of photocopying facilities.					
4.10.	Availability of study space and places.					
4.11.	The temperatures in the library.					
4.12.	Personal comfort – chairs.					
4.13.	Access to computer resource room or laboratory.					
4.14.	Helpfulness of the computer laboratory technician.					
4.15.	Availability of training in the use of the computer.					
4.16.	Support from the teaching staff on the use of the computer.					
4.17.	Access to internet and e-mail facilities.					

If there is any comment relating to the information technology and library environment, please write them in this space:-----

5. 0. SECTION E: The Social Environment

Instructions: In this section, put ‘X’ in the box that most reflects you response to the item. Please use the following codes when answering the following questions

SA - Strongly Agree

AG - Agree

NS - Not sure

DA - Disagree

SD - Strongly Disagree

Item	Description	SA	AG	NS	DA	SD
5. 1.	The campus offers adequate support services to cater for my academic needs					
5. 2.	The campus offers adequate support services to cater for my social needs					
5. 3.	The campus offers adequate support services to cater for my personal needs					
5. 4.	I have attended student development workshops on campus..					
5. 5.	The campus environment allows students to interact freely on campus.					
5. 6.	I get to interact more with other students out-of-class.					
5. 7.	I get to interact more with my peers out-of-class during free time.					
5. 8.	I visit student support services only when I have a problem issue.					
5. 9.	Students with disability find it easy to interact with everyone on campus.					
5. 10.	I interact more with other students when I play sports.					
5.11.	I get to meet students from different cultures.					
5.12.	The institution encourages different student groups to meet.					
5.13.	I get on well with students from different religions.					
5.14	There are times when students socialize with members of staff.					
5.15	I'm a member of a social club on campus.					
5.16	I make friends easily.					
5.17	I can associate with anyone on campus.					

6. 0. SECTION F: The Physical Environment

Instructions: In these sections, put ‘X’ in the box that most reflects you response to the item. Please use the following codes when answering the following questions

SA - Strongly Agree
 NS - Not sure
 SD - Strongly Disagree

AG - Agree
 DA - Disagree

Item	Description	SA	AG	NS	DA	SD
6. 1.	The campus is always clean.					
6. 2.	The campus has a lot of space.					
6. 3.	There are many comfortable outdoor areas where I could study.					
6. 4.	The pathways provided make movement around campus easy.					
6. 5.	Sports facilities are available on campus					
6. 6.	The campus is easy to get to from the nearby city.					
6. 7.	The campus is situated within safe surroundings.					
6. 8.	The campus accommodates students with disability well.					
6. 9.	Facilities on campus provide well for students with disabilities.					
6.10.	The shops available on campus provide well for students’ basic needs while in college.					

7. 0. SECTION G: The Halls of residence Environment

Instructions: In these sections, put ‘X’ in the box that most reflects you response to the item. Please use the following codes when answering the following questions

SA - Strongly Agree
 NS - Not sure
 SD - Strongly Disagree

AG - Agree
 DA - Disagree

Item	Description	SA	AG	NS	DA	SD
7. 1.	Accommodation on campus is enough for all students who wish to stay on campus residences.					
7. 2.	The halls of residence are situated where it is easy to access other buildings and resources available on campus.					
7. 3.	I am able to study in my room when I want to.					

7.4.	The halls of residence provide good and comfortable space for sleeping.					
7.5.	The halls of residence provide a conducive environment for studying.					
7.6.	I know the rules and regulations of my residence center.					
7.7.	The residences are kept clean.					
7.8.	I feel safe in campus residences.					
7.9.	There is enough space for social interactions in residences.					
7.10.	The wardens are always available to help.					
7.11.	The wardens are approachable.					
6.12.	The residence committee is very helpful.					
7.13.	The residences rules and regulations are flexible.					

8.0. SECTION H: The Cultural Environment

Instructions: In these sections, put 'X' in the box that most reflects you response to the item. Please use the following codes when answering the following questions

SA - Strongly Agree

AG - Agree

NS - Not sure

DA - Disagree

SD - Strongly Disagree

Item	Description	SA	AG	NS	DA	SD
8.1.	The college security system responds efficiently to issues of security.					
8.2.	All social and cultural groups can feel safe and secure on campus.					
8.3.	Students are safe to move around campus even at night.					
8.4.	The security department and its personnel are trustworthy					
8.5.	Security officers instill fear in students on campus					
8.6.	I feel proud to belong to the MASU .					
8.7.	There are some social activities where both students and staff participate.					
8.8.	I find the administrative staff very helpful.					
8.9.	The administrative staff is approachable.					
8.10.	The university officials are ready to listen to students' grievances.					
8.11.	Students are always presented at major faculty and administrative committees.					

APPENDIX B

INTERVIEW GUIDE

RESEARCH TOPIC

The Effects of Campus Environment on Student Development at Masvingo State University in Zimbabwe.

TOPICS TO BE COVERED:

- Student development.
- College environments.
- Interactions.
- Student behavior.

GUIDING QUESTIONS TO BE ASKED:

- What do you consider as the main valuable statement on the institution's mission statement? (comment on some parts of the mission statement).
- In terms of student development, how do you think the campus' physical environment encourages social and academic development?
- What kind of social life do students have on campus? What helps/hinders this life?
- What other activities that promote student development are carried out within the wholes of residences on campus?
- How do students generally feel about the IT and library services on campus?
- What environmental characteristics facilitate or hinder learning at MASU
- What kind of values and citizenship behavior do you encourage and instill in students? How does the environment encourage that?
- How well do you get students to deal with issues of diversity on campus?
- Where on campus do students get to interact more – in or out of class?
- How safe and secure is the university campus environment?
- Do university officials, faculty, and staff attend student organized functions on campus? How often?
- How best can you describe the general contact of students on campus?
- What do you think influences the general behavior of students on campus?

APPENDIX C

INFORMED CONSENT

RESEARCH TOPIC

The effects of campus environment on student development. at Masvingo State University in Zimbabwe.

Dear participant

I am a Masters in Higher Education – Student Affairs and Development Degree student at the University of KwaZulu-Natal in Durban South Africa. I wish to establish the effects of campus environment on student development at Masvingo State University in Masvingo Province, Zimbabwe. Studies of this kind will help to make the campus an exiting and interesting place for both students and staff. For the study to be successful, you as a member of staff who works closely with students on campus are kindly requested to engage with me in an interview. The proposed interview will last at most 30minutes. I will be taking down some notes during the interview solely for purposes of my data analysis. The information you provide will be treated confidently and will be used for academic purposes only. The notes will be kept under lock and key for a period of five years after which I will destroy them. Your name will not be required and will not appear anywhere in the write up.

For further information, feel free to contact me or my supervisor on the following contacts:

CONTACT DETAILS

STUDENT

Sarafina Mudavanhu
University of Kwa-Zulu Natal
Center for Higher Education Studies
Howard College
Durban
Republic of South Africa
E-mail – sarmuda@yahoo.co.uk

SUPERVISOR

Mrs. Ruth Searle
University of Kwa-Zulu Natal
Center for Higher Education studies
Howard College
Durban
Republic of South Africa
E-mail - searle@ukzn.ac.za

DECLARATION

I..... (FULL NAME)
hereby confirm that I understand the contents of this document and the nature of the research and I consent to participate in the project. I understand that I'm free to withdraw from the project at any time should I wish to do so. I confirm that I have been given time to read and understand the questions, the information provided and to consult with other relevant people before giving consent.

SIGNATURE OF PARTICIPANT.....

DATE.....

APPENDIX D

University of Kwa-Zulu Natal
Center for Higher Education Studies
Howard College
Durban
South Africa

14 August 2006

The Acting Executive Assistant
Masvingo State University
P. O. Box 1235
Masvingo
Zimbabwe

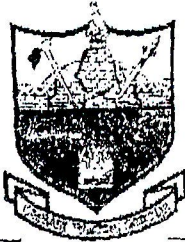
Dear Sir

**RE: REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL
RESEARCH AT MASVINGO STATE UNIVERSITY.**

I am a Master in Higher Education Degree student at The University of Kwa-Zulu Natal , Durban, in South Africa and my student number is 205525531. I intend to carry out research in your institution as part of my masters in Higher education Degree requirement. I am therefore kindly requesting you to grand me permission to carry out research with in your institution's campus environments. Findings from the research will not be used for any purpose other than academic.

Thank you in anticipation for you time, assistance, and contribution to wards my academic development.

Sarafina Mudavanhu



Vice Chancellor's Office
P O Box 1235
MASVINGO
Tel: 039-265555
Fax: 039-265955

Off Old Great Zimbabwe Road
MASVINGO
E-mail: masu@comone.co.zw

MASVINGO STATE UNIVERSITY

23 August 2006

Ms Sarafina Mudavanhu
University of Kwa-zulu Natal
Howard College
South Africa

Dear Ms Mudavanhu

Request to undertake Research at Masvingo State University.

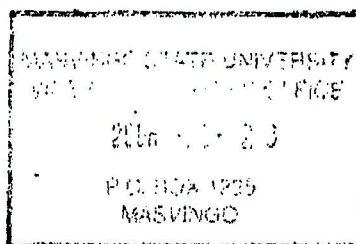
We acknowledge receipt of your letter dated 14 August 2006 requesting for permission to conduct Educational Research at Masvingo State University. Your working title is: **"The effects of campus environment on holistic student development at Masvingo State University"**.

We are pleased to advise that permission has been granted to conduct your proposed research at Masvingo State University provided your research will not be used for any purpose other than academic and that it will conform to the research ethics of the country as provided in the relevant Research Council document.

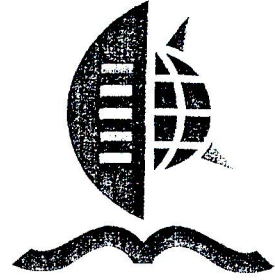
We wish you all the best in your studies.

Yours sincerely

Prof. O.E. Maravanyika [D.Phil]
VICE CHANCELLOR



APPENDIX E



UNIVERSITY OF
KWAZULU-NATAL

RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
EMAIL : ximbap@ukzn.ac.za

5 SEPTEMBER 2007

MS. S MADAVANHU (205525531)
EDUCATION

Dear Ms. Mudananhu

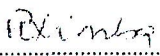
ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0529/07M

I wish to confirm that ethical clearance has been granted for the following project:

"The effects of campus environment on student development at Masvingo State University in Zimbabwe"

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

Yours faithfully


.....
MS. PHUMELELE XIMBA
RESEARCH OFFICE

cc. Faculty Research Office (Derek Buchler)
cc. Supervisor (Ms. R Searle)

2007-09-12