

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI



**ANALYSIS OF STUDENTS' ACCOMMODATION QUALITY IN HIGHER
EDUCATION: EVIDENCE FROM HOSTELS AROUND KNUST**

BY

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**A THESIS SUBMITTED TO THE DEPARTMENT OF MARKETING AND
CORPORATE STRATEGY, KWAME NKRUMAH UNIVERSITY OF SCIENCE AND
TECHNOLOGY-KUMASI, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION
(STRATEGIC MANAGEMENT AND CONSULTING)**

JANUARY, 2023

DECLARATION

I hereby declare that this submission is my original work for the Master of Science in Strategic Management and Consulting degree, and that, to the best of my knowledge, it does not contain any material that has been previously published by another person accepted for the award of any other degree from the University, except where credit is given.

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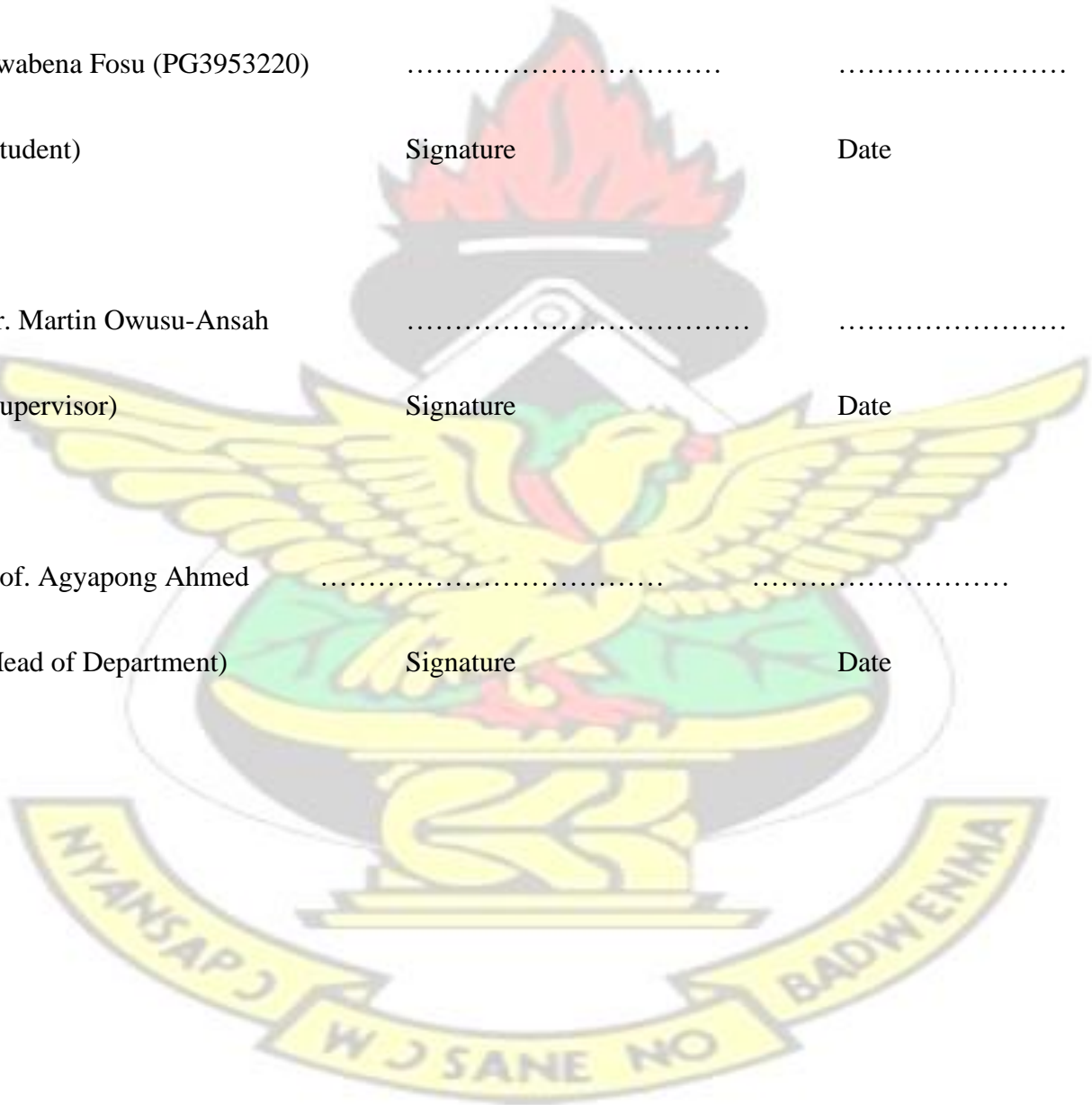
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DEDICATION

I dedicate this research study to God Almighty and my wonderful family and friends for their support throughout my academic life.

KNUST



ACKNOWLEDGEMENT

I dedicate this research study to God for his Grace, to my wonderful family and friends for their support throughout my academic life, and also my appreciation goes to Dr. Martin Owusu Ansah, my supervisor for his encouragement and patience.



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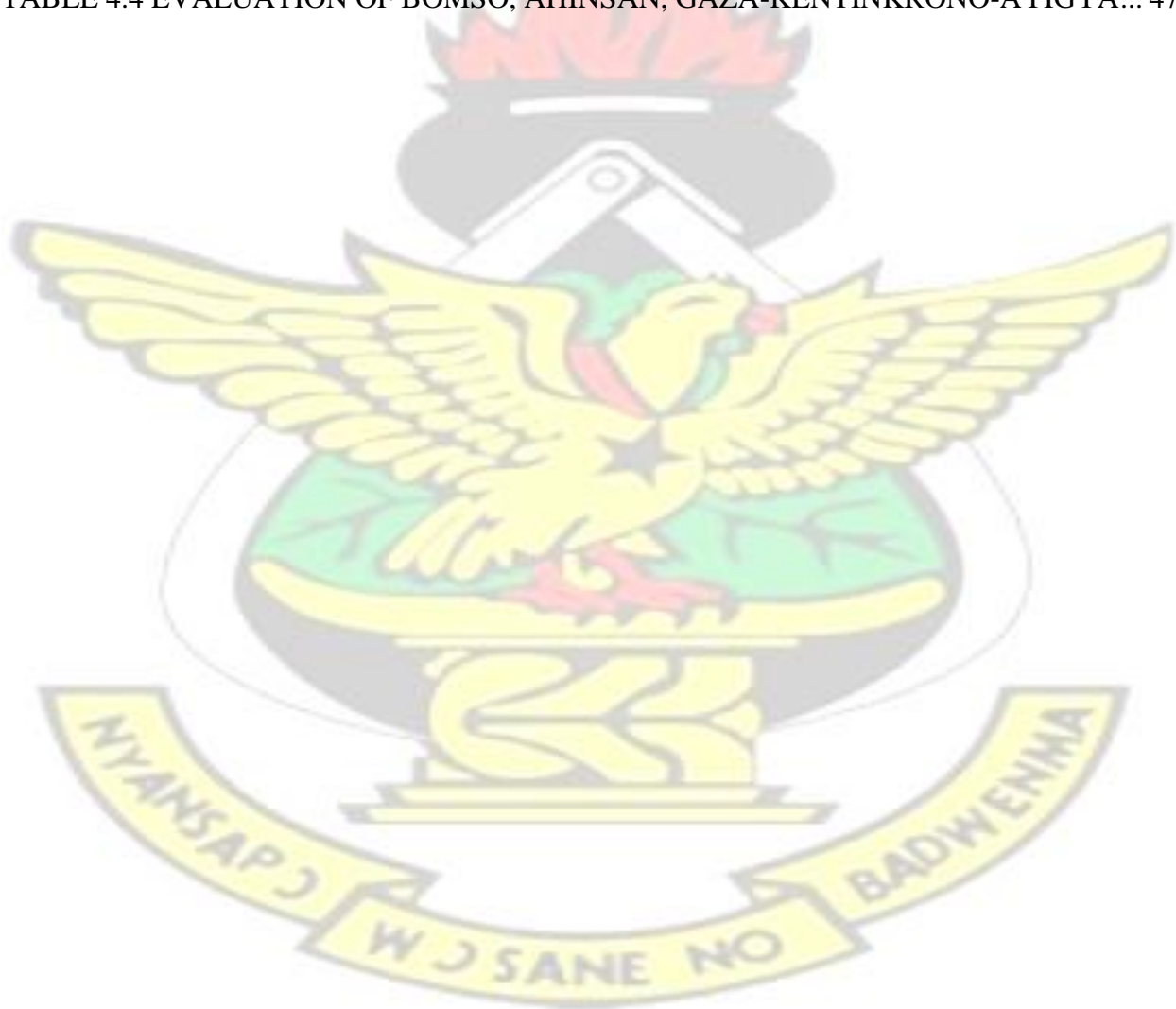
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ABSTRACT

The research study sought to examine the analysis of student accommodation quality in higher education; evidenced by hostels around KNUST. The literature was reviewed theoretically. Data collected were analyzed using Statistical Package for Social Scientists (SPSS). The survey was conducted on 450 responses received, representing a 100% response rate for KNUST students in Kumasi. A self-administered structured questionnaire was administered to the respondents in a survey, resulting in an 88% response rate for analysis. The findings indicated the student accommodation quality items that received unfavorable ratings concerning constituencies in KNUST off-campus include: Accommodation fees per academic year, Transportation such that, Bomso (Ahinsan, Gaza Kentikrono-Ayigya) and Kotei and Gynase constituencies are far from the lecture halls, entertainment, bathroom, and security system. It was found that most of the accommodation quality issues are similar in all the constituencies, but students at the Ayeduase (North, South, New-site) constituencies are better off in terms of proximity to lecture halls and other facilities on campus. The findings also show that on-campus accommodation is better than off-campus in terms of proximity to lecture halls, access to some facilities, entertainment, and security. Discussions on recommendations and their implications for higher education administration and student housing developers have also occurred.

The study added to the body of knowledge regarding the administration of dorms and housing for tertiary students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Accommodation is a basic need for students, just as it is for everyone else, and it has an impact on their overall well-being (Magambo, Dida, and Kaijage, 2020), and dignity as well as a response to man's natural and justifiable desire for a comfortable and safe living environment. According to Price et al. (2002) and Ajayi et al. (2015), among other considerations, student accommodation is a key feature students and parents tend to consider when enrolling in a tertiary institution. Schools need to give students' accommodation a top priority while enhancing the institution's reputation among the community of institutions because its perceived repute makes it particularly appealing to students (Price *et al.*, 2002).

In the early half of the twentieth century, residence halls became a prominent symbol of new institutions and an increasing supply of rooms (Silver, 2004). An increase in the population of an institution, such as Kwame Nkrumah University of Science and Technology, necessitates additional housing (halls). For example, between the 2005/2006 academic year and the 2013/2014 school year, student enrollment climbed by more than 100% (Asare-Kyire *et al.*, 2016). Because of the growing number of students at the tertiary level, most public universities in Ghana have implemented an "In-out-out-out" residential strategy for students who are pursuing four-year programs (Marfo, Mensah Martey, and Adjei-Poku, 2018). This spectacular growth in the number of candidates for admission each year at the tertiary level in Ghana has quickly established new accommodation facilities, including private residences. Because the existing residential halls on campus cannot handle the increasing number of students enrolled in the university, most students are compelled to reside off-campus.

Many governments in developed and developing nations need help to adequately accommodate students who have been accepted to pursue different programs of study at higher education institutions. (Nimako, Bondinuba and Nimako, 2013). Concern from educational management, marketing management, and construction management stems from private organizations' involvement in providing affordable college housing because it makes it more difficult to ensure that the accommodations they offer meet the requirements and conditions and improve students' learning. Agyekum et al. (2016) identified access to transport, security, car parking, cafeterias, water and electricity supply, and garbage disposal as core students' expectations. Mahama et al. (2016) reiterated the assertion that security issues of the hostel, availability of water facilities, availability of electricity, calm and peaceful environment, and availability of toilet facilities are some of the essential factors that can determine students' desire to stay in hostels. Staying off-campus comes with additional stressors, including reading resources and accessing other university services. It is unfortunate to note that accommodation on campus can cater to only about 25% of the total student population, and the growing number of students each academic year continues to limit available space on campus, forcing most students to live off-campus.

Research interest in the phenomena of Student Accommodation Quality (SAQ) has started to emerge among academics and industry professionals. According to the literature on service quality, SAQ is defined as the degree to which an accommodation service satisfies the demands or expectations of its clients (Asubonteng, Mcclery, and Swan, 1996). Based on how SAP uses SAQ to expand its customer base and market share in the hospitality sector, competitive advantage is the key (Voss, 2003; Voss *et al.*, 2004). According to numerous earlier studies, customers' priorities for quality dimensions may vary across a variety of service situations and service types

(Keller and Kotler, 2006). According to Parasuraman et al. (1988), reliability was the most crucial factor across all service kinds, whereas empathy was the least crucial.

1.2 Problem Statement

Accommodation plays an essential role in tertiary students' lives and academic pursuits. Any issue impacting students' choice of residential accommodation should not be overlooked (Zotorvie, 2017). The drastic increase in the number of applicants for post-secondary admission in KNUST each year has forced most students to reside off-campus because the available campus accommodation cannot accommodate the intake. This situation makes studying extremely difficult for students, as most are forced to arrive late to class due to insufficient transportation and traffic congestion.

Today, these facilities have been stretched to the limit and have become inadequate due to the tremendous increase in students yearly. Ubong (2007) asserted that although students' accommodation is an integral part of students' personnel management, off-campus accommodation has not received adequate attention, rather, it has been characterized by inadequate maintenance. This situation is rather disheartening since students need comfortable accommodations to carry out their primary objective of learning conveniently.

According to (Nimako *et al.*, 2013) A major concern is now on the rise regarding hostel owners charging outrageous fees on campus. Due to this, the relative increase in accommodation charges of private hostels at KNUST has more than doubled (108.8%) since 2010 (Marfo, Mensah Martey, and Adjei-Poku, 2018). The increased demand for hostels has given the proprietors the advantage of raising prices to ludicrous levels. It's worth noting that hostel rates increase by more than 13% to 20% per academic year (about 8 months) and that ordinary students' academic fees are lower

than the cost of hostel lodging, yet while many efforts have been made by the university community of Kwame Nkrumah University of Science and Technology and private developers to quantitatively address the accommodation needs of students, the quality of the facilities has not been given close attention. Although there has been a strong link between students' academic achievement and their accommodation status (Wanjiku, John Kiruru and Thaddaeus Ogola, 2020), off-campus rented accommodations have normally been in poor shape for students (Mtani and Nuhu, 2019)

1.3 Research Objective

This study aims to examine students' assessment of their accommodation quality at Kwame Nkrumah University of Science and Technology (KNUST). To achieve this aim, these specific objectives were formulated as follows:

1.3.1 Specific Objectives

- To examine satisfactory and unsatisfactory Student Accommodation Quality (SAQ) scopes from the off-campus hostel Constituencies.
- To regulate whether SAQ varies between the off-campus hostel constituencies.
- To determine whether there are appreciable discrepancies between SAQ assessments for residential and non-residential accommodations.
- To make suggestions for how to enhance the standard of student housing already available.

1.4 Research Questions

To achieve these specific objectives, these research questions were formulated as follows:

- What are the differences between SAQ evaluation for the constituencies in KNUST?
- How does SAQ vary between constituencies?
- What are the key distinctions between the SAQ for residential and non-residential accommodations?
- What steps may be taken to raise the standard of student housing?

1.5 Significance of the Study

The findings of this study will help educational management, construction management, and student housing developers identify areas where they should focus on delivering the best value and SAQ to the students for whom they provide housing. As a result, practitioners can more successfully shift their attention and reallocate their resources toward enhancing more crucial SAQ aspects for efficient student learning. It will also be a valuable reference source for future research.

1.6 Scope and Limitation of the Study

This study focuses on students' accommodation at the Kwame Nkrumah University of Science and Technology (KNUST) within Ayeduase, Kotei, and Bomso. The study seeks to analyze the relationship among all the study variables: core facility quality, enabling facility quality, supporting facility, Price, and overall quality. The study also limits itself to students at KNUST (Ayeduase, Kote, and Bomso) only, with a limited time frame to increase the scope of the study so a specified number of students will be used as a sample size.

1.7 Brief Methodology

The population consists of Kwame Nkrumah University of Science and Technology students in Kumasi, Ghana. KNUST is a public university in Ghana that focuses on science and technology and is the major university in Ghana's Ashanti Region's Kumasi Metropolis. Agyeman Prempeh I, a ruler of the Ashanti Empire, had plans to create a university in Kumasi as part of his push to modernize the Ashanti kingdom, where KNUST started. In 1949, the dream of Agyeman Prempeh I became a reality when the building started on what was to be called the Kumasi College of Technology. The Kumasi College of Technology became the University's legal name thanks to the Parliamentary Act of 1952. which was affiliated with the University of London. Following the report of the commission which came out early in 1961, the government decided to establish two independent universities in Kumasi and Legon, Accra. The Kumasi College of Technology was transformed into a full-fledged University thus the University of Science and Technology by an Act of Parliament on 22 August 1961. A public university in Ghana with an emphasis on science and technology is the Kwame Nkrumah University of Science and Technology (KNUST) (KNUST, 2022). The main university in Ghana's Kumasi Metropolis and Ashanti Region is Kwame Nkrumah University of Science and Technology, a public institution founded in the nation. A descriptive research design with a quantitative approach is employed by the researcher. The study targeted respondents from KNUST students Ayeduase, Kotei and Bomso. The study's instrument and primary sources of data were both employed to obtain data. An organized survey, which was distributed randomly to the students and used to assess the views of the students to help the researcher obtain a quantified data.

The study also used the stratified sampling technique and a simple random sampling technique to identify the participants. They were given equal chances to be selected within the population of

which any bias within the population was equally and correspondingly distributed among the chosen. The data obtained was scrutinized, cleaned, sorted, and entered in Statistical Packages for Social Science (SPSS). It was analyzed into descriptive and inferential statistics such as percentages, frequencies, and regression.

This study used an interview schedule to gather information from KNUST students living in Ayeduase, Kotei, and Bomso. The interview guides for the students had themes on the quality of students' accommodation, the impact on the children, and recommendations for corrective action. The main question for each theme was determined by more in-depth inquiries.

1.8 Organization of the Study

This study has five primary chapters to facilitate the analysis and presentation of the results. The first chapter is an introduction to the study, which contains the background of the study, the statement of the problem, objectives, research questions, the and significance of the study. The second chapter was devoted to a survey of the relevant literature in the field of research. The study's methodology, detailed in the third chapter, outlines the study's approach to data collection and analysis. Analyses are covered in Chapter Four, as well as the presentation and discussion of findings; nevertheless, a summary of the findings, conclusions, and suggestions are summarized in Chapter Five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This section of the section demonstrates the accounts of this learning in establishing and explaining literature associated with private accommodation for students, their contributions, and perceived struggles and challenges, as well as analysis of independent variables like security at private hostel facilities, proximity to campus, affordability, provision of amenities, etc. Importantly, a widespread appraisal of works on the various themes of the subject matter is discussed in this chapter.

2.1 Accommodation of University Students

It is usually accepted that a person's physiological necessities, such as food, clothing, and shelter, come first when considering housing. Housing is second only to food and clothing in terms of importance to a man's life. In other words, man only looks for environmental preservation after his needs for diet and dress have been met. This claim was supported by Abraham Maslow in Huitt (Huitt, 2007), who defined three basic requirements for survival: food, clothes, and shelter. According to the United Nations (2003), the concept of shelter differs slightly from that of housing, even though it is generally acknowledged that housing is more than just a place to put one's head down. Housing instead consists of a variety of ancillary services and utilities that connect a person and his family to the community and the community to the area in which it develops and grows.

The need for an effective and conducive student housing facility in an institution cannot be overemphasized because students are expected to be in a sound state of mind to excel in their

academic endeavors which can only physical protection but also a healthy social and behavioral stability, the productivity of a set of students may not be unconnected with their housing condition. Providing facilities for academic (teaching and learning) needs is not the exclusive duty of universities. They are also tasked with ensuring sufficient funding is available for these (research) initiatives. For the student's learning capacities, accommodations for living while studying are given (Pat-Mbano *et al.*, 2012). Student housing was described by Bella-Omunagbe (Cyprian & Omunagbe, 2015) as housing designed specifically to create a setting that fosters both living and learning students' educational experiences during their studies. Government Gazette of South Africa (South Africa Government Gazette, 2013) "Units for accommodation within the university premises," according to the definition of on-campus housing. This can range from large blocks of rooms that resemble dorms to multiple bedrooms that have space for students. On or off campus, there are places to live for students. They may be controlled and owned by the institution, a private company, or a joint venture between the institution and the company. Student residences may be institutionally or privately run, self-catering or offering catering services, and featuring several communal utilities such as restrooms, kitchens, laundries, common areas, and recreational areas. Basic facilities could be en suite in other situations. Student housing needs to be properly maintained to foster and maintain a secure setting that supports the living and learning experiences of those who live there (Penven, Robert, and Keith, 2013). Numerous studies have demonstrated the value of on-campus housing. According to research by Kobue, Oke, and Aigbavboa's Field (Kobue, Oke, and Aigbavboa, 2017), students benefit socially and intellectually from living in a safe, well-run house. Thomsen (Thomsen, 2007) also stated that student housing or accommodations play a significant role in helping institutions achieve their overall goals. Student housing on campus fosters unity and diversity and aids student integration. The authors claim that

housing for students offers people privacy and protection while also encouraging strong relationships.

Accommodation is described as an abode to reside or a place of momentary habitation in the Oxford English Dictionary. When obtaining a degree at a university, accommodations include an abode to reside in that is rented along with other services utilized at the time throughout time (Adu et al., 2014). Owolabi (2015) described student housing as a place where students live, either on or off campus. Those who reside on campus are known as on-campus students. in residential buildings, and off-campus students live in residences off-campus. Students' housing is "more than just a place to reside; it is an organization in which students are participants," (Schrager, 1986).

The availability of student housing aids in meeting the housing needs of students in achieving academic, living, and social objectives during their time at the school (Hassanain, 2008).

Numerous scholars have written on the various elements that affected students' decisions regarding residential accommodations. Reeves et al. (Reeves *et al.*, 2010), for instance, looked at the housing preferences of undergraduate students and discovered that they chose living arrangements that matched their demanding demands for privacy and amenities. Moore (Moore *et al.*, 2019) also revealed that students selected off-campus housing over on-campus housing because of the lack of privacy, loudness, and shared sleeping arrangements linked with on-campus housing. They, therefore, wanted to live off-campus if they may perhaps find reasonably priced, decent, and good accommodation that was close to the college had suitable amenities, and could provide privacy. Accessibility, security, cost, and appropriate layout were also cited by Wang & Li (Wang and S, 2006) as the primary determinants of students' choice of residential accommodations. the cost of renting, the distance to the university's facilities, the safety and size of the rooms, the hostel's other amenities, and amenities were identified by Khozaei et al. (F Khozaei *et al.*, 2010) as crucial

variables in predicting students' happiness by their accommodation. (F Khozaei *et al.*, 2010), several research studies have also shown that the most significant elements influencing the lodging preferences of students include being close to the university, the property's rental value, its features, amenities, and the convenience of the room, as well as its location, social contacts, and security of the student (Khozaei *et al.*, no date); (Abiodun Kolawole and Rotimi Boluwatife, 2016).

Sarah (2008) asserts that, whether living off-campus or on-campus, living alone is a method to accomplish a life milestone. The residential shift assists the young adult as they move out of their parent's home and begin living independently, which prepares them for the transition to adulthood. Even though residential facilities could appear to be a benefit to the student body, they could cause friction within and outside of the campus between the general public and the students (Fogg, 2008). The institutional mission can be strengthened by construing the creation of housing by criteria. The student's accommodations may increase positive or negative familiarity. Living environments are often created for social reasons, and their designs may have unintended or unintentional social implications (Halpern, 1995). The student's experience in life is impacted by the social repercussions of their behavior. The living situation can be the beginning of social ties, friendships, and mentorships that can foster moral stability while a person learns to live independently and with others (Fogg, 2008). The accommodation may raise the significance of developing good living arrangements and the following results.

Thanks to the California University of Pennsylvania, the university community has seen the value of accommodations and experiences. Following a renovation of the facilities, certain adjustments improved student life at the university and elevated California University's standing among other universities (Harris & Niccolai, 2005). This served as evidence that there were legitimate issues

with the university housing. It has been observed that an environment's experience can mold a learner. The importance of accommodating students has increased as a result of the number of students whose lives have been impacted by their experiences at university (Smith, 2000). The community's culture has changed due to a change in the amenities supplied to students. As a result, the general public now believes that higher education is an investment rather than a public utility. This has led to the conclusion that the shift has been driven by the current financial policies, and the fees that must be paid have increased, leading to an argument that a university education is more of a luxury than a necessity for the average person (Zemsky, Wegner & Massy, 2005).

The rising number of student transfers between universities is proof that this perception of higher education exists. Many of these students are enrolled in degree programs where 60 percent of graduates attended multiple universities (Zernike, 2006). Instead of pursuing education by university policies, this has led to students designing and managing universities. The student approach has put pressure on public universities to retain the student body, as well as facilities and housing, where housing makes up 42.2% of the decision-making criteria for which university to attend. Despite the emphasis placed on the need for student housing, universities have been reluctant to offer enough housing, especially after the introduction of the double intake. This is primarily due to a lack of resources, which is why this study aims to determine whether the problem of student housing can be solved through public-private partnerships.

2.1.1 The Rise of Private Student Accommodation

There was little information on student housing 20 years ago (Rugg et al., 2002). Nevertheless, since that time, scholars have focused a lot of attention on young people moving to university locations, and so this concern has been more fully warranted. There have never been as many

students currently enrolled in institutions of higher learning as there are not according to research by Moos et al. (2019) and Sokoowicz (2019), one of the most noticeable effects of the transition from an industrialized to a knowledge-based economy is the rise of the gig economy. is the massification of postsecondary learning. It is indeed significant that legislation democratizing learning, rising social ambitions, and young people's changing lifestyles serve as the catalysts for the push for institutions of higher learning (Smith and Holt, 2007). The increasing number of students has had a significant effect on university locations all around the world, notwithstanding the possibility that these pressures vary between nations. The subject of student housing has continued to be the most regularly researched within the significantly increased literature on learners as urban inhabitants (Nakazawa, 2017). The area of study is a result of the enormous increase in off-campus private housing demand among students currently being observed worldwide. Due to a dearth of housing options, students are flocking to private accommodations in numerous cities (Chatterton, 2010). Munro and Livingston (2012) found out that, "It's amazing how quickly the private rental sector was able to meet the demands of the burgeoning student populations.", since students have grown to be a significant and affluent category of clients, it is hardly surprising. The market's reaction, though, can highlight regional quirks. Previously, it was suggested that several students living together might be commercially more influential than many typical houses and that because of students' lowered standards, converting existing homes for student housing could be reasonably inexpensive (Rugg, Rhodes, and Jones, 2002). As a result, the first response of the market to the surge in student demand is typically the relatively cheap conversion of residential homes for student use. (Smith, 2008). The rising expectations of students for housing, which are forcing landlords to renovate houses, appear to be changing this tendency. (Kinton *et al.*, 2018).

Additionally, specialized developers increasingly understand the student niche market, as demonstrated through investments known as purpose-built student accommodation (PBSA). Due to the numerous shared amenities, these establishments resemble typical residence halls, although they frequently offer a higher grade and additional individual rooms, and are situated in urban areas (Hubbard, 2009). Grabkowska and Frankowski (2016) stated that another market trend has come to light in some nations. Specifically, parents of students rent apartments from businesses for them all to socialize with friends or strangers.

2.2 The Issue of Studentification

Whatever its form, private student off-campus housing is a hot topic because of how it affects cities and how prevalent it is. Studentification is the term for the situation whereby housing utilized by learners is (over)concentrated in certain urban regions. The word "studentification" was first used by (Smith, 2005). He described it as the procedure of social, economic, physical, and cultural changes that take place in communities as a result of the influx of students residing there. Studentification was referred to as a "parochial expression" of urbanization in outlying cities during the first stages of the discussion. Studentification is now considered a worldwide phenomenon and a typical example of modern urbanization in capitalism (Revington and August 2020). Because of the widespread proof of studentification, this claim seems valid. More specifically, In the UK, studies on how students' behavior affects urban neighborhoods and property markets first appeared (Hubbard, 2009; Smith and Hubbard, 2014) and Ireland (Kenna, 2011). Additional research from European countries followed (Fabula et al., 2017; Kotus et al., 2018; Miessner, 2021), also from Asia (He, 2015), the Americas (Revington and August 2020), Australia, and Africa (Ackermann & Visser, 2016). (Ruming & Dowling, 2017). According to the

generally held opinion, studentification changes the rental system of housing Tenancy rises and owner-occupancy declines as a result of accommodation being recommodified to satisfy the "transient" student population. As a result, studentification frequently results in the eviction of non-student residences. When there are a lot of students residing in a neighborhood, it may be considered a "student ghetto" in certain contexts (Munro and Livingston, 2012). This opinion is supported by the fact that the presence of students in a neighborhood causes visual degeneration and disarray despite concurrent rises in rent and property values (Smith, 2005). Nevertheless, some contributions demonstrate that studentification must not only be connected to because it might lead to improved housing (Kinton et al., 2018), neighborhood redevelopment and population increase (Buzar et al., 2007), or the construction of amusement and entertainment facilities that cater to students (Prada, 2019). In the meanwhile, (Smith and Holt, 2007) provided a thorough analysis of possible studentification effects. In summary, studentification is caused by the housing (over)concentration of learners in metropolitan areas, whether the impacts are negative or positive. Cities and neighborhoods may experience studentification in many ways.

Prior studies have shown that students are one of the most migratory populations in terms of where they live within cities. It only takes a few years to "studentized" an entire neighborhood (Sage, Smith, and Hubbard, 2012) and afterward, they can go through a similar quick process of "destudentification" Kinton et al. (2018). We should however become aware of the elements that define studentification's intra-urban locations in light of its global prevalence, dynamism, and multifaceted effects. We, therefore, make an effort to learn more about one of the factors underlying studentification, specifically students' residential contentment, as this factor affects one's residential movements and options. For this purpose, because of the body of literature, we next address the various elements that influence students' satisfaction with their residential experience.

2.2.1 Student Housing Facilities: Perceptions of Students

Diverse opinions have been expressed in education on student accommodation facilities that focus on students' impressions. For instance, research directed in Malaysia by Najib et al. (Ulyani Mohd Najib, Aini Yusof, and Zainul Abidin, 2011) found that students were content with their housing options. However, some of the facilities and services left some students unsatisfied. The parking lot, and security (CCTV and guards), received negative feedback, however, the bedroom, bathroom, and leisure area received positive feedback. Another study's findings showed that students were largely happy with the residential accommodations' accessibility, high quality, and comfort levels. All the following according to Abubakar received fair ratings: study bedroom design, Location of the restrooms, cleanliness, and accessibility to the study area, security of parking facilities, and cleaning services (Abubakar *et al.*, 2015). Amole (2009) looked at student housing in Nigeria and residential satisfaction. The study's findings suggested that students were not typically content with the dormitories since the performance of the examined traits was below average. The availability and quality of the kitchenette, the amount of storage, the furnishings in the bedroom, and the standard of the bathrooms were among the areas and services that needed improvement. Amole (Amole, 2009) said that because they were such fundamental needs for daily life, they predicted happiness.

The outcomes demonstrated areas for development in the areas of water supply, electrical fitting condition, window size, amount of privacy in the home, and quality of electricity service. On the other hand, factors including safety, noise levels, the ability to sleep undisturbed, and adequate access roads were thought to be functioning well. There aren't many types of research that have been done in Ghana. According to (Addai, 2013), there isn't enough empirical study on student

accommodation in Ghana. The few studies that have been written show various degrees of student unhappiness and praise. Nimako and Bondinuba (2014) revealed that students gave poor ratings for the following: bathrooms, access to transportation, restrooms, kitchens, entertainment areas, reading rooms, security, lodging costs, and searching expenses. While factors like the available ability lighting, the distance lectured the general effectiveness of the accommodations, the water supply, the amenities in the bedrooms, the rules and regulations, the satisfaction of the tenants who were students, and the physical environment of the accommodations were given a relatively higher rating. The issues that students experience were the focus of (Addai's, 2013) study. According to the study, some of the major issues off-campus residential students faced included neighborhood conflicts, broken relationships with their landlords and landladies, Lack of rest areas, frequent disputes over the payment of their monthly electricity bills, noise and environmental pollution, regular water shortages, and bad value for their money.

2.2.2 Understanding of Students' residential satisfaction

Despite a significant surge in studentification research, customer satisfaction among learners who live in off-campus privatized accommodations is still a subject that hasn't gotten much attention. The majority of investigators to date except for Thomsen and Eikemo (2010) and Moore et al. (2019), who specifically focused on students' residential satisfaction while paying little attention to neighborhood attributes, have examined related issues, including students' preferences for accommodations and the intra-urban geographies of student housing. Thus, for the formulation of our study, we primarily drew influence from these academic streams. We chose to concentrate on student satisfaction with their residential experience because we believe that a deeper understanding of student behavior in residential settings could result from such a study. More

precisely, research on residential satisfaction provides perspectives on residential motion, including choices about whether to remain in or leave a home or neighborhood (Max, 1999). In a nutshell, the consistency of the intended condition with the actual situation at home determines residential pleasure (Boschman, 2018). The result is tension or unhappiness, which may prompt migration and a shift of residence or neighborhood due to the incompatibility between the present and intended residential demands (Max, 1999). In this way, the idea of residential satisfaction enables us to go into further detail about the factors that impact a student's choice of residence, which is seen to be particularly significant in the context of studentification and its geographical manifestations.

The global student residential composition reveals that some neighborhoods are more popular with them than others (Allinson, 2006). Many students reside in off-campus homes they rent privately, close to their HEIs' facilities (Allinson, 2006; Garmendia et al., 2012). As a result, neighborhoods that face studentification are frequently those that are close to the facilities of higher education establishments (Ackermann and Visser, 2016; Prada, 2019). where non-students reside in "student neighborhoods," inhabitants play a minor function, and students live there with "people like them" (Munro and Livingston, 2012; Smith and Hubbard, 2014). As a result, from the view of the learners in these neighborhoods, it seems that more than just how easy it is to get to the educational institutions, it also matters that they have a strong student population. In conclusion, the presence of a lot of individuals their age and with similar lives helps students develop their student identities while also acclimating them to existing in uniform cultures (Smith and Holt, 2007). The "town and gown" concept, which is pervasive in Anglo-American society, is used by academics to explain the phenomenon of the clear barriers of undergraduates who are linked with the "university" another urban resident dent, such as the "town," under this scenario (Brockliss, 2000). Given this

context, we might conclude that neighborhood amenities and the general sense of student activity are major determinants of homeowners' overall residential contentment. On the other hand, there may be other factors at play when it comes to where students live in metropolitan areas other than the places of the academic institutions.

Interesting research has revealed the rising propensity of students (or specific cohorts) to reside in urban centers (Hubbard, 2009; Mulhearn and Franco, 2018), which often have a vibrant vibe and offer more chances for pleasure and recreation (Woldoff, DeCola and City, 2011). Students may also enjoy staying in the "luxury," gentrifying neighborhoods and appreciate urban rejuvenation initiatives (Fabula, Boros, and Kovács, 2017). As a result, we believe that the proximity to the city's commercial district or other amenities will positively affect how satisfied students are with their residential experience.

Other researchers have noted that students' housing preferences are often not influenced by physical gaps, such as educational resources or consumer luxuries, because they can overcome these separation distances, according to Verhetsel et al. (2017). Allinson (2006) asserted that public transportation connections are important because they "simplify the process of getting about the city." It makes us assume that the neighborhood characteristic that has a favorable impact on students' total housing quality is their pleasure with the availability of public transportation. According to earlier studies on student housing, they may have particular preferences for certain features. For example, (Rugg, Rhodes, and Jones, 2002) highlighted that students tolerate rather basic housing, and as such, the expense is the main factor in the housing decision due to their limited available funds. In some more recent contributions, their attention to lodging costs and cost has also been emphasized (Kotus, Rzeszewski, and Bajerski, 2018). Therefore, co-residence with peers has long been a popular student solution to the high housing costs. Nevertheless, due to the

popularity of flat-sharing in current years, residing with individuals from other social categories has also grown to be common (Steinführer and Haase, 2009). On the other hand, more recent research suggests that students' demands for housing and its condition have increased as a result of the continuous, consumption-oriented alterations in student life (Kinton et al., 2018; Moore et al., 2019). (Kinton et al., 2018; Moore et al., 2019). One of its most notable features is the rising demand for services and privacy among students (Verhetsel et al., 2017).

It appears that single people are living alone in smaller, more expensive, yet privatized homes for private rent to partially replace the strongly ingrained pattern of cohabitation today (Miessner, 2021). In light of this, we anticipate that residing solin' it has a more favorable impact on students' satisfaction level with their residential experience than affordability. Similar to this, we consider that contentment with the building's and neighborhood's appearance becomes more crucial (Kinton et al., 2018; Moore et al., 2019), In light of the contributions demonstrating the raised expectations about the home environment, hence improving their total residential happiness.

Although the preceding studentification literature has yet to focus much on this subject, given the greater socio-economic dynamics, there are reasons to think that students' housing tenure may pose a serious problem. Since they do not yet have the financial means to buy a home, students are typically referred to as renters who access private housing through tenancy. Owner-occupancy is the most common type of tenure in several European countries, including Poland and Italy, and it has come to be widely seen as a sign of a prosperous neoliberal lifestyle. However, there are many obstacles for the present generation of youth to overcome before becoming property owners, barring them from adhering to this "normalized" pattern of housing tenure (McKee, 2012). We anticipate that ownership of a residence will have the greatest optimistic impact on scholars' overall

approval of their residential experience, despite the possibility that a small percentage of them are already owner-occupants.

Last but not least, in addition to the aforementioned generalizations, various student sub-populations may possess varying degrees of experience in navigating the neighborhood housing markets and getting to know the university city's geography. Thus, they might be able to roughly match their housing needs with accessible accommodations and, as a result, be more or less content with their housing. First off, the differentiation between local and out-of-town students seems helpful in comprehending the students' happiness with their residential experience. More specifically, students from the university city who had lived there for several years before beginning their higher education therein might have a greater understanding of the city's geography and real estate market. As a result, they may have an advantage over their non-local counterparts in searching for suitable housing because they don't need as much time to acclimate to the city (Smith, 2008). Second, according to Kinton et al. (2018), students at higher levels of higher education typically have more experience renting off-campus housing. As a result, it may be simpler to locate lodging that fits their preferences and supports their residential choices. In conclusion, we anticipate that becoming a local or postgraduate student or having previous rental experience will positively impact their total residential satisfaction.

2.3 Factors Swaying Students' Choice of Off-Campus Accommodation

When choosing an off-campus residence, students are likely to consider several criteria. The state of the apartment is one of these elements. The building's age, as well as the size and shape of the bedroom, the walls, the ceiling, the carpet on the floor, the lighting fixtures, the furniture, and the toilet facility, are all factors in an apartment's condition. The apartment is considered to be in good

condition if these amenities are present and working. On the other hand, an apartment is in bad shape if it lacks certain amenities. In this regard, health problems, from lead poisoning injuries to respiratory infections to asthma and mental health problems, are linked to bad apartment conditions. (Krieger and Higgins, 2011). Homes without adequate amenities, such as a kitchen, bathroom, or toilet, are shelters. (Cohen, 2003). This suggests that students are inclined to pick out well-kept residences.

According to Korevaar (2008) position, the quality of the accommodation may occasionally necessitate paying higher housing rental charges, and students would do so without protest. Relatively, (Bromley, 2007) contends that because students lack off-campus housing, it is typically costly and is offered by landlords who neglect maintenance and repairs. The result is that some students may live with friends due to the high cost of housing. The challenges that may come with living with friends may be felt by the kids. Importantly, the cost of lodging varies significantly based on the location and kind of lodging. The price of housing in the context of off-campus housing depends on rental rates, proximity to university services, the size and safety of the room, the hostel's security, and other amenities. (Fatemeh Khozaei *et al.*, 2010). Location indicates a house's precise locality. The claim is that where you live has a lot to do with transportation costs, job stability, relocating costs, and how much time you have for everyday activities (De Araujo and Murray, 2010). Once the allocation is established, one is exposed to the externalities imposed by neighborhood effects. (Bromley, 2007). The term neighborhood can be defined as the vicinity in which people live (Macmillan English Dictionary.com, 2012). Accommodation selection is likely to be influenced by location and neighborhood factors. When it comes to picking accommodations, qualities are seen as the most important criterion (De Araujo and Murray, 2010). Because they are

more isolated from the rest of the community, have a higher noise level, and require roommates, students may prefer off-campus housing to on-campus housing. Some students choose privately owned homes that are thought to be respectable, inexpensive, convenient to university, have appropriate amenities, and, for the most part, offer solitude. (Ulyani *et al.*, 2011). An environment that feels adequately conducive to learning might be created by a suitable neighborhood. (Fatemeh Khozaei *et al.*, 2010).

Sanitation is another aspect that might influence a student's decision about off-campus housing. By giving people a clean environment to live in and by ensuring that steps are taken to end the illness cycle, sanitation is perhaps the invention that has helped people become less exposed to diseases. The provision of washing facilities for home and personal hygiene, the sanitary management of human and animal excreta, feces, and wastewater, and the prevention of disease vectors are all components of excellent sanitation. (*Macmillan Dictionary*, 2022). Sanitation is the state of cleanliness of the place, or community, focusing on aspects of human health, such as the quality of life that is influenced by physical, biological, social, and psychological environmental variables., or individuals. Sanitation efforts are thus made to ensure a sanitary atmosphere. (Mensah *et al.*, 2002). Again, proper sanitation is essential for excellent health, and social and economic growth, as is decent hygiene and access to safe water. (Mensah *et al.*, 2002). This suggests that students would experience lower health system costs, fewer days missed from school due to illness or caring for a sick relative, and convenient time-saving this me not spent waiting in line at shared sanitation facilities or walking for open defecation when they live in areas with adequate sanitation, all other things being equal (Mensah *et al.*, 2002). While security is considered when choosing a place to live, a stable, largely predictable environment in which a person or

organization can pursue their objectives without worrying about harm or hindrance. (Rugg, Rhodes, and Jones, 2000). Similarly, security is described by Brooks (Brooks, 2009) as risk management, security technology, and crime prevention. Security is therefore defined as the efforts used to rid a person of their dread of the unknown. This shows that having good security at students' residences is crucial since it would create the calm environment needed for studying. (Kenyon, 1997).

2.3.1 Determinants of Demand for hostel accommodation

There are various determinants of demand for a commodity (hostel accommodation). Some of them are;

Price: In any situation, including those in which hostel lodging is provided, price is one of the factors that determine the demand for a good or service. With everything else being equal, there is a propensity for the market for hostel accommodations to decrease as the price (rental value) of the accommodations increases, and the opposite is also true. The price (rental value) of hostel accommodations is inversely correlated with the need for hostel accommodations.

Quality: One of the factors affecting hostel accommodations is the standard of lodging. Assuming all other variables remain constant if the dormitory lodging is of higher quality, the demand for lodging by the users (students) will be very high. The physical structure, comfort, space, security, good kitchen and bathroom facilities, enough water supply, consistent electrical supply, etc. are all examples of quality metrics. The demand for hostel accommodations and the standard of the accommodations are positively correlated (directly).

Age: Another factor that affects hostel accommodations is age. An individual's need for hostel lodging will rise or fall as his or her age changes (decrease). An individual's thought processes and reasoning styles change as they become older. For instance, an adult would desire to look for hostel housing given a specific level of income (either earned or received), whereas a boy might not, other factors being equal, consider the possibility of acquiring housing given a certain income level (either earned or received).

Location: Depending on the interests of the individual, the location might also influence the demand for hostel accommodations. Some people may choose a hostel that is nearer to grocery stores and other conveniences, while others may insist on staying in a hostel because of their buddies and other considerations.

2.4 Thoughts of Private Housing Providers Toward University Students

An investigation into the dynamics and advantages of private sector involvement in residential facilities for KNUST's non-residential students was conducted by Asare-Kyire et al. (2012) in their study on the economics of private hostels in Ghana. They did this by examining the financial analysis and social implications of these privately owned hostels and evaluating their relationships with key stakeholders. Even though the research revealed that some of the facility owners were labeled as "unscrupulous landlords" who exploited the students by charging expensive rents, they denied these claims and said that they were barely breaking even with the hostels. The owners said that some pupils engaged in immoral activity and were susceptible because they were "flocks of sheep without a shepherd." Due to the paucity of previous studies, this study focused on private hostel owners' perspectives of KU students.

An empirical case study was conducted on residents' perceptions of off-campus students' housing performance in Ile-Ife, Nigeria (Akingbohunbe & Akinluyi, 2012). The goal of the study was to determine how satisfied off-campus students were with their living arrangements in Ile-Ife. According to the survey, residential satisfaction was dependent on the quality of the facilities offered. However, as limitations in their hostels, students cited sufficient road facilities, automobile loads, adequate ventilation, crowding, and hygienic conditions as well as the slow response time to maintenance requests. Despite the potential importance of private hostel owners' perspectives of management and university students, very few studies have examined this.

2.5 Effects of Off-Campus Accommodation on Students' Academic Activities

(Neema, 2003) conducted research at the University of Namibia campus on the impact of off-campus accommodation on students' performance. The university registrar provided the grade point average, which was the primary resource utilized in the study to evaluate students' academic performance. Investigations looked at the efficiency of the library, the campus's security, and the opinions of the students residing in both traditional and contemporary hostels. According to the poll, students who didn't live on campus scored worse academically than those who did. A related study, (Chiguvu and Ndoma, 2018) looked at how students' performance was affected by a lack of housing in private university institutions in Botswana. Additionally, the study found that the lack of hostel housing encourages absenteeism, which has the undesirable side effect of diminishing academic attentiveness. This demonstrates how scholars who live off-campus are less focused on their academic work and are more likely to be truants. This result supports Neema's (Neema, 2003) findings that students living off-campus perform worse than their on-campus peers. In a comparable study, (Agus and Zafir Khan bin Mohamed, 2002) discovered, among other things, a

favorable association between students' performance regarding demography, active learning, attendance, students' living arrangements, and family income. This suggests that whether a student lives on campus or off, a decent living situation is likely to support their academic pursuits. (Sifuna, 2012) In research on the governance of public universities, Sifuna (2012) found that the low quality of the educational experience brought on by the rising enrollments is at least partially responsible for the fall in examination results. This suggests that a rise in enrolment causes students to leave campus, which would influence how well they perform on exams. Further, it could be argued that students' academic activities, such as regular attendance at lectures, library, doing assignments, and regular study, would be affected when they live off-campus and face challenges with good lighting fixtures, inadequate room spaces, and learning facilities, insecurity, and long distances leading to poor exam performance. (Sifuna, 2012) adduces that the availability of teaching resources and facilities, particularly lecture halls and residence halls, has not kept pace with the growing number of applicants. This circumstance is likely to have an impact on students' academic performance, especially off-campus students. In terms of human-environmental interactions, People's housing has a big impact on them, both good and harmful. For healthy living, social fairness, efficiency, social conduct, happiness, general community welfare, and access to wholesome housing are critical (Abubakar Ghani, Suleiman, and Onn Malaysia, 2016). One may argue that Off-campus residents are more likely to perform well in academic tasks if they are in excellent health, have good social quality and efficiency, and exhibit positive social behaviors. However, they might not perform well. In practice, students living off-campus may exhibit absenteeism, poor academic performance, bad test performance, a lack of enthusiasm for studying, and poor attendance at lectures and the library, among other behaviors.

2.5.1 Social Vices and academic activities

Research has demonstrated that off-campus residence is where social vices start, harming students' academic performance. In addition to having an impact on their income and posing a general security danger to the student body, the consequences are focused on learning, social conduct, cultism, drug addiction, and prostitution. Learning is the acquisition of knowledge via reading and study. learning how to be, how to learn, how to do, and coexist peacefully were among the characteristics of education that Inyang (Inyang, Ejue, and Agwadu, 2018) highlighted for students. The accomplishment of these learning goals appears to be hampered by students living off-campus. According to Akindele (Akindele, 1996), off-campus students experience a variety of problems, from unwarranted intrusions to rumors spread by their fellow residents. He said that they frequently suffer from intolerably loud noises and deafening music from unending street parties hosted by neighbors, co-tenants, beer bars, and music outlets. All of these have a detrimental impact on education. Most off-campus housing is unsuitable for housing students, which has the consequence of slowing down off-campus students' ability to learn (Agbola, Olatubara, and Alabi, 2001).

The primary goals of university housing are typically to boost productivity among students by placing them close to all activity hubs and fostering a sense of academic community. (Spio-kwofie, Anyobodeh, and Abban, 2016). The time it takes to drive or walk from the off-campus village and neighborhood might impair learning time as well as place some pressure on the learner. This is especially true when all study groups are housed in the same area rather than off-campus. Off-campus housing is plagued by a variety of social vices. Since they partake in little to no social and recreational events, off-campus students see themselves as unimportant members of their institution, according to scholars such as (Prusok and Walsh, 1964), and Hill (Heilweil, 2016).

They frequently live-in social isolation. The social life and social structure of resident students are significantly impacted when students from different backgrounds are brought together to interact and live in the same physical location; this, the study showed, frequently escapes the students departing off-campus. Off-campus students are also less likely to utilize the common educational, social, and recreational resources and are less likely to participate in extracurricular activities to join various social groups and organizations, all of which are frequent aspects of on-campus living. Instead of these social activities, off-campus students are more likely to engage in antisocial behaviors including theft, cultism, gang activity, armed robbery, and prostitution. This is a characteristic of slum areas that are common (Carrabine *et al.*, 2014). For instance, students who attend classes both on and off campus are severely fettered via the covert cultism that has infiltrated the academic system. However, as (Smah, 2001) pointed out because cultists constantly flee in terror, off-campus housing turns into a haven for their nefarious deeds.

2.6 Conceptual Framework for the Study

The study's structure identifies the section that examined how well students' accommodations met student housing standards. Five criteria were used to evaluate SAQ: the quality of the core facility, the quality of the enabling facility, the quality of the supporting facility, the price, and the overall quality. To represent the type of accommodations based on the evaluation of students residing in Ayeduase, Kotei, and Bomso, this study followed the conceptual framework of Mimako, et. al. (2013).

The conceptual framework for this study is shown in Figure 1.1.

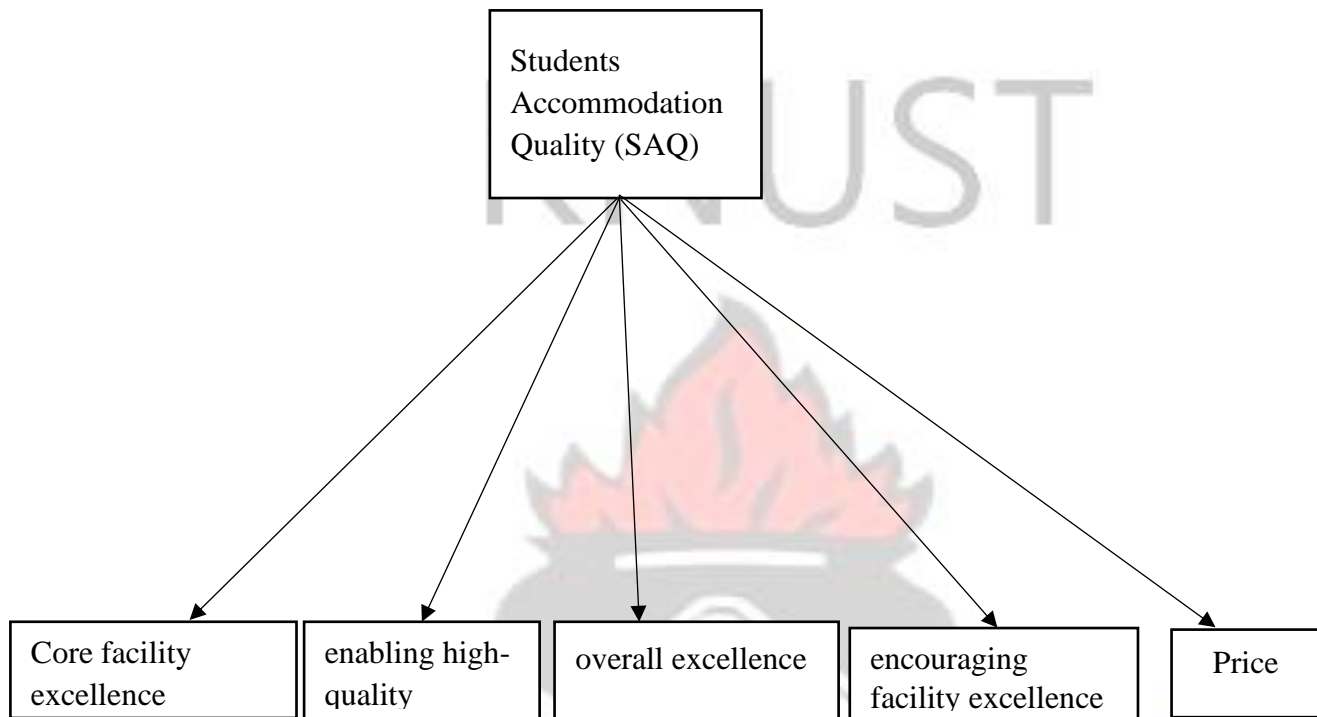


Figure 1.1 Conceptual Framework for the Study. Source: (Mimako, et.al, 2013)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter described the research's methodology and purpose used to access most of the private residences, including hostels and homestels (houses converted to accommodate tertiary students) located in and around the KNUST. These residences accommodate both male and female students. To generate a concrete research design, the data collection covers a large population size for very far, far, near, and nearest hostels and homestels. The validity is affected by the study's subject matter, study participants, data gathering tools, and reliability of the instruments. This chapter rounds up the methods of data processing and the factors that influenced the technique selection.

3.1 Research Design

Research design includes outlining the data collection and analysis procedures, the geographic scope, and the data sources. It exhibits the ideas, beliefs, methods, and reasoning that for a certain study technique a researcher will adopt for a particular research method. (Bryman, 2006). According to (Zikmund et. al., 2010), The overall strategy of the research design is what is used for data gathering and analysis. (Ingwenagu, 2016) show that there are three different sorts of study designs: exploratory, descriptive, and causal.

This study used a descriptive research design in its investigation. According to (Montero and León, 2007), descriptive research provides a comprehensive analysis of the population's characteristics to respond to the questions of who, what, where, when, and how. Wertz (2005) claims to portray information about a phenomenon as it is or is seen more properly. Descriptive research requires formalizing the study with definite structures. The researcher used a descriptive research design to

help determine the characteristics of the target respondents, estimate the number of people who may exhibit particular characteristics, analyze consumer attitudes toward products, investigate the relationship between marketing variables, and forecast market environments. (Kariyasa and Dewi, 2011).

3.2 Profile of Study

A public university in Ghana with an emphasis on science and technology is the Kwame Nkrumah University of Science and Technology (KNUST, 2022). The main university in Ghana's Kumasi Metropolis and Ashanti Region is Kwame Nkrumah University of Science and Technology, a public institution founded in the nation. (Agyekum, Kofi; Simons, Barbara; Botchway and Seth Yeboah, 2018) KNUST was founded as a result of Agyeman Prempeh I's aspirations His goal was to create a university in Kumasi to modernize the Ashanti Kingdom. (Prempeh, 2007). (The University College of the Gold Coast is established by Ordinance, 1948). The Watson Commission report that followed the 1948 Accra riots proposed that Kumasi be the site of a science university. Thus, the Prempehs' ambition was realized when what would become the Kumasi College of Technology was built in 1949. The college received full university status in 1961. The property that makes up the university has a total landmark area of 2512.96 acres. (KNUST Campus Bicycle Transportation Assessment, 2016). The Ashanti Regional Capital of Kumasi is located around eight miles (13 km) to the east of the main campus, which is roughly seven square miles in area. Due to the increase in the admission for schools, the school's owned accommodation for students could not suffice the astronomical increase in the student population size. It becomes very necessary for private partners to build residences on the school's land and some around the borders of the landmark area of KNUST to help alleviate congestion in the rooms provided by the

university and enhance the learning experience. According to the Off-Campus accommodation support system developed by the Directorate of Students' Affairs, an estimated number of two hundred and seventy-one (271) private hostels and hundred and fourteen (114) homestels accommodate both freshers and continuing students and still counting. The area of location of these private residences includes Ayeduase, Kotei, Bomso, Ahinsan, Ayeduase-New site, Gyinyase, Kentikrono, Gaza, Emena, Maxima, Ayigya, and Boadi. This study seeks to concentrate on three major areas of off-campus accommodations, namely: Ayeduase, Kotei, and Bomso.

3.3 Population and Sample Size

According to (Mutuma, 2013), A population is the collection of units from which a sample is drawn. (Patrick *et al.*, 2011) imply that the entire group being studied is included in the target population. The study focused on the three major areas where the mainstream of private and homestay was located. The reason for the choice was to outsource concrete information and make a very informed decision about the private hostels within the selected areas.

3.4 Sampling Frame and Technique

A list of respondents who meet the criteria to be chosen for the survey is known as the sampling frame (Acharya *et al.*, 2013). The sample frame is described as the entire research setting and the subjects within the study by (Yang *et al.*, 2006). Another scholar also defined a sampling frame as "a selection of people from an overall demographic group that has specified" (Gaganpreet Sharma, 2017).

Subsequently, there are two kinds of sampling: probability and non-probability strategies (Lindner and Dooley, 2008). Non-probability sampling, as defined by (Henry, 2016), is a method where

researchers select sample units based on practicality and discretion. On the other hand, probability sampling is an objective procedure in which the selection probability for each population unit is known in advance (Carvalho, 2012). For this investigation, the researchers used the non-probability technique because it is a fast, easy, and inexpensive way of obtaining data. However, it's crucial to keep in mind that non-probability sampling is challenged by biased decisions made when choosing the sample because researchers rely on their arbitrary judgments (Farrokhi and Mahmoudi-Hamidabad, 2012).

The researcher modified convenience and snowball sampling strategies as a result. The respondents contacted in convenience sampling are easily accessible (Etikan, 2016). This method allowed the researcher to collect data from a huge number of respondents while also conserving money. Therefore, snowball sampling was used to choose a sample of 400 respondents. Table 3.1 illustrates the number of respondents from the various constituencies. A huge student populace is located in Ayeduae North, followed by Kotei-Gyinyase, and a sample of 25% percent is taken from the area the table below illustrates the data collected from the various constituencies

Table 3.1 Sample size

NO.	CONSTITUENCY	SAMPLE SIZE	SAMPLE PERCENTAGE (%)
1.	Ayeduae (North, South, New-site)	180	45%
2	Kotei and Gyinase	130	32.5%
3.	Bomso(Ahinsan,Gaza Kentikrono-Ayigya).	90	22.5%
		TOTAL= 400	TOTAL = 100%

3.5 Data Sources

The study utilized primary and secondary data-gathering instruments. Primary data are data that have not yet been specifically acquired for the research being conducted, whereas secondary data are made up of data that already exist or have been used for purposes other than the work being done (Hair jr *et al.*, 2015). Primary data is fresh information gathered by researchers for the first time and created specifically for the current study (Bell, 2015). The primary data collection focuses on respondents' general information, resident conditions, and resident extra services.

In addition, the term "secondary data" refers to information gathered by earlier researchers and includes, among other things, reports, journals, books, magazines, and newspapers (Harris, 2001). This study also employed a variety of information sources as references, including websites, data, and other resources. Moreover, this research used web databases including ScienceDirect, ProQuest, and JSTOR, Google Scholar among others. The researcher made certain to use credible sources to back up the data that was current, pertinent, and correct. According to (Craig and Douglas, 2005), secondary data is required to substantiate facts, consumer behavior, trends, and market conditions. Researchers benefit from secondary data since it saves money and effort, and maybe yields new insights (Hair et. al, 2011). Furthermore, it includes high-quality data that aided researchers from other nations conducting related studies and could be used in future studies (Oliver *et al.*, 2014). To make it easier for the researcher to gather information pertinent to the research aims, questionnaire items used in this study were taken from a wide range of prior investigations.

3.6 Questionnaire Design

Self-administered questionnaires were employed by the researcher because they promote anonymity and are an easy way to gather data (Roxas and Lindsay, 2012). According to (Rahman, 2016), a questionnaire is the most widely used research tool in quantitative studies because of its inherent advantages. Furthermore, when creating a questionnaire, (Farrant, 1998) emphasizes the significance of including precise and subject-sensitive questions because the respondent's behavior depends on these factors and ultimately influences their cooperation and findings. Reliability, validity, and responsiveness are three aspects that can influence the significance of a measurement tool like a questionnaire (Scholtes, Terwee, & Poolman, 2011). Despite a measurement tool's apparent importance, (Fullerton, 1993) warns that it might not be appropriate or warranted to be used in every investigation.

Five sections make up the questionnaire for this study: Sections A, B, C, and D. The respondents had to complete Section A, which asked for demographic variables (gender, age, education, year of study, College Affiliation & student accommodation type). The core facility, aiding facility, supporting facility, cost, and overall quality were the five characteristics of student accommodation quality (SAQ) established by Mimako et al (2013). were all measured in sections B, C, and D respectively. The research constructs were developed using data from earlier investigations. The appropriate alterations were made to fit the current study framework and goal (Fagarasanu & Kumar, 2002). Several techniques support researchers in gathering data, one of which calls for the usage of a scale. The most popular tool for The Likert scale measures attitudes, knowledge, perceptions, values, and behavioral changes. (Joshi *et al.*, 2015). To measure the data, this study used a five-point Likert scale, with 1 signifying a lot of disagreement and 5 signifying a

lot of agreement. The Likert scale's weighting was determined by statistical analysis of the survey responses using SPSS.

3.7 Data Collection Procedure

Accurate and truthful data must be collected, especially when performing research.(Feldmann *et al.*, 2001). Information needed for the foundation of the study topic, literature reviews, questionnaire design, survey methodologies, guidelines for data analysis, and supporting data for statistical results are all part of the data-gathering process(Andrew, Pedersen and Mcevoy, no date). Primary and secondary data were gathered as the foundation for our research analysis. The researcher was able to understand the theory and research and reply to questions with the use of these two sorts of data (MOHAJAN, 2018). Standardized questionnaires that the researcher created were employed to gather the data. The distribution of the questionnaires to the sampled respondents makes them an important source of data. Six individuals received a one-day orientation to aid them in distributing and collecting the surveys from the respondents around Bomso, Ayeduase both old and new sites, and Kotei. The questionnaires were distributed to the three major locations of the residence hostels, namely: Ayeduase, Kotei, and Bomso.

Additionally, secondary information was gathered from the website offered by the Off-Campus Accommodation Support System (KOSASS) and organized according to the amenities and services categorized based on the facility and utility provided. Kosass.com is a website that was developed by the Directorate of Student Affairs Office (KNUST) with help from Six (6) off-Campus Senior Tutors who mapped all student's residences off-campus which include hostels and homestels around Bomso, Ayigya, Kentinkrono, Ayeduase both new site and old site, Boadi, Kotei, and Gyinyase respectively. KNUST students can access this website which will give them

detailed information about the place without being there in person. This was done to help with generalizations and inferences about the KNUST private hostel. Moreover, random private residence owners were interviewed from the various zones to access their perspectives on the quality of services provided. An overall of 400 questionnaires was administered and a total of 150 owners taken at random from the constituencies were interviewed to verify the services provided by the private residences. Students from three specifically designated regions within distinct constituencies assisted in the data collection

3.8 Pilot/Pre-Testing

A pilot test is a pretest conducted with a smaller sample size of respondents who share the same qualities as the main survey to develop a more appropriate survey. (Blair *et al.*, 2006). It aids scientists in locating mistakes and making the appropriate modifications to a modified questionnaire to lessen the likelihood of risks that could have an impact on the entire study (Kothari, 2004; Zikmund *et al.*, 2010). According to (MacKinnon, 1991), a sample size of 15 to 30 responders is adequate for this test. The questionnaire was given to students at the various constituencies to assess and evaluate the five-fold dimensions of student accommodation Quality (SAQ), core facility, enabling facility, supporting facility, cost, and overall quality.

Therefore, a pilot study for this research involved Fifty participants. The respondents who will submit spoken responses to the questionnaire were chosen using convenience sampling. The comments were crucial in revealing how students felt about the study. The written section received more criticism than the questions' wording did. Thirty respondents said they were happy with the survey and did not suggest any adjustments. Three proposed enlarging the font, while seven suggested modifying the survey instructions. Finally, the supervisor gave his approval of the

questionnaire. Requests for information from the users' context the instruments' validity and reliability were evaluated using the effectiveness of the designed content, in general, is referred to as content validity.

3.9 Data Analysis Plan

Henceforth, this study is quantitative research. Quantitative research according to (Ryan, Gannon-Slater and Culbertson, 2012) is used to describe a study that includes structured questions with response options that are gathered from huge sample sizes. Often, tests and surveys are used to gather data, and probability theory is used to assess statistical hypotheses.(Arcuri and Briand, 2011). This approach was chosen by the researchers because it examines the relationship between variables and quantifiable entities. (Ralph and Tempero, 2018) and it enables researchers to get broad insights that are suitable for further study in other contexts.

Data analysis was done using the Statistical Package for Social Sciences (SPSS). Chi-square tests of association were performed to determine (Terera and Ngirande, 2014) (i) whether there was a relationship between replies to specific questions and the status of the student and (ii) whether a student's ability to pass all of their courses was influenced by status. The average academic achievement of resident and non-resident students was compared using a t-test for independent samples (Sikhwari *et al.*, 2020).

3.10 Ethical Consideration

The main issues that were considered here were; confidentiality, informed permission, and secrecy. The study's participants received enough information about the study. They were informed about the nature of the research and its methodology, and given the option to ask

questions throughout the research. By making sure that respondents' identities were kept secret during the data collection process and treating all participants equally and with respect, the confidentiality of the information gathered from them was safeguarded.

KNUST



CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

The chapter provides details on data analysis, study outcomes, and discussions on the findings. A questionnaire was used to collect data, as was mentioned in chapter three. 200 respondents made up the study's chosen sample size. Since all of the surveys were collected, the response rate was 100%. The researcher entered the data he had gathered into SPSS and coded it for analysis using a variety of statistical methods. The outcomes are displayed below.

4.1 Demographic Characteristics of the Study

The demographic characteristics of the respondents entailed the gender, age, college affiliation, year of study, and constituency of the respondents. To allow for the generalization of study results, the demographic parameters were applied to make sure the sample reflected the population's characteristics. The outcomes are displayed below.

Table 4.1 Information about the respondents' demographics

Variable quantity	Grouping	No.	%
Gender	Male	190	47
	Female	210	53
Age range (years)	Under 18	0	0
	19 – 25	374	93
	26 – 30	26	7

	Above 30	0	0
College Affiliation	College of Science	72	18
	College of Health Sciences	52	13
	College of Engineering	64	16
	Humanities and Social Sciences	76	19
	Art and Built Environment	64	16
	Agricultural and Natural R.	72	18
Year of Study	1 st year	38	9
	2 nd year	108	27
	3 rd year	116	29
	4 th year	126	32
	5 th year	8	2
	6 th year	4	1
Constituency	Ayeduse	180	45
	Kotei & Gyinyase	130	32.5
	Bomso	90	22.5

Source: Field Survey,2022

After careful analysis of data collected from 400 sources, students from the College of Science and Agricultural and Natural R. both contributed 18% (72 each) of the questionnaires. College of Health Science also provided 13% (52), College of Engineering and Arts and Built Environment also provided 32% together (32 each). Humanities and Social Sciences provided the majority of students for this questionnaire with 19% (76). The graphic reveals that in the analysis made, the chart clearly shows that the questionnaire was mostly filled out by students in their 4th Year (32%).

Followed closely by students in the 3rd year (29%), 2nd Year students also contributed with their fair share of 27%, 5th Year, 1st Year, and lastly with the least number from the 6th Year with 2%, 9%, and 1% respectively.

4.2 Overall Rating amongst Constituencies

The findings of the assessment of the quality of student housing within Ayeduase North, South, and New-Site are presented in Table 4.2. According to the mean rating, it displays the ranking of the SAQ elements. Additionally, it displays the results of the one-sample t-test demonstrating the significance of the means for determining if the SAQ items received a significant positive or negative rating.

4.2.1 Constituency One- Ayeduase North, South, New-Site

Table 4.1 Evaluation of Ayeduase North, South, New-Site

Rank	Item of	Mean	Standard deviation	T	One-sample Test	Mean (df)
1 st	Kitchen facility	4.02	.875	-.256	179	.017
2 nd	Room Size	3.96	.918	-.569	179	-.039
3 rd	Drainage system	3.86	.964	-2.011	179	-.144
4 th	hostel lighting	3.84	1.061	-1.966	179	-.156
5 th	Rules and regulation	3.76	1.145	-2.799	179	-.239
6 th	Hostel proximity	3.76	1.086	-3.019	179	-.244
7 th	Hostel satisfaction	3.44	1.124	-6.695	179	-.561
8 th	Security	3.31	1.299	-7.171	179	-0.694444
9 th	Hostel tidiness	3.24	1.266	-8.068	179	-0.761111
10 th	Consideration of leaving the current hostel	3.18	1.356	-8.082	179	-0.816667
11 th	Toilet facility	3.08	1.416	-8.738	179	-0.922222
12 th	Responsiveness to Damaged items	3.01	1.457	-9.106	179	-0.988889
13 th	hostel study area	3.00	1.438	-9.332	179	-1.000
14 th	Hostel water flow	2.93	1.402	-10.257	179	-1.072
15 th	Consideration of new hostel	2.72	1.395	-8.082	179	-1.277778

16 th	Moderation of Hostel price	2.43	1.178	-17.850	179	-1.566667
17 th	Provision of alternate power	2.37	1.784	-12.282	179	-1.633333
18 th	Provision of Dstv (common rooms)	2.31	1.229	-18.503	179	-1.694444
19 th	Provision of Wifi	1.91	1.347	-20.812	179	-2.088889
20 th	Provision of Water heater	1.78	.854	-34.824	179	-2.216667
21 st	Provision of DSTV (All rooms)	1.71	1.352	-22.721	179	-2.288889
22 nd	Provision of gas	1.51	1.151	-29.085	179	-2.494444
23 rd	Provision of AC	1.34	.886	-40.194	179	-2.655556

Source, Field Survey,2022

First of all, Table 4.2. descriptive analysis of Ayeduase hostels reveals that students much more favorably rated the first and second-ranked items. These things come first, kitchen facility ($\bar{x} = 4.02$, $SD = 0.875$, mean $df = 0.017$) and room size ($\bar{x} = 3.96$, $SD = 0.918$ mean $df = -0.039$). The third and fourth student evaluations of SAQ items were at least statistically favorable (good) with either an insignificantly positive or negative mean difference. These items are Drainage system ($\bar{x} = 3.86$, $SD = 0.964$ mean $df = -0.144$) and hostel lighting ($\bar{x} = 3.84$, $SD = 1.061$ mean $df = -0.156$). The remaining items, which are the fifth, sixth the twenty-third items on the SAQ showed significantly negative mean differences, indicating that respondents gave them significantly lower or negative ratings. These items are Rules and regulation ($\bar{x} = 3.76$, $SD = 1.145$, mean $df = -0.239$), Hostel proximity, ($\bar{x} = 3.76$, $SD = 1.086$, mean $df = -0.244$), Hostel satisfaction, ($\bar{x} = 3.44$, $SD = 1.124$, mean $df = -0.561$), Security ($\bar{x} = 3.31$, $SD = 1.299$, mean $df = -0.694$), Hostel tidiness ($\bar{x} = 3.24$, $SD = 1.266$, mean $df = -0.761$), Consideration of leaving current hostel ($\bar{x} = 3.18$, $SD = 1.356$, mean $df = -0.816$), Toilet facility ($\bar{x} = 3.08$, $SD = 1.416$, mean $df = -0.92$), Responsiveness to Damaged items ($\bar{x} = 3.01$, $SD = 1.457$, mean $df = -0.98$), hostel study area, ($\bar{x} = 3.00$, $SD = 1.438$, mean $df = -1.000$), Hostel waterflow ($\bar{x} = 2.93$, $SD = 1.402$, mean $df = -1.072$),

Consideration of new hostel ($\bar{x} = 2.72$, $SD = 1.395$, mean $df = -1.27$), Moderation of Hostel price ($\bar{x} = 2.43$, $SD = 1.178$, mean $df = -1.56$), Provision of alternate power ($\bar{x} = 2.37$, $SD = 1.784$, mean $df = -1.63$), Provision of Dstv (common rooms) ($\bar{x} = 2.31$, $SD = 1.229$, mean $df = -1.694$), Provision of Wifi ($\bar{x} = 1.91$, $SD = 1.347$, mean $df = -2.08$), Provision of Water heater ($\bar{x} = 1.78$, $SD = .854$, mean $df = -2.216$), Provision of DSTV (All rooms) $\bar{x} = 1.71$, $SD = 1.352$, mean $df = -2.28$), Provision of gas ($\bar{x} = 1.51$, $SD = 1.151$, mean $df = -2.49$) and Provision of AC ($\bar{x} = 1.34$, $SD = 0.886$, mean $df = -2.65$).

In Table 4.1.2, the findings of the evaluation of the quality of the student housing in Kotei and Gyinyase are given. Based on the mean rating, it displays the ranking of the SAQ elements. Additionally, it displays the results of the one-sample t-test used to determine the significance of the means for determining if the SAQ items received significantly positive or negative ratings.

4.2.2 Constituency Two- Kotei and Gyinyase

Table 4.2 Evaluation of Kotei and Gyinyase

Rank	Item of	Mean	Standard deviation	T-test	One-sample Test	Mean (df)
1 st	Room Size	4.03	.940	0.373392	129	.031
2 nd	Kitchen facility	3.88	.877	-1.500	129	-.115
3 rd	hostel lighting	3.86	1.133	-1.394	129	-.138
4 th	Drainage system	3.84	.979	-1.882	129	-.162
5 th	Hostel proximity	3.79	1.076	-2.201	129	-.208
6 th	Rules and regulation	3.66	1.158	-3.331	129	-.338
7 th	Hostel satisfaction	3.50	1.129	-5.048	129	-.500
8 th	Consideration of leaving the current hostel	3.27	1.322	-6.301	129	-.731
9 th	Hostel tidiness	3.27	1.256	-6.633	129	-.731
10 th	Security	3.18	1.332	-7.045	129	-0.823
11 th	Toilet facility	3.11	1.421	-7.160	129	-0.892
12 th	Responsiveness to Damaged items	3.11	1.475	-6.900	129	-.892

13th	Hostel study area	3.08	1.381	-7.557	129	-.915
14th	Hostel water flow	2.94	1.385	-8.738	129	-1.062
15th	Consideration of new hostel	2.89	1.480	-8.535	129	-1.108
16th	Moderation of Hostel price	2.51	1.189	-14.305	129	-1.492
17th	Provision of Dstv (common rooms)	2.37	1.353	-13.739	129	-1.631
18th	Provision of alternate power	2.26	1.750	-11.326	129	-1.738
19th	Provision of Wi-Fi	1.98	1.425	-16.125	129	-2.015
20th	Provision of DSTV (All rooms)	1.84	1.472	-16.740	129	-2.162
21st	Provision of Water heater	1.72	.856	-30.439	129	-2.285
22nd	Provision of gas	1.61	1.273	-21.430	129	-2.392
23rd	Provision of AC	1.41	.962	-30.723	129	-2.592
24th	Provision of Fridges	1.31	.861	-35.641	129	-2.692

Source, Field Work,2022

First of all, Table 4.3 descriptive analysis of Kotei & Gyinyase hostels reveals that students much more favorably rated only the first-ranked item, unlike Ayeduase students who also favored the second-ranked item. This first item is room size ($\bar{x} = 4.03$, $SD = 0.940$, $mean\ df = 0.031$). The students at least significantly agreed that the second, third, and fourth items of the SAQ were favorable (good), with either an insignificantly positive or negative mean difference. These items are Kitchen facility ($\bar{x} = 3.88$, $SD = .877$, $mean\ df = -0.115$), hostel lighting ($\bar{x} = 3.86$, $SD = 1.133$, $mean\ df = -0.138$) and Drainage system ($\bar{x} = 3.84$, $SD = .979$, $mean\ df = -0.162$). The remaining items—the fifth, sixth, and twenty-third SAQ questions—had significantly negative mean differences, indicating that respondents gave these things a significantly lower or unfavorable evaluation. These items are Hostel proximity ($\bar{x} = 3.79$, $SD = 1.076$, $mean\ df = -0.208$), Instructions and Directive ($\bar{x} = 3.79$, $SD = 1.076$, $mean\ df = -0.208$), Hostel satisfaction ($\bar{x} = 3.50$, $SD = 1.129$, $mean\ df = -0.500$), Consideration of leaving current hostel ($\bar{x} = 3.27$, $SD = 1.322$, $mean\ df = -0.731$), Hostel tidiness ($\bar{x} = 3.27$, $SD = 1.256$, $mean\ df = -0.731$), Security ($\bar{x} = 3.18$, $SD = 1.332$,

mean df = -0.823), Toilet facility ($\bar{x} = 3.11$, SD = 1.421, mean df = -0.892), Responsiveness to Damaged items ($\bar{x} = 3.11$, SD = 1.475, mean df = -0.892), Hostel study area ($\bar{x} = 3.08$, SD = 1.381, mean df = -0.915), Hostel waterflow ($\bar{x} = 2.94$, SD = 1.385, mean df = -1.062), Consideration of new hostel ($\bar{x} = 2.89$, SD = 1.480, mean df = -1.108), Moderation of Hostel price ($\bar{x} = 2.51$, SD = 1.189, mean df = -1.492), Provision of Dstv (common rooms) ($\bar{x} = 2.37$, SD = 1.353, mean df = -1.631), Provision of alternate power ($\bar{x} = 2.26$, SD = 1.750, mean df = -1.738), Provision of Wifi ($\bar{x} = 1.98$, SD = 1.425, mean df = -2.015), Provision of DSTV (All rooms) ($\bar{x} = 1.84$, SD = 1.472, mean df = -2.162), Provision of Water heater ($\bar{x} = 1.72$, SD = 0.856, mean df = -2.285), Provision of gas) ($\bar{x} = 1.61$, SD = 1.273, mean df = -2.392), Provision of AC ($\bar{x} = 1.41$, SD = 0.962, mean df = -2.592), Provision of Fridges ($\bar{x} = 1.31$, SD = 0.861, mean df = -2.692)

The findings of the evaluation of the quality of student housing within Bomso and Ahinsan are presented in Table 4.2.3. Based on the mean rating, it displays the ranking of the SAQ elements. Additionally, it displays the results of the one-sample t-test demonstrating the significance of the means for determining if the SAQ items received a significant positive or negative rating.

4.2.3 Constituency One- Bomso, Ahinsan, Gaza-Kentinkrono-Ayigya

Table 4.3 Evaluation of Bomso, Ahinsan, Gaza-Kentinkrono-Ayigya

Rank	Item of	Mean	Standard deviation	T-test	One-sample Test	Mean (df)
1st	Kitchen facility	4.00	.807	.000	89	.000
2nd	Room Size	3.97	.930	-0.340	89	-.033
3rd	Drainage system	3.94	.964	-0.547	89	-.056
4th	Rules and regulation	3.86	1.045	-1.312	89	-.144
5th	hostel lighting	3.76	1.105	-2.099	89	-.244

6th	Hostel proximity	3.70	1.146	-2.483	89	-.300
7th	Consideration of leaving the current hostel	3.40	1.339	-4.251	89	-.600
8th	Hostel satisfaction	3.36	1.053	-5.808	89	-.644
9th	Security	3.24	1.266	-5.662	89	-.756
10th	Toilet facility	3.18	1.466	-5.322	89	-.822
11th	Hostel tidiness	3.16	1.235	-6.485	89	-.844
12th	Hostel study area	2.92	1.508	-6.779	89	-1.078
13th	Responsiveness to Damaged items	2.89	1.449	-7.274	89	-1.111
14th	Consideration of new hostel	2.71	1.326	-9.221	89	-1.288889
15th	Hostel water flow	2.70	1.449	-8.510	89	-1.60
16th	Moderation of Hostel price	2.33	1.112	-14.222	89	-1.667
17th	Provision of alternate power	2.11	1.706	-10.507	89	-1.889
18th	Provision of Dstv (common rooms)	2.08	.796	-22.896	89	-1.922
19th	Provision of Wifi	1.80	1.256	-16.617	89	-2.200
20th	Provision of Water heater	1.78	.818	-25.772	89	-2.222
21st	Provision of DSTV (All rooms)	1.48	1.114	-21.479	89	-2.522
22nd	Provision of gas	1.44	.949	-25.536	89	-2.556
23rd	Provision of AC	1.23	.637	-41.212	89	-2.767
24th	Provision of Fridges	1.00	.000		89	-2.812

Source, Field Work,2022

Table 4.4 descriptive analysis of Bomso and Ahinsan hostels reveals that students much more favorably rated the first, second, and third-ranked items just as Ayeduase hostels with only the third-ranked items as an addition. These things come first, kitchen facility ($\bar{x} = 4.00$, $SD = .807$, mean $df = .000$, $p = 0.01490$), room size ($\bar{x} = 3.97$, $SD = 0.930$, mean $df = -.033$, $p = 0.73466$) and Drainage system facility ($\bar{x} = 3.94$, $SD = 0.964$, mean $df = -0.056$, $p = 0.58575$). The students gave the fourth SAQ item, with either an insignificantly positive or negative mean difference, at least a significantly positive (good) evaluation. These products are Standards and guidelines ($\bar{x} = 3.86$,

SD = 1.045, mean df = -0.144, p =) and hostel lighting (\bar{x} = 3.84, SD = 1.061 mean df = -0.156). the remaining items, which are the fifth, sixth the twenty- The third SAQ item had significantly negative mean differences, indicating that respondents gave it a much lower or unfavorable evaluation. These commodities are Hostel lighting (\bar{x} = 3.76, SD = 1.105, mean df = -0.244), Hostel proximity (\bar{x} = 3.70, SD = 1.146, mean df = -0.300), Consideration of leaving current hostel (\bar{x} = 3.40, SD = 1.339, mean df = -0.600), Hostel satisfaction (\bar{x} = 3.36, SD = 1.053, mean df = -0.644), Security (\bar{x} = 3.24, SD = 1.266, mean df = -0.756), Toilet facility (\bar{x} = 3.18, SD = 1.466, mean df = -0.822), Hostel tidiness (\bar{x} = 3.16, SD = 1.235, mean df = -0.844), Hostel study area (\bar{x} = 2.92, SD = 1.508, mean df = -1.078), hostel study area, (\bar{x} = 3.00, SD = 1.438, mean df = -1.000), Responsiveness to Damaged items (\bar{x} = 2.89, SD = 1.449, mean df = -1.111), Consideration of new hostel (\bar{x} = 2.71, SD = 1.326, mean df = -1.289), Hostel waterflow (\bar{x} = 2.70, SD = 1.449, mean df = -1.60), Moderation of Hostel price (\bar{x} = 2.33, SD = 1.112, mean df = -1.667), Provision of alternate power (\bar{x} = 2.11, SD = 1.706, mean df = -1.889), Provision of Dstv (common rooms) (\bar{x} = 2.08, SD = .796, mean df = -1.922), Provision of Wifi (\bar{x} = 1.80, SD = .854, mean df = -2.200), Provision of Water heater (\bar{x} = 1.78, SD = .818, mean df = -2.222), Provision of DSTV (All rooms) (\bar{x} = 1.48, SD = 1.114, mean df = -2.522), Provision of gas (\bar{x} = 1.44, SD .949, mean df = -2.556) and Provision of AC (\bar{x} = 1.23, SD .637, mean df = -2.767).

4.3 Differences and Similarities in the Three Constituency Accommodations Other Than Residential

Results of comparing the quality of student housing amongst the three constituency Non-residential properties are shown in Tables 2, 3, and 4. Among the twenty- Eight of the four items had substantial variations. First off, the students gave significantly higher scores to the first and second SAQ items—Kitchen facility and Room Size—with mean differences between them ranging from 0.00 to -0.043. The ratings for the remaining ten items were also quite favorable with mean differences ranging from -0.033 to -1.078, implying that these items, Drainage system, Rules and regulations, hostel lighting, Hostel proximity, Consideration of leaving the current hostel, Hostel satisfaction, Security, Toilet facility, Hostel tidiness, hostel study area, Responsiveness to Damaged items, Consideration of new hostel received significantly similar ratings from the respondents.

The remaining twelve items from the SAQ also received similar ratings from the three constituencies but with unfavorable mean differences averaging from -1.111 to about -2.812, with them being, Hostel water flow, Moderation of Hostel price, Provision of the alternate power, Provision of Dstv (common rooms), Provision of Wifi, Provision of Water heater, Provision of DSTV (All rooms), Provision of gas, Provision of AC and Provision of Fridges respectively. This is a clear indication of the quality of the hostels found in the constituencies whereby the majority have a similar opinion of the accommodation qualities being provided.

4.4 Discussion of Results

4.4.1 To Examine Satisfactory and Unsatisfactory Student Accommodation Quality (SAQ)

Scopes from The Off-Campus Hostel Constituencies.

Based on the data analysis, the study's findings showed that the following SAQ items had good or better evaluations: kitchen, room size, drainage system, lighting, proximity to the classroom, overall quality of the accommodations, and how much the tenants who were students liked their accommodations. Security comes after the toilet facility, rules and regulations, and study room area. The remaining SAQ items received an overwhelmingly unfavorable rating, including, provision of alternate power, Responsiveness to Damaged items, access to transport, reading room facility, accommodation fees, and provision of Wi-Fi. Unfavorable accommodations may cause many complaints from students, which could complicate their academic performance. (Nimako, Bondinuba and Nimako, 2013).

4.4.2 To Regulate Whether SAQ Varies Between the Off-Campus Hostel Constituencies.

The study's findings also demonstrate that most SAQ conditions seem to be similar in almost all three constituencies in areas such as water supply, laws and regulations, the physical environment, the availability of a kitchen, the cost of lodging, the availability of WiFi, the availability of a reading area, and the cost of searching. These results suggest that students at Ayeduase, Bomso-Ahinsan, and Kotei appear to experience a very similar condition.

4.4.3 To Determine Whether There Are Appreciable Discrepancies Between SAQ Assessments for Residential and Non-Residential Accommodations.

Considering the closeness to lecture halls and other departments, the study's findings suggest that residential SAQ is superior to non-residential SAQ. In contrast to non-residential housing, which is more likely to be built off-campus in a variety of locations close to the university, residential accommodation is more likely to be built on campuses because it is anticipated that students will find it closer to lectures.

Again, it appears that the collectivist mindset on campus makes it more likely than in non-residential housing, where student occupiers tend to be more individualist-oriented, for student entertainment to be planned and directed by student organizations. In this scenario, many of the non-resident students go to on-campus entertainment events.

According to the study, there is evidence that non-residential SAQ is preferable to residential SAQ in terms of overall quality, the comfort of accommodations, and basic amenities including water supply, room size, bedroom facilities, bathroom facilities, and toilet facilities. This is most likely a product of the non-residential accommodation providers' desire to maintain their competitiveness (Nimako, Bondinuba, and Nimako, 2013), as well as their need to maintain high quality in core or basic facilities to entice more students to live there or raise the rent. In Ghana, non-residential students are furthermore expected to clean and scrub their rooms in their numerous hostels, whereas, for residential lodgings, laborers are recruited to handle cleaning for college students. The reason residential students give their accommodations a low grade for overall cleanliness may be because the hired cleaners do not appear to clean bathrooms, commodes, and the surrounding area as expected.

The findings also show that the quality of residential and non-residential accommodations did not differ in several categories, including the availability of electricity and light, laws and regulations, the physical environment, kitchen and reading room amenities, and lodging costs.

4.4.4 To Make Suggestions for How to Enhance the Standard of Student Housing Already Available

The following suggestions were offered by the researcher to improve the SAQ condition in these three constituencies, particularly in the regions that obtained low ratings from the respondents.

The University management should frequently inspect and monitor the conditions of student housing that are present in student homes off-campus to ensure that hostel providers are putting in place the required student housing facilities and keeping the acceptable standard or condition.

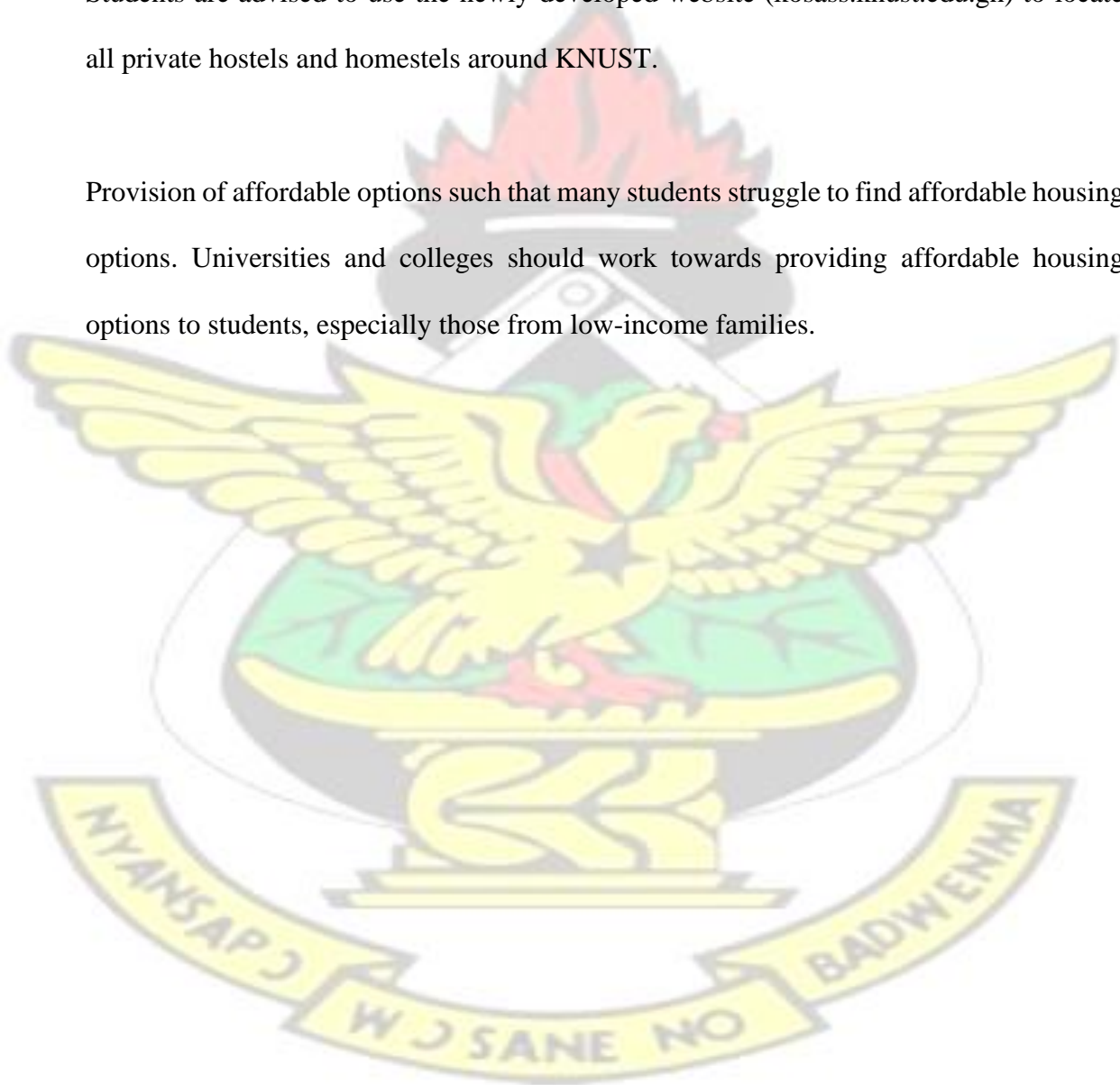
Encourage student involvement: Universities and colleges should encourage student involvement in the decision-making process when it comes to student housing. This could include setting up student committees to review and provide feedback on the quality of student housing.

The university and the hostel administration should meet regularly to discuss important concerns regarding the provision of high-quality services for student housing as well as suggestions for how to improve the caliber of amenities for students living in non-residential accommodation.

The management of the hostel and student housing providers serving the three constituencies should ensure that the SAQ items that received unfavorable evaluations are significantly improved by the standards and requirements for student lodging facilities outlined in the relevant regulations.

Students are advised to use the newly developed website (kosass.knust.edu.gh) to locate all private hostels and homestels around KNUST.

Provision of affordable options such that many students struggle to find affordable housing options. Universities and colleges should work towards providing affordable housing options to students, especially those from low-income families.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Overview

This chapter summarizes the study's findings, comes to some conclusions, and suggests policy changes in light of those conclusions.

5.1 Summary of Results

This study investigated the quality of student accommodation (SAQ) at KNUST. The following objectives served as a guide for the research; to examine satisfactory and unsatisfactory Student Accommodation Quality (SAQ) scopes from the off-campus hostel Constituencies; to regulate whether SAQ varies between the off-campus hostel constituencies; to determine whether there are appreciable discrepancies between SAQ assessments for residential and non-residential accommodations; and to make suggestions on how to enhance the standard of student housing already available.

5.1.1 Objective 1: Satisfactory and Unsatisfactory Student Accommodation Quality (SAQ) Conditions from Constituencies

In summary, the following SAQ items had good evaluations: kitchen, room size, drainage system, lighting, proximity to the classroom, overall quality of the accommodations, and how much the tenants who were students liked their accommodations. The remaining SAQ items received an unfavorable rating. Unfavorable accommodations issues complicate the academic performance of students residing in such hostels. (Nimako, Bondinuba and Nimako, 2013).`

5.1.2 Objective 2: Variances in Accommodation Conditions between the Three Constituencies

The students at Ayeduase, Bomso-Ahinsan, and Kotei appeared to experience similar conditions therefore the SAQ conditions were similar in all three constituencies.

5.1.3 Objective 3: Residential and Non-Residential Accommodation Quality Discrepancies

In summary, in terms of closeness to lecture halls and other departments residential SAQ is superior to non-residential SAQ. Again, in terms of overall quality, the comfort of accommodations, basic amenities, bedroom facilities, and bathroom facilities a residential SAQ is preferred to a non-residential SAQ. This is most likely a product of the non-residential accommodation providers' desire to maintain their competitiveness (Nimako, Bondinuba, and Nimako, 2013). Notwithstanding, the quality of residential and non-residential accommodations did not differ in several categories, including the availability of electricity, residency regulations, the physical environment, amenities, and lodging costs.

5.1.4 Objective 4: Suggestions for Enhancement of Quality of Student Housing in Existence

The suggestions for enhancement of the quality of student housing in existence are;

The University management must frequently inspect and monitor the regular to implement a proactive maintenance schedule to address wear and tear promptly. Regular inspections can identify issues such as leaky faucets, broken windows, or malfunctioning electrical outlets. Timely repairs prevent problems from escalating and maintain a safe and comfortable environment.

The University must encourage student involvement in the student housing decision-making process and specially to provide affordable housing options to students such as establishing a system for collecting feedback from students. Conduct surveys or hold regular meetings to understand their concerns and suggestions. The University management can act on the feedback received to continuously improve the housing facility.

The management of these hostels should implement energy-efficient practices, such as LED lighting, energy-efficient appliances, and proper insulation. These measures not only reduce utility costs but also contribute to environmental sustainability.

Upgrades on security features, such as installing security cameras, improving lighting in common areas, and enhancing door and window locks. Implement a robust access control system to ensure that only authorized individuals can enter the premises.

The University and the hostel administration must meet regularly to discuss important concerns regarding the provision of high-quality services for student housing such as reliable and high-speed internet connectivity throughout the housing facility. In the digital age, students rely heavily on the Internet for academic research, online classes, and communication.

The management of the hostel and student housing providers serving the three constituencies must ensure that the SAQ items that received unfavorable evaluations are significantly improved by the standards and requirements.

5.2 Conclusion and Limitations

The study sought to investigate how Kwame Nkrumah University of Science and Technology students perceived the quality of their accommodation off-campus in three different constituencies. The existing academic literature was examined and a sample size of 400 was chosen using a non-probability sampling and snowball method. The Statistical Package for Social Sciences (SPSS) was used for the data analysis. Chi-square tests were performed to determine whether there was a relationship between replies to specific questions and the status of the student and whether a student's ability to pass all of their courses was influenced by status. In addition, a t-test was used to compare the average academic achievement of resident and non-resident students (Sikhwari *et al.*, 2020).

From the study's findings, the following SAQ items had good or better evaluations: kitchen, room size, drainage system, lighting, proximity to the classroom, overall quality of the accommodations, and how much the tenants who were students liked their accommodations. The remaining SAQ items received an overwhelmingly unfavorable rating. Also, the SAQ conditions were similar in all three constituencies. Furthermore, the findings also show that the quality of residential and non-residential accommodations did not differ in several categories, including the availability of electricity and light, laws and regulations, the physical environment, kitchen and reading room amenities, and lodging costs. However, the study faced limitations; the findings given in this research are restricted to the particular setting of Ayeduase, Bomso-Ahinsan, and Kotei-Gyinyase. However, other practitioners and scholars in a similar situation can learn the study's implications. Therefore, it is advised that the findings may not be generalizable to other constituencies in KNUST.

5.3 Recommendations

The study concludes that management of the university and off-campus hostels should make sure that SAQ elements that earned low ratings are improved in the following ways:

Make sure that management makes an effort to periodically review the current SAQ conditions at various student accommodation facilities offered by private hostel developers and that SAQ items that earned unsatisfactory ratings are significantly addressed.

Minimum standards for student housing such that there should be a set of minimum standards for student housing that landlords and property owners must meet. These standards could include amenities such as proximity, plumbing, and security.

Promote the adoption of green initiatives within the hostel facilities. This includes water and energy-saving fixtures, and educating the hostel owners on waste recycling programs.

Encourage the integration of health clinics, recreational facilities, and counselling services close to the off-campus hostels. This will reduce the load on on-campus health facilities and counselling services. The entire development of the students residing off campus can be greatly aided by these services.

Increase shuttles at the off-campus to aid students with transportation to lectures and other places within campus.

Lastly, analyze the cost of housing and suggest ways to lower it for students while taking into account their diverse socioeconomic circumstances.



KNUST

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APPENDIX A

SURVEY QUESTIONNAIRE



KNUST School of Business
Department of Marketing and Corporate Strategy
Cell: 024 222 1068
School number: 20765198

Dear Respondent,

Survey on Student's Accommodation Quality in Higher Education

I am Kwabena Fosu, a student at the Kwame Nkrumah University of Science and Technology in Kumasi-Ghana. As part of the data collection process on the project titled "Assessments and Contributions of private accommodations for Students in Ghana; a case study of KNUST Campus Accommodation". I am writing kindly to request your participation in the survey by completing the questionnaire, which is purposely to sample the views of students' residents at any of the private hostels and around KNUST.

The purpose of this study is to examine "Students' satisfaction with their resident hostels concerning utilities, facilities available and services provided"

The findings of the study are expected to add knowledge to the existing academic literature, which would be used for academic purposes and would also help explain the nature of services provided, facilities available, and utilities provided by private owners that contribute to enhancing the quality learning environment for students in KNUST, Kumasi-Ghana.

No individual information will be disclosed and all results will be presented as aggregate summary data for academic purposes. It would take a participant approximately 10 to 15 minutes to fill out the questionnaire.

Thank you for your cooperation.

Yours Sincerely

.....
Kwabena Fosu (Student)
Email: kwabenfosu84@gmail.com

Dr. Martin Owusu Ansah (Supervisor)



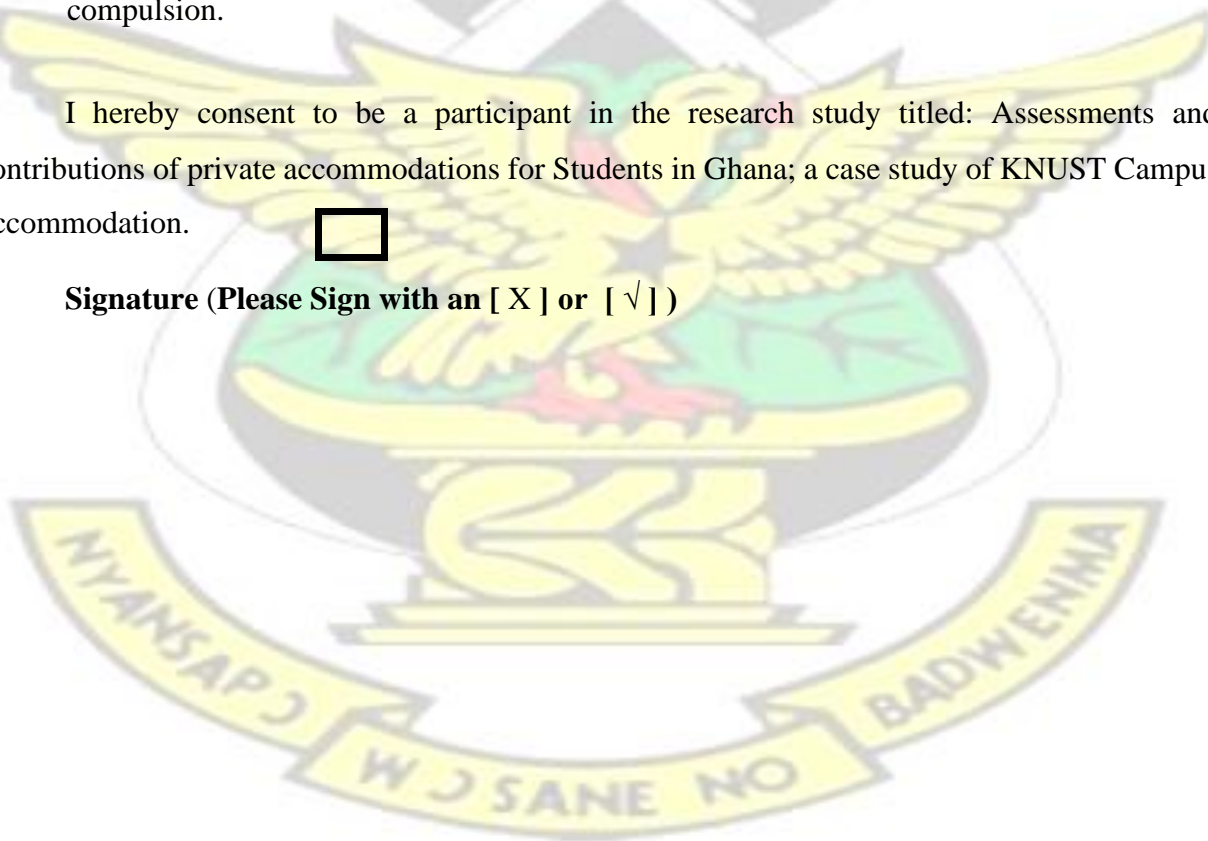
APPENDIX B: CONSENT FORM

I acknowledge that, I understand the research and that the study has fully been explained to me. I am also aware that, any information I offer to the researcher would be used in the research report. I further concede that the researcher has assured me of the following:

- That My participation in this research is voluntary.
- That my details or information will remain anonymous throughout the research study as well as in the research thesis.
- That I can decline to answer any question about which I feel uncomfortable without any compulsion.

I hereby consent to be a participant in the research study titled: Assessments and Contributions of private accommodations for Students in Ghana; a case study of KNUST Campus Accommodation.

Signature (Please Sign with an [X] or [√])



KNUST

APPENDIX C: QUESTIONNAIRE

Assessments and Contributions of private accommodations for students in Ghana; a case study of KNUST campus Accommodation.

Please answer the following questions by marking the appropriate answer(s) with an [X] or [√].

This questionnaire is strictly for research purposes only.

SECTION A: GENERAL INFORMATION

The section is asking for your background information. Please indicate your answer by ticking (√) Or (X) on the appropriate box.

A1 Please indicate your gender

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

A3 Please indicate your age category

Less than 18 years	<input type="checkbox"/>
21 – 25	<input type="checkbox"/>
26– 30	<input type="checkbox"/>
Above 30	<input type="checkbox"/>

A4 Please indicate the year of study.

1 st	<input type="checkbox"/>
2 nd	<input type="checkbox"/>
3 rd	<input type="checkbox"/>
4 th	<input type="checkbox"/>
5 th	<input type="checkbox"/>
6 th	<input type="checkbox"/>

A4 What is your college of affiliation?

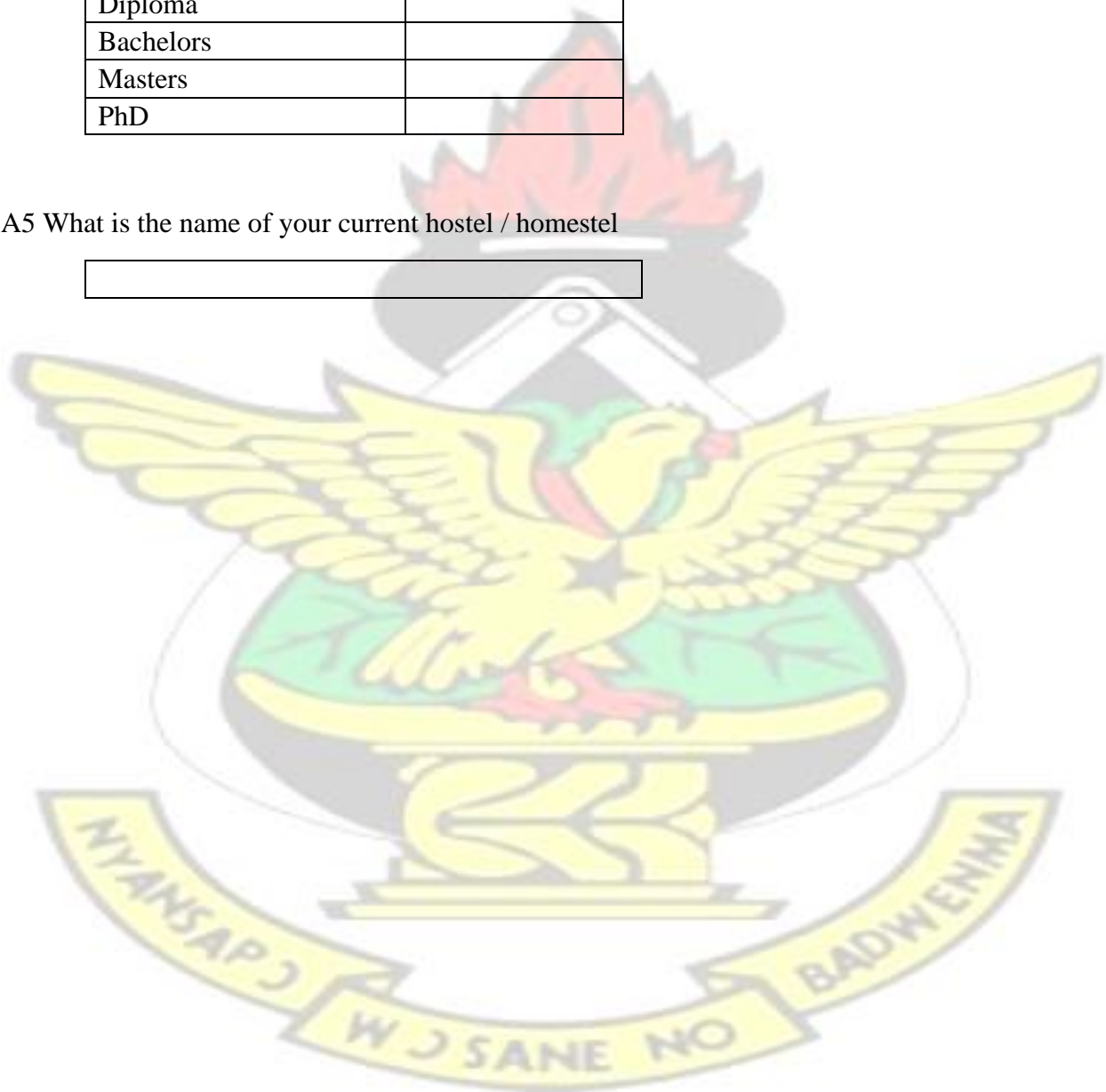
Health Sciences	<input type="checkbox"/>
-----------------	--------------------------

Engineering	
Humanities and Social Sciences	
Art and Built Environment	
Agriculture and Natural Resources	
College of Science	

A4 What academic degree are you pursuing?

Diploma	
Bachelors	
Masters	
PhD	

A5 What is the name of your current hostel / homestay



SECTION B: RESIDENCE CONDITIONS

Please indicate to what extent you Agree/Disagree with each statement as the statement relates to the condition at the residence.

1 = **Strongly Disagree** 2 = **Disagree** 3 = **Neutral** 4 = **Agree** 5 = **Strongly Agree**

ORGANIZATIONAL COMMITMENT MEASURE		Strongly disagree ← → Strongly agree				
		1	2	3	4	5
RC1	The hostel/homestay is close to campus					
RC2	There is a good lighting system at the compound					
RC3	Water flows regularly to the washroom and kitchen					
RC4	The hostel has a good study area/room with chairs and tables all in good shape.					
RC5	The room size is spacious					
RC6	The hostel has stringent rules and regulations.					
RC7	The hostel/ homestay has security at the post all the time.					
RC8	The hostel / homestay surroundings are tidy and cleaned regularly by the cleaners.					
RC9	There is a good drainage system at the residence.					
RC10	The kitchen facility is good and furnished					
RC11	The Toilet facility is good and the water flow					
RC12	The manager/assistant always maintains damaged items as early as possible when realized					

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SECTION C: RESIDENCE EXTRA SERVICES

Please indicate to what extent you agree/disagree with each statement as the statement relates to the condition at the residence.

1 = **Strongly Disagree** 2 = **Disagree** 3 = **Neutral** 4 = **Agree** 5 = **Strongly Agree**

RESIDENCE EXTRA SERVICES MEASURE		Strongly disagree ←————→ Strongly agree				
		1	2	3	4	5
RES1	The hostel/homestay provides TV/DSTV to a common room					
RES2	The hostel / homestay provides TV/ DSTV to all various room					
RES3	The hostel / homestay provides internet connection to residents					
RES4	The hostel / homestay provides an alternative power when Ghana's Electricity goes off.					
RES5	The hostel / homestay provides free gas to the kitchen					
RES6	The hostel / homestay provides a water heater					
RES7	The hostel / homestay provides fridges					
RES8	The hostel / homestay provides air condition					
RES9	The hostel / homestay pricing is moderate					

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SECTION D: RESIDENT SATISFACTION INTENTION

Please indicate to what extent you agree/disagree with each statement as the statement relates to the relationship between employee turnover intention.

1 = **Never** 3 = **Neutral** 5 = **Always**

RESIDENT SATISFACTION INTENTION		Never	←————→			Always
		1	2	3	4	5
RS1	Having you considered leaving your current residence					
RS2	Does your current residence satisfy your personal needs?					
RS3	Have you considered getting another residence very close to your faculty or campus?					
RS4	The hostel has a good study area/room with chairs and tables in good shape.					
RS5	The room size is spacious					
RS6	The hostel has stringent rules and regulations.					

1. Overall, how satisfied are you with the experience of living at your hostel or homestay?

Strongly Dissatisfied [] Dissatisfied [] Undecided [] Satisfied []

If you have any comments, please write them below

.....

.....

.....

.....

Thank you for completing the questionnaire.

KNUST



KWABENA FOSU; Analysis of student's accommodation quality in higher education; evidence from hostels around KNUST.

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