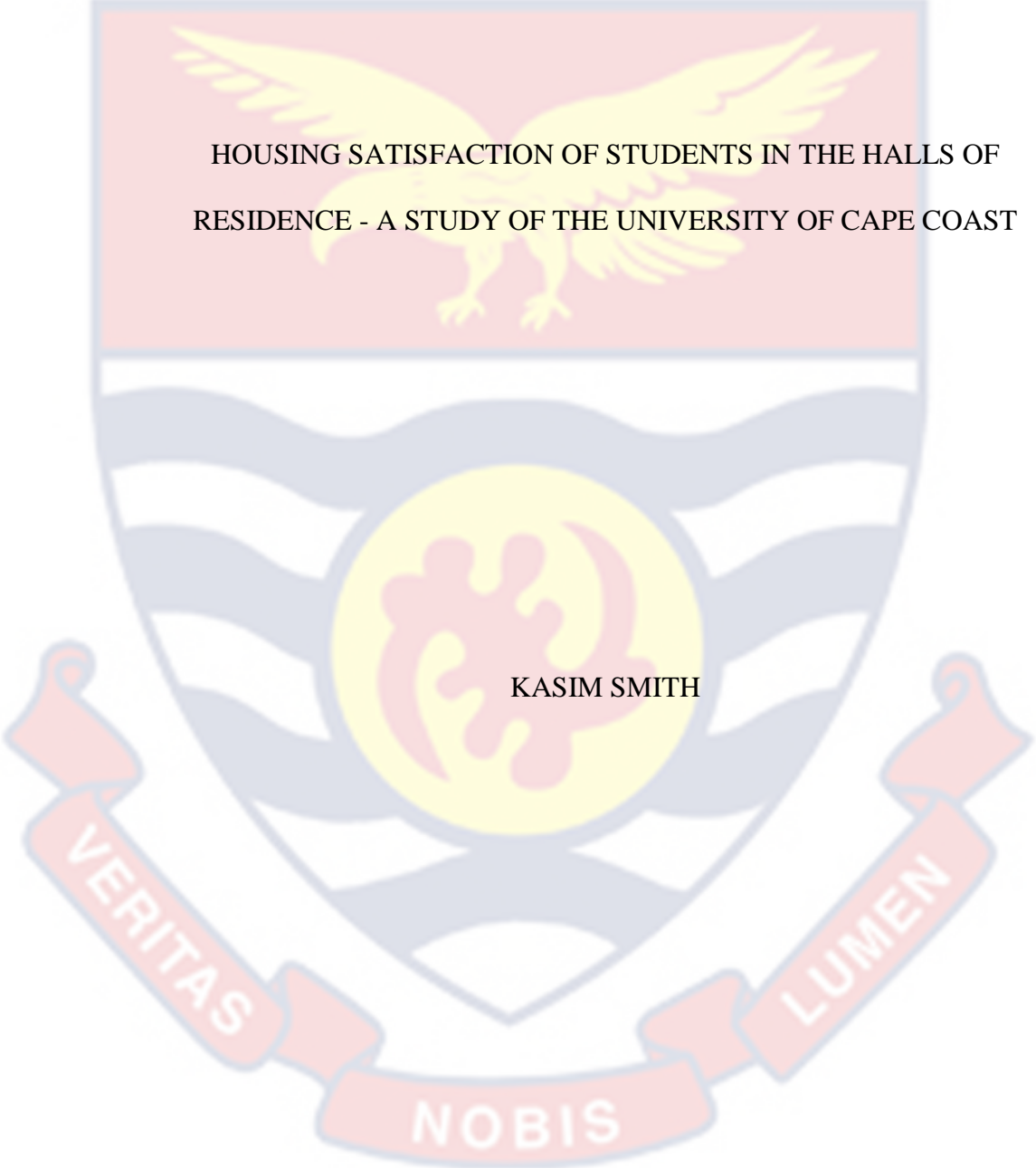


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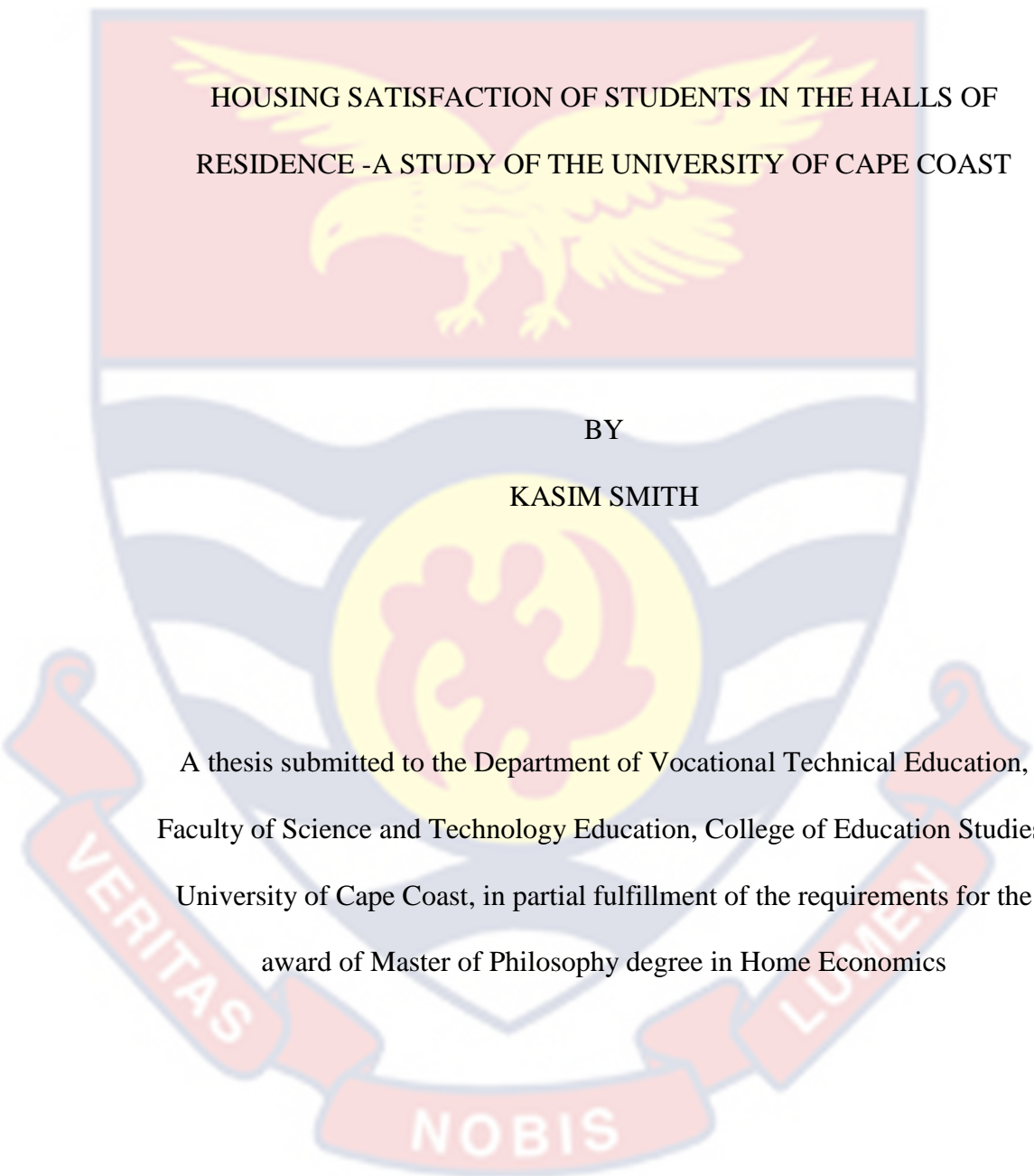


HOUSING SATISFACTION OF STUDENTS IN THE HALLS OF
RESIDENCE - A STUDY OF THE UNIVERSITY OF CAPE COAST

KASIM SMITH

2022

UNIVERSITY OF CAPE COAST



HOUSING SATISFACTION OF STUDENTS IN THE HALLS OF
RESIDENCE -A STUDY OF THE UNIVERSITY OF CAPE COAST

BY

KASIM SMITH

A thesis submitted to the Department of Vocational Technical Education,
Faculty of Science and Technology Education, College of Education Studies,
University of Cape Coast, in partial fulfillment of the requirements for the
award of Master of Philosophy degree in Home Economics

OCTOBER 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name: Kasim Smith

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on the supervision of the thesis laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: Dr. Augustina Araba Amissah

ABSTRACT

This study examined the housing satisfaction of students in the halls of residence at the University of Cape Coast. The study used a quantitative approach with a sample of 381 Level 100 students from the various halls of residence using a stratified sampling procedure. The data was gathered using a questionnaire. The study employed frequencies, percentages, means, and standard deviation for the data analysis. The study's results indicate that the students were content with the conditions in their halls of residence to a satisfactory extent. Specifically, the students had favourable conditions such as the adequacy of study rooms in their halls and the adequacy of space available to them in their rooms. Further, it was revealed that the students were satisfied with the physical features of the halls of residence which influenced their contentment. Features such as recreational facilities, fire service systems, and relaxation facilities were key in reaching such satisfaction. Finally, it was revealed that the students were satisfied with the extent to which their housing environment influences their contentment. Students' relationship with their colleagues, the proximity of their halls of residence to the lecture halls and the serenity of the environment of the halls of residence all proved useful in aligning the students' contentment to such an extent. The study recommended that the management of the university in partnership with other relevant stakeholders such as private companies should construct more housing facilities with even better structures or features to mainly accommodate the continuing students who live in private residences outside the school's premises to enjoy such conditions.

KEYWORDS

UCC - University of Cape Coast

USAG - University Students Association of Ghana

SRC - Students Representative Council

JCR - Junior Common Room

VOTEC- Vocational and Technical Education

ID - Identification

SoNA - State of the Nation's Address

VGMA- Vodafone Ghana Music Awards

WHO - World Health Organization



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I am thankful to the members of the halls who availed themselves for this study. I am also grateful to my colleagues and lecturers in my department for their encouragement. Finally, I would like to express my gratitude to my family and friends for their support throughout this postgraduate programme.



DEDICATION

I warmly dedicate this whole piece of work to my goodly mother, Madam Eunice Bennin, who wished to have been to my graduation but passed on 19th July 2023 before my graduation. May her beautiful and peaceful soul rest well in the bosom of our father in heaven. I will always remember her anytime I pick up this thesis and my MPHIL certificate for her tremendous investment in life.



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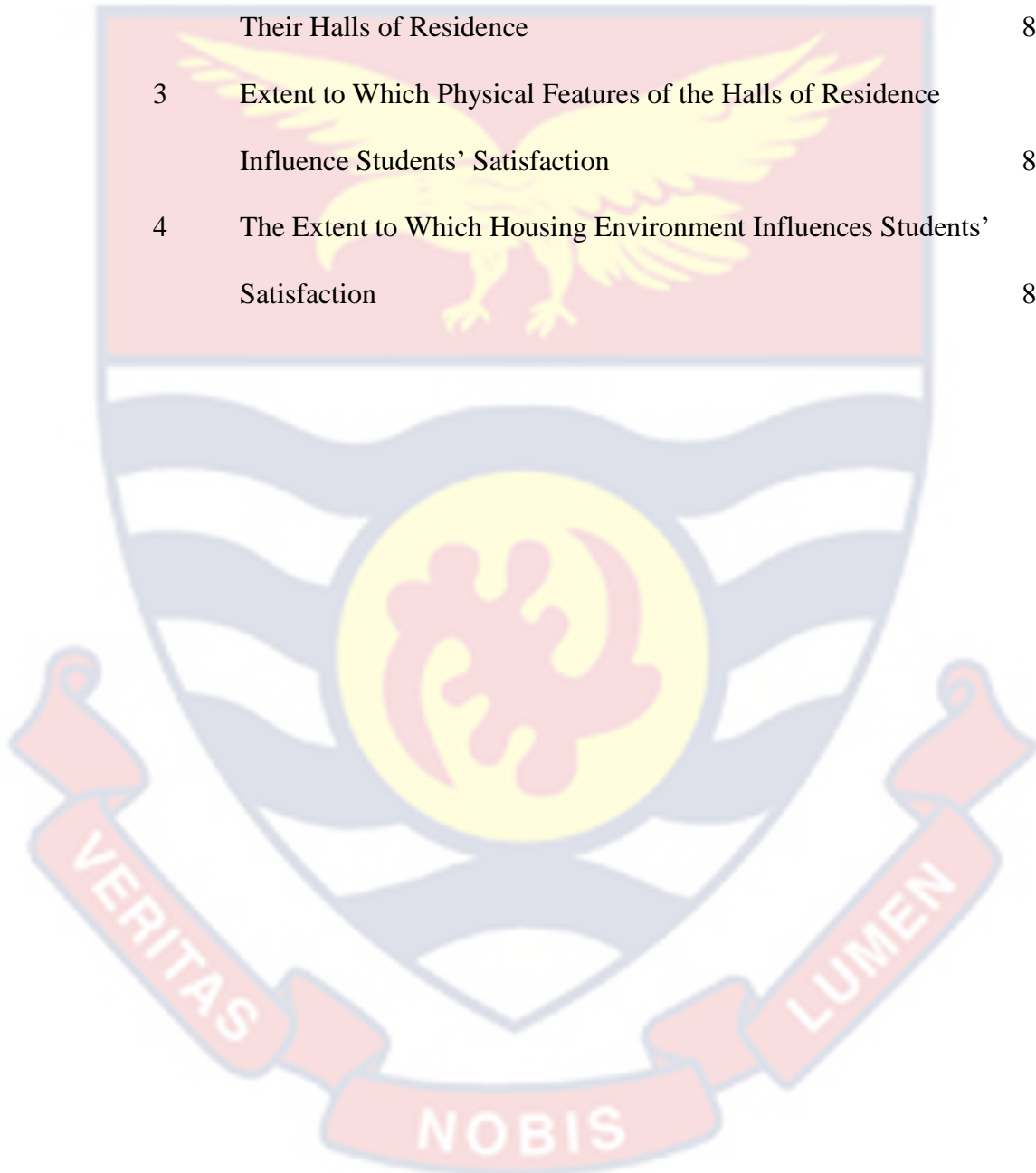
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CHAPTER ONE

INTRODUCTION

Background of Study

Housing is a fundamental need and a requirement for the life of human beings and is therefore regarded as one of the most essential basic infrastructures for the growth of all societies (Makinde, 2014). Housing indeed impacts the lives of individuals and the lives of the nation; the role it plays in generating human comfort for both nature and society is therefore of great importance (Ogunde, 2013). Rahman, Hussain, Uddin, and Islam (2015) claimed that shelter is one of the fundamental requirements of man, and the right to adequate housing is a universal right recognized globally and in more than one hundred national constitutions worldwide. Housing has been widely recognized as one of the most significant of the requirement of man.

The necessities of human life are a significant economic advantage in every single country. Adequate accommodation provides the basis for housing, healthy neighborhoods, social inclusion, and environmental support for learners to prepare (Hubbard, 2009). A desire to improve one's housing condition or change one's housing location generally develops after the basic need for shelter is met. Therefore, housing satisfaction studies and the indicators that account for it can make a substantial contribution to housing satisfaction research. Recently, subjects of intense conversation have been measuring and quantifying satisfaction with everyday life. The life satisfaction of a person can be calculated based on his or her work, self-esteem, relationships, basic physical needs such as food, housing, clothing and possessions, and other variables (Ayarkwa, Acheampong, & Agyekum, 2013).

Satisfaction can be described as an experience of meeting the expected result of consumption or activity. Cotiu (2013) also describes satisfaction as the assessment of the physical and social environment's characteristics. Özkan and Yilmaz (2019) also describe satisfaction as the assessment of the physical and social environment's characteristics.

Ogunde (2013) found housing satisfaction to be the difference between residential needs and desires and the existing housing context. Facility satisfaction or dissatisfaction is affected by previous assumptions about the degree of quality (Alutaibi, 2018). Housing satisfaction not only assesses the quality of the residential environment by assessing the degree of satisfaction and value of the residential environment of individuals, but it is also a practical means of enhancing designs and implementing policies to enhance the quality of the residential environment.

The various stages of life, and also the time when one is a student, are related to certain desires and aspirations. Students need to make choices in terms of housing as to whether they should live in institutionally residential services, or in private rented accommodation, as well as whether they should live alone, or in shared housing. Students' housing preferences rely very much on what is available in the local housing markets. The rental market for available housing for students does not always offer adequate quality, according to Ike, Baldwin, and Lathouras (2020) students often end up renting low-standard accommodation. This is due to the high market pressure in university cities and the limited economic capital of students, but also to their high demands and aspirations for their temporary homes (Balsdon, 2015). The

reality for students, however, frequently varies from the nation's traditionally high quality of housing.

Another reason why standards are poor and why it is possible to accept unsatisfactory housing conditions is the transient existence of student housing.

Thus, students are likely to be happy with accommodation that other classes of the population in a more permanent housing situation would not consider as acceptable. "If the difference between your preference and your choice is great, your residence may not satisfy you" (Alamel 2015, p. 412). Housing preferences of people depend on personal factors such as various stages of life, social and cultural context, financial condition, aspirations, and architectural features of a building or dwelling (Mohit & Raja, 2014).

If housing expectations and the actual housing situation (choice) vary significantly, people are likely to be unhappy with where they live (Owolabi, 2015). In a study, housing satisfaction is measured against a real housing situation, while housing preferences, on the other hand, can be more broadly defined without referring to a real housing situation, as they rely far more on expectations and ideals (Aigbavboa, 2014). Housing is a fundamental need and a requirement for human life and is therefore regarded as one of the most essential fundamental infrastructures for the growth of any society (Makinde, 2014).

According to Abugre (2018) demand for higher education in Ghana has risen rapidly in recent years, resulting in public universities expanding and implementing more programmes. The demand for student housing has increased with this growth. In Ghana, thus, every year, with the continuous expansion of higher education institutions and growing numbers of students,

the student housing assessment was undertaken by housing/residential staff, planners, and policymakers and to make them more responsible. Bampoh-Addo (2017) found that academic success among the students was much higher than among on-campus students who stayed. This means that the accommodation of students on campus should be taken with keen interest by stakeholders.

Astin (1999, p.518) found the student's residence to be "probably the most important and pervasive" environmental influence on the student's persistence in school. Astin posited that those who live on campus have a natural advantage over commuter students in developing an attachment to and involvement in undergraduate life. Further, living in residence is positively associated with faculty interaction, student government involvement, and participation in a fraternity or sorority, and increases the student's chances of persisting and of aspiring to a graduate degree. Tinto (1993) found that residence hall living contributes significantly by assisting in students' social integration into the institution. Residence halls are communities at least in the sense that they possess geographical boundaries that define them.

Community as that aspect of the structure of social systems which is preferable to the territorial location of persons and their activities. Beyond geographical definition, residence halls possess feelings of congeniality and an opportunity for community members to participate in social processes (Sciulli & Gerstein, 1985). Residence hall communities play a major role in establishing an environment for students involvement in campus-related and off-campus activities during their undergraduate years. students are still in the process of forming their identities, and being involved in community activities

may influence their personal development (Moore, Lovell, McGann, & Wyrick, 1998). Interacting with others is an essential component in identity formation because it enables the development of a sense of respect and a sense of interdependence (Chickering & Reisser, 1993). Additionally, environmental influences gained in the residence halls, such as friendships and a sense of community, have a powerful influence on students' development. Residence hall involvement is also related to student's satisfaction with their living environment. An international study of 183 institutions found satisfaction with the ability to interact with others in the residence halls to be the most important factor in predicting overall satisfaction among students living in residence halls (Association of College and University Housing Officers–International/Educational Benchmarking, Inc. 2001).

Students living in residence halls who participate in activities to support and build their community are engaging in learning experiences that impact their education and personal development (Astin, 1999). Thus, living in residence halls in which academic and non-academic aspects are well integrated may have a positive influence on the student (Terenzini, Springer, Yaeger, Pascarella & Nora, 1996). The real advantage of living in residence halls is not necessarily derived from the place itself only but from the activities and opportunities for socialization that students have under their shared living space (Terenzini et al., 1996). The ability of residence hall students to interact with other students is also one of the most important factors in predicting their overall satisfaction in residence halls (Li, Sheely & Whalen, 2005).

Frazier (2009) established that academic progress was much higher among students who lived on campus. This implies that students' housing on campus should be taken with keen interest by stakeholders. Hassan (2011) argues that students are less satisfied with university on-campus housing due to space limitations, lack of privacy, lack of freedom, and poor maintenance. Hassan contends that this is commonly found with on-campus housing. Many approaches have been proposed by researchers as appropriate ways to evaluate housing but the most widely used in all types of residential housing evaluation is the concept of satisfaction Aragonés, Francescato, & Garling (2002; Kelleck&Berkoz, 2006). Galster (1987) defines satisfaction as the variation between consumers' actual and desired needs concerning any subject. Many researchers claim satisfaction is a very useful instrument to evaluate housing since it measures the user's subjective and objective responses. Satisfaction has been considered by many researchers as an important indicator of quality of life, well-being, and happiness (Forgeard, Jayawickreme, Kern, & Seligman, 2011).

Empirical studies on students' on-campus housing tend to focus mainly on developed economies with very little, however, being done on student housing in Sub-Saharan Africa. Also, very little is known about what predicts satisfaction in students' housing. Studies of residential satisfaction in this context are few (Kaya & Erkip, 2001; Spencer & Barnerji, 1985). These studies examined how satisfied users were with their housing and the factors which accounted for satisfaction or dissatisfaction. Students' housing is part of students social life. It has been described as a building that provides accommodation and gives students an option of where to stay. It is a building

with simple accommodations (Amole, 2008). It offers security, privacy, and adequate space and is meant to fulfill students' needs and aspirations concerning housing (Najib & Yusof, 2009). It creates a heterogeneous setting for social interaction and development. Students housing provides sleeping and living quarters for a large number of people (Susilawati, 2001). It allows students to learn how to live independently, cohabit and compromise with other students and roommates, and share space and facilities (Olufemi, 2014).

Colleges and universities provide a wide range of residence hall designs. Many residence halls are designed around a single room that serves as both a bedroom and study space. Although names for room types differ by campus, general variations depend on (a) occupancy, (b) room type, and (c) living space. Related to occupancy, some halls have one student per room (single), whereas others have two (doubles) to four students (quads). Furthermore, halls are designed around room types with different bathroom locations. Standard rooms have a sleeping/study area with a community bathroom on the floor, private rooms have a private bathroom in addition to the sleeping/study area, whereas suites have two rooms connected through an adjoining semi-private bathroom. Finally, deluxe rooms feature extra shared living space (i.e., study room) separate from the bedrooms.

On any campus, residence halls may have mixed designs of occupancy, room type, and living space. Student housing facilities (SHFs) are important aspects of institutional infrastructural facilities and are used as places of accommodation for students while undergoing academic training. SHFs exist either as on-campus accommodation or off-campus accommodation (Akingbohunge & Akinluyi, 2012). On-campus accommodations is built

within the boundary of tertiary institutions while off-campus is located outside the campus precinct and are mostly owned and managed by private investors. Within this category of housing, most of the studies were on on-campus accommodation (Amole, 2009; Khozaei, Ayub, Hassan, & Khozaei, 2010) with few that are particular to off-campus accommodation (Akingbohunge & Akinluyi, 2012).

Therefore, more research is needed in other contexts especially sub-Saharan Africa to test the generalizability of the results established in developed economics. This thesis aims to examine students' housing satisfaction at the University of Cape Coast (UCC). In carrying out this study, a self-study questionnaire was administered to students who are currently residing in on-campus accommodation in the eight traditional halls of residence of the University of Cape Coast.

Statement of the Problem

Factors that lead to satisfaction with housing may differ across cultures. For example, the dwelling of the occupant, facilities within the dwelling area, community relationships, social connections with one's residential neighborhood, dwelling unit location, and physical aspects of the housing area, such as common areas, ventilation, and lighting. (Danquah & Afram, 2014). It appears a limited study is looking at students' housing satisfaction in Ghana. Moreover, only a few researchers are advocating certain aspects of housing satisfaction. A Study conducted by Ayarkwa, Acheampong, and Agyekum (2013) focused on Residents' Satisfaction with the Social Security and National Insurance Trust Housing in Ghana. In recent

years student numbers have risen steadily in Ghana. (Akyeampong, 2010). This situation increases the demand for student accommodation.

Despite these growing worrying developments, not much research has been done to assess the extent to which students are satisfied with their housing units or environment in the region and the University of Cape Coast. Much of the previously conducted housing research focuses on family life. Little is done about the housing arrangements of young people, even though young people have different needs to families due to their different stages in life. (Smith, 2016). In some fields of study, however, the student's housing situation has been a subject of interest. Aspects of social behavior and relationships with the physical environment have been studied from different perspectives of academic fields. Studies have established that housing facilities have a profound influence on students' housing satisfaction (Ubong, 2007; Hassanain, 2008; Najib & Yusof, 2009).

Hassanain (2008) researched measuring satisfaction with student housing facilities in halls of residence in Malaysia. Findings from this study established that study rooms, bedrooms, washrooms, and common and recreation rooms are necessary facilities in conventional students' housing. Najib and Yusof (2009) studied the factors affecting student housing satisfaction in higher learning institutions. Findings from this study specified that the condition of student housing facilities such as kitchens, bathrooms, study lounges, and social spaces have a significant impact on satisfaction levels. The works of Hassanain (2008) and Najib and Yusof (2009) have both focused on measuring students' residential satisfaction with the level of housing facilities in hostels provided by institution management. Less

attention is however made to measuring students' residential satisfaction with housing facilities in halls of residence.

This study focuses on researching real housing conditions in UCC. Housing satisfaction with a home is seen as a significant predictor of the general well-being of students. The subjective understanding and assessment of one's housing situation are key indicators of satisfaction with housing, and this is a major focus of this study.

Objectives

The main aim of this study is to assess the housing satisfaction of students in the halls of residence at the University of Cape Coast. As such, to meet the above aims, the following objectives have been formulated for this study:

1. To investigate the extent to which students in the University of Cape Coast are satisfied with the conditions in their Halls of Residence.
2. Assess physical features or building characteristics on satisfaction with housing.
3. Assess the influences of housing environment on students' satisfaction.

Research Questions

Based on the objectives of the study the following research questions have been formulated:

1. To what extent are students in the University of Cape Coast satisfied with the conditions in their Halls of Residence?
2. How do the physical features of the Halls of Residence influence students' satisfaction?
3. How does the housing environment influences students' satisfaction?

Significance of the study

The study would be relevant in two main dimensions; academia and industry. In academia, it would add to the knowledge and literature regarding knowledge on different aspects that influence student housing satisfaction. The study will equally be relevant to the building industry and the University Estate section as it will aid in planning and designing of housing units for students, and provide policy makers with additional information on where to target neighborhood improvement. How architectural design, among other aspects, influence housing satisfaction is of special interest.

Delimitation of the study

Students go through a lot of challenges on campus. It may be academics, social life, or finances. Issues under these could be studied by the researchers however, the researcher decided to delimit to housing satisfaction of students. This is because housing is one of the three basic needs of mankind and a necessity for the existence of man. The University of Cape Coast was chosen because first, the University provided accommodation facilities generally have few vacancies, and each year the number of applicants exceeds the available accommodation.

Limitations of the study

In a study on housing satisfaction among students, one cannot be very sure of the kind of information the respondents will give out. It could be that they will give out accurate information about their situation or inaccurate information, especially as the questions centre on housing satisfaction so the researcher oriented respondents to give accurate information because the

research was for academic purposes hence respondents gave the true best information regarding their halls of residence.

Definition of Terms

Homstel – A term referred to some private hostels or homes of locals in the community near the university campus which have been rented out to students.

Organization of the Study

The study was organized into five chapters, with relevant sub-sections within each chapter. The background to the study as the context from within which the research problem emerges is described in Chapter One; included with this too are the study aim, questions, significance. Chapter Two reviews relevant literature, and the theoretical framework underpinning the entire study. Chapter Three describes the strategy and methodology used in the research. A description of the development of the research instrument and the processes of data collection and analysis is added, provided in this chapter. Chapter Four presents the results and discusses the research findings. Chapter Five concludes the study by presenting a summary of the study, conclusions from the findings, and the implications of the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews some related literature on the topic under consideration. The review is in two sections, theoretical review and empirical review. The theoretical aspect of the review deals with concepts and some theories related to housing or residential satisfaction. The second part is on some empirical studies on housing or residential satisfaction.

Theories of Housing Satisfaction

Residential or Housing satisfaction, defined as the feeling of contentment when one has or achieves what one needs or desires in a house, is an important indicator, and planners, architects, developers, and policymakers use it in several ways. Indeed, theories of residential satisfaction all hinge upon the notion that residential satisfaction measures the differences between household actual and desired (or aspired to) housing and neighborhood situations (Galster & Hesser, 1981). There are three main theories upon which most of the empirical studies are based. These are housing needs theory, housing deficit theory, and psychological construct theory.

Housing Needs Theory

Rossi (1955) introduced the notion of housing needs to conceptualize residential satisfaction/dissatisfaction. In this theory, Rossi posited that changing housing needs and aspirations as households progress through different life cycle stages often place households out of conformity with their housing and neighborhood situations. The “lack of fit” between their current and desired housing needs creates stress or dissatisfaction with their current residence. Households respond to such stress or dissatisfaction through

migration, which brings a family's housing into adjustment with its housing needs. Life cycle changes may generate different space requirements, which are considered the most important aspect of the needs. Thus, households are likely to feel dissatisfied if their housing and neighborhood do not meet their residential needs and aspirations.

Housing Deficit Theory

Morris and Winter (1978) introduced the notion of housing deficit to conceptualize residential satisfaction/dissatisfaction. In their housing adjustment model of residential mobility, they theorize that individuals judge their housing conditions according to normatively defined norms, including both cultural norms, which are dictated by societal standards or rules for living conditions, and family/personal norms, which amount to households standards for housing. Thus, an incongruity between the actual housing situation and the cultural or familial housing norms results in a housing deficit, which in turn gives rise to residential dissatisfaction. Households with a housing deficit who are hence dissatisfied are likely to consider some form of housing adjustment. They may attempt to make in suit adjustments to reduce dissatisfaction by revising their needs and aspirations to reconcile the incongruity or by improving their housing conditions through remodeling. They may also move to another place and bring their housing into conformity with their needs.

Psychological Construct Theory

Galster (1985) introduced the notion of the psychological construct of residential satisfaction and theorized that individuals may be seen as cognitively constructing a reference condition for each particular facet of their residential situation. The quantity or quality of the given facet implied by the

reference point will depend on the individual's self-assessed needs and aspirations. If the current situation is perceived to be in proximate congruence with (or superior to) the reference situation, a psychological state of satisfaction should be manifested. If, on the other hand, the current situation falls short of the reference situation by more than a threshold deficiency, two alternatives are possible. One may attempt to reconcile the incongruence by adaptation, through redefining needs, reducing aspirations and/or altering the evaluation of the current situation, thereby producing a modicum of satisfaction.

The other alternative is that one cannot somehow adapt to the current residential context, in which case dissatisfaction should be manifested. Such individuals, over time, would likely attempt to reduce their dissatisfaction by altering the conditions of the present dwelling unit or by moving to another more congruent residential situation (Foote, Abu-Lugod, Foley & Winnick, 1960). However, these options may be relatively limited, e.g., by lack of purchasing power for lower-income households and discrimination against minority households. Most empirical studies on residential satisfaction/dissatisfaction have used either one or a combination of the three theories discussed above. A host of variables representing housing and neighbourhood characteristics, individuals' socio-demographic attributes as well as their perceptions of housing and neighbourhood conditions have been analysed in most housing studies (Lu, 1999). However, some empirical studies have demonstrated that housing deficit is a useful theory in explaining housing or residential satisfaction (Bruin & Cook, 1997; Husna & Nurijan, 1987).

Concept of Housing

Housing is a very important aspect of life and the basic needs of man (Henwood, Derejko, Couture & Padgett, 2015). Housing is defined as the residential environment, neighbourhood, micro-district, or the physical structure that mankind uses for shelter and the environment of that structure, including all the necessary services, facilities, equipments and devices needed or devised for the physical and mental health and social well-being of the family and the individuals (Sidi, 2010). It is the totality of the immediate physical environment in which families live and grow (Buckley, Hedge, Yates, Copeland, Loosemore, Hamer, & Dunstan, 2015). It is a unit of the environment that has a significant impact on the productivity, efficiency, and satisfaction of an individual and the community.

Housing is a permanent structure for human habitation and a critical component in the social, and health fabric of every community (Jiboye, 2011). It provides people with the social values of shelter, security, independence, privacy, and amenity, and plays a major role in the economy of any community such as the provision of space for production, generation of employment as well as access to income-earning opportunities (Agbola, 2005). It constitutes the first major capital investment and life ambition of individuals. Housing has a profound influence on the efficiency, social behavior satisfaction, and general welfare of communities.

Housing is said to overlay the solutions geared towards improving upon the basic architectural structure and the environment in which it exists. Yalley and Ofori-Darko (2012) reported that housing is an important issue that has a tremendous impact on the socioeconomic development of every nation.

It is very important in any economy and provides security to societies, communities, and families. The United Nations sees housing as a means of tackling poverty (UN-HABITAT, 2004). Housing is not just a social intervention at the discretion of the government to reduce poverty but in reality a human right and should be treated and provided as such. According to Article 18 of the 1992 Constitution of Ghana, the right to adequate housing is intricately linked to the enjoyment of other human rights like the security of person, education, and health.

Although the Constitution of Ghana does not expressly protect the right to adequate housing, it nevertheless provides for the right to own property alone or in association with others, the right of non-interference with the privacy of one's home as well as protection from the deprivation of one's property. Housing provides the framework for stable communities and social inclusion (Jiboye, 2011). Kahouli (2020) observed that there is a significant association between housing conditions and the physical and mental health of an individual. People's right to shelter is thus a basic one and the provision of decent housing to all requiring them should be the hallmark of every civilized society and one of the criteria for gauging development. According to Hall and Tewdwr-Jones (2019), the concept of housing is generally defined for statistical purposes as dwelling units (housing units occupied separately by households) comprising a great variety of quantities and qualities. The quantity and quality of housing stock is a reliable barometer for measuring the technology, culture, and above all, civilization level of any nation.

Housing is an important national investment and a right of every individual, the ultimate aim of any housing program is to improve its

adequacy to satisfy the needs of its occupants. Nevertheless, the housing situation in Ghana is characterized by some inadequacies, which are qualitative and quantitative in nature (Yalley & Ofori-Darko, 2012). While the quantitative housing problem could be solved by increasing the number of existing buildings, the qualitative inadequacies are enormous and complex.

The Housing Situation in Ghana

Housing is an important basic need for every society because it impacts the physical, economic, environmental, and social aspects of society. The housing sector in Ghana has been divided into categories of formal and informal (Arku, 2009; Arku, Luginaah, & Mkandawire, 2012; Tipple & Korboe, 1998). The formal category consists of both public and private developers who have, over the years, focused mainly on middle- to high-class housing. The informal category consists of self-builders and small-scale enterprises that cater mainly to low-income households (Arku, 2009). The informal sector has dominated housing development and continues to do so. The pre-independence housing development was largely informal.

Most house plans and developments were influenced by the communal lifestyle of the people. As a result, compound houses dominated the housing form in the pre-independence era. The majority of owner-occupied house developments were not constructed to any master plan, and, as a result, they usually lack basic services, such as drainage, water, sanitation, and sometimes electricity. The housing situation in Ghana is rather a worsening one and Accra is the most affected urban area mainly because it is the national capital and also because there is a boost in economic activities in the city. Ghana, like many other developing countries, is facing an acute shortage of housing

(Baker, 2012). Whereas the country's population is increasing at the rate of 2.7 per annum, the increase in housing stock is unable to keep pace and the situation is worsening (Ghana Statistical Service, 2000).

Quite recently in 2010, statistics obtained from the Ministry of Works, Housing and Water Resources indicated that there is an absolute shortage of 400,000 units of houses nationwide. It went on further to estimate that, to close this shortfall or deficit, an annual national housing delivery should be around 120,000 housing units. The supply capacity nationally is said to be currently hovering around 42,000 units per annum. Thus 60 percent of the national requirement remains unsatisfied each year. According to UN-HABITAT (2003a, p2), the many who do not have access to affordable housing have found their solution in various types of slums and unauthorized informal settlements. According to UN estimates, there are at present 924 million people living in such settlements worldwide, which are also the conspicuous manifestation of urbanization poverty. Housing in Ghana is said to be very crowded according to the UN with almost 60 percent of households in urban Ghana occupying single rooms. Only one in four households own their dwellings, the remainders are either renters or live rent-free in a family house. (UN-HABITAT, 2011). This statement agrees with the fact that it is cumbersome to own a house in the largest urban area due to the numerous challenges it comes along with leaving it to the hands of the few rich in society.

Component of Housing

Many researchers have discussed the varied factors that influence the components of accommodation that are favourable to students. In their study

of undergraduate student housing preferences, Toyin Sawyerr and Yusof (2013) found that the preferred accommodations of students are accommodation facilities with a high premium on privacy and amenities. Also, according to Oke, Aigbavboa and Raphiri (2017) the most important criteria that influence students' satisfaction with their accommodation are room safety, rental costs, distance from university amenities, room size, and other hostel features such as hostel security and water supply. Wang and Li (2006) presented a similar report in their research. Price, security, convenience, and suitable layout, according to Wang and Li (2006), are the primary criteria that determine students' choice of residential housing.

The Influences of Neighborhood Interaction on Housing Satisfaction

In Ogun State, Onifade (2021) investigated the influence of residential settings on inhabitants' housing satisfaction. Four thousand six hundred and ninety-one (4691) respondents from Ogun State's households were used in the study. According to their findings, all environmental variables employed in predicting respondents' home satisfaction in the study region (residents' community perspective, security, facilities and amenities, safety to community association, and residential density) were considerably favorable. The respondents' community perception is the most important environmental element associated with housing satisfaction in the study. The second key factor was the proximity to medical services. These findings imply that residents' satisfaction is dependent on the availability and adequacy of any of these social and physical environmental variables and it would have negative or positive effects on the occupants' satisfaction with their housing units.

Concept of Quality Housing

The concept of quality housing has been described according to Coates, Anand, and Norris (2015), as an adequate dwelling that fulfills the various functions that housing should provide, the important ones being shelter, family life, economic stability, family participation, and access to community facilities. Technically, it is a dwelling that meets local building, housing, and health codes are not dilapidated, deteriorated, or over-crowded. It entails the distinguishing properties of a dwelling that promote a degree of excellence and desired physical and mental health and social well-being of residents.

The concept of quality housing is multi-dimensional. Soen (1979) discussed the concept of quality housing concerning occupants' needs and dwelling satisfaction. The study highlighted that housing quality is influenced by a whole series of factors namely engineering, social and behavioural. The study further explained that the quality of housing is not static and varies following circumstances. Earlier, Drakakis-Smith (2012), stated that housing quality problems arise as a result of the mismatch between people's socioeconomic and cultural situations and the housing processes and products. Housing quality problems according to Drakakis-Smith arise when the housing process, that is, housing goods and services and the ways and means by which they are produced cease to be vehicles for the fulfillment of the user's lives and hopes. In his studies, Drakakis-Smith discovered that some of the poorest dwellings were the most socially oppressive. Hence, this indicates the need to ensure a good match between housing and the needs and wants of

people in the provision of good or quality housing. Quality housing must meet the following housing requirements:

- i. Quality housing must conform to the need of the users as this will reduce every tendency of transformation.
- ii. Quality housing must be provided bearing in mind the lifestyle and social-cultural attributes of the target groups.
- iii. Good quality materials must be used to ensure that the building is solid and compatible with the soil type and climate of the area otherwise decay sets in almost immediately.
- iv. Provisions of sewage system, drainage, and disposal of refuse to make it a neat and healthy environment.
- v. The spaces provided in the building must be spacious enough to make it comfortable for dwellers.

Quality of Service Factors Affecting Students' Satisfaction

Service quality in the educational industry, particularly in higher education institutions, is a critical indicator of educational excellence. When the quality of the services provided exceeds the requirements of the consumer, a positive perception of the service is formed (Hasan, Ilias, Rahman & Razak, 2008). Parasuraman and Berry (1991) suggested a five-dimensional measurement system for service quality.

Tangible Dimension

The physical appearance of facilities, communication, staff, materials, and equipment are all tangibles (Gallifa & Batalle, 2010). This dimension could aid in improving an educational institution's image. Security, a serene and calm environment, access to transit, well-paved roads, the atmosphere of

the cafeteria, and the décor of the furniture and room layout are all physical facilities and equipment that are required to deliver services to students in the educational institution. The expectations of the tangible dimension is somewhat dependent on the neighbouring environment in which the student or customer lived. Health care, shelter, a good road network, portable water, community security, and reliable energy, to name a few, are projected to be in short supply in most developing countries (Shneiderman, 2003). This lowers students' expectations of the tangible dimension of service quality that the school can give in developing countries. Individuals who are not financially capable of living above the national poverty line, according to Davidson, Håkansson, Coenen and Nguyen (2023) have a difficult time finding adequate, affordable housing that fits their social, economic, and environmental demands.

Reliability Dimension

The ability of a service provider to deliver the necessary services regularly, consistently, and accurately is defined as reliability (Idris & Naqshbandi, 2019). The regular provision of water and energy to student housing facilities makes the facility reliable in the context of this study. According to Omar, Saadan, and Seman (2015), the following aspects of the reliability dimension contribute to an organization's credibility and consistency: the company being truthful about its offering, keeping service promises, correct service delivery, and keeping promotion promises.

Responsiveness Dimension

Responsiveness is defined as a readiness to assist students and give prompt service, while also encapsulating the concept of flexibility and the

ability to tailor the service to the needs of the students (Idris & Naqshbandi, 2019). It is proposed in the context of this study how quickly and efficiently students in need of assistance be assisted. For example, in the aftermath of a bedbug infestation in the hall of residence, the quick response of the hall tutor and staff to students' health needs will indicate the responsiveness of the hall management.

Assurance Dimension

Assurance refers to a service provider's capacity to instill trust and confidence in students in the institution's offerings (Idris & Naqshbandi, 2019). Good communication and the actions performed as a result of the communication help to build trust and confidence. The service provider must ensure that information is delivered courteously.

Empathy Dimension

The ability of a service provider to convey personal compassion and specialized attention to students is characterized as empathy (Idris et al, 2016). For example, officers should treat students fairly and impartially, and staff should be aware of the needs of students in the hall such as water shortages and find quick solutions to them.

Factors Affecting the Perceived Service Quality

Cultural differences

The perceived level of service offered by the bank is influenced by the cultural differences among the bank's customers. The customs, ideas, and values of a given civilization, society, or social group, especially at a particular time, are defined by the 21st Century Dictionary as "the customs, ideas, and values of a certain civilization, society, or social group." Culture

determines the values that impact behavior and explains how a group filters information (Guilbault & Omanwa, 2014). Consumer behavior and choices while interacting with service agents are defined by culture. As a result, the same bank customer service may be communicated or valued differently by each consumer. When a customer believes that the service representative does not have enough cultural knowledge to suit their demands, a disconnect might arise (Thelen et al., 2011). In addition, the company has a culture that is reflected in its strategies and methods. The set of values, beliefs, and attitudes that impact how an organization conducts business is known as organizational culture. Employee attitudes are influenced by the company's culture. Thus, staff of the hall management may portray attitudes that reflect the educational institutions' culture.

Hall of residence or Hostel Staff attitude

Inseparability is one of the challenges linked with service marketing (Guilbault & Omanwa, 2014). Because the hall of residence or hostel employees providing the service is a part of the service, inseparability indicates that the services supplied cannot be separated from their providers. The first human face of the lodging facility that interacts with the students is the staff of the various halls. The hostel staff's treatment of the student tenant may have an impact on the students' perception of service quality. When they are busy at work, some staff and hostel management do not put on a happy front; some have good interpersonal relationships, while others do not. "Customer care in a consumer society: Smiling and occasionally meaning it?" writes Andrew Sturdy (n.d). According to Andrew Sturdy (n.d), the goal of customer orientation may be for employees to smile not simply for the sake of

smiling, but to smile with sincerity. Employee attitude differences have an impact on personal relationships between employees and customers.

Personal Relationships

Customer satisfaction, according to Hansemark and Albinson (2004), is a customer's general attitude toward a service provider, or an emotional reaction to the gap between what they expect and what they get. The consumer (the student renter) can be influenced by the interpersonal interaction he or she has with the employees of the hall of residence or the private rent owner, according to the definition of "emotional reaction." Personal interactions between hostel or hall management and educational institution students may have an impact on customer perceptions of service quality. This is because personal relationships between facility management and customers (Student tenants) can help to foster genuine understanding and prevent uncooperative conduct. As a result, the greater the perceived quality of service, the higher the level of personal ties. Customers' feelings after comparing what they accept to what they expect have an impact on their perception of service quality.

Students' Housing

Student housing has been described as densely built with many rooms in which each room contains several beds (Adebisi, Oletubo, Alade, & Aghogho, 2017). It is a place where students reside within or outside the campus or school. Student housing is divided into two types and these are student on-campus housing and student off-campus housing. Students residing within the houses on the campus or school are known as student on-campus housing, while those residing in housing outside the campus or school are known as student off-campus housing. Student on and off-campus housing can

equally be described as a process, in the sense that, it involves the construction of new dwellings and the various associated activities such as land acquisition, finance, and building materials (Allison, & Risman, 2014). It also seeks to know who builds (state, civil society, private sector), the types of student housing (dormitories, halls of residence, other forms of quarters, off-campus accommodation), at what location (example: on-campus or off-campus), and the relationship between academic performance, health, social, religious and congenial living conditions.

Students' housing has been a challenge to the university authorities; this is since the surge in student population has not been matched by a corresponding growth in student accommodation and the available ones have not been properly managed. This has led to overcrowding, poor health, poor academic performance, and squatting in the halls of residence, which has forced some students to stay off-campus. The students' housing study conducted by Owolabi (2015) indicated that there is a need for the government and university authorities to look into the accommodation issues faced by the students as a result of the shortage and poor quality of students housing in the universities and how they affect them.

The issue of students' housing cannot be ignored in the overall development process and the master plan of the ivory tower of learning. Students' housing is a contributory factor to students' all-around development in the nation's tertiary institutions and provides a panacea to solving the contemporary students' housing problem. Students of tertiary institutions constitute a sizeable proportion of the total active population of society and

conscious efforts to meet their housing needs must be effected in various policy decisions to produce qualified graduates.

History of Student Housing

Modern-day student housing concepts have their roots in the late 19th and early 20th centuries in America. During this time, student affairs units were developed within American colleges and universities, and the administration of university housing became one of the areas that fell under these offices' purview. Eventually, the responsibility became so huge that specialized housing managers became necessary for this unique niche. In addition, a professional organization for university housing officers came into existence in the United States during the mid-1950s (Moore, Carswell, Worthy & Nielsen, 2019). With rapid societal changes in postwar America, universities abandoned the traditional concept of *in loco parentis*, or in place of parents. One of the changes was the shift from same-sex to mixed-gender dorms sometime toward the end of the 20th century (Lietaert, 2013). It has been estimated that college and university students spend around 70% of their time in their residence hall environment (Moore, Carswell, Worthy & Nielsen, 2019).

The dimensions and amenities attached to student housing have undergone a dramatic transformation over time as many of the generation, students have expected amenities that once were considered luxuries (such as private bathrooms, lounges, and walk-in closets) to be standard options for prospective residents (Earhart & Fields, 2012). Thus, according to Morris and Winter (1975), it can be argued that students have upward-shifting housing norms just as the non student population does. Large student residence units

have become a selling point for schools experiencing flat to declining enrollment (Saffron, 2013). Recent headlines suggest students have experienced these increases in housing expectations and norms just as consumers have over time (Brown, 2011). Indeed, university administrators have to compete fiercely with private operators, who have recognized the trend among students who seek higher-quality housing and have responded by building high-amenity communities that operate more like resorts than apartment communities that offer lavish swimming pools, private bathrooms for every bedroom, and high-speed Internet” (Moore, Carswell, Worthy, & Nielsen, 2019).

Other features associated with the upgraded on-campus buildings help to both reassure parents and appeal to students. Enhanced security features in these newly constructed buildings allow students to use some of the same technology that many middles and upper-class households now enjoy (Hegeman, 2014). Still, on-campus housing is deemed important because of its connections to academic performance; thus, administrators value its importance. It has been reported that administrators associate this higher expectation of housing quality with higher retention and graduation rates, along with a willingness to stay connected to the area after graduation (Hegeman, 2014; Schudde, 2011). Meanwhile, the quality disparities between the new and old student housing stock have created a situation involving price disparities driven by demand and inequity between the two types of residents (Hegeman, 2014).

While off-campus student housing is widely touted as an important growth market for builders and developers, the most recent US recession has

exposed cracks in the demand for private housing as many families cannot pay the high rents associated with off-campus housing. This is especially true for those located farther from the center of campus (Tucker, 2009). Thus, the option of affordable on-campus housing can be a welcome benefit for some.

With some of the types of upgrades that are now available to students in off-campus housing, we feel that there are several opportunities to enhance the overall college experience of young adults. Given certain features that are made available for students of off-campus housing such as workstations and business centers, we believe that these features can have a salient effect on students' academic performance in particular.

Student housing at UCC

Housing is regarded as a basic element for human survival. As a result, it is one of the most important infrastructures in the development of any community. Housing is highly valued in society since it ensures that people can live comfortably. Housing is directly linked to one's standard of living. Housing, according to Olayiwola (2012), encompasses all environmental traits and phenomena on which mankind's life is based. Housing is the major pillar of individual satisfaction, according to Rasticova and Kolarova (2015, p. 3896), who describe it as "the determinant of the quality of life" in their research. These environmental elements include biological (clean water and air), social (cultural activities, social connection), and psychological (prestige, privacy, choice, and freedom) aspects. Students are the most important part of every educational institution (Rahman, 2020). As a result, student satisfaction with the facilities supplied by the institutions can be utilized to identify the educational institutions' strengths and weaknesses. Students' satisfaction is

not solely dependent on educational institutions' teaching activities, but also on extracurricular activities such as the supply of high-quality student housing at the school (Kalam & Mahonta, 2017). Student housing or lodging in an educational institution is more than just a place to live; it is a service that assists students in meeting their housing needs to achieve their social, living, and, above all, academic goals during their time at the university (Zotorvie, 2017). The degree to which inhabitants believe their housing is assisting them in achieving their goals is measured by housing satisfaction (Jiboye, 2012). Student housing, according to Owolabi (2015), is a place where students live on or off the university campus. On-campus students live at the university's hostels and halls of residence, and off-campus students live in houses outside the university's campus.

Since its inception, the University of Cape Coast has provided a variety of services to its students to improve the quality of their education. Within the university's campus, the university has halls of residence, university hostels, and various private hostels suitable for students' lodging needs. Every student is assigned to one of the university's eight residence halls. These halls are Oguaa Hall, Adehye Hall (females only), Atlantic Hall, Valco Hall, Casley Hayford Hall (males only), Kwame Nkrumah Hall, the UCC Superannuation Hall, and SRC Hall. Each hall of residence can boast of hall security, a TV area, a basketball court, a conference room, a washroom, a library, provision stores, access to potable water, and an electricity standby generator. The policy of the university is to ensure that first-year students are guaranteed places in the Halls of Residence. Therefore, all first-year students who gained

admission to the university concurrently are granted accommodation by the University of Cape Coast.

However, continuous students ought to apply for accommodation in the University's Hall of residence. In addition to the accommodation facilities available for students (especially continuous students) of the university, there are a lot of hostels privately owned while few are run by the university itself. Hostels managed by the University include Valco Trust Graduate Hostel, Sasakawa Hostel, SSNIT hostel, Alumni hostel, UCC Medical Hostel, and PSI Hostel. Both UCC Medical Hostel and PSI Hostel are specially provided for students pursuing Medicine and other related programmes. Private hostels found near the campus of the University of Cape Coast include Baduwa Hostel, Eddy B hostel, Ayensu plaza, Oye Inn, Sterna Hostel, Adoration Home, Nyame Ye Hostel, Sammy Otoo's Hostel, Samrose Hostel to name a few. Some private hostels are homes of locals in the community near the university campus which have been rented out to students. Such apartments are referred to by students as "homstels". These "homstels" do not have enough accommodation facilities as compared to the public and private hostels.

Facilities of student housing at UCC

The facilities available in each of these hostel accommodations and hall of residents varies. For each accommodation facility, the higher the number of available facilities the higher the cost of the rent. Thus, each student must enjoy an accommodation facility that fits his or her budget.

General Physical facilities

The general physical facilities include the provision of security, a serene and calm environment, availability of washrooms, frequent water supply, a library, and a standby generator. The university halls of residence and hostels can boast of the following; there is the provision of security, a student library, a conference room, a washroom, an electricity standby generator, and a frequent water supply. The general physical facilities available in the private hostels are the availability of washrooms, serene and calm environment, and a frequent water supply. Private hostels in the university mostly do not have security men available, and lack conference rooms, libraries, as well as a standby generator. The accommodation with the least general facility per observation is the “homstel”. The homstels have the probability of a lack of washroom facility, a conference room, a library, a standby generator, and security men. Since it is usually a compound house managed by the locals in the community, students who rent such facilities ought to share the public washroom near the homstel.

Accommodation Occupancies

Accommodation occupancies in the university come in single, double, and up to six beds per room. There are also self-contained rooms as well as rooms using shared washroom facilities in the various hostels, homstels, and halls of residence. The students residing in the halls of residence use shared washroom facilities. Depending on the room size, the university hall management usually allows for 3-4 occupants per room. In larger room sizes, the hall allows 6-8 occupants per room. With the exemption of single-sex halls such as Casley Hayford hall and Adehye Hall, all the remaining halls and

university hostels have designated washroom areas for male and female occupants. For mixed halls, the rooms are shared according to the gender of the student occupant. This is to ensure that each gender receives the needed privacy.

Private hostels usually have mixed-gender occupants. The rent owner takes student tenants on a first-pay, first-serve basis. Thus, a male and a female can decide to share the same room unlike the halls of residence. Similar to the halls of residence, accommodation occupancies are from single self-contained, up to 4 beds per room. In some situations, due to the lack of rooms available, a room meant for two occupants can be shared by three or four students. Most of the hostels (per observation) have a washroom inside for each room (self-contained). They also provide kitchen space for occupants as well. Occupants in homstels are usually not more than two in a room. Homstels usually provide a single room with a porch for its occupants. This becomes difficult to expand the room for more occupants. Similar to private hostels, homstels do allow the mix of genders to share one room as long as they do not cause any menace in the household.

Rules and Regulations of the Accommodation

All the types of accommodations available for students in the University of Cape Coast are bound by rules and regulations. The rules and regulations of the university's halls of residence and hostels are binding on every student who utilizes such facilities. On the other hand, the rules set by private hostel managers and homstel landlords might lead to the sacking of the student as a tenant of the accommodation facility. The rules of the university hall of residence are found in the University student handbook. All students of

the university are expected to abide by the rules or face the penalty due. Some rules of the University about the halls of residence found in the Statute 49 of the Student Handbook are as follows:

1. There shall be halls of residence and hostels of the University for students in the University bearing such names as the Council may determine.
2. Each hall of residence, a hostel or other residential facility shall consist of a such number of students, senior members, and other employees of the University as the Residence Committee may determine. Every senior member shall be assigned to a hall of residence as a Fellow.
3. Each hall of residence, a hostel or other residential facility shall, where conditions permit, be managed, subject to the Statutes, by a Hall Council or Hostel Council, as the case may be, consisting of the Hall Master or Hall Warden, six Hall Tutors and six junior members including the President, Secretary, and Treasurer of the Junior Common Room Committee
4. The Hall or Hostel Council responsible for the management of each hall, hostel or residential facility shall be responsible for recommending disciplinary action against any junior member with respect to a breach of the discipline of the hall, hostel, or facility, provided always that where the breach of discipline will result in dismissal or is, in the opinion of the Hall Council, a major breach of discipline, the matter shall be referred to the Academic Board through the Vice-Chancellor

5. Gaining admission into the University or a Hall of Residence or Hostel through falsified records, fraud, deceit or impersonation is subject to dismissal of a junior member
6. Any individual or collective action which threatens to disrupt or disrupts the academic and/or normal life on campus or which brings the University into disrepute is also subject to a dismissal

For the safety of the students resident in the halls, further directives could be given by the hall tutors or the Dean of Students. The Hall tutor is the authority that seeks to the management of the hall of residence. Each Hall Council shall be responsible for recommending to the Vice-Chancellor the necessary disciplinary action against a junior member of such Hall for any breach of Hall discipline except those breaches that might result in dismissal.

General rules and regulations in some hostels and homstels include:

1. The prompt payment of bills, especially water bills and electricity bill
2. All tenants are to ensure that the environment is kept clean at all times
3. No noise-making
4. No dealing in illegal activities in the hostel

Closeness to campus

Every student got admitted to the university with the aim of learning. The essence of having a student accommodation facility is to aid the purpose of learning. Therefore, the closeness of the accommodation facility to campus helps students to spend less reaching their lecture halls for teaching and learning activities to take place. The halls of residence in the university are very close to campus except for the Superannuation hall and the SRC hall. The

university is geographically divided into the old site, new sites, lecturers' village, Ayensu, and Kwaprow. Most of the lecture halls are found in Old Site and New Site. Therefore, hostels and homstels found on the outskirts of these two areas are a little further away from the lecture halls. Students living in such areas ought to board vehicles to lectures daily. This adds up to the cost of living of students in the University.

Transport Accessibility

Road and transport system in the university is very essential for the easy movement of both students and lecturers to their respective lecture halls, departments, hostels, and halls of residence. The need for transportation services arises in an attempt to meet an individual's basic mobility demands (Horsu & Yeboah, 2015). Manzoor (2013) aimed to discover the aspects that affect education service and student satisfaction, such as transportation, lodging, and sports. According to a study by Horsu and Yeboah (2015), the quality of service provided by the University of Cape Coast's transport service is heavily influenced by the comfort derived from the provision of clean and well-conditioned vehicles, good roads, reasonable entertainment, provision of comfortable seats, and adequate air circulation. Another aspect that affects commuter happiness is the availability of cabs at stations and their safe arrival at destinations on time.

The University has four taxi ranks that provide services to the various locations on campus. These are the Old site taxi rank, Valco taxi rank, Science taxi rank, and the Kwaprow taxi rank. The old site taxi rank provides services for commuters moving to the New site, Science, and outside the university campus. The Valco taxi rank provides services to commuters moving to Old

Site and Science. The science taxi rank provides service to commuters moving to Kwaprow, Ayensu, Old site, and Valco. The university also provides buses to commute students around campus at cheaper fares compared to taxis. But these buses do not commute on weekends and public holidays. Therefore, making it costly for commuters (students) to move around campus. Moreover, the roads within the University campus are well tared but poor roads are leading to areas such as Kwaprow, Ayensu, and its environs where most private hostels and homstels can be found. This makes students dirty due to the dusty nature of the road.

Market Place

As part of the needs of students on campus, it is essential to have market squares near which can provide students an avenue for their foodstuff needs. The University of Cape Coast has two main market squares: One at the Old site and the other at Science. The closest market available to students in hostels around Ayensu and Kwaprow is the Science Market. The old site market serves students at the old site.

Rent Cost

Generally, it is observed that the cost of these accommodation facilities is quite dependent on the occupancies and facilities available in the room. Therefore, students who wish to take up single occupancy rooms would pay twice as more as persons taking the double occupancy rooms. Similarly, students living in a room for six occupants would pay lesser. This defers from the prices offered for homstels. Due to the lack of adequate facilities in homstels, the prices are relatively low for double or single occupancy rooms compared to both public and private hostels. Fees charged per hostel usually

increases as demand for rooms near the educational institution increases. For first-year students, the accommodation fee and the academic fees are combined in the fee payment for the year. Unlike the University's halls of residence and hostels, the private hostels usually charge separately the fee for a room and the fee for facilities such as electricity and water usage.

Concept of Housing Satisfaction

Housing satisfaction is defined as the feeling of contentment that one achieves when one's needs or desires in a house are met (Abrahamson, 2010). It has been studied by various researchers and the outcome is viewed as a key predictor of an individual's perception of the quality of a house (Jiboye, 2010). Satisfaction with housing conditions signifies the absence of any complaint about one's house, and an indication of congruence between the desired and actual housing qualities which implies that satisfaction of a household with her housing occurs when the family housing meets the normatively derived needs, failure of which leads to housing deficit.

Housing satisfaction has been conceptualized as consisting of the three main components of the psychological construct of attitude: cognition, affection, and behaviours (Fornara, Bonaiuto & Bonnes, 2010). Of the many conceptual definitions found in the literature some stress the affective component, while others are cognitively-oriented (McFadden, 2014). The cognitive component has typically taken the form of residents' evaluation of both specific and general aspects of residential quality (Bonaiuto *et al*, 2010). In such cognitively-oriented definitions, the satisfaction expressed by residents depends on the comparisons they make between the situation they experience and their expected or aspired standards (Aka, 2007).

The affective component views housing satisfaction as the experience of pleasure or gratification deriving from living in a specific place and the feeling toward such a place. Satisfaction is a function of the pleasure derived from encounters with the dwelling, the neighbourhood and the neighbours (McFadden, 2014). The evaluation of the affective component has taken the form of two constructs namely: the affective qualities of places and place attachment. It is a global representation of the affective response of people to their social-physical environment. Studies have shown that two approaches are commonly adopted in users' responses: the purposive approach (Canter & Rees, 1982) and the aspiration-gap approach (Galster, 1987). The purposive approach conceives satisfaction as a measure of the degree to which the environment enhances or inhibits the goal of the user.

The aspiration-gap approach views satisfaction as a measure of the users' actual and aspired needs. Galster (1987) defines satisfaction as the perceived gap between a respondent's residential needs and aspirations and the quality of the current residential context. That is, individuals, evaluate their homes not only by their actual conditions but also according to their desires for the future. Satisfaction is a multi-dimensional concept best measured through lists of items, rather than a single item indicator of residents' general satisfaction with the house (Bella-Omunagbe, 2015). The multi-dimensional nature of housing satisfaction can be derived by combining different constructs within explicative models, and by considering the possible relationships existing among wide sets of predictors and criteria (Aigbavboa, & Thwala, 2018).

According to Bella-Omunagbe (2015), the construct of housing satisfaction can be conceived as a complex, multidimensional, global appraisal combining cognitive, affective, and cognitive facets, thus fulfilling the criteria for defining it as an attitude. Waziri, Yusof, and Salleh (2013), think that the concept of housing satisfaction has been used for five major objectives:

- It serves as a key to predicting an individual's perception of the overall quality of life.
- It serves as an indicator of individual mobility which later changes the demand for housing and influences surrounding area change.
- It is used as a specific measurement of private sector development success.
- It serves as an evaluation tool to measure residents' acceptance of prevailing shortcomings for existing surrounding area development.
- It acts as a variable terminating the relationship between the resident's background and his attitude towards mobility.

The study of Mohit, Ibrahim, and Rashid, (2010) has led to the formulation of a study structure to measure housing satisfaction which is divided into four main categories amongst which are satisfaction towards the dwelling unit, satisfaction towards neighbourhood qualities, satisfaction towards the management and satisfaction towards the services provided by the housing management whether by the developer or by the land services and satisfaction towards the facilities and amenities available in the dwelling unit and its surrounding area.

Factors Affecting Housing Satisfaction

Factors related to housing satisfaction can be classified into three basic categories: physical housing characteristics, locational characteristics, and individual characteristics. Positive physical housing characteristics found to be most important in accounting for higher housing satisfaction include the larger size of housing the better interior structure of housing as well as other aspects of individual dwellings, e.g. the newness of housing (Li, & Wu, 2013). Positive locational housing characteristics generally refer to accessibility to downtown, convenience to various facilities, and quality of neighborhood maintenance (Herting, & Guest, 1985). Important individual characteristics often include the life-cycle stage since those in different stages have different housing expectations the quality of social bonds established with neighbours as well as values concerning housing preferences, e.g., individualism or convenience (Zanuzdana, Khan, & Kraemer, 2013).

Housing Satisfaction Among Undergraduates

The state of housing satisfaction among undergraduates in Ghana is a contemporary issue. This is because of the variation in the individual background. While undergraduates from wealthy backgrounds whose homes are with basic social infrastructures have a predefined taste for satisfaction, others from low-income backgrounds tend to view satisfaction from what they can afford because they are from homes that are without the basic social infrastructure such as water, good roads, electricity, and sanitation facilities.

Halls of residence (on-campus)

Halls of residence are accommodations provided by the University, though at a cost to the student. These halls may be mixed-sex or single-sex,

catered or self-catering, with single rooms or shared rooms and with en-suite bathrooms or shared bathrooms. The cost of these rooms will vary according to these variables and the University, and there may be further rules such as visiting hours, quiet hours, alcohol and guest policies, and opening hours out of term. This type of accommodation is usually in short supply. Irie and Yokomitsu (2019) asserted that living in Halls of residence or on-campus housing has the potential to enhance the psychological well-being of first-year students and the receipt of financial aid to assist in paying for room and board can reduce students' stress levels simply because students know their educational costs have been met.

Stern, Powers, Dhaene, Dix, and Shegog, (2007) also illustrated the meaning of Halls of residence. According to Pelletier, and Laska, (2013), to facilitate the transition to college and independent living, many students choose to live in university housing during their first year of college. For example, from 1999-2002 in the U.S., an average of 15% of undergraduates, primarily freshmen, lived in on-campus housing. This shows that living in on-campus housing does more than just help students transition to college life, it provides meaningful interaction with fellow classmates that are in the same transitional stage of college. Halls of residence are one-way colleges or universities house students and play a role in maturing and protecting student populations away from home. Halls of residence are also one out of two major categories sponsored and controlled by colleges and universities. Off-campus housing is the other major type of housing option that may be sponsored and controlled by colleges or universities but not directly located on the campus.

Challenges of Student Housing

Road Accessibility

Student housing needs cannot be expressed without mentioning of the accessibility of roads leading to the accommodation facility. Horsu and Yeboah (2015) investigated the association between customer satisfaction and the quality of minicab taxi services on the Cape Coast. Customer satisfaction with minicab taxi services was the focus of the study. The RESCA model was used to investigate the impact of service quality. Reliability, affordability, continuous servicing, comfort, safety, and driving behavior are all factors in the RESCA model. The relationship between customer happiness and service quality was investigated using Pearson correlation and multiple regression analysis. The study's findings revealed that consumer satisfaction was positively influenced by comfort, affordability, ongoing service, and reliability. The study's participants said that safety had no bearing on their pleasure. As well, driver behaviour was viewed to hurt customer satisfaction. This shows that transport is an essential facility when dealing with customer satisfaction. Untarred roads and bad roads in the educational institution might cause a delay in transportation to and from the hostel accommodation to the lecture halls. This could affect the satisfaction of students in their accommodation facility.

Security Challenges

According to Rund (2002) a safe environment provides students with the advantage of pursuing their educational potential without any discrimination, a threat to emotional and physical well-being or intimidation. Amoatema, Kyeremeh, and Arthur (2017) opined in their research study that

places that had poor light and were not well-traveled at night are unsafe places on various university campuses. The commonly reported cases are burglary/attempted burglary, physical attacks, and theft. Reports of armed robbery attacks on members of the university community occur each year in most Ghanaian Universities. In 2017, a student of the University of Winneba, Kumasi Campus, was butchered by an unknown gang on his way back to his residential hall (University Students' Association of Ghana, 2017). This indicates the threats and security challenges students go through during the night. It is observed in most universities that security guards appointed by the university management are very old men as compared to the strong young criminals who patrol the university at night.

Chekwa, Thomas, and Jones (2013) performed a study on the safety challenges of college students. Their findings indicated that students were concerned about their safety while they move around campus. They further highlighted that about 86 % of the respondents in their study reported being victims of violence. The feeling of insecurity has a significant negative effect on the academic performance of students on campus (Amoatema, Kyeremeh & Arthur, 2017). The number of hours students could use to study at night and where they could study changes when they perceive their learning environment is unsafe.

To address this menace, USAG executives (2017) proposed to the management of the various Universities to consider replacing old security guards with strong and energetic ones. Also, these security guards should be deployed mostly at night in areas where students are prone to attacks from robbers. Similarly, Amoatema, Kyeremeh, and Arthur (2017) suggested that

the management of the university increases the efficiency of light in every aspect of the university campus. More so, the patrol of the police on campus would help deter criminals away from the campuses. Mensah, Baafi, Arthur, and Mprah (2019). also performed a study on campus security and safety models in tertiary institutions in Ghana. The research study was done with 350 randomly selected regular and distance students.

The findings of the study revealed that students trust in the security provided by the university. However, they believe that the corruption of campus security guards negatively affects the trust they have in the security guards. This affects their willingness to report cases of theft and violence to campus security. Sulkowski (2011) investigated the willingness of students to report threats on tertiary institution campuses. With a sample size of 967, the study examined the effect of variables such as campus connectedness, self-efficacy towards service, trust, and delinquency in the campus security system on the student's willingness to report. The findings of the study indicated that there was a positive relationship between all the variables and the willingness of tertiary students to report cases of violence and threat of violence. This study was conducted in a southern in the United States.

Funds Adequacy for Maintenance and Building of Accommodation

Facilities

The housing and maintenance of residential houses for students is characterized by its biggest challenge: fund adequacy. Simpeh (2013) discovered that the division of the university management responsible for the construction and maintenance of university facilities is not given enough funding to fix and maintain the accommodation in excellent working order.

According to Aishah Kamarazaly, Mbachu and Phipps (2013) a clear indication of money inadequacy in student housing management is the inability to use the hostel's lift on a regular basis due to rising electricity and water supply expenditures. Research on the challenges faced by university hostel managers in the Greater Accra region of Ghana was performed (Simpeh, 2018). The study conducted used 5 university hostel managers from five different tertiary institutions in Accra. Data was collected via interviews. The findings of the study indicated that hostel managers are faced with both management and student-related challenges. The hostels managed by the university are usually faced with insufficient funding, a centralized management approach, and a reduction in budget. It is evident that the majority of the hostel management's challenges have financial consequences. The university does not supply the hostel managers with adequate funds for the major maintenance work that needs to be done in the various hostels. Meanwhile, decision-making about the issues is not decentralized. Thus, the bureaucratic channel that the management of hostels has to engage in before receiving a response for the maintenance and funds for the service of student needs has become a great hindrance to their efficiency and effectiveness as managers.

According to one interviewee, if enough funds are provided, the hostel managers and maintenance personnel will be able to put rooms in decent condition before students come in. Thus, limiting the dissatisfaction of students about the accommodation facility. To add to their financial woes, managers of the hostels indicate that students break or steal gadgets that are meant for the comfort of the hostel facility. For instance, some break into their

rooms when they lose their keys without reporting, study chairs and tables placed in the rooms are stolen by the students, etc. These actions on the part of students certainly have financial consequences. Financial consequences coupled with inefficiency on the part of maintenance personnel, a centralized approach of management, and a lack of defect reporting lead to delays in resolving maintenance problems which ultimately accelerate the deterioration rate of the hostel.

Lack of Urgency for maintenance

Management of student accommodation facilities' lack of urgency and deferment of maintenance work has caused some facilities to deteriorate over time. According to Mr. Dogbegah (Vice President of the Chartered Institute of Building-West Africa), Ghana's tradition of bad infrastructure management is manifested through the poor facility and building management (Adadevoh, 2013). Many scholars (Kportufe, 2015; Buabeng, 2015; Adadevoh, 2013) have pointed out that deferred maintenance is a result of the country's weak maintenance culture. Simpeh (2018), on the other hand, took a different approach to the explanation of such conduct by hostel managers. According to Simpeh's (2018) results, deferred maintenance is mostly driven by a lack of sufficient funding for significant repairs and inefficient maintenance of employees. Maintenance personnel at various universities, such as electricians, carpenters, plumbers, and others, are typically permanent employees of the university. Yet, they are mostly not available to perform their functions effectively and efficiently to ensure that the accommodation is fit for occupants.

Ensuring the Satisfaction of Occupants

The measure of the quality of residential conditions for households is usually premised on residents' needs and aspirations. According to Dave (2011), there is a substantial link between home satisfaction and physical and social surroundings. One emerging difficulty resulting from the socio-economic development of urban regions in developing countries, according to Ipoh (2011), is the planning and design of urban housing and spaces to satisfy the unique needs of individuals. Housing units occupied by renters or homeowners that are suitable from a design and physical standpoint may not be significantly satisfactory from the inhabitants' perspective. Each occupant prefers a certain paint color, room style, and level of safety and hygiene that meets their needs. Despite the fact that housing environmental conditions are a concern in housing provision (Onifade, 2021), renters and homeowners find it difficult to provide accommodation facilities that meet the needs of their tenants. There will be complaints about these shortcomings in their living situations (Hoolachan, McKee, Moore, & Soaita, 2017).

Rahman, Zaman, Asyhari, Al-Turjman, Bhuiyan, Zolkipli (2020) conducted a study to determine the level of student satisfaction with the facilities and services supplied by Bangladesh's public universities. Accommodation facilities, transit facilities, sports facilities, and leisure facilities were among the services considered. Correlation analysis, reliability analysis, and multiple regression analysis were used to analyze responses from 500 randomly selected individuals who are students at the study's chosen public universities. With the exception of the University's housing facilities, all of the amenities analyzed in the study showed a positive link with student

happiness, according to the findings. Students in Bangladesh's public universities are said to be dissatisfied with the accommodations given by educational institutions. Thus, one key challenge of student housing is management's ability to satisfy student occupants with available accommodation facilities.

Rental Cost

The cost of getting accommodation in an educational institution is overwhelming. Rent owners charge fees very high above the normal rent fees for a year as demand for accommodation increases in the university. This has become a recent challenge in various universities in Ghana. Jafaru (2015) in an article published by the Daily Graphic indicated that first-year students of the University of Ghana, Legon, face challenges of accommodation due to the insufficient number of rooms available at the university's hall of residence. This creates an increase in demand for private hostels around the university campus. As the demand increases, private hostel managers tend to charge high. While the traditional halls of the University charge as high as Ghc1700 per year, private hostels could charge as high as Ghc3,000 per year. Despite the high cost charged by these private hostels, students have to incur an extra cost of transportation to lectures each day as most of the private hostels are nowhere near the school campus.

Students Disregard Hostel Rules and Regulations

Management of private hostels is usually dissatisfied with the behaviour of student tenants in their hostels. A study by Simpeh (2018) indicated that the biggest challenge of housing students is their disregard for hostel rules and regulations. The study was conducted using semi-structured

interviews with 25 hostel managers from 5 tertiary institutions in Ghana. As stated earlier, hostel rules and regulations barely have any effect on students' stay on campus and their academic performance as compared to the universities' hall of residence rules and regulations. The findings by Simpeh (2018) indicated that students generally kick against the adherence to the rules laid out by the hostel managers while other students do as they wish. An interview with some hostel managers by Simpeh pointed out the following as some of the negative acts of students against the rules of hostel managers:

1. Repainting the room with different colours
2. Laying of carpets with glue which requires thinners to remove
3. Banging doors and force opening them
4. Petty quarreling
5. Untimely payment of hostel fees
6. Misuse of water and electricity
7. Leaving rubbish bags in the corridor instead of disposing of them

The challenges faced by the hostel managers also entail the challenge of vandalism and theft in the various hostels. Managers proclaim that some students have adopted the lifestyle of stealing to make ends meet. Eghan (2014) expressed that such tenancy behaviours proclaimed by the management of private hostels are a result of the ignorance on the part of facility users. Eghan claims, is a general problem of facility management in Ghana. Thus, it can be inferred that the indiscipline and ignorance portrayed by students in private hostels are a replica of what they learned from their homes.

Empirical Review

Chuah and Ramalu (2011) investigated student satisfaction at one of Malaysia's institutions. A total of 100 responses were submitted in their study using a suitable sampling procedure. To test the association, a basic linear regression analysis and a multiple regression analysis were used. The study looked into the relationship between service quality and student happiness in Malaysian higher education institutions. The study's findings revealed that the aspects of service quality and student happiness had a favorable association. More precisely, respondents to the study saw three elements of service quality (as proposed by Parasuraman and Berry, 1991) as being extremely important to their level of satisfaction with university services. Namely: “empathy, responsiveness, and assurance”. These characteristics are intangibles, hence it can be argued that when recognizing a desire for satisfaction, students are more concerned with intangible services than tangible services. Empathy is the component that had the strongest link to student satisfaction. This means that students expect to be paid attention to and that personal care is crucial to their satisfaction. The tangible variable is the dimension with the weakest relationship. This indicates that students are less worried about the physical look of the residential facilities, despite the fact that it is a factor in their overall satisfaction with the university.

In Malaysia, Mustaffa, and Ilias, (2013), conducted a study on student satisfaction with facilities at Universiti Utara. A total of 400 respondents from Malaysia's University Utara were included in the study. The questionnaire was distributed to the respondents using the convenience sampling approach. According to the study's findings, there is a positive association between

service quality parameters and student satisfaction. This is comparable to Chuah and Ramalu's findings (2011). However, according to the findings of this study, responsiveness has the largest correlation with student satisfaction when it comes to service quality characteristics, whereas assurance has the smallest correlation. The respondents showed that the willingness of the university staff to help students promptly was high.

Unlike the findings of the previous studies, Zotorvie (2017) focused on only one physical component of service quality when assessing students' satisfaction with housing amenities. In Ho Technical University, Ghana, Zotorvie researched the crucial elements that influenced students' choice of residential accommodation facilities, as well as the effect of accommodation type on academic achievement. A purposive sample strategy was used to pick 200 respondents for the study. The Chi-Square Test was used to analyze the survey responses. The study's findings revealed that the most important factors that influenced students' residential accommodation choices were the availability of study space, proximity to lecture halls, calm and peaceful environments, spacious and well-ventilated rooms, water and electricity availability, and accommodation fee. Other tangible dimension factors such as peer group influence, cafeteria availability, transportation accessibility, hostel security and safety issues, recreational facility availability, and inmate count were ranked as the least important factors influencing respondents' choice of residential accommodations.

In a high-density neighborhood of Ilorin Metropolis, Alabi and Fapohunda (2021) investigated the impact of physical factors on residents' contentment. The study looked into the link between the physical characteristics of the

amenities and housing satisfaction. Ninety-four (94) responses were analyzed using linear regression analysis. Physical characteristics have a significant impact on residential satisfaction in Ilorin, according to the study's findings. Individual happiness with the dwelling was influenced by physical amenities such as bathroom facilities, wall paintings, electricity, tiles, and a well-equipped kitchen. Bathroom facilities received the highest mean score of the study's physical amenities. As a result, it was proposed that proper regular administration of social facilities be carried out.

Khozaei, Ayub, Hassan and Khozaei (2010) conducted research at Universiti Sains Malaysia on the factors that influence student satisfaction with hostels. The study looked into the differences in satisfaction levels between students who lived in hostels off campus and those who lived on campus. The study's sample population consisted of 288 pupils. Distance from university facilities, transportation facilities, room safety, fees, room size, hostel facilities, and hostel security are the most important elements that determine undergraduate students' happiness, according to the data. On room safety, distance to university facilities, and hostel security, inside-campus hostel residents were more satisfied than outside-campus residents. Outside of campus, hostel tenants were happier with the hostel population and the hostel's appearance as compared to inside campus hostel residents.

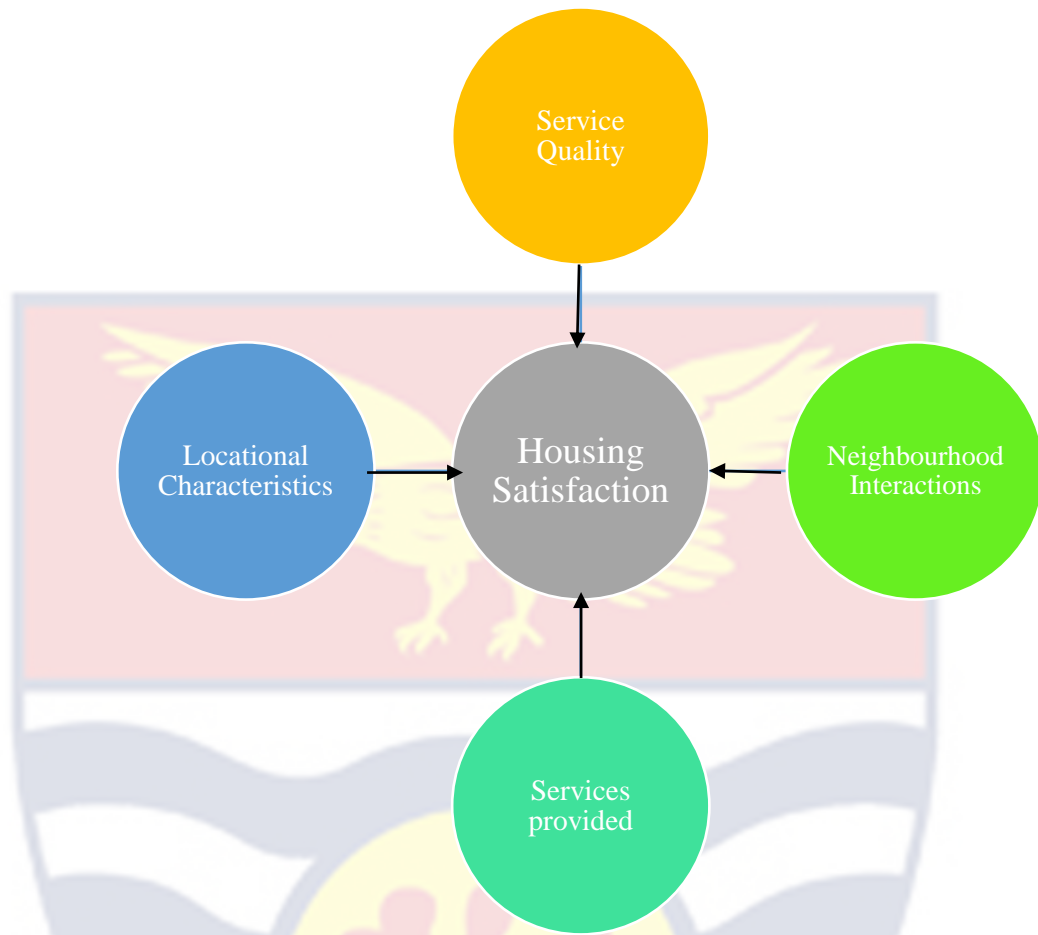


Figure 1: conceptual framework

Source: Author's conceptualization (2021)

As suggested by Mustafa and Ghazali (2012), housing satisfaction is affected by service quality, locational characteristics, neighbourhood interactions and services provided. Drawing inferences from this, the researcher presents a framework that indicates the various independent variables (service quality, locational characteristics, neighbourhood interactions and services provided) and how the dependent variable (housing satisfaction) is contingent on them as presented above.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the methodology adopted to achieve the purpose of the study. This chapter discusses the study, the design of the research, the population, sampling techniques, the research instrument, the validity and reliability of the instrument, data collection procedures, and data analysis procedures.

Study Area

The study was conducted at the University of Cape Coast in the Cape Coast Metropolis in the Central Region of Ghana. The University of Cape Coast is a public collegiate research university located in Cape Coast, Ghana. The University was established in 1962 out of a dire need for highly qualified and skilled manpower in education. It was established to train graduate teachers for second-cycle institutions such as teacher training colleges and technical institutions, a mission that the two existing public universities; University of Ghana, and Kwame Nkrumah University of Science and Technology at the time were unequipped to fulfill. The University has since added to its functions the training of doctors and health care professionals and education planners, administrators, legal professionals, and agriculturalists (Nyamekye, 2018).

The population of University from an initial student enrolment of 155 in 1963, the University of Cape Coast now has a total student population of 74, 720. The breakdown is as follows: 18949 regular undergraduate students, 1445 sandwich undergraduate students, 1014 regular postgraduate students,

2773 sandwich postgraduate students, 48989 distance undergraduate students, and 1540 postgraduate distance students (Dasmani, 2019). The University admitted a total of 24723 students into its various programs for the 2020/2021 academic year for both undergraduate and postgraduate levels.

The University, which is five kilometers west of Cape Coast, is on a hill overlooking the Atlantic Ocean. It has two campuses: the Southern Campus (Old Site) and the Northern Campus (New Site). Two of the most important historical sites in Ghana, Elmina and Cape Coast Castle, are only a few kilometers from the University. The University of Cape Coast is currently organized into six colleges. Each college has different schools and departments (UCC Admission, 2020).

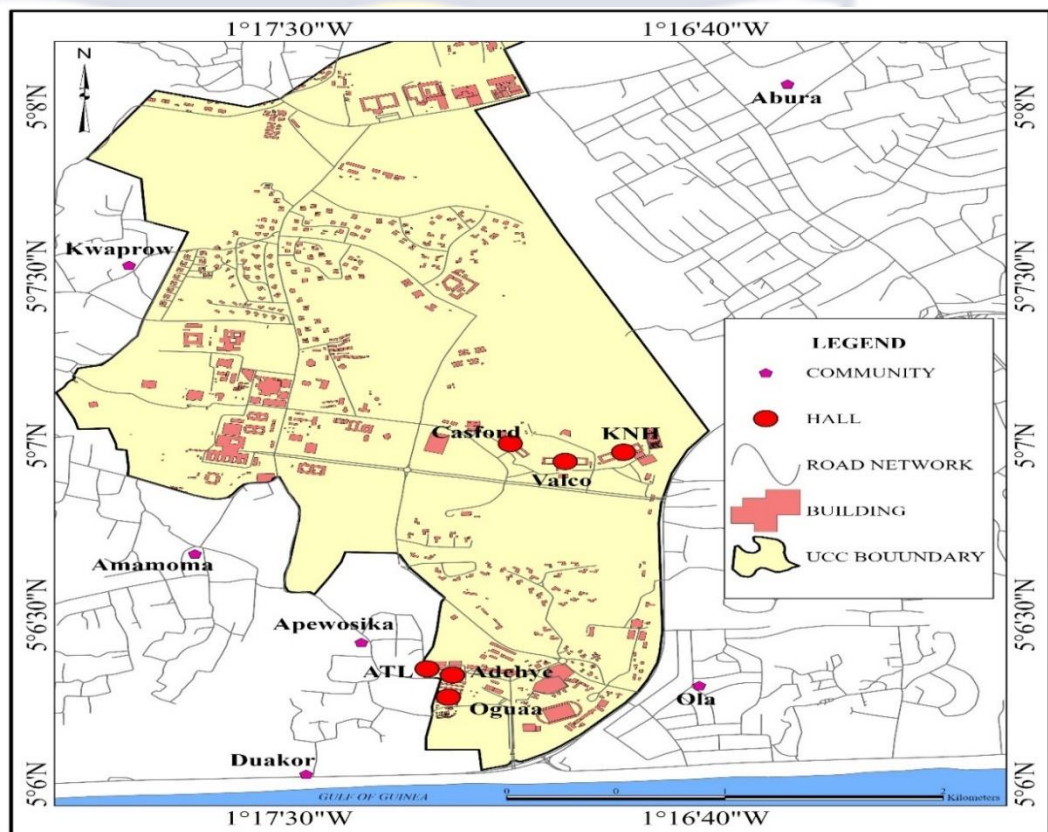


Figure 2: A map showing the Study Area, the University of Cape Coast.
Source: Department of Geography and Regional Planning Cartographic unit, 2021

Halls of Residence in UCC

There are a number of accommodation facilities in and around the university but the following university halls of residence are through which undergraduate students who gained admission to the university are assigned to the admission portal that appears on their admission letter. In other words, each undergraduate student of the university is affiliated to one of these halls of residence. The halls are; Kwame Nkrumah hall, Superannuation hall, Atlantic hall, Oguaa hall, Adehye hall, SRC hall, Casely Hayford hall, and Valco hall. The university, therefore, operates a system of housing students called 'In, out, out, out,' meaning fresh undergraduate students are given accommodation for the first year at the university, and after their first year students moves out of these halls of residence in search for their own private accommodation in and around the university. The following is a brief description of what each hall looks like and the facilities that are available to these first-year students for their satisfaction and well-being.

Kwame Nkrumah Hall

Kwame Nkrumah hall is one of the famous halls on campus. The hall was named after Ghana's first president Osagyefo Dr. Kwame Nkrumah. It is the first hall of residence you see when you enter the university from the east entrance. The hall is a mixed-sex hall meaning it provides accommodation for both male and female students. The hall is known of its famous colors, orange, and black. The structure of the hall is a storey with a large and spacious courtyard also known by the hall as the Osagyefo Square. Most entertainment activities are held at Osagyefo Square. The various blocks are labeled as A, B, C, D, E, and F. Each floor has multiple rooms arranged on a floor with a

common veranda with a partitioned balcony that serves as a cooking and storage area for occupants. The rooms usually accommodate two to four students in a room. Each room has the following facilities two wardrobes, eight small cabinets, one fan, two windows, and two sockets (one in the room and one at the balcony). Each floor has washrooms at both ends of the floor. There is a large laundry area behind the hall where students are expected to wash and dry up their belongings because one of the rules in the hall is that students are not supposed to wash in their rooms. Kwame Nkrumah hall was the first hall to have gotten a gym, a standard green football pitch, and a basketball court that sees to the fitness and well-being of the hall members and for hosting sporting events. The hall has seven shopping areas including the popular Nkrumah market which is positioned at the extreme right-hand when entering the hall and caters to the groceries and other needs of its members. Everything that is needed for survival can be found in and around the hall in these shopping areas. In terms of security in the hall, there is always a security guard at the entrance of the hall whenever you are entering the hall. There are three emergency exits in case of any occurrence each floor has two fire extinguishers in case of a fire outbreak. There is always a constant supply of utilities such as electricity and water because the hall has a standby electricity plant and a large reservoir that stores water for the members. The hall can boast a well-furnished library, two study rooms, and one hybrid library (IT library). As part of the rules in the hall, students are not expected to eat at the library. Again, students are not to hang their stuff such as; napkins, rags, dresses, etc on the balcony walls. Rooms must be kept tidy always.

In the 2020/2021 academic year, the hall admitted and accommodated 1328 students.



Figure 3: A front view of the Kwame Nkrumah hall of residence
Source: The university of Cape Coast Gallery.

Superannuation Hall

A seven-minute walk from the Cape Coast Stadium is a storey building painted off-white and directly next to the SRC Hall. An entry through the hall is the parking lot. Just before one enters the hall is a board with the name of the hall inscribed on it “Superannuation Hall”. The hall is divided into two sections; one side of the hall is for international students and the other for regular Ghanaian students. There are seven blocks in total and they are named from A to G. The number of students per room ranges from one student per room to four students per room. Unlike other traditional halls in the university of Cape Coast, the Superannuation hall accommodates not only fresher but also continuing students. The hall in the 2020/2021 academic year had a population of 1243 students.

In every room therein superannuation, a washroom including; a bathroom, toilet, and a room area is assured. There are four wardrobes enough to accommodate all four students in the room. There is a well-equipped kitchen. The room has a well-maintained bed, a study table, and about four tables. Each room also has a balcony and a dry line. Rooms in superannuation have at least

five sockets, three in the bedroom and two in the kitchen. There is a constant supply of lighting in the hall. In the courtyard of the hall is a small football park, where the boys gather during leisure to play. There is JCR which is Junior Common Room with an installed TV and DSTV where students watch popular football matches.

The ground floor has about eight shops where varieties of things are sold from provisions, fresh veggies and fruits, meat, egg and fish, and wevon for ladies. There is a unisex beauty salon. Security in the hall is top-notch. Sanitation in the hall is a must. There are employed workers who ensure the hall is clean at all times. Services provided by the hall managing department are also good. They come on time to fix all faults whenever reports are sent. The infirmary is for emergency cases that may require first aid. They have ensured that at each point of the day, there is always a healthcare personnel present. The hall has provided two reading rooms for each of the floors. One for the international students' area, and the other for the regular students' side. On the 2nd floor, the hall has its library. The library is fully stocked with books. There are comfortable chairs and tables. There is also an air conditioner providing comfort. Now, you may be thinking, what if there is a disaster in the hall? The hall has a lot of exits, there are three or even more fire extinguishers installed on each floor. To prevent a disaster involving fire, some rules have been laid out which include; not cooking with Liquefied Petroleum Gas (LPG). Each individual in the hall is expected to bring an electric stove for cooking. Other general rules include avoiding entering the elevator with a load. Tidying up rooms at all times.



Figure 4: A courtyard view of the Superannuation hall of residence
Source: The University of Cape Coast Gallery

Atlantic Hall (ATL)

Atlantic hall is one of the popular halls on the University of Cape Coast campus. The hall is a storey building with a quadrangle having six floors. The hall only houses level 100 students for an academic year but there is an annex that houses continuing students. Now, Atlantic hall rooms have the following variation; two in a room, six in a room but 30 rooms in the annex are single rooms self-contain with two beds. All the rooms have wardrobes. The rooms for the first years have only one window but the annex has two windows. When it comes to recreation, ATL hall has the following recreational facilities; ATL has a basketball court and a conference room. There is a well-furnished library and other administrative rooms in the hall. There is a market close to the hall. There is a barbershop on the ground floor. There is always the presence of security guards in the hall protecting the hall both internal and external of the hall. When it comes to services provided to the hall, the hall has about 70 workers in which some serve as cleaners, porters, and artisans such as carpenters, electricians, and others. In fact, there are no kitchens either separate or part of the rooms as in other halls of residence but there are bathrooms and a laundry area with dry lines. The rooms in the hall are

relatively spacious to accommodate the students and their belongings. For rules, hall occupants are not to make too much noise to disturb other students or to fight with others. There are two exits in case of emergency. Firefighting equipment such as fire extinguishers is available on each floor in case of a fire outbreak. In the 2020/2021 academic year the hall admitted 641 students. Atlantic Hall can be found on the western part of the university campus on the hill at the old site close to one of the nearby villages of the university, Apewosika.



Figure 5: A front and quadrangle view of the Atlantic hall
Source: The University of Cape Coast Gallery

Oguaa Hall

Oguaa hall happens to be the first ever built hall in the University of Cape Coast in the Central region of Ghana and its name is derived from the Oguaa Traditional Area. It is mostly known as the premier hall with the crab as its symbol. Yellow and green are their colours. The hall is situated at the old site adjacent to the old library when heading towards the main entrance of the University. Oguaa as a traditional hall of residence has over a thousand affiliates of continuing students making the hall one of the halls with a lot of populated affiliates. In the 2020/2021 academic year the hall admitted 1052 students. Occupants of the hall are mostly first-year students, with a lesser

population of continuing, graduate students. Unlike the other seven halls of residence, Oguaa hall has a different building structure, that is a row type of house with a common veranda with three entrances but one is often used with two inquiry desks where an affiliate of the hall leaves the keys to their rooms when stepping out of the hall and also when leaving for vacation. The buildings are also single and two storey and two restrooms and a sink for washing utensils at both ends of each floor, also there are three dustbins on each floor. Each floor is identified as a block and labeled from A - G, where blocks A, D, E, and G are for only males and B, C, and F are for only females with hall executives on each block. This makes Oguaa a mixed-sex hall. There are also either three or four occupants in a room. There are 25 rooms on each floor hence a single storey has 50 rooms while a two storey has 75 rooms. The rooms are relatively quite small. Each room has an entrance, two windows, a fan, and a wardrobe divided into three sections, while some rooms also have shelves or cabinets in addition. There are also bunk beds (top and down) and a single bed depending on the number of occupants. There are no kitchens therefore cooking is done in the rooms and also two or more sockets in a room with electric power as the main source of heat energy when cooking. There are dry lines of laundry bay for each block. The hall however renders cleaning services such as cleaning restrooms and verandas, and emptying dustbins, supplying electricity but then when there is light out the hall plant is used to supply electricity, pipe-borne water connected to poly tanks with taps for easy accessibility to water. There are three shopping centers in the hall where groceries and other convenience foods are sold and bought and a salon for students in and out of the hall. There are also three libraries, one on the A

block, which is the hybrid library because desktop computers are used there, and the remaining two are located on the E and G blocks. The 'aluta square' as they called the basketball court, is also a multipurpose place where programs are held in the hall. There is security personnel at the main entrance, and there are fire extinguishers in case of fire outbreaks also there are biometric machines at the entrance that identifies members living in the hall and unlock the main entrance for members of the hall. There is an FM station in the hall called Alovi FM, where information is passed on to affiliates, and other social issues are discussed, music played, and others. Interblock hall debates and sports are organized, and Christian programs, talk shows, beauty contests, and jams among others.



Figure 6: A front and aerial view of Oguaa hall
Source: The University of Cape Coast Gallery

Adehye Hall

Adehye hall is the only female hall on the UCC campus. It is located at the old site of the campus and opposite the VOTEC department. It is a three-storey building painted with off-white color and a touch of black. The building consists of two wings thus the right wing and the left wing plus the hall annex. The rooms in the building accommodate two to six people and also eight people in a room. Rooms on every floor share bathroom which is found in between the two wings. There were 502 students that the hall accommodated

during the 2020/2021 academic year. Every room is furnished with a wardrobe, ceiling fan, window, bed, and sockets. There is no separate kitchen in the hall for cooking so members of the hall cook in their rooms. The basement of the hall annex is a laundry center for hall members. The hall also has devices for entertainment and other ceremonial events such as hall week celebrations and SRC weeks. There is one shopping center inside the hall JCR. The hall also has two libraries of which one is hybrid. There is a constant supply and provision of electricity, water, and cleaning services. The hall provides rooms for the storage of luggage during vacation. Security is paramount to the hall management so they make sure members in the hall are always safe. There is a good relationship among members. A member greets by saying, “fellow Royals” and the response is, “We are shining “. No male is allowed to enter the hall when it is 6 pm or past 6 pm. Also, a male has to show his student ID card or ID card before entering the hall. One cannot campaign in the hall without permission from the authorities of the hall.



Figure 7: A front view of the Adehye hall
Source: The University of Cape Coast Gallery

SRC Hall

The SRC hall has five blocks labeled A to E. The A to D blocks is together forming a courtyard with a wide cemented ground and a basketball ball court. The E block is behind the A to D blocks and it is joined with flats. In all, the

hall is a five storey painted brown. The population of the hall in the 2020/2021 academic year was 1216. The rooms accommodate four or five people in a room. With the facilities, each room has either two or three bunk beds in a room that is two at both sides of the room and others have the same including a bed in the middle of the room. There is a ceiling fan, two sockets, and louver blades. There are four wardrobes and two chairs in the room. Rooms have balconies purposely for cooking and washing. There is a rack, socket, and tables to aid the activities of students. Some rooms are relatively spacious and therefore very comfortable whilst others are not. For recreational facilities and relaxation, there is a giant screen (television) at the Junior Common Room (JCR) for students to watch football matches such as the European and Ghanaian Premier leagues, Vodafone Ghana Music Awards (VGMA), state and public programs such as; the State of the Nation's Address (SONA), Budget reading in Parliament by the Finance Minister etc. Usually, this room (JCR) is also used for Students Representative Council (SRC) elections and other denominational services. There is also a basketball court in the hall where students normally play basketball and have fun. There is a mini shopping area where various traders sell. For example, waakye, plantain and beans, banku, kenkey, and other foodstuffs. There is another place in the hall different from the above-mentioned where all kinds of provisions are sold. There is a printing press for students to type, print, and photocopy their academic works. There is an envious, well-equipped, and unisex salon that caters to the beauty and well-being of the students. There is constant water and electricity supply with a standby power supply in a case when there is a power cut in the hall. There are six huge water tanks for water shortage. With the

individual blocks, each floor has either one or two bathrooms which are used by members on each floor. The bathrooms have three cubicles, a separate place for the water closet, accompanied by five permanently fixed bathroom sinks. Not forgetting the sound system the hall has which is sometimes mounted for information dissemination and entertainment programs. There are study rooms in the hall where students go to learn. Some rules in the hall are, students are not to sell, cooking should not be done in the room, leave the keys to those in charge of keeping keys at the entrance when leaving the hall, etc. The cleaners are always present at work hence the hall is always tidy.



Figure 8: A front and aerial view of the SRC hall
Source: The University of Cape Coast Gallery

Casely Hayford Hall

The Great Casely Hayford Hall is a two-storey building. The cascading nature of the hall is spectacular with nice walkways. “Casford,” as it is popularly called has a very serene and nice atmosphere. The rooms are not self-contained but some have balconies. In the 2020/2021 academic year the hall admitted 871 students in the hall. Each room accommodates four students. Two wardrobes, a ceiling fan, two sockets, and two bunk beds in each room. For recreation, the hall has a football pitch and a gym. Three shopping centres each at a vantage point. The security men are mostly at the main entrance of the hall and sometimes at Porter's lodge. The hall has workers who are in

charge of cleaning the washrooms and the surroundings of the hall. Water and electricity are in constant supply in the hall. The balconies serve as a kitchen sometimes, but in rooms without balconies, food is prepared in rooms. There is at least one bathroom on each floor. There are four places allocated for only laundry purposes that is; two at block A and two at block B. The rooms are relatively not spacious enough for four students. Solidarity is what each member of the hall sort after. There is this close brotherly interaction that exists among the members of the hall. The hall has a studio that serves as a source of entertainment. Rooms are to be kept clean and tidy always. Noise-making is prohibited and washing in the rooms is not allowed. There is a fully air-conditioned library with a WIFI connection available to each affiliate to patronize for free. There are three emergency exits and each floor has at least one fire extinguisher in case of an outbreak of fire. It is the third hall of residence you will see when you enter the University premises through the east gate. And when coming from the new administration block at new site towards the east gate, it is the first hall of residence you will see with its warm colors of red and white.



Figure 9: A front view of the Casely Hayford hall

Source: The University of Cape Coast Gallery

Valco Hall

Valco has seven blocks - A, B, C, D, E, F, G - with each block having at least 50 rooms which accommodate four students every year. It is known that the hall houses at least 1500 students annually but 2020/2021 academic year the hall accommodated 1358 students. The rooms have two beds, top and down, but relatively not spacious enough for all four roommates to occupy. The fans are excellent. The windows are furnished with nets. The sockets are in good shape, but when faulty the hall's electricians come to the students' aid when it comes to their attention to fix them. The hall has a very beautiful and standard basketball court which are usually used for both long tennis, basketball, and volleyball competition. Most dancing crews and groups also use this same place for rehearsals. They have a JCR for watching football matches which entertains the boys after a stressful week. The hall has at least four shopping centers where you can get everything from groceries to accessories. The hall has one entrance and it is safely guarded by security personnel all the time. CCTV cameras are used by security to capture all activities that go in and around the hall in order to enhance the safety and conduciveness of the hall environment for everyone. Clean water is supplied to the various taps for use and to the washing spacing provided for laundry for individual students. Cleaners do come around twice a day throughout the weekdays to keep the place in good shape and tidy. The electricity supply is excellent. It is easier to make a friend at Valco hall than at other halls, I guess. Entertainment is at its best in the hall. No wonder they call it (Valco hall) 'the gods of entertainment. The hall has so many rules and regulations. Most of them come with sanctions from the traditional council when tempered with. The Valco library has air

conditioners that can make the place ventilated and conducive for learning. But noise from the speakers cause a vibration in the library room. The hall has only one entrance from different blocks and rooms but two main entrances, one behind the laundry and one in front. The hall can be found at the new site, close to the SRC complex building at the east gate, the second hall of residence after Casely Hayford Hall when coming from the central administration block.



Figure 10: A front view of the Valco hall of residence
Source: The University of Cape Coast Gallery

Research Design

Research design is seen as the blueprint which specifies how data relating to a given problem should be collected and analyzed. It provides the procedural outcome for the conduct of any investigation. Sileyew (2019) remarks that research design indicates the structure of a study, the nature of the questionnaire and the variables involved in the study. The research design chosen for this study, is a descriptive survey. This is because the main purpose of the study was to investigate the housing satisfaction of students at the University of Cape Coast. A descriptive survey was employed for the study to obtain quantitative data from the respondents for analysis since the research is temporal and would be conducted within a limited time frame. This type of

design is usually conducted to estimate the prevalence of the outcome of interest for a given population (Sileyew, 2019).

The descriptive design was chosen because it has the advantage of producing a good amount of responses from a wide range of people. At the same time, it provides a meaningful picture of events and seeks to explain people's perceptions and behavior based on data gathered at a point in time. Also, in-depth follow-up questions can be asked and items that are unclear to the respondents can be explained using descriptive design (Fraenkel, Wallen, & Hyun, 2012). However, Marczyk, DeMatteon, and Festinger (2005) observe that survey designs, like all non-experimental designs, no matter how convincing the data may be, cannot rule out extraneous variables as the cause of what is being observed. This is because descriptive survey designs do not have control over the variables and the environment that they study. This means that findings from the survey are most often influenced by factors other than those attributed by the researcher.

Population

Amedahe (2002) defined a population as the entire aggregation of cases that meet a designated set of criteria. The target population for the study comprised all level 100 students at the University of Cape Coast in the Halls of residence. The level 100 target population is made up of 8211 students. (Management of Information System, University of Cape Coast, 2020/2021 academic year.

Sample and Sampling Procedure

Eight out of ten residential halls in the university chosen for this study were selected because these are halls that are assigned to first year

undergraduate students which also appears in their portals for them to select their rooms. That is the other two remaining halls (Alumni Hall and Valco Trust Hall) are given to Undergraduate continuous students and Postgraduate students respectively. However, this study is targeted the freshers or Level 100 students who have not yet tasted the private hostels on campus. Moreover, the main aim of this study was to assess the housing satisfaction of students in the halls of residence at the University of Cape Coast and the halls of residence on the University campus are mostly occupied in larger numbers by Level 100 students. Again, these halls best represented the university's traditional halls of residence. These halls selected had some common characteristics. Most of them were two, three or four-storey buildings. The rooms are arranged linearly along a corridor. Six mixed-sex halls and two single-sex halls were used for the study. In order to arrive at a sample size, a list of all the halls of residence were obtained. The study adopted the stratified proportionate random sampling to select the respondent from each hall of residence. With stratified proportionate random sampling, the sample size of each stratum is proportionate to the population size of the stratum. This means that each stratum has the same sampling fraction. The stratified proportionate sampling technique lends reliability to the study, as proper representation of the entire population is ensured (Rashid & Uz Zaman, 2017). After different strata have been developed, the researcher utilized the simple random sampling technique to select respondent from each group. The researcher operationalized the simple random technique through the lottery method assigning 'Participation' and 'Non participation' on pieces of paper, folded and put them in a container and reshuffle for the students in the halls to pick without replacement. Those

who picked 'Participation' were included as respondents for the study. The simple random sampling ensured that each student has an equal chance of being sampled to avoid bias (Mutiria, 2017; Moore & McCabe, 2006). Also, simple random technique was ideal for a study that is heterogeneous and also it allowed inferential conclusion (Akrofi, 2016). With the sampling frame of 8211 students, the Yamane (1973) formula was used to determine the sample size at the confidence level of 95% with a 0.05 margin of error. The determination of the sample size using the Yamane (1973) formula is given as:

$$n = N / \{1 + N (e)^2\}$$

Where; n = sample, N= population e = error margin

$$n = 8211 / \{1 + 8211(0.05)^2\}$$

$$n = 381$$

Therefore, the appropriate sample size using the Yamane (1973) formula is 381 respondents for the study. Eight out of ten residential halls in the University were chosen for this study because they best represented the University's traditional halls of residence. There are a number of accommodation facilities in and around the university but the following university halls of residence are through which undergraduate students who gained admission to the university are assigned to the admission portal that appears on their admission letter. In other words, each undergraduate student of the university are affiliated with one of these halls of residence. The halls are; Kwame Nkrumah hall, Superannuation hall, Atlantic hall, Oguaa hall, Adehye hall, SRC hall, Casely Hayford hall, and Valco hall. These halls selected had some common characteristics. Most of them were two, three, or four-storey buildings. The rooms are arranged linearly along a corridor. Six

mixed-sex halls and two single-sex halls were used for the study. The respondents were selected from each of the halls of residence using a random sampling procedure. Table 1 shows the breakdown of the population and the selected sample respectively.

Table 1: Breakdown of Sample for each Hall selected

Name of Hall	Population	Sample Selected
Adehye	502	23
ATL	641	30
Oguaa	1052	49
Superannuation	1243	58
SRC	1216	56
Casford	871	40
Valco	1358	63
Nkrumah	1328	62
Total	8211	381

Source: Fieldwork, 2021

Research Instrument

The instrument that was used to collect data for the study was a questionnaire. The content of the questionnaire items was determined through the purpose of the study, the research questions, and the review of related literature. The primary source of data for this study was collected through a self-administered questionnaire which contains four sections – section 1: resident’s social and demographic background; Section 2: satisfaction with physical features of the housing unit; Section 3: respondents’ satisfaction with services provided within the housing unit; Section 4: satisfaction with the social environment in the housing area; A Likert scale ranged from “1” = very satisfied, “2”= satisfied, “3”= very dissatisfied, and “4”= dissatisfied, was used to measure respondents’ level of satisfaction on various housing components

The questionnaire was chosen because it was less time-consuming to administer and also ensured respondents' anonymity (Fraenkel & Wallem, 2000). Using this method, as many respondents as possible can be reached in the shortest amount of time during a survey. The method also allows for the efficient collection of statistically quantifiable data (Twumasi, 2001). Furthermore, a questionnaire is a widely used instrument that can be used to collect survey data (Cohen, Manion & Morrison, 2004). According to Abdullah and Raman (2001), questionnaires allow respondents to express their views or opinions as well as make suggestions. Hair, Black, Babine, Anderson, and Tatham (2006) go on to say that when collecting data from a large number of people, a questionnaire is very effective. However, questionnaires have low response rates and cannot elicit detailed responses from respondents (Alhassan, 2006). To overcome this difficulty, face-to-face questionnaire administration was used. The questionnaire was created with a specific focus on the study's objectives in mind. The questionnaire's questions were grouped into themes based on the research questions

Data Collection Procedure

A letter introducing the researcher to all the first-year or level 100 halls of residence namely; Oguaa Hall, Atlantic Hall, Adehye Hall, Casely Hayford Hall, Valco Hall, Kwame Nkrumah Hall, Superannuation Hall, and SRC Hall on campus to collect the data was obtained from the Department of Vocational and Technical Education of the University of Cape Coast. The researcher administered the questionnaires personally to the randomly selected participants and retrieved them through the same procedure. The researcher explained the questionnaires to the participants.

Test of reliability

Cronbach's alpha was used in the study to assess the reliability of the variables. Cronbach's alpha is a measure of internal consistency, or how closely related a group of items is. Many researchers consider reliability values of 0.60 to 0.70 and higher to be acceptable (Blumberg, Cooper, & Schindler, 2008; Birks, & Malhotra, 2006). The reliability test conducted gave a large Cronbach alpha of 0.85.

Reliability of research instruments

The degree of consistency, accuracy, stability, and predictability of a research instrument is referred to as its reliability (Corsten & Kumar, 2005). Corsten and Kumar (2005) go on to say that a scale or test is reliable if repeat measurements taken under constant conditions yield the same result. Cronbach's alpha was used to assess the research instrument's internal consistency and reliability. Many researchers consider reliability values of 0.60 to 0.70 and higher to be acceptable (Cooper & Schindler, 2006).

Validity of research instruments

The degree to which an instrument measures what it is supposed to measure is referred to as its validity. The face and content validity of the research instruments were determined by soliciting the opinions of experts in the field of study, particularly my supervisor and colleagues in the School of Graduate Studies. Their suggestions and advice aided the researcher in making the necessary changes to the questionnaire to ensure that it was structured in a focused, accurate, and consistent manner. Furthermore, the instrument's content validity was determined through piloting, in which the responses to the questions were compared to the research objectives.

In order for a research instrument to be considered valid, the content chosen and included in the questionnaire must be accurate and relevant to the variable being studied (Corsten & Kumar, 2005). Any questions that were deemed ambiguous or irrelevant were removed. The instrument's validity was determined through piloting, in which the responses to the questions were compared to the research objectives. In addition, for review and suggestions, the researcher sought the opinions of experts in the field of study, particularly the supervisor and colleagues in the Graduate studies at the University of Cape Coast. Finally, the instrument's consistency was evaluated using Cronbach's alpha. The reliability test yielded a high Cronbach alpha of 0.70.

Data Processing and Analysis

To address the research questions that were formulated to guide the study, the data obtained from respondents was filtered to remove any irrelevant responses and then coded. After, they were analyzed using SPSS (Statistical Product and Service Solutions) version 20.0. Descriptive statistics were used to analyze the data to show the direction of the responses. The descriptive statistics including frequencies and percentages, mean of means, and standard deviations were used to analyze research questions. Discussion, conclusion, and recommendation were made out of this summarized data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the findings of the study. In this chapter, descriptive statistics such as frequencies, percentages, means, and standard deviation were in analyzing the data. The results and discussions were presented with respect to the sequence of the research objectives. However, before turning to the main findings, it is germane to present the demographic background of the students used for the study.

Questionnaire Return Rate

On the same day, the questionnaire was distributed and collected. Respondents' names were not collected in order to maintain confidentiality and anonymity. According to Osuala (2001), the benefit of anonymity is that the researcher has the opportunity to brief the respondents on what the items on the survey mean in order to obtain accurate responses. The questionnaire administration took between 10 and 20 minutes. The study's response rate was 100%.

Demographic Characteristics of Students

The demographic characteristics of the respondents are requisite in grasping the dynamics among the selected group and an in-depth understanding of these characteristics help in explaining the results of the study. This section, therefore, covers the demographic characteristics of the respondents used for the study. Specifically, this section presents the demographic characteristics of the students used for the study. The students' sex, age distribution, hall affiliation and number of occupants of a room.

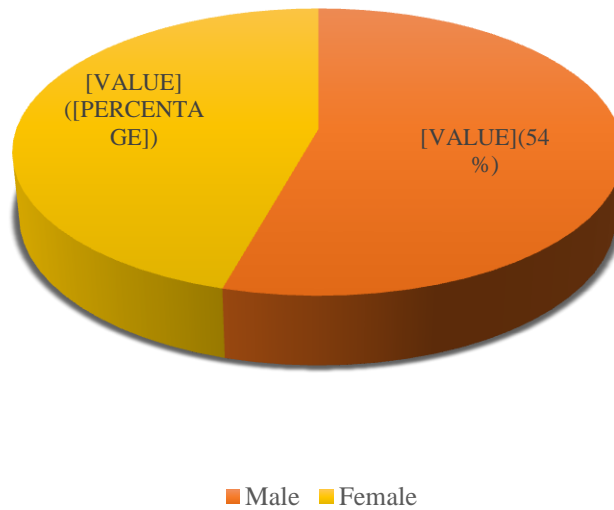


Figure 11: Sex of Students
Source: Field Survey (2021)

Figure 11 presents the sex of the students used for the study. The chart indicates that out of the 381 students sampled for the study, 207 (54%) were males while 174 (46%) were females. However, this did not affect the validity and reliability of the results since the type of responses solicited through the questionnaire demanded objectivity.

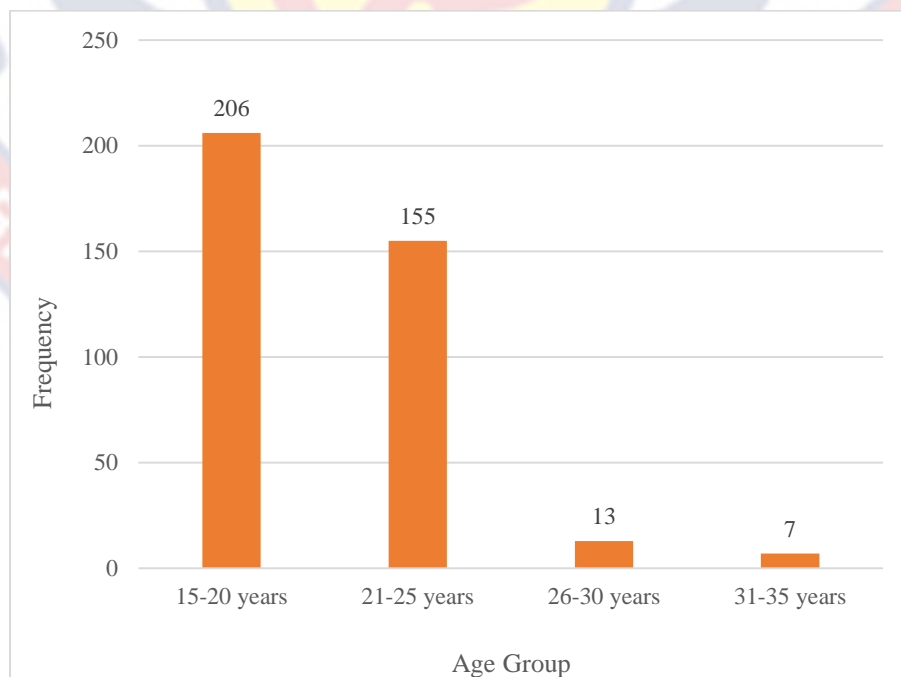


Figure 12: Age Distribution of Students
Source: Field Survey (2021)

An observation of Figure 12 tells that the students were grouped based on their age range. The results indicate that more, 206 (54.0%) of the students, fell within the 15-20 years age group. This was followed by 155 (40.6%) of the students who fell within the 21-25 years age group while a minority of seven (1.8%) students fell within the 31-35 years age group. Clearly, the results show that more of the students were under the age 30.

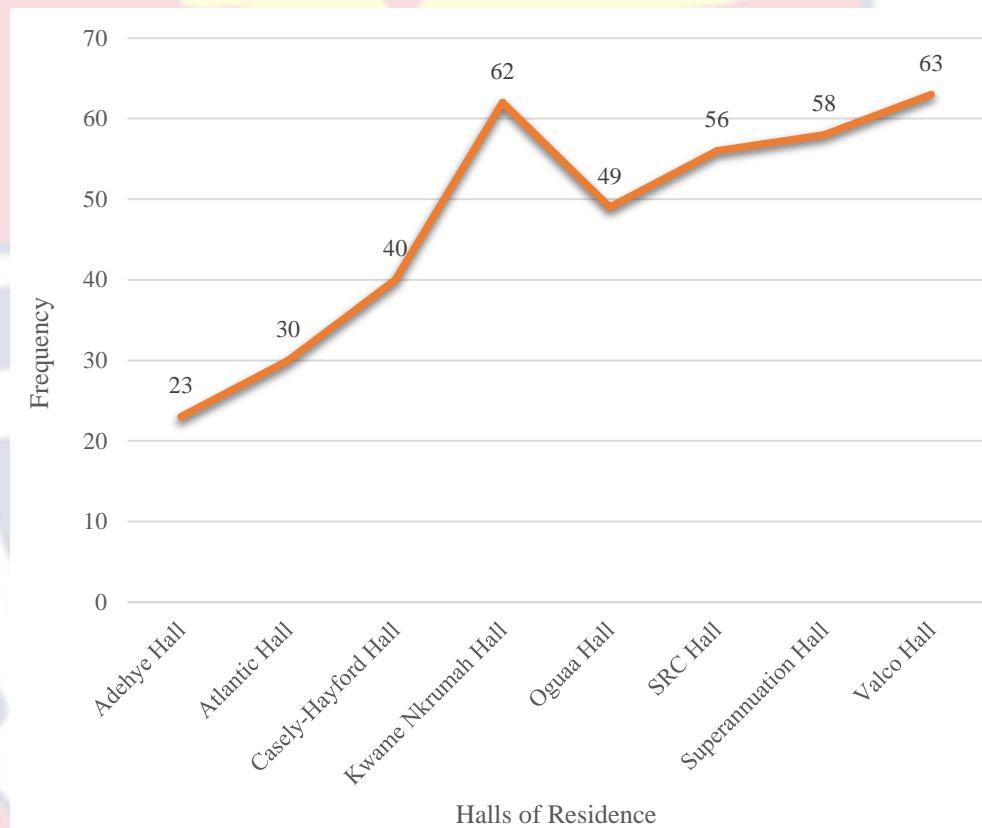


Figure 13: Hall Affiliation
 Source: Field Survey (2021)

Figure 13 portrays the various halls of residence available in the university campus. Out of the 381 students sampled for the study, 16.5% respondents were taken from Valco Hall. Following this, were Kwame Nkrumah Hall, Superannuation Hall, SRC Hall, and Oguaa Hall which had 16.2%, 15.2%, 14.6% and 12.8% students respectively sampled from there. Least among them were 6.0% students of the sample who were taken from

Adehye Hall. This represents a fair distribution of students sampled for the study based on the capacity of students in each hall of residence.

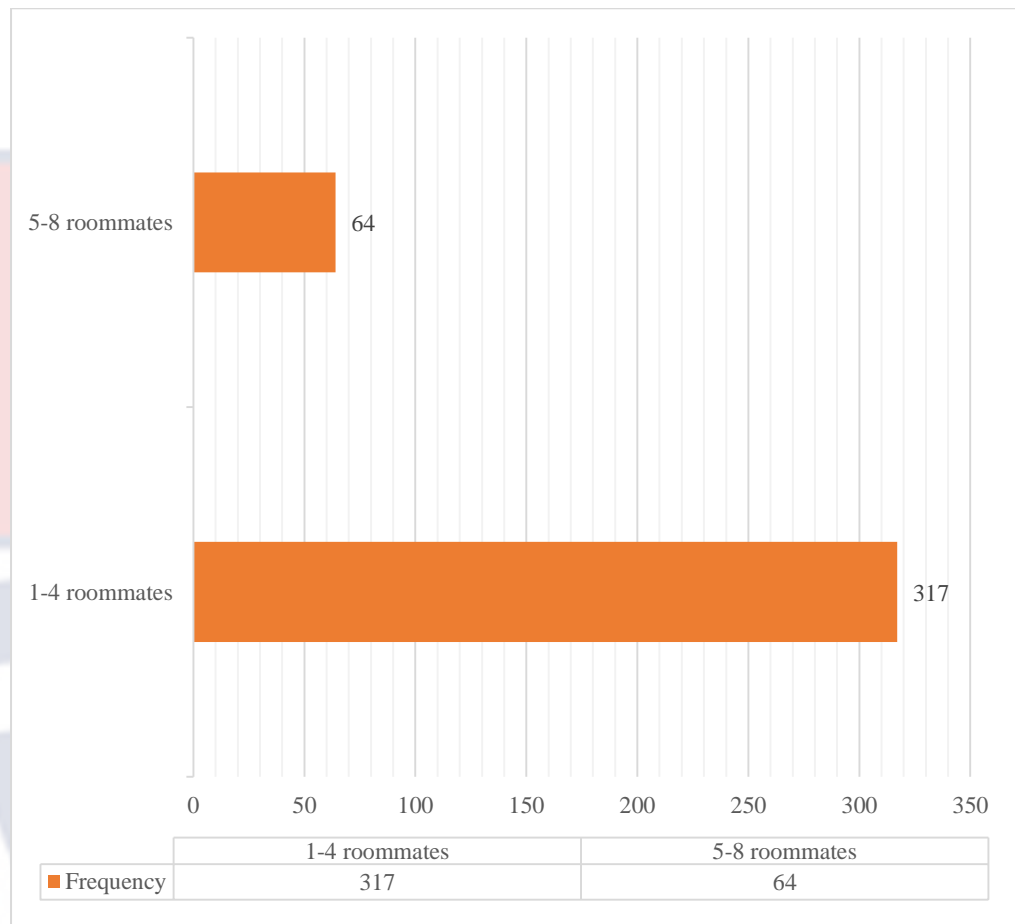


Figure 14: Occupants of a room
Source: Field Survey (2021)

The results revealed that there were more 1-4 occupants in a room than 5-8 occupants in a room. There were 317 students whose rooms could contain 1-4 occupants and there were only 64 students whose rooms could contain 5-8 occupants. This ample variation suggests that there are more rooms in the university's halls of residence that can take not more than 4 occupants in a room.

Research Question One: To What Extent are Students in the University of Cape Coast Satisfied with the Conditions in their Halls of Residence?

The first objective sought to examine the extent to which students were satisfied with their halls of residence in the University of Cape Coast. This section therefore presents the results pertinent to this objective in Table 2.

Table 2: The Extent to Which Students were Satisfied with the Conditions their Halls of Residence

Statement	Mean	Std. Dev.
How do you rate your satisfaction on:		
Space in the room	2.39	.0904
Privacy within the room	2.44	0.843
Availability and adequacy of study rooms	2.32	0.934
The number and placement of the electrical socket	2.55	0.811
Adequacy of daylight distribution in the rooms	3.69	0.666

Mean range: Very Dissatisfied (0.0–1.0); Dissatisfied (1.1–2.0); Satisfied (2.1–3.0); Very Satisfied (3.1–4.0) Mean of Means = 2.33; Mean of Standard Deviation = .831

Source: Field Survey, 2021

Table 2 portrays that amongst all the statements, the students consider the adequacy of daylight distribution in rooms as what they are very satisfied with. This was made evident as the statement recorded the highest mean of 3.69 and a standard deviation of 0.666. This was followed by the number and placements of electrical sockets in the room as the statement recorded a mean of 2.55 and a standard deviation of 0.811. This implies that there were enough electrical sockets made available in the rooms to serve the occupants of the room. Additionally, the students indicated their satisfaction on the space in the rooms, and the availability and adequacy of study rooms as the statements respectively recorded means of 2.39 and 2.32 and their accompanying standard deviations of 0.904 and 0.934. This gives the implication that

looking at the number of people a room can occupy, the room is designed to fit that number of occupants in order to create some form of convenience and space for them so as to avoid overcrowding. In all, with the mean of means as 2.33 and the mean of standard deviation as 0.831, which all point to a satisfaction with the condition of the hall of residence, it is feasible to conclude that the students were content with the condition their halls of residence.

Research Question Two: To what Extent do Physical Features of the Halls of Residence Influence Students' Watisfaction?

The second objective also sought to examine the extent to which the physical features of the halls of residence influence students' satisfaction. The results in relation to this objective are indicated in Table 3 below.

Table 3: Extent to Which Physical Features of the Halls of Residence Influence Students' Satisfaction

Physical Feature	Mean	Std. Dev.
Size and condition of toilet facility	2.29	0.885
Condition of bathroom	2.34	0.903
Cooking area	2.54	0.852
Washing and drying area	3.28	0.768
Lockers	2.48	0.944
Relaxation facility	3.35	0.759
The finishes (the wall, floor & ceiling)	2.14	0.892
Drainage	3.03	0.783
Roof	3.19	0.775
Sleeping space	2.27	0.838
Sanitary fittings (number of wash basins)	2.23	0.899
Number of room occupants	2.32	0.945
Room ventilation	2.15	0.948
Size of veranda/balcony	2.54	0.852
Recreational facility	3.66	0.724
Fire service systems (adequacy of fire extinguishers etc.)	3.43	0.733
Size and condition of wardrobe	2.21	0.923

Mean range: Very Dissatisfied (0.0–1.0); Dissatisfied (1.1–2.0); Satisfied (2.1–3.0); Very Satisfied (3.1–4.0) Mean of Means = 2.53; Mean of Standard Deviation = .848

Source: Field Survey (2021)

Results from Table 3 indicate that the students were generally satisfied with the extent to which the physical features of the halls of residence influence their satisfaction as the average mean or mean of means recorded a score of 2.53.

There are notable variations in the responses of the students. With 3.66 being the highest mean, the students were very satisfied with the recreational facilities available in the halls of residence hence influencing their satisfaction with their halls. Following this was the fire service systems available in the halls of residence which detailed a mean score as high as 3.43 indicating that the students were very satisfied with such intervention which increased their chances of safety, especially in the case of a fire outbreak. Subsequently, with mean scores of 3.35, 3.28, 3.19, and 3.03 the students indicated that they were very satisfied with the relaxation facilities, washing and drying areas, roofs, and drainage systems available in the halls of residence, respectively. This implies that the halls of residence are well provided with facilities that would ensure that aside from the rooms students would lodge in as their shelter, they would have provisions like lovers' bench, proper roofing, summer huts, and the likes to ease their stress and enjoy the beautiful scenery of the university campus in addition to the adequate spaces provided for them to wash their clothes.

Adding to these, the students indicated that they were satisfied with other features or provisions such as the cooking areas and balconies as these provisions recorded a mean score of 2.54 for each. With the same mean for both features, it could be inferred that the university's halls of residence are designed for students to mainly use their balconies as places where they can

also prepare their meals. Also, with a mean of 2.48, the students expressed their satisfaction with the availability of lockers in their rooms. However, on the issue of the size and condition of the wardrobes available in their rooms, though indicating satisfaction, the mean score dropped to 2.21. This tells that though there are wardrobes or lockers available, the various hall managements should increase their sizes and also improve their conditions to increase the satisfaction urges of students on that.

On the issue of places of convenience and their likes, the students expressed their satisfaction with such provisions as specific features which are the condition of the bathrooms and the sizes and condition of toilet facilities recording mean scores of 2.34 and 2.29 respectively. This implies that the various washrooms available in the halls of residence are in good condition and available for usage. With the lowest mean of 2.14, the students even expressed their satisfaction with the finishing of their rooms in their halls of residence. In general, these findings reflect the various categories of positive physical housing characteristics that influence one's satisfaction with a housing facility; that is the larger size of housing, better interior structure of housing, and the aspect of individual dwellings (Saegert, 1985).

Research Question Three: What is the Extent to Which the Housing Environment Influences Students' Satisfaction?

The final objective also sought to examine the extent to which the housing environment influences students' satisfaction. The results relating to this objective are indicated in Table 4 below.

Table 4: The Extent to Which Housing Environment Influences Students' Satisfaction

Statement	Mean	Std. Dev.
How will you rate:		
Relationship with your colleague students in the hall	2.82	0.782
Appearance of your hall surroundings	2.04	0.987
Serenity of your hall environment	2.47	0.848
Proximity of hall to shopping centres	2.39	0.859
Proximity of hall to lecture theatres	2.78	0.796

Mean range: Very Dissatisfied (0.0–1.0); Dissatisfied (1.1–2.0); Satisfied (2.1–3.0); Very Satisfied (3.1–4.0) Mean of Means = 2.53; Mean of Standard Deviation = .848
Source: Field Survey (2021)

Table 4 indicates that amongst all the environmental factors that influence students' satisfaction with their various halls of residence, they rated their relationship with their colleague students in the hall as the topmost. This was evidenced by the mean score of 2.82 and its associated standard deviation of 0.782 that the statement had pointing to a satisfaction amongst the students. Following this, were the proximity of the halls of residence to the lecture halls and the serenity of the environment of the halls of residence which the students indicated that they were satisfied with. This was brought to light as the various statements recorded respective means of 2.78 and 2.47 with their accompanying standard deviations of 0.796 and 0.848. The students again indicated that they were satisfied with the proximity of their halls of residence to shopping centres with a mean score of 2.39 and a standard deviation of 0.859. Finally, with the least mean as 2.04 with its standard deviation too as 0.987, the students expressed their satisfaction with the appearance of their hall surroundings.

The results above indicate that the students, in general, were content with the environmental factors that influence their satisfaction with their various halls of residence. This was so because they found ease of access with their halls of residence to the lecture halls and shopping malls in addition to the company their colleagues provided them with and their sound environment their various halls offered them. These findings are in agreement with the Theory of Housing Satisfaction which postulates that residential satisfaction hinges on the influence of neighbourhood situations or environmental factors (Galster and Hesser, 1981).

Discussion

Regarding the first objective, the study findings revealed that respondents from the various halls in the University were satisfied with their halls of residence. This was revealed in the high rating of their satisfaction with their room space, adequacy of daylight distribution in the rooms, and privacy within the room. These findings fall in line with the view of Abrahamson (2010) that housing satisfaction is met when there is contentment with one's needs or desires in a house. The result further corroborates the findings of Onifade (2021) who investigated the influence of residential settings on inhabitants' housing satisfaction. This finding also supports Danso and Hammond's (2017) claim that students at KNUST in Ghana are generally satisfied with their campus housing. These findings imply that residents' satisfaction is dependent on the availability and adequacy of any of these social and physical environmental variables and that this can have a negative or positive impact on occupants' satisfaction with their housing units.

Satisfaction with housing conditions denotes the absence of any complaint about one's house, as well as an indication of congruence between desired and actual housing qualities, implying that satisfaction of a household with her housing occurs when the family housing meets the normatively derived needs, failure of which results in housing deficit. Housing satisfaction is affected by occupant perceptions of various aspects of the house, aspects of the society, and how the house and the community are managed. Occupants tend to make an immediate comparison between their previous residence and their current residence, which influences residential satisfaction. Certain characteristics, services, and amenities in the residential environment that play a role in housing satisfaction may be identified during the evaluation of residential satisfaction. Residential satisfaction, also known as housing satisfaction, indicates how people react to the environment in which they live (Boachie-Mensah, & Seidu, 2012). According to McKee, and Hoolachan, (2015), people are concerned about working in an environment that is suitable and comfortable; and occupants demand priority in terms of the comfort to use the facilities and services as they were intended to be used by the users. Students today have a wide range of expectations, including the ability to choose what to learn, how to learn, and how much to learn based on their unique academic needs (Stráhlman 2012). Students' evaluations of school services can be viewed as one of the internal quality assurance tools used to improve academic environment quality.

Kara and DeShields (2004) posited that academic institutions that recognize the importance of students' evaluations of quality services will, in most cases, meet students' academic needs to a large extent. With the

increased importance of on-campus living, it is reasonable to assume that it influences a student's decision to stay at a particular institution. When deciding whether or not to attend or remain at an institution, both institutions and prospective students consider the type of housing available, amenities, living-learning communities, community, dining options, and much more. Given the importance of these topics in admission and retention, it is critical to evaluate their effectiveness regularly and determine whether anything needs to be changed.

Concerning the extent to which physical features of the Halls of Residence influence students' satisfaction, the study discovered that the various categories of positive physical housing characteristics that influence one's satisfaction with a housing facility include the larger size of housing, better interior structure of housing, and the aspect of individual dwellings. It also demonstrates that physical factors have a significant impact on student residence satisfaction. This result is consistent with the findings of Sivalingam, (2015) also found that the residential satisfaction of students living in dormitories was related to the social qualities of the dormitories, room functionality, and several students' demographic characteristics. Positive physical housing characteristics found to be most important in accounting for higher housing satisfaction include larger housing size.

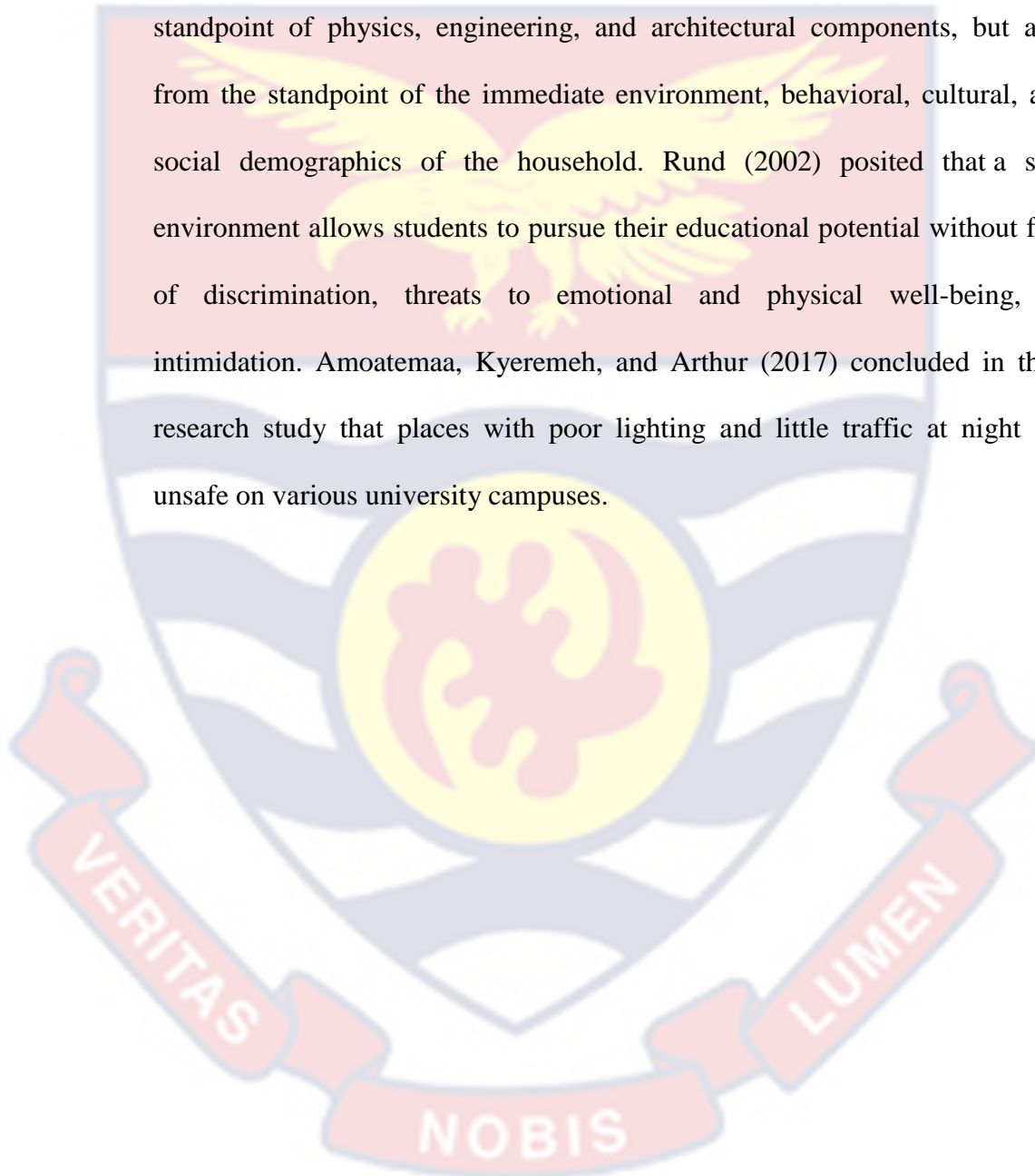
Further, McKee, and Hoolachan, (2015) research on Students' Housing setting at Bilkent University, Ankar, was one of the studies that investigated the influence of physical attributes of campus accommodation on Students' Satisfaction. According to the study, students living on the highest floor perceived their rooms to be larger and less crowded than those living on the

lowest floor. Again, McKee, and Hoolachan, (2015) found that the size of a hostel room does have an effect on students' satisfaction. For example, their research discovered that students living in triple-sharing rooms were less satisfied and unhappy with their living conditions than students living in double-sharing rooms.

Residential environments are actively associated with environmental conditions in the places where people live and include a variety of elements (Bae Kim, Lee, 2019), each of which may elicit a variety of responses from residents. In addition to physical factors, the OECD emphasizes the importance of non-physical factors in determining the quality of residential environments (Yilmaz, 2019). Furthermore, the World Health Organization (WHO) identified safety, health, convenience, and amenity as the four most basic human needs (MacLean, 2017). Physical factors such as the availability of parks and amenities within a community, social factors such as a sense of belonging to the community and social support within the community, and personal factors such as home ownership and length of residence all contribute to residential satisfaction. Fear of crime and feelings of personal safety, as well as variables perceived to be associated with crime, such as the presence of graffiti in the residence and loitering, are predictors of residential satisfaction (Adriaanse, 2007)

Finally, the students were content with the environmental factors that influence their satisfaction with their various halls of residence. This result supports the findings of Ogun State, (Onifade, 2021). All environmental variables used in predicting respondents' home satisfaction in the study region (residents' community perspective, security, facilities and amenities, safety to

community association, and residential density) were significantly favorable, according to their findings. The most important environmental factor associated with housing satisfaction in the study is the respondents' perception of their community. Housing satisfaction is thus examined not only from the standpoint of physics, engineering, and architectural components, but also from the standpoint of the immediate environment, behavioral, cultural, and social demographics of the household. Rund (2002) posited that a safe environment allows students to pursue their educational potential without fear of discrimination, threats to emotional and physical well-being, or intimidation. Amoatema, Kyeremeh, and Arthur (2017) concluded in their research study that places with poor lighting and little traffic at night are unsafe on various university campuses.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the study's summary, conclusions, and recommendations. The conclusions include all outcomes related to the study's findings based on the research questions. This chapter also includes policy recommendations for implementation as well as suggestions for future research.

Summary

The necessities of human life are a significant economic advantage in every single country. Adequate accommodation provides the basis for housing, healthy neighborhoods, social inclusion, and environmental support for learners to prepare (Ormandy & Ezratty, 2012). A desire to improve one's housing condition or change one's housing location generally develops after the basic need for shelter is met. Therefore, housing satisfaction studies and the indicators that account for it can make a substantial contribution to housing satisfaction research. Recently, subjects of intense conversation have been measuring and quantifying satisfaction with everyday life. Students' housing situation has been a subject of interest. Aspects of social behaviour and relationships with the physical environment have been studied from different perspectives of academic fields. Studies have established that housing facilities have a profound influence on students' housing satisfaction (Ubong, 2007; Hassanain, 2008; Najib & Yusof, 2009). As a result, this study sought to assess the housing satisfaction of students in the halls of residence at the University of Cape Coast.

The study adopted the descriptive survey research design and used the proportional sampling technique to select a sample of 381 Level 100 students from the various halls of residence for the study. Data were collected using a questionnaire while data analysis was done using descriptive statistics such as frequencies, percentages, means, and standard deviation.

Key Findings

The following were the key findings of the study:

The students were content with the conditions in their halls of residence to a satisfactory extent. They had favourable conditions such as the adequacy of study rooms in their halls and the adequacy of space available to them in their rooms.

Also, it was found that the students were satisfied with the physical features of the halls of residence which influenced their contentment. Features such as recreational facilities, fire service systems, and relaxation facilities were key in reaching such satisfaction.

Finally, it was revealed that the students were satisfied with the extent to which their housing environment influences their contentment. Students' relationship with their colleagues, the proximity of their halls of residence to the lecture halls and the serenity of the environment of the halls of residence all proved useful in aligning the students' contentment to such an extent.

Conclusions

This study assessed the housing satisfaction of students in the halls of residence at the University of Cape Coast. The study concludes that students in the halls of residence were content with the conditions that existed in their halls.

Again, students in the halls of residence were content with the physical features or building characteristics of their halls of residence.

Lastly, the students were gratified with the housing environment or neighbourhood interaction, hence neighbourhood interaction influenced their satisfaction with the halls of residence.

Recommendations

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

1. The various hall managements should continue to maintain the present conditions in the halls so students will continue to be satisfied.
2. The university management in partnership with other relevant stakeholders such as private companies should construct more housing facilities with even better structures or features to mainly accommodate the continuing students who live in private residences outside the university's premises so they enjoy such conditions too.
3. The hall management should see to maintain the present physical features and facilities in the halls of residence for students satisfaction.
4. The university management should take into consideration proximity of halls of residence to the lecture theatres, the serenity of environment of halls of residence in any future halls of residence construction.

Suggestions for Further Research

The study assessed the housing satisfaction of students in the halls of residence at the University of Cape Coast. To further contribute to housing satisfaction amongst students in the university, a study of this nature should be carried out amongst continuing students living in private residences on the outskirts of the university campus.

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APPENDICES

**UNIVERSITY OF CAPE COAST
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION**

**Housing Satisfaction of Students in Halls of Residence – A Study of the
University of Cape Coast**

Dear Respondent,

This questionnaire is strictly for academic purpose. As such any question asked is solely for academic research. Kindly provide accurate answers to the questions.

Thank you for your co-operation.

SECTION A: Demographics

1. Male[] Female[]
2. Age of Respondent.....
3. Hall Affiliation

Adehye Hall [] Atlantic Hall [] CaselyHayford Hall []

Kwame Nkrumah Hall [] Oguaa Hall [] SRC Hall []

Superannuation Hall [] Valco Hall []
4. How many students occupy a room?

SECTION B: Satisfaction with conditions in Hall

Please circle appropriately the satisfaction rating of the following variables in your Hall

5. To your personal needs how will you rate the space in your room? (a) Very Satisfied (b) Satisfied (c) Dissatisfied (d) Very Dissatisfied
6. Privacy within the room

(a)Very Satisfied (b) Satisfied (c) Dissatisfied

(d) Very Dissatisfied
7. Availability and adequacy of study rooms

(a) Very satisfied (b) satisfied (c) dissatisfied

(d) very dissatisfied

8. The number and placement of the electrical socket

(a) Very satisfied (b) satisfied (c) dissatisfied

(d) very dissatisfied

9. Adequacy of daylight distribution in the rooms

(a) Very satisfied (b) satisfied (c) dissatisfied

(d) very dissatisfied

SECTION C: Physical Features

Please tick appropriately the satisfaction rating of the following variables in your Hall

	Variable	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
10.	Size and condition of toilet facility				
11.	Condition of bathroom				
12.	Cooking area				
13.	Washing and drying area				
14.	Lockers				
15.	Relaxation facility				
16.	The finishes (the wall, floor & ceiling)				
17.	Drainage				
18.	Roof				
19.	Sleeping space				
20.	Sanitary fittings				

	(number of wash basins)				
21.	Size of toilet				
22.	Number of room occupants				
23.	Room ventilation				
24.	Size of Veranda/ Balcony				
25.	Recreational facility				
26	Fire services system (adequacy of fire extinguishers etc.)				
27	Size and condition of wardrobe				

SECTION C: Services provided

Please tick appropriately the satisfaction rating of the following variables in your Hall

	Variable	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
28	Electricity supply in the Hall				
29	Supply of potable water				
30	Hall management				
31	Hall waste disposal				
32	Security system				
33	Cleaning services for				

	corridors and staircase				
34	Hall maintenance				

SECTION D: Environmental Influence

Please circle appropriately the satisfaction rating of the following variables in your Hall

35. How will you rate your relationship with your colleague students in the Hall?

- (a) Very satisfied (b) Satisfied (c) Dissatisfied (d) Very dissatisfied

36. How will you rate the appearance of your Hall surroundings?

- (a) Very satisfied (b) satisfied (c) Dissatisfied (d) Very dissatisfied

37. How will you rate the serenity of your Hall environment?

- (a) Very satisfied (b) Satisfied (c) Dissatisfied (d) Very dissatisfied

38. Proximity of Hall to shopping centres

- a. (a) Very satisfied (b) Satisfied (c)Dissatisfied
(d)Very dissatisfied

39. Proximity of Hall to lecture theatre

- (a) Very satisfied (b) Satisfied (c) Dissatisfied
(d) Very dissatisfied

