

**FACTORS INFLUENCING UNDERGRADUATE STUDENTS' LEVEL OF
SATISFACTION WITH ON- AND OFF-CAMPUS ACCOMMODATION AT
MOI UNIVERSITY MAIN CAMPUS, KENYA**

BY

JENNIFER JEPKOSGEI CHEPKENER

**A THESIS SUBMITTED TO THE SCHOOL OF ARTS AND SOCIAL
SCIENCES, DEPARTMENT OF SOCIOLOGY AND PSYCHOLOGY
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR AWARD OF MASTER OF SCIENCE DEGREE
IN COUNSELLING PSYCHOLOGY**

MOI UNIVERSITY

JULY, 2018

DECLARATION

Declaration by the Student

This thesis is my original work and has not been presented to any institution for examination.

Jennifer Jepkosgei Chepkener

SASS/MCP/03/2012

Date

Declaration by Supervisors

This thesis has been submitted with our approval as University Supervisors.

Dr. Samuel R. Chessa

Department of Sociology and Psychology

School of Arts and Social Sciences

Moi University

Date

Dr. Emily Sitienei

Department of Educational Psychology

School of Education

Moi University

Date

DEDICATION

I dedicate this work to my parents and my husband who have been there for me during the entire period of preparation of this work.

ACKNOWLEDGEMENT

I thank the almighty God for the gift of life and giving me the opportunity to further my studies. Special thanks to my supervisors: Dr. S. R Chessa and Dr. Emily Sitienei who have continued to give me academic guidance and being the best advisors. I really appreciate your patience, support, and mentorship. I would also like to thank the house keepers, caretakers, and undergraduate students of Moi University for being able to collaborate with me in providing important information towards my topic of interest. Finally, I would like to thank my husband Dr. David Menjo for always supporting my education and being there when I needed his help.

ABSTRACT

Students' accommodation is one of the basic human needs and it is of contemporary interest to all University sectors. Most public universities in Kenya offer accommodation to their students. However, the high influx of students in Kenya, both government and self-sponsored, greatly supersedes the ability of these institutions to offer accommodation to all students. The primary purpose of this study was to establish factors influencing undergraduate students' level of satisfaction with on- and off-campus accommodation at Moi University, Main Campus. The specific objectives of the study were: to establish the factors that enhance students' level of satisfaction with either on- or off-campus accommodation; to assess the difference in the level of satisfaction with accommodation among students residing either on campus or off-campus; and to identify the accommodation challenges facing students either on- or off-campus. The study adopted a descriptive survey research design and was guided by Happy-Productive Student Theory by Cotton, Dollard, and de Jonge (2002). The study population was 11000 students residing on- and off-campus. A sample size of 115 (81 on-campus; and 34 off-campus) were involved in this study. Simple random sampling was used to select the students, while five (5) key informants both housekeepers and caretakers were purposively selected. Piloting was done to ascertain data collection instruments' validity and reliability. Data were collected using questionnaires for students and interview schedules for house keepers and caretakers. Data was analyzed using means, percentages and frequencies. T-test was used to test for the differences in the students' level of satisfaction between the on- and off-campus students. Data was presented using frequency tables, pie charts and bargraphs. The result of the study suggests that factors such as accommodation, security, distance from the university facilities, state of ablution blocks, privacy, social amenities, reading desk, room space and social environment are the most important in predicting undergraduate students' level of satisfaction either on- or off-campus accommodation. The findings of the study indicated that students were more satisfied with on-campus accommodation to a satisfaction level of 63.9% against that of off-campus which was 59.5%. This shows that the level of satisfaction in each case was more than average but also that there was a moderately significant difference in the satisfaction level between on-campus and off-campus accommodation. From the study findings, it is recommended that the university administrators and all those involved in students' accommodation endeavor to understand students' accommodation needs and satisfaction level predictors that keep students more satisfied. It is hoped that the findings of the study will enable the university administrators to come up with plans and objectives that best serve the interests of the students' accommodation for both on-campus and off-campus. This will result in putting up of better accommodation facilities on-campus and encouraging private developers to take part in the construction of more and improved student hostels that best address satisfaction level of students and make them enjoy their stay at Moi University.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES.....	x
ABBREVIATIONS AND ACRONYMS	xi
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Overview	1
1.2 Background of the Study.....	1
1.3 Statement of the Problem.....	5
1.4. Purpose of the Study	6
1.5 Objectives of the Study	6
1.6 Research Questions	6
1.7 Justification of the Study.....	7
1.8 Significance of the Study	8
1.9 Scope of the Study	9
1.10 Limitation of the Study	9
1.11 Theoretical Framework	9
1.12 Operational Definition of Terms.....	11
CHAPTER TWO	12
LITERATURE REVIEW.....	12
2.1 Overview	12
2.2 The Concept of Students Satisfaction	12
2.3 University Accommodation	20
2.4 Types of Accommodation (Off- Campus Private Housing)	27
2.5 Benefits of On-Campus Accommodation	29
2.6 Factors that influence students level of satisfaction with their accommodation....	35
2.7 Challenges on Students’ Accommodation	37
2.8 Summary of Literature Review	39

CHAPTER THREE	41
RESEARCH DESIGN AND METHODOLOGY	41
3.1 Overview	41
3.2 Research Design.....	41
3.3 Study Area.....	41
3.4 Target Population.....	42
3.5 Sampling Design and Sample Size	43
3.6 Research Instruments	44
3.6.1 Questionnaire	45
3.6.2 Interview Guide.....	46
3.6.3 Pilot study	46
3.7 Validity of Research Instruments.....	46
3.8 Reliability of the Research Instruments	47
3.9 Data Collection Procedures.....	48
3.10 Data Analysis	48
3.11 Ethical Considerations	49
CHAPTER FOUR.....	50
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND	
DISCUSSION	50
4.1 Introduction	50
4.2 Background Information of Respondents	51
4.2.1 Response rate	51
4.2.3 Gender of Respondents	52
4.2.3 Year of study of Respondents	52
4.2.4 Residential place of the Respondents.....	53
4.3 Factors Enhancing Students' Level of Satisfaction with Accommodation.....	54
4.4 Differences in Students Level of Satisfaction with University Accommodation ..	56
4.5 Accommodation Challenges Facing Students either On -or Off- Campus.....	64
CHAPTER FIVE.....	67
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	67
5.1 Introduction	67
5.2 Summary of Findings	67
5.3 Conclusions	69

5.4 Recommendations	71
5.5 Suggestions for Further Studies	72
REFERENCES.....	73
APPENDICES.....	82
Appendix 1: Introductory Letter	82
Appendix 2: Questionnaire for Students	83
Appendix 3: Interview Schedule for Housekeepers and Caretakers.....	90
Appendix 4: Authorization Letter	91
Appendix 5: Request for a Research Permit	92
Appendix 6: Research Permit	93

LIST OF TABLES

Table 3.1 Students Enrolments Based on Students' Accommodation.....	43
Table 4.1: Factors Influencing Students' Level of Satisfaction with Accommodation	54
Table 4.2 Difference in Students' Level of Satisfaction with accommodation	57
Table 4.3: Mean Values Showing Difference in Students' Level of Satisfaction with Accommodation	60
Table 4.4: Independent Samples Test	63
Table 4.5 Accommodation Challenges Facing Students.....	64

LIST OF FIGURES

Figure 4.2.1: Response Rate.....	51
Figure 4.2.2: Gender of the Respondents.....	52
Figure 4.2.3: Year of Study of the Respondents	53
Figure 4.2.4: Residential Place of the Respondents	53

ABBREVIATIONS AND ACRONYMS

ATM	Automatic Teller Machine
GSSP	Government Sponsored Student Programme
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KCSE	Kenya Certificate of Secondary Education
KU	Kenyatta University
LN	Legal Notices
NACOSTI	National Commission for Science and Technology Innovation
PSSP	Private Sponsored Student Programme
TUK	Technical University of Kenya

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study. The chapter provides statement of the problem, purpose of the study together with the objectives and research questions. It also deals with the justification of the study, significance as well as the limitations of the study.

1.2 Background of the Study

Most human beings have attempted to create internal environments that are conducive for living and the optimal performance of daily activities. According to Bekurs (2007), most people in United States of America spent 85- 90% of their time indoors and thus providing a comfortable and healthy environment is imperative. In relation to students' accommodation, Wafi and Ismail (2010) argue that the issue of the affordability of halls of residence for students is crucial during their stay at the university. While the affordability of student's housing is crucial for some students, for other student's, comfort and home like attributes are their main concerns. A study done by Rinn (2004) suggested that university students have significantly higher expectations for housing than their parents did when they were students and students are willing to pay for certain amenities such as internet, spacious rooms and enhanced privacy.

A study by Rinn (2004) on issues of bad housing, found out that overcrowding, insecurity, housing that has poor physical condition and living in a deprived neighbourhood are a concern to students. The government of United Kingdom describes a decent accommodation as one that is wind and weather tight, warm and has modern facilities, while unfit or poor condition houses are where housing is in

need of substantial repairs, is structurally unsafe; is damp, cold, or infected, or lacking modern facilities (Bekurs, 2006).

One study by Kaya and Erkip (2001), evaluated students' satisfaction, focusing on the perception of room size and overcrowding in Turkey and found out that the living situations that a college student experiences are varied due to the diversity of housing options and environments available. Some of the aspects of college student living environments may act as stress factors in students' lives. In Saudi Arabia, Hassainain (2008) study on the degree of satisfaction in terms of both thermal comfort and room layout in relation to students housing facilities revealed that students were not satisfied with their college accommodation. In Amole (2009) a study on characteristics of residential halls in Nigeria, found out that the residence had inadequate modern facilities in the hostels leading to students' dissatisfaction with the accommodation.

In an article by Wamugunda (2014) searching for accommodation in universities in Kenya is a nasty experience. Most public universities in Kenya offer accommodation to their students. However, the high influx of students in Kenya, both government and self-sponsored, greatly supersedes the ability of these institutions to offer accommodation to all students. The double intake programme of 2012 in Kenya worsened the situation even further. It has led to most students in Kenyan universities being left with no option but to rent houses around the university.

Students in public universities would prefer to stay on-campus accommodation because it is cheaper and are close to the lecture halls, kitchens and library in terms of distance but few of them are lucky to get them. On-campus accommodation may cost less than Kes.5000 in an academic year to rent. Due to lack of accommodation some universities have increased bed space through use of double decker beds so as to

accommodate the larger number of students (University World News, 2015). This has caused overcrowding and overstretching the use of facilities in the hostels thus leading to unhygienic conditions not meeting students' satisfaction.

The higher admittances and enormous registration of Privately Sponsored Students Programme (PSSP) and Government Sponsored Students Programme (GSSP) in Kenya, universities undeniably face more difficulties, and particularly when they stopped with admittance to the University grounded on on-campus accommodation. Therefore, the accommodation space available in the universities is overstrained, compelling the students to have no option but accept with what is obtainable. This causing the students share existing rooms within campus and cost share the expenses which are also high (Ogeto, 2015).

The accommodation condition is devastating, for instance The Technical University of Kenya (TUK), has just two hostels: one for male in Nairobi's South B, and another for females at Community Hill with a combined 1,000 rooms (Lagat, 2015). The case for Jomo Kenyatta University of Agriculture and Technology (JKUAT) students are no different when it comes to facilities as lecture halls and hostels for accommodation. A minimum of 50 % currently living in the slums of Gashororo, Mushatha and Witeithie have a shortages and lack rudimentary necessities such as abolition and safety among others. The 6 hostels in the university are presently abandoned owing to intrusion by fleas and are not habitable (Mwenda, 2015). Kenyatta University (KU) is no exception and has not escaped the challenges of accommodation predicament, applying to stay in the hostel is manual and hence those who apply timely and are known to other students get good hostels. Nonetheless, most KU students reside in

private hostels at Kahawa West and Kahawa Sukari, where rent ranges from Kshs 3000 to Kes. 5000 per month (Capital FM, 2014).

Jomo Kenyatta University of Science and Technology (JKUAT) offer both on-and off-campus accommodation to their students with a high cost of charges Kes. 7800 per year and the rooms are shared. Those who don't succeed to get on-campus accommodation opt to stay off-campus which offers accommodation costing Kes.4000 per month. On the other hand, Strathmore University located in Madaraka Estate, does not offer hostel services to students but partners with investors to offer accommodation to its students which is also as high as Kes. 10,000 per month (Capital FM, 2014).

Machakos University College is grappling with an accommodation problem for more than 2,000 students admitted to the institution (Mbuva, 2016). This has been necessitated by the double intake which has caused universities to experience increasing shortage of accommodation due to increased intake. This has caused students opt to rent hostels in the close by towns and centers. This places the students' to be in danger of being attacked. This has become a mutual problem in nearly every public university. Moi University is no exception when it comes to experiencing accommodation challenges as other universities in other parts of the world and in Kenya. This has been caused by the high number of students enrolled at Moi University increasing each year; yet available accommodation facilities at the institution are limited. With a bed capacity of about 8000 available currently at main campus, the University can only accommodate about 60% of the students within the campus leaving about 40% to look for off-campus accommodation.

The students who miss university hostels or those who opt not to reside on-campus rent rooms at the popular Talai center next to the university. Other students rent rooms as far as Kesses center, which is more than 3 kilometers away from Moi University, Main Campus. From the study it emerges that some students stay on-campus and others off-campus. Consequently, the study sought to identify the factors influencing undergraduate students' level of satisfaction with on campus - or off- campus accommodation at Moi University main campus.

1.3 Statement of the Problem

The campus accommodation while one is pursuing studies is deemed to be important to the satisfaction of students within their period of study. Many institutions of higher learning generally provide on-site accommodation to their students. The large demands for admission to universities have prompted the Kenyan government to admit large numbers of Kenya Certificate of Secondary Education (K.C.S.E) secondary school graduates, while facilities remain more or less static. In the past, double intake has been experienced in universities leading to accommodation shortages in the campuses thus forcing university administrators to seek alternative off-campus accommodation, although in isolated cases students organize their own accommodation either, own residence, parents homes or rentals. Regardless of on- or off- campus accommodation, the conditions of students housing in higher institutions of learning is a major challenge to students. The problems facing housing of students in Kenyan Universities is majorly overcrowding which results in congestion leading to pressure on infrastructure and social amenities, thus impacting on students' level of satisfaction in Moi University Main Campus. This study therefore established and highlighted the factors influencing students' level of satisfaction with on-campus and off- campus accommodation at Moi University Main Campus.

1.4. Purpose of the Study

The purpose of the study was to establish the factors influencing undergraduate students' level of satisfaction with on-campus and off- campus accommodation at Moi University Main Campus.

1.5 Objectives of the Study

The objectives of this study were as follows;

- i. To establish the factors influencing students' level of satisfaction with either on- or off- campus accommodation at Moi University main campus.
- ii. To determine the difference in students level of satisfaction with accommodation among students residing either on- campus or off- campus at Moi University Main Campus.
- iii. To identify accommodation challenges facing students either on -or off- campus at Moi University main Campus.

1.6 Research Questions

The study sought to answer the following research questions;

- i. What are the factors influencing students' level of satisfaction with either on- or off- campus accommodation in Moi University main campus?
- ii. What is the difference in students' level of satisfaction with accommodation among students residing either on- campus or off- campus at Moi University Main Campus?
- iii. What are the accommodation challenges facing students either on -or off- campus at Moi University main Campus?

1.7 Justification of the Study

Recent studies and articles (Rinn, 2004; Hassanain, 2008) have established that universities all over the world offer both on- and off-campus accommodation for their students. Rinn (2004) examining on-campus accommodation, found out that overcrowding, insecurity, housing that has poor physical conditions and living in deprived neighborhoods was a concern to students. This is no exception to Moi University Main Campus where the study was carried out to ascertain whether the same challenges were faced since it also offered both on-campus and off-campus accommodation. On the other hand, a study carried out by Hassanain (2008) in Nigeria focusing on the degree of satisfaction in terms of room temperature and room layout in relation to students' residential facilities found out that students were not satisfied with their on-campus accommodation in Nigeria.

The two cases which point out that there are issues on university student accommodation in other countries, exemplify the experiences most Kenyan universities undergo in terms of student accommodation, whether on- or off- campus. Due to the large student numbers on account of double intake, all Kenyan public universities offer both on-campus and off-campus accommodation to students. Although this is the case, no studies have ever been done in the Kenyan Universities to establish if the level of satisfaction with education of a student is affected the same way if a student resides on-campus or off- campus. This study therefore attempted to establish the factors influencing students' level of satisfaction with on-campus and off-campus accommodation at Moi University Main Campus. It focuses on Moi University, Main Campus, where some of the students stay within the campus while others stay in the neighborhood at places such as Talai Center, Cheboiywo and Kesses Center. It is hoped that the results of the study will be useful in informing those in

charge with providing accommodation in Kenyan Universities and particularly Moi University Main Campus.

1.8 Significance of the Study

This study investigated the factors influencing students' level of satisfaction with on-campus and off-campus accommodation at Moi University Main Campus. The findings of the study will be useful for university accommodation management to understand the student's needs and satisfaction predictors so as to keep students more satisfied with the university housing and education. The results of the study will also prove whether on-campus or off-campus accommodation impact on student satisfaction and as such the need for Moi University and other higher institutions of learning to improve on on-campus accommodation to ease student's challenges in the university.

The findings will enhance improvement and management of on- and off-campus accommodation and how it can be improved to enhance student's satisfaction. It would enable the management and accommodation administrators to come up with plans and objectives that best serve the interests of the students' accommodation for both on-campus and off-campus. The study revealed challenges of on- and off-campus accommodation on students' level of satisfaction hence strategies that can be adopted to meet specific needs of the students. It would also help the management in putting up of better accommodation facilities on-campus and encouraging private developers to take part in the construction of more and improved student hostels that best address satisfaction level of students and make them enjoy their education at Moi University, Main Campus. It provided information which would guide researchers interested in the general field of students' accommodation and welfare.

1.9 Scope of the Study

The study was conducted at Moi University main campus in Uasin Gishu County. It involved the researcher obtaining a sample of on-campus and off-campus students' from all years that were in session at the time the researcher undertook the study. The accommodation housekeepers and caretakers' key informants were purposely selected. The study confined itself into establishing the factors influencing students' level of satisfaction with on-campus and off-campus accommodation at Moi University Main Campus.

1.10 Limitation of the Study

Given the nature of research problem, this study could as well be conducted in all public universities offering on-and off-campus accommodation in Kenya. However as for the researchers current interest, the study covered only the sample of Moi University Main Campus on-and off-campus students accommodation. The findings of the study was limited to the particular population and was not wholly generalized to all on- and off-campus in other universities. However, the findings can be generalized to other universities with similar characteristics as Moi University. Another limitation of the study was that some students' were not in session at the time the study was carried out. However, the information from the ones available was sufficient for this study.

1.11 Theoretical Framework

This research is anchored on Happy-Productive Student Theory by Cotton, Dollard, and de Jonge (2002). According to them, students satisfaction while in campus is mediated by psychosocial factors (in this research are factors affecting students wellbeing) those including, financial, coping, stress and accommodativeness. Students

while in campus reside either on-campus or off-campus. Off - campus has challenges ranging from space, shared facilities, impeachment into ones privacy and inadequacy. Cotton further argues that high level of psychological distress at the university leads to low satisfaction to the extent to which consumers (in this study student) learning experiences are affected in campus. On the other hand, access to these factors of students' satisfaction should not be overlooked by administrators for it increases students' expectations about university life where it produces positive confirmations of expectations leading to higher level of satisfaction (Churchill & Superenant, 1982).

A happy or satisfied student for this study is perceived to have a comfortable place to live in terms of accommodation (whether on -or off- campus) which is an essential part of being satisfied during their stay in the college. This depicts presence of positive affect and absence of negative affect towards their accommodation and finally enhances University education. The students will therefore lack the emotional exhaustion which will lead to satisfied students cohort. In this case a student's stay in the university is conceptualized as a job. This could be linked to the work environment, satisfaction, cognitive demands, responsibility and social interaction which are productive attributes of a learning institution.

Social interaction may entail social contacts with peers and accommodation facilities. The notion with happy productive theory is that when students display positive affect and achieve, and interact freely with others they are deemed to be more engaged in their academics and have higher aspirations. In this study the factors influencing accommodation mediates between the students' level of satisfaction. Hence this study sought to find out the factors influencing students' level of satisfaction with on-campus and off- campus accommodation at Moi University Main Campus.

1.12 Operational Definition of Terms

Accommodation: Housing of people. In this study it means students place of residence while in the university.

Double intake: the number of students who did KCSE at different years who were admitted in the university at the same academic year.

Effects: According to oxford Dictionary it is a change that is caused by something. According to this study it is used to mean results of on- or off- campus accommodation students' college experience

Care taker: Is an individual who is employed to take charge of off-campus students' accommodation

House keeper: Is a person employed to be responsible for on-campus students' accommodation.

Off- campus students: Those students whose place of residence while attending college is not in campus residence.

On-campus accommodation: Housing specifically for students in the university compound. For this study this includes hostels and halls within the university.

Student satisfaction: A fulfillment of need or desire, and the pleasure obtained by such fulfillment. In this study it is used to mean the pleasure or disappointment attained from comparing to perceived accommodation services in relation to his or her expectations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews literature by various authors on factors that enhance students' level of satisfaction with either on or off- campus accommodation in Moi University main campus, determine if students residing either on campus or off- campus differ significantly in their level of satisfaction with accommodation and accommodation challenges facing students either on or off- campus.

2.2 The Concept of Students Satisfaction

Satisfaction is defined as a measure of the gap between consumers' actual and aspired needs (Khozaei, Ramayah, Hassan & Surlenty, 2012). It is considered a very useful norm in the evaluation of housing because it indicates the general level of success, measures the user' effective and cognitive responses, points out the irksome aspects of living environments and predicts user responses to future environments (Amole, 2009a). It also helps to identify the contribution of various factors to the satisfaction, the differences between different types of factors and the relationships between various dimensions of the residential environment. In addition, satisfaction is considered an important indicator of the quality of life, well-being and happiness (Hafazah, 2008; Rapley, 2003).

Unfortunately, majority of studies on residential satisfaction have been conducted in Western countries. These studies have examined how satisfied users are with their environments, the factors which account for satisfaction or dissatisfaction and the models which may explain satisfaction. However, there is very little research to inform whether or not the results of the studies are generalizable to other developing

countries. Hence, more research is needed in other contexts, to test the generalizability of the results and the models developed in Western contexts. In addition, most of the studies which examine living satisfaction have focused more on social and management attributes of housing than on its physical attributes. Hence, these studies have been of very little influence and significance for design and planning professionals.

Satisfaction in housing means the sentiments of satisfaction and happiness to the housing place which creates these feelings (Abramson, 2010). Housing is often viewed as an entity involving a large number of units displaying aspects such as physical quality, location, standard of services offered by the government and private owners as well as neighbourhood characteristics (Curley, 2003). The physical entity of housing ties down a person or family to personal services and relationships. A housing that fulfils one's daily needs provide a high satisfaction rate to occupants. Satisfaction towards the living conditions means no complaints are made since the housing units fulfil the needs and aspirations of the residents. Satisfaction towards the housing environment reflects residents' reaction towards their living environment. In general, housing has been accepted as a main component towards a quality life.

The concept of housing satisfaction is multi-layered. Elsinga and Hoeksta (2005) and Hassanain (2008) display similar views on the concept of housing satisfaction based on their observation on past studies. In their opinion, the concept of housing satisfaction has been used for four major objectives. It is the key to predict an individual's perception on the overall quality of life. It is also an indicator of individual mobility which later changes the demand on housing and influences surrounding area change.

Thirdly, it is used as an ad hoc measurement of private sector development success as an evaluation tool to measure resident's acceptance of prevailing shortcomings for existing surrounding area development. Finally, housing satisfaction acts as a variable in determining the relationship between the resident's background and his/her attitude towards mobility. There are factors that are associated with housing satisfaction.

These factors can be broadly categorized as physical, social and management factors. Physical factors are those related to the physical characteristics of a dwelling and its surrounding environment. Regarding the physical factors, empirical studies have shown that housing satisfaction is associated with an improvement of security control (Mohit, Ibrahim & Rashid, 2010); dwelling design and privacy (Day, 2000); unit size and length of stay (Fang, 2006); property value, housing adequacy and available housing space, adaptability and flexibility of spaces (Berkozet *et.al.*, 2009); and satisfaction with the facilities of surrounding environment (Patricia & Yusof, 2013). All of these factors emphasize the importance of the physical attributes of the constructed environment on residents' satisfaction. Liu (1999) study on residential satisfaction in housing estates: a Hong Kong perspective on automation in construction and study presented factors (on both physical and social level) which influence residential satisfaction of a sample of occupants in a chosen residential area in Hong Kong. Findings showed that there exists a high level of dissatisfaction amongst the public housing occupants. However, the major concerns of the public housing occupants lie in the areas of maintenance and cleanliness of the estate, integrity of the building fabric and ease of access by public transport while the major concerns of the private housing occupants lie in the lack of facilities for the disabled as well as for recreational, elderly and childcare facilities.

In other words, a dwelling can provide more satisfaction to its residents if, besides being available, it meets the residents' requirements. Social factors concern the personal characteristics of the people who reside in these dwellings as well as their feelings and perceptions of the environment. Studies have shown that housing satisfaction is associated with the personality characteristics of the residents (Bruin & Cook, 1997), perceived quality and physical comfort (Khozaei *et. al.*, 2007), residents' relationship with management staff (James *et. al.*, 2009), home ownership (Elsinga & Hoekstra, 2005) and aggregate income (Frank & Enkawa, 2008).

Living satisfaction for students has been dismissed by some researchers, since it seems that it is not directly tied to any sort of educational outcome (Twale & Damron, 1991). Nonetheless, some universities have been using these data to better understand the university student life, change the campus environment, and simultaneously create a campus more conducive to the development of students (Nayor, 2009; Survey Unit, 2008; Thomsen, 2008) large public institution, utilized data provided by 5,310 respondents of student. These data revealed that peer relationships had the strongest effect on student satisfaction (Survey Unit, 2008). The peer relationships could be manifested in many ways, including satisfaction with the behaviour of other (Survey Unit, 2008). Along these same lines, dissatisfaction with managerial components such as physical surroundings; the safety and security of the residential building; and the difficulty of working with the central office revealed a significant impact on satisfaction. Similarly, a strong relationship between the residential advisor and the student correlates to a higher measure of satisfaction (Survey Unit, 2008). Despite the importance universities attach to satisfaction, data and the multiple ways they measure it, a common and shared understanding of satisfaction as a construct has not yet attained. Developing an understanding of student satisfaction is necessary in

determining the effect that the living environment has on it. Further, it will help to determine the extent to which satisfaction with the living environment affects wellbeing.

Kaya and Erkip (2001) and Cross *et. al.* (2009), evaluated student satisfaction focusing on perception of room size and crowding in Turkey, espoused that kitchens, private bathrooms, study lounges and social spaces are considered to be the basic necessities in students housing. In other students housing they provide internet-access, laundry rooms, study rooms television rooms, carpet and air conditioning. Amole (2005) found that extra amenities such as Automatic Teller Machines (ATM), parking space, Mini markets, stores and cafeteria's are becoming necessities in United States colleges. The inclusion of these sophisticated student housing features results in a higher level of residential satisfaction.

Amole (2005) argued that living in good student housing impact on students' performance this influences intellectual interaction. Furthermore, Mohit, *et. al.* (2010) explains residential satisfaction as positive experience expressed by occupants when their home meets their expectation for unit features, housing services and neighbourhood facilities. Residential satisfaction among students stems from high quality facilities, positive roommate relationships and quiet study environments in their living accommodations.

There are many factors affecting student satisfaction in their institution. These include social connectedness. These involve connection with teachers, fellow college seniors and peers. This enhances social being of an individual. The student needs facility relationship. The approach and availability of faculty members enhance students' satisfaction. The student support service is very important, these include co-curricular

and accommodation services. These services will enhance students' experiences in the college. Hassanain (2008) studies found out that on campus students particularly those who lived in residence hall were more satisfied with the college experience than those who live off- campus. Students living in hostels were found to experience greater personal growth and more intellectual and cognitive development. Residential life posses certain advantages over off- campus life in terms of social interaction and positive involvement with peers, faculty and communities.

Bekurs (2007) found that services and location were primary reasons for students living choice furthermore the scholar found out that convenience; independence, security and privacy were perceived as advantage although visitation, restrictors, rules and noise were perceived as negative elements of living in on-campus residence halls. Research done by Radder and Han (2009) on students' satisfaction and learning experience. These studies dealt with factors that influence satisfaction. To support Kaya and Erkip (2001), Amole (2009) physical factors such as bedroom size, density, building layout and poor level and demographic characteristics which include gender age, socio-economic status, race and religion influence students' satisfaction.

Furthermore, student housing has long been regarded as an essential component of the facilities that promote social cohesion and responsible citizenship. It further persists that good student housing promotes interaction between roommates of different backgrounds and specializations which in turn broadens the students knowledge. Amole (2005) argues that facilities such as study areas or meeting places for academic discussion and social gathering provided in standard housing will encourage informal intellectual activities outside the standards own facilities. He further revolved standard

interpersonal growth to adequate facilities and highlighted the importance of students' satisfaction as a strategy to enhance student development.

Amole (2005) argues that housing satisfaction leads towards improving individual quality of life. On the other hand, Salleh (2008) investigated dwelling, house services and neighborhood factors that influence the residents of private low-cost house in Malaysia. The study reveals that the residents are more satisfied with their residential dwelling units and housing services if compared to their neighborhood facilities. Student housing comprises of basic bedroom units with other shared facilities such as bathroom toilets, laundry kitchens, common lounges and cafeterias located either per floor level per block or for the whole student housing according to (Amole, 2009). In addition student housing offer limited security of ownership of personal belonging.

Radder and Han (2009) investigated student satisfaction level in South African and the findings indicated again a level of dissatisfaction with campus residency. According to Bekurs (2003), good hostel condition and facilities in university campuses have positive influence on the overall student satisfaction. Amole (2009) pointed that student satisfaction, has had less inquiry, though factors influencing residents satisfaction with their homes and neighborhood has been researched.

Basically when the environment meets the individual's expectation a higher degree of satisfaction has been noted. Furthermore, Mohit, *et. al.*, (2010) espoused that incongruence between accommodation needs and facilities leads to dissatisfaction. Thus, it can be concluded that understanding students' satisfaction wellbeing can assist universities undertake changes to increase level of satisfaction among them.

As stated by Hassanain (2005), student accommodation facilities while in campus expand intellectual capabilities. Well planned student housing facilities promote desirable educational outcome and help to achieve the broader objective such as social cohesion and responsible citizenship. This is further supported by Amole (2005), when he revealed that good students' accommodation promotes interaction between roommates and broaden their students' knowledge. It is important for better housing facilities. Informal intellectual interaction is fair much vital at academic intellection. This is supported by research by (Price, *et. al.*, 2003) which argued that student interpersonal growth is enhanced by adequate accommodation facilities which further puts that student satisfaction with hostel accommodation is a strategy to enhance student development. Students perception of indoor comfort leads to a sense of attachment with a particular student housing. (Kaya & Erkip, 2001; Mohit, *et. al.*, 2010; Khozaei, *et.al.*, 2010) (Amole,2005) found out that coping strategies for students staying in student housing depends on the kind of housing which increase the relationship between satisfaction and the level of environment, however these offer little literature on on-campus and off-campus satisfaction with their wellbeing. Radder and Han (2009) researched on student's satisfaction level in South Africa and the findings indicated a level of dissatisfaction with campus residence. Amole (2005) further established that student satisfaction with their residence can be improved if institutional hostels are more of a homelike environment. Satisfactory environment in student housing is conceptualized where it can stimulate a silence, less crowding, privacy and suitable room sizes. Thus, absolute student satisfaction can be obtained when student needs are met (Khozael, *et. al.*, 2010). Institutional residence offers a sense of community, when students' involvement, interaction and integration are enhanced it impacts positively on students' learning and intellectual development.

This study sought to establish factors influencing students' level of satisfaction with university accommodation.

2.3 University Accommodation

Student housing presents a unique opportunity for student affairs administrators to contribute to and support the stay and educational experience of the university student. Besides that, the student housing plays a role as a place of shelter. Strange and Banning cited in Crimmin (2008) proposed three conditions that help make a students' living environment productive, namely: a sense of security and attachment; processes for involvement; and an experience of neighbourhood. Examination of the ecological perspective on the relationship between students and their environments described the influence of environments on "persons and persons on environments". Foremost in this relationship is the responsibility of the institution to create an environment conducive to meeting the educational needs of the population (Crimmin, 2008).

Ware and Miller cited in Frazier (2009) reviewed research trends in student life, and found that even though there were some differences in the how the studies were conducted; student housing play an important role in the success of university students. Student housing plays an important role in the enrolment of students and the adequacy of facilities can add to the desire them to remain on campus. They drew the following conclusions from several studies: Bowman and Partin in (Frazier, 2009) conducted a study to be determine if there is a significant difference between the academic achievement of students that lived on-campus and their off-campus counterparts.

Bowman and Partin stated no statistically significant differences in grade point averages of students regardless of residence. Thompson, Samiratedu, and Rafter in

(Frazier, 2009) claimed that progress and retention were higher among students who lived on-campus, regardless of race, gender, or condition of admittance. Students engaged in remedial work were shown to have performed better than their off-campus counterparts. Headershott, Wright, and Henderson in (Frazier, 2009) conducted a survey to measure the quality of life within the university community. With regard to on-campus living environment, the study found that students were less satisfied with university housing than with their academic or social lives. The researchers attributed this to space limitations, lack of privacy, lack of freedom, and poor maintenance that is commonly found in on-campus housing.

The quality of life a student has while living in on-campus housing will dictate whether or not that the student chooses to remain in that environment. If that the student has had a quality experience they will share that with others and encourage them to become involved with opportunities that have been presented to them (Nurul Ulyni, Nor' Aini & Nazirah, 2011). Many institutions of higher learning have programmes on students' accommodation, either on or off- campus accommodation. Young students residing far away from college and home experience new lifestyle that provides them opportunities to learn how to live independently, compromising with other students and roommates, share space and facilities to accommodate different characters (Bekurs, 2007).

The influence of the environment and accommodation on the satisfaction level of University students has been an area of study and of compelling interest to Universities. Studies on accommodation indicate that good hostel condition and facilities in campuses have a positive influence on the students (Bekurs, 2007). Studies which have been conducted focus on the satisfaction level of students on University

accommodation and the influence of physical attributes, psychological, and management aspects. These studies (Bekurs, 2007; Mohit, Ibrahim & Rashid, 2010), found out that there is a direct co-relation between the students' satisfaction level and the hostel environment. The findings indicated that when the environment meets the individual's expectation a higher degree of satisfaction was met (Mohit, *et. al.*, 2010). This study generally looked at the general hostel environment in relation to the students' satisfaction level. However, the current study sought to determine the factors influencing students' level of satisfaction with either on-or off-campus accommodation specifically in Moi University, Main Campus.

Other studies for instance Kayas and Erkips (2001) revealed that students living on the highest floor perceived their rooms larger and found them less crowded. This factor enhanced their individual satisfaction. Furthermore studies by Li *et. al.*(2005) examined the relationship between students satisfaction with their residence hall living experience in terms of university hosted facilities and student satisfaction with various custodial, maintenance and services. The findings of this study indicate that interpersonal environment was more important than cleanness and maintenance valuables in predicting students' satisfactions with their residence experiences. The demographic background of students like gender and age also impacts as a satisfaction level, for instance male and female tend to have different perception on the feeling of crowding and subsequently have different coping strategists to the crowded conditions. Student's perceptions are affected by gender, background and duration of residence. Female students tend to be generally more satisfied than male students with their residence environment.

The matter of student housing has been addressed from a number of viewpoints. Disciplines such as urban development and planning, geography and housing policies are concerned with issues associated to student community, as it has been witnessed that a high concentration of student residents in specific areas has effects for these urban neighborhoods (Sabri & Ahmad Nazri, 2009; Smith & Denholm, 2006), as for instance on the social cohesion. Other matters are related to questions on how to adapt students and what is appropriate housing for these provisional residents. The type of housing, the standard and the architectural design is important issues in this context. To understand what students consider being suitable and satisfactory housing, shall to investigate their points of view.

Despite the reluctance to outsource student housing operations, it is evident nationwide that housing facilities are in major disrepair and are virtually obsolete when faced with the increasing needs of today' college students. On-campus dormitories built in the 1950s and 1960s is the most predominant housing option for students, which typically consist of single rooms housing two students each in long corridors that do not provide much, if any, privacy. Additionally, most traditional dormitories do not have the highly-desired amenities and building infrastructure that students and their parents now see as essential to the university experience. Such amenities and infrastructure include fitness and recreation centres, wireless networking capabilities, kitchens, and single bedrooms with private bathrooms. Universities are continuing to find themselves to be competing with the off-campus private housing market as it caters to student preferences, offers a continual supply of appealing amenities and is often close enough to campuses to allow for a reasonable commute to classes (Survey Unit, 2008).

A shortage of student housing exists nationwide as the majority of university students at the nation's largest institutions both private and public institutions such as University of Nairobi and Maseno University, and Kenyatta University etc. live off-campus. (Amole, 2011; Dasimah, *et. al.*, 2011; Ng, 2005; Turley & Wodtke, 2010). With increasing enrolments and many universities reserving on-campus beds for first year students and upper-class students are often forced into the local communities where there is either not enough local housing to meet the demand or not enough housing that meets the local municipality's safety standards to be considered eligible for student occupancy. In order to accommodate more students and attract them to campus, universities are developing and constructing new housing facilities. However, it is important to remember that constructing new on-campus student housing can be cost prohibitive to many universities.

Studies have investigated the effects of on-campus accommodation and it generally provides a positive impact on its residence. Among the positive effects are more engagements with their academic environment, higher rates of graduation, greater satisfaction with college experiences, and greater perception of personal growth, better social interaction higher educational aspiration and better academic performance. Besides, research in this area generally supports the notion that students living in campus organized housing tend to be more socially adjusted and tend to participate more often in extra-curricular and campus activities than students living off-campus (Rinn, 2004). In addition, Cross and Grady (2009) who conducted an investigation among 440 students living on-campus found that the hostel environment can influence the student alcohol use. This was accelerated by halls of suites which increased the situational motivation to drink alcohol. In study done by Rinn (2004), he examined the effects of on and off-campus living arrangements on students openness to diversity

than living off-campus was directly associated with significantly higher level of openness diversity than living off- campus.

Rinn (2004), suggests that students are more independent, and have the highest level of supportive achievement and interaction orientation. The majority of college students today commute to campus. The perception is that off-campus students are less committed because they live away from college compared to those who live on campus. This seems challenging on students because what the gain from their college experience depends on how much time and effort students put into their studies and other educationally purposeful activities. The learning in campus indicates that level of academics, college time on tasks and participating on other educational purposeful activities directly influence the magnitude of students living and their overall educational experiences (Rinn, 2004). Many colleges and universities cannot keep up with the demand if they are unable to provide adequate housing for students (Bekurs, 2007).

In United States of America, the numbers of undergraduate students living on- campus increased with the risen cost of gas, food and rent in the off- campus residence. Toyin & Yusof (2013) Students feel that living- on campus will be a lot less expensive; therefore, more numbers of students stay on- campus. Where campus housing effectively integrates learning and social development by providing students the opportunity to form an identity or a sense of community with the institution. Students who live on campus generally participate in more activities, take advantage of campus resources, and are more involved in leadership experiences. Many times the interaction that students have within the residence hall frames their campus experience. In addition to the residence hall experience, students who live on-campus are also actively involved in campus-wide organizations and activities. They tend to have a

better understanding of self, experience positive changes in values, have higher self-esteem, and are more satisfied with their collegiate experience unlike the off-campus students.

In the Business Daily newspaper, Herbling (2013) reveals that off-campus accommodation for students' costs more than Kes. 4,000 per month, charged for university hostel rooms. Some students with financial difficulties are thus forced to live in the slums, while some of them have been forced to live illegally in the university housing (with fellow students) still others jointly rent a unit outside campus and share the expenses, which adversely affect their learning. With the number of students increasing each year with no new hostels being put up, public universities have been forced to partner with private developers to build student accommodation for example Talai center, which is a nearby shopping centre within Moi University Main Campus. However private developers are seeing the shortage as a business opportunity and some are already bidding to provide housing facilities for public universities. This arrangement has led to high accommodation costs for students.

Furthermore, in relation to off-campus accommodation, University World News (2015) reporting on Kenyan Universities, states that students using meagre amounts from loans extended by the government are finding themselves with no choice but to rent rooms in very cheap places inhabitable to meet their needs because of the large numbers. In most cases the places are crowded and for these students to make more money they engage in illegal businesses by getting into illicit businesses for example peddling in drugs, running movie theatres where cheap liquor is consumed.

2.4 Types of Accommodation (Off- Campus Private Housing)

Housing off-campus is found in housing estates located near the university. Li *et. al.*, in Thomsen (2008) found the following results that are related to students' prospect to living off-campus. Demographic characteristics that significantly predicted a higher possibility of living off-campus was male gender. Significant positive reasons for students intending to live off-campus were: (a) ability to cook meals, (b) length of lease/contract, (c) proximity to campus/town, (d) parking accommodation, (e) ability to live with or near friends, and (f) a private bathroom. Significant negative predictors to students' preference to live off-campus subsequent years included: (a) the ability to be on a dining plan, (b) leadership opportunities, (c) academic support available, (d) high speed internet options.

Academic achievement is not significantly influenced in students' living environment. Of a more uncertain nature, Dasimah *et. al.*, (2011) reported that academic achievement of off-campus students is not influenced by the environment although living as off-campus is said to be more challenging than staying on campus. In most cases their properties are that students deals directly with the landlord. Usually students sign a lease agreement for an academic year and are required to pay rental fees monthly. Students living in off- campus accommodation are responsible for associated bills which are shared with other housemates. Students are expected to pay booking deposit equivalent to one months' rent. In off-campus student in some cases reside with non-student who may be working elsewhere with their families. Students may be disturbed and have no good time to study due to noise. Again burglaries are common. Items like mobile phones, jewelleries, money and computers are stolen.

According to research done by MohdNajib, *et. al.*, (2011) conditions that help make a student living productive are: sense of security and attachments process for involvement and an experience of neighbourhood. They recommended that institutions should provide housing environment that is conducive to meeting educational needs of the students. Akingbohunbe, Akinluyi and Babalola (2012) research on residents' perception of off-campus students housing performance in Ile-Ife, Nigeria was an empirical case study. The purpose of the study was to survey the residential satisfaction of the off-campus students housing in Ile-Ife. The study found that residential satisfaction was based on the level of facilities provided. However, students highlighted that good road facility, car packs, adequate ventilation, crowding and sanitary condition together with delay in responses to maintenance demands as constraints in their hostels. While perceptions of private hostels owners of university students and management may be important, very few studies have examined these.

MohdNajib, *et. al.*, (2011) reviewed research trends in students' life and found that student housing play an important role in the success of university students. He further respond that adequacy of facilities add to the desire of student to remain on campus. Frazier (2009) conducted a study to determine if there are significant differences between the academic achievement of student that lived on campus and their counterpart, they concluded that there is no statistically significance difference in the grade points averages of students regardless of the residence. Frazier further conducted a survey to measure the quality of life within the university community. With regard to on campus living environment, the study found that the students were less satisfied with university housing with their social life. The researcher attributed this to the space limitation, lack of privacy, lack of freedom and poor maintenances that is commonly found in on campus housing. Students that have a positive college

experience are more likely to see their program through to completion and have increased satisfaction with their overall university experience.

According to Frazier (2009) convenience, location close to campus, ability to choose where to live, high speed internet, proximity to campus, ability to study where you live were indicators of students satisfaction with their accommodation. According to Dasimah, *et. al.*, (2011), academic achievement of on campus is not influenced by their environment although living off- campus is said to be more challenging than on campus. A study conducted in (2008) in Nottingham University revealed that peer relationships had strongest effect on student satisfaction (Survey unit, 2008). The peer relationship could be manifested in many ways including satisfaction with the behaviour of other students on ones hall, liking fellow students and satisfaction with ones roommates. Managerial dissatisfaction impact on students these include safety and security of residential building. This will help to determine the extent to which satisfaction with the living environment affects wellbeing. The hostels common in university are single room which does not provide privacy. The current desired amenities such as fitness and recreation centers wireless networking capabilities, kitchens and single bedrooms with private bathroom are not provided.

2.5 Benefits of On-Campus Accommodation

Research on the impact of on-campus living satisfaction on student development has consistently shown that students' chances of persisting to graduation are greatly improved by living on campus and having a positive living and learning experience. Students that have a positive experience are more likely to see their program through to completion and have increased satisfaction with their overall university experience. The following studies demonstrate that while on-campus living may look and feel the

same in many places, the way the program is viewed and experienced by the students is not.

As stated by Thomsen (2008) convenience, independence, security, and privacy were perceived as advantages, although visitation restriction, rules, and noise were perceived as negative elements of living in the on-campus environment. Li et al. in Thomsen (2008) has conducted a research in investigating on student satisfaction with their current living arrangements in the on-campus housing whether they plan to live on-campus and whether they plan to move off-campus for next year. Li et al. in Thomsen (2008) found that following six items were significant, positive predictors of returning to the on-campus housing the subsequent year: (a) ability to be on a dining plan; (b) leadership opportunities, (c) location close to campus, (d) ability to choose where to live, (e) academic support available, and (f) high-speed Internet connection. Items that were significant negative predictors were: (a) ability to cook meals, (b) length of lease/contract, (c) proximity to campus/town, (d) private bathroom, and (e) parking accommodations, (f) ability to live with or near friends, and (g) ability to study where you live. They also found the most significant predictors of returning to the on-campus housing were also generally significant negative predictors of living off-campus. The current study sought to establish the factors that influence students' satisfaction level with on- or off-campus accommodation in Moi University, Main Campus.

Students' admission to university is critical in every country for it is a process to graduate skilled manpower (Bekurs, 2007). In many campuses in Kenya, students are provided with on-campus accommodation which is most preferred by parents and students. Researchers have proved that there are important benefits for students who

live on campus. Providence of decent accommodation is integral for student maturation process as they go over the final ladder in their academic pursuit (Bekurs, 2007). Furthermore, he argued that students who live on-campus socialize more with their peers. Several forums available within and between students' experiences are very important to students' interaction. The students further socialize with administration and faculty which expose students to more engagement in their area of study. This depends on one's interest and focus in academics. Furthermore, campus co-curricular activities, which augment the entire college experiences, are readily available within the campus facilities.

Living on-campus gives general opportunity for students to participate in more activities, use campus resources and innovation experience (Rinn, 2004). These experiences enable student to have sense of living in a community, which gives better understanding themselves and diverse population. Collegiate experiences expose students to having valuable life skills which prepares them for life outside college. Students admit that it is more convenient to live on campus. There is minimal time wasted on travelling and furthermore they have ready access to relatively less costly meals which helps them maintain healthy lifestyle. Technology availability and accessibility is important to students. High speed connectivity to internet, computer labs, is readily available and available at lower cost to students living on campus (Rinn, 2004).

The main goal of public universities is to provide satisfactory accommodation that meets quality and users' needs. In this study, students' needs are students' expectations and aspirations. University laudable efforts have failed to achieve this goal. For university to explore and understand students need and expectations, they

need to look into the consumers of their services. Students while in college, spent most of their time in their living environment than anywhere else. According to Lanasa, *et. al.*, (2007), it is also important to know what contributes to student retention in residence halls, for students living in residence hall seem to perform better academically than students who live at home. Research done in support of students living on-campus had a significant positive effect on students' completion of campus and persistent graduation from college.

Students living on campus tend to be more socially adjusted. According to Mohit *et. al.*, (2010) living of students in on campus accommodation provides positive impact on its residents. Among the positive effects are: more engagement with the academic environment, higher rates of experiences, greater perception of personal growth, better social interaction, higher educational aspirations and better academic performance though on the negative side living on campus may influence use of alcohol (Rinn, 2004).

Bekurs (2007) says that good hostel condition and facilities in university campuses have positive influence on the overall student satisfaction. Amole (2009) points out that student satisfaction, has had less inquiry, though factors influencing residents satisfaction with their homes and neighbourhood has been researched. Mohit *et. al.* (2010), in their study where they investigated students' satisfaction with their university housing, specifically the influence of the physical attributes, psychological and management aspects on student satisfaction. Their findings were that there is a direct co-relation between the satisfaction level and the hostel environment. Basically when the environment meets the individuals' expectation, a higher degree of satisfaction was noted. Furthermore, Mohit, *et. al.*, (2010) espoused that incongruence

between accommodation needs and facilities leads to dissatisfaction. Thus, it can be concluded that understanding students satisfaction wellbeing can assist universities undertake changes to increase level of satisfaction among them.

Students accommodation facilities while in campus expand intellectual capabilities. This statement is supported by Hassanain (2008) when he posed that well planned student housing facilities promote desirable educational outcome and help to achieve the broader objectives such as social cohesion and responsible citizenship. This is further supported by Amole (2005) when he revealed that good students' accommodation promotes interaction between roommates and broadens the student's knowledge. A student being originally from different backgrounds and specializations it is important for better housing facilities. Informal intellectual interaction is far much vital as academic intellect Price *et. al.* (2003). On-campus residences are more likely to be involved in co-curriculum activities and have maximum use of campus facilities. Participation of students in co-curricular events rounds out and augments what is learnt in the classroom. This further reinforces their satisfaction with their university experiences.

A study by Kaya and Erkip (2001) observes that students who live in campus housing confidently persist in their studies and graduation than students who have not had this on-campus experience. Furthermore, students living in on campus residence have a higher level of self-esteem over time. On-campus accommodation provides convenience issues such as real preparation and access to study groups (Kaya & Erkip, 2001). This supports the fact that the cost of living on-campus seems to be better financially. Living on-campus impacts on students' academics in such a way that they are within easy reach of campus facilities which are accessible to lecture halls and

other learning activities within campus. One study done by Kaya and Erkip (2001) found that on campus students have higher retention rates and attain higher grades than those residing off- campus. This tends to give students opportunity to have sense of community with the institution. In campuses there are many other co-curricular activities and resources. The interaction of students with these facilities enhances the university experience. Students living on-campus are involved widely on organizations and activities. These enhance better understanding of oneself with their collegiate experiences, changes in values, self- esteem and individual satisfaction.

Convenience is enhanced when students live on-campus, and this helps them maintain a healthier students' environment, for services provided on campus are varied and paid for. These are supported by one study done by Rinn (2004) who found out that students who live on campus anticipate more in extracurricular and campus activities. Their living in hostels maximizes opportunity for social and extracurricular interaction for they are placed at the centre of the citing activity. In fact, he supported these findings that most students apply to reside on campus for social opportunities. Students living on-campus will associate with college mates. These emphasize that social identification with groups will-enhance individual adjustment to college experience students can also explore better for they belong to a community. The students' organization gives students locus of identity during college stay. Friendship is usually developed when people who have common interests are brought together in an environment. Student on-campus enhances development of friendship.

Bekurs (2007) says that independence, security and privacy are advantages students access if they reside on-campus. On campus students has the opportunity to build campus relationships. Bekurs (2007) believe that relationships with other persons exert

the most powerful influences on individual development. In college students come in contact with peers, campus organizers, facilities and parents. This group stimulates students with new ideas, values and beliefs. While providing the students with support during period of emotional stress, alternate gratification, alternate behaviors and attitudes interaction and relationship often leads to enhanced satisfaction. Elliot and Shin (2002) assess students' differences in activity between on-campus and off-campus and found out that there was noted difference between the two groups. He further explained that those living on-campus showed a sense of belonging. The study concluded that students who feel a sense of belonging to their institution are more satisfied.

A study done by Rinn (2004) found that motivation of students varies based on residency status. The on-campus resident students were more oriented towards achievement. The students valued the size of institution and social reputation associated with it. They happened to be the most socialized group of students. The literature reviewed is from studies done in developed countries, though on student satisfaction with on-campus residence. However, the current study was done in a developing country and specifically on the satisfaction level of students with both on-campus and off-campus accommodation and the factors influencing their level of satisfaction.

2.6 Factors that influence students level of satisfaction with their accommodation

There are many factors that influence students' wellbeing in their stay at the university. A case study done by Alkandari (2007) investigates students' perception of the residence hall living environment. The study found that the type of hostel students stay, safety and security, distance from residential place to lecture halls, ablution

block, social amenity, and lighting all enhanced students positively on their education. Zhao (2012) asserted that student satisfaction has a strong relationship with the quality of higher education perceived by the student, and that this perception will be influenced by many factors concerning the educational service, including expectation of service and image of the institution. Research in this area has generally supported the notion that students living on-campus tend to be more socially adjusted and tend to participate more often in extracurricular and campus activities than students living off-campus.

A study by Li. *et. al.*, (2007) on the relationship between students' overall satisfaction with their residence hall living experience and students satisfaction with custodial, maintenances and services, established that interpersonal environment was more important than cleanliness and maintenance. Living in hostels occasionally led to breakups among roommates. The social interrelationship factors may cause breakups. These causes include personal character and the amount of social support among the roommates.

Amole (2005) further evaluated the relationship between spectators and residence hall discipline, they found that the disciplinary incidents happened more often during football weekends. The study suggests that the residence hall staff should plan postgame activities for the students and encourage them to personalize their common areas and take ownership of them. Therefore, strict rules and discipline may play a strong role in reducing student misconduct and maintaining discipline and safety in residence halls. Mamman (2011) carried out a comparative study of the effect of on-campus and off campus accommodation and other facilities on students' academic performance. The study identifies some advantages of on-campus accommodation.

These include: easy accessibility to the classes, libraries and other university facilities hence saving on time. The findings revealed that a significant relationship exists between the type of accommodation and the students' academic performance. The diet, health, amount of sleep, comfortable shelter and sense of security a student has directly affects his ability to function at his full potential. Lanasa, *et. al.*, (2007) appreciates that adequate housing in schools gives rise to comprehension and encourages positive learning outcomes. A clean and comfortable environment definitely gives an individual a lot of psychological satisfaction and hence the need to study the status of the private hostels so as to find out how they affect the students' academic output.

2.7 Challenges on Students' Accommodation

In institutions of higher learning, some students reside far away from home. This residence comprises of living with other students from diverse background, different personalities and different socio-economic exposure. The growing population of students and inadequate facilities in colleges pose challenges to either on-campus or off-campus residential. Students opt to live in places relatively offering affordable residence to cut the cost. In United Nation of America, students living on-campus are overwhelming in numbers this is necessitated by facilities such as electricity, internet access, gas and food are readily available. This attracts more students to reside on-campus.

Adequate hostel accommodation gives rise to improved productivity especially for students in tertiary institutions (Agboola, Olatulara & Alabi, 2001). Thus for students to concentrate on their studies, comfortable hostels are a necessity. This in turn eventually leads to the internal efficiency of an institution. According to Mwiria and

Wesonga *et. al.*, (2007) a university's physical facilities ultimately affect the quality of an individual student's experience. Mwiria and Wesonga *et. al.*, (2007) further observes that most Daystar University students have to commute due to lack of adequate accommodation facilities and this limits the degree to which they can utilize the University facilities. Therefore, this study investigated how well Moi University undergraduate students living on-campus or off-campus are affected by the type of accommodation.

In America according to Rajapaksa and Dundes (2003) in their study on international students' problems, they found out that homesickness, financial difficulty, food related problems and difficulty in understanding American social customs pose them challenge in their stay in the university. They further revealed that living in the residential hall had impact on student learning. They further found out that resident incorporation into college was affected indirectly by student community. In the college residence, living with roommates is unavoidable. Findings by Rajapaksa and Dundes (2003) further espouse that students in America demonstrate that they prefer to live in single room. This reflects that students are interests in living alone. These students admit that it is more comfortable and had freedom when they live in a single room. Erb, *et. al.* (2014) reported that non-American students had lower measure of roommate understanding trust and intimacy.

In Kaya and Ekrip's study (2001) which they investigated on the influence of physical attributes of campus, accommodation on students' satisfaction at Bilkart University, Ankara, reveals that overcrowded rooms were major problem among students. It further postulates that perception of students' privacy led to an increase in the level of students' satisfaction with their living condition. The size of the hostel rooms clearly is

the problem with student stay in the campus. For instance, the study of Amole (2009) found that students who lived in triple sharing rooms were less satisfied and unhappier with their living conditions than students residing in double sharing rooms.

A study done by Balongh *et. al.*, (2005) which looked at the recent trends in housing construction and renovation of educational institutions respondents revealed that construction and renovation were focused mainly on building apartments and suites rather than traditional residence halls as a result of the demand for more privacy. This depicts that there is a high demand among students for a greater degree of privacy in their halls of residence. The physical factors of the “built environment” affect people’s perception of privacy and crowding. For other students services offered in the hostels for instance cleanliness, privacy, maintenance and interpersonal relationship pose as problem. Living in communal with different background origins led to misunderstanding which tends to inconvenience other personalities.

2.8 Summary of Literature Review

This section has reviewed literature related to the study. Studies were reviewed on the relationship between students’ satisfaction with their residence hall living experience in terms of university hosted facilities and student satisfaction with various custodial, maintenance and services (Li *et.al.*, 2005). Studies which have been conducted focus on the satisfaction level of students on University accommodation and the influence of physical attributes, psychological, and management aspects. These studies found out that there is a direct co-relation between the satisfaction level and the hostels environment. In study done by Rinn (2004), he examined the effects of on and off-campus living arrangements on students’ openness to diversity than living off-campus was directly associated with significantly higher level of openness diversity than living

off- campus. Research done in support of students living on-campus had a significant positive effect on students' completion of campus and persistent graduation from college (Lanasa *et. al.*, 2007).

This statement is supported by Hassanain (2008) when he posed that well planned student housing facilities promote desirable educational outcome and help to achieve the broader objectives such as social cohesion and responsible citizenship. One study done by Kaya and Erkip (2001) found that on campus student have higher retention rates and attained higher grades than those residing off- campus. Elliot and Shin (2002) assess students' differences in activity between on-campus and off- campus and found out that there was noted difference between the two groups. He further explained that those living on-campus showed a sense of belonging. The study concluded that students who feel a sense of belonging to their institution are more satisfied.

A study done by Rinn (2004) found that motivation of students varies based on residency status. Amole (2005) argued that living in good student housing impact on students' performance this influences intellectual interaction. Mamman (2011) carried out a comparative study of the effect of on-campus and off campus accommodation and other facilities on students' academic performance. According to Dasimah *et. al.*,(2011), academic achievement of on campus is not influenced by their environment although living off- campus is said to be more challenging than on campus. Majority of these studies were done in developed countries mainly focusing on type of accommodation and academic achievement of university students. However, the current study was done in Kenya focusing on students' satisfaction with university accommodation at Moi university main campus, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

The research methodology is defined as an operational framework within which the facts are placed so that their meaning may be seen more clearly. This chapter outlines the general methodology that was used to conduct the study. It specifies the Study area, research design, and target population, sampling design, sample size, data collection method, research instruments, data analysis, presentation and ethical considerations.

3.2 Research Design

The researcher employed a descriptive survey research design. A descriptive research design is one where according to Kothari(2009), the concern is not describing the characteristics of a particular individual or group but it is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2009). Mugenda and Mugenda (2004) on the other hand gives the purpose of descriptive research as determining and reporting the way things are done. Borg and Gall (1989) noted that descriptive research is intended to produce statistical information about aspects of management that interest policy makers and management practitioners. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables.

3.3 Study Area

The study on factors influencing undergraduate students' level satisfaction with on- and off-campus accommodation at Moi University, Main Campus was carried out at

Moi University Eldoret, Uasin Gishu County, Kenya, 310 kilometers North West of Nairobi the capital city of Kenya. It was established as the second Public University in Kenya by an act of parliament, the Moi University Act of 1984, The Moi University Act cap 210 A of the laws of Kenya. It was later reviewed to the Universities Act, 2012 (No 42 of 2012) University Charter (Legal Notices.202 of 2013).

The University currently operates the following satellites campuses; Main Campus (36km from Eldoret town), School of Law (Annex), Eldoret West campus, Town campus (College of Health Sciences), Odera Akango (Yala), Nairobi, Kitale, Kericho, and Mombasa (<https://www.mu.ac.ke>). The University has a total population of 51000 students with Main campus having the highest number of students currently about 11000. The choice of Main campus for the study was due to the fact that it offers both on- and off-campus accommodation. Also no specific research has been done in relation to factors influencing undergraduate students' level of satisfaction with accommodation at Moi University, Main Campus.

3.4 Target Population

A target population is simply the group of individuals that have been selected for study or for research. It can also be said to be a group with specific characteristics about whom the researcher wants to know more and from whom a sample will be drawn. Banerjee and Chaudhury (2010), assert that a target population refers to a sample from the defined population from which the sample has been properly selected. The target population for the study consisted of all the 11000 undergraduate students from first to fifth years who were present in campus at the time of carrying out the study. The postgraduates were not targeted for this study since most of them are independent students. The key informants included housekeepers and caretakers and the choice of

key informants was because they deal with students' accommodation both for on-campus and off-campus. The target population is presented in Table 3.1.

Table 3.1 Students Enrolments Based on Students' Accommodation

SNo	Type of accommodation	Male	Female	Total
1	On-campus	3822	3762	7584
2.	Off-campus	1722	1694	3416
	TOTAL	5544	5456	11000

Source: Moi University Main Campus Student Registry offices (2015)

3.5 Sampling Design and Sample Size

The target population was stratified based on type of accommodation. This implied that the students were stratified as those who were on-campus and those who were off-campus accommodation. Stratification was used to increase precision and presentation (Kothari, 2008). In each stratum, simple random sampling was used to ensure that each individual had an equal chance of being included in the sample. The sample size was determined by using the coefficient of variation formula (Nassiuma, 2000), as follows,

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where n = Sample Size

 N = Total Population

 C = Coefficient of Variation

 e = Tolerance level

This study applied a coefficient of variation of 11.5%. This is because a coefficient of variation of less than 30% is considered more appropriate (Nassiuma, 2000) and that coefficient of variation is a sure measure of variation. Population of 11000 with 1% tolerance level gave a sample size of 130 respondents as shown below.

$$n = \frac{11000*(0.115)^2}{(0.115)^2 + (11000-1)*(0.01)^2}$$

$$n = 130 \text{ respondents}$$

For the purpose of getting a representative sample for student respondents, the researcher used stratified sampling method to categorize respondents according to on-campus and off-campus. Thereafter, the researcher used proportionate and simple random sampling to get a representative sample. Random sampling was used to get 130 respondents of which 91 composed of on-campus and 39 off-campus students. Purposeful sampling was used to select 5 key informants both housekeepers and caretakers.

3.6 Research Instruments

Research instruments are techniques of data collection such as a quantitative standardized instrument (Creswell, 2012). The research instruments for this study were questionnaires and interview schedule. The selection of these tools is guided by the nature of data to be collected, the time available as well as by the objectives of the study (Cohen, Manion and Morrison, 2007). Each of the research instruments used in this study was explained in the following sub-sections:

3.6.1 Questionnaire

A questionnaire consisting of a number of questions printed or typed in a defined order or form. This is a method of data collection by which the questionnaires are mailed to respondents who are expected to read, understand the questions and write down the answers in the space meant for the purpose in the questionnaire (Kothari, 2008). According to Bhandarkar and Wilkinson (2009:56) the advantage of questionnaire method is that it affords great facilities in collecting data from large, diverse and widely scattered groups of people. A questionnaire is a method of data collection that asks participants to give written or verbal opinions or replies to a written set of questions. It is a quick, convenient and inexpensive method of collecting standardized information from an identified large group of subjects/objectives (Fowler, 2013). According to Kombo and Tromp (2006:89), a questionnaire is a research instrument that gathers data over a large sample. The questionnaire is suitable for this study, mainly because the variable under study will not be directly observed such as views, opinions, perceptions feelings and attitudes of the respondents. Such information is best collected through questionnaire (Kothari, 2008).

This study used semi-structured questionnaire that was developed by the researcher to obtain primary data from the students. All the respondents were asked the same question in the same order. The questionnaire helped the researcher to understand the views, perception and experience of the students regarding on- and off- campus accommodation. The questionnaire also gave the respondents freedom to express their opinions on the level of satisfaction with on-campus and off-campus accommodation. The instruments also enabled the researcher to reach many respondents with little time and at less cost.

3.6.2 Interview Guide

The researcher collected information from key informants by use of interview schedule. The interview mode of data collection according to Kothari (2008) is very useful in extensive inquiries and can lead to fairly reliable results. He argues that it can be expensive and it is mostly used by government agencies. The researcher conducted scheduled interviews with respondents so as to meet the objectives of the study. The interviews were orally administered on a face to face basis. Questions were drafted by the researcher guided by the objectives of the study and the answers given by the respondents were noted down. The researcher had an interview with Housekeepers and Caretakers. Interview schedules were important because it helped in eliciting effective responses from the respondents' particularly through observable nonverbal cues and the information collected formed part of primary data.

3.6.3 Pilot study

Before data collection the research instrument was piloted at University of Eldoret who offer both on- campus and off-campus accommodation and was not included in the study. This enabled the researcher to assess the clarity of the question items so that those items found to be ambiguous were either discarded or modified to improve the quality of the research instruments. It also allowed the researcher to create familiarity with the instrumentation. Piloting is important because it helps in revealing deficiencies in a questionnaire (Kothari, 2008). The researcher then addressed the deficiencies revealed by the piloting exercise.

3.7 Validity of Research Instruments

Validity can be defined as the degree to which an instrument measures what it purports to measure. It is the accuracy, truthfulness of inferences that are based on the data

obtained from the use of a tool or variable in the study (Sheperis, Young & Daniels, 2010). The researcher tested both content and construct validity of the research instruments before administering them to the actual respondents in this study. Content validity is a type of validity that involves the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured. In this study, the researcher sought the assistance of experts in the field of Counseling Psychology, department of Sociology and Psychology, School of Arts and Social Sciences, Moi University in validating the research instruments. Through the validation, experts checked on the clarity of instructions to respondents, wordings of items and adequacy of items in addressing variables of the research. The researcher also sought guidance from fellow doctoral students. Their comments were incorporated in improving the validity of the instrument.

Construct validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately reflects or represents a theoretical concept (Creswell, 2012). This approach is often used where no criteria or domain of content is generally accepted. The supervisors helped to establish the extent to which the construct under investigation was measured. After piloting, the supervisors were given the responses which they reviewed and thus helped the researcher to improve them hence making the instruments valid.

3.8 Reliability of the Research Instruments

According to Kothari (2009), the reliability of the instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Piloting was carried out to establish the reliability of the research instruments. For research instruments to be valid, the content selected in the questionnaires must

also be relevant to the variable being investigated (Kerlinger, 2006). In order to test reliability of the instruments used in the study, test-retest method was used that was done within an interval of two weeks. The test re-test method obtained two scores for the pilot test data. The two scores from the pilot test were subjected to Pearson's product moment correlation coefficient test using SPSS and reliability coefficient of 0.68 for questionnaire and 0.72 for interview schedule were obtained which implied that the instruments were reliable. According to Orodho (2009), a minimum correlation coefficient of 0.65 is recommended for indicating that an instrument is reliable.

3.9 Data Collection Procedures

Before collecting data, the researcher sought an introductory letter from the School of Arts and Social Sciences, Moi University addressed to the Permanent Secretary, Ministry of Education, Science and Technology (Appendix 5). Thereafter, a permit (Appendix 6) and an authorization letter (Appendix 4) to carry out research was issued by National Commission for Science, Technology and Innovation (NACOSTI). The permit was presented to management of the institution where the study was carried to book appointment. During the agreed day, the researcher proceeded to the institutions where she administered the research instruments to the respondents earlier selected.

3.10 Data Analysis

After the collection of data, the researcher conducted data cleaning which involved the identification of incomplete responses. The data was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS- version 20). The research yielded both quantitative and aspects of qualitative data. Descriptive statistical techniques were used in the analysis process. The mean scores and standard

deviations were used because the mean was considered the most efficient measure of central tendency and the standard deviation as the most efficient measure of dispersion. T-test was also used to test for the differences in the students' level of satisfaction between the on- and off-campus students in Moi University. The analysis of the qualitative data followed the path of aggregating the words or images into categories of information and presenting the diversity of ideas gathered during data collection. Data was presented using frequency tables, bar graphs and pie charts.

3.11 Ethical Considerations

The researcher sought and obtained permission from the Ministry of Education Science and Technology after approval of the proposal by the University Supervisors. The researcher assured the respondents that strict confidentiality and anonymity would be maintained in dealing with the responses after the nature and the purpose of the research had been explained to the respondents. The researcher respected the individual rights to safeguard their personal integrity. No names or personal identifications numbers were reflected on the questionnaire except the numbering which was for the purpose of clarification of data during data editing. Any identifiable information was removed during the data analysis and interpretation stages.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of data on the factors influencing students' level of satisfaction with on-campus and off-campus accommodation at Moi University Main Campus. The analysis has been done based on data collected through various methods discussed in chapter three including questionnaires and interviews by the researcher. The information based on the analysis was then presented as set out in the objectives of the study. The research data was tabulated and presented in tables and analyzed using descriptive statistics particularly mean, percentages, frequencies and standard error using SPSS software computer package. The specific objectives of this study were:

- i. To establish the factors influencing students' level of satisfaction with either on- or off-campus accommodation in Moi University main campus.
- ii. To determine the difference in students' level of satisfaction with accommodation among students residing either on-campus or off-campus at Moi University Main Campus.
- iii. To identify accommodation challenges facing students either on -or off-campus in Moi University Main Campus

4.2 Background Information of Respondents

The study sought to determine the general information of the respondents concerning gender, year of study and place of residence.

4.2.1 Response rate

Out of the 130 students who were involved in this study, 115 completed filling in the questionnaires which gave a response rate of 88.5% this is shown in figure 4.2.1.

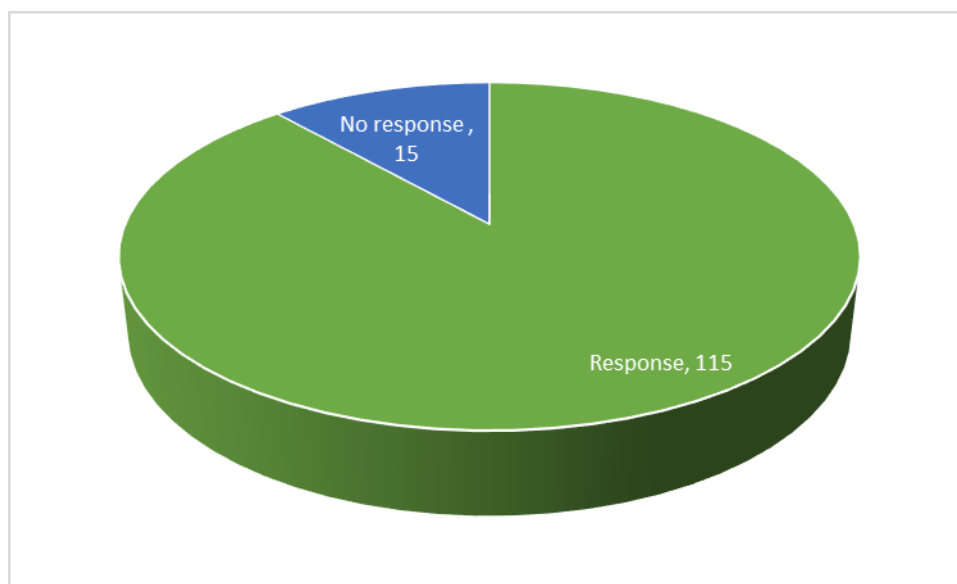


Figure 4.2.1: Response Rate

This response rate was high enough to be used in providing valuable information for the study.

4.2.3 Gender of Respondents

The respondents were asked to state their gender. The responses are presented in figure 4.2.2.

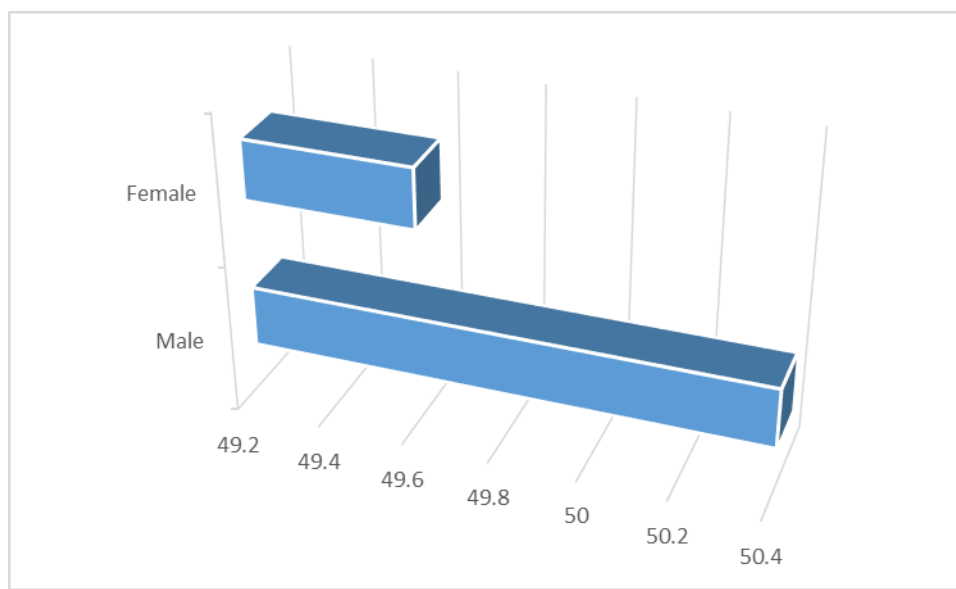


Figure 4.2.2: Gender of the Respondents

As shown in Fig. 4.2.2, slightly over half (50.4%) of the respondents were male whereas 49.6 % (57) were female. This shows that there were almost an equal number of respondents by gender. This was expected in order to elicit balanced opinion concerning the variables investigated from both parties.

4.2.3 Year of study of Respondents

The study sought to determine the year of study of the students who participated in this study. The results are presented in Fig. 4.2.3.

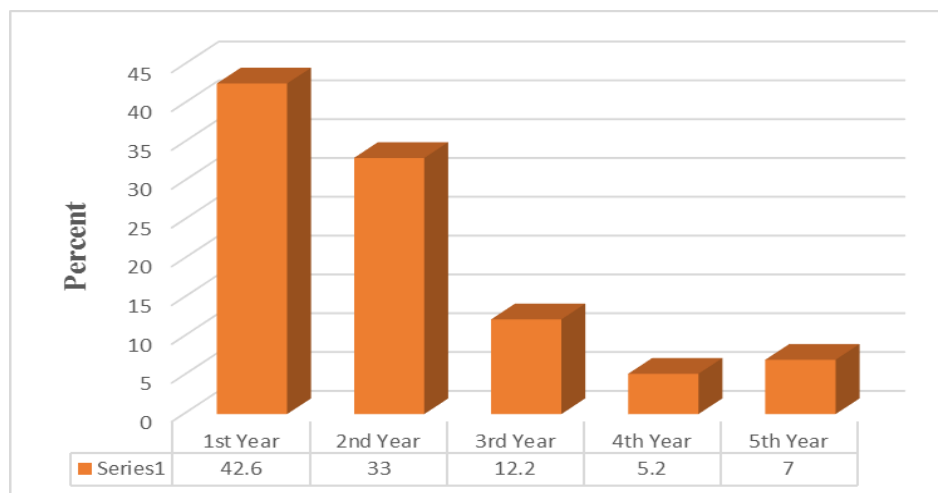


Figure 4.2.3: Year of Study of the Respondents

Fig. 4.2 shows that 42.6% (49) of the respondents were first years while 33% (38) were second years. Another 12.2% (14) were third years and 7% (8) were fifth years. Only 5.2% (6) were fourth years. This implies that there were many first years who participated in this study.

4.2.4 Residential place of the Respondents

The responses on the residential place of the respondents are presented in fig. 4.2.4.

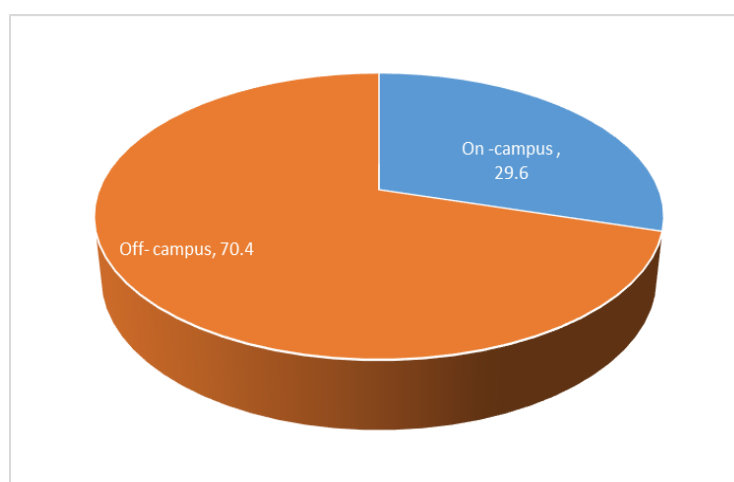


Figure 4.2.4: Residential Place of the Respondents

Fig. 4.2.4 indicates that 29.6 % (34) of the students who participated in this study were off-campus while 70.4% (81) were on-Campus. This is an indication that majority of the students in the university reside within the university.

4.3 Factors Enhancing Students' Level of Satisfaction with Accommodation

The study sought to establish the factors influencing students' level of satisfaction with either on-or off- campus accommodation in Moi University main campus. The responses are stated in Table 4.1.

Table 4.1: Factors Influencing Students' Level of Satisfaction with Accommodation

Factors	Off-campus		On-campus	
	f	%	f	%
Distance of residence	21	61.8	59	72.8
Catering facility	19	55.9	42	51.9
Access to staff services	23	67.6	64	79.0
Access to technologies	25	73.5	60	74.1
Access to social amenity	16	47.1	54	66.7
Security factors	20	58.8	72	88.9
infrastructure	21	61.8	49	60.5
Adequate space	18	52.9	50	61.7
Reading desk	24	70.6	63	77.8

As shown in Table 4.1, 61.8%(21) of the off-campus students stated that distance of residence was a factor influencing students' level of satisfaction with either on-or off-campus accommodation, while 72.8%(59) of the on-campus students stated the same. This implies that both on- and off-campus students were in agreement that distance of

residence was a factor influencing their level of satisfaction. The other factor mentioned was catering facilities available. This was stated by 55.9%(19) of the off-campus and 51.9%(42) of the on-campus students implying the on-campus students were not satisfied with catering facilities and preferred to make arrangements for their own meals. There were 67.6%(23) and 79%(64) of the off-and on-campus students respectively who stated that access to staff services influenced their level of satisfaction with either on-or off- campus accommodation, this implied that access to staff services played a major role in students' level of satisfaction whether they resided on-campus or off-campus accommodation. Further, 73.5%(25) and 74.1%(60) of the off- and on-campus students respectively stated that access to technology influences their level of satisfaction with either on-or off- campus accommodation. Another 58.8%(20) of the off-campus students and 88.9%(72) of the on-campus students asserted that security factors influence their level of satisfaction with either on-or off-campus accommodation. The findings also reveals that 61.8%(21) of the off-campus and 60.5%(49) of the on-campus students stated that infrastructure influences their level of satisfaction with either on-or off- campus accommodation, whereas 52.9%(18) of the off-campus and 61.7%(50) of the on-campus students stated that adequate space influence their level of satisfaction with either on-or off- campus accommodation. Further, 70.6%(24) of the off-campus and 77.8%(63) of the on-campus students were of the opinion that availability of reading desk was a factor influencing their level of satisfaction with either on-or off- campus accommodation. This implies that facilities associated with students' accommodation influence students' satisfaction with accommodation. This opinion is also similar to all the students irrespective of the area of residence.

4.4 Differences in Students Level of Satisfaction with University Accommodation

The second objective of the study was to determine the difference in students' level of satisfaction with university accommodation among students residing either on-campus or off-campus at Moi University Main Campus. The section presents the various characteristics of items used. These include respondent's level of satisfaction with accommodation, reading desk, safety rate, study space, distance of stay, social amenities, ablution block, lighting facilities, general studies, college counselling and social environment. These characteristics give an insight into understanding and addressing the current problem of the study. The results are presented in Table 4.2.

Table 4.2 Difference in Students' Level of Satisfaction with accommodation

Statement	VS		S		SS		NRS		NSA		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Reading Desk	12	10.4	37	32.2	19	16.5	25	21.7	22	19.1	115	100.0
Safety Rate	3	3.3	14	15.2	30	32.6	28	30.4	17	18.5	92	100.0
Study Space	21	18.3	37	32.2	26	22.6	20	17.4	10	8.7	114	100.0
Distance of Stay	17	15.3	32	28.8	15	13.5	27	24.3	20	18.0	111	100.0
Access to Social Amenities	12	10.4	39	33.9	16	13.9	28	24.3	20	17.4	115	100.0
Ablution Block	12	10.4	25	21.7	25	21.7	18	15.7	33	28.7	113	100.0
Lighting Facilities	24	20.9	35	30.4	23	20.0	22	19.1	11	9.6	115	100.0
General Studies	15	13.2	64	56.1	21	18.4	10	8.8	4	3.5	114	100.0
College Counseling	12	10.5	50	43.9	17	14.9	20	17.5	15	13.2	115	100.0
College Social Environment	17	15.0	61	54.0	10	8.8	11	9.7	14	12.4	113	100.0

Key: VS-Very satisfied, S-Satisfied, SS-Somehow Satisfied, NRS-Not Really Satisfied, NSA-Not Satisfied at All

Table 4.2 indicates the level of satisfaction with accommodation of respondents totals to 71.3% with those who are very satisfied being 1.7%, somewhat satisfied being 19.1% and those who are satisfied are 52.2% of the total respondents. Therefore, the remaining 28.7% are not satisfied with accommodation. The level of satisfaction of the respondents with the reading desk facilities stands at accumulative percentage of 59.1% where 10.4% were very satisfied, 32.2% are satisfied while 16.5% are somewhat satisfied. Therefore, 38.9% are not satisfied out of which 21.7% were not really satisfied while 19.1% were not satisfied at all. This implies that majority of the respondents were not satisfied with reading desk facilities.

The level of satisfaction as per the safety rate for off-campus accommodation also stands slightly above average at 51.1% where 3.3% think that the off-campus accommodation is very safe, 15.2% think they are safe while 32.6% think they are somewhat safe. This means that 48.9% respondents think that they are unsafe to some extent with 30.4% thinking they are not really safe and 18.5% thinking they are not safe at all. The level of satisfaction of respondents with the study space varies with 18.4% being very satisfied, 32.5% being satisfied and 22.8% being somewhat satisfied with the available study space provided. The total satisfaction level for study space thus stands at 73.7%, implying that only a total of 26.3% of the respondents are not satisfied with the study space. According to Gruber, Fub, Voss and Glaser-Zikuda (2010), educational services play a central role in students' lives. A satisfied student population is a highly sought after competitive advantage for higher education institutions, lending itself to desirable outcomes such as positive word of mouth communication, retention and student loyalty (Thomas & Galambos, 2004).

The level of satisfaction of respondents with social amenities offered by campus is also above average and stands at 58.3% out of which 10.4% are very satisfied, 33.9% satisfied while 13.9% are somewhat satisfied. Another 24.3% of the respondents are not really satisfied while 17.4% not satisfied at all. This implied that considerable 41.7% of the respondents are not satisfied with the level of social amenities. The level of satisfaction of respondents with the ablution block totals to 54.9%, 10.6% being very satisfied, 21.7% satisfied and another 21.7% somewhat satisfied. The remaining 45.1% are not satisfied with the ablution block. Out of this proportion, 15.7% are not really satisfied while 28.7% are not satisfied at all with the ablution block.

Table 4.2 shows high satisfaction of respondents with the lighting facilities at 71.3%. Out of this, 20.9% are very satisfied, 30.4% satisfied and 20% somewhat satisfied. The remaining 27.7% are not satisfied out of which 19.1% are not really satisfied while 9.6% are not satisfied at all with the lighting facilities. The rate of satisfaction of respondent with the general studies stands at 69.3% with 13.2% being very satisfied and 56.1% satisfied. The dissatisfaction level of general studies stands at 30.7 % out of which 18.4% are not somewhat satisfied, 8.8% dissatisfied while 3.5% are very dissatisfied. The rate of satisfaction of respondents with college counselling is above average at 54.4% whereby 10.4% are very satisfied while 43.5% are satisfied. The remaining 14.9% are not somewhat satisfied, 17.5% are dissatisfied while 13.2% very dissatisfied with the college counselling. The rate of satisfaction with the college social environment stands at 69% with a proportion of 15% being very satisfied and 54% satisfied. The proportion of 8.8% are not somewhat satisfied, 9.7% are dissatisfied while 12.4% are very dissatisfied. This implies that majority of the students were satisfied with college social environment.

There was need to establish whether there was any difference in the level of satisfaction on accommodation between on-campus and off-campus students in Moi University main campus. The respondents were asked to rate the items in this section according to the extent to which they are satisfied or dissatisfied with them. The responses were coded as 1 = very satisfied, 2 = satisfied, 3 = somehow satisfied, 4=not really satisfied, and 5 = not satisfied at all. While scoring the questionnaires the highest possible score for each item on the likert scale was 5.0 points and the lowest was 1.0. The highest possible mean score for a respondent was 5.0 and the lowest was 1.0. The midpoint was taken to be 3.0 and this was used to categorize responses as either “satisfied” or “dissatisfied”. For each item a mean and standard error mean were calculated. The results are presented in Table 4.3.

Table 4.3: Mean Values Showing Difference in Students’ Level of Satisfaction with Accommodation

Statement	on-campus		off-campus	
	Mean	S.E	Mean	S.E
Overall satisfaction	2.58	0.201	2.98	.140
Distance	3.01	.130	3.61	.102
Social environment	2.56	.112	3.15	.114
College counseling	2.79	.116	2.85	.111
General studies	2.33	.938	3.12	.321
Lighting facilities	2.66	.118	2.59	.108
Access to social amenity	3.04	.122	3.24	.112
Security factors	3.46	.111	3.06	.110
Ablution block	3.31	.129	2.97	.213
Adequate space	2.66	.114	2.38	.107
Reading desk	3.06	.123	2.88	.104

As indicated in Table 4.3, the students were generally somehow satisfied with the accommodation either on-campus or off-campus with an overall mean of 2.58 for the on-campus and 2.98 for the off-campus students. This implies that there are no significant differences in satisfaction across factors based on place of stay (on-campus and off-campus). In the specific satisfaction items, the on-campus students were slightly more satisfied with general studies (Mean=2.33, SE=0.938), social environment (Mean=2.56, SE=0.112), college counselling (Mean=2.79, SE=0.116), distance (Mean=3.01, SE=0.130) and access to social amenity (Mean=3.04, SE=0.122). However, the off-campus students were more satisfied with adequate space (mean=2.38, SE=0.107), lighting facilities (mean=2.59, SE=0.108), reading desk (mean=2.88, SE=0.104), ablution block (mean=2.97, SE=0.213) and security (mean=3.06, SE=0.110). This implies that there are some benefits the on-campus students were enjoying that the off-campus students missed. This will finally lead to a significantly difference in the level of satisfaction with campus accommodation among students.

Further statistical analysis was done in order to determine the difference in students' level of satisfaction with university accommodation among students residing either on-campus or off-campus at Moi University Main Campus. This was done using Independent Samples T-Test for difference in means. Independent Samples T-test means that there are two groups, and comparing the means of the two groups. In this case the comparison is in the level of satisfaction between the on- and off-campus students in the area where the study was done. The null hypothesis is that the means for both groups are equal. This was tested at 0.05 significance level. The results are presented in Table 4.4.

As shown in Table 4.4, the p-value is 0.003, implying that the difference in means is statistically significant at the 0.05 significant level. Therefore, there was a significant difference in students' level of satisfaction with university accommodation among students residing either on-campus or off-campus at Moi University Main Campus. The students who were residing on-campus were more satisfied than the students who were residing off-campus.

Table 4.4: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
unit cost	Equal variances assumed	20.456	.000	31.516	115	.003	6.38925	2.64648	8.96789	12.81060
	Equal variances not assumed			21.291	32.091	.003	6.38925	2.12210	5.05004	13.72846

Results from the janitors and housekeeper who were interviewed concurred with the responses from the students. Out of the five janitors and housekeepers who were interviewed, three were in support that the students are averagely satisfied with the kind of accommodation they get according to response they get as they serve students.

4.5 Accommodation Challenges Facing Students either On -or Off- Campus

The third objective of the study was to identify accommodation challenges facing students either on -or off- campus in Moi University Main Campus. Data on this objective was obtained from the students who participated in this study through an open-ended question. This elicited multiple responses as presented in Table 4.5.

Table 4.5 Accommodation Challenges Facing Students

Factors	Off-campus		On-campus	
	f	%	f	%
Fewer rooms	19	55.9	69	85.2
Inadequate mattresses	26	76.5	58	71.6
Shortage of water	30	88.2	63	77.8
Power blackouts	20	58.8	73	90.1
Poor maintenance services	17	50.0	77	95.1
Insecurity	24	70.6	70	86.4
Walking long distance to the lecture rooms	32	94.1	53	65.4

Table 4.5, 55.9% (19) of the off-campus students and 85.2%(69) of the on-campus students stated that they were faced with the challenge of fewer rooms. This implies that the rooms were not adequate for both off-campus and on-campus students.

Another challenge stated by 76.5 %(26) and 71.6 %(58) of the off-campus and on campus students respectively was inadequacy of mattresses in the hostels or rooms where the students were staying. Further, 88.2 %(30) of the off-campus students and 77.8 %(63) of the on-campus students asserted that there was shortage of water in the hostels. This made the hostels environment to be unclean, especially the toilets that are shared by many students. Power shortage or blackouts were also mentioned by majority (58.8% of the off-campus students and 90.1% of the on-campus students) of the students who participated in this study as the main challenge they face in their residential places. This implies that the students who were on-campus experience power interruptions more often than the off-campus students.

This might have been due to congestion in the rooms and the tendency of the students cooking in the rooms as reported by one of the janitors who was interviewed:

“Many students cook in the rooms using electrical cookers that consume a lot of power. They also cook almost the same time and this causes power overloading and finally power blackouts”.

The findings further reveal that maintenance services were also poor in the hostels as stated by half (50%) of the off-campus students and 95.1 %(77) of the on-campus students. These include blockages, leaking taps, dirty corridors and toilets and the disposal areas are never emptied in time. This was confirmed by the janitors and housekeeper who were interviewed. Both off-campus and on-campus students were faced with the problem of insecurity in the hostels. It should be noted that 70.6 %(24)

of the off-campus students and 86.4% (70) of the on-campus students were concerned with the state of security in their residential areas. The students also stated that they walk for a long distance from the area of residence to the lecture rooms. This was stated by 94.1% (32) of the off-campus students and 65.4% (53) of the on-campus students. This means that the off-campus students walk for a long distance to and from their residential areas. This is likely to affect their lecture attendance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The general objective of the study was to establish the factors influencing students' level of satisfaction with on-campus and off-campus accommodation at Moi University Main Campus. This chapter summarizes the salient findings for the study based on each objective provides conclusions, recommendations and areas of further research.

5.2 Summary of Findings

The study on the factors influencing students' level of satisfaction with on-campus and off-campus accommodation at Moi University Main Campus was conducted between May 2015 and August 2015. The study involved 115 respondents representing 81 on-campus and 34 off-campus and 5 key informants who provided information required to answer research questions. The study involved undergraduate students who were on session at the time the study was undertaken.

On demographic characteristics of respondents, most respondents (70.4%) were on-campus students. This high percentage was for the reason that most on-campus students were government sponsored while (29.6%) were off-campus students who resided outside the university compound. The study revealed that there were a number of effects of on-campus or off-campus accommodation that determined or hindered students' level of satisfaction at Moi University Main Campus. These included security, residential place of stay, privacy, distance, access to social amenities,

ablution block, college social environment, room space, college counseling, and social environment among others.

In addition the study findings established that most respondents who live on-campus (70.4%) were more involved in campus life activities because of its proximity to facilities that made it more convenient where respondents were able to access the library up to late hours, took part in recreational activities till late and had good interactions, which gave them good performance and higher academic level than their counterpart off-campus, the study revealed that only(52.2%) were satisfied with student support services and accommodation which lowered their level of satisfaction.

On factors that enhanced students level of satisfaction, the study revealed that both on-campus and off-campus respondents had varied enhancements that increased or decreased their level of satisfaction, distance to classrooms from residential place enhanced on-campus level of satisfaction, they also mentioned easy access to facilities such as free internet especially at night because of the added advantage of security with no added cost compared to off-campus respondents which remained the most important among the factors. In addition the study indicated that good social connectedness, clubs and societies, social amenities such as the health facilities and recreation were within easy reach that contributed to enhanced level of satisfaction for on-campus respondents.

The study further revealed that factors that enhanced off-campus respondents' level of satisfaction was attributed among other factors freedom to choose the type of hostel to reside and cost to pay, and especially the roommate to share with unlike on-campus where you are paired with anyone. The study also revealed that off-campus accommodation offered a high level of privacy, space and independent living with no

rules and regulations dictated by on campus residence they were also much quieter than on- campus hostels and probably made a great place to study for on-campus respondents.

5.3 Conclusions

Based on this data, the following conclusions are made:

- i. That there were varied positive factors for both on-campus and off-campus that enhanced respondents' level of satisfaction with security and distance from university facilities accommodation security room space, privacy remaining the most important predictors in regard to their education at Moi University Main Campus. The research findings also revealed that there was a very moderate significant difference of 63.9% and 59.9% on respondents residing either on-campus or off-campus on their level of satisfaction at Moi University Main Campus. This shows that the level of satisfaction in each case was more than average indicating that students were more satisfied with on-campus accommodation.
- ii. The last theme of this study was to unearth the challenges facing either on- or off- campus accommodation on undergraduate students level of satisfaction with university education. At Moi University Main Campus the study further established that the major challenges facing on- and off- campus accommodation varied and included among others distance to university facilities. Despite some respondents being on- campus residents their residential places are a distance away from academic buildings which poses a great challenge especially during rainy seasons and accessing the library at night, some off-campus respondents stay miles away from campus and are

forced to commute adding to high transportation costs, extra costs such as electricity water and internet and other basic utilities, that may not be affordable.

- iii. According to research findings, respondents' satisfaction level with ablution block stood at 54.9% for on-campus and off-campus at 32.4% this implied that ablution block on- and off-campus was below average in respondents' satisfaction level. Poor social environment for off-campus and social amenities 24.4% indicated that the majority of respondents' level of satisfaction is below average. Off- campus respondents feel isolated and don't feel a sense of belonging with on-campus respondents for they don't interact much because of the distance they are not as involved with campus activities as they would if they resided on-campus. On security issues and safety, the study revealed that having a safe and secure and comfortable place to live is an essential part of being able to focus and do good work in college. Distance, safety and security issues remained paramount for both on-campus and off-campus respondents in relation to their level of satisfaction, whereas on-campus employed security staff to keep the residential place safe, there were some behaviours amongst respondents, some involving stealing, alcohol and drug taking that made their safety compromised because of attacks. Respondents residing off-campus were not under the protection of university security exposing them to dangers of theft and burglary because of the neighborhood surroundings, coupled with the inexperienced landlords, who may fail to take precautions such as barring windows or employing security staff.
- iv. The study also indicated that both on-campus and off- campus respondents had challenges that varied that did not satisfy their needs in terms of room space,

bathrooms, and ablution making it less convenient leading to overcrowding. Based on this challenges the study concluded that there are challenges whether on -or off –campus accommodation on respondents level of satisfaction, with its own good and bad attributes and it is a decision that truly comes down to individual needs and preferences. And, in the end the respondents and college trying their best to make life more accommodative by providing what is needed, and for respondents to realize that their input in the situation will go a long way to assist in having answers in these challenges.

5.4 Recommendations

On the basis of its findings, this study concludes that the quality of level of satisfaction is negatively affected by accommodation facilities. Based on this conclusion, the following recommendations were made:

1. There is need for university administrators and all those involved in students accommodation to understand students' needs and satisfaction predictors' to keep students more satisfied with their university education.
2. There is need for the university to have a plan and objectives within which the university management could best serve the interest of the students on issues pertaining to accommodation on-and off-campus so as to improve related facilities.
3. In order to reduce related accommodation problems, there is need for the university management to put up better accommodation facilities on-campus and encourage private developers to take part in the construction of more and improved student hostels that best address satisfaction level of students and make them enjoy their education at Moi University, Main Campus.

5.5 Suggestions for Further Studies

To bring about more light into the issues investigated in this study, it is suggested that the following studies be conducted:

1. A similarly designed study covering other public universities in Kenya.
2. A similar study but involving other factors not covered in this study such as gender and students' socio-economic factors and its effect on students' satisfaction level in relation to accommodation.

REFERENCES

- Abbasi, M., Abbasi, N., Malik, A., Imran, S. C., & Imdadullah M. (2011). A Study on Student Satisfaction in Pakistani Universities: The Case of Bahauddin Zakariya University, Pakistan. *Asian Social Science*. vol. 7 (7)
- Abramson, P. (2010). Green and growing: sustainability and amenities are increasing in new residence hall projects, *Living on Campus. 2010 College Housing Report*, Vol. 13No. 5, pp. 20-30
- Adriaanse, C. C. M. (2007). Measuring residential satisfaction: a residential environmental satisfaction scale (RESS). *Journal of Housing and the Built Environment*, 22(3).
- Agboola, T., Olatunbara, O., & Alabi, M. (2001). *Student on-campus housing at bursting point: A case study of the University of Ibadan*. Ibadan: IFRA Institute Fraçais De Recherche en Afrique University of Ibadan Press.
- Ahmad, H. H. (2003). Residential Satisfaction and Social Integration in Public Low Cost Housing in Malaysia. *Pertanika Journal Social Science & Humanities*, 11(1), 1-10.
- Akingbohunbe, O., Akinluyi L., & Babalola A. (2012). Residents perception of off campus students housing performance in Ileife, Nigeria. *Journal of Environment and Earth Science*.
- Alkandari, N. (2007). Standard Perceptions of the Residence Hall Living Environments at Kuwait University College. *Student Journal* 41 (2). 327-335).
- Amole, D. (2005), Coping strategies for living in student residential facilities in Nigeria”, *Environment and Behaviour*, Vol. 37, pp. 201 19.
- Amole, D. (2009). Residential Satisfaction and Level of Environment in Students’ Residences. *Journal of Environment and Behavior*, 41(6), 866-879.
- Amole, D. (2009a). Residential satisfaction in students' housing. *Journal of Environmental Psychology*, 29(1), 76-85.
- Amole, D. (2009b). Residential Satisfaction and Level of Environment in Students' Residences. [Article]. *Environment and Behavior*, 41(6), 866-879. doi: 10.1177/0013916508322175
- Amole, D. (2011). Students' Housing Preferences in Southwestern Nigeria. [Article]. *Journal of Architectural and Planning Research*, 28(1), 44-57.
- Amole, D. (2012). Gender Differences in User Responses to Students Housing. *Procedia - Social and Behavioral Sciences*, 38(0), 89-99. doi:10.1016/j.sbspro.2012.03.328

- Balogh, C. P., Grimm, J., & Hardy, K. (2005). ACUHO-I Construction and Renovation Data: The Latest Trends in Housing Construction and Renovation. *Journal of College and University Student Housing*. Vol. 33, (2) pp. 52-53.
- Barneerjee, A., Chaudhury, S. (2010). Statistics without fears: population and samples. *Ind psychiatry* ;19:60-5
- Bekurs, G. (2007). Outstanding Standard Housing in American Community Colleges: Problems and Prospects Comm. *College Journal of Research and Practice*. Vol. 31, 621-636.
- Berkoz, L., Turk, S.S.E., & Kellekci, O.M.L. (2009). Environmental quality and user satisfaction in mass housing areas: the case of Istanbul. *European Planning Studies*, Vol. 17, pp. 161-74.
- Bhandarkar, P. L., & Wilkinson, T. S. (2009). *Methodology and Techniques of Social Research*. Mumba: Himalaya Publishing House.
- Björn, F., & Enkawa, T. (2008). *How Economic Growth Affects Customer Satisfaction*. Department of Industrial Engineering and Management, Tokyo Institute of Technology, Japan
- Borg, W. R., & Gall, M. D. (1989). *Educational research. An introduction* (5th ed.). White Plains, NY: Longman.
- Brandum, A., Hirt, J.B., & Cameroon T. (2008). Where You Live Influences Who You Know: Differences In Student. Interaction Based On Residence Hall Design. *The Journal of College and University Standard Housing* 35(2) Pp. 62-79.
- Capital FM. (2014). *A guide to student accommodation in Kenya*. Magazine reel. Retrieved from :<https://www.capitalfm.co.ke/campus/a-guide-to-student-accommodation-in-kenya/>
- Churchill, G. A., & Surprenant, C. (1982). An Investigation into the Determinants of Consumer Satisfaction. *Journal of Marketing Research* 19(4), 491–504
- Cotton, S., Dollard, M., & de Jonge, J. (2002). Stress and student job design: Satisfaction, well-being, and performance in university students. *International Journal of Stress Management* 9(3), 147–162.
- Creswell, J. W. (2012). *Educational research planning, conducting and evaluating quantitative and qualitative research* (4th ed). Boston, M.A. Pearson.
- Crimmin, N. P. (2008). *An evaluation of college sophomore living environments: Traditional residence compared to a living learning community with respect to interaction with faculty, peers, and satisfaction with living area*. Ed. D. 3315767, 613
- Cross, J. E, D., & O’Grady, M. A. (2009). Residence Hall Room type and alcohol use among college student living on Campus. *Environment and behavior* Vol.41. (4)

- Curley, P. (2003). Residence halls: making campus a home. *American School & University*, Vol. 75 No. 12, pp. 245-256
- Dasimah, O. (2008). Communal Living Environment in Low Cost Housing Development in Malaysia. *Asian Social Science*, 4(10), 98-105.
- Dasimah, O., Faizul, A., Fatimah, Y., Hazlina, H., Naasah, N., & Ishak, C. A. (2011). The Impacts of Off-Campus Students on Local Neighbourhood in Malaysia. [Research paper]. World Academy of Science, *Engineering and Technology* (58), 7.
- Day, L.L. (2000). Choosing a house: the relationship between dwelling type, perception of privacy and residential satisfaction. *Journal of Planning Education and Research*, Vol. 9, pp. 265-75.
- De Araujo, P., & Murray J. (2010). *Academic Benefits of Living on Campus*. <http://ssrn.com/abstract=1628371>.
- Elliot, K. M., & Shin, D. (2002). Student Satisfaction: An Alternative Approach to Assessing this Important Concept. *Journal of Higher Education Policy and Management* 24(02), 197-209.
- Elsinga, M., & Hoekstra, J. (2005). Homeownership and housing satisfaction. *Journal of Housing and the Built Environment*, Vol. 20, pp. 401-424.
- Erb, N. M., Sinclair, M. S., & Braxton, J. M. (2015). Fostering a Sense of Community in Residence Halls: A Role for Housing and Residential Professionals in Increasing College Student Persistence. *Strategic Enrollment Management Quarterly*, 3(2), 84-108.
- Erb, S. E., et al., (2014). The importance of college roommate relationships: A review and systemic conceptualization. *Journal of Student Affairs Research and Practice* 51(1), 43-55.
- Fetemeh, K., et al., (2010). The Factors Predicting Students' Satisfaction with University Hostels, Case study, University of Sains Malasia. *Asian Culture and History* Vol.2, No.2.
- Frank, B.R., & Enkawa, T. (2008). Economic drivers of dwelling satisfaction. *International Journal of Housing Markets and Analysis*, Vol. 2, pp. 6-20
- Franzosi, R. (n.d). (2005). Content Analysis. In M. S. Lewis-Beck, A. Bryman & T. F. Liao (Eds.), *The SAGE Encyclopedia of Social Science Research Methods* (187-190).
- Frazier, W. R. (2009). *A study of themed residential learning communities at a Midwest four-year university: North Dakota State University*. Ph.D. 3362697, North Dakota State University, United States -- North Dakota. Retrieved from <http://search.proquest.com/docview/304961600?accountid=42518> ProQuest Dissertations & Theses (PQDT) database.

- Garrard, D. C. (2006). *The relation between a student's choice of living arrangement and student effort, achievement and college satisfaction*. Ed. D. 3303427, The University of Texas at Austin, United States -- Texas. Retrieved from <http://search.proquest.com/docview/304978586?accountid=42518> ProQuest Dissertations & Theses (PQDT) database.
- Gisesa, N. (2012). *How Safe is Your Daughter in Town Hostels Off-Campus?* <http://www.nation.co.ke>
- Grey, D. E. (2004). *Doing Research in the World*. London: Sage Publications.
- Gruber, T., et al., (2010). Examining student satisfaction with higher education services: using a new measurement tool. *International Journal of Public Sector Management*, 23 (2), pp. 105 - 123.
- Hafazah, A. K. (2008). The Satisfaction of Residents on Community Facilities in Shah Alam, Malaysia. *Asian Social Science*, 4(11), p.131-137.
- Hassan, K. E. (2011). Quality of College Life (QCL): Validation of a Measure of Student Well- being in the Middle East. *The International Journal of Educational and Psychological Assessment*, 8(1), 12-22.
- Hassanain, M.A. (2008). On the performance evaluation of sustainable student housing facilities. *Journal of Facilities Management* 6(3), 212-225.
- Helfrich, S. M. (2011). *Understanding the relationship between undergraduate housing environments and academic self-concept*. D.Ed. 3483710, The Pennsylvania State University, United States -- Pennsylvania. Retrieved from <http://search.proquest.com/docview/902628255?accountid=42518> ProQuest Dissertations & Theses (PQDT) database.
- Herbling, D. (2013). *Accommodation crisis hits university of Nairobi*. Retrieved from; <Http://www.businessdailyafrica.com/corporate/539550-185912214uyrl9/index.html>
- Ismail, A. J. (2010). *MAPUM Utamakan Kualiti Kolel Kediaman Universiti, New Sabah Times*. Retrieved on 29 March 2011 from <http://www.eprints.ums.edu.my/2364/1/nc0000000279.pdf>
- Jacobs, R. (1996). *Local politics*. Vermont: Gower.
- Johnson, L.C., & Andrey, J. (2006). Characteristics of University Standard Housing and Implication for Urban Development in Mid-Sized Cities. *Canadian Journal of Urban Research* 15 (2), Pp. 278-300.
- Kaplan, A. (1943). Content Analysis and theory of signs. *Philosophy of Science*, 10, 230-247.
- Kaya, N., & Erkip, F. (2001). Satisfaction in a Dormitory Building: The Effect of floor height on the perception of room size and crowding environment and behavior. *Canadian Journal of Urban Research* Pp. 178-280.

- Keiss, H.O., & Bloomquist, D. W. (1985). *Psychological Research Methods: A Conceptual Approach*. Boston: Ally and Bacon.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of Behavioral Research* (4th ed.). Holt, NY: Harcourt College Publishers.
- Khozaei, F., et al., (2010). The factors predicting students' satisfaction with university hostels, case study, universitisains Malaysia. *Asian Culture and History*, 2(2), p148.
- Khozaei, F., Ramayah, T., Hassan, A. S., & Surlenty, L. (2012). Sense of Attachment to Place and Fulfilled Preferences, the Mediating Role of Housing Satisfaction. [Research Paper]. *Property Management*, 30 (3), 25.
- Kothari, C. R. (2008). *Research methodology: Methods and techniques*. 2ndEd. New Delhi: New Age international ltd.
- Kothari, C. R. (2009). *Research Methodology: Methods and Techniques*. New Delhi: New Age international ltd.
- Lagat, F. (2015). *TUK student live in poor hygiene slum houses*. Magazine Reel. The TUK College from a glance retrieved from: <http://www.magazine.com/tuk-student-live-in-poor-hygiene-slum-housesnya/>
- LaNasa, S. M., Olson, E., & Alleman, N. (2007). The impact of on-campus student growth of first-year student engagement and success. *Research in Higher Education*, 48 (8), 941–966
- Li, Y., Sheely, I., & Whalen D.F. (2005). Contributors To Residence Hall Student Retention Why Do Student Choose To Leave Or Stay? *Journal of College and University Student Housing* 33(2).
- Liu, A. M. M. (1999). Residential Satisfaction in Housing Estates: A Hong Kong Perspective. *Automation in Construction*, Vol. 8, pp. 511-524.
- Maina, W. (2013). New Universities Struggle To Accommodate Students. *University World News*. 20 December 2013 Issue No: retrieved from: <http://www.universityworldnews.com/article.php?story=20131219200337393>
- Mamman, F. (2011). A comparative study of the effect of on -campus and off campus accommodation and other study facilities on students' academic performance in tertiary institutions in Gombe
- Mbuva, A. (2016). Machakos University in serious accommodation challenge. *The Star*. Retrieved from: https://www.the-star.co.ke/news/2016/09/16/machakosuniversity-in-serious-accommodation-challenge_c1420937
- Moeck, P.G., Katsinas, S.G., Hardy, D. E., & Bush, V. B. (2008). The availability, prospects & fiscal potential of on campus housing at rural community colleges. *Community College Review*, 35 (3), 237-249.

- MohdNajib, N., U. Yusof, N. A., & ZainulAbidin, N. (2011). Student residential satisfaction in research universities. *Journal of Facilities Management*, 9(3), 200 -212.
- MOHE. (2011). *Statistics of Higher Education of Malaysia 2010* (P. a. R. Division, Trans.) (First ed., pp. 118). Putrajaya: Ministry of Higher Education Malaysia.
- Mohit, M.A., Ibrahim, M., & Razita, Y. (2010). Assessment of residential satisfaction in newly designed public low costing housing in Kuala Lumpur, Malaysia. *Habitat international*, 34(1) 18-27
- Mugenda, O. M., & Mugenda, A. G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts press,
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi, African Centre for Technology Studies.
- Muhammad, H. M., et al. (2012). *Procedia - Social and Behavioral Sciences* 68 pp. 601 – 614 Johnson & Wales University, United States- Rhode Island. Retrieved from: <http://search.proquest.com/docview/193996728?accountid=42518> ProQuest Dissertations & Theses (PQDT) database.
- Munro, M., & Relting, H. (2002). Accommodating Student. *Journal of Youth Student* 5 (2) (209-285).
- Mwenda (2015). REVEALED!!!: 50% of JKUAT Students in Juja Living in Slums. Magazine Reel. The Best Campus News Site retrieved from: <http://www.magazinereel.com/revealed-50-of-jkuat-students-in-juja-living-in-slums/>
- Mwiria, K., et al., (2007). *Public and Private Universities in Kenya: New Challenges, Issues and Achievements*. Nairobi: East Africa Educational Publishers.
- Najib, N., O. M., Yusuf, N.A., & Abiding, N. Z. (2011). Student Residential Satisfaction in Research University. *Journal of Facilities Management*. (3) Pp. 200-212.
- Nayor, G. J. (2009). *Predictors of student persistence: Student satisfaction and aspects of the residential environment*. Ph.D. 3400828, University of Virginia, United States - Virginia. Retrieved from <http://search.proquest.com/docview/305011236?accountid=42518> ProQuest Dissertations & Theses (PQDT) database.
- Ng, S. L. (2005). Subjective Residential Environment and its Implications for Quality of Life among University Students in Hong Kong Social Indicators Research, 71 (1-3), 467-489. [paper]. *Journal of Facilities Management*, 9(3), 200-212.
- Ngila, D. (2015). *High student enrolment has led to shortage of facilities and services*. Monday October 5 2015 Daily Nation retrieved from: <http://www.nation.co.ke/lifestyle/dn2/STRAINED-Higher-education-incrisis/957860-2898380-kbcetsz/index.html>

- Nurul, 'U. M. N., Nor', A. Y., & Nazirah, Z. Abidin (2011). Student residential satisfaction in research universities. *Journal of Facilities Management*. Vol. 9 (3) Pp. 200-212
- Ogeto, A. (2015). *High student enrolment has led to shortage of facilities and services*. Retrieved from <http://www.wird.com>. May, 2017 vol. 6 issue 5
- Orodho, J. (2009). *Elements of Education and Social Science Research Methods*. Maseno: Kaneja HP Enterprises.
- Parkes, A., Kearns, A., & Atkinson, R. (2002). What makes people dissatisfied with their neighbourhoods? *Urban Studies*, 39(13), 13-38.
- Price, I., Matzdorf, F., Smith, L., & Agahi, H. (2003). The impact of facilities on student choice of university. *Facilities*, 21(10), 212-222.
- Radder, L., & Han, X. (2009). Service Quality of On-Campus Student Housing: A South African Experience. *The International Business & Economics Research Journal*, 8(11), 107-119.
- Rajapaksa, S., & Dundes, L. (2002). It's a long way home: International student adjustment to living in the United States. *College Student Retention*, 4, (2) 15-28.
- Rapley, M. (2003). *A Life of Quality Just What Does QOL Mean? Quality of Life Research*. London: SAGE Publications.
- Rinn, A. N. (2004). Academic and Social Effects of Living in Houses Residence Halls. *Journal of the Wanromal Collegiate Honors Council*, 5(2) 67-79.
- Roche, C. R. L., et al., (2010). Student Housing: Trends, Preferences and Needs. *Contemporary Issues in Research*, 3 (10) Pp. 45-50.
- Rutledge, K. (2012). *The influence of residence hall design on college students' grade point averages, on-campus involvement, and sense of community*. University of Southern Mississippi
- Sabri, S., & Ahmad Nazri, M. L. (2009). "Studentification" is it a key factor within the Residential Decision-Making Process in Kuala Lumpur? Paper presented at the South East Asian Technical Universities Consortium (SEATUC) - 3rd SEATUC Symposium Proceeding, Johor Bahru. 25th - 26th February)
- Salleh, A. G. (2008). Neighbourhood factors in private low-cost housing in Malaysia. *Habitat International* 32 485-493 retrieved from: https://www.academia.edu/7675450/Neighbourhood_factors_in_private_lowcost_housing_in_Malaysia
- Samuels, S. L., & Luskin, E. D. (2010). *Student Preferences in Housing Survey data analysis: preferred unit styles and costs* (pp. 10): The Scoin Group LLC. 614

- Shahid B., Irshad H. S., & Juhari S. (2012). Students' Perception on the Service Quality of Malaysia Universities Hostel Accommodation. *International Journal of Business and Social science* Vol.3, No.15, pp.213-222.
- Sirgy, M. J., Grzeskowiak, S., & Su, C. (2005). Explaining housing preference and choice: The role of self-congruity and functional congruity. *Journal of Housing and the Built Environment*, 20 (4), 329-347.
- Sirgy, M. J., Rahtz, D. R., Cicic, M., & Underwood, R. (1998). A method for assessing residents' satisfaction with community-based services: a quality-of-life perspective. *Social Indicators Research*, 49 (3), 279-316.
- Smith, D., & Denholm, J. (2006). *'Studentification': A Guide to Opportunities, Challenges and Practice Management Guidance* (pp. 54). London: Universities UK. Nottingham.
- Survey Unit (2008). *Housing Preferences for Students at Nottingham's Universities* (S. Unit, Trans.) pp. 119; University of Nottingham
- Thomas, E. H., & Galambos, N. (2004). What Satisfies Students? Mining Student - Opinion Data with Regression and Decision Tree Analysis. *Research in Higher Education*, 45 (3), 251 - 269.
- Thomsen, J. (2008). *Student Housing Student Homes? Aspects of Student Housing Satisfaction*. Philosophy Doctor, Norwegian University of Science and Technology, Trondheim.
- Thomsen, J., & Eikemo, T. A. (2010). Aspects of student housing satisfaction: a quantitative study. *J House and the Built Environ* 21. Toyin S, P., & Yusof, N. A. (2013). Student satisfaction with hostel facilities in Nigerian polytechnics. *Journal of Facilities Management*, 11(4), 306-322.
- Turley, R. N. L., & Wodtke, G. (2010). College Residence and Academic Performance: Who Benefits From Living on Campus? *Urban Education*, 45(4), 506-532. doi: DOI: 10.1177/0042085910372351
- Twale, D. J., & Damron, J. (1991). *The Quality of Residence Life at Auburn University*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago. Retrieved from: <http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED330260>
- Wade, J. E. (2009). *The influence of collegiate living environments on social self-efficacy*. Ph.D. 3351875, Saint Louis University, United States -- Missouri. Retrieved from: <http://www.search.proquest.com/docview/304997861?accountid=42518> ProQuest Dissertations & Theses (PQDT) database.
- Wafi, S. R. S., & Ismail, M.R. (2010). Occupant's Thermal Satisfaction A Case Study in Universiti Sains Malaysia (USM) Hostels Penang, Malaysia. *European Journal of Scientific Research*, 46(3)

- Wamugunda, A. (2014). *How To Get Accommodation In Moi University In Kenya*. Retrieved from: <http://www.zakenya.com/education/how-togetaccommodation-in-moi-university-in-kenya>.
- Wiesra, K. F. (1995). *Testing Research Instruments Statistical Approach*. California: Wadsworth.
- Willoughby, B. J. P., & Carroll, J. S. P. (2009). The Impact of Living in Co-ed Resident Halls on Risk-taking among College Students. *Journal of American College Health*, 58(3), 241-246. doi: 10.1016/s0272-7358(03)00071-0.10.1080/07448480009599305
- Xiao, J., Tang, C., & Shim, S. (2009). Acting for Happiness: Financial Behavior and Life Satisfaction of College Students. *Social Indicators Research*, 92(1), 53-68. doi: 10.1007/s11205-008-9288-6
- Yu, G., & Lee, D.-J. (2008). A Model of Quality of College Life (QCL) of Students in Korea. *Social Indicators Research*, 87(2), 269-285. doi: 10.1007/s11205-0079172-9
- Zhao, X. (2012). A Review on Service Quality and Student Satisfaction of Higher Education Soft Computing in Information Communication Technology 115122.
- Zullig, K., Huebner, E., & Pun, S. (2009). Demographic Correlates of Domain-Based Life Satisfaction Reports of College Students. *Journal of Happiness Studies*, 10(2), 229-238. doi: 10.1007/s10902-007-9077-y

APPENDICES

Appendix 1: Introductory Letter

My name is Jennifer Chepkener; a postgraduate student in the department of Sociology and Psychology, School of Arts and Social Sciences, Moi University. I am carrying out a research on **“Factors influencing students’ level of satisfaction with on-campus and off- campus accommodation at Moi University Main Campus”**. This research is part of the requirement for the award of Master of Science Degree in counseling Psychology. You are also assured that the information you provide will be treated confidentially and used purely for thesis writing and no other purpose. Your sincere support to fill this questionnaire is highly appreciated.

I sincerely thank you in advance.

Jennifer J. Chepkener

Appendix 2: Questionnaire for Students

1. Which year of study are you?

First year

Second year

Third year

Fourth year

Fifth year

2. Which program PSSP

GSSP

3. Gender

Male

Female

4. Where do you reside?

Off- campus

On- campus

5. How long have you stayed at your current place of residence?

One semester

Two semesters

One academic year

Two academic years

Three academic years

Four academic years

If you changed the residence, give reasons

Briefly explain the kind of accommodation you would prefer

6. The table below identifies factors of accommodation.

(Please tick appropriately)

FACTORS	
1. Distance	
2. Catering facilities	
3. Access to staff services	
4. Access to technology i.e. WI-FI	
5. Access to social amenities	
6. Security	
7. Infrastructure(roads, electricity, water)	
OTHERS; Mention	

KEY

Positive: Implies comfortable with the attribute indicated

Negative: Implies uncomfortable with attribute indicated

7. Please rate your experience with the amenities where you stay.

Amenities	
1. Reading desk	
2. Adequate space	
3. Distance	
4. Catering facilities	
5. Access to staff services	
6. Access to technology i.e. WI-FI	
7. Access to social amenities	
8. Safety	

See below for the guide to filling the table

KEY

Positive: Implies comfortable with the attribute indicated

Negative Implies uncomfortable with attribute indicated

8. Are there any additional amenities that would enhance your experience where you stay?

9. Describe the major problems or concerns that you have about off- or on- campus residence?

10. If you are residing on - or off- campus. Would you recommend a friend to reside where you stay? Tick where appropriate

YES

NO

Explain briefly

11. Please rate how safe are you at off- campus accommodation

Very safe

Safe

Somewhat safe

Not really safe

Not safe at all

PART B

The following questions are intended to capture information on students level of satisfaction with university life

1. How satisfied are you with your accommodation

Very satisfied Somewhat Satisfied Not satisfied

2. Looking at your total accommodation environment, are you satisfied with study- related facilities.

Tick appropriately.

Satisfaction level					
	Very satisfied	satisfied	Somewhat satisfied	Not really satisfied	Not satisfied at all
1. Reading desk					
2. Study space					
3. Distance					
4. Access to social amenities					
5. Ablution block					
6. Lighting					

3. Are you satisfied with the cost of accommodation where you stay?

Very satisfied

Satisfied

Somewhat satisfied

Not satisfied at all

Briefly explain

4. Please rate your satisfaction with the following

	Very satisfied	Satisfied	Not somewhat satisfied	Dissatisfied	Very dissatisfied
Accommodation					
General studies					
College counseling					
College social environment					

5. The following are questions on general satisfaction with university accommodation.

i. How does living on- or off- campus enhance the following;

Tick appropriately.

	Very well	well	Fair	poor
socializing				
Live cooperatively				
Improve interpersonal relationship				
Respect for others				

6. What are some of the challenges that face you as an on-campus or off-campus resident? _____

Thank you for your participation

Appendix 3: Interview Schedule for Housekeepers and Caretakers

SECTION 1

Student Satisfaction; On –Campus or Off- Campus Accommodation

What kind of accommodation do you provide?

Are the students satisfied with the kind of accommodation they get?

What are some of the services you provide to the students?

What are the students opinion on the services you give them regarding accommodation?

Have you ever experienced cases of dissatisfaction from student’s accommodation? If yes, give reasons

What has the institution/Landlords done to make sure the students are satisfied with the accommodation?

What do you think should be done to enhance students’ satisfaction on- or –off campus?

In your own opinion what do you think can be done to ensure that the students are fully satisfied with accommodation on or off-campus?

SECTION 2

CHALLENGES

What are some of the challenges students face regarding accommodation?

What measures have you taken concerning the above challenges students face?

Are there challenges you face when improving students accommodation?

What has been done to curb the challenges faced while attending to students?

In your own opinion what would you recommend to improve student’s level of satisfaction on accommodation?

Thank you for your participation in this survey

Appendix 4: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

21st April, 2015

NACOSTI/P/15/7040/5485

Jennifer Chepkosgei Chepkenner
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of on-and off-campus accommodation on students level of satisfaction with university education at Moi University Main Campus”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **31st August, 2015**.

You are advised to report to **the Vice Chancellor, Moi University, the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellor
Moi University.

The County Commissioner
Uasin Gishu County.



Appendix 5: Request for a Research Permit



MOI UNIVERSITY
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY AND PSYCHOLOGY

Tel: 254-053-43620

P.O. Box 3900 - 30100
 ELDORET - KENYA

Fax: 254-053-43047

Telex: 35047 MOI VARSITY

E-Mail: vcemu@irmmoi.com

12th March 2015

The Executive Secretary/CEO
 National Commission for Science Technology and Innovation
 P.O. Box 30623-00100
 NAIROBI

Dear Sir,

RE: REQUEST FOR A RESEARCH PERMIT FOR JENNIFER J. CHEPKENER.
(ADM. NO: SASS/MCP/03/2012)

This is to certify that the above named is a registered Master of Science student in the department of Sociology and Psychology in this University. Ms. Chepkener has now successfully completed her first year course work and is due to proceed for field work/data collection. Her research proposal titled: "EFFECTS OF ON- AND OFF – CAMPUS ACCOMMODATION ON STUDENTS LEVEL OF SATISFACTION WITH UNIVERSITY EDUCATION OF MOI UNIVERSITY MAIN CAMPUS" has been presented and approved at the school seminar as per the requirements. She is expected to be in field between the months of March and August 2015.

Any assistance accorded to her for procurement of the research permit will be appreciated.

Yours Sincerely


Dr Jamin R M Masinde
 Dr Jamin R M Masinde (PhD)
 E-Mail: drjaminmasinde@yahoo.co.uk
HEAD OF DEPARTMENT, DEPARTMENT OF SOCIOLOGY AND PSYCHOLOGY



Appendix 6: Research Permit

THIS IS TO CERTIFY THAT:
MS. JENNIFER CHEPKOSGEI
CHEPKENNER
OF MOI UNIVERSITY, 0-30100
ELDORET, has been permitted to conduct
research in Uasin-Gishu County
on the topic: EFFECTS OF ON-AND
OFF-CAMPUS ACCOMMODATION ON
STUDENTS LEVEL OF SATISFACTION
WITH UNIVERSITY EDUCATION AT MOI
UNIVERSITY MAIN CAMPUS
for the period ending:
13th July, 2015

Permit No : NACOSTI/P/15/7040/5485
Date Of Issue : 21st April, 2015
Fee Received :Ksh 1,000




Jennifer Chepkosgei
Applicant's Signature

[Signature]
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA



NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No: A 4969

CONDITIONS: see back page