

# An Assessment of Housing Satisfaction among Pre-Degree Students of Obafemi Awolowo University, Ile-Ife, Nigeria

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## Abstract

This study examined housing satisfaction among Pre-degree students of Obafemi Awolowo University, Ile-Ife, Nigeria. Simple random sampling technique was used in selecting the sample size in the study area. Therefore, 30% (6) of the male hostels and 33.33% (7) of female hostels in the study area were taken as the sampling frame. Therefore, one hundred and sixty seven (167) students out of eight hundred and thirty seven (837) were randomly selected for questionnaire administration. Information collected from the students included their socio-economic characteristics, housing characteristics and their level of satisfaction with their housing. Secondary information was collected from the Centre for Distance Learning on the number of students and number of hostels registered. Data were analysed using both descriptive and inferential statistics.

The study showed that there were more female respondents (56.8%) than male (40.1%) and most of them (52.1%) were between the ages of 18 and 20 years. The study showed that bungalow was the most common type of student hostel (34.7%); this was followed by the rooming type (32.9%). Similarly, most of the hostels (77.18%) were painted in the three locations.

The study further established that most of the students in Moro and Asipa were dissatisfied with their hostel in terms of being conducive for reading (2.39 and 2.22 respectively). Moreover, students in the three selected locations were dissatisfied with the residences neighbourhood features such as distance to shopping areas, health centre, and recreational facilities (2.8, 3.0 and 3.13 for Moro, Ashipa and Ipetumodu respectively).

The study concluded that since most of the students were dissatisfied with their hostels, their satisfaction could be enhanced, if the school authority could construct quality hostels very close to the school premises.

**Keywords:** housing, housing satisfaction, pre-degree students

## INTRODUCTION

Many people have defined housing to mean several things and most especially to suit their understanding. For instance, housing has been defined by Wahab (1983) as a permanent structure for human habitation. It is also referred to as the house and defined as a home, building or structure that is a dwelling or place for habitation by human beings.

According to Jiboye (2010), housing is any type of permanent shelter for man, which gives him an identity. Godwin (1997) also defined it as "the space that we can call our own, that gives us privacy and shelters us from the weather and intrusions of unwanted people". Housing in all its ramifications is more than mere shelter. It embraces all the social services and utility that goes to make a community or neighbourhood a liveable environment (Federal Government of Nigeria (FGN), 1991; Jiboye, 2010).

Students' housing has been one of the major challenges in Nigeria tertiary institutions due to explosion in students' population (Akpan, 1993; Offiong, 2002). Likewise, residing in students' housing faraway from family for a long period of time is an enduring experience for young students (Khozaei, Ayub and Hassan, 2010). The majority of the students admitted are below the age of eighteen and a substantial proportion never left home or had previous hostel experience (Amole, 1997). This new life style provides an opportunity to learn how to live independently, compromise with other students and roommates, share space and facilities, among others.

It has been established that housing has a profound influence on the health, efficiency, social behaviour, satisfaction and general welfare (Onibokun, 1985). With this, it means that housing exerts influence on overall performance of its residents. Conceptually, housing satisfaction according to Djebarni and Al-Abed (2000) refers to the degree of contentment experienced by an individual or family with regard to the current housing situation. It is an index for determining the level of contentment with housing.

As a result, assessing and quantifying satisfaction with daily life have recently both been topics of vibrant debate. An individual's life satisfaction can be gauged on the basis of his or her job; self-esteem; relationships; basic physical needs such as food, shelter, clothes and belongings and other factors (Hofstede 1984; Lotfi and Solaimani 2009). Numerous studies (Amole 2009, Lotfi and Solaimani 2009, Jiboye 2010) have examined various aspects of satisfaction, including residential satisfaction, customer satisfaction, job satisfaction and environmental satisfaction. Only a limited number of studies, however, have examined residential satisfaction among university students.

Housing providers (especially public housing) often presume that house seekers, especially in the developing countries, are usually desperately in need of housing. It becomes difficult to understand whose interest is being catered for by most policy decisions on housing planning and development programme which do not entail a comprehensive assessment of a household within its residential condition (Olatubara, 1996).

Therefore, understanding factors influencing students' contentment with their hostel accommodation is of utmost importance to all stakeholders in tertiary education because these will assist institutions of higher learning to undertake changes to increase satisfaction among them. Since the success of student housing can be defined by the extent to which it facilitates satisfaction of students' complex social-physical needs, in addition to students' physiological needs, it is on this note that this study analyzes the level of satisfaction of Obafemi Awolowo University Predegree students' with their housing in Moro, Osun State.

### **OAU Pre-Degree Students' Housing**

The Pre-Degree Programme according to the Centre for Distance Learning (CDL) Obafemi Awolowo University, Ile-Ife, is an intensive coaching curriculum to prepare high school graduates for university work. The courses of study which are those of the Unified Tertiary Matriculation Examination (UTME) subjects include English Language which is compulsory for all students, Physics, Chemistry, Biology, Mathematics, Economics, Geography, Government, English Literature and Religious Studies. The programme is an intensive coaching curriculum aims at ensuring adequate exposure to fundamentals of concepts and preparation of eligible students for University admission and a good head-start for University work.

Students' housing in OAU Predegree spread across three locations in Ife North Local Government Area. These areas are Moro, Asipa and Ipetumodu. The hostels were usually allocated to the students by the school authority though most of the hostels are owned by private individuals. This was done with the intention that with accommodation provided the students will be able to settle down quickly and be better placed to face the rigour of academics promptly.

### **CONCEPTUAL CLARIFICATION**

In this work the following were reviewed namely: housing, satisfaction and students' housing satisfaction.

#### **The Concept of Housing**

Housing has been universally acknowledged as one of the most essential necessities of human life and it is a major economic asset in every nation (Jiboye, 2010). Adequate housing provides the foundation for stable communities and social inclusion (Oladapo, 2006). Konadu Agyemanyg, *et al.* (1994) have established a strong correlation between housing, good health, productivity and socio-economic development. Also, Gilbertson *et al.* (2008) have observed that there is a significant association between housing conditions and physical and mental health of an individual. People's right to shelter is thus a basic one and the provision of decent housing to all requiring them should be the hallmark of every civilized society and one of the criteria for gauging development.

Since housing is no doubt an important national investment and a right of every individual, the ultimate aim of any housing program is to improve its adequacy in order to satisfy the needs of its occupants. Nevertheless, the housing situation in Nigeria is characterized by some inadequacies, which are qualitative and quantitative in nature National Housing Policy (NHP 1991; Oladapo, 2006). While the quantitative housing problem could be solved by increasing the number of existing buildings, the qualitative inadequacies are enormous and complex.

However, housing is more than shelter, in the sense that, shelter is a structure, permanent or make shift, designed basically to protect the occupant against the unwanted external elements and intruders (Akinola, 1998). There are quality, comfort, social and community amenity aspects which go with housing. Housing embraces all the social services and utilities that go to make a community or neighbourhood a livable environment (National Housing Policy, 1991).

In addition, Onibokun (1985) sees housing as a unit of the environment with a profound influence on the health, efficiency, social behaviour, satisfaction and general welfare of the community. However, housing in the contemporary period can be defined as shelter with other essential facilities like water supply, electricity, sewerage, bathroom, toilet, kitchen, which permit sufficient comfort, convenience and safety (Akinola, 1998). The issue of livability among other things suggests that a house has basic facilities that would make it function properly. In this sense, a house being occupied may not necessarily be livable, if it lacks the basic facilities.

Student on-campus housing can equally be described as a process in the sense that it involves the construction of new dwelling and the various associated activities such as land acquisition, finance, building materials among others. (Agbola, *et al.*, 2001). It also seeks to know who builds (state, civil society, private sector), the types of the students housing (dormitories, halls of residence, other forms of quarters, and off-campus accommodation), at what location (on-campus or off-campus), and the relationship between academic performance and congenial living conditions. As an asset, student on-campus housing forms the bulk of the university built environment thereby representing the largest facility asset that an institution may have (Amole, 1997). Thus, student on-campus housing is not only shelter, but comprises the immediate environment and other economic and social activities that are sympathetic to academic work. Many educators hold the belief that there should be close proximity between the living and learning environment in order to produce intellectuals that are socially integrated (Amole, 1997).

### **The Concept of Housing Satisfaction**

The concept of housing satisfaction is multi layered. Ramdane and Abdullah (2000) display similar views on the concept of housing satisfaction based on their observation on past studies. Past researches have observed that the failure of many public and private housing projects was due to the lack of adequate thought and consideration given to adequate housing, as relevant factors or parameters which combine to determine tenants housing satisfaction were ignored (Onibokun, 1973). The criteria guiding design and development have been based on developers' standard rather than users' preferences and needs.

Thus, Ramdane and Abdullah (2000) based on their modifications are of the opinion that the concept of housing satisfaction has been used for five major objectives:

- i. it serves as a key to predict an individual's perception on the overall quality of life.
- ii. it serves as an indicator of individual mobility which later changes the demand on housing and influences surrounding area change.
- iii. it is used as a specific measurement of private sector development success.
- iv. it serves as an evaluation tool to measure residents' acceptance of prevailing shortcomings for existing surrounding area development
- v. it act as a variable in determining the relationship between the resident's background and his attitude towards mobility.

Generally, a owner is said to have a high satisfaction level towards housing as compared with a tenant and housing ownership gives a higher satisfaction to owners, not everybody can enjoy comfortable housing. It is only within the reach of those who can afford it, the rest are relegated to renting in more affordable housing areas. Hence, it is important that research is conducted to find out housing satisfaction among tenants because satisfied tenants lead to full occupancy, low cost of tenant procurement, reduction in complaints being filed against the management and a decrease in rent arrears.

The study of Nor et al (2011) has led to the formulation of a study structure to measure housing satisfaction which is divided into four main categories amongst which are satisfaction towards the dwelling unit, satisfaction towards neighbourhood qualities, satisfaction towards the management and satisfaction towards the services provided by the housing management whether by the developer or by the land owner; and satisfaction towards the facilities and amenities available in the dwelling unit and its surrounding area.

The subject matters studied by past researchers were related to housing characteristics, among them the number of bedrooms; the sizes of bedrooms, kitchens, bathrooms, study areas, living rooms; the level of privacy; the location of bedrooms, staircases, living rooms, dining areas, kitchens; and the overall size of the house. Items studied may differ according to the researcher as per their researches. A good building structure is an important indicator determining the quality of housing and the value of a dwelling (Kutty, 1999). Three dimensions of housing quality are viewed from the internal aspects of a dwelling unit, its external aspects as well as its surrounding area aspects on the whole (Ramdane and Abdullah, 2000) by implication this implies that the higher quality a dwelling is the higher the resident's satisfaction is towards it.

### **Housing Satisfaction among Undergraduates**

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

#### **Halls of Residence (On Campus)**

Halls of residence are accommodation provided by the university, though at a cost to the student. These halls may be mixed sex or single sex, catered or self-catering, with single rooms or shared rooms and with en suite bathrooms or shared bathrooms. The cost of these rooms will vary according to these variables and the university you attend, and there may be further rules such as visiting hours, quiet hours, alcohol and guest policies and opening hours out of term. This type of accommodation is usually in short supply and also it is an added advantage to the students who are from low income background because of its low cost, availability of social amenities and nearness to the lecture rooms.

#### **Private Rentals (Off Campus)**

The private rental market flourishes in and around universities, and some institutions even own properties that they then rent out to their students. This type of accommodation is highly characterized by students from high income background and the benefits derives from such accommodation varies from house (hostels) to house (hostels) and of which the cost involve in such rentals is always the determinant factor of the type of benefit derived from such accommodation. Often, the privacy provided by these range of accommodation are always high. Thus, for a student considering private rental accommodation, research the average rent rates, the kinds of

leases on offer and how many flat mates can live in your proposed accommodation. Depending on your budget, a variety of different options exist, including:

- Bed-sit or rented room, usually in a family home, but the room/flat is rented out to individuals who are not part of the family.
- Flat or self-contained unit in a converted house or building.
- Purpose built apartment (usually a building(s) that is actually built for a commercialized hostel accommodation and it is being run individual(s) outside the institution administration).

## METHODOLOGY

Data for this study were derived from both primary and secondary sources. Therefore, the three locations that have both male and females hostels were purposely selected for the purpose of convenience as the remaining two locations were mainly for male students. The hostels are Ipetumodu, Moro and Ashipa.

Therefore, 30% of the male hostels and 33.33% of female hostels (i.e 6 and 7 hostels respectively) in the study area were taken as the sampling frame. Thus, a total of 837 students were found to be residing in the 13 hostels selected. Simple random sampling technique was used to select 20% sample from the sampling frame. As a result, 84 students were randomly selected from the male hostels and 89 students were sampled from the female hostels. A total of 173 students were sampled in the study area. Thus, 173 questionnaires were administered on respondents in the selected hostels in the study area and this form the sample size.

However, out of the one hundred and seventy-three (173) administered questionnaire, only one hundred and sixty-seven (167) were successfully completed and returned for Analysis. Descriptive statistics was used to analyze collected data. This included the simple frequency and percentage tables. Also, the Likert scale was used to rate students' housing satisfaction on a 5-point scale. The Likert Scale used in the rating are Highly Satisfied (HS), Satisfied (S), Neutral (N), Dissatisfied (DS), and Highly Dissatisfied (HD). Assigning a weight of 5, 4, 3, 2 and 1 to each of the above rating, the Satisfaction Index was obtained.

## RESULTS

### Socio-Economic Attributes of OAU Pre- Degree Students

It was revealed in Table 1 that 34.7% of the respondents were less than 18 years of age. However, majority of the respondents in Moro, Asipa and Ipetumodu claimed they were between the ages of 18 and 20 years as indicated by 52.9%, 50% and 50% of the respondents respectively. Information on the gender distribution and religion affiliations of Pre-degree students also depicted in Table 1 revealed that 56.8% of the respondents were female students compared to 40.1% that were male students. The predominance of female students is observed in the three areas selected where 53.8%, 79.1% and 50% of respondents in Moro, Asipa and Ipetumodu were females. This tends to satisfy the Millennium Development Goals (Goal 2) aspiration on gender distribution that before 2015, there should be more female students in schools than their male counterparts.

Further information also revealed that of the one hundred and sixty-seven (167) sampled Pre-degree students; one hundred and twenty-three (123) accounting for 73.7% claimed they were Christians while 20.9% claimed they were Muslim with less than 1% confirming their affiliation with other religion.

**Table 1: Pre Degree Students' Socio-economic Attributes**

		Location of hostel						Total	
		Moro		Asipa		Ipetumodu			
		Freq	%	Freq	%	Freq	%	Freq	%
Age	Less than 18	43	36.8	9	37.5	6	23.1	58	34.7
	18-20yrs	62	52.9	12	50	13	50	87	52.1
	21-23yrs	7	5.98	1	4.16	7	26.9	15	8.10
	24-26yrs	1	0.85	0	0	0	0	1	0.59
	No response	4	3.41	2	8.33	0	0	6	3.59
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Gender	Female	63	53.8	19	79.1	13	50	95	56.8
	Male	50	42.7	4	16.6	13	50	67	40.1
	No response	4	3.4	1	4.16	0	0	5	2.99
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Religion	Christianity	94	80.3	16	66.7	13	50	123	73.7
	Islam	18	15.4	6	50	11	42.3	35	20.9
	Others	1	0.58	0	0	0	0	1	0.59
	No response	4	3.41	2	8.33	2	7.69	8	4.79
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>

Source: Author's field work, 2012

### Housing Characteristics

Housing characteristics is one of the indicators of the level of satisfaction a resident will have with his housing. It was therefore revealed in Table 2 that the predominant type of hostel in Moro is bungalow,

accounting for 35.9% of the total. In Asipa, most (45.8%) of the hostels were flats, while in Ipetumodu, rooming type dominated the type of hostels (50%).

However, on the aggregate level, the bungalow hostel type is the most dominant (34.7%) in the study areas. This cannot be far-fetch from the fact that this housing type is the most common and dominated the housing stock in Yoruba land, most especially in small and medium size settlements. Moreover, it was equally revealed in Table 2 that there was the preponderance of painted buildings as indicated by 84.6%, 79.1% and 46.2% respectively of respondents in Moro, Asipa and Ipetumodu who claimed that their buildings were painted. It can therefore be concluded that most of the buildings in the study areas were aesthetically pleasing because painting enhance the beauty of a building.

**Table 2: Housing Characteristics**

		Location of hostel						Total	
		Moro		Asipa		Ipetumodu			
		Freq	%	Freq	%	Freq	%	Freq	%
Type of hostel	Rooming	38	32.1	4	16.7	13	50	55	32.9
	Flat	13	11.1	11	45.8	2	7.69	26	15.5
	Bungalow	42	35.9	6	25	10	38.5	58	34.7
	Purpose built	17	14.5	0	0	0	0	17	10.2
	Others	2	1.71	2	8.33	1	3.84	5	2.99
	No response	5	4.27	1	4.16	0	0	6	3.59
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Compartment of hostel	Compartment	33	28.2	9	37.5	9	34.6	51	30.5
	Partially	19	16.2	3	12.2	2	7.69	24	14.3
	Splited	39	33.3	8	33.3	13	50	60	35.9
	No response	26	22.2	4	16.6	2	7.69	32	19.1
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Hostel appearance	Painted	99	84.6	19	79.1	12	46.2	130	77.18
	Not painted	8	6.83	3	12.5	13	50	24	14.3
	Plastered	10	8.55	2	8.33	1	3.85	13	7.78
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>

**Source:** Author's field work, 2012

Furtherance to the discussion on housing characteristics, housing quality variables such as room size, occupancy ratio, perimeter fence and window size are evaluated and reported in Table 3. The minimum size of a standard room per person is 10.8 sqm (Obateru, 1986). Analysis of the information on sizes of rooms established that most of the room sizes in the study areas were between 10 and 12 metre square as indicated by 28.4%, 16.6% and 26.9% respectively of the respondents in Moro, Asipa and Ipetumodu.

On occupancy ratio, result revealed that there was some degree of overcrowding in the hostels where it was discovered that most of the hostels have up to 4 persons per room (55.0%). This phenomenon is also observed in Moro and Ipetumodu where majority of the respondents (56.4% in Moro and 80.0% in Ipetumodu) claimed that there were up to 4 persons in their rooms. This is however different in Asipa, where majority of the respondents (33.3%) claimed there were up to 6 persons living in a room. In all the selected hostels, hardly can one see a situation where there were only two persons living together in a room. It can therefore be concluded that the room sizes are not adequate for the number of inhabitants.

**Table 3: Building characteristics**

		Location of hostel						Total	
		Moro		Asipa		Ipetumodu			
		Freq	%	Freq	%	Freq	%		
Size of room	<10 sqm	16	13.7	2	8.33	0	0	18	10.7
	10-12 sqm	33	28.2	4	16.6	7	26.9	44	26.3
	13-15 sqm	13	11.1	3	12.5	4	15.4	20	11.9
	16 sqm	8	6.84	4	16.6	1	3.85	13	7.78
	>16 sqm	2	1.70	1	4.16	1	3.85	4	2.39
	No response	45	38.4	10	41.6	13	50	68	40.7
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
How many are you In your room	2	5	4.27	1	4.16	0	0	6	3.59
	3	9	7.69	3	12.5	0	0	12	7.18
	4	66	56.4	5	20.8	21	80.8	92	55.0
	6	7	5.98	8	33.3	0	0	15	8.98
	>6	25	21.4	4	16.6	6	23.07	34	20.4
	No response	5	4.27	3	12.5	0	0	8	4.79
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Size of window in the room	< 1.2m	31	26.4	2	8.33	1	3.85	34	20.4
	1.2m	14	11.9	3	12.5	5	19.2	22	13.2
	1.8m	20	17.1	6	25	6	23.1	32	19.1
	2.4m	5	4.27	2	8.33	1	3.84	8	4.79
	>2.4	3	2.56	0	0	2	7.69	5	2.99
	No response	44	37.6	11	45.8	11	42.3	66	39.52
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>

**Source:** Author's field work, 2012

The size of window is important in a building because it ensures ventilation and lighting of room. The information obtained on this indicated there is adequate ventilation in the hostel rooms where it was revealed that most of the window sizes (79.6%) were up to and above 1.2 metres wide and were of good standard. This trend is observed in all the three locations under study. Therefore, it can be concluded that there is no problem of adequate ventilation in most of the selected hostels in the study area.

Table 5 shows information on bathroom, toilet and water supply in the hostels. Most of the respondents (95.8%) in the study areas acknowledged the availability of bathrooms as against the 1.19% of the respondents that claimed that bathroom is not provided in their hostels. However, a vast majority of the respondents in Moro (43.5%), Asipa (79.2%) and Ipetumodu (50%) indicated that one bathroom is usually provided per room irrespective of the number of occupants.

On the availability of toilets, majority of the respondents (97.00%) in the study areas claimed that toilets were available in all the hostels. It was equally discovered that a room have at least one toilet. This was confirmed by 41.0%, 54.2% and 53.9% respectively of respondents in Moro, Asipa, and Ipetumodu.

On availability of water supply as shown in Table 4, it was discovered that most of the respondents (69.5) in the study areas agreed that water was provided in the hostels, while 26.3% claimed that water was not provided in their hostels. However, it was discovered that location of water was usually outside the building as claimed by the respondents (52.1%).

Moreover, a very significant proportion of the respondents (46.7%) in the study area claimed they source their water from deep well only. The predominance of deep well only as source of water was observed in Moro, Asipa and Ipetumodu where 43.5%, 66.7% and 42.3% respectively of the respondents claimed they source their water from deep well only. However, another common source of water supply in Moro was Water Corporation as indicated by 26.5% of the respondents. While in Asipa (16.7%) and Ipetumodu (30.8%) deep well with reservoir ranked next to deep well only as the major source of water supply.

**Table 4: Water supply, availability and average Toilet and Bathroom per room**

		Location of hostel							
		Moro		Asipa		Ipetumodu		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
Existence of bathroom	Yes	111	94.9	23	95.8	26	100	160	95.8
	No	2	1.71	0	0	0	0	2	1.19
	No response	4	3.41	1	4.16	0		5	2.99
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Number of bathroom Per room	One	51	43.5	19	79.2	13	50	83	49.7
	Two	19	16.2	1	4.16	13	50	33	19.8
	Three	21	17.9	2	8.33	0	0	23	13.8
	No response	26	22.2	2	8.33	0	0	28	16.8
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Existence of toilet	Yes	113	96.9	23	95.8	26	100	162	97.0
	No response	4	3.42	1	4.16	0	0	05	2.99
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Number of toilet Per room	One	48	41.0	13	54.2	13	50	74	44.3
	Two	25	21.4	5	20.8	13	50	43	25.7
	Three	24	20.5	4	16.7	0	0	28	16.8
	No response	20	17.1	2	8.33	0	0	22	13.2
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Existence of water supply	Yes	73	62.4	19	79.2	24	92.3	116	69.5
	No	38	32.5	4	16.6	2	7.69	44	26.3
	No response	6	5.13	1	4.16	0	0	7	4.19
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Location of water	En suite	17	14.5	1	4.16	1	3.85	19	11.4
	On floor	26	22.2	10	41.7	9	34.6	45	26.9
	Outside the building	62	52.9	11	45.8	14	53.8	87	52.1
	5	1	0.85	0	0	0	0	1	0.59
	No response	12	10.3	2	8.33	2	7.69	16	9.58
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>
Sources of water supply	Water corporation	31	26.5	1	4.16	0	0	32	19.2
	Borehole	14	11.9	2	8.33	2	7.69	18	10.8
	Deep well with reservoir	11	9.40	4	16.7	8	30.8	23	13.8
	Water corporation with reservoir	8	6.84	0	0	5	19.2	13	7.78
	Deep well only	51	43.5	16	66.6	11	42.3	78	46.7
	No response	2	1.71	1	4.16	0	0	3	1.78
<b>Total</b>		<b>117</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>167</b>	<b>100</b>

Source: Author's field work, 2012

### STUDENTS' PERCEIVED HOUSING SATISFACTION

Information presented on Table 5 on students' satisfaction with the structure of their buildings revealed that students were fairly satisfied with the location of rooms in Moro (3.33) and Ipetumodu (3.85). While in Asipa, they were indifferent about the location of their rooms (2.87). Moreover, students were satisfied with the location of buildings in Ipetumodu (3.54), this is in contrast to both Moro and Asipa where students were dissatisfied (2.84 and 2.09 respectively). However, students were dissatisfied with size of rooms in Moro and Asipa but were satisfied in Ipetumodu (2.88, 2.89 and 3.89 respectively). Overall in all the three locations, students were indifferent with their building structure (3.2).

**Table 5: Respondents' satisfaction with building structure**

S/N	Variables	Rating and Weighted Values					SWV	MWV
		1 HD	2 D	3 N	4 S	5 HS		
<b>Moro</b>								
1.	Location of buildings	24	18	33	31	8	323	2.84
2.	Location of staircase	15	10	38	17	3	232	2.80
3.	Location of rooms	10	9	42	39	14	380	3.33
4.	Size of rooms	18	29	24	33	9	325	2.88
5.	Number of rooms	7	6	25	51	25	423	3.71
<b>Total</b>								<b>15.56</b>
<b>Mean of <math>\sum</math>MWV = 15.56/5 = 3.1</b>								
<b>Asipa</b>								
1.	Location of buildings	10	7	0	6	0	48	2.09
2.	Location of staircase	3	1	6	0	1	30	2.73
3.	Location of rooms	3	8	5	3	4	66	2.87
4.	Size of rooms	2	8	2	10	0	64	2.91
5.	Number of rooms	2	5	5	11	0	71	3.09
<b>Total</b>								<b>13.69</b>
<b>Mean of <math>\sum</math>MWV = 13.69/5 = 2.74</b>								
<b>Ipetumodu</b>								
1.	Location of buildings	2	2	5	14	3	92	3.54
2.	Location of staircase	0	1	2	8	4	60	4.00
3.	Location of rooms	1	3	2	13	5	100	3.85
4.	Size of rooms	0	1	7	13	5	100	3.85
5.	Number of rooms	0	0	5	9	11	106	3.09
<b>Total</b>								<b>18.33</b>
<b>Mean of <math>\sum</math>MWV = 18.33/5 = 3.70</b>								

Sources: Author's Fieldwork, 2012

It is indicated in Table 6 that there is cordial communication among the students in the three areas under study (4.04, 4.35, and 4.35). However, students in Moro, Asipa were dissatisfied with their hostel in terms of being conducive for reading (2.39 and 2.22). Students in Ipetumodu revealed that they were satisfied with their hostels in terms of being conducive for learning (3.62). All the students in all the three locations (Moro, Asipa and Ipetumodu) were dissatisfied with their hostels in term of being conducive for entertaining guests.

**Table 6: Respondents' satisfaction with dwelling**

S/N	Variables	Rating and Weighted Values					SWV	MWV
		1 HD	2 D	3 N	4 S	5 HS		
<b>Moro</b>								
1.	No. of persons in the hostel	10	9	30	45	22	408	3.52
2.	Communication among students	3	2	22	49	40	469	4.04
3.	Conducive environment for reading	45	25	16	16	14	277	2.39
4.	Conducive for entertainment	43	37	17	12	7	251	2.16
<b>Total</b>								<b>12.11</b>
<b>Mean of <math>\sum</math>MWV = 12.11/4 = 3.03</b>								
<b>Asipa</b>								
1.	No. of persons in the hostel	2	1	1	18	1	146	3.17
2.	Communication among students	0	0	9	11	2	113	4.35
3.	Conducive environment for reading	12	1	4	5	1	94	3.62
4.	Conducive for entertainment	18	2	1	2	0	63	2.42
<b>Total</b>								<b>13.56</b>
<b>Mean of <math>\sum</math>MWV = 13.56/4 = 3.39</b>								
<b>Ipetumodu</b>								
1.	No. of persons in the hostel	0	2	3	12	9	146	3.17
2.	Communication among students	0	2	1	9	14	113	4.35
3.	Conducive environment for reading	2	1	7	11	5	94	3.62
4.	Conducive for entertainment	11	1	6	8	0	63	2.42
<b>Total</b>								<b>18.33</b>
<b>Mean of <math>\sum</math>MWV = 13.56/4 = 3.39</b>								

Sources: Author's Fieldwork, 2012

In addition, perception on location of dwelling as indicated in Table 7 revealed that students in Moro, Asipa and Ipetumodu were satisfied (3.29, 3.29 3.52 respectively). The same disposition is reflected in distance of dwellings to shopping areas, security of the dwellings and distance to place of worship. However, this is in contrast to their view on distance to health facilities, clean environment and proximity to recreational facilities where the students in Moro, Asipa and Ipetumodu were dissatisfied with the aforementioned facilities. On the perception with the overall neighbourhood features, students in the three selected locations were dissatisfied with the neighbourhood features (2.81, 3.0 and 3.13 respectively in Moro, Asipa and Ipetumodu).

**Table 7: Respondents' satisfaction with neighbourhood features**

S/N	Features	Rating and Weighted Values					SWV	MWV
		1 HD	2 D	3 N	4 S	5 HS		
<b><u>Moro</u></b>								
1.	Location of dwelling	24	18	31	32	5	276	3.29
2.	Distance to shopping areas	22	11	24	41	18	381	3.28
3.	Security	33	11	24	41	18	381	3.28
4.	Distance to place of worship	22	14	20	39	21	371	3.19
5.	Distance to health facilities	33	30	22	20	10	289	2.51
6.	Clean environment	37	26	33	14	4	264	2.32
7.	Proximity to recreation	62	28	18	4	1	193	1.71
<b>Total</b>							<b>1958</b>	<b>19.58</b>
<b>Mean of <math>\sum</math>MWV = 19.58/7 = 2.80</b>								
<b><u>Asipa</u></b>								
1.	Location of dwelling	4	0	6	12	1	75	3.29
2.	Distance to shopping areas	3	1	3	10	6	84	3.65
3.	Security	3	1	3	10	6	80	3.48
4.	Distance to place of worship	3	3	1	10	6	82	2.37
5.	Distance to health facilities	10	3	2	7	0	50	3.57
6.	Clean environment	6	2	4	10	0	62	2.82
7.	Proximity to recreation	13	2	3	3	1	43	1.95
<b>Total</b>							<b>2113</b>	<b>21.13</b>
<b>Mean of <math>\sum</math>MWV = 21.13/7 = 2.80</b>							<b>3.0</b>	
<b><u>Ipetumodu</u></b>								
1.	Location of dwelling	1	2	4	13	1	89	3.52
2.	Distance to shopping areas	3	5	5	4	9	89	3.42
3.	Security	3	5	5	4	9	90	3.60
4.	Distance to place of worship	3	2	5	7	8	90	3.60
5.	Distance to health facilities	4	8	7	5	1	66	2.64
6.	Clean environment	2	7	7	8	1	74	2.96
7.	Proximity to recreation	10	6	5	5	0	57	2.19
<b>Total</b>							<b>2193</b>	<b>21.93</b>
<b>Mean of <math>\sum</math>MWV = 21.93/7 = 3.13</b>								

Source: Author's Fieldwork, 2012

## CONCLUSION AND RECOMMENDATIONS

This study has established that students in the three locations, Moro, Ashipa and Ipetumodu had significantly different levels of satisfaction. Though, satisfaction is strictly based on individual perspective, the result shows that in general, students in the study area were more satisfied with housing located in Moro than any other location due to its closeness to the lecture venues.

Moreover, despite majority of the students believing their rooms are spacious, findings has revealed that the rooms are too small for the population it housed, therefore overcrowding is found to be a problem in all the hostels. Furthermore, it is discovered that type of hostels, hostel facilities, number of bathrooms, number of toilets, number of kitchens, location of hostels, privacy and proximity to lecture theatres are major factors influencing students' satisfaction with their hostels in the study area.

The paper recommended that the university authorities should partner with the private sectors in constructing more quality student accommodation. This can be in the form of the school authorities acquiring the land while the private sector should construct the houses on a Build-Operate-and Transfer agreement. However, the hostel accommodation provided should be within the school premises or very close to the school so as to allow for effective monitoring of students and protect them from crime related issues like rape, theft and burglary which is a common feature of hostels located far away from the campus.

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