

**STATUS OF PRIVATE ACCOMMODATION FOR
UNDERGRADUATE STUDENTS IN KENYA: A CASE OF
KENYATTA UNIVERSITY**

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OF THE DEGREE OF MASTER OF EDUCATION (PLANNING) OF
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DECLARATION

I confirm that this research project is my original work and has not been presented in any university/ institution for certification. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics or tables have been borrowed from other works-including the internet, sources are specifically accredited through references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

To my dear mother who taught me how to work hard.

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ACRONYMS AND ABBREVIATIONS

CHE:	Commission for Higher Education
CUE:	Commission for University Education
EPF:	Education Production Function
GBV:	Gender Based Violence
HELB:	Higher Education Loans Board
IGAs:	Income Generating Activities
JAB:	Joint Admission Board
KU:	Kenyatta University
KV2030:	Kenya Vision 2030
PAPs:	Private Accommodation Providers
SAPs:	Structural Adjustment Programs
SH:	Sexual Harassment
SSP:	Self-Sponsored Student
UoN:	University of Nairobi
USAB:	University Students Accommodation Board

ABSTRACT

This study investigated the status of private accommodation facilities for undergraduate students and the effect these have on their educational output. It was done in Kenyatta University (KU). The University had a hostel capacity of 10,086, whereas the total undergraduate student population was 50,425. Specific objectives of the study were to; assess the adequacy of private hostels accommodation, establish the effect of accommodation on the undergraduate students' academic life, establish the perception of private accommodation providers on University students and propose strategies that University administration can use to enhance the private hostels industry. This study was based on Education Production Function whereby accommodation as one of the educational inputs determines the educational output of the undergraduate students. Literature reviewed on security, safety standards, lighting and ventilation, availability of electricity, internet connectivity and sanitation showed that these are independent variables that determine the dependent variable i.e educational output of the students. The study adopted a descriptive survey design that had a sample size of 395 undergraduate students, 10 private accommodation providers (PAPs) and the KU Director for accommodation services. Stratified and random sampling techniques were used to get a representation of the students from 1st to 4th year, both male and female students. Simple random sampling was used to select the students. Data were collected using questionnaires for students and the Director of accommodation services and interview schedules for the Landlords /Hostel agents as well as an observation schedule. The study generated both qualitative and quantitative data which were analyzed using descriptive and inferential statistics. Results were presented in the form of frequency distribution tables, bar graphs and pie charts. The study assessed the adequacy of private accommodation for KU undergraduate students and found that; most of the private accommodation facilities were not adequate; Spearman correlation coefficient findings revealed that the status and adequacy of the room had a significant correlation with the academic performance of students. However, security and time did not have a significant correlation with the performance of the students. The study also found that PAPs viewed students as they would any other tenants and had consequently put in minimal effort if any to enhance the academic environment for the students. So, they expected the University management to improve the general infrastructure in the environs where the students lived. They also looked forward to partner with the University management so as to improve the status of private accommodation for KU undergraduate students. The study recommends that; the University invests more in accommodation facilities, engage more private developers in public private partnership in the development of more hostels, direct more resources through social responsibility towards improving the infrastructure in areas with high student population and offer PAPs training on ideal student accommodation facilities.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, delimitations of the study, theoretical framework, conceptual framework and operational definition of key terms.

1.2 Background to the Study

Higher education can produce both public and private benefits (Bloom et al., 2006). Psachoropolous and Woodhall (1985) identify skilled manpower as one of the most crucial inputs of a modern economy. The need for manpower development and the benefits of education has led Kenya to invest heavily in Education. Kenya has recorded a rapid increase in enrolment at all levels of education, from primary to tertiary levels. At independence in 1963, Kenya had an enrolment of 30,000 students in the 151 secondary schools at the time (CHE, 2013). The number of secondary schools increased to 8,747 with an enrolment of 2,300,000 by 2014 (Republic of Kenya, 2015). This has led to phenomenal growth in the demand for University education.

Table 1.1: Student Enrolments by Type of Institution

Academic Year	Primary Enrollment	Secondary Enrollment
2002	6,062,900	778,601
2003	7,159,500	882,513
2004	7,394,700	926,150
2005	7,591,400	934,149
2006	7,632,200	1,030,080
2007	8,330,200	1,180,267
2008	8,563,800	1,382,110
2009	8,831,400	1,507,546
2010	9,381,200	1,653,300
2011	9,857,900	1,767,700

Source: Economic Survey (2006); Economic Survey (2009)

Table 1.1 shows how the enrolment trend has been in primary and secondary schools from 2002 to 2011. Introduction of free primary education in 2002 led to an increased enrolment by 1,056,600 pupils in 2003. Secondary school enrolment has also increased gradually. Subsidized day secondary education introduced in 2007 greatly contributed to the increased enrolment. In 2008, the enrolment in secondary schools increased by 201,843 students.

Table 1 2: Student Enrolments In Universities

Academic Year	University Enrollment
2001/2002	59,193
2002/2003	71,349
2003/2004	80,961
2004/2005	82,090
2005/2006	92,316
2006/2007	112,229
2007/2008	118,239
2008/2009	122,847
2009/2010	177,735
2010/2011	198,260

Source: Economic Survey (2004); Economic Survey (2010)

Table 1.2 shows how the enrolment has been in the universities. Higher enrolments at both the primary and secondary schools have consequently led to improved enrolment at the university level. By the academic year 2010/2011, the student enrolment had increased more than 3 times what it was in the academic year 2001/2002.

The increased enrolment has had a direct effect on financing university education. Mwinzi (2002) observes that the government's full responsibility of financing university education ended in 1974. According to Eshiwani (2009), this was to be shared between the students and the government. Each student was automatically entitled to a student's loan to meet their accommodation and catering services when they qualified to join the university. The government paid tuition fees and released loans for catering and accommodation for each student directly to each university's centralized body (USAB) to meet the said costs of the services. Loans for book allowances or practical attachments were directly paid to each student, popularly referred to as 'boom' (Republic of Kenya, 1988). Republic of Kenya (1988), called for cost sharing between the government, parents and communities. This led to the abolition of student allowances 'boom' in tertiary institutions including universities. A system of Pay As You Eat (PAYE) was introduced in the public universities by 1991.

The number of students admitted to the public universities through JAB for a long time had been pegged on the number of bed spaces available at the university hostels. By 2002, only 25.6% of the students who qualified for admission were admitted to the public universities (Republic of Kenya, 2012). To increase access to university education, Sessional paper number I of 2005 de-linked management of

students accommodation and catering from the academic programmes. Module II programmes were also introduced in public universities so as to meet the ever increasing demand for university education.

Prior to the reforms that have been taking place since the implementation of Structural Adjustment Programs (SAPs), university students in Kenya were all offered accommodation at the university hostels apart from those who opted to reside outside for various reasons. Structural Adjustment Programs consist of a set of economic policies designed to generate rapid and sustainable economic growth with macro- economic stability and consequently raising the rate of economic growth. Cost- sharing in the public universities was a response to the aspirations of SAPs. Otieno and Colclough (unpublished) note that the 1988 World Bank publication, Education in Sub-Saharan Africa: Policies for adjustment, revitalization and expansion was explicit in its endorsement of “user fees” as a means of recovering educational cost. It was in part meant to prevail upon African leaders to move towards initiating greater liberalization of and the adoption of SAPs as a means of tackling budgetary imbalances. SAPs reduced the government’s expenditure on education and other social services.

Financing of higher education by the government has decreased over time. This has been made worse by downgrading university funding in favour of basic education (Sawyerr, 2004). The argument for this has been that social rates of return on investments in basic education are higher than in higher education. Odhiambo (2011) highlights that there has been limited investment by donors on higher education with the belief of many that investment by donors in Africa should be at primary and secondary levels. The core mandate of universities is teaching, research,

and extension services which create competition for limited resources in as far as student accommodation is concerned (Maseno University, 2013). The budgetary allocation for accommodation services may not be high on the university's priority list.

Sifuna (2006) observes that the social demand for university education in Kenya is quite high. This has been brought about by the external efficiency that results from higher education. The increased demand for higher education has seen rapid expansion of universities so as to improve access. A number of university colleges have now been awarded charters so as to be fully-fledged universities. Currently, there are 15 public and 15 private chartered universities in Kenya (Commission of University Education, 2013).

In recent years, Kenyatta University has experienced phenomenal growth in student numbers which has consequently occasioned high demand for student accommodation (KU, 2013). This is not only unique to KU as Maseno University is seeking to engage private investors for development of student accommodation through a Public Private Partnership (PPP) (Maseno University, 2013). Physical planning in the public universities has not been commensurate with their rate of growth and expansion. In fact, Moi University has had to convert some staff houses into hostels. The situation is made worse by the phenomenon of 'squatting' –the practice whereby non-resident students reside unofficially on the campus under private arrangements with the official tenants –the allocated students (Mwiria et al., 2007). Universities have started running halls of residence on a commercial basis where students pay university accommodation or look for alternative accommodation elsewhere (Chacha, 2004).

KU is located 16 kilometers from the city of Nairobi on the Nairobi-Thika Super Highway on 1,100 acres of land. The history of KU dates back to 1965 when the British Government handed over the then Templer Barracks to the Kenya Government. These were converted into an institution of higher learning known as Kenyatta College. Following an Act of Parliament in 1970, Kenyatta College became a constituent college of University of Nairobi. Consequently, the name changed from Kenyatta College to Kenyatta University College. It admitted its first batch of 200 students in 1972 to pursue studies leading to the award of B.ED of the UON. In July 1978, the Faculty of Education of the UoN was transferred to KU. The University status was achieved on August 23, 1985 when the KU Act received Presidential assent making the Institution a fully-fledged University (Kenyatta University, 2011). Currently, it is a chartered University governed under the university Act 2012.

KU has an undergraduate student population of 50,425 (KU Data Section, 2013). The university has limited accommodation in the halls of residence with a total capacity of 10,086 in the Main and Ruiru campuses (KU Accommodation Services, 2013). There are some students who reside in the Ruiru campus but have their lessons in the main campus. The shortage of accommodation spaces has been made worse by the fact that some hostels have been converted into offices or demolished to pave way for alternative use of that land. For example, Tana 4 and 5 hostels have been demolished to pave way for an administration block in Ruiru campus. In the main campus, two former Usambara hostels now house the catering directorate, disability office, maintenance office and the music department. Those who do not get accommodation at the university hostels have to seek alternative accommodation

elsewhere. Students are made to know well in advance that room application is not a guarantee of room allocation (Kenyatta University, 2013). The University Accommodation Services Department tries to link students who do not get accommodation in the university hostels to some nearby private hostels. The number of students seeking private accommodation is approximately 30,339 (KU Data Section, 2013).

This study, therefore, sought to find out the status of private hostel accommodation for Kenyatta University students. The study looked at how private accommodation as an educational input affects the educational output of the students and thus the internal efficiency of the University. There has been a lot of concern about private accommodation for undergraduate students (Gisesa, 2012). Araujo and Murray (2010) found that students living on campus may improve their academic performance even if they later moved off campus.

Student accommodation is an educational input that contributes to the academic performance of students. Nevertheless, the impact of private student accommodation on the academic performance of KU undergraduate students has hardly been analyzed. The study shed light on the status of accommodation facilities in private hostels around KU and the plight of the undergraduate students who have to rent them. It assessed the effect of accommodation on their educational output. The findings inform policy makers on strategies that can be put in place to improve the status quo.

1.3 Statement of the Problem

The decision by the government to de-link students' accommodation and catering from academic programmes and introduction of module II programmes was one of the greatest steps towards the increase in the number of students getting enrolled into the public universities. Before de-linking admissions from accommodation, it was the prerogative of the public universities to allocate halls of residence to the students. Students who were allocated rooms were also expected to get their meals from the university (KU, 2003). There was thus an established standard for accommodation facilities and university authorities were held responsible for this. The increase in undergraduate student enrolment has not been commensurate with the growth of the accommodation facilities both within and outside the universities. In 2005/2006, University student enrolment was 92,316 while in 2010/2011, it was 198,260 (Economic Survey, 2011). Although the student university enrolment has doubled, the accommodation facilities for students may not have increased at the same rate. Access to university accommodation is thus quite limited and KU does not have control over the private hostels. The demand for accommodation is higher than the supply thus the need to investigate the adequacy of private accommodation hostels for undergraduate students. This study sought to find out the living conditions of KU undergraduate students in the private accommodation facilities and how this affects their academic achievement.

1.4 Purpose of the Study

The purpose of this study was to establish the status of private accommodation facilities with the aim of recommending intervention measures that would improve these facilities. Improved accommodation for the students is expected to enable them achieve better educational output.

1.5 Objectives of the Study

Specifically, this study sought to;

- i. Assess the adequacy of private hostels accommodation.
- ii. Establish the effect of private student accommodation on the students' academic life.
- iii. Establish the perception of private accommodation providers on University students.
- iv. Propose strategies that University administrations can use to enhance the private hostel industry.

1.6 Research Questions

The study was guided by the following research questions:

- i. How adequate are the private hostels for the undergraduate university students?
- ii. What is the effect of student accommodation on their academic performance?
- iii. What is the perception of private accommodation providers on university students?
- iv. What intervention measures can be put in place in order to come up with suitable policies that would regulate the private industry?

1.7 Significance of the Study

The study has the following significance:

- i. Guide university management on how to enhance quality of students academic life.
- ii. Inform policy-makers on the status of private accommodation facilities.

- iii. Sensitize private accommodation providers on students requirements in relation to accommodation.
- iv. Alert students on the importance of seeking appropriate accommodation.

1.8 Assumptions of the Study

The study was based on the following assumptions

- i. That accommodation is a challenge for KU undergraduate students who reside in private hostels.
- ii. That the respondents would be co-operative and give truthful information about the status of the private hostels.
- iii. All respondents would provide reliable responses on their educational performance.

1.9 De-limitations of the Study

- i. The study was limited to Kenyatta University main campus. The findings of this study may therefore not be generalized to other tertiary institutions.
- ii. The research was also confined to the undergraduate students who were on session in KU main campus.

1.10 Limitations of the Study

There was lack of adequate literature on private hostels for university students. This posed a challenge to the researcher because there was no clear cut guideline on how universities engage private sector in provision of accommodation.

1.11 Theoretical Framework

This study was based on Education Production Function (EPF). Hanusheck (2010) observes that EPF is a function that relates various inputs to education including those of families, peers and schools to the maximum level of student achievement that can be obtained. The term Production Function according to Psachoropolous and Woodhall (1985) refers to the process by which inputs are converted into outputs. Psachoropolous and Woodhall (1985) acknowledge that EPF is highly complex since many factors (socio-economic, home background and ability) besides school variables affect educational outcomes.

Knowledge of the production function for schools can be used to assess policy alternatives and to judge the effectiveness and efficiency of public provided services (Hanusheck, 2010). World Bank (1980) in Psachoropolous and Woodhall (1985) distinguishes output in the sense of achievement of students which refers to knowledge, skills, behaviour, and attitudes as measured by examination results and outcome in the sense of the external effects of output, i.e. the ability of people to be socially and economically productive. School inputs according to Hanusheck (2010) include teacher background (education level, sex etc), school organization (class sizes, facilities, administration expenditures) and community factors. Psachoropolous and Woodhall (1985) express a simple production function as

$$A = f(T, B, E \dots \text{and so on}) \dots \text{equation (1)}$$

Where A=Achievement, T=Teacher:Pupil ratio, B=Books and other materials and E= Equipment.

According to Psachoropolous and Woodhall (1985), World Bank research on the determinants of academic achievements demonstrated that variations in inputs do affect educational outputs and has thus shifted from whether investments in school inputs can increase outputs to what is the most cost-effective way of improving inputs. From an economics perspective, higher education institutions can be considered as organizations that seek to optimally allocate resources to maximize educational output. These resources can be categorized as generally related to estates and facilities, human resources, curriculum and students (Psachoropolous, 1987).

Using the above formula, this study looked at how private accommodation facilities affect the educational output of the undergraduate students residing in private accommodation hostels. EPF forms an important theoretical base for this study. The private accommodation facilities in this study were the independent variables while the educational outputs were the dependent variable. Intervening variables included the socio- economic status of the student, government policies and Kenyatta university student accommodation policies. Based on the above,

$$X = f(L, B, P, \dots \text{ and so on}) \dots \dots \dots \text{equation (2)}$$

Where X = Educational Output, L = Lecturers, B = Learning materials e.g Books, e-materials and P = Private Student Accommodation.

Adequacy indicators of private accommodation facilities include hostel safety standards, security, lighting and ventilation, infrastructure, availability of water, electricity and internet, appropriate furniture and sanitation.

$$\text{Hence, } Y = f(S, Q, L, V, I, W, E, F, N. \text{ and so on })$$

Where Y= Adequacy indicators, S=Hostel safety standard, Q =Security, L = Lighting, V =Ventilation, I = Infrastructure, W = Water, E = Electricity, F = Furniture and N = Sanitation.

1.12 The Conceptual Framework of the Study

Independent Variables

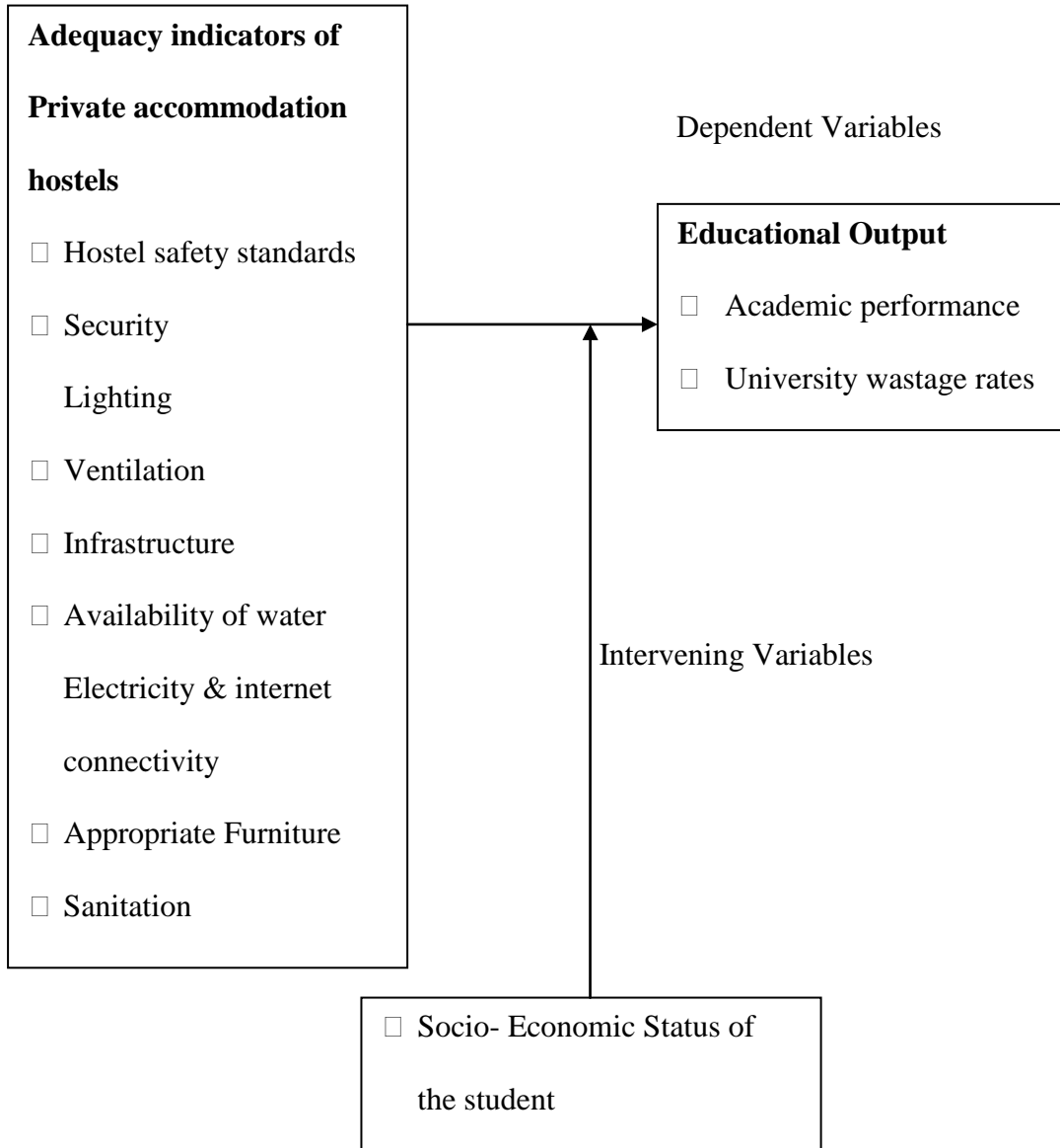


Figure 1.1: Interaction between adequacy of accommodation and educational output

Figure 1.1 illustrates the independent, intervening and dependent variables of the study. In examining the effect of the private accommodation facilities, the conceptual framework shows that the independent variables to be assessed include hostel safety standards, security, lighting, ventilation, infrastructure, water, electricity, internet connectivity, furniture and sanitation. The independent variables which are adequacy indicators of the accommodation facilities determine educational output of the students which in this case are the dependent variables. The socio-economic status of the students is the intervening variable and thus also affects the dependent variables. The study sought to find out if the private accommodation facilities were adequate and how they affected the educational output of the students which include academic performance and university wastage rates of the students.

1.13 Operational Definitions of the Terms

Academic performance: Grades achieved by students.

Adequacy: The hostels sufficiently meet the needs of the university students and are enough in number.

Enrolment: Number of students that have officially registered as members of an institution.

Health: A state of physical, mental and social wellbeing, not merely the absence of disease or infirmity of the student.

Infrastructure: Passable and well-maintained roads.

Private accommodation: This refers to the location in which university students reside while learning at the university. These residential places are outside the university and are owned by private entrepreneurs. The study may also refer to the private accommodation facilities as private hostels.

Private hostel: An establishment that does not belong to the university that provides food and lodging for a group of university students.

Safety standards: The level of quality achievement in relation to a hostel safety component. Measures taken by students, hostel owners /staff and other stakeholders to minimize or eliminate risky conditions that may cause accidents such as body injuries as well as emotional and psychological distress.

Security: The feeling of being safe from attacks by thugs.

10 to 10 rule: It is a rule that prohibits presence of students of the opposite sex from a hostel before 10 a.m. and after 10 p.m. i.e. male students should not visit hostels for ladies after 10 p.m. and before 10 a.m. and vice versa

Wastage: This results due to students attending lectures late, missing lectures, failing exams, calling off semesters or even dropping out due to accommodation related problems.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study under the following sub-headings; adequacy of the private hostels accommodation, quality of private student accommodation, impact of accommodation on the educational output of university students, perception of private accommodation providers on university students, and the summary.

2.2 Adequacy of Private Hostel Accommodation

Housing is both a basic human need and a fundamental human right. The universal declaration of human rights of 1948 recognizes the right to adequate housing as an important component to the right to adequate standard of living (Olima & Onyango, unpublished). Literature reviewed showed that university accommodation in different parts of the world is handled differently.

In the United Kingdom, a student living in the private residential halls views it as part of their overall student experience (University of Westminster, 2012). University of Westminster recognizes its partnership with private sector accommodation as a vital one. Therefore, the University insists that the landlords take the welfare of the students seriously. Some of the facilities available in the University's halls of residence include, campus restaurant, coin-operated laundry, CCTV, large television/common room, car park and shared kitchens (University of Westminster, 2012). Price et al., (2003) in their study on the impact of facilities on students' choice of University in the United Kingdom found that for first year

students, the availability and quality of accommodation were of high importance. The facilities that the students found to be important included catering facilities, internet and telephones in the accommodation. They also considered cleanliness and their cost. Whereas the study above shows what students in the United Kingdom valued in relation to accommodation facilities, this study sought to investigate the adequacy of the private hostels for KU undergraduate students in terms of what these hostels offer and the facilities that students looked for in their choice of hostels.

Sirgy, Grzeskowiak and Rahtz (2005) study on the quality of college life of students in three universities in the USA found that quality of college life may be influenced by satisfaction with college facilities. Of importance to the students is the quality of housing, maintenance, security, location and dorm activities. Most residential halls are much closer to campus than private housing such as apartment buildings. This convenience is a major factor in the choice of where to live since living physically closer to classrooms is often preferred, particularly for first-year students who may not be permitted to park vehicles on campus. Universities may, therefore, provide priority to first-year students when allocating this accommodation. Halls located away from University facilities sometimes have extra amenities such as a recreation room. As with campus located residential halls, these off-campus halls commonly also have Internet facilities, either through a network connection in each student room, a central computer cluster room, or Wi-Fi. They may also contain basic kitchen facilities for student use outside catering hours. Most halls contain a laundry room. The above study indicates that hostel facilities in the USA and UK seem to be

of high standards and so this study will explore how the situation is in the private accommodation facilities for the KU undergraduate students.

Sai (2005) found that although the students in Hong Kong had adapted well to the high density environment and enjoyed urban life in Hong Kong, the available space for students in hostels was less than ideal and that public transport was a serious concern. The study concluded that the results and findings of the study could provide a reference for the formulation of future development strategy in Hong Kong. Students in KU who reside in private hostels may also be prone to high density environment. Whereas students in Hong Kong according to Sai (2005) have adapted well to the urban life, this study sought to find out if the KU students are able to cope with life in the private hostels and still do well in their academics.

The phenomena of commercial off-campus students housing across Nigeria public University has been stimulated by student explosion and prevailing lull in on-campus student housing development. Although in respect to federal institutions there is an open awareness of the federal withdrawal of its financial support to hostel services, University of Nigeria realizes that any institution that does not care about where students live may produce students of questionable character. Kenyan public universities de-linking accommodation services with academic programmes led to the phenomena of commercial off-campus students housing like in Nigeria. This study looked at how the delinking of accommodation services affected the undergraduate students living in the private accommodation facilities.

Kwesiga and Ahikire (2006) study on student access and equity in a reforming university, Makerere in the 1990s and beyond, noted that major reforms have taken place in Ugandan higher education leading to increased enrolment. However, the apparent gains have been off-set by lack of necessary investment in facilities with resulting problems of over-crowding and falling standards. At Makerere University, all the halls and hostels host a population of about 5000 resident undergraduates and 100 graduate students i.e. only 16% of students registered at the University (Makerere University, 2011). The rest of the students reside outside the campus either in private hostels or commute from homes. Private hostels provide their own security arrangements for the students they accommodate. The Uganda police force patrol also provides extra security both within and outside the campus (Makerere University, 2011). Access to University education in Kenya has also increased as indicated in the background of the study and over fifty per cent of the undergraduate students stay in private hostels. Kwesiga and Ahikire (2006) note that the apparent gains in enrolment have led to falling academic standards due to lack of necessary investment in facilities. This prompted the researcher to investigate the status of the private hostels and how the gains made in increased enrolment have affected the students' academic life.

From the first National Development Plan of 1964-1970 to the ninth National Development Plan 2002-2008, it has been the primary objective of the government of Kenya to provide decent housing for every family. The adequacy of housing is not only determined by the shelter and contiguous facilities but also by the entire system of supportive and facilitative infrastructure and services, including accessibility to workplace and social facilities and amenities (Olima & Onyango, n.d)

School safety is the measure undertaken by all relevant stakeholders to either minimize or eliminate risky conditions that may cause accidents (Ministry of Education, 2008). Hostels should comply with the provisions of the Education Act (Cap 211), Public Health act (242) and the Ministry of Public Works. Guidelines in the safety standards manual direct that there should be no congestion in the dormitories, doors should open outwards and fire extinguishing equipment should be functional and accessible. Accidents caused by fire have been on increase in institutions of learning. Fire disasters have been experienced at all levels of learning institutions. Oudia (2013) reports that barely three hours after a fire razed down three dormitories in Maranda high school, another fire consumed a hostel in Bondo University College in Siaya County. The fire left the affected students stranded since most of their belongings were burnt in the inferno.

Makhanu (2009) studied disaster preparedness as a remedy to fire disasters in learning institutions in Kenya. The main objectives of the study were fire vulnerability in learning institutions and disaster preparedness against fire disasters. It was found that although hostels may be made of fire resistance materials, many at times lack important fire protection features or are not operational at the time of a fire outbreak. The study further noted that common causes of fire disasters include cooking, electrical faults, and faulty gadgets such as iron boxes. The situation is made worse by having ventilators that are not in operation, exits that are permanently locked or grilled especially windows, no installed alarm system, no fire protection devices such as fire extinguishers, hostel exit doors that open inwards instead of outwards and lack of fire and safety department. Also noted was that entry roads for fire extinguishers may be inaccessible especially for slum institutions. The

paper outlines suggestions which include accommodating just recommended numbers and training in the use of firefighting equipment. CUE (2014), expects sufficient doorways to be provided in every student hall to ensure rapid exit in case of fire or other emergencies. Adequate and appropriately placed fire-fighting equipment such as hose reels, portable fire extinguishers, fire buckets, dry risers, fire hydrants, sprinkles, and water storage tanks should be provided in every building. This prompted the researcher to investigate how well the safety standards guide recommended by the Ministry of Education and CUE are adhered to in the private hostels.

Literature reviewed on fire hazards in learning institutions showed that the conditions under which most students operate in their rooms are very risky. Waswa et al., (2009) paper on fire hazard-risk assessment of Masinde Muliro University of Science and Technology sought to establish the root cause of increased fire incidences in Kenyan public universities. Methods used in assessing the measures put in place by the University facilities to prevent or control fire hazards included survey, interviewing, observation, taking notes and photography. It was found that male hostels are at higher risk of fire hazards compared to ladies hostels. This is because male students vandalize electrical wiring of rooms more so as to customize it to their own 'needs'. Waswa et al., (2009) study found that the conditions under which students operate in the hostels at Masinde Muliro were quite risky. This study used the above methods but in the private hostels to investigate how safe the private hostels are for the KU undergraduate students.

Kenya Vision 2030 envisages a society that is free from danger and fear. KU has a student safety and security policy. The university takes reasonable measures to facilitate students safety and security especially when they are in session and on campus. However, their ultimate safety and security is their responsibility and that of the state and security apparatus (KU Student Safety Security Policy, 2012-2015). KU has a fully-fledged security department that patrols the university premises on a 24 hour basis. For students residing in the private hostels, security mainly depends on the locality of the hostels. The university security personnel occasionally patrol the environs neighbouring the university. Gisesa (2012) observes that a severe shortage of accommodation within universities has seen students seek alternative housing in areas where they can afford which in most cases is in some dingy corner of town. Some of these hostels are at the most awkward and insecure places. In some cases, students can only access their rooms by passing through bars. Gisesa (2012) notes that at times girls have to 'fight' off drunken men on their way to their rooms which are insecure, poorly lit and have an intermittent water supply.

Insecurity exposes students especially the female students to acts of Gender Based Violence (GBV) and Sexual Harassment (SH) which can threaten the career of students. KU has a policy on GBV and SH. One of the policy objectives is to strengthen safety and security measures to all members of KU especially female students with the aim of preventing GBV and SH from occurring. To improve security, KU ensures that there is adequate lighting in all campuses, all university buildings have a visitors registration book, female and male hostels are separate and have a 10 a.m. to 10 p.m. visiting hours regulation in the hostels. Staff on safety and security including hostel staff, housekeepers, janitors, drivers and security personnel

are trained with regard to GBV and SH (KU GBV and SH Policy, 2007). The housekeepers are in charge of various university hostels during the daytime and night attendants take care of student security in the night (KU Accommodation Services Directorate, 2013). Literature reviewed does not show if there are any measures put in place by the private hostel owners to ensure the safety of the undergraduate students residing in these hostels. Considering the large number of students residing in private hostels, it was important to carry out this study so as to find out how safe the students are.

Lighting and ventilation in the hostels should be adequate so that the students are comfortable. Gitobu (1985) advises that good lighting requires that the amount of light is adequate for the task in question (e.g. writing and reading), well-distributed and does not cause glare. The quality of light does not just involve the amount and type of light but also lighting equipment, surfaces like walls, ceilings, floor, furniture and objects in the room. It involves colour, texture, finish and size of these surfaces and objects. Light contributes to the general appearance of a space, emotional satisfaction, physical health, comfort and safety of individuals using it. The amount of natural light depends on the orientation of the hostel, the size and types of windows and doors in the room. Shadows thrown on work area are not good and can be confusing and dangerous. Use of low light when reading tends to encourage stooping thus causing strain. Of major concern to the researcher was to find out if the private hostels do provide ideal lighting for studying.

Ventilation is a means of enabling air to move in and out of a space freely. Poorly ventilated rooms can lead to respiratory problems. Sun et al., (2001) tested whether incidences of common colds among college students in China is associated with

ventilation rates and crowdedness in dormitories. The study concluded that crowded dormitories with low out-to-indoor airflow rates are associated with more respiratory infections among college students. CUE (2014) recommends total floor area of rooms used as student accommodation not to be less than: single room, 8.00 square metre, double student room or cubicle, 14.00 square metre, three or four student room 18.00 square metre. Every room should be provided with maximum benefit of natural light and natural ventilation (CUE, 2014). This study thus sought to assess the room occupancy in the private hostels so as to find out if there was overcrowding.

Every student in a hostel should be provided with a comfortable bed, mattress, reading table, chair and a book rack. Kochhar (2006) suggests that reading furniture should have the following features; no pressure under the knees, free space at the back of inside angle of knee, room above the thighs, back edge of table overlapping front edge of chair and table top higher when arm is straight. The study, therefore, looked at the furniture the students are provided with if any and how suitable they are for studying in comparison with standards given in the study by Kochhar (2006).

Sanitation infrastructure includes all the structures constructed for the purposes of human waste disposal and for cleanliness (Ministry of Education, 2008). In mixed hostels, the ladies sanitation areas must be separate and offer complete privacy. Each hostel should ensure safe and effective disposal of sanitary wear. All closets must be clean, well-ventilated and properly maintained. Although the Safety Standards Manual was prepared as a blue print to be used for enhancing safety of schools, this study used them to assess the safety of KU students living in private hostels.

2.3 Effect of Accommodation on the Educational Output of University Students

Kenya University strives to provide quality education as indicated in its mission statement. This can only be achieved if her students have high quality education so that recognized and measurable learning outcomes are achieved by all. As noted earlier, the number of public universities has increased, so as to improve access to higher education. This has resulted in a trade-off between improved access and compromised quality. Sifuna (2006) in a study on the Governance of public Universities observed that the decline in examination performance is partly attributed to the poor quality in educational experience brought about by the increased enrolments. He further points out that the high number of admissions has not been matched with the provision of teaching facilities and resources especially lecture halls and halls of residence. The effect of private accommodation facilities on the educational output of the students therefore, needed to be examined.

Mwinzi's (2002) study on the impact of cost sharing policy on the living conditions of students in Kenyan public universities, the case of Nairobi and Moi universities, looked at the phenomenon of university students involvement in income-generating activities (IGA) on campus as a response to cost sharing. The study sought to find out among other things the types of IGA and their impact on students academic work. The respondents pointed out that the engagement of students in trading activities in their hostels interrupted their attention on their studies and the required academic environment. The study found that these activities are not only time-consuming but some are rather immoral and anti-social like drug peddling and cohabiting. Some students were involved in cooking as an IGA and this posed

danger to them due to electricity overload. This study sought to find out if there are any activities carried out in the private hostels and what effect they have on the students' academic output.

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. Sicat and Panganiban (2009) appreciate 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.

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 Wesonga in Mwiria et al., (2007), a university's physical facilities ultimately affect the quality of an individual student's experience. Wesonga in Mwiria 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 KU

undergraduate students living in the private hostels utilize the university facilities like the post-modern library which remains open until midnight.

2.4 Perception of Private Accommodation Providers on University Students

A study by Kyire et al., (2012) on the economics of private hostels in Ghana; A case of private hostels on KNUST campus, investigated the dynamics and benefits of private sector involvement in residential facilities for non-residential students of KNUST by looking at a financial analysis and social implications of these privately owned hostels and assessed their relationships with major stakeholders. Although the research found that some proprietors of the facilities were termed as “unscrupulous landlords” charging exorbitant rents and exploiting the students, they disputed these allegations and claimed they were not even breaking even with the hostels. The proprietors claimed that some students had immoral behaviour and were like “flocks of sheep without a shepherd” and hence very vulnerable. This study looked at the perceptions of private hostels proprietors on the KU students since very limited research on the same has been done.

Akingbohunge, 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 levels 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.

2.5 Strategies that University Administrations Use to Come up with Suitable Policies that Would Regulate the Private Hostels Industry

The hostels or halls of residence where students reside during their academic tenure is very central and a major part of their learning environment. Ojogwu and Alutu (2009) carried out an analysis of the learning environment of university students of Nigeria: A case study of University of Benin. The findings revealed that the learning environment was below standards. The study recommended that National University Commission minimum guidelines should be strictly adhered to in terms of staffing and provision of adequate facilities.

Amole (2009) in Mamman (2011) observes that Oxford and Cambridge (Oxbridge) universities' philosophy was that students and the faculty should share a common life. These English universities consider it 'dehumanizing and defrauding' to attend to teaching and research only and neglect the atmosphere in which students lived and worked. As noted earlier, Kenyatta University recommends some private hostel to students who fail to get on-campus room allocation. However, not much has been documented on the relationship between the students and the faculty if any in the private hostels. Mamman (2011) recommends that tertiary institutions should see the need for adequate maintenance of hostel facilities for successful academic performance. Although the above study looks at what university administrations should do to improve the academic performance of students in university hostels, this study sought to explore avenues that can be used by the universities to improve the private hostels for KU undergraduate students.

2.6 Summary of Literature Review

The literature reviewed highlighted some aspects of student accommodation that may affect the educational outcome of the undergraduate students. Accommodation in different parts of the world is handled differently. In the developed countries hostels/ halls of residence have a wide range of facilities which the students also find a necessity. This study looked at what the private hostels for K.U undergraduate students have to offer in terms of facilities and the expectations of the students.

Education reforms in Africa have seen an increase in access to University Education which has consequently led to increased demand for private accommodation. The relationship between private hostels accommodation and educational outcomes in Kenya largely remains unknown as there is very limited literature on the same. The study, therefore, looked into how the private hostels accommodation affects the students' educational performance.

Literature reviewed shows that the Ministry of Education and CUE spells out safety standards guidelines to be adhered to in learning institutions. The situation in private hostels needs to be studied so as to evaluate how the safety standards are for the students living there. In-security as reported in the media has been on the increase. This study looked into the security of private hostels and environs for the KU undergraduate students.

Students regardless of where they live require an academic environment that would enable them to carry out their studies. The study assessed how appropriate the lighting, ventilation, furniture provided and sanitation facilities were for the students. These together with the gaps identified above enabled the researcher to study the status of private hostels accommodation for KU undergraduate students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used to carry out the study. It entails the research design, location of the study, target population, sampling procedures, study instruments, data collection procedure and data analysis plan.

3.2 Research Design

An exploratory approach that employed descriptive survey design was used since it would describe the current phenomenon without manipulation of variables. According to Wisker (2001), this kind of design aims to find out more about a phenomenon without manipulation of variables and captures it with detailed information. Orodho (2005) observes that descriptive survey design is used in preliminary and explorative studies to allow researchers to gather information, summarize, present and interpret them for the purpose of clarification. It is on the basis of the foregoing reasons that the design was found suitable for the study.

3.3 Location of the Study

The study was conducted in KU and focused on the private hostels. KU being a public university provided good representation of public university students experience in private hostels. These hostels were located at Kilometre one (KM), Kahawa Sukari, and Kahawa Wendani. This area was chosen because of its accessibility and familiarity to the researcher. Singleton et al., (1993) note that the

ideal setting for any study should be easily accessible to the researcher. The locale was, therefore, suitable in terms of time and finances.

3.4 Target Population

Target population refers to that population to which a researcher wants to generalize the results of a study (Mugenda & Mugenda, 1999). The target population for this study was KU undergraduate students accommodated in private hostels. The study population comprised 30,339 undergraduate students (KU data section, 2013) living in the private hostels, 10 hostel landlords/ landladies and the KU Director for Accommodation Services.

3.5 Sample and Sampling Procedures

A sample is a small group obtained from the accessible population (Mugenda & Mugenda, 1999). For the purpose of this study, out of the 30,339 students who resided in the private hostels, 395 students were sampled. According to Israel (2009), a sample from a large population can be calculated using the formula below;

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

Where n = the sample size

N = total population (30,339)

e = the confidence level (0.05)

Stratified random sampling was used. This method aims at achieving desired representation from various subgroups (Mugenda & Mugenda, 1999). The 395 students were categorized into 1st year, 2nd year, 3rd year and 4th year, male and female students. This ensured gender differentiation. Simple random sampling was used to select the students.

Table 3.1: Sample of the Study

Year of study	Population		Sample	
	Male	Female	Male	Female
1 st year	5,161	4,054	67	53
2 nd year	4,731	3,716	62	48
3 rd year	3,871	3,040	50	40
4 th year	3,225	2,534	42	33
Total	16,988	13,344	221	174

Source: Researcher (2013)

Purposive sampling was used to select ten hostel PAPs and KU director for accommodation services. Six PAPs were for the male hostels and four for the female hostels. According to Mugenda (1999), purposive sampling technique allows a researcher to use cases that have the required information with respect to his or her study.

3.6 Research Instruments

This study used three types of research instruments, questionnaires, interview schedules and observation schedule.

3.6.1 Questionnaire for Students

Questionnaires were used to gather data from the students. The researcher used questionnaires to collect data from the students as they are appropriate in descriptive survey where the number of respondents is high (Orodho, 2005). Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and to make suggestions. Nkapa (1997) observes that the use of

questionnaires is a very popular method of data collection in education and behavioural sciences in general. Questionnaires also offer the advantage of being easy and cost-effective to administer to a large population (Walker, 1985). In addition, questionnaires enable the person administering them to explain the purpose of the study and to give the meaning of items that may not be clear (Best & Khan, 2001).

The questionnaire had three sections. Part one collected background information of the students. Part two comprised both structured and open-ended questions on the adequacy of the private hostels. A rating scale to measure the opinions of the respondents on the adequate conditions of the private hostels was used. Mugenda and Mugenda (2003) point out that the numerical scale helps to minimize the subjectivity and make it possible to use quantitative analysis. Likert scale is easy to score and interpret (Wisker, 2001). Part three consisted of open and closed-ended questions on the impact of students' accommodation on their educational outcomes. The last section collected data on the intervention measures that they would propose in order to come up with suitable policies that would regulate the private hostels industry.

3.6.2 Interview Schedule for the Private Accommodation Providers and the Director for KU Accommodation Services

This study used interview schedule to gather information from PAPs and the director for accommodation services. Interview schedules are considered appropriate when the sample is small since a researcher is able to get more information from respondents than when using a questionnaire (Keith & Bloomsquist, 1985). This is

because questionnaires tend to limit more data. KU director for accommodation services was picked because she had valuable information about student accommodation facilities. The PAPs were interviewed as they had first-hand information on the lifestyles of the students who had rented their hostels.

The interview guides for the director of KU accommodation services and the PAPs had three themes which were on the adequacy of the private hostels, the effects this had on the students and suggested intervention measures. Each theme had a main question which guided the probing questions.

3.6.3 Observation Schedule

An observation schedule was used to generate information on the adequacy of the private accommodation hostels. Independent variables looked at under the observation schedule included accessibility from the main road and the University, security within and around the private hostels, safety standards in the private hostels, furniture provided and an overall impression of the private hostel.

3.7 Pilot Study

Before data collection the research instrument was piloted in one hostel that 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 (Mugenda & Mugenda, 1999). The researcher then addressed the deficiencies revealed by the piloting exercise.

3.7.1 Validity of Instruments

The instrument was validated through content validity. Content validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2005). The researcher assessed content validity through the use of professionals as advocated by Mugenda and Mugenda (1999). The researcher discussed with her supervisors, other lecturers and her colleagues on whether the instruments accurately represented the concept of the study. Their ideas were seriously considered and appropriately incorporated.

3.7.2 Reliability of the Research Instrument

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2005). Reliability was assessed using split-half method where by the test was divided into two equivalent halves and scores of one half correlated with those of the other half. Koul (1994) observes that this method has the advantage of controlling the fatigue and practice effects that arise in other reliability methods. Spearman rank order correlation coefficient was calculated where a value between 0.60 and 1.00 was considered as indicating that the instruments were reliable (Borg & Gall, 1981).

Spearman's rank order coefficient formula:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where: r_s =Spearman's coefficient of correlation.

d =difference between ranks of pairs of the two sets of scores.

n =number of pairs of observation.

Reliability of the research instruments was done and unclear items were corrected.

3.8 Data Collection Procedure

The researcher got an introduction letter from KU and a research permit from the Ministry of Education (MoE). The researcher then visited the sampled hostels to administer the research instruments. The respondents were given instructions and assured of confidentiality and anonymity after which they were given enough time to fill the questionnaires which were collected once they were filled in. The researcher booked an appointment with the KU director of accommodation services and the PAPs of the sampled hostels to conduct the interviews.

3.9 Data Analysis Procedure

Data collected from the field were coded and entered into the computer for analysis using Statistical Package for Social Sciences (SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amounts of data and given its wide spectrum of statistical procedures purposely designed for social sciences, it is quite efficient. Data collected were both qualitative and quantitative in nature. Qualitative data were analyzed thematically. Descriptive statistics including percentages and frequency counts were used to analyze the obtained quantitative data. Bell (1993) maintains that when making results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics.

3.10 Logical and Ethical considerations

Logical considerations included pre-field activities, field logistics and post-field activities. Pre-field activities included preparation of research tools and seeking permission from the university authorities. In the field logistics, the researcher predicted constraints that were likely to occur while in the field.

Ethical considerations were to ensure the study remained original in content and design. Permission to carry out research was sought from the relevant authorities. Informed consent to carry out the study in the hostels was sought from the hostel proprietors.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents, analyzes and discusses the data collected from the respondents of the study. The purpose of this study was to establish the status of private accommodation facilities with the aim of recommending intervention measures that would improve these facilities. The information analyzed was collected through administering questionnaires to 395 students, interview schedules to 10 PAPs and the director of accommodation services, and an observation schedule of 10 hostels.

The objectives of the study were to assess adequacy of private hostel accommodation, establish the effect of private hostel accommodation on the students' academic life, establish the perception among private accommodation providers on University students, and propose strategies that University administrations can use to enhance the private hostels industry. The interpretation and presentation of data are presented thematically according to the objectives of the study.

4.1 Questionnaire Response Rate

Table 4.1: Questionnaire Response Rate

Questionnaire Response	Number	Percentage (%)
Responded	376	95
Did not Respond	19	5
Total	395	100

Source: Students' questionnaire N=376

From the findings presented in Table 4.1, 95% of the students filled in the questionnaires while 5% did not fill the questionnaires. Babbie (1989) posits that a response rate of 50% and above is substantial for data analysis. This implies that the response rate for the study was adequate for data analysis to be carried out.

4.2 Demographic Characteristics of the Students

4.2.1 Gender of the Students

Gender refers to whether a student is male or female. It was important to find out the gender of the students in the private hostels to establish the status of both male and female private hostels accommodation.

Table 4.2: Gender of the students

Gender	Frequency	Percentage (%)
Male	205	54.5
Female	171	45.5
Total	376	100

Source: Students' questionnaire N= 376

From the findings presented in Table 4.2, 205 (54.5%) of the respondents were male while 171 (45.5%) were female. This gave a fair representation of the KU undergraduate population that was at 56% male and 44% female (KU Data Section, 2013). The sample that had been selected was 221 male and 174 female students. This implies that out of the 19 students who did not respond, 16 were male while 3 were female students.

4.2.2 Age of the Students

Age of the students refers to their maturity. The age of students was grouped into below 20 years which included those in their late teens, 20- 25 years and 25-30 the young adults and the over 30 years. It was important to establish the age groups of the students in the sample to be studied as this would assist in assessing how their stay in the private hostels would affect their academic life. Table 4.3 presents the age groups of the students who participated in the research data collection process.

Table 4.3: Age of the students

Age	Frequency	Percentage (%)
Below 20 years	88	23.4
Between 20-25 years	268	71.3
Between 26-30 years	13	3.5
Over 30 years	7	1.8
Total	376	100

Source: Students' questionnaire

N=376

From the findings presented in Table 4.3, 71.3% of the students were aged between 20-25 years while 23.4% were aged 20 years and below and 3.5% of the were aged between 26 and 30 years. Only, 1.8% of the respondents were aged over 30 years.

4.2.3 Year of Study at the University

The study investigated samples of students doing four year courses. Identifying the year of study was necessary so as to establish the effect of private student accommodation on the students' academic life for the various groups of students.

Table 4.4 shows the year of study of the student in the sample studied

Table 4.4: Year of Study at the University

Year of Study	Frequency	Percent
1st year	92	24.5
2nd year	122	32.4
3rd year	104	27.7
4th year	58	15.4
Total	376	100.0

Source: Students' questionnaire

N=376

The proposed sample size had 120 first-year students, 110 second-years, 90 third-years and 42 fourth-years. Those that responded to questionnaires were less in the first-year and fourth-year group and more in the second and third-year group. However, the response ensured fair representation from the various undergraduate groups in the study.

4.2.4 Sources of Students' Finances

The source of finance looked into was that which students depended on for their living expenses in the private hostels. It was necessary to understand how students funded their stay at the hostels. Table 4.5 presents the data on the sources of finance the students used to fund their University Education.

Table 4.5: Sources of students' finances

Source of Finance	Frequency	Percentage (%)
HELB	153	40.7
Sponsorship from various organizations	11	2.9
Paid by Parent/Guardian/Sibling	187	49.7
Own savings	9	2.4
Harambee contribution	10	2.7
No response		1.6
Total	376	100

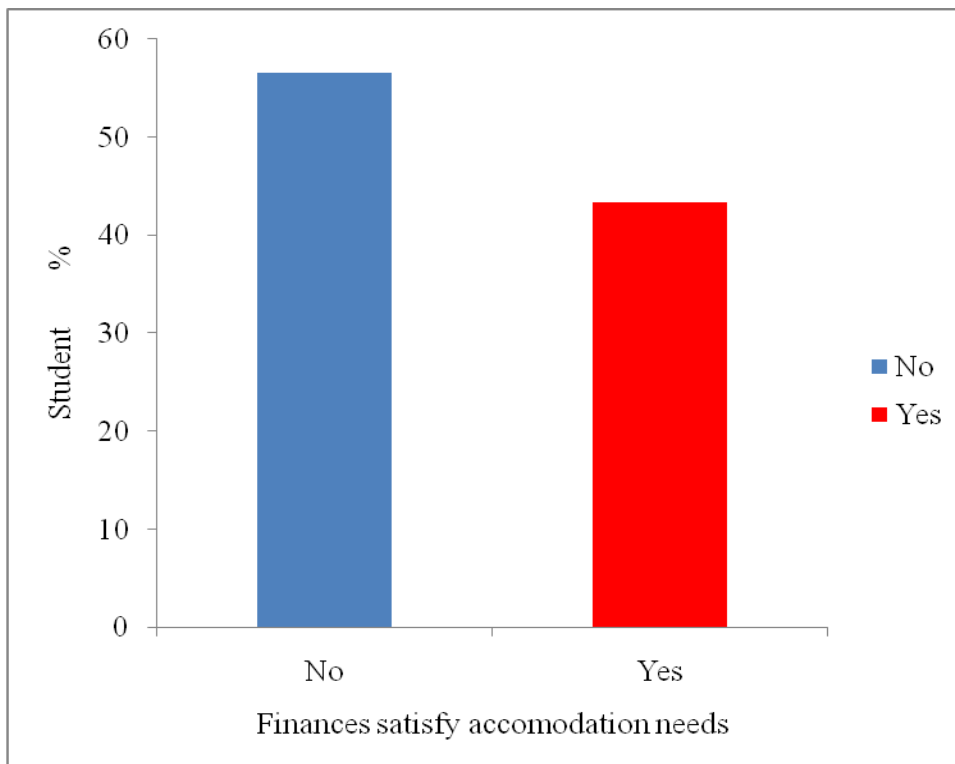
Source: Students' questionnaire

N=376

From the findings presented on Table 4.5, 187 (49.7%) of the respondents indicated that they were sponsored by their parents/guardians. The findings further revealed that, 153 (40.7%) of the respondents funded their studies from loans received from Higher Education Loans Board (HELB), 11 (2.9%) funded their education through sponsorship from various organizations and 10 (2.7%) funded their studies through harambee contributions. Only 9 (2.4%) of the respondents used their own savings to fund their studies. This shows the impact of Republic of Kenya (1998) call for cost-sharing between parents, communities and the government.

4.2.5 Adequacy of Finances to Meet Accommodation Needs

Having established the source of finances, it was crucial to find out if they had enough money to pay for the accommodation services provided to them. Figure 4.1 presents the responses of the students with reference to whether they had adequate finances to fund their accommodation while pursuing their studies.



Source: Students' questionnaire

N=376

Figure 4.1: Adequacy of finances to meet accommodation

Figure 4.1 illustrates that a majority of 56.6% of the students were of the view that they did not have adequate finances to meet accommodation requirements. On the contrary, 43.4% of the students were of the view that they had adequate finances to meet accommodation requirements. This may have contributed to the choice of private hostel the student stayed in as financial constraints may have made them opt for cheaper hostels.

4.3 Adequacy of Private Hostels

The first objective of this study was to assess the adequacy of private accommodation for the KU undergraduate students. Students were asked to give information that would help establish how adequate the private accommodation they lived in was. To assess adequacy, respondents were asked to give information on the hostels security, quality of rooms in terms of the status of the floors, walls, electrical wiring, availability of appropriate furniture, sanitary facilities, clean water, ventilation, lighting, firefighting equipment, first aid facilities and disaster management preparedness. The responses were subjected to descriptive analysis.

4.3.1 Security in the Private Accommodation Facilities

Security in this study refers to the feeling of being safe from attack and not worried about losing one's property. This was crucial to investigate since security was one of the factors that affected the level of adequacy of a private accommodation facility. Table 4.6 presents the views of the students with regard to security.

Table 4.6: Security in the private accommodation facilities

	VF		F		R		VR		N		NR	
	f	%	f	%	f	%	f	%	f	%	f	%
Students get mugged during the day	23	6.1	39	10.4	106	28.2	107	28.4	95	25.3	6	1.6
Students get mugged in the evening	95	25.3	108	28.7	72	19.2	46	12.2	46	12.2	9	2.4
Students steal among each other	93	24.7	94	25.0	78	20.7	50	13.3	54	14.4	7	1.9
Property is lost through break-ins	54	14.4	75	19.9	85	22.6	68	18.1	93	24.7	12	3.2
Incidences of SH/GBV	36	9.6	49	13.0	61	16.2	77	20.5	144	38.3	9	2.4

Source: Students' questionnaires

N=376

Key: VF=Very frequent, F=Frequent, R=Rarely, VR=Very Rarely, N=Never, NR=No Response

Table 4.6 shows that 107 (28.4%) of the students reported that mugging very rarely occurs during the day and 106 (28.2%) reported that it rarely occurs. Further 95 (25.3%) students noted that it never occurs. This shows that most students noted that it was safe during the day. However, 39 (10.4%) reported that it occurs frequently and 23 (6.1%) students noted that it occurred very frequently during the day. The law of the land is fully operational outside the university premises (KU Student Safety & Security Policy, 2012-2015). Hence, students' security when off-campus just like for any other Kenyan citizen is maintained by the police.

According to Table 4.6, 108 (28.7%) reported that the mugging in the evening is frequent and 95 (25.3%) noted that it is very frequent. This reveals that 54% of the students were of the view that security in the evening is an issue of concern to those who lived within privately owned hostels. Only 46 (12.2%) reported that it never occurs. These results agree with Gisesa (2012) who observes that accommodation crises have exposed students to insecurity. KU Student Safety and Security Policy (2012-2015) points out that that the highest responsibility for the safety and security of the non- resident students lies in their own hands. Insecurity was one of the challenges that off-campus students faced according to the director of accommodation services. Nevertheless, she noted that the coordinator of off-campus accommodation regularly visits the hostels to check on the security of students.

As indicated in Table 4.6, 94 (25%) students reported that students steal among each other frequently and 93 (24.7%) very frequently. Further still, 85 (22.6%) of the respondents reported that stealing rarely took place through break-ins. In addition, 82 (21.8%) students were of the view that break-ins never happen. These concurred with most PAPs' view who said that:

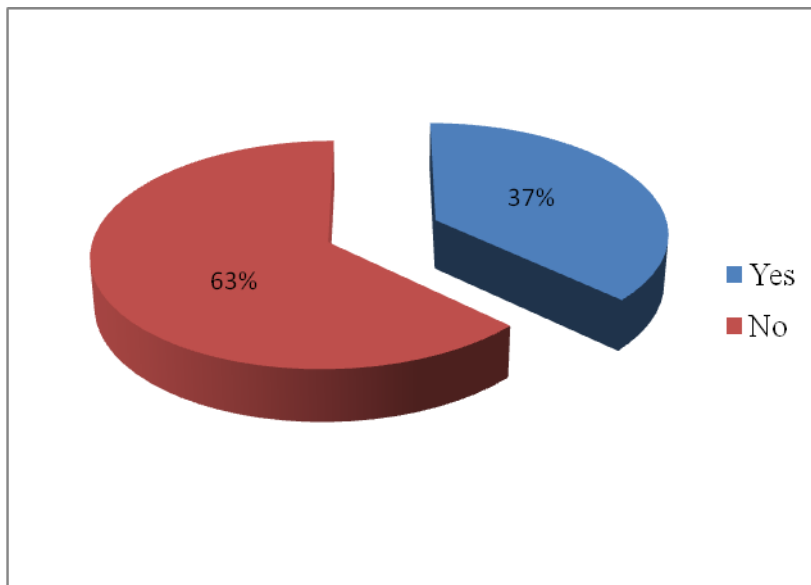
Stealing is often organized and executed by students and hence it is an inside job. Items frequently stolen range from clothes to electrical items. Laptops, cell phones and other electronics are especially targeted as the thieves have a ready market for these items.

In reference to Table 4.6, incidences of SH or GBV were not very high in the private accommodation facilities. The findings indicate that 144 (38.3%) students reported that SH and GBV never took place whereas 36 (9.6%) stated that it took place very frequently. The PAPs observed that there were no reported cases of SH and GBV.

However, two of the PAPs noted that some of the victims of SH and GBV shy from reporting the crimes for fear of stigmatization. Having cases of SH and GBV contradicts Sexual Offences Act (2007) that prohibits any form of sexual offence.

4.3.2 Quality of Lighting in the Hostels

Adequate lighting in the hostels should enable the students to perform various tasks with ease. Thus, it was necessary to find out if the quality of lighting in the rooms was adequate. Figure 4.2 shows the respondents view on the quality of lighting in their rooms.



Source: Students' questionnaires

N=376

Figure 4.2: Quality of lighting in the hostels

The study according to figure 4.2 found that 239 (63%) students were of the view that the lighting in their rooms was not adequate. On the contrary, 137 (37%) were of the view that the lighting in their rooms was adequate. In addition, observation made by the researcher shows that most of the rooms do not have adequate lighting even during the day. This was due to their orientation and small sizes of the

windows which did not allow in adequate natural lighting. Some storied buildings as observed are constructed next to each other blocking light from getting into the rooms through the windows. More observations by the researcher revealed that there are rooms that require having lights on even during the day. In some hostels, this was hampered by the fact that the PAPs ration electricity during the day. Inadequate lighting in the rooms contradicts Gitobu (1985) that expects good quality to be well-distributed hence enabling the task in question to be carried out efficiently. The director for accommodation services noted that provision of adequate lighting is mandatory in private hostels that are to be listed as recommended hostels.

4.3.3 Status of the Rooms in the Private Accommodation Facilities

Status of the rooms refers to the level of standards which was assessed by getting information on the state of the floors, walls, electrical wiring, sockets, availability of firefighting equipment and first aid facilities. Table 4.7 presents responses on the parameters that were used to assess the status of the private hostel accommodation.

Table 4.7: Status of the rooms in private accommodation facilities

Status of the room	SA	A	NR	D	SD
	f(%)	f(%)	f(%)	f(%)	f(%)
Floors well constructed	80(21.3)	180(47.9)	7(1.8)	73(19.4)	36(9.6)
Walls look strong	80(21.3)	152(40.4)	8(2.1)	87(23.2)	40(10.6)
Electrical wiring well done	71(18.9)	120(31.9)	13(3.5)	82(21.8)	90(23.9)
There are adequate sockets	38(10.1)	74(19.7)	16(4.3)	122(32.4)	126(33.5)
Hostel has been fitted with sufficient firefighting equipment	20(5.3)	56(14.9)	12(3.2)	97(25.8)	191(50.8)
Students adequately trained on disaster management	16(4.3)	35(9.3)	13(3.5)	81(21.5)	231(61.4)
Hostel has first aid facilities	14(3.7)	37(9.8)	10(2.7)	72(19.2)	243(64.6)
Source: Students' questionnaire					N=376

Key: SA=Strongly Agree, A=Agree, NR= No Response, D= Disagree, SD=Strongly Disagree

Table 4.7 shows that 180 (47.9%) students agreed that the floors were of good quality. Another 80 (21.3%) strongly agreed that that the floors were of very good quality. Only 36 (9.6%) of the students strongly disagreed with the view that the floors of the hostels they lived in were well-constructed. On the other hand, 152 (40.4%) students agreed that the walls were strong with no cracks. In addition, 80 (21.3%) students strongly agreed that the walls in their hostels looked strong and did not have any cracks. Among those that were not satisfied with the status of the walls were 87 (23.2%) who disagreed and 40 (10.6%) who strongly disagreed that the

walls looked strong. Cracks on the walls are not only unpleasant to look at but dangerous as they may be a sign of a weak building that may end up collapsing. Majority of the rooms in this study met the building standards required by Ministry of Education (2008) which indicate that floors should be level and cracks on cemented floors repaired in good time. However, 6 out of the 10 hostels visited by the researcher did not have clean bathrooms and toilets. The other 4 were relatively clean according to observations made by the researcher but the standards of cleanliness were not as high as stipulated by Ministry of Education (2008).

According to the findings presented on Table 4.7, 120 (31.9%) students agreed and 71 (18.9%) strongly agreed that electrical wiring was well-done without wires hanging. On the contrary, 90 (23.9%) strongly disagreed and 82 (21.8%) disagreed that electrical wiring was well done. This can be quite dangerous because electrical faults are a major cause of fire disasters in learning institutions (Makhanu, 2009). Observations made by the researcher revealed that most rooms did not have adequate sockets and hence the few sockets available were over loaded. Makhanu (2009), points out that tampering with the electrical wiring is worse in the male hostels.

Further, Table 4.7 also shows that majority of the students reported that the hostels did not have firefighting equipment. From these findings, 191 (50.8%) students strongly disagreed that they had fire extinguishers in their hostels whereas 20 (5.3%) strongly agreed that they had firefighting equipment. Seven PAPs out of the 10 reported that they did not have fire extinguishers. Only 3 noted that they had fire extinguishers but were locked up. They said: *Fire extinguishers have to be locked up in the caretakers' office to prevent losing them through theft.* This contradicts

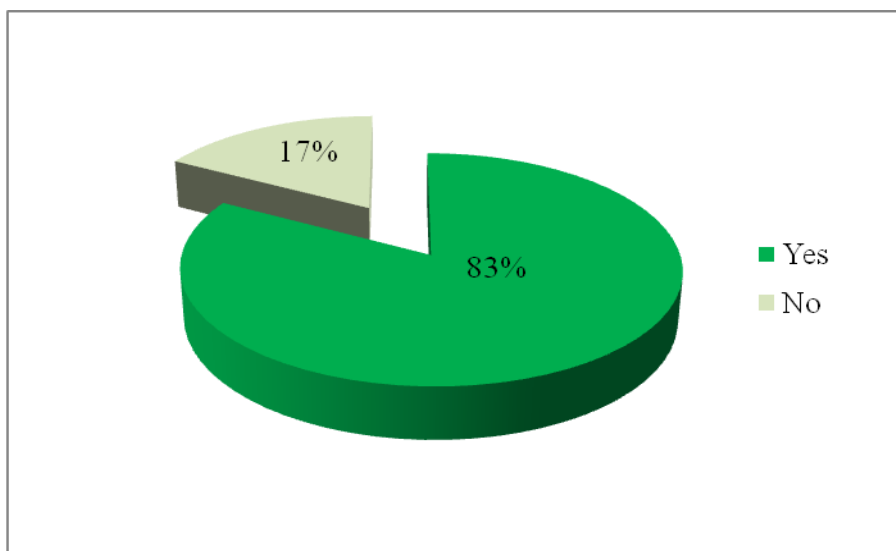
Ministry of Education (2008) that expects fire extinguishers to be located in strategic places of an institution. Observations by the researcher revealed that the risk factors were made worse by the fact that entry roads for fire extinguishing vehicles to some of the hostels were not good. For instance, some access roads to Estate A were impassible by fire extinguishing vehicles. Furthermore, gates to some of the hostels were too small to allow speedy intervention. Some buildings were also not well-designed thus would hinder free movement beyond some points if need arose. These findings agree with Makhanu (2009) who reported that disaster preparedness is made worse by having exits that are permanently locked or grilled especially windows, no installed alarm system, no fire protection devices such as fire extinguishers and entry roads for fire extinguishers may be inaccessible especially for slum institutions. Waswa et al., (2009) also found that the ratio of firefighting equipment to coverage area is small.

The study also established as shown in Table 4.7 that majority of the students, 231 (61.4%) strongly disagreed to having been trained on disaster management while very few students, 16 (4.3%) strongly agreed to having been trained to handle disasters. Among the PAPs, 8 of them reported that they had not exposed their staff members to fire drills while none had taken the students through the same. This finding contradicts Kirui et al., (2009) who argue that proactive measures need to be taken to prevent fire disasters. Ministry of Education Safety Standards Manual (2008) expects that institutions should schedule practice drill sessions for fire at least once a month. Observations made by the researcher showed that the situation was made worse by the fact that the hostels did not have smoke detectors that would alert people in the event of a fire outbreak.

The study revealed as indicated in Table 4.7 that 243 (64.4%) students strongly disagreed that their hostels had first aid equipment while a minority of 14 (3.7%) strongly agreed that they had first aid equipment. National School Health Guidelines (2009), recommends that every institution should have their learners trained on first aid and that the availability of first aid facilities is very important. Only 1 PAP reported that their housekeeper had first aid skills. In case of emergencies, all the PAPs took the students to KU Health Unit. This meant that even cases that may have been handled through first aid had to be attended to at the health unit leading to loss of valuable time.

4.3.4 Cooking in the Rooms

Cooking involves food preparation by heating it using different types of fuels and methods. It was important to establish if the respondents cooked in their rooms as this would assist in establishing the status of their accommodation facilities. Figure 4.3 shows the percentage of the students who cook in their rooms.



Source: Students' questionnaires

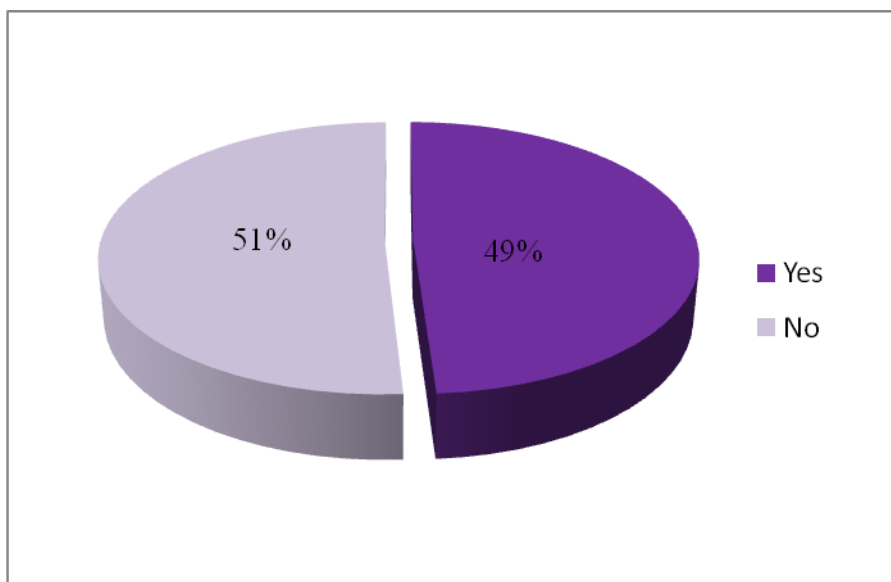
N=376

Figure 4.3: Students' response on cooking in the rooms

Figure 4.3 shows that 312 (83%) students noted that they cooked for themselves in the rooms. Only 64 (17%) students noted they did not cook for themselves. This shows that majority of the students preferred preparing their own meals in the rooms. From the researcher's observation, students cooked for themselves in 8 of the hostels visited. This contradicts Sirgy, Grzeskowiak and Rahtz (2005) who report that some off- campus halls studied in USA contain kitchen facilities for student use.

4.3.5 Danger Caused by Cooking in the Rooms

After establishing that cooking was done in some rooms, it was imperative to further investigate the danger caused by cooking in the rooms. Cooking involves use of fuels that if not handled appropriately can cause accidents such as fire outbreaks. Figure 4.4 represents the opinions of the students on whether the fuel used in cooking cause any danger.



Source: Students' questionnaires

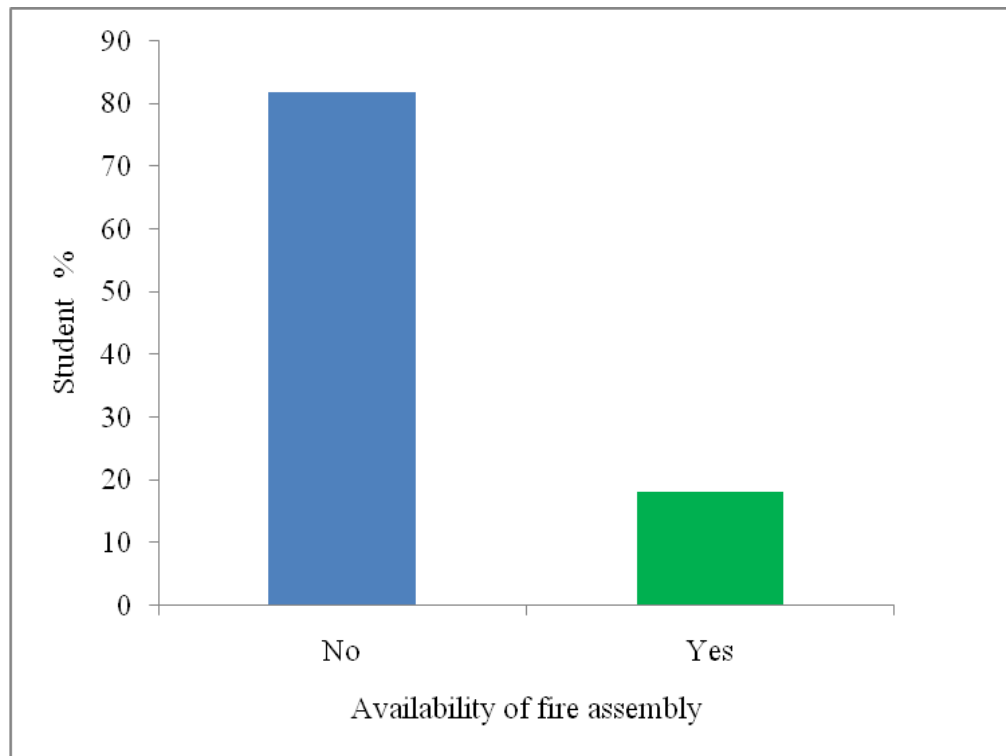
N=376

Figure 4.4: Danger caused by cooking in the rooms.

Despite the fact that observations made by the researcher revealed that some of the cooking took place in congested rooms, figure 4.4 notes that 192 (51%) respondents did not think that cooking in the room caused any danger. However, (184) 49% of the students were of the view that the fuel they used for cooking posed danger. Whereas private hostels have allowed the students to cook in the hostels, KU Student Safety and Security Policy (2012-2015) directs students not to store inflammable materials in the hostels. This study shows that about half of the students do not agree with Makhana's (2009) findings that cooking in the rooms was one of the causes of fire disasters in learning institutions.

4.3.6 Fire Assembly Point within the Hostels Compound

Fire assembly point is a safe place designated outside a building for people to assemble in the event of a fire outbreak. It was important to establish whether the private hostels had fire assembly points since having a central meeting place in the event of such a disaster enables everyone who was in the building to be accounted for. In case all are not accounted for, then the trained fire fighters can either re-enter the building or take any other appropriate rescue measures. Figure 4.5 shows the availability of fire assembly points within the hostels.



Source: Students' questionnaire

N=376

Figure 4.5: Availability of fire assembly points within the hostels

Despite the significance of a fire assembly point, figure 4.5 indicates that 301 (82%) reported that they did not have a fire assembly point within the hostel whereas only 75 (18%) noted that they had fire assembly points. Incidentally, most PAPs did not know what a fire assembly point is and its significance. Hence only 2 out of the 10 PAPs noted that their hostels had fire assembly points. This posed a huge risk of accountability of students in the event there was a fire outbreak. These findings disagree with the KU Student and Security Policy (2012-2015), that advise all persons that may be in a building when fire breaks out to evacuate to a central place (fire assembly point) to be accounted for.

4.3.7 Overall Assessment of the Adequacy of the Hostels for the Students

Adequacy of the hostels means that the hostels are good enough for students' use. The variables investigated included study tables and chairs, beds, bookshelves, sanitary facilities, water, ventilation and internet connections. In hostels where these variables were rated as very good quality were thus said to be adequate. Table 4.8 shows the respondents' view of the adequacy of the room.

Table 4.8: Adequacy of the room

Adequacy of the Room	NA f (%)	VPQ f (%)	PQ f (%)	GQ f (%)	VGQ f (%)	NR f (%)
Study						
Tables and						
Chairs	69(18.4)	43(11.4)	68(18.1)	120(31.9)	57(15.1)	19(5.1)
Bed	34(9.0)	46(12.2)	80(21.3)	133(35.4)	60(17.6)	17(4.5)
Book shelves	203(54)	33(8.8)	39(10.4)	49(13.0)	35(9.3)	17(4.5)
Sanitary						
facilities	129(34.3)	82(21.8)	97(25.8)	52(13.8)	0(0)	16(4.3)
Water	35(9.3)	52(13.8)	76(20.2)	130(34.6)	71(18.9)	12(3.2)
Ventilation	36(9.6)	56(14.9)	91(24.2)	113(30.0)	61(16.2)	19(5.1)
Internet						
Connections	246(65.4)	25(6.6)	30(8.0)	29(7.7)	33(8.8)	13(3.5)
Source: Students' questionnaire						N=376

Key: NA=Not available, VPQ=Very Poor Quality, PQ= Poor Quality, GQ=Good Quality, NR=No Response

The study revealed in Table 4.8 that 120 (31.9%) students observed that the tables and chairs were of good quality. Further, 57 (15.1%) noted that their tables and chairs were of very good quality. Sixty-nine (18.4%) students noted that they did not have reading tables and chairs. Among those that had them, 68 (18.1%) reported that they were of poor quality and 43 (11.4%) noted that they were of very poor quality. There were 19 (5.1%) students who did not respond. Observations made by the researcher showed that even in rooms where study tables and chairs were available, most of them did not meet the standards outlined in Kochhar (2006) that suggests that reading furniture should have ideal features for a student. Table 4.8 also shows that 133 (35.4%) reported that the beds were of good quality while 60 (17.6%) noted that the beds were of very good quality. Among those that were not satisfied with the condition of their beds, 80 (21.8%) noted that they were of poor quality while 46 (12.2%) reported that the beds they had were of very poor quality. In addition, 34 (9%) of the students reported that they did not have beds. The researcher observed that those without beds had to spread mattresses on the floor while there were those that shared beds with their friends which meant that they did not sleep well.

The sanitary facilities investigated included toilets, bathrooms and laundry areas. From Table 4.8, majority of the students were not satisfied with the sanitary facilities hence 129 (34.3%) indicated that the sanitary facilities were of very poor quality and 82 (21.8%) noted that they were of poor quality. However, 97 (25.8%) noted that the sanitary facilities were of good quality which means that they were satisfied with the state of their sanitary facilities. Some of the sanitary facilities observed by the researcher were very dirty and without adequate lighting. These

findings disagree with Ministry of Education (2008) which requires institutions to provide adequate sanitation facilities.

Further still, Table 4.8 shows that 130 (34.6%) students noted that water was of good quality and 71 (18.9%) reported it was of very good quality. Further, the analysis revealed that 76 (20.1%) students noted the water was of poor quality and 52 (13.8%) reported that the water was of very poor quality. There were 12 (3.2%) students that did not respond to the question on availability of water. The researcher observed that some students depended on their friends who lived on-campus to allow them do their washing of clothes there. This was quite cumbersome as they had to wait for their clothes to dry before going back to the hostels leading to waste of time. The researcher also observed that some hostels got their water from boreholes which may not have been safe for drinking. This contradicts CUE (2014) requirements of water standards which should be wholesome, free from any contamination that may cause disease or injury to health, has no objectionable taste and odour, is aesthetically acceptable and has been certified as such by a recognized water laboratory; Contaminated water can lead to a number of health problems such as typhoid, cholera, and dysentery (Ministry of Education, 2008). This means that the hostel proprietors should ensure that there is adequate supply of clean water at all times.

From Table 4.8, there were students who were comfortable with the ventilation in the hostels with 113 (30%) having noted that the ventilation was of good quality and 61 (16.2%) very good quality. Contrary, 91 (24.2%) students noted that the ventilation was of poor quality and 56 (14.9%) reported that the ventilation was of very poor quality. Moreover, 36 (9.6%) reported that ventilation was not available.

The researcher observed that this may affect the students' health. This concurs with Sun et al., (2011) who posit that inadequate supply of fresh air in a room can lead to headache and fatigue of its occupants thus reducing students' ability to study.

4.4 Effect of Private Student Accommodation on the Students' Academic Life

The second objective of this study was to establish the effect of private student accommodation on the students' educational output. To establish this, Spearman correlation coefficient between security and performance, hostel status and performance, adequacy and performance, time and performance was evaluated. Table 4.9 shows the effect of student accommodation on their academic performance

Table 4.9: Effect of private student accommodation on their performance

Variables	Correlation Coefficient	Performance
Performance	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	269
security index	Correlation Coefficient	-.074
	Sig. (2-tailed)	.225
	N	269
Hostel status index	Correlation Coefficient	.161**
	Sig. (2-tailed)	.008
	N	268
Adequacy	Correlation Coefficient	.172**
	Sig. (2-tailed)	.005
	N	264
Time wasted index	Correlation Coefficient	.047
	Sig. (2-tailed)	.448
	N	266

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Students questionnaire

Spearman rank correlation coefficient revealed that there was negative but insignificant relationship between security of the hostels and the students' performance since p is 0.225 (Table 4.9). This implied that the level of security did not affect the performance of the students. This finding disagreed with Mamman (2011) who identifies security as having a significant relationship with the students' academic ability. On the hand, there was a significant relationship between the hostel status and students' academic performance as p was 0.008 which is less than 0.05. This is in agreement with Agboola et al., (2001) who reported that for students to concentrate on their studies, comfortable hostels are a necessity as this leads to internal efficiency of the institution. In addition, adequacy of the hostels had a significant relationship with performance at $p=0.05$. The findings are in agreement with Sicat and Pangaiban's (2009) study which reported that adequate student housing gives rise to comprehension and encourages positive learning outcome. Time wastage in terms of travelling had no significant relationship with performance as $p=0.448$. This implies the distance between the hostels and the university had no effect on education performance. However, it does not concur with Wesonga in Mwiria et al., (2007) who observed that students who commuted from long distances made less use of the university facilities hence low academic performance.

4.5 Perception of Private Accommodation Providers on University Students

The third objective of this study was to establish the perception of private accommodation providers on university students. The researcher interviewed 10 accommodation providers so as to assess their perception of the university students. Perception of the PAPs on university students refers to what the PAPs think of the students regarding some issues. Their perception was important to the study since

they were able to give clear observations of how the students lived in the private hostels. Table 4.10 presents the perception of private accommodation providers on university students.

Table 4.10 Perception of PAPs on university students

Do the students	Yes	No
Follow the hostel rules	5	3
Work hard in academics	4	6
Take alcohol	8	2
Have IGAs	8	2
Source: PAPs interview guide		N=10

Table 4.10 shows that 5 PAPs reported that the students followed the hostel rules. In the hostels with rules, all the PAPs said that: *the students are expected to sign that they will abide by the rules before being allocated a room.* In 3 of the hostels, the PAPs noted that the students had not been very cooperative in observing the 10 to 10 rule especially over the weekends. Loud music was prohibited in all the hostels. However, the students broke this rule a lot especially over the weekends when they had their parties. The PAPs noted that the situation was worse at the beginning of the semester when the students spent a lot of time with friends entertaining each other. The PAPs reported that the female students were particularly fond of birthday parties while their male counterparts would be noisy when watching football matches on TV. This was a nuisance to the serious students who would appreciate silence so as to concentrate on their studies. The hostel caretakers admitted that this noise was difficult to control.

Furthermore, Table 4.10 revealed that eight of the accommodation providers reported that there were students who went to the hostels drunk. PAPs noted that in 3 of the hostels, there were those who had alcohol in their parties. Observations made by the researcher showed that one of the hostel's neighbourhood had a drinking den where illicit brew was sold even during the day. This hostel shared a borehole with the neighbouring tenants. A caretaker of this hostel said:

Some drug peddlers used the bore hole as an opportunity to access the students. They disguised themselves as sellers of roast maize, african sausages (mitura), sweets and khat (miraas). The interested students had a way of identifying the drug peddlers.

This affected the students lecture attendance and study habits. The hostel caretaker also noted that students involved in drug and substance abuse slept a lot during the day and missed out on their lectures. In line with these findings, Kyire et al., (2012) observed that proprietors of private hostels viewed campus students as being vulnerable to immoral behaviour since they were like sheep without a shepherd.

Table 4.10 also shows that 8 of the PAPs reported that there were some students involved in income generating activities. These included photocopying, printing, selling foodstuff and even doing assignments for other students. These findings agree with Mwinzi (2002) whose findings show that students engage in IGAs to cope with economic activities.

4.5.1 Intervention Measures Which Can be Put in Place to Come up with Suitable Policies to Regulate the Private Hostels.

The fourth objective of this study was to propose strategies that University administrations can use to enhance the private hostels industry. Intervention measures that can improve the private hostels industry are practical strategies which when implemented can mitigate the challenges faced by the said hostels. Getting such feedback from the director of accommodation services, PAPs and the students was important as this would help in giving appropriate recommendations to improve the status of the private accommodation

The KU director of accommodation services proposed that more hostels need to be constructed on-campus. This is because the University's hostel capacity was below the demand for the same. Further, the director called for improved service delivery at the accommodation services to meet the needs of the students. She also observed that good public relations between the students and other tenants in the neighbourhood they lived in would also assist in facing challenges that were common to all of them.

The students suggested that PAPs should look into the issues that affected them. A major problem was adequacy of the hostels. The students complained that there was a lot of congestion in the rooms and recommended that there should be policies guiding how many students should occupy a room of a given size. This finding agrees with CUE (2014) that recommends specific total floor area for a given number of students. They also suggested that that the PAPs take responsibility of ensuring that common areas are thoroughly cleaned and fumigated occasionally to eradicate pests. With regard to water availability, they suggested that the hostels

should have bigger water storage capacity to prevent acute water shortages. They further proposed that power rationing by the PAPs should not be done but instead generators should be installed in case of power failure so that their private studies are not interrupted. To improve the learning environment, the students suggested that the PAPs subscribe for internet connectivity so that they would access this through Wi-Fi.

The study established that most PAPs were willing to partner with KU to improve the students' hostels. They recommended that as part of the students orientation, the university should equip the students with life skills that would enable them to cope with off- campus life. The PAPs noted that it was clear that some students required a lot of guidance and counseling especially on issues relating to morality. On security issues, PAPs in Estate "A" and "B" (both having high student population) proposed increased police patrol particularly at night. Further, the PAPs in Estate "A" suggested that KU provides them with water at a subsidized rate since most of the residents in the area were either KU students or employees.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusions and recommendations based on the study findings. The chapter also suggests areas for further research. The findings were related to the objectives of the study which included: First, to assess the adequacy of private hostels accommodation. The second objective was to establish the effect of private accommodation on the students' academic life. The third objective was to establish the perception of PAPs on university students. The fourth objective was to propose strategies the University administrations can use to enhance the private hostels industry.

5.2 Summary of the Study

The purpose of the study was to establish the status of private accommodation facilities with the aim of recommending intervention measures that would improve these facilities for KU undergraduate students. The study was guided by Educational Production Function that considered in this case accommodation as one of the educational inputs that affect the educational outputs of the undergraduate students. The study employed descriptive survey design to target 395 KU undergraduate students, 10 PAPs and the director for KU accommodation services. Stratified random sampling was used to get a representation of the male and female students from 1st year to 4th year. Simple random sampling was used to select the students. Purposive sampling was used to select the 10 Land lords/agents. Given below is the summary of the study findings.

5.2.1 Adequacy of Private Accommodation for KU Undergraduate Students

The study assessed the adequacy of private accommodation for KU students. From the study findings, it was apparent that about half of the students observed that mugging mainly occurs in the evening. They also noted that cases of property lost through break-ins were less than 50%. The study revealed that about half of the theft that goes on is organized by fellow students. According to the findings, about a quarter (23%) of the students noted that GBV and SH occurs frequently. A majority (63.8%) of the students noted that lighting in their room was inadequate whereas about a third (36.7%) was comfortable with the amount of lighting in the rooms. Most of the students noted that the walls and floors were well-constructed. However, about half (45.7%) of the students disagreed that electrical wiring was well-done. In fact, the majority (65.9%) noted that the sockets were not adequate thus often overloaded.

Despite the fact that most (83%) of the students cooked for themselves in the rooms, half of them did not realize the danger this posed to them especially in the congested rooms. Over three quarters (76.6%) of the students disagreed with the fact that their hostels had been fitted with firefighting equipment. Only a few (13.6%) agreed that students had been adequately trained on disaster management. From observations made, none of the hostels had a fire assembly point. The majority (83%) reported that students had not been trained on disaster management. Most (83.7%) of the students noted that their hostels did not have first aid facilities.

More than half (57.4%) of the students reported that they did not have adequate study furniture. About half of the students did not have bookshelves. Only about a quarter (26.6%) were satisfied with the state of their sanitary facilities. More than

half (58.3%) of the students indicated that the sanitary facilities were of poor quality. The study established that (34%) of the students reported that water in their hostels was of poor quality while (9.6%) did not have water at all in their hostels. Over half (65.4%) of the students noted that the hostels they lived in did not have internet connections. Only a few (16.5%) students reported that they had good quality internet connectivity.

5.2.2 Effect of Private Accommodation on the Students' Academic Life

Spearman correlation coefficient findings revealed that the status and adequacy of the room had a significant correlation with the academic performance of students. However, security and time did not have a significant correlation with the performance of the students.

5.2.3 Perception of Private Accommodation Providers on University Students

Most of the PAPs perception of their businesses was to provide rooms that could be occupied by any tenants. The PAPs viewed students as tenants. Although in 8 of the hostels there were rules, some of them were not observed. In 4 of the hostels, the PAPs reported that the students were hard working. However, according to the PAPs, in 6 of the hostels, the students were only serious during the examination season. In 8 of the hostels, the PAPs observed that students were engaged in IGAs and these consumed a lot their time. All the PAPs observed that students contributed a great deal to the insecurity in some of the hostels. This was also reflected in their lack of trust of the students such that they even locked up fire extinguishers in their offices to prevent theft of the same. From the findings, the PAPs also felt that the students were mature enough and in the event of emergencies, should be able to take care of themselves or the university should take responsibility.

There were several challenges in the private accommodation facilities. All the PAPs suggested that both the police and KU security personnel should increase their patrols in areas having high student population. The PAPs in Estate “A’ suggested that KU administration should assist them in improving the infrastructure of the place so as to improve disaster preparedness. They also proposed that KU should provide them with water at a subsidized rate. All the PAPs also expected the university administration to provide internet connectivity to its students.

5.3 Conclusions of the study

Based on the study, the following conclusions were made;

- i. Most of the private accommodation facilities were not adequate for the KU undergraduate students.
- ii. Holding all other factors constant, the status of private accommodation positively correlated with the educational performance of the students.
- iii. PAPs viewed students as they would any other tenants and hence put in minimal effort if any to enhance the academic environment for the students. However, they expected the University management to improve the general infrastructure in the environs where the students lived.
- iv. KU needs to work closely with all the students residing off-campus and PAPs to come with intervention measures which can be put in place in order to come up with suitable policies that would regulate the private industry

5.4 Recommendations of the Study

- i. KU should ensure that the status private accommodation is adequate as the students stay there is part of their overall university experience. As part of KU's social responsibility, it should aim at improving infrastructure of places where student population is high. Non-resident students should be guided by the rules and regulations governing student life on campus.
- ii. To prevent disasters caused by fire outbreaks, power guards should be installed in the private hostels. The PAPs can provide common kitchens with standard cooking equipment.
- iii. An association for PAPs can be formed which can be used as a link between them and KU management. This can be used as a channel through which PAPs can enlighten the university of any alarming issues that may be affecting the students.
- iv. Through Public Private Partnership, KU can engage private developers in developing student satellite villages where low- cost houses can be built and rented to students at very low rates. This can be done through the Build Operate and Transfer programme. The University's accommodation directorate can use its expertise to guide and advise private developers on aspects relating to adequate hostel facilities.

5.5 Suggestions for Further Research

- i. A study should be conducted on the effect of students' socio-economic status on their educational output.
- ii. Another study should be done to assess the status of on-campus accommodation facilities.

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APPENDICES

APPENDIX I: Students Questionnaire

Dear Student

The attached questionnaire is about a study on the status of private accommodation for undergraduate students in Kenya: A case of Kenyatta University. You have been identified to participate in this study because of your current exposure to private hostel accommodation around Kenyatta University. I am confident that your responses will go a long way in coming up with strategies which if implemented will solve some problems faced in these accommodation facilities. Your responses will be treated with strict confidentiality. Do not write your name or the name of the hostel.

PART ONE: BACKGROUND INFORMATION OF THE STUDENT.

Please answer questions appropriately by putting a tick (✓) against the appropriate statement or by filling the blank spaces provided.

1. Your Gender

Male [] Female []

2. Your age (in years)

Below 20 [] Between 20-25 []

Between 26-30 []

Over 30 []

3. Year of study at the University.

1st year [] 2nd year []

3rd year [] 4th year []

4. How do you finance your university education? (You may tick more than one option.)

HELB Sponsorship from organization

Paid by parent/guardian Own savings

Harambee Contributions

5. Do these sources satisfy your accommodation requirements?

Yes No

PART TWO: ADEQUACY OF THE PRIVATE HOSTELS

6. How many students share one room?

stay alone

2

3

4

More than 4

7. Considering the size of the room you stay in, how many occupants do you think it should hold comfortably?

1

2

3

4

8. Security is of paramount importance in any community. Please indicate with a tick how you agree or disagree with the following statements using the key provided below. Very frequently (VF), Frequently (F), Rarely (R), Very Rarely (VR), Never (N)

Statement	VF	F	R	VR	N
	05	04	03	02	01
Students are mugged during the day					
Students get mugged in the evening					
Clothes are stolen from cloth lines					
Students steal among each other					
Property is lost through break-ins					
There are incidences of sexual harassment or gender-based violence.					

9. Is there adequate lighting outside the hostels e.g. “Street lights” or “Mulika Mwizi”?

Yes No

10. How would you gauge the levels of security within the environs of your hostels?

Very insecure Insecure

Secure Very Secure

11. Are there watchmen/ guards who patrol the hostel environs during?

The day Yes

No

The night Yes

No

12. Please indicate whether you Strongly Agree, Agree, Disagree or Strongly Disagree with the following statements regarding your hostels.

Statement	SA	A	D	SD
	4	3	2	1
The floors are well constructed e.g. not slippery				
The walls look strong. There are no cracks on the wall				
Electrical wiring well done without wires hanging dangerously				
There are adequate sockets so students do not overload them				
The hostel has been fitted with sufficient firefighting equipment				
Students have adequately been trained on disaster management				
The hostel has first aid facilities				

Tick where applicable

13. In case of a fire breakout does the hostel have the capacity to fight its spread and damage?

Yes [] No []

14. In your opinion do you think the fuel used in your hostel pose any danger?

Yes [] No []

If Yes, explain your response:

.....

.....

15. Are there students in your hostel involved in cooking as an income generating activity?

Yes [] No []

16. Is there a fire assembly point within the hostel compound?

Yes [] No []

17. Is the amount of light adequate for studying?

Yes [] No []

18. Does it cause glare?

Yes [] No []

19. Are there standard reading tables and chairs in the rooms?

Yes [] No []

20. What is your overall assessment of the adequacy of the hostels for a student?

Use the following code to complete the table below. Very Good Quality (5), Good Quality (4), Poor Quality (3), Very Poor Quality (2), Not Available (1).

Adequacy of the room	1	2	3	4	5
Lighting provided for studying					
Study tables and chairs					
Bed					
Book shelves					
Sanitary facilities					
Water					
Ventilation					

21. How would you rate the adequacy of the private hostel you stay in?

Very High [] High []

Low [] Very Low []

22. What do you like best about your private hostel?.....

.....
.....

23. What do you dislike most about your private hostel?.....

.....
.....

PART THREE: IMPACT OF ACCOMODATION FACILITIES ON EDUCATIONAL OUTCOMES.

24. How would you rate the amount of time spent on the following activities: Too

Much (4), Much (3), A little (2), Not there (1)

Activity	1	2	3	4
Academic work				
Shopping				
Cleaning rooms				
Cooking				
Travelling				

25. (i) Depending on how your performance has been, what are you likely to attain?

First Class Honors [] Upper 2nd Class Honors []

Lower 2nd Class Honors [] Pass []

(ii) Give 2 reasons for your response:.....
.....

26. Please indicate the grades you got in last semesters units.

	Unit	1	2	3	4	5	6	7
Grade								

27. Do you ever get late or miss class because of some challenges you face in the private hostels?

Yes [] No []

28. How would you describe the learning atmosphere in the private hostels?

Very good [] Good [] Poor []

Very poor []

29. (i) Would you prefer university hostels over the private ones?

Yes [] No []

(ii) Why?.....
.....

30. What intervention measures do you think if put in place can help mitigate some of the challenges you face in the private hostels?.....
.....

Thank you.

APPENDIX 11: Questionnaire for the Director of Ku

Accommodation Services

1. Adequacy of on-campus accommodation facilities for undergraduate students in Kenyatta University.

- a) What is the total number of undergraduate students in KU?
- b) What is the capacity for male hostels?.....
- c) What is the capacity for female hostels?
- d) Are the hostels always full to capacity?
- e) If full, what does the University do?.....

2. Quality of the private accommodation facilities for KU students.

(The criteria private hostels meet so that they can be recommended for students)

- a) Within what radius (distance) do you recommend?.....
- b) What is the ideal space needed for a student in a room?.....
- c) What are the recommended specifications for the furniture for students?
 - (i) Bed
 - (ii) Reading table
 - (iii) Reading chair
 - (iv) Availability of clean water?.....
 - (v) Sanitation standards?
 - (vi) Attributes of good lighting?.....
 - (vii) Availability of ventilation?.....
 - (viii) Do you investigate into the security of the hostels and its environs?
Yes [] No []
 - (ix) Explain your answer

3. Effect of living in the private accommodation facilities on the students academic output.

a) What is the general attitude of the students towards the private hostels?.....

.....
.....

b) Do students residing in the private hostels come to seek on-campus accommodation?.....

.....

c) What are their reasons for wanting to stay on-campus?.....

.....
.....

d) What challenges have they told you they face when they reside off-campus?

.....
.....
.....

e) Do you have those that have been staying on-campus and prefer to move to private hostels?

Yes [] No []

f) If yes, why?.....

.....
.....

g) What is the overall relationship between the University and PAPs ?.....

.....
.....

h) Do you have a forum where you meet with the Landlords/Landladies/Agents to deliberate on student accommodation?

Yes [] No []

j) If yes, what issues do you deliberate on?.....

.....

k) If not, why not?

.....

4. Intervention measures

What intervention measures do you think can be put in place so as to regulate the private hostel industry?

.....
.....
.....
.....
.....

APPENDIX III: Interview Guide for Landlords/Landladies.

Theme	Main	Probing question
Adequacy	What is the capacity of the hostels?	(a) How many students can your hostel accommodate? (b) Which gender? (c) Is it normally fully occupied?
Quality	How would you rate the quality of your hostel in terms of <ul style="list-style-type: none"> • Security • Availability of water, electricity • Safety standards 	(a) Do you have well trained day and night guards? (b) Have you ever had any break-ins or gender based violence within or around your hostel? (c) What is the source of your water? (d) Do you have water shortages at any time of the year? (e) Do you experience power rationing? (f) Do the students cook for themselves? (g) If they do, what type of fuel do they use? (h) How safe do you think it is to cook in the rooms? (i) Do you have fire extinguishers? (j) Have you exposed the students and your support staff to fire drills? (k) Is there a fire assembly point within the hostels' compound? (l) Does your housekeeper have any first aid skills? (m) In case of an emergency, which hospital do you take the students?

<p>Effect on the students</p>		<p>(a) Are students given rules and regulations to abide in when they come?</p> <p>(b) How cooperative are the students in terms of keeping the rules and regulations?</p> <p>(c) Have you reserved a place where they can carry out their studies?</p> <p>(d) Have you installed Internet services?</p> <p>(e) Is there a place for them to relax, and take their meals?</p> <p>(f) Do you have a radio, T.V.?</p> <p>(g) From your observation, how hardworking would you rate the students staying in the hostels?</p> <p>(h) Are there some student who come to the hostels drunk?</p> <p>(i) Do we have some who engage Income generating activities?</p> <p>(j) What type?</p> <p>(k) Are there those that you would say have loose morals e.g have you seen any, being picked by “Sugar Mummies/daddies”?</p> <p>(l) Are there any reported cases of lesbians or homosexuals in the hostels?</p>
<p>Intervention measures</p>	<p>What are your recommendations?</p>	<p>(a) Please give suggestions that you think if implemented can improve the private hostel industries.</p>

APPENDIX IV: Observation Schedule

No.	Item	Remarks
1.	Accessibility from the main road	
2.	Distance from the University	
3.	Security (i) Is there a fence around the hostel (ii) Type of doors and windows e.g metal doors? (iii) Presence of a guard? (iv) Does the guard if present show any concern of visitors coming in? (v) Are the streets well lit at night? i.e are there street lights (Mulika Mwizi)	
4.	Safety standards (i) Type of floor. (ii) Is the floor slippery? (iii) Do the students cook from the rooms? (iv) If so, what fuel do they use? (v) Is there a fire assembly point?	
5.	Do the beds look comfortable?	
6.	Are there enough study tables and chairs? Are they ideal for students?	
7.	Are the toilets and bathrooms clean?	
8.	Is the hostel in a quiet or noisy environment?	
9.	What is my overall impression of the hostel?	
10.	According to my assessment, is this hostel environment ideal for students?	

APPENDIX V: Research Authorization (Kenyatta University)



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/23988/11

Date: 15th November 2013

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MS. JEMIMAH WANJIKU NDUNG’U-
REG. NO. E55/23988/11**

I write to introduce Ms. Jemimah Wanjiku Ndung’u who is a Postgraduate Student of this University. She is registered for an M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Ms. Ndung’u intends to conduct research for a thesis project entitled, “Status of Private Accommodation for Undergraduate University Students in Kenya: A Case of Kenyatta University.”

Any assistance given will be highly appreciated.

Yours faithfully,

for Dean

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL



LNМ/fwk

APPENDIX VI: Research Authorization (NACOSTI)



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, Utahi House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

4th March, 2014

NACOSTI/P/14/3177/866

Jemimah Wanjiku Ndungu
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Status of private accommodation for undergraduate university students in Kenya: A case of Kenyatta University,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **30th June, 2014**.

You are advised to report to **the Vice Chancellor, Kenyatta University** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
FOR: SECRETARY/CEO


Copy to:

The Vice Chancellor
Kenyatta University.

APPENDIX VII: Research Permit

THIS IS TO CERTIFY THAT:
MS. JEMIMAH WANJIKU NDUNGU
of KENYATTA UNIVERSITY, 43844-100
Nairobi, has been permitted to conduct
research in Nairobi County
on the topic: STATUS OF PRIVATE
ACCOMMODATION FOR
UNDERGRADUATE UNIVERSITY
STUDENTS IN KENYA: A CASE OF
KENYATTA UNIVERSITY.
for the period ending:
30th June 2014

Permit No : NACOSTI/P/14/3177/866
Date Of Issue : 4th March, 2014
Fee Received :Ksh 1000.00



Applicant's Signature
Secretary
National Commission for Science, Technology & Innovation