

**CHALLENGES OF STUDENT ACCOMMODATION AT
INSTITUTIONS OF HIGHER LEARNING WITH PARTICULAR
REFERENCE TO UNIVERSITY OF KWAZULU-NATAL**

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ABSTRACT

Access to higher education by the general populace in South Africa has been steadily increasing over the last decade. With this increase in access, major challenges have presented themselves that may compromise the transformational agenda for higher education in South Africa. Paramount among these challenges is the insufficient capacity of higher education institutions to accommodate students that live far from the university campuses, academic support programs to support students who had poor schooling background and academic facilities to support the growing number of students. The focus of this research was to examine the challenges associated with student accommodation. Student perceptions are very important and they are the beneficiaries of student accommodation. In total, 600 questionnaires were dispatched to students from the five campuses of University of KwaZulu-Natal and 453 were returned which gave a 75.5% response rate. The research instrument consisted of 31 items, with a level of measurement at a nominal or an ordinal level. Data obtained from the respondents included biographical data, quality of accommodation, accessibility and adequacy of accommodation, security, safety and health issues in the University accommodation. The data collected from the responses was analysed with SPSS version 24.0. The results will present the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values. The study showed that accessibility to the university accommodation for residential purposes is a great challenge for many students. Other issues faced by students includes insecurity on campus, irregular security checks, inefficient and untimely manner of the quality of services rendered by the hall management. Good and efficient accommodative measures by the university is of necessity for quality academic output and hence the need for critical intervention as recommended in the study.

DECLARATION

I, Pamela Adams wish to declare that this dissertation is my own work and it has not been submitted for any other qualification to any other higher education institution except at the Durban University of Technology. All sources used in this study were acknowledged.

Signed.....

Date.....

DEDICATION

“NO PRINTED WORD OR
SPOKEN PLEA,
CAN TEACH YOUNG HEARTS
WHAT THEY SHOULD BE.
NOT ALL THE BOOKS ON
ALL THE SHELVES,
BUT WHAT THE TEACHERS
ARE THEMSELVES.”

by **Rudyard Kipling**

I stumbled upon these lines which embellished my school teacher’s (what was then called) a journal.

They reminded me of my two greatest teachers, my late Dad and my Mom. My best and most trusted friends, my mentor and guide, my inspiration to forge ahead through all seasons, My beloved late Dad and wonderful Mother who just celebrated her 80th birthday – I dedicate this research to her.

They were my greatest teachers – Mom will continue to be my greatest teacher. There is no substitute for her wisdom and Dad will too, posthumously.

I thank my supervisor Professor Ahmed Sadeq Adam for the dexterous and clinical input in bringing this piece of work to finality.

I am grateful to God Almighty for the discipline, capacity and perseverance in guiding me to complete this dissertation.

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TABLE OF CONTENTS

ABSTRACT.....	ii
DECLARATION	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES AND FIGURES.....	xii
CHAPTER 1	1
INTRODUCTION	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND TO THE STUDY	2
1.3 PROBLEM STATEMENT	2
1.4 OBJECTIVES OF THE STUDY	3
1.5 PURPOSE OF THE STUDY	3
1.6 Purpose Statement.....	4
1.7 SIGNIFICANCE.....	4
1.8 RESEARCH AIMS.....	5
1.9 CONTRIBUTION OF THE STUDY.....	5
1.10 RESEARCH QUESTIONS.....	5
1.11 BRIEF OVERVIEW OF THE METHODOLOGY	6
1.11.1 Research Methodology.....	6
1.11.2 Research Design	6
1.11.3 Target Population	7
1.11.4 Sampling Technique.....	7
1.11.5 Data Collection Process.....	7

1.11.6 Questionnaires	8
1.12 STUDY LIMITATIONS	8
1.12.1 Delimitations	8
1.13 DATA ANALYSIS	8
1.14 VALIDITY	9
1.15 RELIABILITY	9
ETHICAL CONSIDERATIONS	9
1.15.1 Deception.....	9
1.15.2 Confidentiality	9
1.15.3 Anonymous.....	10
1.15.4 Recruitment	10
1.15.5 Consent	10
1.15.6 No Risks	10
1.16 DEFINITION OF CONCEPTS.....	10
1.16.1 Challenges	10
1.16.2 Accommodation.....	11
1.16.3 Accessible	11
1.16.4 Adequate	11
1.16.5 Outsource.....	11
1.16.6 Institutions of Higher Learning	11
1.16.7 Quality	11
1.16.8 UKZN	11
1.17 STUDY OUTLINE	11
1.18 CONCLUSION	12
CHAPTER 2	13
LITERATURE REVIEW	13

2.1	INTRODUCTION.....	13
2.2	THE GLOBAL EXPERIENCE OF ACCOMMODATION FOR STUDENTS.....	14
2.3	COMMUTER STUDENTS	15
2.4	BRIEF HISTORY OF THE UNIVERSITY OF KWAZULU-NATAL	15
2.5	ORGANISATIONAL STRUCTURE OF UKZN.....	16
2.6	AFRICAN SCHOLARSHIP	17
2.7	UNIVERSITY VALUES	18
2.8	STUDENT ACCOMMODATION AT TERTIARY INSTITUTIONS IN SOUTH AFRICA	19
2.9	STUDENT ACCOMMODATION AT UKZN.....	20
2.10	CHALLENGES OF STUDENT ACCOMMODATION AT UKZN	21
	2.10.1 Quality of Student Accommodation	21
	2.10.2 Accessibility of Student Accommodation	21
2.11	PRIVATE ACCOMMODATION FOR STUDENTS	22
2.12	BULK LEASED ACCOMMODATION FOR STUDENTS	22
	2.12.1 Outsourced Accommodation for Students.....	22
	2.12.2 Challenge: Quantity of student accommodation	22
	2.12.3 Edgewood Campus	23
	2.12.4 Howard College and Medical School Campuses	24
	2.12.5 Pietermaritzburg Campus	24
	2.12.6 Westville Campus.....	24
2.13	OFF-CAMPUS LEASED ACCOMMODATION	24
2.14	THE DEMAND FOR STUDENT ACCOMMODATION	26
2.15	CHALLENGE: QUALITY OF STUDENT ACCOMMODATION	27
2.16	CHALLENGE: AFFORDABILITY OF STUDENT ACCOMMODATION	28
2.17	ADEQUACY OF STUDENT ACCOMMODATION.....	29
2.18	STUDENTS' OUT-SOURCED ACCOMMODATION	31

2.19	ACCESSIBILITY OF STUDENTS' ACCOMMODATION	32
2.20	TRANSPORT	32
2.21	STUDENT FUNDING.....	32
2.22	FINANCIAL AID FOR STUDENTS	33
2.23	STUDENT SUPPORT SERVICES	33
2.24	HEALTH CLINICS	34
2.25	ACCESSIBILITY FOR STUDENTS WITH DISABILITIES	34
2.26	ACCESSIBILITY TO THE COMPUTER LABS, LIBRARY FACILITIES, RESEARCH CENTRE, SPORTING FACILITIES	34
2.27	ACCESSIBILITY TO WIFI FACILITIES	35
2.28	CHALLENGE: SAFETY AND SECURITY OF STUDENT ACCOMMODATION	35
2.29	RESIDENTIAL LIFE-LIVING AND LEARNING CENTRES	36
2.30	PROGRAMMES AT UKZN FOR CAMPUS RESIDENCE STUDENTS.....	37
2.31	CONCLUSION	37
CHAPTER THREE		39
RESEARCH METHODOLOGY.....		39
3.1	INTRODUCTION.....	39
3.2	OVERVIEW OF THE RESEARCH METHODOLOGY	39
3.2.1	Research Design	40
3.2.2	Target Population	40
3.2.3	Sampling Technique	40
3.2.4	Data Collection Process.....	41
3.2.5	Questionnaires	41
3.3	STUDY LIMITATIONS.....	41
3.3.1	Delimitations	41
3.4	PARTICIPANTS AND LOCATION OF STUDY	42

3.5	RESEARCH APPROACH AND TYPE OF STUDY	42
3.6	QUANTITATIVE VERSUS QUALITATIVE RESEARCH.....	42
3.7	SAMPLING	44
3.8	POPULATION DESCRIPTION.....	44
3.9	SAMPLING DESIGN AND METHOD.....	44
3.10	SAMPLING FRAME.....	45
3.11	SAMPLING SIZE.....	45
3.12	DATA COLLECTION.....	46
3.13	INSTRUMENT DESCRIPTION	46
3.14	CONSTRUCTION OF THE INSTRUMENT	47
3.15	ADMINISTRATION OF THE INSTRUMENT.....	47
3.16	VALIDITY AND RELIABILITY	47
3.17	RELIABILITY	48
3.18	PRE-TESTING.....	49
3.19	ANALYSIS OF DATA.....	49
3.19.1	Descriptive Statistics	49
3.19.2	Frequencies & Percentages.....	50
3.19.3	Measures of Central Tendency and Dispersion.....	50
3.19.4	Inferential Statistics	51
3.19.5	T-Test.....	51
3.19.6	Analysis of Variance (ANOVA)	51
3.19.7	Multiple Regression.....	51
3.20	STATISTICAL ANALYSIS OF QUESTIONNAIRE	52
3.20.1	Validity: Factor Analysis.....	52
3.20.2	Reliability: Cronbach's Coefficient Alpha.....	52
3.21	ETHICAL CLEARANCE AND ETHICAL CONSIDERATIONS	52

3.22 SUMMARY	54
CHAPTER FOUR.....	55
RESULTS AND DISCUSSION OF THE PRIMARY DATA.....	55
4.1 INTRODUCTION.....	55
4.2 THE SAMPLE	55
4.3 THE RESEARCH INSTRUMENT	55
4.4 RELIABILITY STATISTICS.....	56
4.5 SECTION A: BIOGRAPHICAL DATA	57
4.6 SECTION B. QUALITY OF ACCOMMODATION	62
4.7 SECTION C: ACCESSIBILITY AND ADEQUACY OF ACCOMODATION	66
4.8 SECTION D: SAFETY, SECURITY AND HEALTH CONDITIONS OF ACCOMMODATION	70
4.9 HYPOTHESIS TESTING.....	75
4.10 BINARY LOGISTIC REGRESSION.....	76
4.11 Summary	77
CHAPTER FIVE	78
GENERAL CONCLUSIONS AND RECOMMENDATIONS.....	78
5.1 INTRODUCTION.....	78
5.2 GENERAL CONCLUSION	78
5.3 RECOMMENDATIONS	80
5.4 CONCLUSION	81
REFERENCES	82
APPENDICES	87

LIST OF TABLES AND FIGURES

Table 2.1: The number quantity factor available on each UKZN campus.....	23
Table 2.2: Comparison between leased Accommodation and UKZN-Owned Residences	23
Figure 2.1: Representation of Accommodation Supply vs Student Demand.....	25
Table 2.3: Figures depicting an increase in student on-campus accommodation at UKZN for 2013, 2014 and 2015.....	25
Table 4.1: Reliability Statistics of Data	56
Table 4.2: Gender.....	57
Figure 4.1: Educational level of respondents.....	59
Figure 4.2: Length of Stay of respondents in UKZN.....	60
Table 4.3: Racial Composition of respondents	60
Table 4.5: Campuses of Respondents	61
Figure 4.3: Are you satisfied with the quality of living conditions in the university residences?	62
Figure 4.4: Are you satisfied with the services in the university residences?.....	63
Figure 4.5: Do you believe the services received by the residence managers, matrons and house mothers are efficient, neutral or inefficient?.....	63
Figure 4.6: If answered that the service was inefficient, was this because... ..	64
Figure 4.7: The Figure below summarises respondents' perceptions of staff.....	65
Figure 4.5: Did you experience challenges in securing residence accommodation?.....	66
Table 4.6: Do you believe that on-campus accommodation is an advantage?.....	67
Figure 4.6: Why respondents prefer residence accommodation	67
Figure 4.7: Available resources that students have access to when residing in University residence ...	68
Figure 4.8: University accommodation is my right and I believe that.....	69
Figure 4.9: Do you feel safe on the campus?.....	70
Figure 4.10: For those that answered "No", the following reasons were given.....	71
Figure 4.11: Is there easy accessibility to visitors at the residence?.....	72
Figure 4.12: For those that answered "Yes", the following reasons were given	73
Figure 4.13: The figure below indicates whether respondents were a victim of crime	73
Figure 4.14: Student requests on Security issues	74

Table 4.7: Would you recommend university residence accommodation to friends, family and prospective students? 75

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

According to the transformational agenda for higher education in South Africa, there has been a steadily increase in accessing higher education by the disadvantaged population groups over the last decade. The increased access to higher education, additionally presents other challenges that may compromise the transformational agenda. The focus of this research is limited to the challenges associated with student accommodation. Student perceptions are very important as they are the beneficiaries of student accommodation.

An article in the Newsclip Media Monitoring 2013 reported as follows: “There was a briefing by the Department of Higher Education and Training to the Ministerial Committee for the Review of Student Housing at South African Universities. Dr Blade Nzimande, The Minister of Higher Education, had commissioned a research on students accommodation because of the incredibly overcrowding and poor conditions of students accommodation as observed by him during his visit to the universities”. The policy decision that was agreed some years ago to outsource services such as cleaning, catering and building maintenance services, at universities needed to be re-deliberated as it was clearly not functional at the moment (Mngomezulu, 2012). It was reported that the charges meted out by service providers to universities were very costly as well as service deliveries did not take place as planned. These untimely deliveries and poor quality of services may be due to improper administrative procedures by the National Student Financial Aid Scheme (NSFAS) or by the university concerned, and eventually to the disadvantage of the students.

This chapter presents a broad overview of the problem statement of the research that the study seeks to tackle. This chapter launches the study by providing a background to the study and the problem statement within the framework of the study. The rationale, contribution, implications, objectives of the research, aims and study questions are summarised. Concepts

and limitations are also outlined. The chapter ends with a short summary of the major issues addressed.

1.2 BACKGROUND TO THE STUDY

Competition for higher education has seen a tremendous growth in the past number of years. The challenges and demand for student accommodation have likewise increased tremendously over time, with too few resources available on the turn. This research, attempts to determine the challenges faced by students due to the lack of accommodation.

A system theory supported by Peter Checkland in the late 1960's, called the Soft Systems Methodology, at the Lancaster University in the United Kingdom (1991), has been employed to discover potential solutions to the student accommodation challenges within a complex environment (Checkland & Scholes, 1990).

This study examines the preference of students, in terms of residence accommodation, their social freedom and their urgency for accommodation. The security standards, quality and standards of accommodation, access and feasibility to education and their safety and well-being, were also reviewed.

According to Frolich and Stensaker (2010), Higher Education (HE) is currently a competitive environment, in that Higher Education Institutions (HEIs) compete for talented students.

1.3 PROBLEM STATEMENT

Over time, the culture of student accommodation has changed significantly, with the majority preferring to live on campus. A new trend has emerged where students opt to be away from home even though they live in close proximity to the institution. The problem and challenges of accommodating students each year are exacerbated by the increasing number of student admissions as well as the need to provide quality services for the increasing demands of students essential for quality academic output. It has been noted that limited research has been undertaken in this field. While there are articles and studies that have been undertaken,

this phenomenon as a social and economic problem has still not been well researched in an academic context. In a study conducted in Botswana by Chukwu (2001), the burden of lack of quality accommodation lead to students struggling for beds and accessories and may even result in congestion and unhealthy outcomes at student residences. Furthermore, Duangpracha (2012) indicated in a study conducted that student accommodation challenges in African Universities needs to be further evaluated to ascertain the extent of accommodation challenges which could be peculiar to the individual University concerned. Though these studies are conducted on student accommodation, it highlights the issues encountered by students in other countries outside South Africa and hence the need to further investigate student accommodation issues in the context of a South African University. This establishes a need for research that will empower leadership in higher education institutions in South Africa with a knowledge base that will enable them to take informed decisions.

1.4 OBJECTIVES OF THE STUDY

The objectives of the research are as follows:

- to give focus and direction on the quality of student accommodation at the University of KwaZulu-Natal (UKZN);
- to determine whether or not student accommodation meets the growing needs of students at UKZN;
- to determine whether or not outsourced accommodation satisfies students' needs;
- to identify and address the ease of accessibility for accommodation and the security, health, safety and related challenges in student accommodation, and
- to make recommendations as solutions to resolve student accommodation challenges.

1.5 PURPOSE OF THE STUDY

The research study explores the challenges of student accommodation at institutions of higher learning. The provision of safe, accessible, quality and academically favorable student accommodation in South African Universities, is imperative to the highly standardized format of higher education system and its success. Many South African universities have faced

increased challenges of providing adequate student accommodation at the beginning of the academic year. These include, *inter alia*, the insufficient capacity of higher education institutions to accommodate students who live far from the university campuses, academic support programs to support students who had poor schooling background, and academic facilities to support the growing number of students. There is an increased demand for student accommodation on campus and executive management at most institutions of higher learning have been under pressure to accede to students' demands and their ultimatum. Much of the recent provision of off-campus student accommodation has been unplanned. In some instances, accommodation is located in unsafe areas, posing social problems for students.

The increasing number disadvantages students registering at the universities, especially those from the rural areas, thereby placing a heavy burden on university authorities to provide both on- and off-campus accommodation. It is well known that South Africa's insufficient student accommodation has reached crisis levels - there are far more students requiring accommodation than can be catered for at present (Connell, 2010). This calls for an in-depth evaluation of the current challenges at tertiary institutions in South Africa and possible solutions to these challenges.

1.6 Purpose Statement

The purpose of the study is to provide an alternative solution, with recommendations to the senior management in its quest to address the challenges of student accommodation at UKZN.

1.7 SIGNIFICANCE

It is anticipated that the findings and recommendations would assist the University with the ongoing crisis of student accommodation. The research study will also shed light on the aim and objectives of the study and will guide future managerial decisions. Presentation at conferences and journal articles are anticipated as outcomes.

1.8 RESEARCH AIMS

The study is conducted within the university to understand the challenges with regard to the quality of accommodation, access to quality accommodation, accessibility of student accommodation and the challenges of safety, security and health conditions in student residences.

Currently, many institutions of higher learning are experiencing high incidents of student protest action related to lack of student accommodation on an annual basis. At the beginning of each year, student protests have become a norm at South African higher educational institutions. First-entry students from the rural areas are primarily affected with the lack of student accommodation. The chaos that emerged from lack of proper housing for students has received widespread publicity. Over the last decade, there has been an explosion of student enrolment. Chaos ensues at the beginning of the academic year throughout the country as the demand for student accommodation increases. “The continual flow of students going to universities and those leaving annually is tantamount to a constant flow of supply and demand”, in the words of (Schnehage, 2013).

1.9 CONTRIBUTION OF THE STUDY

The study will contribute to the body of knowledge on student accommodation needs. It is anticipated that the finding and recommendations would assist Higher Education Institutions and UKZN in particular, with the ongoing challenges of student accommodation.

1.10 RESEARCH QUESTIONS

Given the key research problem and question, this research used questionnaires to gather data. These were issued to participants and were anticipated to take about 15 minutes to complete. The questions posed in the questionnaire were as follows:

What is the quality of accommodation offered to students at Institutions of Higher Learning?

What are students' perceptions on the adequacy of accommodation at Institutions of Higher Learning?

How do students perceive the out-sourced accommodation at Institutions of Higher Learning?

How accessible is student accommodation at Institutions of Higher Learning?

What are students' perceptions of safety, security and health conditions at Institutions of Higher Learning?

1.11 BRIEF OVERVIEW OF THE METHODOLOGY

1.11.1 Research Methodology

The main aim of the study is to examine how UKZN promotes the University and how it ensures access to accommodation to its students. To achieve these objectives, the research methodology selected was quantitative data analysis.

In answering the questions posed by the research, a survey questionnaire created online was used to collect data from students. Students from all five campuses at UKZN participated. UKZN has approximately 40 000 registered students and all students were invited to participate in the online research questionnaire.

1.11.2 Research Design

McDaniel and Gates (2008) state that the research design is a plan for addressing the research objectives.

When we embark on research, the research needs to explain something, a phenomenon. Essentially, quantitative is about collecting numerical data to explain the phenomenon. Therefore the research instruments are designed and aimed specifically at converting phenomena that do not naturally exist in quantitative form, into quantitative data to be analysed statistically.

In order to achieve and understand these aims and objectives the research, the methodology in this dissertation is that of quantitative data analysis.

1.11.3 Target Population

Cooper and Schindler (2006), define population as the large number of element/unit of analysis about which the research investigator aspires to make meaningful conclusions. This study focuses on university students. The total student population is 40, 096. The sample size will be 400. The survey questionnaire was expected to take an average of 15 minutes to complete. Site visits to residences on campus and off campus were conducted.

The University of KwaZulu-Natal (UKZN) was chosen as the research study site, largely because of access to information and to address the challenges of providing student accommodation.

1.11.4 Sampling Technique

Schmidt and Hollensen (2006) state that sampling involves the identification of a group of individuals which can be contacted by mail, by telephone or in person and which has the information that is relevant to solve a problem. A sample size of 600 participants represented a convenience sampling of 10 -15 percent of the student population for this study as it involves voluntary participation by respondents.

The Student Housing Division has access to students who are currently in the student residences. Access to students to complete the questionnaire will be viable through managers of the Student Housing Division.

1.11.5 Data Collection Process

After selecting a research model and sampling approach, it becomes crucial to choose a pertinent and valuable means of collecting data. Shiu, Hair and Ortinau (2009) classify the following as paraphernalia that may be necessary in the data collection for research purposes: Questionnaires and Surveys (Olsen & St George, 2004) are utilised when the investigator has a need of a suitable and rapid methodology of data collection in a non-invading and non-interfering manner.

Interview schedules can be used when further probing is required (Shiu et al., 2009). It can be argued that interview schedules can be implemented when researchers are aiming at acquiring more information around responses in a questionnaire.

1.11.6 Questionnaires

A questionnaire is one of the frequently used tools in the collection of data during cross-sectional surveys. It is a way of retrieving information through a particular type of discussions and has definite features that separate it from usual conversations (Olsen & St George, 2004). The questionnaire in this research study is closed-ended.

The questionnaires will be used as a convenient and quick means of collecting data. This was to be done via the university's notice system to students. There was no guarantee that 10 or 15 percent of the students will participate in the research. Therefore hard copies of the questionnaires were also administered in English and Isizulu to students in the various residences.

1.12 STUDY LIMITATIONS

1.12.1 Delimitations

The study intended to have a representation of a significant sample of respondents from all five campuses. Students may have limited personal access to internet facilities and email. It could not be ensured that all five campuses would be well represented. The researcher had no control over the responses to the questionnaire from each campus.

1.13 DATA ANALYSIS

Quantitative data was derived through questionnaires administered to university students. Quantitative data would address the objectives of this study.

Quantitative data from the questionnaire would be analysed using (Statistical Package) programme available at DUT. Answers that are broad in nature are typical traits of quantitative research. The research design is therefore located within the quantitative approach. Data was analyzed using the SPSS statistical package.

1.14 VALIDITY

Validity in quantitative research refers to whether the outcome reflects the actual situation in its accuracy. The validity of data and reliability of a measuring mechanism are two features that are of interest to the findings of a research (Collis & Hussey, 2013).

Validity is the extent of reliance of the conclusions, propositions or inferences. Validity refers to the extent to which we are measuring a substance or finding or what we are believed to see as well as the accuracy of the measurement.

1.15 RELIABILITY

The reliability of a survey speaks about to its tendency to replicate similar findings if repeated a number of times (Rattray and Jones, 2005). With reference to this particular study, the researcher decides to examine the reliability of the findings during a pilot study.

It is necessary to keep in mind that reliability is not measurable, it is estimated. Reliability is the constancy of the measurement or the extent to which an instrument measures the same way each time it is employed under similar conditions with the same subject matter. A measure is considered reliable if a person's score on the same test, if administered twice, is similar.

ETHICAL CONSIDERATIONS

1.15.1 Deception

It was intended that the research be conducted in an acceptable manner. There would be no deception in this study. Participants were informed of the process of the research study.

1.15.2 Confidentiality

The data collection process was confidential and personal in the research study. Participation was voluntary and a copy of the information letter issued to participants stressed that confidentiality was ensured.

1.15.3 Anonymous

There were no names given to participants. Participants remained anonymous and no information was divulged to third parties. Ultimately, the material collected for the research has to be stored and disposed of. The hard copies of the questionnaires were shredded.

1.15.4 Recruitment

Direct recruitment of participants for the research questionnaire was done.

1.15.5 Consent

The gatekeepers' letter was approved and by the Registrar's Division of the University to undertake the study. Permission was granted for the research and questionnaires to be administered to the participants. Participants received the letter of consent together with the questionnaire. All participants have a clear understanding of the English language.

1.15.6 No Risks

There are no risks involved in the process of the research undertaken, only questionnaires to be completed to gather data. No statements or acts were performed which may cause uneasiness, unpleasantness, stressful or discomfort to the participant.

1.16 DEFINITION OF CONCEPTS

Frequent use would be made of certain terms which if not explained, may cause confusion and misunderstanding. For the purpose of this study, the following words will be defined:

1.16.1 Challenges

According to the Oxford Dictionary and for the purpose of this study, "A challenge" is defined as a problem or a difficult task presented by a situation and usually encountered by the individuals concerned (9th edition, Oxford Dictionary, 1995).

1.16.2 Accommodation

According to the Oxford Dictionary, the meaning of accommodation is ‘a place to live or lodging’. (9th edition, Oxford Dictionary, 1995).

1.16.3 Accessible

According to the Oxford Dictionary, this means that which can readily be reached (9th edition, Oxford Dictionary, 1995).

1.16.4 Adequate

This means sufficient or satisfactory (9th edition, Oxford Dictionary, 1995).

1.16.5 Outsource

This means contract from an outside source (9th edition, Oxford Dictionary, 1995).

1.16.6 Institutions of Higher Learning

This term refers to tertiary education, meaning universities and universities of technology.

1.16.7 Quality

This refers to the degree of excellence of anything; it is a distinctive attribute (9th edition, Oxford Dictionary, 1995).

1.16.8 UKZN

UKZN refers to the University of KwaZulu-Natal.

1.17 STUDY OUTLINE

Chapter 1: Introduction

This chapter will provide an overview of the entire study by giving a brief background, highlighting the problem statement together with the research aim and objectives.

Chapter 2: Literature Review

This chapter will highlight related literature, which helps in introducing the reader to the main problem.

Chapter 3: Research Methodology

This chapter highlights the methods and process used in this study.

Chapter 4: Statement of findings, interpretation and discussion of the primary data

This chapter reports the findings of the study. It will also include research objectives, research design, sampling method, questionnaire design and target population and data analysis. The chapter will also present a discussion of the research setting, including the rationale for its inclusion in this study. It outlines how analysed data is recorded and interpreted and the findings of participants' responses to the question answered.

Chapter 5: Conclusion and recommendations

This chapter offers a summary and elaboration of significant information extracted from the data.

1.18 CONCLUSION

Student accommodation is a crisis in South Africa. This introductory chapter provides the statement problem with which the study was conceived. The significance of the study, aims, purpose, contribution, overall objectives and the main research questions that will guide the study, are also outlined. Then limitations and concepts underpinning the study are defined. The next chapter, Chapter 2, presents literature reviewed.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Teaching, learning, research and community service are commonly regarded as the core functions of a university. However, as universities of the world emerged, there has been an increase in student uptake over the years which offer various programs from which students may choose. This occurrence comes with the need to accommodate students in a safe and secure environment to ensure the optimum academic performance necessary for the development of every country. According to Mbara & Celliers (2013), it was common for universities to provide on-campus accommodation to their students. Clearly, this universal expanding nature of tertiary institutions, coupled with globalization and the number of students seeking to enter universities, resulted in a demand for accommodation off-campus (Mbara & Celliers, 2013).

The challenges facing student accommodation are complex and dynamic. They are compounded by the fact that there is a lack of academic and often pragmatic solutions to deal with the yearly crisis that plagues Higher education institutions for more and better accommodation. Since 1994, the post-apartheid education system emphasized five key principles essential for quality education: non-racialism, non-sexism, democracy, redress and a unitary system. In the creation of an effectual educational system, the post-apartheid administration encountered a two-fold challenge. Firstly, the system had to be changed to address the inequalities of the preceding years in terms of participation, access, resources, success, staff complement and student bodies within higher education. Secondly, there must be an effective higher education system and well-organized to ensure equity with its inadequate resources, as well as the variety of graduating classes, researches and services outputs required for national development (Jansen, 2001). Kader Asmal, Minister of Education in 1999 had a vision to deal with vital service delivery challenges such as better quality programmes with improved access, accelerated integration and resource efficiency. The main purpose of every education policy is to bring about substantive changes that could

lead to improved methods of teaching and learning as well as a conducive physical environment that could enable efficient and ideal academic work and output.

2.2 THE GLOBAL EXPERIENCE OF ACCOMMODATION FOR STUDENTS

Student accommodation is a challenge globally, with universities experiencing a similar occurrence as South African universities. The findings from the present evaluation will provide an understanding of the impact of the challenges of student accommodation, the quality of student accommodation, the accessibility to student accommodation, private accommodation and bulk leased accommodation, and safety and security measures at universities (Williams, 2011).

Students expect accommodation to be made available by universities or by private agencies to comply with minimum standards of comfort and at reasonable cost. It is also an expectation that such student accommodation is available when required. Townley (2001) identifies accommodation with food and not as a separate factor, while Harvey (2001) rates it as an important factor influencing student satisfaction.

According to Harvey, Drew and Smith (2006), studies show that students globally have been more economically and socially privileged. In contrast, South Africa is a third world country and most of its student population is from disadvantaged backgrounds. Especially in the KwaZulu-Natal region, the majority of the students are from the province outskirts and rural areas.

Historically, German and English universities have had great influence on modern day student accommodation trends. In the earliest medieval times, students sourced their own accommodation free from control of the university. In Paris, the first residential colleges were established in response to the need of the poorer students and soon this trend was followed by Oxford and Cambridge Universities (Rashdall, 1985).

2.3 COMMUTER STUDENTS

In South Africa, the growth in the number of university students has created accommodation constraints, forcing many students to stay off-campus. According to Horn and Berktold (2002), approximately 86% of college and university students in the United States of America (USA) are defined commuter students, that is, students living off-campus.

Tinto (1987) concluded that students who reside off-campus are disadvantaged in areas of accessibility to facilities and resources, security, safety and convenience, when compared to their on-campus counterparts. He found that the former group spent less time on campus creating relationships with other students and staff and had fewer opportunities to engage in quality interactions.

According to the Ministerial Committee Review Report on Student Housing (2013), students who live on-campus are at an advantage as they interact more frequently with their peers, students and staff and also participate in activities on the campus.

2.4 BRIEF HISTORY OF THE UNIVERSITY OF KWAZULU-NATAL

The University of KwaZulu-Natal was formed on 1 January 2004 as a result of the merger between the University of Durban-Westville and the University of Natal. The new university brings together the rich histories of both the former Universities.

Indians attended the University College for Indians on Salisbury Island in the Durban Bay in the 1960s. Student numbers throughout the 1960s were low, being influenced by the Congress Alliances' policy which opposed apartheid structures. In the 1980s, this policy gave way to a strategy of "education under protest" which sought to transform apartheid institutions into sites of struggle. In 1971 student numbers grew rapidly, and the College was granted University status. The following year, the newly-named University of Durban-Westville (UDW) moved into its modern campus in Westville. In 1984, the University opened up its doors to students of all races.

Founded in 1910 as the Natal University College (NUC) in Pietermaritzburg, the University of Natal was granted independent University status in 1949 owing to its rapid growth in numbers, its wide range of courses and its achievements in and opportunities for, research.

The two universities were among the first of South African institutions to merge in 2004 in accordance with the government's higher educational restructuring plans. The number of higher educational institutions in South Africa was reduced from 36 to 21 (UKZN Website). The two merged universities have their distinctive histories, which for better or worse shape the present merged institutions. The merger is best understood against its historical background, its inherited divergent histories, different cultures, and diverse races.

2.5 ORGANISATIONAL STRUCTURE OF UKZN

The UKZN strategic plan [2007-2016] articulates the vision, mission, goals and organizational structure of UKZN, as noted below. The values and goals espoused by UKZN are in line with the stipulations of Chapter 10, Section 195 of the Constitution of the Republic of South Africa, regarding basic values and principles governing public administration. The University of KwaZulu-Natal is organized around four Colleges consisting of clustered Schools (eight in total), each headed by a Deputy Vice-Chancellor and Deans and Heads of Schools, as follows:

College of Agriculture, Engineering and Science

School of Engineering

School of Science and Agriculture

College of Health Sciences

School of Health Sciences

The Nelson R Mandela School of Medicine

College of Humanities

School of Education

School of Development and Social Sciences

College of Law and Management Studies

School of Law

School of Management Studies

Schools are constituted by single University-wide Schools (54 in total), consisting of either a single discipline or a set of cognate disciplines, operating across campuses where appropriate. This structure is premised on the principle that academic governance structures should not be duplicated and that single university-wide Faculties and Schools should operate across delivery sites. It is designed to facilitate co-ordination between strategy and operations, exploit synergies across faculties and provide the critical mass necessary to compete in the national and international arena.

The academic structure is supported by a full range of administrative and service Divisions that fall within the portfolios of various Deputy Vice-Chancellors and Executive Directors within the Executive Management team. The organisational structure as a whole is underpinned by the vision, mission and goals of the University, and designed to ensure the efficient and integrated management and administration of a large and complex institution.

2.6 AFRICAN SCHOLARSHIP

The vision of the University of KwaZulu-Natal is to become a “A truly South African university that is academically excellent, innovative in research, and critically engaged with society”. In regard to this vision, the University has adopted the concept of African scholarship, to examine the philosophical and political underpinnings of the knowledge enterprises in which we engage, and to construct an institutional knowledge agenda based on developing a shared understanding of the concept of African scholarship that will infuse new and powerful currents into research and teaching. This concept involves the accessibility of the university to information and resources regarding funds necessary to accommodate students in a safe and sound environment. The University’s ultimate success will be measured in terms of its production of new knowledge through research and its effectiveness in

diffusing knowledge into society. This could be effectively implemented if students are housed effectively in order to give their best of output in academics.

2.7 UNIVERSITY VALUES

The University aspires to be a positively transformed institution based on a clear understanding of its goals for broad and comprehensive change underpinned by shared values. These values serve as a framework for all its endeavours. The University community pledges to:

- Actively encourage and respect the right of all scholars, staff and students to engage in critical inquiry, independent research, intellectual discourse and public debate in a spirit of responsibility and accountability, in accordance with the principles of academic freedom and institutional autonomy.
- Promote access to learning that will expand educational and employment opportunities for all. This includes the provision of a secured and safe environment of accommodation to enable quality output.
- Embrace our responsibility as a public institution to support and contribute to national and regional development, and the welfare and upliftment of the wider community, through the generation and dissemination of knowledge and the production of socially-responsible graduates.
- Conduct ourselves according to the highest ethical standards and provide education that promotes an awareness of sound ethical practice in a diverse society.
- Manage and run our institution in conscious awareness of the environment, and foster a culture of responsible, ethical and sustainable use of natural resources.

- Acknowledge the value of the individual by promoting the intellectual, social and personal well-being of staff and students through tolerance and respect for multilingualism, diverse cultures, religions and social values, and by fostering the realisation of each person's full potential. [UKZN Strategic Plan 2007-2016].

These values, for the purpose of this study, are necessary to understand the conditions and atmosphere in which quality academic performance could be enhanced. This includes effective monitoring of student accommodation to ensure that each student offered admission into the university has access to quality, safe, secured and a healthy environment conducive to the proper acquisition of knowledge through teaching and learning.

2.8 STUDENT ACCOMMODATION AT TERTIARY INSTITUTIONS IN SOUTH AFRICA

Globally, the challenge for universities is to provide accommodation that is safe, conducive to studying and research, affordable and relevant to students' needs. The South African experience is not any different.

Universities in South Africa experience a significant increase in enrollment on an annual basis and are ill-equipped to provide accommodation for those accepted to study. According to SA Commercial Property News 2012, universities throughout the country are faced with an ever-increasing problem as their students struggle to find suitable accommodation, and many institutions have now reached student accommodation crisis levels. Students come from all over the country to attend universities in the main centres, and in Gauteng, students are faced with a chronic shortage of safe, secure and affordable accommodation.

Burke (1986) describes economic consideration and asserts that the cost of living is considered an important variable. Australia allows students to work up to 20 hours a week and students take advantage of this facility. Securing part-time and casual jobs are not easy for many students.

According to the University World News Africa Edition, universities in South Africa need essential academic structure to ensure quality. Poor living conditions and student support services must be improved.

In line with the constitution and the Bill of Rights (Republic of South Africa, 1996), universities in South Africa are under pressure to open their doors and make education accessible, hence making student accommodation also a priority.

In South Africa, the public higher education sector aims to provide quality education towards the development in society and our world market. There are 23 higher educational institutions in South Africa. The classification and nature of the institutions are: traditional universities that offer Bachelor's degrees and postgraduate research; universities of technology that provide vocationally orientated disciplines, certificates, diplomas and degrees of technology, equipping graduates and diplomats for industry; comprehensive universities with Bachelor and technology qualifications. The University of Mpumalanga is a newly formed university of higher education. Tertiary institutions strive to produce global leaders that will bring about change nationally and internationally. Higher education institutions are there to teach, nurture and grow their students to become knowledge driven, to be future leaders and ambassadors to the younger generation. Students are the recipients of knowledge transfer.

According to an article in the Mail and Guardian (2009), there is a shortage of student accommodation at South African tertiary institutions. Students then have no alternative but to seek alternative accommodation, resulting in situations where students become targets of crime, and worse. Slumlords rent out dilapidated buildings, and landlords sometime abandon the buildings leaving students without basic amenities such as water and electricity; ultimately, students are left stranded.

2.9 STUDENT ACCOMMODATION AT UKZN

In order to contextualize student accommodation challenges, it is important to understand the formation of UKZN, the largest contact teaching institution in the country.

With the merger of the two institutions, University of Durban-Westville and University of Natal, the combined number of students was 40 000. The university is faced with a serious challenge with its growing number of students and the concomitant demand for accommodation. This created four major challenges for administrators, discussed below.

2.10 CHALLENGES OF STUDENT ACCOMMODATION AT UKZN

Outsourcing is an important component in addressing student accommodation issues and this is a growing trend in many organisations. Mostly, the terms ‘contracting’, ‘privatizing’ and ‘outsourcing’ are often used interchangeably (Palm, 2001). Understanding the quality, accessibility, private, bulk leased and out-sourced accommodation is very crucial in meeting the ever increasing number of student populations in tertiary institutions and the concomitant demand of meeting the services and needs of these student populations.

2.10.1 Quality of Student Accommodation

It is necessary for the standards of student accommodation to be conducive to living and create a conducive environment for studying in order to ensure that the psychological, emotional and physical well-being of students is promoted, for a quality academic and intellectual output.

2.10.2 Accessibility of Student Accommodation

Students admitted to various degree and diploma programs in tertiary institutions need to have access to good and affordable student accommodation. Accessibility to accommodation by students is an integral part to reduce various stress that may be encountered by students upon receiving admission to the university.

2.11 PRIVATE ACCOMMODATION FOR STUDENTS

According to the Department of Student Housing, students are responsible for paying their monthly rents to the land-lords if they have private accommodation. The transaction is between the student and landlord although inspection of the accommodation is done by the university residence staff.

2.12 BULK LEASED ACCOMMODATION FOR STUDENTS

The university is responsible for sourcing bulk private accommodation for students. Students are required to sign the agreement with the land-lord and also sign a power of attorney allowing the university to advance monthly rentals to the landlord from their accounts.

2.12.1 Outsourced Accommodation for Students

According to Jefferies (1997), the most widely accepted definition of outsourcing is “the process of externally procuring a service or product an enterprise itself cannot produce more economically or of sufficient quantity”. The university arranges outsourced accommodation and signs the lease agreement with the owner of the property. The university is thus responsible for paying the monthly rentals to the owner.

2.12.2 Challenge: Quantity of student accommodation

After the merger of the two former universities, there has been an increase in the demand for (particularly) on-campus residence accommodation. The on-campus and off-campus residence accommodation is limited. The university is unable to allocate rooms to all applicants, resulting in some students acquiring off-campus accommodation. All five campuses offer on-campus accommodation. The number of rooms available vary from campus to campus, as illustrated in Table 2.1. As per the table, as at 2015, the on-campus site can accommodate a total of 6493 students, while the off-campus site can accommodate 6113, making a total of 12,606. With a student population of over 40 000, (UKZN Department of Student Housing, 2015), UKZN faces a great challenge in meeting the accommodation demands of the students.

Table 2.1: The number quantity factor available on each UKZN campus

CAMPUS	Howard College & Medical School	Westville Campus	Edgewood Campus	Pietermaritzburg Campus	Total
On-Campus	2071	1817	648	1957	6493
Off-Campus	2628	1788	1341	356	6113

Existing University Residences - Figures for 2015
(On-Campus Residence and Off-Campus Residences)

Source: UKZN DOSH (Department of Student Housing)

Table 2.2: Comparison between leased Accommodation and UKZN-Owned Residences

CAMPUS	Howard College and Medical School	Westville Campus	Edgewood Campus	Pietermaritzburg	Total
Total Leased Accommodation	1887	1234	1183	356	4660
Total UKZN owned Residences On-Campus	20	11	12	6	49
No. of Residences Leased Off-Campus	12	4	5	3	24
University owned flats Off -campus	0	2	1	0	3
Total					

Source: Figures from DOSH (Department of Student Housing) 2015, UKZN

2.12.3 Edgewood Campus

A total of 648 students are housed in 12 residences on the campus. There is only one off-campus residence which houses 5 students each. These students are mostly post-graduates.

2.12.4 Howard College and Medical School Campuses

The on-campus residences at Medical School accommodate approximately 1757 students. All residences are self-catering while a cafeteria facility is available for students.

There are two off-campus residences available to students, one in close proximity to the university and the other in the Durban City Centre. There are 121 Leased off-campus accommodation options available to students.

2.12.5 Pietermaritzburg Campus

The Pietermaritzburg campus accommodates approximately 1957 students on its campus residence. In addition, there are three off-campus residences in close proximity to the university.

2.12.6 Westville Campus

The Westville campus offers a range of accommodation including off-campus, self-catering flats and on-campus residences, where meals are provided on request. The off-campus residence accommodates 1788 students.

The university is a multi-cultural environment. International Partnerships with institutions in 46 countries provide an opportunity for direct interface and global academic exchange programmes that enhance scholarships and other student experiences.

2.13 OFF-CAMPUS LEASED ACCOMMODATION

Bedford Hall which is located in the Durban City centre, is owned by the university. The following accommodation venues in Durban are leased: Kingswood, Nagina, Holzner Gardens, Emakosini, Royal Estate, Santa Cruz, Dunstaple Heights, Izinga, Milla Rosa, Lonsdale (a former hotel), Springfield Apartments, City Life, Camden, Parkleigh House, Ashbourne, Anchor House, Laurent House, Reservoir Heights, Khayelitsha and Shepstone. Students are provided transport to and from the university. These services are financially catered for by the university. Given the number of leased accommodation options, it is evident that there is a demand for student accommodation.

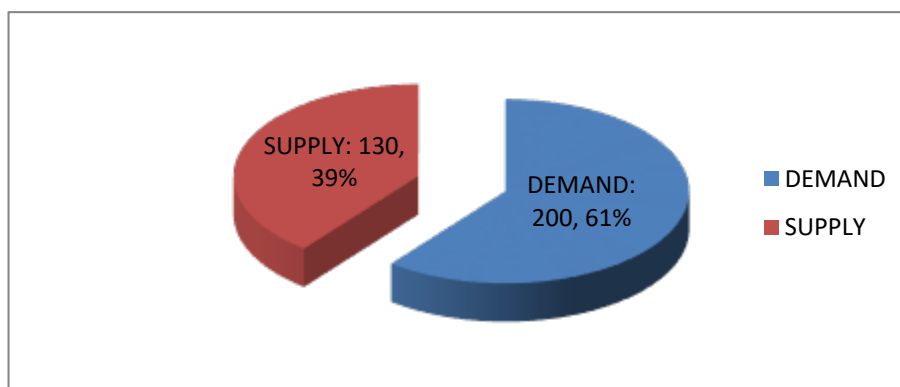


Figure 2.1: Representation of Accommodation Supply vs Student Demand

Figure 2.1 illustrates the accommodation supply and demand by the students. The increasing student population demands for accommodation outweighs the supply of accommodation by the university. In South Africa, according to the *Higher Education Context* (2011), the population of university students in the country increased from about 473 000 in 1993 to approximately 799 700 in 2008.

Within a period of 16 years, the student population almost doubled. This increase equates to 4.3% growth per annum, thereby contributing to the increase in demand for accommodation at higher education institutions in South Africa. At UKZN, a total of 4660 students cannot be accommodated in the on-campus residences and have to opt for leased accommodation (Ramrathan, 2015).

Table 2.3: Figures depicting an increase in student on-campus accommodation at UKZN for 2013, 2014 and 2015

YEAR	2013	2014	2015
STUDENTS ON -CAMPUS ACCOMMODATION	11 541	12 168	12 310

Source: Figures from DOSH (Department of Student Housing) 2015, UKZN

2.14 THE DEMAND FOR STUDENT ACCOMMODATION

From the year 2013, on-campus student accommodation demand has increased from 11541 to 12310 in 2015, as depicted in Table 2.3. According to *SA Commercial Property News* 2012, the demand for student accommodation is rising in South Africa. Students are forced to look at residential areas outside the university for accommodation. Landlords may exploit the situation of needy students by over-charging students and providing them with houses in bad or slum conditions. Disadvantaged students experience the hike in rental costs and use up the bulk of their monthly budgets and grants. According to statistics from the Department of Higher Education, out of a student population of 530 000, currently (2016), there is enough accommodation for only 100 00 students, which is merely 18% of the demand. Hence the demand for student accommodation far outweighs the supply.

Property developers have used the situation to their advantage and have refurbished available flats and dwellings close to the university to accommodate students. Some buildings are within walking distance to the campus. For example, in the Durban area, a small studio apartment rental costs R2500 to R3500 per month (Mohamed, 2015).

The University has maximized its space with regard to student accommodation by building new structures. The last newly built structure for student accommodation, a 900 bed residence for both females and males, is at the Westville Campus.

Alternative solutions are the off-campus private accommodation where the university inspects suitability of the accommodation and whether it is adequate for students. Many private land-lords find it an opportunity to exploit the students by charging high rentals. In some instances, land-lords were behind with their payments to the municipality; they then disappear and leave students without basic amenities. These are not acceptable conditions of living for students. Notably, the transaction for private accommodation is between the land-lord and the student. However, when things go wrong, students hold the university responsible, resulting in strike actions becoming volatile.

In 2017, a strike action at UKZN's Westville Campus, UKZN, resulted in vandalism and damage to university property by students. Spokesperson for the Department of Education,

Mr Khaye Nkwanyana, said in a statement that “the management of the institution was to convene a meeting with the student leadership to resume engagements and no party must withdraw until a solution is found” (*DoE News* 24). He further stated that at no point would strike action resolve student’s issues.

2.15 CHALLENGE: QUALITY OF STUDENT ACCOMMODATION

The university accommodates approximately 10 917 at its on-campus and off-campus residences. The demand for accommodation increases every year and the University is under continuous pressure to find suitable accommodation. The on-campus residences are unable to cope with the demand and the university has to make use of private accommodation in the areas close to the university.

The quality of student accommodation is imperative for students. . The quality of the residences should be conducive to studying. Living conditions should be a home away from home. Student residences become a new way life away from home and universities should make a student’s life a happy and memorable one. Many of the residences require refurbishment and an upgrade of the facilities

It has been impossible for universities to cater for the huge demand and increase in student population and this has consequences as it impacts on the quality of life of the students. The quality of life of students at universities is dependent upon physical aspects, the type of neighbourhood, personal expectations and previous experiences. Unlike in South Africa,(Brattbakk & Medby, 2004) state that student life in Norway does not include students living in university-provided accommodation. The private sector covers the major part of student demand.

In South Africa, universities rely on government subsidies for student accommodation. The private sector has not been tapped enough to come on board and get involved in providing accommodation for the needy students. The universities nationally and the government need to revisit the private sector and make an appeal for private investors to work together with the leadership of the institutions to alleviate the problems of student accommodation.

An article in the Norwegian Newspaper *Dagbladet* (2004) on new student housing states that block housing with tiny rooms for students is no longer regarded as good enough, and that the quality of student housing is actually an important issue despite it being a temporary abode. It is important to design accommodation for students that can develop feelings of homeliness and belonging (Thomsen, 2008).

2.16 CHALLENGE: AFFORDABILITY OF STUDENT ACCOMMODATION

The Ministerial Committee has seen serious challenges in the provision of both on- and off-campus accommodation. There is a lack of adequate and affordable student housing which forced students to rent sub-standard accommodation off-campus. The report will provide government with a medium to long-term framework addressing the student accommodation crisis. Sites visited by the ministerial committee looked at the on- and off-campus accommodation. It was apparent that there is a lack of research on the issue in South Africa. In SA, race and gender demographics showed that black females were the majority in student residences. Most students were from KwaZulu-Natal, Eastern Cape and from Southern African Development Countries (SADC).

First year students made up only five percent of students in student residences. Some residences were well maintained while others were not. Overcrowding in rooms and squatting was a huge problem. It was reported that many students were starving.

Residences fees were kept low in order to provide greater access but it meant that there was less revenue to cover costs. Of students housed in residences, 71% received some form of financial aid.

Most students who are unsuccessful in their applications for student accommodation often arrange their own private accommodation. Not all private accommodation is reasonable. Students are faced with a challenge of affordability of accommodation. Many private owners also see an opportunity to increase their revenue with exorbitant rentals. This places an enormous strain on the students' monthly budget and in turn a burden on their parents'

budget. Furthermore, off-campus students are disadvantaged as they spend more time travelling to and from the university. The university has a shuttle transport service for students between two campuses only that are in close proximity to each other. Private buses are also arranged via the university for those students living in flats in the CBD.

Some students resort to living in shacks because they are unable to afford private accommodation. The then Minister of Higher Education and Training, Dr Blade Nzimande, reported that government was doing everything possible to look into student accommodation at South African universities, as this is a national crisis at universities in the country. Many prospective students are requesting free tertiary education in South Africa and free student accommodation.

Residence fees range from R13 986 to R25 710, depending on the size of the room, including leased accommodation. An increase in residence fees is unavoidable. The monies are used for the on-going maintenance for the residences.

2.17 ADEQUACY OF STUDENT ACCOMMODATION

The Oxford Dictionary (3rd edition, 2000) describes adequacy as sufficient or satisfactory. According to Thomsen (2007), residential or housing satisfaction is defined as the experience of a positive balance between expectations and reality in relation to one's dwelling. There are different perspectives in academic literature on the meaning of the concept 'home'. Gifford (2007) defines home as a "haven, order, identity, warmth and connectedness. It is a place where people attach a cultural, demographic or psychological meaning". It is believed that students hope to have a home away from home. Given the fact that most of their time is spent at student residences, there is a feeling of belonging here.

According to an article in the *Main and Guardian* (2009), "Inadequate student housing remains an obstacle to equity and access in higher education. Funding will support the creation of quality student housing, particularly at historically disadvantage institutions in rural areas. Improved quality of student accommodation can help improve student success rates and eventually graduation rates".

Maslow's Hierarchy of Needs is a prominent feature in the development of needs and wants (Howden-Chapman et al., 2012), as illustrated below:

“Self-Actualisation - morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of fact

Esteem - self-esteem, confidence, achievement, respect of other, respect by others

Love/Belonging - friendship, family, sexual intimacy

Safety - security of body, of employment, of resources, of morality, of the family, of health, of property

Physiological - breathing, food, water, sex, sleep, homeostasis, excretion”

The nature of the pyramid shows that the base is representative of the functional level of needs and progressively narrows at the vertex as the stages of development move towards more individualistic needs and wants. The Self-actualisation level is entrenched in a distinguishable set of drivers and is related to a *milieu* of sub-interests. This level houses the need for problem solving, creativity and acceptance of facts (Chapman, 2010). These needs are key forces and strategic drivers in the development of change. The cultural diversity and acceptance and respect of each other is an important component in society. This theory is relevant to student accommodation issues in realising that sleep and safety are basic needs in attaining a well self-actualised life. This means that when students are given a safe, sound and secured environment to sleep, eat and move around freely, it directly impacts their actualization of attaining academic excellence.

Students at tertiary institutions have specific needs and envision a certain type of housing. The fundamental components of self-actualisation, love, belonging, self-esteem and a healthy, safe and secure environment, are imperative to one's self being to ensure optimum output in work or study.

2.18 STUDENTS' OUT-SOURCED ACCOMMODATION

The changing nature of the university environment

Higher Education institutions are fast changing and dynamic environments. The main focus is teaching, learning and research. Considerable emphasis is placed on academics and students to improve the research output of the university. 50 years ago, the student environment was different compared to today. Only certain disciplines were offered and students who applied for entrance to the university were accommodated in the on-campus student residences. The enrolment numbers were much lower then and universities were able to accommodate them. Few students not catered for on the campus, found their own accommodation close to the university. The parents of students played an imperative role in securing accommodation for their children.

Universities in the last two decades have been growing at a fast and rapid rate. More disciplines were introduced and new degrees, resulting in a high enrolment figures for first year students. Hence the institutions found themselves in a dilemma with a huge shortage of student accommodation.

Private investors particularly near the University of Johannesburg, Witwatersrand and Tukkies such as Student DigZ owned by International Housing Solutions (IHS), are buying properties for their children who are studying. This is both an investment for the parent who is able to sell the property at double the price when their children graduate. Some students prefer to reside off-campus as there is more privacy than the on-campus residences.

According to an article which was dated 22 June 2015, four desperate students from Tshwane University of Technology (TUT), were swindled of a collective R5 500 while looking for accommodation at a block of flats in Arcadia. An unknown man pretending to be the landlord promised them the accommodation. Innocent students tend to fall prey to rent scams because of shortage of campus accommodation.

UKZN's management and residence staff negotiate the rentals on leased accommodation and also inspect the accommodation facilities.

2.19 ACCESSIBILITY OF STUDENTS' ACCOMMODATION

Despite the increased allocations towards upgrading and plans for new residences at some universities, the challenges of the rising costs of maintenance, old residences and other problems have limited the growth options for on-campus student accommodation. Insufficient space at universities is another factor and therefore universities have resorted to outsourcing accommodation to private developers.

Given the transformation of higher education institutions in South Africa and government's national plan to increase student intake, it is important that the policies and planning include student accommodation. Accessibility to certain services at the university will enhance student life and the learning environment. Other factors are also vital in terms of accessibility, as discussed below.

2.20 TRANSPORT

The university management has approved transportation for students residing off-campus to and from the university. The transport is strictly for students who live in the accommodation that is owned and leased by the university. Procurement policies and procedures are followed in securing services of private businesses. A schedule of times to and from the campuses are sent to students. Notices are also sent out via email and placed on the notice boards in the respective residences.

2.21 STUDENT FUNDING

The South African Apartheid State's policy and legislative framework for higher education prior to 1994 were distinct and divided in terms of race and ethnic groups, resulting in a fragmented and complex higher education system. The different legal status and "racial" basis of the different higher education institutions led to complex differentiation in governance and funding arrangements as well as between institutional types such as universities, technikons and colleges (South African Higher Education-Policy Analysis and commentary, 1997:21).

In 2013, 55% of student funding was made to females, 73% to undergraduates and 78% to African students. A large amount was awarded to students in terms of loans (NSFAS). The students are requested to apply for the NSFAS Loan. In addition, students who have excelled are awarded bursaries to further their studies. The corporate sector plays a major role in funding students from a social responsibility perspective. Corporates invest in education and reap the rewards by providing employment, training and development to successful students and graduates. Other investors are national and international donors, international scholarships, the National Research Foundation, and other funders and bequests (*Study @ UKZN Booklet, 2015*).

2.22 FINANCIAL AID FOR STUDENTS

The university offers financial assistance to the students. It is offered in a form of a loan which is to be paid back with “interest” to the university. An incentive to the student if s/he excels, is that a portion of the loan can be converted to a bursary. Students also apply to Edu-Loan and Banks for study loans. Various informative information material is available to students as part of financial aid to students.

Higher Education of South Africa (HESA) says the most pressing challenge facing higher education is funding. A 2013 study found that one in four students in contact universities graduated in regulation time that is a period of 4 to 5 years (*University World News Global Edition Issue*). The result is that students remain an additional year in student accommodation to complete their degrees, thus requiring further funding.

2.23 STUDENT SUPPORT SERVICES

The student support services with the help of counsellors is there to care for the needs of the students. The main objective of the counsellors is to cater for the educational and personal needs of the students and to further the overall academic, vocational and psychosocial development of students within the university environment. Professional services are provided by qualified staff on crisis and trauma counselling, study skills and diversity awareness, personal counselling and therapy, HIV/Aids counselling, curriculum and course

counselling for Residence Students. The counselling services to students are strictly confidential.

2.24 HEALTH CLINICS

Professional nurses are on duty at the campus clinics. For more serious illness, doctors can be contacted in emergency. Health is an important factor for students. Students are away from home and the university provides the best possible care. The health clinic provides a range of services in everyday health care. Pregnant students are allowed to remain in the residence accommodation without prejudice until their 32nd week of pregnancy and are given much support as possible by the Campus Health Clinic.

The university strives to provide for the needs of all students in a holistic way. It is imperative that students take advantage of the various services provided. Some of the services are accessible 24hrs.

2.25 ACCESSIBILITY FOR STUDENTS WITH DISABILITIES

The disability office in collaboration with the various departments are responsible for facilitating a wide range of services for the special needs of students. The university is upgrading and ensuring its facilities are more accessible for students with disabilities. Construction has been underway for ramps and lifts on all five campuses. Clearly defined parking is made available for the physically challenged students are assisted by other students. The Wellness Centre also ensures that all literature and examination scripts are prepared in braille for blind students.

2.26 ACCESSIBILITY TO THE COMPUTER LABS, LIBRARY FACILITIES, RESEARCH CENTRE, SPORTING FACILITIES

The computer Local area networks (LANS) are made accessible to students during specific hours for their studies. Students in the residence accommodation have access to the lans and the library facilities. The on-campus residence students have more time to use the facilities.

The Library is accessible till late hours to ensure students are accommodated to research and study. Helpful and trained staff are on duty to assist students at all times. Training programmes are held from time to time for students to assist them in using various programmes when researching. A fully- fledged gymnasium, Olympic size swimming pool, squash courts, indoor soccer sports complex, rugby fields, cricket field and tennis courts are available for the sport minded and energetic individuals. Students have access and when available to join the Ballroom Dance Club, Body Building Club, Chess Club or attend Aerobic Classes. Each campus has its own facilities.

2.27 ACCESSIBILITY TO WIFI FACILITIES

Technology is ever fast and growing. The university has wifi facilities which enable students to connect their laptops and other computer equipment to work at their own convenience.

2.28 CHALLENGE: SAFETY AND SECURITY OF STUDENT ACCOMMODATION

Safety and security is imperative to ensure that students are safe in their accommodation. The department of residence has ensured that residences are safe by installing access control units in residences. Those students in the residences are required to sign a Residence Code of Conduct Form. Breach of conduction of the residence code can result in expulsion depending on the seriousness of the crime. The student card has to be presented at all points of service at UKZN. The Risk Management Services is a 24hour service at universities to attend to emergencies on the campus.

Fire prevention is of critical importance in the student residences. A safety guideline of regulations is designed to keep the students and their environment safer. All alarms, fire hoses, fire extinguishers, fire escape routes, emergency exits signage are checked regularly in according to the university and safety rules. Tampering and vandalism of equipment is a criminal offence and students are fined if found guilty of an offence.

Fire drills are conducted in all residences once a semester in terms of the by-laws to ensure that students are aware of the evacuation procedure.

Certain electrical equipment is prohibited within the residences as they may overload the circuits and blow a fuse. Students for their own safety are not allowed to use braai-stands inside the residences or on the outside of the residence premises.

The Risk Management Staff are well trained and are experts in their field of knowledge of health and safety in the Residences.

Safety and security of students is of utmost importance at all universities. Crime in student residences is unavoidable. Many institutions are challenged by incidents of crime in the student residences. Statistics on rape is not divulged to the university community. In some instances, the media obtains information from their sources and publish the articles.

In the USA, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act is a federal statute codified at 20 U.S.C. § 1092(f), with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46.

The Act is named after Jeanne Clery, a 19-year-old Lehigh University freshman who was raped and murdered in her campus residence hall in 1986. The backlash against unreported crimes on numerous campuses across the country led to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act, signed in 1990, was originally known as the Crime Awareness and Campus Security Act (Jeanne Clery Act, 1990).

Media articles have confirmed that serious crimes are committed at student residences in South Africa, hence South African universities should adopt a Zero Tolerance Crime Awareness and Security Act to protect innocent students.

2.29 RESIDENTIAL LIFE-LIVING AND LEARNING CENTRES

Most higher education institutions remain involved directly or indirectly in providing student accommodation. The Report on the Stakeholder Summit on Higher Education Transformation reported on provision of suitable student support services i.e. Accommodation in residences, catering services, diversity programmes, health and wellness

programmes and counselling. At many South African universities, student services are fragmented and not recognized as part of core business. Accommodation in residences: the poor physical quality of existing residences both on and off campus is not acceptable. Such inadequacies may only be adequately addressed if residential life is integrated into the existing core business of all higher education institutions. Residential life should ideally be an extension of academic life. The establishment of 'living and learning' centres with the provision of mentoring and tutoring facilities in the residences is one way of addressing this issue. The provision of student meals in residences predominantly outsourced to catering companies is not regarded as a core function of higher education institutions. Additional concerns relate to poor nutritional value of the meals provided and the fact that the provision of food allowances to students is not always appropriate where it is spent on goods other than nutritious food.

2.30 PROGRAMMES AT UKZN FOR CAMPUS RESIDENCE STUDENTS

Each residence has a House Committee. Students within the residence set a meeting and elect the House Committee. The House Committee comprises a Chairperson, Secretary, Treasury, Youth Development Officer and other members. Various programmes are co-ordinated as a social responsibility to students and society, example aids lectures, Woman's Day, Heritage Day, Mandela Day, health lectures, sports and other social activities and many more. Programmes and lectures are arranged in line with the universities vision and mission statement. Students in their 3rd year and postgraduates arrange orientation programmes for first year entry students. Senior students mentor first year students and create an awareness of their new surroundings by providing guidance and leadership. Outreach programmes are co-ordinated where students give their time in making a difference in the community by providing a free services in tutoring, fundraising for the under privileged schools and other activities. Inter-campus residence sports day.

2.31 CONCLUSION

A huge increase in student numbers at higher educational institutions puts pressure on the management and governance of the institution. The quality of a student's life "forms the heart

and the *raison-d'être* of any university and their welfare and well-being is a primary concern of the institution". The need to provide a safe environment is a challenge for universities and their security personnel. A safe environment is imperative for students to work, study, live, teach and research. Student perceptions of safety and security at university are relatively unknown, hence the need for the current study to investigate the perceptions of students and provide solutions in addressing these issues.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter highlights the research methods used in this study. Competition for higher education has increased over the past few years. The challenges and demand for student accommodation has likewise increased tremendously. The main aim of the study is to examine how UKZN promotes the University and the methods used to ensure access to accommodation to its students. This research, therefore, attempts to determine the challenges faced by students due to the lack of accommodation. The purpose, contribution, significance, aims, research objectives and questions of the study are outlined. This study addressed the preference of students, in terms of residence accommodation, their social freedom, security, safety and their urgency for accommodation.

According to Creswell (2003), "...research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". Research is defined as 'the disciplined and ethical observation of phenomena coupled with an unceasing and imaginative quest after explanation, in short, scientific enquiry' (Shell 2007). The Chapter will indicate where the study will be located, the research approach taken to get the desired end result, the type of sampling used and why such a sampling method was selected, the data collection method, how the research instrument was developed, as well as a summary of the data analysis that was conducted.

3.2 OVERVIEW OF THE RESEARCH METHODOLOGY

The main aim of the study is to examine how UKZN promotes the University and the methods used to ensure access to accommodation to its students. To achieve these objectives, the research methodology selected was quantitative data analysis.

To answer the research question, data was acquired through a survey questionnaire conducted online to students on the university's ITS system. Hard copies of the questionnaire were also distributed to students from all five campuses at UKZN. UKZN has approximately

40 000 registered students and only residence students were invited to participate in the research questionnaire.

3.2.1 Research Design

McDaniel and Gates (2008) state that the research design is a plan for addressing the research objectives.

When we embark on research, the research needs to explain something, a phenomenon. Essentially quantitative is about collecting numerical data to explain the phenomenon. Therefore the research instruments are designed to specifically convert phenomena that do not naturally exist in quantitative form into quantitative data to be analysed statistically.

3.2.2 Target Population

The main focus of the study will be university residence. Currently, students resident on university residence stands at 11 500. The sample size for the study will be 600. The survey questionnaire will take an average of 15 minutes to complete. Site visits to residences on campus and off campus will be conducted. The University of KwaZulu-Natal (UKZN) was chosen as the research study institution, largely because of access to address the challenges of providing student accommodation.

3.2.3 Sampling Technique

Schmidt and Hollensen (2006) state that sampling involves the identification of a group of individuals who can be contacted by mail, by telephone or in person and have the information that is relevant to solve a problem. Convenience sampling was chosen for this study as it involves voluntary participation by respondents. Convenience sampling was used to obtain data from all participants.

The Student Housing Division has access to students who are currently in the student residences. Access to students to complete the questionnaire was viable through managers of the Student Housing Division.

3.2.4 Data Collection Process

Having selected a research paradigm and sampling strategy, it becomes imperative to select a relevant and effective means of data collection. Shiu, Hair and Ortinau (2009) identify the following as tools that may be used in the data collection of research data:

- Questionnaires and Surveys (Olsen and St. George, 2004) are used when the researcher requires a convenient and quick means of collecting data in a non-intrusive and non-threatening manner.
- Interview schedules can be used when further probing is required (Shiu *et al.*, 2009). It can be argued that interview schedules can be implemented when researchers are aiming at acquiring more information around responses in a questionnaire.

3.2.5 Questionnaires

A questionnaire is one of the commonly used instruments for collecting data in cross-sectional surveys. A questionnaire is a way of collecting information through a special kind of conversation and has certain rules that separate it from usual conversations (Olsen and St. George, 2004). The questionnaire in this research study was open and close check-ended. The questionnaires were used as a convenient and quick means of collecting data. This was done via the university's notice system to students. Hard copies of the questionnaires were also be administered in English to students in the various residences.

3.3 STUDY LIMITATIONS

3.3.1 Delimitations

The study intended to have a representation of a significant sample of respondents from all five campuses. Students may have limited personal access to internet facilities and email. It cannot be determined that all five campuses would be well represented. The researcher had no control over the response to the questionnaire from each campus.

3.4 PARTICIPANTS AND LOCATION OF STUDY

The study was conducted on students living at University residence, on Campus, and off Campus residences at the University of KwaZulu-Natal. However, not all students may be eligible to participate in this study because the objectives of the study included determining the nature of student residences, and the challenges faced. The university had approximately 12 000 students who reside in the residences, and from which a representative sample of 600 were selected. A representative sampling of these students is expected to provide sufficient data to allow for recommendations to be made.

3.5 RESEARCH APPROACH AND TYPE OF STUDY

According to Bryman & Bell (2007), there are two approaches that can be utilized when conducting research i.e. qualitative or quantitative. However, before a decision is reached on the approach to get the optimal result for the research being conducted, one has to understand the differences between the approaches. These differences are explained in further detail in the various sub-sections contained within this chapter. Given the research problem and sub-questions highlighted, this study was based on empirical research employing a quantitative approach.

3.6 QUANTITATIVE VERSUS QUALITATIVE RESEARCH

Quantitative and qualitative methods are two general approaches in the social sciences (Miller and Brewer, 2003). Both methods adopt a very different position of the fundamentals of the relationship between ideas and evidence. The departure point of quantitative research is numerical measurement of specific aspects of phenomena and is very structured. According to Miller and Brewer (2003), competing explanations must be formulated in terms of the relationship between variables. The ultimate goal is to find as small a set of variables as possible which explain as much as possible. The broader philosophical thinking which informs this approach is that to know something one must establish general sets of relationships which are robust across as many instances or cases as possible - generalisation is the goal (Miller and Brewer 2003).

Maykut and Moorehouse (1994) explain that quantitative research is based on observations that are converted into discrete units by using statistical analysis. While there may be modifications and variations on this general picture of quantitative research, statistical analysis is an essential part of quantitative research.

Qualitative research, in contrast, generally examines people's words and actions in narrative and descriptive ways more closely representing the situation as experienced by the participants (Maykut and Moorehouse 1994). Miller and Brewer (2003) argue that the qualitative approach is based on intensive study of as many features as possible of one or a small number of phenomena. Instead of condensing information, it seeks to build understanding by depth. Qualitative research seeks meaning (rather than generality as with its quantitative counterpart) and contributes to theory development by proceeding inductively. Meaning is achieved not by looking at particular features of many instances of a phenomenon but rather by looking at all aspects of the same phenomenon to see their inter-relationships and establish how they come together to form a whole (Miller and Brewer, 2003). The brief discussion above reflects that the quantitative and qualitative approaches are not mutually exclusive. The use of both approaches can be beneficial. However, using both approaches for a single study will be time consuming and expensive.

Leedy (1989) states that the nature of the data dictates the methodology. If the data are verbal, the methodology is qualitative, if the data are numerical, the methodology is quantitative. This study is exploratory in nature. Burns and Bush (2000) state that if the research objective is to gain background information, to define terms, to clarify problems and hypotheses and to establish research priorities, then the appropriate research design will be exploratory in nature.

3.7 SAMPLING

Sampling is based on the premise that some elements of a population provide useful information on the entire population so that by studying those selected elements the results can be generalized onto the entire population (Sekaran & Bougie, 2009). Bryman & Bell (2007) identified non-probability sampling as one of the two types of sampling most commonly used in research. Non-probability sampling suggests that no controls are in place in terms of the sample selection process (Sekaran & Bougie, 2009). This means that the sample selected may not necessarily represent all the elements of the population from which it is drawn hence the results may not be generalized onto the entire population. According to Ghauri and Gronhaug (2005), a sample should not only be selected based on it being representative of the population from where it is drawn but the sample has to be big enough to ensure that if a researcher draws another sample from the same population for the same study and uses the same procedures previously used, the results should be similar to the earlier results obtained. Research suggests that to gain the greatest confidence levels in the results, the correct sample size needs to be used (Bell & Bryman, 2007).

3.8 POPULATION DESCRIPTION

The population refers to the entire group of people, events or things of interest the researcher wants to investigate and make inferences from (Cooper, Schindler, & Sun, 2006). According to Sekaran & Bougie (2010), the target population must be defined based on elements, geographical boundaries and time. The target population in this study were the students at the University of KwaZulu-Natal. The total number of this population is approximately 11 500.

3.9 SAMPLING DESIGN AND METHOD

The idea of sampling is to select a sufficient number of the right elements from the population so that a study of the sample makes it possible for one to generalize such characteristics to the population (Sekaran and Bougie,2010).The ultimate test of a sample design is how well it represents the characteristics of the population (Cooper *et al.*, 2006). There are two main types of sampling design which are based on the representation and

element selection technique .On the representative basis, the sampling type may be probability or non-probability sampling. For this study, the researcher used non-probability sampling. Non-probability is also known as deliberate, purposive and judgement sampling in which items for the sampling is selected deliberately by the researcher (Kothari, 2004). Non-probability sampling could either be convenience or purposive sampling. For this study, the researcher selected students at UKZN as they are best placed to provide the required information.

3.10 SAMPLING FRAME

The sampling frame provides a working definition of the target population. According to Hair *et al.* (2003), a sampling frame refers to inclusive record of elements from which a sample is drawn. Residence Managers were approached to obtain permission to distribute the questionnaires to residence students.

The researcher has explained the study research and questionnaire to be completed in Section 3.8.5.

3.11 SAMPLING SIZE

Sekaran (2006) defines the sample size as the actual number of subjects chosen as a sample to represent the population's characteristics. According to Hair *et al.* (2003), determining sampling size is complex as a number of factors have to be taken into account simultaneously. The sample size will compose of six hundred students at the University of KwaZulu-Natal who will be identified to be part of the study, and these respondents would satisfy the objectives of the study and answer the research questions adequately.

3.12 DATA COLLECTION

After establishing the research design, it is necessary to select an appropriate method for collecting data. According to Kothari (2008), there are two types of data, namely, primary data that is collected for the first time by the researcher and secondary data which is collected by someone else which is passed through the statistical processes. Kothari (2008) provides a list of choices for data collection: the observation method, the interview method through questionnaires and schedules. According to Philips & Starwarski (2008), a survey is a type of questionnaire and used in situations which only captures attitudes, beliefs and opinions compared to questionnaires which are more flexible and captures a wide range of data from attitudes to specific improvement statistics. This study will be done through a questionnaire survey.

3.13 INSTRUMENT DESCRIPTION

According to Sekaran & Bougie (2010), questionnaires are an efficient method of data collection when the researcher knows what is required and how to measure the variables of interest. Questionnaires are popular when collecting data and they are flexible (Phillips & Stawarski, 2008). For Kohari (2008), questionnaires can either be structured or unstructured. A structured questionnaire is one in which all the questions and answers are specified and the respondents own words are kept to a minimum.

A questionnaire was designed consisting of 31 questions to specifically satisfy the objectives of the study. The questionnaire was electronically designed using an online tool known as Google Forms which is a research based survey tool that allows for construction, administration and analysis of data <http://www.google.co.za/forms/about/>).

3.14 CONSTRUCTION OF THE INSTRUMENT

Google Forms was used to construct and administer the survey. According to Kothari (2008), if a questionnaire is not properly constructed it will be bound to fail as it is the heart of the research process.

All the questions in the Google Forms questionnaire were analysed and designed online and the programme allowed for real-time design and testing of the instrument at various stages. A cover page detailing the reasons and aims of the study was included as well as assurance of confidentiality provided to the participants by not asking them their names. The questions were structured and designed in a way to elicit responses that provided answers to the research objectives which were found to be relevant in the literature review and were user friendly and simple for the reader to understand. According to Babbie (2007), to ensure accuracy, the design of the questionnaire must be without bias, clear and easy for the respondent to comprehend. Achieving this will assist those who participate in the survey to be motivated and interested in providing truthful responses. To ensure the above principals were adhered to, the researcher sent the questionnaire to an independent person who made certain changes to the design of the questionnaire to elicit responses that provided answers to the research objectives.

3.15 ADMINISTRATION OF THE INSTRUMENT

Sekeran and Bougie (2010) state that questionnaires can be administered personally, inserted in magazines or newspapers, mailed to respondents or electronically distributed through email. Researchers are using online data collection methods as web-based surveys are more efficient and attractive (Dornyei & Taguchi, 2010). According to Bowling (2005) a survey questionnaire is one of the main data collection instruments.

3.16 VALIDITY AND RELIABILITY

Validity in quantitative research relates to whether the findings accurately reflect the real situation. The validity of data and reliability of a measuring instrument are two aspects that

are concerned with the findings of a research (Collis and Hussey, 2003). Validity is the strength of our conclusions, inferences or propositions.

Validity also refers to the accuracy and trustworthiness of instruments, data, and findings in research (Bernard, 2013: 45). In order for the research methodology to have any integrity, there is a need for the data quality to have the following characteristics: validity and reliability. According to Warriar (2011), in order for a process to be reliable, it has to be repeatable and the results replicable. It is important that the accuracy of the measured variable is confirmed accurately by the instrument developed to measure the concepts (Sekaran & Bougie, 2010). Validity of the findings in this study was maintained in view of the researcher carefully defining the population with the samples that represent it. The researcher established validity by distributing the questionnaire to the respondents, and in using the software to determine on whether the questionnaire measured what it was supposed to measure for this study.

3.17 RELIABILITY

Sekaran & Bougie (2010) state that reliability of a measure indicates the extent to which it is without bias and therefore ensures consistency across the various items in the instrument. If a measure remains the same over time regardless of whether the state of the respondents themselves or the testing conditions have changed, then the measure is deemed stable and reliable (Sekaran & Bougie, 2009).

Reliability of a questionnaire relates to its ability to produce the same results if tested several times (Rattray and Jones, 2005). In this particular study, the researcher chose to test reliability of the questionnaire during a pilot study. It is important to remember that reliability is not measured, it is estimated. Reliability is the Consistency of the measurement or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. A measure is considered reliable if a person's score on the same test if administered twice is similar.

3.18 PRE-TESTING

According to Sekaran & Bougie (2009), the pre-testing of the questionnaire is to remove any ambiguity and/or vagueness in the questions being asked. By conducting pretesting, the researcher ensures the wording of the questions and instructions are understandable as well as clear, which should include any scale items which might have been used.

3.19 ANALYSIS OF DATA

Inferential statistics in the study made use of correlations and the chi-square test in order to determine the relationship between certain variables that were measured. Correlations help to determine the strength and significance of the relationship between the variables being measured. The chi-square determines if there is a statistically significant relationship between certain variables (Bryman & Bell 2007). Chi-square was used for cross tabulation of the biographical information and the techniques used were frequencies and percentages.

The data from the completed questionnaires was captured onto computer using SPSS version 22 software. Data was analysed using both descriptive and inferential statistics. Descriptive statistics enables the presentation of results by means of frequency measures of central tendency and dispersion. Results will be presented in tabular format. Inferential statistics using correlation, T-test, Anova, Cronbach's co-efficient of alpha and multiple regression were used to evaluate the hypotheses.

3.19.1 Descriptive Statistics

Descriptive Statistics refer to the collection of methods for classifying and summarizing numerical data. The objective of descriptive statistics "is to provide summary measures of the data contained in all the elements of a sample" (Kinnear & Taylor, 1991:546).

Therefore, an analysis of the data incorporates frequencies, measures of central tendency and measures of dispersion. It also involves the explanation and summarization of the data acquired for a group of individual unit analysis (Welman & Kruger, 1999). In this study,

descriptive statistics were done for each of the following sub-dimensions: age, race and gender.

3.19.2 Frequencies & Percentages

According to Sekaran (2000) “frequencies refer to the number of times various sub-categories of a certain phenomenon occur, from which the percentage and cumulative of their occurrence can easily be calculated”. Frequencies are used in the current study to obtain a profile of the sample. Percentages serve two purposes in data presentation. They simplify by reducing all numbers to a range from 0 to 100. Secondly, they translate the data into standard form, with a base for relative comparisons (Cooper & Emory, 1995).

3.19.3 Measures of Central Tendency and Dispersion

Central tendency is the common measure of location. The arithmetic mean (known as the mean) is what is commonly known as the average (Silver, 1992). It is the sum of the observed values in the distribution divided by the number of observations. It is the location measure most frequently used for interval ratio data but can be misleading when the distribution contains extreme values, large or small (Cooper & Emory, 1995). The standard deviation (SD) is also a measure of dispersion. It is a statistical measure that expresses the average deviation about the mean in the original units of the random variable. This is unlike the squared units of measure used in the variance (Wegner, 1995). According to Huysamen (1998), the measures of central tendency and dispersion enable one to describe and compare distributions more concisely and objectively. The data was analysed using the following measures of central tendency and dispersion:

- Mean: The mean is the average value of the variable, computed across all cases (Judd, Smith, & Kidder, 1991)
- Median: The median refers to the score which has one half of the scores on either side of it when the scores have been arranged in ascending and descending order (Huysamen, 1998).
- Mode: The mode can be described by the most frequently occurring phenomenon (Sekaran, 2000)
- Variance: The variance can be referred to as the sum of the squared deviations from the mean (Huysamen, 1998)

- Standard deviation: The standard deviation is a commonly used measure of dispersion, and is simply the square root of the variance (Sekaran, 2000).

3.19.4 Inferential Statistics

Hinkle, Wiersma & Jurs (1979) define inferential statistics as “a collection of methods for making inferences about the characteristics of the population from the knowledge of the corresponding characteristics of the sample”. In this study, the following methods were used:

3.19.5 T-Test

The t-Test is used to see if there are any significant differences in the means for two groups in the variable of interest (Sekaran, 2000). In this study, the t-Test was used in the main study to determine whether there is significant difference between gender and age.

3.19.6 Analysis of Variance (ANOVA)

The technique of analysis of variance (ANOVA) is used to test hypotheses that the means of the two or more groups are equal (Silver, 1992). “ANOVA is a statistical procedure that assesses the likelihood that the means of groups are equal to a common population mean by comparing an estimate of the population variance determined between groups with an estimate of the same population variance determined within groups” (McCall, 1994: 432). In this study, ANOVA was used to determine whether students varying in each of the biographical variables (age, gender, education, year of study) differ in their perceptions of the state of accommodation available at UKZN.

3.19.7 Multiple Regression

Regression analysis is concerned with quantifying the underlying structural relationships between variables (Wegner, 1995). The dependent variable is often related to a number of independent variables. Multiple regression is where these two or more independent variables are used to predict values of the dependent variable (Silver, 1992). In this study, multiple regression was used to determine whether the variables that make up the study is significant.

3.20 STATISTICAL ANALYSIS OF QUESTIONNAIRE

Statistical analysis of the questionnaire was undertaken to establish the reliability and validity of the questionnaire.

3.20.1 Validity: Factor Analysis

In this study, factor analysis was used to determine the validity of the questionnaire. Factor analysis is a “general description for several specific computational techniques. All have the objective of reducing many variables to a more manageable number that belongs together and have overlapping measurement characteristics” (Cooper and Emroy, 1995). According to Sekaran (2000), the results of the factor analysis will confirm whether or not the theorized dimensions emerge. It would reveal whether the theorised dimensions are indeed tapped by the items in the measure.

3.20.2 Reliability: Cronbach’s Coefficient Alpha

It is vital to ensure that the measuring instrument measures with reliability what it is supposed to measure. It is concerned with estimates of the degree to which a measurement is free of random or unstable error. An aspect of reliability is interval consistency, the degree to which instrument items are homogeneous and reflect the same underlying constructs. Cronbach’s coefficient alpha has the most utility for multi item scales at the interval level of measurement (i.e. items which may be assigned, more than two values, as in rating scales, as noted by Cooper & Emory (1995). In this study, reliability was determined using Cronbach’s Co-efficient Alpha. According to Judd, Smith and Kidder (1991), Cronbach’s Co-efficient Alpha measure is derived from the correlations of one item with each other item. This measure ranges from 0 to 1, with 0 meaning complete unreliability and 1 meaning perfect reliability.

3.21 ETHICAL CLEARANCE AND ETHICAL CONSIDERATIONS

The researcher obtained ethical clearance from the Durban University of Technology. The researcher was given approval in the form of a letter granting ethical clearance (Appendix 1).

ETHICAL CONSIDERATIONS

Deception

The research will be conducted in an acceptable manner. There will be no deception in this study. Participants will be informed of the process of the research study.

Confidentiality

The data collection process will be confidential and personal in the research study. Participation is voluntary and a copy of the information letter to be issued to participants.

Anonymous

There will be no names of participants. Participants will remain anonymous and not divulged to third parties. Ultimately, the material collected for the research will be stored and disposed of. The hard copies of the questionnaires will be shredded.

Recruitment

There will be direct recruitment of participants for the research questionnaire.

Consent

The gatekeepers letter was approved by the Registrar's Division of the university to undertake the study. Permission was granted for the research and questionnaires to be administered to the participants. Participants received letter of consent together with the questionnaire. All participants have a clear understanding of the English language.

No Risks

There are no risks involved in the process of the research undertaken, only questionnaires to be completed to gather data and no statements or acts to be performed which may cause uneasiness, unpleasantness, stressful or discomfort to the participant.

3.22 SUMMARY

This chapter explored the research methodology and statistical methods used to analyse the data obtained from the questionnaire. A statistical analysis of the data identified key areas of the study that require improvement for further research. The aim of the study was to examine the student accommodation issue at the University of KwaZulu-Natal. The participants in this study were students at the University of KwaZulu-Natal and data was gathered from them by using the quantitative method. The questionnaire consisted of **31** questions.

Chapter Four will concentrate on the presentation and discussion of results obtained from the study.

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE PRIMARY DATA

4.1 INTRODUCTION

This chapter presents the results and discuss the findings obtained from the questionnaires in this study. The questionnaire was the primary tool that was used to collect data and was distributed to students who lived in residences at UKZN. The data collected from the responses was analysed with SPSS version 24.0. The results will present the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi-square test values, which are interpreted using the p-values.

4.2 THE SAMPLE

In total, 600 questionnaires were despatched and 453 were returned, which gave a 75.5% response rate.

4.3 THE RESEARCH INSTRUMENT

The research instrument consisted of 31 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 4 sections which measured various themes, as illustrated below:

- A. Biographical data
- B. Quality of accommodation
- C. Accessibility and Adequacy of accommodation
- D. Adequacy of accommodation

4.4 RELIABILITY STATISTICS

The two most important aspects of precision are **reliability** and **validity**. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.60 or higher is considered as “acceptable” for a newly developed construct.

Table 4.1 reflects the Cronbach’s alpha score for all the items that constituted the questionnaire.

Table 4.1: Reliability Statistics of Data

Case Processing Summary

		N	%
Cases	Valid	429	94.7
	Excluded ^a	24	5.3
	Total	453	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.691	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Are you satisfied with the quality of living conditions in the university residences	7.4476	2.084	0.496	0.339
Do you feel safe on the campus?	7.8998	1.768	0.429	0.408
Are there residential support programmes for students?	8.7296	3.684	-0.042	0.694
Are you satisfied with the services in the university residences?	8.1981	2.926	0.523	0.410
Do you believe that on-campus accommodation is an advantage?	8.9580	3.849	-0.103	0.571
Would you recommend university residence accommodation to friends, family and prospective students?	8.7436	3.051	0.375	0.456

The reliability scores for all sections exceed the recommended Cronbach's alpha value. This indicates a degree of acceptable, consistent scoring for these sections of the research.

4.5 SECTION A: BIOGRAPHICAL DATA

This section presents the summary of the biographical characteristics of the respondents. The gender, age, race, residence and length of stay at the university are described. The table below describes the overall gender distribution by age.

Table 4.2: Gender

			Gender		Total	<i>P- value</i>
			Male	Female		
Age (years)	< 18	Count	3	3	6	
		% within Age	50.0%	50.0%	100.0%	
		% within Gender	1.4%	1.3%	1.3%	
		% of Total	0.7%	0.7%	1.3%	1.000
	18 - 22	Count	156	177	333	
		% within Age	46.8%	53.2%	100.0%	
		% within Gender	71.6%	75.3%	73.5%	
		% of Total	34.4%	39.1%	73.5%	0.376
	23 - 27	Count	45	47	92	
		% within Age	48.9%	51.1%	100.0%	
		% within Gender	20.6%	20.0%	20.3%	
		% of Total	9.9%	10.4%	20.3%	0.937
	28 - 32	Count	10	6	16	
		% within Age	62.5%	37.5%	100.0%	
		% within Gender	4.6%	2.6%	3.5%	
		% of Total	2.2%	1.3%	3.5%	0.900
	> 32	Count	4	2	6	
		% within Age	66.7%	33.3%	100.0%	
		% within Gender	1.8%	0.9%	1.3%	
		% of Total	0.9%	0.4%	1.3%	0.951
Total		Count	218	235	453	
		% within Age	48.1%	51.9%	100.0%	
		% within Gender	100.0%	100.0%	100.0%	

	% of Total	48.1%	51.9%	100.0%	0.424
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In the study conducted, the overall ratio of males to females is approximately 1:1 (48.1%: 51.9%) ($p = 0.424$). This shows that though there were no significant difference between male and female population ($p=0.424$), there were generally more females than males. However, there were more males than females in the age brackets of 28-32 (62.5% males and 37.5% females) and >32 (66.7% males and 33.3% females). The gender presentation in the study is consistent with current studies in south Africa that indicate that generally, the majority of students (58%) in the South Africa Universities are women (Walker, 2018). Furthermore, the majority of respondents were within the age bracket of 18 to 22 years, representing 73.5% of the respondents. Moreover, within the age bracket of 18-22, 46.8% were males and 53.8% were females.

Within the category of males (only), 71.6% were between the ages of 18 to 22 years, whereas 75.3% within the category of females (only) were between the ages of 18 -22. This category of males between the ages of 18 to 22 years formed 34.4% of the total sample and that of the females accounted for 39.1% of the total sample. The age brackets of <18 and >32 recorded the least respondents with a total representation of 6% each. The general findings of biographical data indicate a youthful population (18-22 years) among students of UKZN. The predominant youthful population of 18-22 years found in the study also accounts for the high undergraduate students observed in the study as illustrated in Figure 4.1, which showed a significant difference ($p<0.001$) between the number of undergraduates and postgraduates respondents with 81.9% of the respondents being undergraduates, whereas 18.1% were postgraduate students. This finding is further confirmed from Figure 4.2 where it is found that nearly two-thirds of the respondents were busy with their undergraduate degree (1-3 years or 64.5%). This group was significantly more than the others ($p < 0.001$).

It is interesting to note that these findings synergistically suggests that the largest age bracket of 18-22 years are undergraduate students predominantly in their first three years of study, whereas the postgraduate students representing the least group (18.1%) are mostly above the age of 23 (>23) representing 25.1% of the study population. This findings is in conformity with a number of studies conducted in South Africa that suggests a predominantly youthful

age of 18-25 years in most tertiary institutions and this age bracket is predominantly made up of undergraduate students (Flisher, Beer, & Bokhorst, 2002; North, Johnston, & Ophoff, 2014). Currently in South Africa, there is a strong realisation and sensitisation for young men and women especially to aspire to higher education and not settle with high school certificate or less and hence the increment of enrolment of both gender especially women in the universities in South Africa (Walker, 2018). It is also worth noting that most of the respondents who fall within the age bracket of 18-22 years are unemployed and most rely on their beneficiaries for financial assistance in securing accommodation and livelihood in the university.

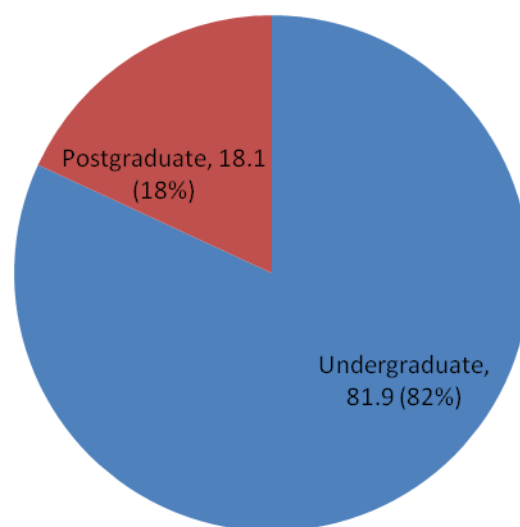


Figure 4.1: Educational level of respondents

The length of time that respondents have been at UKZN is shown below

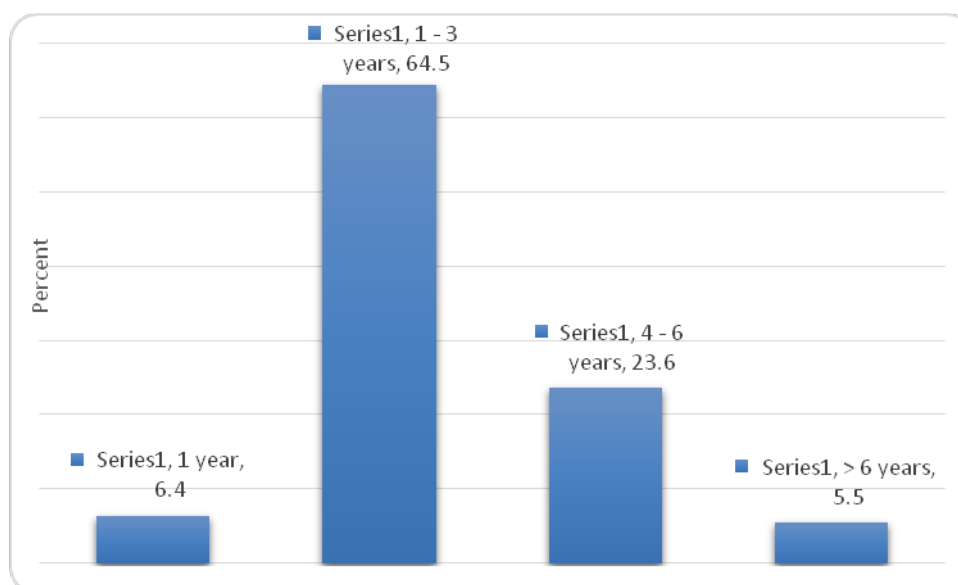


Figure 4.2: Length of Stay of respondents in UKZN

The racial composition of the sample is shown below.

Table 4.3: Racial Composition of respondents

	Frequency	Percent
African	418	92.3
Coloured	9	2.0
Indian	5	1.1
Other	21	4.6
Total	453	100.0

There were significantly more African respondents (92.3%; $p < 0.001$) than all the other races in the study (coloured, Indian, others). Indians, in contrast, were the least represented race among the respondents. This finding is a reflection of increased attendance by indigenous people who are Africans. However, the finding is in contradiction with current finding in other South African universities which indicates that white students still have a higher enrolment (54.7%) than black people (16.5%) here (Flisher et al., 2002; Walker, 2018). The high enrolment of Africans in the study may be attributed to the fact that KwaZulu-Natal

province is made up of 86.8% of Africans, 7.4% Indian or Asian, and 4.2 % whites and 1.4% coloured and 0.2% others (Khuluse-Makhanya *et al.*, 2016).

The table below indicates the campuses from which the sample was drawn.

Table 4.5: Campuses of Respondents

	Frequency	Percent
Edgewood College	58	12.8
Howard College/Medical school	135	29.8
Pietermaritzburg	44	9.7
Westville	216	47.7
Total	453	100.0

Respondents were drawn from the five campuses of the University for the study. nearly half of the respondents were from Westville (47.7%) campus with the smallest numbers being from Pietermaritzburg. Due to proximity, Howard College and Medical School campus were merged and gave representation of 29.8% of the total respondents. Westville campus offers more diverse academic programs than all the other campuses and this may account for the large number of respondents being represented in the study. Westville as the official seat of UKZN makes it a very crucial place for policies concerning student welfare.

Section Analysis

The section that follows analyses the scoring patterns of the respondents per variable per section.

The results are first presented using summarised percentages for the variables that constitute each section.

Results are then further analysed according to the importance of the statements.

This section deals with responses from the students who live at residences.

4.6 SECTION B. QUALITY OF ACCOMMODATION

The figure below indicates the general satisfaction of students on the quality of living conditions in the residences.

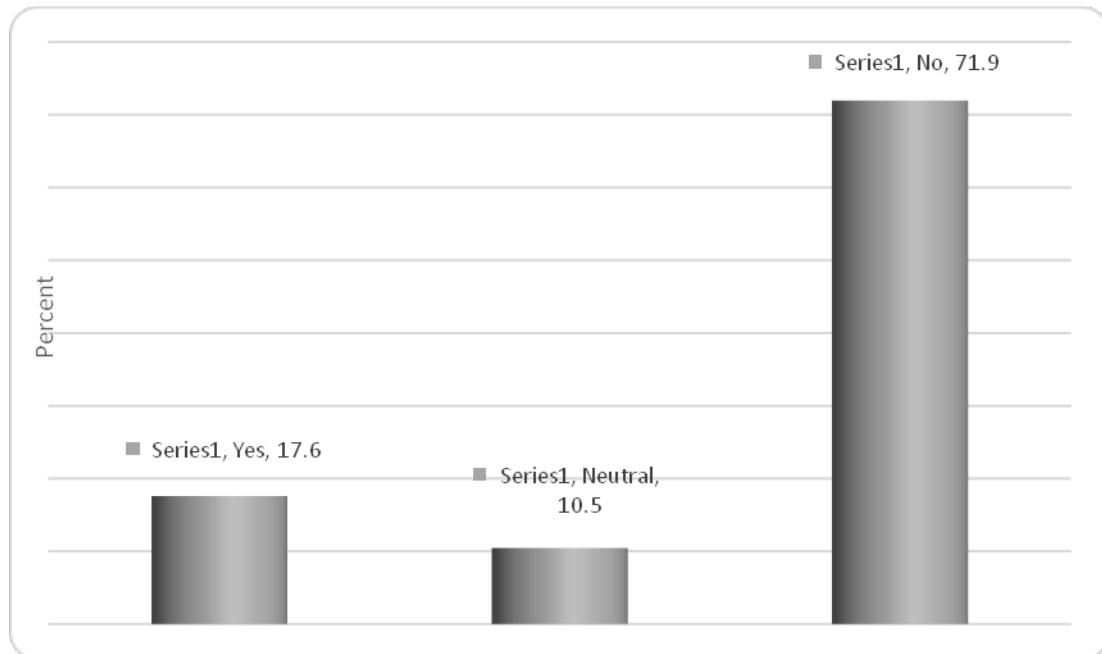


Figure 4.3: Are you satisfied with the quality of living conditions in the university residences?

The study indicated that 71.9% of students were not satisfied with the quality of living conditions in the university residence. Very few students (17.6%) were satisfied with the quality of living conditions in the university residence and 10.5% were neutral about the response. This finding shows that there are significantly more respondents who were dissatisfied ($p < 0.001$) with the general quality of services in the University residences. Moreover, in Figure 4.4, there were significantly more respondents (79.4%) who were not satisfied with the services rendered in the university residence ($p < 0.001$).

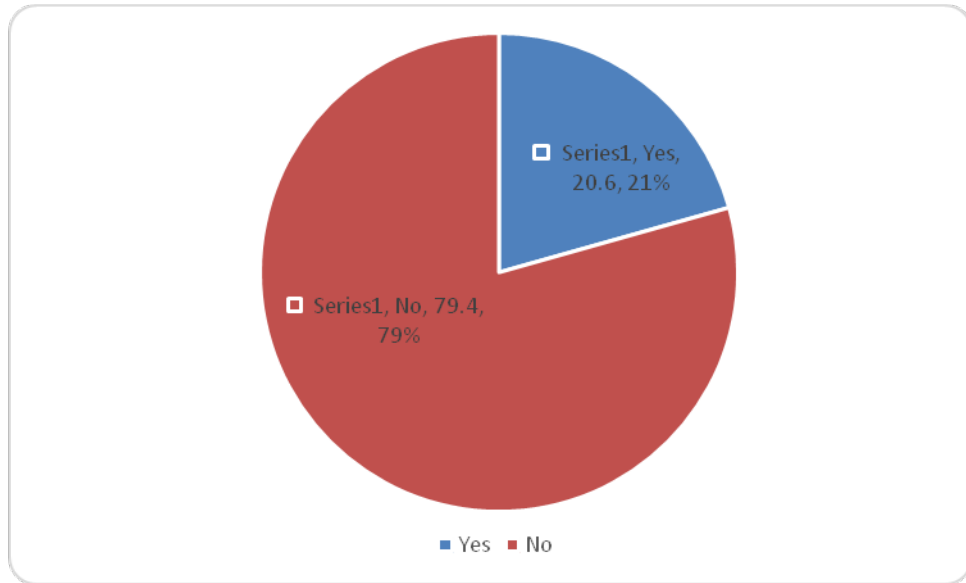


Figure 4.4: Are you satisfied with the services in the university residences?

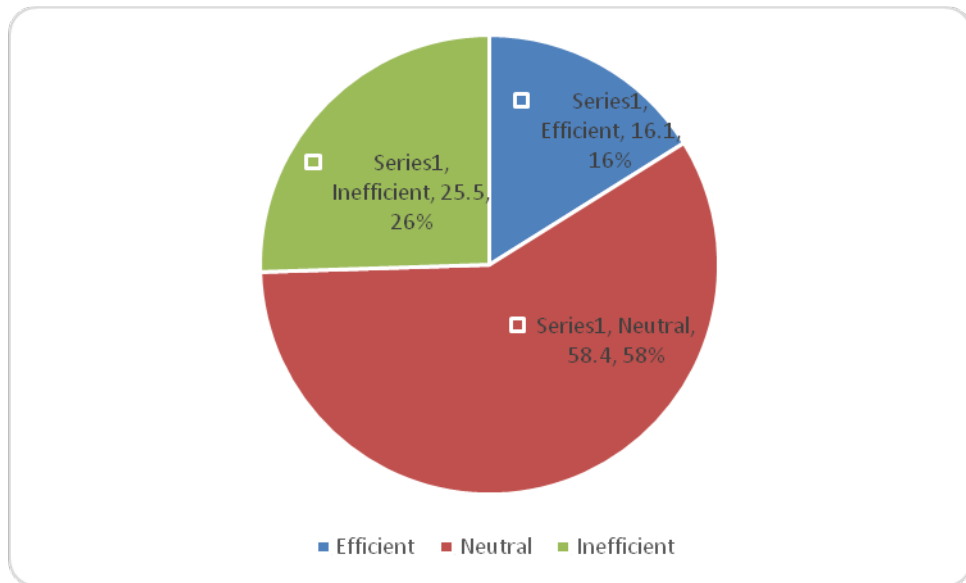


Figure 4.5: Do you believe the services received by the residence managers, matrons and house mothers are efficient, neutral or inefficient?



Figure 4.6: If answered that the service was inefficient, was this because...

Furthermore, according to data obtained as reflected in Figure 4.5, A quarter of the respondents indicated that the services rendered was inefficient (25.5%), with the majority of the respondents being neutral (58.4%). Moreover, for the respondents who indicated an inefficiency in the services provided, one major concern was the reality that staff delayed in responding to request as this represented 35.4% from the respondents as represented in Figure 4.6. Again, other factors contributing to the inefficiency of services included the incompetence of staff, the lack of training of staff to assist students and staff not capable of assisting students on request. This was evident as 33.6% of the respondents agreed that all the aforementioned reasons accounted for the inefficiency of the services rendered in the university campuses. However, concerning the students' perceptions of staff in the university residences as indicated in Figure 4.7, 42.0% of the students indicated that the staff were helpful, 27.2% indicated that staff were knowledgeable and a handful (9.2%) indicated that staff were competent. This generally shows that though staff may have been competent and helpful, the major concern of students was the timely manner in which the assistance and the service was delivered. This, according to the study, is a major challenge to students in university residence.

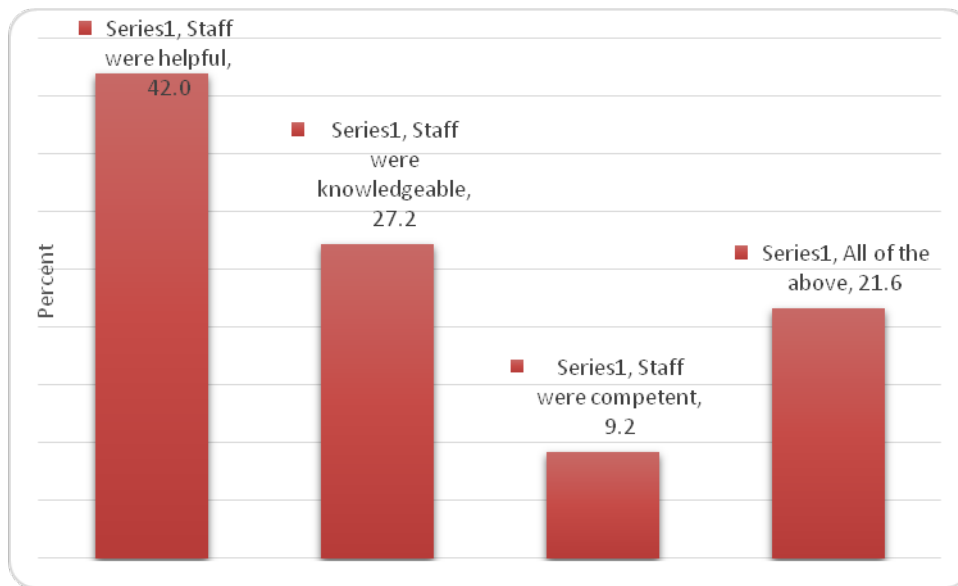


Figure 4.7: The Figure below summarises respondents' perceptions of staff

Findings indicate a major challenge in the university residence concerns the general quality of the living conditions of the university residence. This is expressed as a dissatisfaction by majority of the respondents and this may be mostly due to the dissatisfaction of the delayed services rendered in the university residence, notable among them may be the inefficient promptness of services rendered by the residence managers, matrons, janitors and house mothers.

It is of great concern and worth noting that accommodation plays a huge role in the output of academic excellence by the students and therefore such challenges are worth considering by management for a very good output of student performances.

This finding is in agreement with a similar study conducted in selected South African Universities which indicated the greatest challenge of students within university accommodation was the poor quality and inefficient services provided by university residence by the management of such institutions. According to this study, this inefficiency and dissatisfaction has often resulted in industrial actions and preventable strike actions and protests by students (Badat, 2016). However, in contrast with other similar study conducted in European countries and the United States of America, the average number of students were satisfied with the conditions of service in most of the selected universities included in the

study as contrasted in most South African Universities where there were much dissatisfaction (Botha, Snowball, de Klerk, & Radloff, 2015). Therefore striving towards a good quality of life and services in University accommodations especially at the University of KwaZulu-Natal is important for academic outcomes.

4.7 SECTION C: ACCESSIBILITY AND ADEQUACY OF ACCOMODATION

This section deals with the accessibility and adequacy of accommodation to students.

The figure below indicates the challenges faced by students in securing accommodation

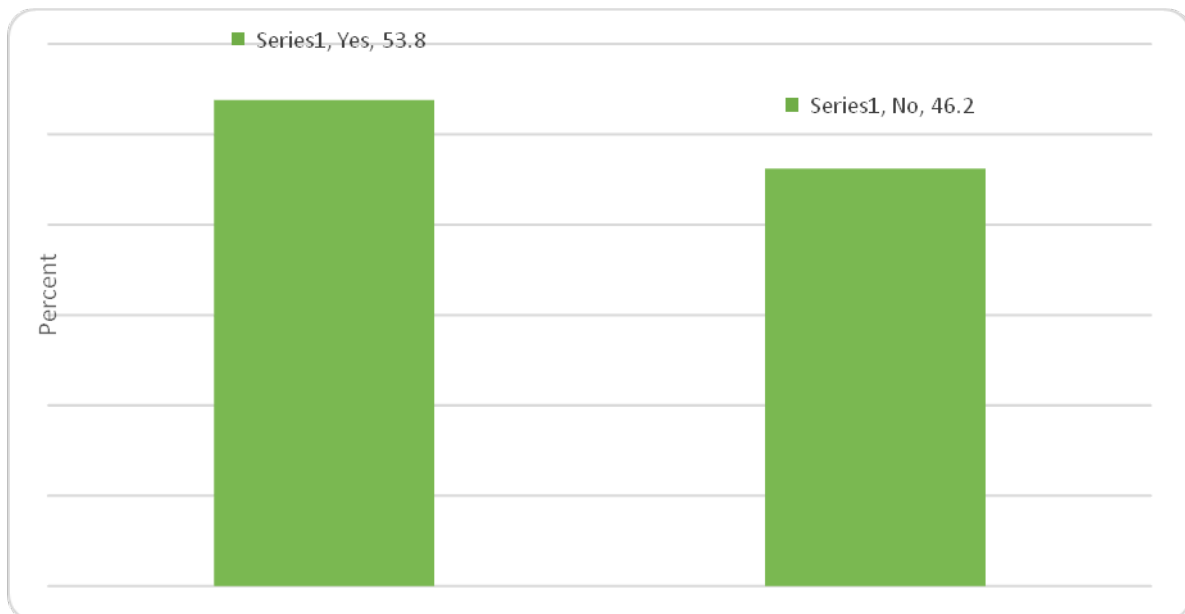


Figure 4.5: Did you experience challenges in securing residence accommodation?

In the current study, it was noted that there were many respondents who experienced problems (53.8%) in securing accommodation as compared to respondents who did not (46.2%). However, the difference in this figure was not significant ($p=0.108$). This indicates that generally students have challenges in accessing university residence for accommodation. Despite the challenge in securing university accommodation, the study further sought the respondents' view on whether they perceive the university accommodation as an advantage. This is represented in Table 4.6 below. The study shows that 96.5% of the respondents conceive the university residence as an advantage and the major reason ($p<0.001$) for this

preference is presented in Figure 4.6, indicating that easy access to university resources as a major reason for preferring university residence. However, other reasons are safety and convenient transport services. These are the reasons students may prefer university residence in comparison with off campus accommodation.

Table 4.6: Do you believe that on-campus accommodation is an advantage?

	Frequency	Percent
Yes	435	96.5
No	16	3.5
Total	451	100.0

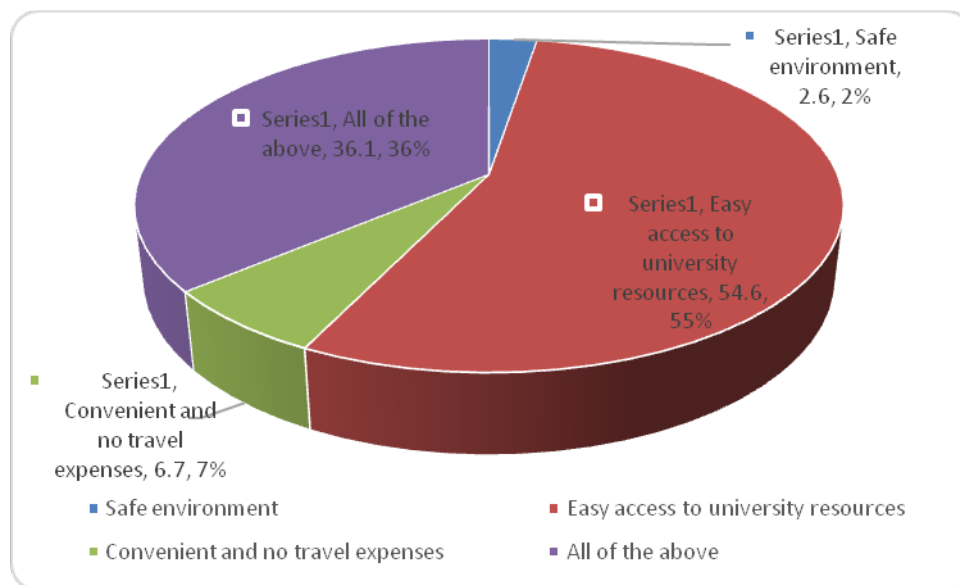


Figure 4.6: Why respondents prefer residence accommodation

Furthermore, the study found out that university resources together with other factors motivate a student to prefer the university residence.

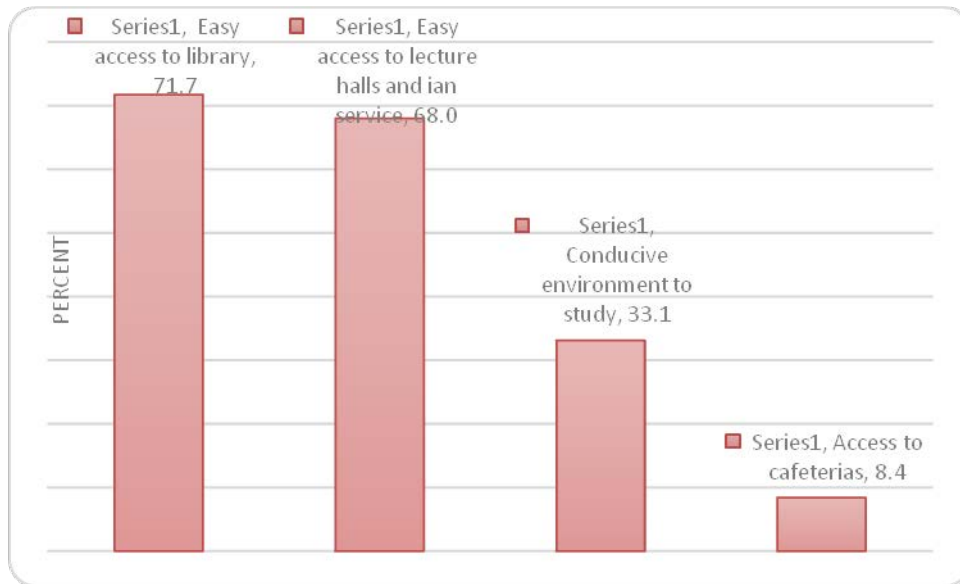


Figure 4.7: Available resources that students have access to when residing in University residence

Most of the respondents (71.7%) indicated that the accessibility to library is a major reason of choosing the University residence as a preferred choice. Again the accessibility to lecture halls and Local area network(lan) service was another reason for the preference of university accommodation (68.0%). Moreover, the fact that university residence provided a conducive environment for study was also another reason for their choice of university residence (33.1%). However, access to the cafeteria was the least of reasons why a student would prefer university residence as only 8.4% of the respondents indicated so.

Figure 4.8 below further indicates the respondents' perception on whether it is the responsibility of the university or the individual to provide or secure their own accommodation. The study revealed that most of the respondents (51.9%) were of the view that it is strictly the responsibility of the University to secure accommodation to students. Also, 43.7% viewed that it is a shared responsibility of the individual and the University to secure accommodation. This means that the majority of the students believed that the responsibility of securing accommodation is a shared responsibility and that both parties have a part to play.

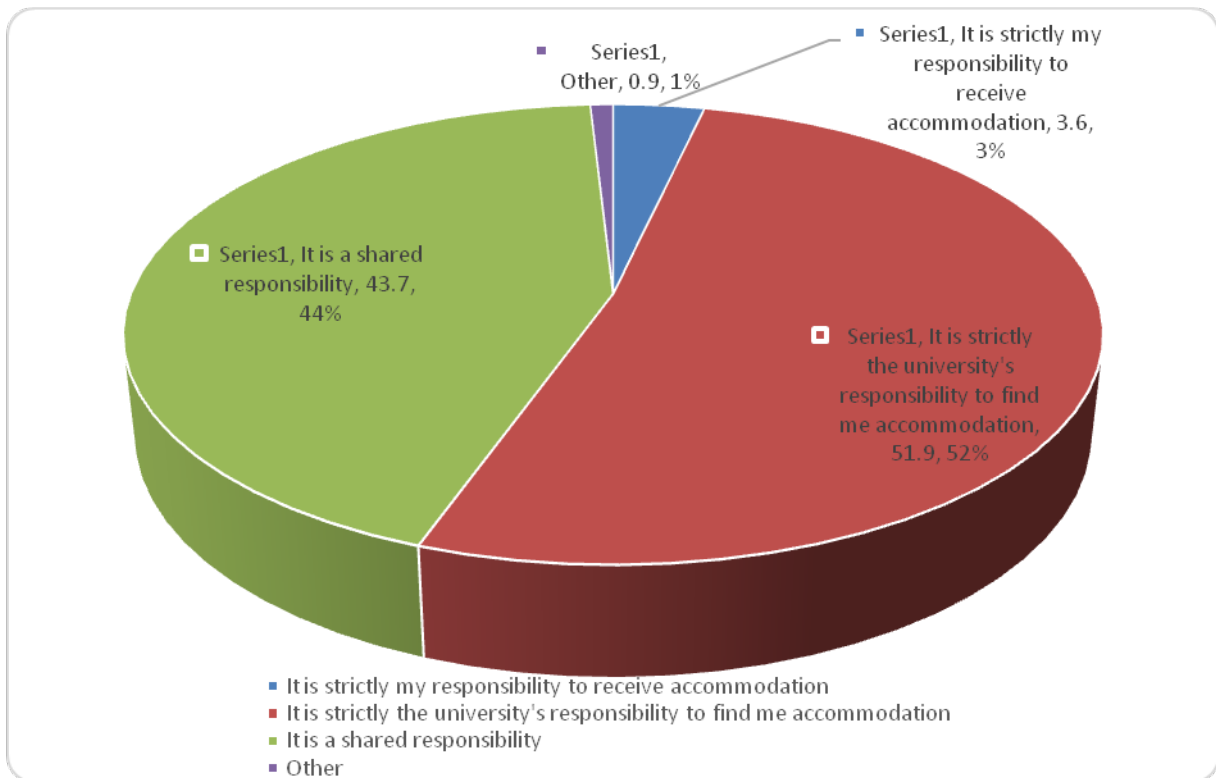


Figure 4.8: University accommodation is my right and I believe that.....

However, whether or not it is a shared responsibility, the majority of the students believe that accommodation must be provided and in effect, that students must have easy access to university residence.

The findings from the study are in agreement with other studies conducted in South Africa and worldwide, which indicate that students, especially undergraduates, generally face challenges in securing university accommodation due to the high number of enrolment over the past decade in the tertiary institutions worldwide and in South Africa in particular. The high enrolment of students in tertiary institutions has posed a great challenge to most students since in most cases, the number of students seeking accommodation outnumbers available rooms and services in these universities (Visser, Erasmus, & Miller, 2017). It seems that universities generally admit students without considering the available rooms and services allocated for students. According Craig McMurray (ref), CEO of Respublica, one of the country’s leading developers, owners and managers of student accommodation, “*Universities are not in the game of housing, they’re in the game of education*”. According to him, the university funds are not adequate to cater for the ever-increasing number of students who

qualify to pursue higher education and therefore Universities tend to admit students mainly for educational purposes without much consideration of their accommodation issues. He emphasised that there is the need for Universities not to just erect buildings to accommodate students, but also to manage the residence of students very tactfully to ensure effective academic output.

Current studies indicates that it is the right of universities to accommodate and manage the welfare of students in the universities to ensure quality output of academic work although there should be collaborative efforts of both students and the university (Shefer, Strelbel, Ngabaza, & Clowes, 2018).

4.8 SECTION D: SAFETY, SECURITY AND HEALTH CONDITIONS OF ACCOMMODATION

This section deals with the Safety, security and health conditions of student accommodation. The figure below indicates the general perception of respondents on safety on campus.

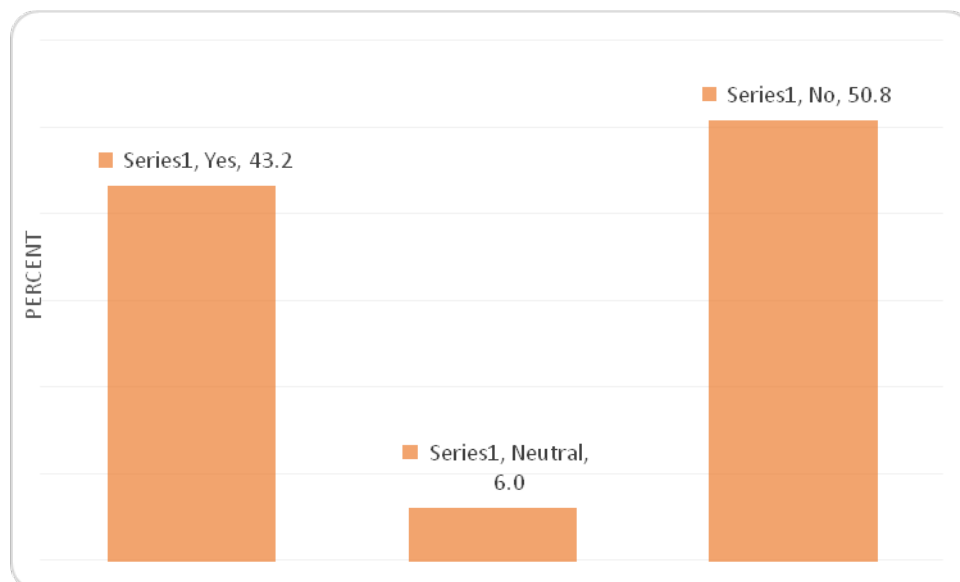


Figure 4.9: Do you feel safe on the campus?

The study revealed that 50.8% of the respondents did not feel safe on campus. 43.2% indicates their sense of safety on campus and 6.0% were neutral about their safety on campus. However, for those who indicated “NO”, Figure 4.10 illustrates their various reasons.

It is shown from Figure 4.10 that the majority of respondents (56.4%) believe that there is a synergistic factors contributing to the unsafe environment on the university campus. This includes the lackadaisical appearance of security personnel on campus, as well as too many visitors visiting campus, with insufficient ID checks carried out by security personnel on students and visitors.

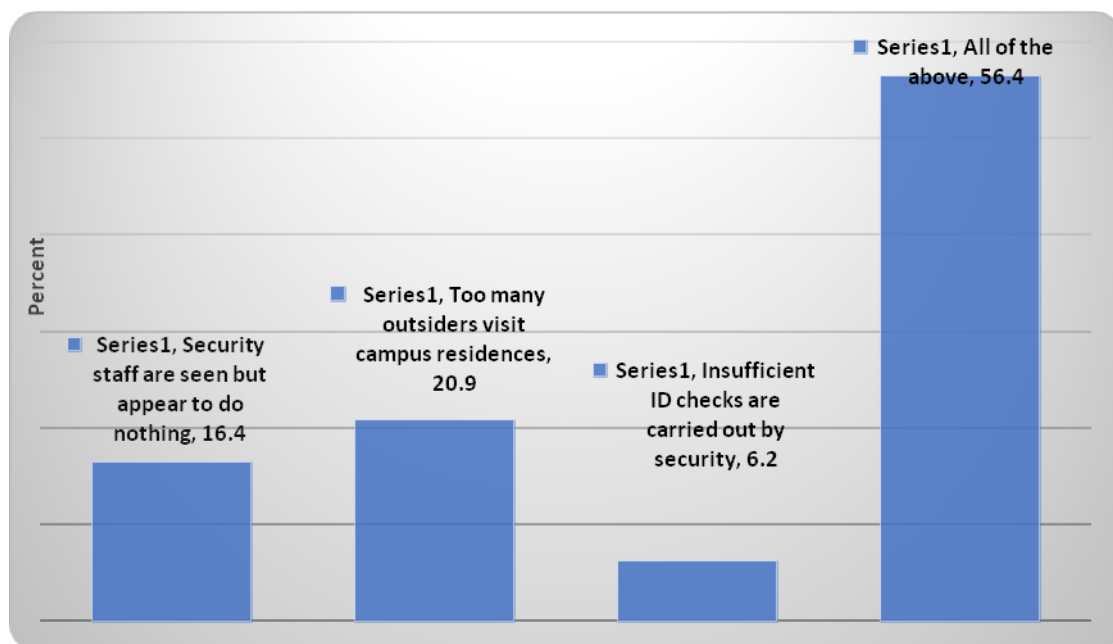


Figure 4.10: For those that answered “No”, the following reasons were given

This implies that security personnel generally appear to do nothing and do not even check student ID when moving to and fro on the university campuses, hence paving the way for intruders to infiltrate the “system” and making the environment unsafe.

On the issue of intruding visitors, the study further went on to inquire whether there were many visitors coming into the campus. From Figure 4.11 below, 85.4% of respondents perceive that visitors have easy access to the university campus and hence a threat to safety on campus.

Only a few (14.6%) respondents believe that accessibility of visitors to the university residence is restricted.



Figure 4.11: Is there easy accessibility to visitors at the residence?

Respondents who indicated “YES” for feeling safe on campus gave the following reasons as indicated in Figure 4.12

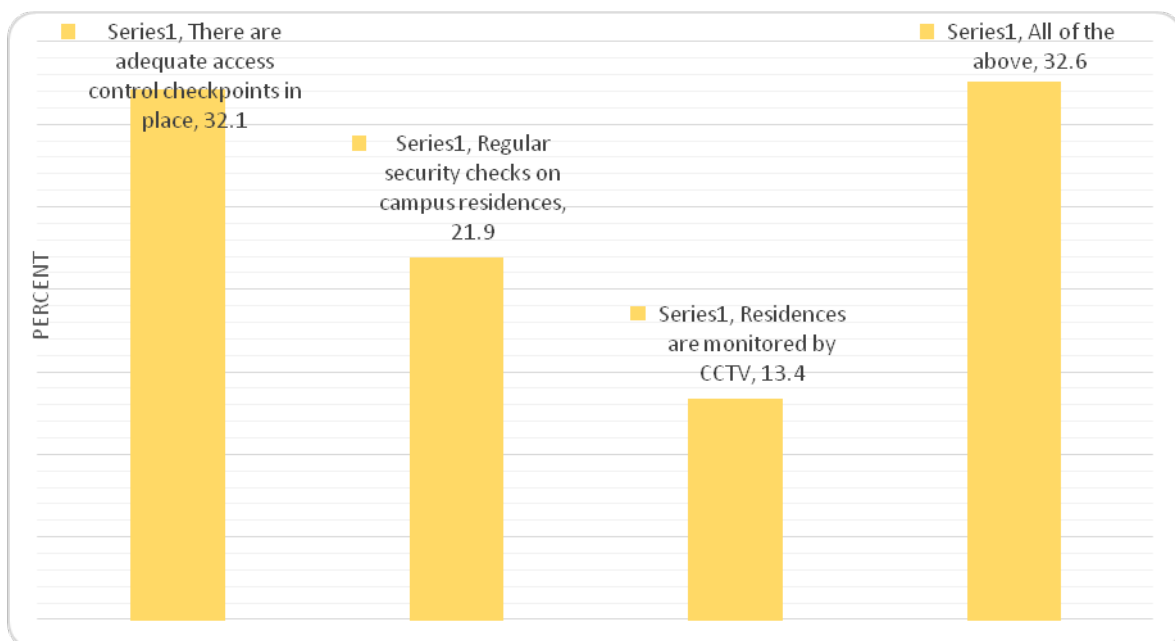
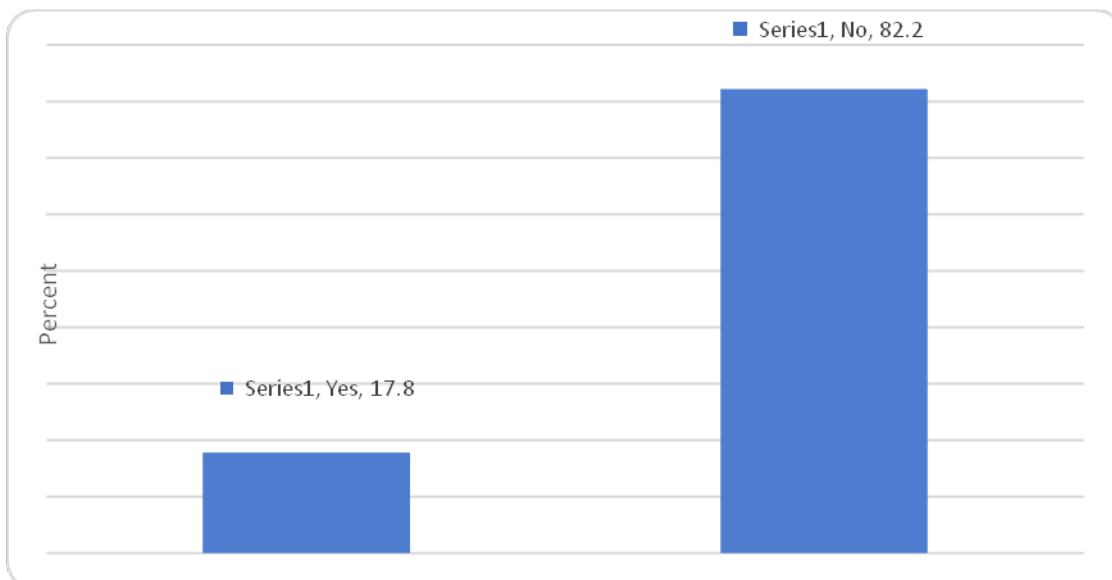


Figure 4.12: For those that answered “Yes”, the following reasons were given

From those who responded “YES” to the security on campus, 32.1% indicated there are adequate checkpoints to control access to the university residence. Moreover, 32.6% believed it was a synergistic effect of adequate control checkpoints, regular security checks on campus and CCTV monitoring in residences. In view of this, students who responded “YES” perceive campus as a safe place given these reasons.

In addition, the study further assessed the number of times students have been victim to crime on campus. Figure 4.13 indicates the data for the crime victims on campus.

Figure 4.13: The figure below indicates whether respondents were a victim of crime



From the above figure, it is indicated that majority of the respondents had not been a victim of crime (89.2%, $p < 0.0001$). This shows that although the majority of students do not feel safe on campus, most of them have not also been a victim of any crime. This indicates that students perceive the possibility of falling into crime attack should it happen on campus. The surveillance of CCTV and check points may also make the occurrence of such incidence to be seldom or prevented.

Due to the insecurity issues and the possibility of such crimes on campus, the study inquired from students their request for a totally safe environment on campus. Figure 4.14 indicates the requests by the students.

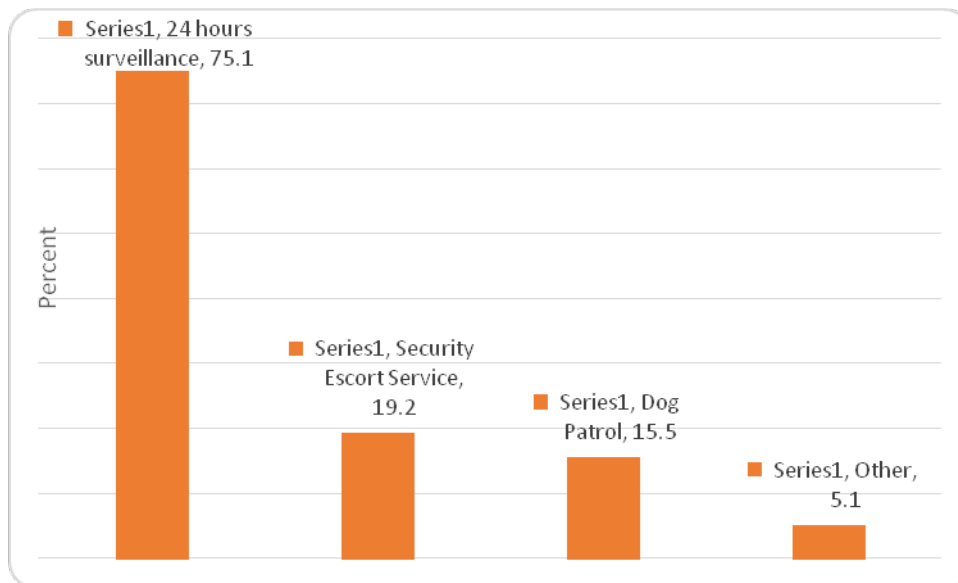


Figure 4.14: Student requests on Security issues

There was a significant number of respondents (75.1%, $p < 0.0001$) who requested a 24 hour surveillance on campus to ensure maximum security. Again, 19.2% requested a security escort, whereas 15.5% requested dog patrol. This finding is an indication that most students would prefer effective, 24 hour surveillance by security personnel and CCTV cameras to ensure their safety.

Safety and security of campus has a tremendous impact on quality academic output. Current studies indicate a potential rise in crime on campuses as student enrolment for higher education increases (Collins, 2016). Again, it is the responsibility of the university management to ensure the safety of students on campus. It is a very crucial point for the quality outcome that students expect. In the study, though a high number of respondents do not feel secure, there is a great need for the management of the university to take a critical look for interventional policies. A study conducted indicated that insecurity in universities in South Africa is a major concern. Entry of visitors who may be guests to the students or staff is of great concern since this has contributed to serious crime rates in other universities (Badat, 2016), hence the need for intervention at UKZN.

Finally, whether or not students would recommend university accommodation to friends, family and prospective students, 75.1% of the respondents were of the view that they would still recommend university accommodation to friends, family and prospective students, whereas 24.9% would not recommend university accommodation.

Table 4.7: Would you recommend university residence accommodation to friends, family and prospective students?

	Frequency	Percent
Yes	335	75.1
No	111	24.9
Total	446	100.0

From the aforementioned issues, it could be derived that students who would recommend university accommodation to family, friends and prospective students may do so because of the easy access to facilities and resources and not necessarily due to security issues.

4.9 HYPOTHESIS TESTING

The traditional approach to reporting a result requires a statement of statistical significance. A **p-value** is generated from a **test statistic**. A significant result is indicated with " $p < 0.05$ ". These values are highlighted with a *. A second Chi-square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns). The null hypothesis states that there is no association between the two. The alternate hypothesis indicates that there is an association.

In this study, all values (p-values more than 0.05) do not have a significant relationship, whereas those with p values less than 0.005 ($p < 0.05$) are statistically significant.

4.10 BINARY LOGISTIC REGRESSION

A binomial logistic regression (often referred to simply as logistic regression), predicts the probability that an observation falls into one of two categories of a dichotomous dependent variable based on one or more independent variables that can be either continuous or categorical.

None of the biographical factors significantly affect the dependent variable “*Would you recommend university residence accommodation to friends, family and prospective*”

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Gender(1)	.147	.226	.421	1	.517	1.158	.744	1.803
Race			1.042	3	.791			
Race(1)	.104	.536	.038	1	.846	1.110	.388	3.175
Race(2)	-.993	1.206	.678	1	.410	.370	.035	3.934
Race(3)	-20.082	17786.686	.000	1	.999	.000	.000	.
I am a student at			2.653	4	.617			
I am a student at(1)	.093	.349	.071	1	.789	1.098	.554	2.174
I am a student at(2)	.318	.296	1.156	1	.282	1.375	.770	2.456
I am a student at(3)	.071	.412	.030	1	.863	1.074	.478	2.410
I am a student at(4)	.555	.388	2.044	1	.153	1.742	.814	3.728
Level of Study(1)	.170	.420	.165	1	.685	1.186	.521	2.699
I am a student at UKZN for:			5.770	3	.123			
I am a student at UKZN for:(1)	-.330	.820	.162	1	.687	.719	.144	3.586
I am a student at UKZN for:(2)	.660	.645	1.047	1	.306	1.934	.547	6.847
I am a student at UKZN for:(3)	.015	.628	.001	1	.981	1.015	.296	3.478
Constant	-1.969	.790	6.218	1	.013	.140		

- a. Variable(s) entered on step 1: Gender, Race, I am a student at, Level of Study, I am a student at UKZN for:.
(Last categories are reference categories)

students?” The odds ratios [exp(B)] are also not very significant with a couple having values different from 1. For example, the odds of a PMB in full student recommending living in a residence is 1.742 compared to that of a Westville student, as indicated below.

4.11 Summary

The results elaborated above indicates an unsatisfactory level of students in the current University residence system at UKZN. Access to accommodation and adequacy of the accommodations have been highlighted as issues that are of great concern to students. General security and services of the university staff are also areas that needs much attention so far as the views of students are concerned. The next chapter, chapter 5, concludes the entire study and offer some recommendations to ensure good residency policies of the university for optimum academic output.

CHAPTER FIVE

GENERAL CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the general conclusions and recommendations based on the empirical study. The main focus of the study was to examine the various challenges pertaining to student accommodation of institutions of higher learning with much emphasis on the institutional perspective of the University of KwaZulu-Natal (UKZN). Pursuant to this focus, the study evaluated the quality of accommodation, accessibility and adequacy of accommodation as well as the security issues in the university student residence.

Chapter one provided the general overview of the entire study by giving a background to the study and also highlighting the problem statement together with a breakdown of the research aim and objectives which needed to be addressed. Chapter two highlighted the literature review that served as the backbone of the necessary information to the reader. It examined the general scope of accommodation issues at various university residences in journals and various publications together with other resources essential for the study. Chapter three emphasized the various methods and processes adopted in the study to achieve the required objectives, as well as the analytical tools used in the analysis of the study. Chapter four presented the analysed data and discussed accordingly. This final chapter (chapter five) as the concluding chapter, presents the general conclusions and recommendations originating from this study.

5.2 GENERAL CONCLUSION

The study drew respondents from the five main campuses of the university with more respondents residing at the Westville campus. The study indicated that most of the respondents were on on-campus residences, with the majority of them being undergraduate students in the age bracket of 18-22 years. There were generally more females than males, and more Africans than all the other races in South Africa.

On matters relating to the quality of accommodation, students were generally not satisfied with the quality of university residence at UKZN. The dissatisfaction was mainly due to the poor and inefficient quality of services rendered by the management of university residences. Notable among them was the untimely manner management responds to the needs and concerns of students residing in the halls of residence.

On matters relating the accessibility and adequacy of student accommodation, the study found that although most students would prefer on campus residence to off-campus residence, most students face challenges in securing university accommodation. Again, students would like to be on campus residence due to the easy accessibility of resources such as the library and free transportation services as well as the free Wi Fi connections on campus. Most students therefore hold the view that it is the right of the University to provide accommodation to all students admitted into the university, though quite a number indicated a shared responsibility on the part of the university and the individual to secure accommodation.

On issues pertaining to the security, safety and health issues of the University residence, most students indicated that they do not feel safe on the university campus residence due to the unrestricted and easy accessibility of visitors and guests to the halls of residence. Again, students expressed their concern pertaining to the inadequate 24-hour CCTV surveillance on campus to check crime activities. Although most students have not been victims of crime attacks, they generally felt unsafe because they felt that the university had inadequate security resources to tackle any threat of crime should anything happen. However, few students had been victims of crime attacks on campus.

From the empirical data, there is an indication that most students would like to occupy university halls of residence for accommodation; however, there is generally Inadequate accommodation in the university residence with respect to the ever- growing number of students in higher education. Most of these students go through several challenges in securing University residence accommodation. Security issues are of great concern to the respondents of the study. All these factors impact on the environment which is meant to ensure good quality academic output.

5.3 RECOMMENDATIONS

The following recommendations are made based on the empirical study and also in line with the objectives and aims of the study:

1. Higher learning Institutions must take into account the ever-growing population in their institutions and provide accommodation prior to admission. Higher learning institutions should not only be interested in educating individuals and awarding certificates but must be able to consider the welfare of the students in terms of their accommodation prior to and during admission. As far as possible, Universities should take into consideration the number of applicants qualified for a particular field of study in relation to the available accommodative resources available before admitting students. In cases of incapacitation, the University must inform the prospective students of the various challenges of accommodation before final admission. This is to inform the prospective student beforehand to make necessary arrangement for off-campus residence, should he or she not gain access to university accommodation.
2. Universities should ensure that services at the halls of residence are of a high standard: services should be delivered efficiently and in a timely manner. The management of the university as well as the halls of residence should ensure that quality of life through these services delivered to students occupying such facilities is improved. This ensures that students have a sound mind to study and participate fully in academic affairs to ensure high quality output. Managers, hall mothers and matrons must be given the necessary training by the university authorities to ensure good quality delivery of services.
3. Safety and security issues on campus must be a priority to University management. Security issues and safety measures must be put in place to ensure the safety of every student admitted into the university. This includes restricting access of unknown visitors and guest into the halls of residence. Strict security checks must be put in place to ensure that everyone moving into and from the university residence is thoroughly checked and inspected especially visitors without institutional identity

(ID). Moreover, 24-hour CCTV surveillance should be put in place at all vantage points to ensure that all activities in the residence are monitored, especially outside the rooms of the students. Again, security men and women must be frequently trained and updated on current issues of security interest in order to keep themselves abreast with the current trends of security issues especially on university campuses. All these measures will ensure that students have 24-hour freedom of movement to study at any time they feel like doing so. In addition, adequate street lights must be installed on all roads to endure safety when walking at night. At Institutions of higher learning like the tertiary institutions, especially UKZN, students have rights of moving any time to lecture halls and the library to study, so to ensure their safety especially at night, street lights will be very effective to prevent crime attacks. All these measures will make the students have a conducive environment for an optimal academic output.

4. Universities should consider Outsourcing of Contracts to private parties. Since in most cases, the funds received by the universities are limited by their numerous budget and therefore may not be able to build more rooms for student accommodation, the university could consider going into contract agreement with various Estate agencies to help put up enough structures to accommodate students to ensure adequate accommodation for all students admitted.

5.4 CONCLUSION

Accommodation issues in higher institutions are of great concern in this era of ever-increasing number of people who want to attain higher learning. Universities are not only in the business of educating and awarding certificates to individuals but are also responsible for the general welfare of students, which leads to their efficient academic output and an acceptable quality of life while at university.

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APPENDICES
APPENDIX I QUESTIONNAIRE

2/12/2016

Challenges of Student Accommodation at Institutions of Higher Learning: with particular reference to UKZN

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Challenges of Student Accommodation at Institutions of Higher Learning: with particular reference to UKZN

1. Age

- <18
- 18-22
- 23-27
- 28-32
- >32

2. Gender

- Male
- Female

3. Race

- African
- Coloured
- White
- Indian
- Other

4. I am a student at

- Edgewood Campus
- Howard College Campus
- Medical School Campus
- Pietermaritzburg Campus
- Westville Campus

5. Level of Study

- Undergraduate
- Postgraduate

6. I am a student at UKZN for:

- 1 year
- 1-3 years
- 4-6 years

- 6 years

7.a I am a residence student

- On-campus university residence
 Off-campus university owned residence
 Off-campus leased residence
 Off-campus privately owned residence

7.b If off-campus resident student, do you travel by

- University transport
 Public transport

8. Did you experience challenges in securing residence accommodation

- Yes
 No

9. Are you satisfied with the quality of living conditions in the university residences

- Yes
 No
 Neutral

10. If answered NO in Question 9., state reasons

11. Do you believe that the university should provide residences for all out of town students?

- Yes
 No

12. Why did you choose to live on campus?

- Safe and conducive environment
 Easy access to university resources
 Convenient and no travel expenses
 All of the above

13. Do you feel safe on the campus

- Yes

- No
 Neutral

14. Since you have answered YES, what makes you feel safe

- There are adequate access control checks in place
 Regular security checks on campus residences
 Residences are monitored by CCTV
 All of the above

15. Since you have answered NO to the previous question, why do you feel unsafe?

- Security staff are seen but appears to do nothing
 Too many outsiders visit campus residence
 Insufficient ID check carried out by security
 All of the above

16. Are there residential support programmes for students

- Yes
 No

17. If Yes, would you attend and participate in these programmes

- Yes
 No

18. Is there easy accessibility to visitors at the residence

- Yes
 No

19. Have you been a victim of crime?

- Yes
 No

20. If YES to the above would you like to see more changes to management systems of control checks in:

- Accessibility
 Visible security presence
 Additional CCTV cameras
 Other:

21. For safety and security reasons, would you prefer

- 24 hrs surveillance
 Dog Patrol
 Security Escort Service

Other: _____

22. Are you satisfied with the services in the university residences

- Yes
 No

23. Do you believe that on-campus accommodation is an advantage

- Yes
 No

24. If YES, please tick the following option/s

- Conducive environment to study
 Easy access to the library
 Easy access to the lecture halls and lan service
 Access to cafeterias
 Other: _____

Do you believe that living off-campus has an advantage to student life

- Off-campus accommodation is freedom
 Easy access to social life, restaurants, night clubs
 Free to study when you feel like
 When bored, walk in the town
 All of the above
 Other: _____

26. Do you believe the services received by the residence managers, matrons and house mothers are:

- Efficient
 Neutral
 Inefficient

27. If answered that the service was inefficient, was this because

- Staff were incompetent
 Staff not trained to assist you
 Delays in dealing with your request
 Staff are lazy to assist you
 All of the above

28. Do you believe

- Staff were helpful
 staff were knowledgeable
 staff were competent

all of the above

29. University accommodation is my right and believe that:

- It is strictly my responsibility to receive accommodation
- It is strictly the university's responsibility to find me accommodation
- It is a shared responsibility
- Other

30. Would you recommend university residence accommodation to friends, family and prospective students:

- Yes
- No

31. If the answer is NO, state reasons

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APPENDIX II- LETTER OF INFORMATION



PG 4a

LETTER OF INFORMATION

Title of the Research Study: Challenges for Student Accommodation at Institutions of Higher Learning; with particular reference to UKZN

Principal Investigator/researcher: Pamela Adams- National Dip. PUBLIC ADMINISTRATION (MLST); National Higher Deip. PUBLIC MANAGEMENT and ADMINISTRATION (MLST); Higher Dip. PUBLIC MANAGEMENT (TSA); POST GRADUATE DIPLOMA- Leadership and Management (UKZN)

Co-Investigator/supervisor/s: Professor Ahmed Sadeq Adam – BA (UDW);MPA(UDW);D Phil (UDW)

Brief Introduction and Purpose of the Study: The research study explores the challenges of student accommodation at institutions of higher learning. The provision of accessible, safe, quality and academically conducive student accommodation in South African Universities is imperative to the quality of the higher education system and its success to students. Many South African universities have faced increased challenges of student accommodation at the beginning of the academic year. There is an increased demand for student accommodation on campus and executive management at most institutions have been under pressure to accede to the student's demands and ultimatums. Much of the recent provision of off-campus student accommodation has been unplanned. Consequently questionable lease agreements and public-private partnerships result in certain risks borne by the institution that and not the provider of the accommodation. In some instances accommodation is located in unsafe areas posing social problems for students. Universities in South Africa face numerous challenges with regards to student accommodation.

Outline of the Procedures: Questionnaires will be issued to the participants which will take about 15 minutes to be completed, no further intervention will be required.

Risks or Discomforts to the Participant: No risks to participants.

Benefits: It is anticipated that the finding and recommendations would assist Higher Education Institutions with the ongoing problem situation of challenges of student accommodation and serve as a catalyst for future policy-making.

Reason/s why the Participant May Be Withdrawn from the Study: There will be no adverse consequences for the participant should they choose to withdraw)

Remuneration: No monetary remuneration.

Costs of the Study: No cost involved

Confidentiality: Confidentiality is guaranteed by virtue of written consent and names of participants will remain anonymous and not divulged to third parties.

Research-related Injury: No risks involved in the study only questionnaire to be completed to gather data.

Persons to Contact in the Event of Any Problems or Queries:

(Professor AS Adam- supervisor on 0837860683) Please contact the researcher (0834143682), my supervisor or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g. isiZulu.

APPENDIX III – CONSENT

PG 4a



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, **Pamela Adams**, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: **to be confirmed**
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____ /
Full Name of Participant Date Time Signature
Right Thumbprint

I, Pamela Adams herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Pamela Adams
Full Name of Researcher Date Signature

Full Name of Witness (If applicable) Date Signature

Full Name of Legal Guardian (If applicable) Date Signature

APPENDIX IV – STATISTICIAN DECLARATION FOR CONSULTATION



STATISTICIAN DECLARATION FOR CONSULTATION:

I, **Deepak Singh** have read **Ms Pamela Adams's** Master's proposal (student no: **19550140**) and given her appropriate recommendations.

I will be assisting Ms Adams with her analysis.

Signed.....

..... Date **10 February 2016**

APPENDIX V- PERMISSION LETTER FROM UKZN



6 July 2015

Ms Pamela Adams
c/o Corporate Relations
Westville Campus
UKZN
Email: adamsp@ukzn.ac.za

Dear Ms Adams

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Challenges for student accommodation at Higher Learning Educational institutions in SA. A study from an institutional systems perspective with special reference to the University of KwaZulu-Natal (UKZN)".

It is noted that you will be constituting your sample with a request for responses on the website. The questionnaire must be placed on the notice system <http://notices.ukzn.ac.za>. A copy of this letter (Gatekeeper's approval) together with the ethical clearance must be simultaneously sent to govenderlog@ukzn.ac.za or ramkissoonb@ukzn.ac.za. You are not authorized to distribute the questionnaire to staff and students using Microsoft Outlook address book.

Please ensure that the following appears on the questionnaire/attached to your notice:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

Please note that the data collected must be treated with due confidentiality and anonymity.

Yours sincerely,

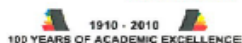
MR BAATILE POO
REGISTRAR (ACTING)

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

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Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville