Research Article

SATISFACTION OF STUDENTS' LIVING ENVIRONMENT BETWEEN ON-CAMPUS AND OFF-CAMPUS: THE CASE OF UNIVERSITY OF CAPE COAST

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Abstract

Despite the fact that the provision of students' living environment is paramount for sound academic performance in universities, little is known about how students feel about the environment they lived in. The present study analysed the students' satisfaction with the residential living environment of the University of Cape Coast. The descriptive research design was employed to collect data among randomly selected 100 participants. The study revealed that the nature of the students' living environment is not favourable for them in the UCC. The study also found that there are factors that influence students' choice of their living environment at the University. The study again revealed that the students' living environment has both positive and negative influences on students in the university. Recommendations are given in the concluding section of the paper.

Keywords: Satisfaction, Residential, On-campus, Off-campus, Environment.

INTRODUCTION

In recent decades, enrolment of students has increased rapidly in Ghana (Akyeampong, 2009). The rapid expansion in students' numbers has not been matched with a corresponding increase in the provision of student accommodation. The establishment and development of student housing is a challenge for many universities in Ghana as a result of the continuing extension of higher education institutions and rising student numbers. The Higher Educational Institutions (HEI) that provide accommodation facilities in Ghana generally have few vacancies, and each year, the number of applicants exceeds the available accommodation (Kwapong, 2007), The majority of the student population rents accommodation in the private hostel market. Questions related to the housing situation of students have indeed become an issue for both public and professional considerations (Ismail, 2010). The issues of housing in the universities are of great concern to stakeholders in the institution whether the on-campus living environment is more appropriate than the off-campus living environment and vice versa as far as the student housing situation in the institution is concerned (Muslim, Karim, and Abdullah, 2012).The various arguments put across appears that none is better than the other. Based on the existing literature, this study is worth to be undertaken to know the satisfaction of students' living environment between on-campus and off-campus settings at the University of Cape Coast. The University of Cape Coast as a higher institution has an established Student Residential Policy of "in, out, out, out" where undergraduate students upon their admission are housed for a period of one year and then are expected to relocate into private hostels of their choice for the remaining three years of their study. The reality on the ground, however, is that it has not always been the case, as some students still remain in the university halls (on-campus) while others move to the private hostel (off-campus).

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The reason for these choices is not evidently established. It is, therefore, necessary to explore and ascertain the choice of students when it comes to the living environment in the University of Cape Coast. The purpose of the study is to explore the satisfaction students derived from both on-campus and off-campus accommodation before making the choice of living in such a housing environment at the University of Cape Coast (UCC). The study was guided by the following research questions

1. What is the nature of the on-campus and off-campus living environments in the University of Cape Coast?
2. What influences the choice of living environment by university students?
3. What is the positive or negative impact of on-campus and off-campus of students' living environments on students' academic performance?

The results from this study will be beneficial to the various stakeholders who are much concerned about the housing situation of students in the university. It is anticipated that the University community and stakeholders of education will use the results from the study to make informed policies to help solve the problems in the students' housing situation at the University of Cape Coast. The first to benefit from the study will be the University since it is responsible for ensuringa conducive environment for students to learn for the purpose of academic excellence in the school. The University may apply the results to determine which of the living environment for students is conducive and to make more provisions for such housing facilities for students' comfort ability. Students could also benefit from the study by knowing which of the living environment is more conducive with less negative implications on them so as to make good use of such living environment in the institution. Another stakeholder to benefit from the study will be the parent because they consider the university living environment to be the second home for their children, therefore, having good knowledge about the living environment from this study will help them to choose the

appropriate housing system for their children to live in. These stakeholders will have access to the research findings through town hall meetings, seminars, conferences, journals, libraries, and media discussions.

LITERATURE AND REVIEW

Concept of students' living environments

Student housing, on the basis of locations, can be categorized into two types, living 'on-campus' and living 'off-campus'. Location in the Higher Educational Institutions (HEIs) premises is regarded as on-campus student housing and in some literature are referred to as 'hall of resident (resident-hall). On the other hand, off-campus student housing refers to housing units located outside the HEIs premises which some literature called it 'non-resident hall'. In their respective studies, Li, Sheely and Walen (2005), Muslim, Karim and Abdullah (2012), Nimako and Bondinuba, (2013) and Garg, Gupta and Jha (2014) supported this categorization by saying student housing consists of two types of accommodations, living off-campus residence and living on-campus residence. This simple definition is particularly focusing on the location of student housing irrespective of ownership and management. From another perspective, Turley and Wodke, (2010) in their attempt to describe student housing types said there are two sets of students living: - students living on-campus in a residence hall and students living in 'private' off-campus apartments. Similarly, Najib, Yusof and Tabassi (2015) explained further that ordinarily on-campus student housing is built in the campus environment, supervised and 'owned' by the HEI, and grants restricted freedom for the students. Meanwhile, off-campus student housing is built and 'owned usually by private investors' outside HEI campus or premises. Najib, Yusof and Tabassi (2015) agreed with Turley and Wodtke, (2010) by attaching ownerships of the two sets of student housing where they argued that off-campus is usually owned by private individuals while on-campus is owned by HEI and equally in their respective locations. Many scholars have particularly referred to students who live on-campus as residence halls students and off-campus students as non-resident hall students (Bannin and Kuk, 2011; Garg *et al.,* 2014, Khozaei, Amole, Hassan and Khozaei 2010c and Muslim *et al.,* 2012a).

On-campus living experience

Research on the impact of on-campus living satisfaction on student development has consistently shown that students' chances of persisting to graduation are greatly improved by living on campus and having a positive living and learning experience. Students that have a positive experience are more likely to see their program through to completion and have increased satisfaction with their overall university experience (Jamelske, 2009). The following studies demonstrate that while on-campus living may look and feel the same in many places, the way the program is viewed and experienced by the students can be different. Thomsen (2008) opined that convenience, independence, security, and privacy were perceived as advantages, although visitation restrictions, rules, and noise were perceived as negative elements of living in the on-campus environment. Thomsen (2008) examined students' satisfaction with their current living arrangements in the on-campus housing whether they plan to live on-campus or they plan to move off-campus for next year. Thomsen (2008) found

that the following six items were significant, positive predictors of returning to the on-campus housing the following year: (a) ability to be on a dining plan; (b) leadership opportunities, (c) location close to campus, (d) ability to choose where to live, (e) academic support available, and (f) high-speed Internet connection. The influence of on-campus Student Housing Facilities (SHF) on the well-being and learning experience of university students has been a topic of interest for researchers and universities for decades (Khozaei, Hassan and Khozaei, 2001; Rinn, 2004). Researchers have discovered that SHFs have a significant impacton students (Cross, Zimmerman and O'Grady, 2009). For instance, Lanasa, Olsen and Alleman, (2007) and Araujo and Murray, (2010) argue that apart from the classroom or classroom-related activities', SHF's might influence the behaviour, growth and study performance of students. Furthermore, SHF's could: enhance the integration of students, who might otherwise find it difficult to integrate in big cities or big institutions; promote diversity and foster unity; provide an environment that stimulates intellectual development by allowing for easy interaction with fellow peers; make students see studying as their main occupation and also provide a community setting (Banning and Kuk, 2011; Department of Higher Education and Training, 2011). Living-learning centers on-campus havea positive influence on student intellectual development and will likely perform better than students who live off-campus where such engagement is not found. Turley and Wodtke, (2010) reaffirmed the positive significance of an on-campus living-learning programme on students' performance that 'recognizing the need to provide a residential context that promotes scholastic success.

Off-campus living experience

Living off-campus means living outside the campus whereby the students are unable or choose not to occupy student accommodation provided by the universities whether in on-campus or off-campus student housing. Thomsen (2008) found the following results that are related to students' prospects to living off-campus. Demographic characteristics that significantly predicted a higher possibility of living off-campus was male gender. Significant positive reasons for students intending to live off-campus were: (a) ability to cook meals, (b) length of lease/contract, among others Significant negative predictors for students' preference to live off-campus next year included: (a) the ability to be on a dining plan, (b) leadership opportunities, (c) academic support available, others (Thomsen, 2008). In the private housing market, students will live in any type of housing unit that is available in their HEI neighborhood as an option due to low level of student house supply. Students have to live in any type of house available such as family housing apartments, condominiums and studio houses. This is more common in areas where there are no purposely built student houses which compelled students to depend on any housing type readily available for them. Onwong'a, (2012) in a study in Kenya found that the majority (70%) of student-occupied houses are converted from family residential houses to hostels and only 30% are designed as student houses. These show that as students fly into the HEI neighborhood scouting for renting housing, any type of available housing will be used as there is no readily available purposely built student housing. Living in off-campus housing gives students a chance of attaining independence toward their personal development. This is because they are not under the control of either parents or institutions' rules and regulations

but are more or less on their own freedom and independence. To some young students, this freedom offered by off-campus student housing is an opportunity for them to attain and enter the adulthood life cycle in the absence of their parents or guardians and institutional restrictive regulations with no one looking over their shoulders. Suffice to say, what facilitated the freedom is the absence of rules and regulations as Donaldson, Benn, Campbell and Jager (2014) reported that 'Off-campus student accommodation provides students a way to live an independent lifestyle where they are mostly free from house rules and regulations. Students living in off-campus housing, often, are challenged by so many problems which make their comfort in the housing environment far from reach. In this respect, Muslim *et al.* (2012) observed that living in off-campus student housing is more challenging than staying on–campuses. This will directly or indirectly have an impact on students' daily life such as their housing comfort, convenience, safety and academic progress. Problems faced by students living in off-campus accommodation is not only insufficient housing supply in the private market but include the poor provision of needed facilities for conducive learning or else the facilities are not in good functional conditions, far distance to the campus, high cost of renting and in some cases, apparent insecurity where students become vulnerable to criminal attacks Onwong'a, (2012).

Conceptual framework

The conceptual framework that helped to understand the issues of satisfaction of students' living environment of both on-campus and off-campus is the student quality of accommodation in the institution.
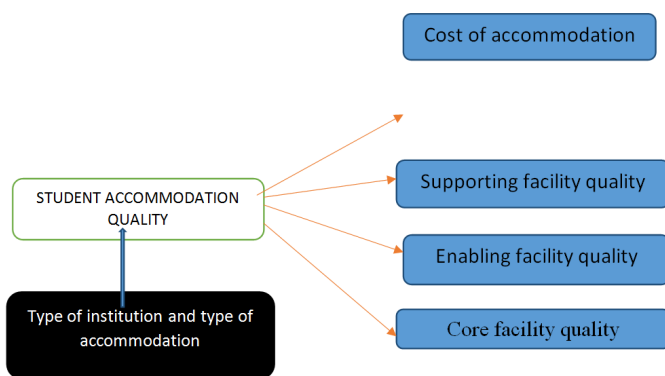
Figure 1. Conceptual Framework of Student Accommodation Quality (researcher's construct 2021)

In the context of a student hostel or hall of residential accommodation, the core service refers to the most basic reason for renting a student accommodation. Thus, the core service will include such things as the bedroom, toilet and bath facilities since these appear to be basic services that a student seeking an accommodation facility to rent would have to consider probably first. According to Normann (1991), ''the core service is the basic reason for a firm to be in the market. It represents the firm's basic competency in creating value with and for the client. It represents a complex set of benefits which may be difficult to analyze because some are physical, some are psychological and others are emotional'' (p: 46). Apart from the core service, the service product also consists of other supplementary services. Supplementary services have been variously described as auxiliary services by Grönroos (1990), peripheral by Normann (1991) and supplementary services by

Lovelock and Wirtz (2007). Supplementary or customer services may include logistics services, advice, installation and upgrades. Additionally, Grönroos (1990) subdivides supplementary or peripheral services into enabling (facilitating) and enhancing (supporting) services. Facilitating services (and goods) are those which are necessary for the core service to take place. Supporting services (and goods) do not facilitate the delivery of the core service but create added value for the client.

MATERIALS AND METHODS

This section of the research elaborates on the methods that were used in undertaking the study. This includes the research design, population of the study, sample size and sampling procedures, research instrument, data collection procedure, validity and reliability, field challenges, ethical considerations, and data analysis.

Study Area

The University of Cape Coast is one of the rare sea front universities in the world. It was established in October 1962 as a result of a recommendation of an international commission appointed by the Ghana Government in December 1960 to advise on the future of University Education in the country and the possibility of establishing a third university at Cape Coast. The college was formally inaugurated on December 15, 1962, and placed in a special relationship with the University of Ghana. The university is operated under five (5) colleges and eighteen (18) faculties/schools including the School of Graduate Studies. The student population of the University at the end of the 2019/2020 academic year stood at 84,484 (UCC Policy Document, 2021). The University of Cape Coast is currently ranked number one University in Ghana, number one University in West Africa, among the top five universities in Africa, number one University globally for research influence number one out of the 138 new entrant universities in the world University Ranking-2022 and ranked among the top 350 Universities Globally (UCC Policy Document, 2021).

Research design

According to Erchul and Sheridan (2014), a research design is an overall plan for relating the conceptual research problem to relevant and practicable empirical research. The research design provides a plan or framework for data collection and its analysis. The aim of the researcher is to give the correct picture of reality as possible by combining and analyzing empirical data in relation to theory. In research work or study, different approaches exist for the researcher to use in investigating the problem but this study will use a descriptive survey design for the study. The descriptive research design was employed in this study because of its relevance in the field of education and it also helps in the collection of data and analysis of the information in order to answer the research questions. Descriptive research specifies the nature of a given phenomenon. It determines and reports the way things are. Descriptive research thus involves collecting data in order to test a hypothesis or answer a research question concerning the current status of the subject of the study (Gay, 1992). The population for the study was the continuing student level 200, level 300, and level 400. The sample size used for the study was 100 students that were randomly selected for the entire population using the simple random sampling technique.

Instrument

The instrument used in the study was the questionnaire. Nwadinigwe (2002) points out that the questionnaire is the most popular and commonest means of data collection instrument and that its popularity lies in the fact that it is simple to construct. A questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2001). A well-developed closed-ended questionnaire was administered based on the research questions to solicit views on the satisfaction of students living environments on-campus and off-campus. The instrument helped gather the views of students on the problem under study.

Data Collection Procedures

A questionnaire was administered to randomly selected participants for the study. In order to ensure a high return rate and also to clarify the meaning of some items to the members, the questionnaires were administered by the researcher. The researcher first called the respondents to inform them and also to establish a good rapport with them before the actual date of the data collection. The researcher used the questionnaire to gather data from the respondent. The data gathered were managed using SPSS software for capturing and cleaning the data. Thereafter, the data gathered was analyzed using various statistical tools of descriptive analysis such as frequency and percentages.

Ethical Considerations

The consent of respondents was sought before administering the research instrument. No respondent was forced to participate against their will. In order to ensure confidentiality and anonymity, participants were not allowed to write their names or other details such as school registration numbers or telephone numbers among others.

RESULTS AND DISCUSSION

This section discusses the research results based on the research questions of the study.

Demography of the respondents

The demographic summary of the characteristics of the respondents is presented in Table 1.

Table 1. Demography of respondents

Variable	Value	Frequency	Percentage (%)
Gender	Male	46	46.0
	Female	54	54.0
Age	20 - 25	62	62.0
	25 – 30	33	33.0
	30 and above	5	5.0
Level	Level 200	42	42.0
	Level 300	33	33.0
	Level 400	25	25.0
Halls of affiliation	Valco	21	21.0
	Adehye	11	11.0
	Atlantic	15	15.0
	Casford	15	15.0
	Oguaa	23	23.0

Source: Fieldwork, 2021.

From Table 1, the respondents are both male and female with females representing 54(54.0%) and males 46(46.0%) which shows that female students were more in the study than males. Again from the table, the respondents' age ranges from 20-25, 25-30, and 30 and above. Ages from 20-25 represent 62(62.0%), 25-30 represent 33(33.0), and 30 years above 5(5.0%) which indicates the age range of 20-25 represents the majority of the age range in the study. The table also indicated the hall of affiliation of the respondents. Oguaa hall represented 23(23.0%), Valco Hall with 21(21.0) respondents, ATL (Atlantic Hall), Casford, and KNH (Kwame Nkrumah Hall) with equal participants of 15(15.0%), and Adehye Hall having 11(11.0%) participants. The result shows that Oguaa represented the majority of respondents that took part in the study while Adehye Hall had the least representation with 11 respondents. The table also shows the various levels of respondents that took part in the study. From the table level 200 represent 42(42.0%), level 300 represents 33(33.0%) and level 400 representing 25(25.0%). This indicates that level 200 participants were more and level 400 were the least that took part in the study.

Research Question One: What is the nature of the on-campus and off-campus living environments at the University of Cape Coast?

This section represents the respondents' ideas about the nature of the on-campus and off-campus living environment at the University of Cape Coast. A questionnaire was used for the data collection. Items of YES and NO were used. Respondent's responses were represented in Table two. From table 2, the respondents expressed their views on the nature of the living environment at the University. From Table 2, the responses provided by the participants' majority of them disagree with the items regarding the nature of the living environment. For example, 63(63%) said no to the item that, the living environment has a good internet connection, 62(62%) also said no to the item of the environment having modern facilities, 59(59%) said No that there is good furniture in the living environment. However, from the table, some of the participants said Yes to some of the items. For example, 69(69%), agreed that the living environment has a good hygienic condition and 64(64%) believed that the living environment has adequate utility. The matter of student housing has been addressed from a number of viewpoints. Disciplines such as urban development and planning, geography, and housing policies are concerned with issues associated with the student community, as it has been witnessed that a high concentration of student residents in specific areas has effects on these urban neighborhoods(Sabri and Ahmad Nazri, 2009; Smith and Denholm, 2006),as for instance, on the social cohesion. Other matters are related to questions on how to adapt students and what is appropriate housing for these provisional residents. The type of housing, the standard and the architectural design are important issues in this context. To understand what students consider to be suitable and satisfactory housing, there is the need to investigate their points of view.

Research Question two: What influences the choice of living environments by students on campus in the University of Cape Coast?

This section represents the respondents' view on what exactly influences their choice of the living environment at the University of Cape Coast.

Table 2. Nature of on-campus and off-campus living environment at the University of Cape Coast

Question	Yes	No	Percentage (%)
The environment with good internet connection	37(37%)	63(63%)	100
The rooms are spacious	49(49%)	51(51%)	100
Good furniture in the rooms	41(41%)	59(59%)	100
The living environment with recreational facilities	44(44%)	56(56%)	100
Accommodation with adequate utility	64(64%)	46(46%)	100
An environment with modern facilities	38(38%)	62(62%)	100
An environment with good hygienic conditions	69(69%)	3131%)	100

Source: Fieldwork 2021

Table 3. Influences of the choice of living environments by students on campus

Question	Yes	No	Percentage (%)
Because of the security level in the living environment	71(71%)	29(29%)	100
The cost of accommodation	88(88%)	12(12%)	100
Utility cost of the living environment	72(72%)	28(28%)	100
Availability of utility in the living environment	69(69%)	31(31%)	100
The proximity of the living environment to campus	68(68%)	32(32%)	100
Socialization factors about the living environment	58(58%)	42(42%)	100
Attainment of independence in the living environment	68(68%)	32(32%)	100
Academic support is available for students in the Environment	55(55%)	45(45%)	100
Influence of leadership style in the environment	55(55%)	45(45%)	100
Because of internet connectivity	55(55%)	45(45%)	100
Adequate space in the living environment	70(70%)	30(30%)	100
Ability to study in the environment you live	88(88%)	12(12%)	100
Accessibility of school resources in the environment	70(70%)	30(30%)	100

Source: Fieldwork 2021

A questionnaire was used for the data collection. Items of YES and NO were used. Respondent's responses were represented in Table 3.

From Table 3, the respondents view that, there are things that influence their choice of living environment on campus. For example, 88(88%) respondents stated that the cost of accommodation influences their choice, 71(71%) representing the security level in the environment, ability to study in the living environment representing 88(88%) responses, 72(72%) says they are satisfied with the utility cost in the environment, and the least among them, 55(55%) responses indication, internet connectivity influence their choice of the living environment. These responses indicated that there are truly some factors that influence the choice of the living environment of students on campus, especially at the University of Cape Coast. The findings were supported by empirical evidence as research conducted by Thomsen (2008) revealed that student satisfaction with their current living arrangements in the on-campus housing depends on whether they plan to live on-campus or move off-campus the following year. Li et al. in Thomsen (2008) found that the following six items were significant positive predictors of returning to the on-campus housing the following year: (a) ability to be on a dining plan; (b) leadership opportunities, (c) location close to campus, (d) ability to choose where to live, (e) academic support available, and (f) high-speed Internet connection

Research Question three: What is the positive impact of on-campus and off-campus students' living environments on students' academic performance atthe University of Cape Coast?

This section represents respondents' ideas about the positive impact of students' living environment on their academic performance at the University of Cape Coast. A questionnaire was used for the data collection. Items of YES and NO were used. Respondent's responses were represented in table four.

From table 4, the respondents felt that the living environment has a positive impact on the students in the University. The respondents provided responses regarding the positive impact of the living environment on students. For example, students living environment helps in students' personal development representing (94%), (83%) responses believed, that living environment enables students in doing things together promoting diversity and fosters unity representing (87%), promoting growth among students with 86 responses representing (86%) and the living environment promoting students' performance with (76%) responses. The findings of the influence of students' living environment on students' is supported by the literature. Such an on-campus programme will obviously enhance students' academic involvement and persistence which in turn can have a positive influence on the academic performance of students. Living-learning centers on-campus have positive influence on student intellectual development and will likely perform better than the student who lives off-campus where such engagement is not found. Turley and Wodtke, (2010) reaffirmed the positive significance of an on-campus living-learning programme on students' performance that 'recognizing the need to provide a residential context that promotes scholastic success.

Research Question four: What is the negative impact of on-campus and off-campus students' living environments on students' academic performance at the University of Cape Coast?

This section represents the respondents' ideas about the negative impact of students living environment on their academic performance at the University of Cape Coast. A questionnaire was used for the data collection. Items of YES and NO were used. Respondents' responses were represented in Table 5. In Table 5, respondents gave their views on the question on the negative impact of the living environment on them. The responses show that there are some negative impacts on students in their living environment.

Table 4. Positive impact of on-campus and off-campus students' living environment on students' academic performance

Question	Yes	No	Percentage (%)
It promotes students' performance	81(81%)	19(19%)	100
Living environment enhances students' integration	73(73%)	27(27%)	100
Living environment promotes growth among students	86(86%)	14(14%)	100
Living environment influences personal behaviour	76(76%)	24(24%)	100
It promotes diversity and fosters unity	87(87%)	13(13%)	100
It provides the environment for intellectual development	58(58%)	42(42%)	100
It increases the students' involvement in academic activities	67(67%)	33(33%)	100
It provides room for extra-curricular engagement	77(77%)	23(23%)	100
It increases the chance of students' engagement in organizational activities	70(70%)	30(30%)	100
It helps in students' personal development	94(94%)	06(06%)	100
It enables a high chance of doing things together in theliving environment	17(17%)	83(83%)	100
It increases more chance of using school resources	61(61%)	39(39%)	100

Source: Fieldwork 2021

Table 5. Negative impact of on-campus and off-campus of students' living environment on students' academic performance

Question	Yes	No	Percentage (%)
An increase in criminality engenders students' life in the environment	73(73%)	27(27%)	100
The financial burden on students and parents due to cost of accommodation	78(78%)	22(22%)	100
Affected by disease and sickness because of poor hygienic conditions	57(57%)	43(43%)	100
Inability to concentrate in the living environment for students	59(59%)	41(41%)	100
Engagement in social vices with learning	55(55%)	45(45%)	100
Bad behaviour influences one another	61(61%)	39(31%)	100
Far distance from campus leads to lateness to class	78(78%)	22(22%)	100
Exposure of students to violence and occultism	56(56%)	44(44%)	100

Source: Fieldwork 2021

Some of the responses are included environment far from campus leading to lateness to the class representing (78%), it putsa financial burden on students and their parents representing (78%), an increase of criminality in the environment endangering students' lives with 73 responses representing (73%), and at times exposing students to violence and occultism representing (56%). The responses give an indication that though the living environment has a lot of positive impacts on students, it does also have some negative impacts on them as well and that needs to be looked at or solved for students to feel safe.

Conclusion

From the study, the following conclusions and findings were derived

1. It was revealed that things that can make the living environment for students comfortable are not in good shape or they are not there at all and some of them are not well provided to make them feel comfortable. That is to say that the nature of the living environment is not adequately provided.

2. It also emerged from the study that, there are several factors that influence the choice of students' living environment. For example, the internet connection, the available space, cost of accommodation, and proximity among others.

3. The study also revealed that the living environment on campus hasa positive impact on the students in the University promoting diversity and fostering unity, promoting students' performance in the University, and helping to live together as one in the environment.

4. The study again revealed that the living environment has some negative impacts on students on campus by way of exposing them to crime and violence, the financial burden on them and their parents, and increasing occultism which often leads to violence on campus

From the study and the findings, the following recommendations are made to help develop the living environment in the University of Cape Coast for students.

1. As student numbers continue to increase, the University authorities and government should examine the living environment to know the nature of the environment to make proper provisions for students.

2. The University management should explore students to get feedback on things that influence their choice of a living environment so that they can be provided for them to feel comfortable in the living environment.

3. The University management should provide more university hostels for students to rent at an affordable rate to feel comfortable in the living environment.

4. The University management must put strategies in place to avoid the occurrence of negative things like insecurity issues, criminality, etc in the living environment of students so as to make the environment safe for students to enjoy their stay on campus for effective learning.

5. Due to the high insecurities in the off-campus living environment, authorities of the University should explore the possibility of attracting the private sector to partner with to construct more on-campus accommodation for students.

From the findings from the study conducted, it is evidently deduced that the campus living environment plays an important role in students' stay on campus. The on-campus living environment and off-campus living environment provide rooms for students to make their choice of living environment. Much as the living environment helps students in their stay on campus, it does pose some challenges to them, it also has a negative impact on their life on campus.

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