

FACTORS THAT INFLUENCE STUDENTS
IN SELECTING STUDENT HOUSING:
A CASE STUDY IN UTAR SUNGAI LONG CAMPUS

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DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
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PREFACE

This research was conducted as part of the fulfilment of requirement for the course of Bachelor of Building and Property Management which offered by Faculty of Accountancy and Management in Universiti Tunku Abdul Rahman (UTAR). The period for completing this research is from JUNE 2022 to DECEMBER 2022.

This research study on the factors that influence students in selecting student housing. Therefore, these motivated the researcher to study on the topic. Due to limitation of time and resources the research couldn't go in depth, researcher hope this will be starting point for more research this field by other researchers. The researcher believes him have answered the main questions and achieved the objective of this research.

ABSTRACT

Since 2015, the Higher Education Blueprint has made Malaysia a tertiary educational country with many educational institutions and students. Despite the growing number of students, the development for on-campus accommodation cannot fulfil the excess need for student accommodation. Thus, students travel abroad need to rent a private student housing surrounding the higher educational institution. During the selection of student housing, there are several factors students need to consider. Therefore, this research investigates the factors that influence students in selecting student housing. It is conducted in UTAR Sungai Long Campus, a private university that has no land for on-campus student housing development.

CHAPTER 1: RESEARCH OVERVIEW

1.1 Research Background

The Malaysia Education Blueprint (Higher Education), MEB (HE) intends to push Malaysia to become a high-income nation. It equips Malaysian youth to thrive in this complex and ever-changing future with the fundamental transformation of the current operation of the higher education system. The MEB (HE) framework will build on the five aspirations, access, quality, equity, unity, and efficiency (Ministry of Higher Education, 2015).

With reference to the blueprint, Malaysia will achieve 867,000 private higher educational institution students (HEIs), 764,000 Public University students, 656,000 Technical and Vocational Education and Training (TVET) and 205,000 other ministry institutions in 2025. In total, the estimated number of higher educational students are 2,500,000 which 70% of Malaysian possess higher educational certificate (Ministry of Higher Education, 2015).

In 2020, there are 435 private higher educational institutions, 20 public universities and many public higher educational institutions. For private higher educational institution alone, there are 537,434 students studying as in 2020 (Department of Statistic Malaysia, 2020).

As Malaysia striving to become a regional hub for tertiary education, the demand of student housing is expected to increase due to the rising numbers of local and international students. At the same time, public universities have aimed to improve the provision of public housing as Malaysia government believed that higher student residential satisfaction will encourage students in academic performance (Najib et al., 2011).

However, the provisions of housing facilities for private HEI students are not proportional to the rising numbers of private HEI enrolment. It is mainly due to the high demand for private higher education and no corresponding increase in campus-provided student housing to meet up the enrolment. Furthermore, HEIs that are located in high-densely populated area usually has no land for student housing development (Ghani et al., 2020).

The concern to provide student housing stand a long-term challenge for most campuses throughout Malaysia and the world. At the moment, the inability to increase the on-campus student housing capacity to match with the enrolled student population has direct the demand for student housing to the private sector market, which is private accommodation outside the campuses (Ghani et al., 2020).

The shortage of campus accommodation has created opportunity in private student housing. It is observed that a plenty of secondary properties close to colleges and universities are being converted or renovated into student housing. Some owners have even converted the upper floors of the shop lots into student housing (Wong, 2018).

According to the Business Book (2014), the identification of a market gap will lead to new business. “When there is gap in the market, is there a market in the gap?” From the above statistic and news, student housing is definitely an investment product.

Housing is a multi-dimension field of study with various areas of interests. For instance, the common researches are conducted on demand and supply, quality, formation, market, satisfaction, etc. Students are special segment of people with a common interest. They are looking for properties around the educational institution within a specific location or area. Their housing environment is unique because of the activities perform and their specific requirements that differentiate from the other housing environment (Ghani et al., 2016).

In this study, student housing is defined as the private accommodation for dwellings available in the free market to cater off-campus students because there is no accommodation provided by the universities to accommodate the students from different geographical area (Johari et al., 2017).

A recent study provided adequate evidence to show that if students’ housing preferences are fulfilled, the students would be more satisfied with their environment and feel more attached to their residence (Khozaei et al., 2012). Students evaluate their housing satisfaction by comparing their preferences to their actual housing situation. If these differ greatly, they are likely to be dissatisfied with where they are living (Gifford, 2001).

1.2 Problem Statement

There are several researches conducted by various scholars on the satisfaction, the preference, market trend of student housing in different higher educational institution across Malaysia (Johari et al., 2017; Khozaei et al., 2010, 2011, 2012, 2014). However, majority of the researches are conducted by public universities to evaluate on-campus and off-campus housing, which accommodation is provided by the campus. There is a hollow in identifying the student’s preference in private student housing, specifically the private universities that located in high-dense town with no student housing provided by the campus.

As mentioned above, the studies of student housing often involves the wording of “satisfaction and preference”. According to Mayer (2002) as cited in (Thomsen, 2008), there are differences between housing preference and housing satisfaction. She states that investigations of housing preferences usually reveal a gap between preferences and actual housing situation, giving information on unfulfilled needs and wishes of the residents. On the other hand, investigations into housing satisfaction have review a high tendency that most people are relatively satisfied with their housing situation (Mayer 2002; Häußermann & Siebel 2000).

To evaluate the “preference” for private student housing, the stated preference is adopted as a tool to measure the respondents’ willingness to pay (WTP) for their preferred student housing and the preferred factors (Steigenberger et al., 2022). In stated preference survey, it consists of the carefully designed choice alternatives for the respondents to rate. This method breaks down the collected response into the separate contributions of the different factors. At such, the researcher can conduct effective analysis and evaluation to present how the different factors of the alternatives contribute to the overall evaluations (Oppewal et al., 2017; Oppewal & Tlimmermans, 1999). In short, stated preference depends on enquiring people with hypothetical questions, and evaluate how people respond to a range of choices (Mattia et al., 2018).

1.3 Research Questions

The topic of the research is factors that influence the students in selecting student housing: A case study in UTAR Sungai Long Campus. To develop the topics in detail, the following questions have to be answered.

1. What are the factors that influence the students in selecting their student housing?
2. What is the correlation strength of each factors in influencing the students in selecting their student housing?

1.4 Research Objectives

1.4.1 General Objective

This research intends to evaluate the factors influencing the students in selecting their student housing.

1.4.2 Specific Objectives

The specific objectives of the research are:

1. To determine the factors that influence the students in the selection of student housing
2. To evaluate the strength of correlation of each factor toward the rental price.

1.5 Hypotheses of the Study

This study has 7 hypotheses, which are as follows:

H1: Distance attribute has a positive significant influence towards the willingness to pay.

H2: Student housing type attribute has a positive significant influence towards the willingness to pay.

H3: Room type & size attributes have a positive significant influence towards the willingness to pay.

H4: Room furnishing attribute has a positive significant influence towards the willingness to pay.

H5: Common area facilities and privacy attributes have a positive significant influence towards the willingness to pay.

H6: Amenities attribute has a positive significant influence towards the willingness to pay.

H7: External view attribute has a positive significant influence towards the willingness to pay.

1.6 Significance of the Study

Identification of the factors can help to convey the general demand and opinion of students to the market. These information assists the house owners to improve their competitive advantage by matching their house with the critical factor. Moreover, it helps the universities to keep track of the private housing market in its surrounding.

UTAR Sungai Long Campus is selected as the case study. It is located at Bandar Sungai Long, a developed and high-dense township in Cheras, Selangor. From 2002, UTAR has first moved into Bandar Sungai Long with 2 faculties with few students. Officially on 2015, UTAR Sungai Long Campus was established which lead to a sharp increase in student population in Sungai Long (Fauzi, 2015). As at 2019, UTAR enrolment has reached more than 24,000 students altogether in Kampar and Bandar Sungai Long Campus (UTAR, 2019).

1.7 Chapter Layout

This research report consists of five chapter. Chapter one is the introductory chapter which provides an overview of the student housing in Malaysia and the need to research on the factors that influence student in selecting student housing. It focuses on the research background, problem statement, research questions, research objectives, hypotheses and significance of study.

Chapter two is the documentation of a comprehensive review from secondary sources of data that are available on the student housing preference and satisfaction. Hence, the literature review is a clear and logical presentation of the relevant previous research work. There are the background studies, stated preference framework, the attributes for stated preference.

Chapter three is the introductory overview of the research methodology. It mainly describes the research design, data collection methods, sampling design, research instrument, constructs measurement, data processing and data analysis.

1.8 Conclusion

In summary, this research intends to identify and evaluate the factors that influence students in selecting their student housing. It adopted the theoretical framework of stated preference methods to evaluate the willingness to pay for each factor (attribute).

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In the past 30 years, the global change in the student age demography has catalyse the extensive growth and demand for higher educational institutions (HEI) globally. For both developing and developed countries, many young people had gained access to HEIs after graduating from secondary schools. Contradict to the growth, the students' housing is not matching with the new evolution, which constraint the new HEIs housing development, and stretch the existing HEIs housing facilities (Ghani et al., 2020).

As cited in (Muslim, Karim & Abdullah, 2012; Kenna, 2011; Alaka, Pat-Mbano & Ewulum, 2012), there are many HEIs with traditional housing facilities that only accommodate less than one-third of their total students' population. Together with students that preferred for privacy and freedom, majority of students have to find student housing in private housing market, off-campus student housing (Ghani et al., 2020).

In 2015, the Malaysia's government has introduced the Malaysia Higher Education Blueprint 2015-2025, in determination to become a tertiary education centre in the world. In the blueprint, it is estimated to increase the enrolment in higher education by 2025, and to become the highest enrolment levels in ASEAN. With reference to the blueprint, Malaysia will achieve 867,000 private higher educational institution students (HEIs), 764,000 Public University students, 656,000 Technical and Vocational Education and Training (TVET) and 205,000 other ministry institutions in 2025. In total, the estimated number of higher educational students are 2,500,000 which 70% of Malaysian possess higher educational certificate (Ministry of Higher Education, 2015).

In the context of Malaysia, there are increasing number of higher educational institutions (HEI) and students' enrolment due to the introduction of Malaysia Higher Education Blueprint. Despite the fact, the provisions of housing facilities for private HEI students are not proportional to the rising numbers of private HEI enrolment. The main cause is no corresponding increase in campus-provided student housing to meet up the enrolment. In addition, HEIs that are located in high-densely populated area usually has no land for student housing development (Ghani et al., 2020).

The concern to provide student housing stand a long-term challenge for most campuses throughout Malaysia and the world. At the moment, the inability to increase the on-campus student housing capacity to match with the enrolled student population has direct the demand for student housing to the private sector market, which is private accommodation outside the campuses (Ghani et al., 2020).

2.1 Review of Relevant Theoretical Models

Understanding the individual behaviour towards several market products remain an interest of the society. It can be either the response towards price change or complex factors. To encounter the issue, stated preference techniques have been developed and evolved for past 50 years. It is involved in several discipline, such as transportation, econometrics, marketing, decision science and biostatistics. It provides the tools of data specification and modelling to measure the responsiveness of potential customers for particular goods, services and positions. With the application of stated preference, the public can understand, analyse and predict the individual choice behaviour (Louviere et al., 2010).

To evaluate the preference for private student housing, the stated preference is adopted as a tool to measure the respondents' willingness to pay (WTP) for their preferred student housing and the preferred factors (Steigenberger et al., 2022). In stated preference survey, it consists of the carefully designed choice alternatives for the respondents to rate. This method breaks down the collected response into the separate contributions of the different factors. At such, the researcher can conduct effective analysis and evaluation to present how the different factors of the alternatives contribute to the overall evaluations (Oppewal et al., 2017; Oppewal & Tlimmermans, 1999). In short, stated preference depends on enquiring people with hypothetical questions, and evaluate how people respond to a range of choices (Mattia et al., 2018). These are the previous researches that adopt stated preference as the research framework, (Oppewal et al., 2017; Verhetsel et al., 2017).

2.2 Review of the Literature

Table 2.1 Literature Review of Attributes

Factors	Definition	Literature Review
Rental Price	Rental Price is the amount of money the student is willing to pay for a preferred housing in a monthly basis.	(Johari et al., 2017) (Nijënstein et al., 2015) (Omar et al., 2009) (Oppewal et al., 2017) (Tuan, 2018) (Verhetsel et al., 2017)
Distance	Distance is the walking distance and travelling distance to the higher educational institutions.	(Johari et al., 2017) (Khozaei et al., 2011, 2012) (Nijënstein et al., 2015) (Oppewal et al., 2017) (Tuan, 2018) (Verhetsel et al., 2017)
Type of student housing	Type of student housing refer to the type of residential housing to accommodate residents.	(Khozaei et al., 2014) (Nurdini & Harun, 2012)
Room type & size	Room type is distinguished by the presence of air-conditioning in the room. Room size is the allocated surface area for the tenant in the room.	(Al-Taee & Sulaiman, 2021) (Johari et al., 2017) (Nijënstein et al., 2015) (Oppewal et al., 2017) (Spielvogel, 2006) (Verhetsel et al., 2017)
Room Furnishing	Room furnishing is the objects that support human activity in the room, such as curtain, bedframe, cabinet.	(Khozaei et al., 2011, 2012) (Nimako & Bondinuba, 2013) (Tuan, 2018) (Verhetsel et al., 2017)
Common Area Facilities, Privacy	Common facilities are the objects that support human activity outside of the	(Amole, 2009) (Johari et al., 2017)

	room. It is differentiated into kitchen, living hall, toilet and laundry facilities. Privacy is related to whether the facilities are shared or not shared with other students	(Khozaei et al., 2011, 2012) (Nijënstein et al., 2015) (Nimako & Bondinuba, 2013) (Oppewal et al., 2017) (Tuan, 2018) (Verhetsel et al., 2017)
Amenities	Amenities are referring to electricity, water, cleaning and internet.	(Tuan, 2018) (Khozaei et al., 2011, 2012) (Johari et al., 2017) (Nimako & Bondinuba, 2013)
External View	External view refers to the view from the room, such as plant, building.	(Oppewal et al., 2017) (Nijënstein et al., 2015) (Khozaei et al., 2011, 2012)

Source: Literature Review

With reference to the previous academic publishing, the potential attributes that has effect on the student's preference and satisfaction are *rental price, distance, student housing type, room type and size, room furnishing, common area facilities and privacy, amenities and external view* (Johari et al., 2017; Khozaei et al., 2010, 2014; Nijënstein et al., 2015; Nimako & Bondinuba, 2013; Oppewal et al., 2017; Thomsen, 2008; Tuan, 2018; Verhetsel et al., 2017). Although there is a difference between preference and satisfaction, the attribute and the attribute levels are similar in the previous papers.

2.2.1 Price Factor

Generally, price factor refers to the amount of money (rental) the student is willing to pay for a preferred student housing. The literatures have recognised the importance of price factor in the evaluation of student housing preference (Johari et al., 2017; Nijënstein et al., 2015; Omar et al., 2009; Oppewal et al., 2017; Tuan, 2018; Verhetsel et al., 2017). According to Johari et al. (2017), housing preference is constrained by the income levels. The price factor has significant effect to the student preference as the students from lower- or middle-income

family are likely to stay in dense unit and trade-off comfort in order to minimise the housing rental.

In the case study in Vietnam, the price factor related to the room rental rates, expected increase in room rates and other costs incurred, such as water, electricity, gas expenses (Tuan, 2018). According to Verhetsel et al. (2017), it refer price factor as rental factor, which is refer to the monthly rent (based on 12-month contract) of the student housing including all fixed cost. The survey provides the rating for the price factor as such, *less than 250euro, 300euro, 350euro, 400euro, more than 450euro*. Together with Nijënstein et al. (2015), both researchers provide two alternative student housing with different prices as benchmark to create a choice situation in the stated preference. Apart from the above, Omar et al. (2009) has provide a measurement for rental price using price range. There are 4 levels of monthly rental rate for student housing, which are *below 100, 100-149, 150-200, above 200*.

2.2.2 Distance Factor

Distance factor, often named as location factor, is the most relevant factors that is supported by the most number of literatures (Johari et al., 2017; Khozaei et al., 2011, 2012; Nijënstein et al., 2015; Oppewal et al., 2017; Tuan, 2018; Verhetsel et al., 2017). Accommodation near the campus is an important factor influencing student choice (Tuan, 2018). It is explained as the location of student housing often associated with the arising transportation costs, security, moving expenses, and more time for daily activities (Johari et al., 2017). Thus, student housing should be located with close proximity to educational institution, recreational facilities, restaurants and car parking within a reasonably walking distance (Khozaei et al., 2011, 2012).

In the study of Verhetsel et al. (2017), the distance of student housing to the campus refers to the walking distance (in minutes) between the location of the room and the educational institution. The researcher takes into consideration of the walking duration spent by majority of students. With the support, the level set for distance factor is *less than 5, 10, 15, 20 min and more than 25 min*. Meanwhile, the survey of Nijënstein et al. (2015), it has 4 attributes related to distance and location. There are the *cycling time to campus, cycling time to city centre, walking time to supermarket and walking time to park*. Combining all of the above, the distance can be measured by travelling time regardless of how they travel to the educational institution.

2.2.3 Student Housing Type Factor

For room type alone, a Malaysian researcher had conducted a preference survey toward the room type factor among students. In the survey, the students were asked to comment on their preference toward *suite-style residence hall, traditional residence hall, clear separation of personal space among roommates, single room with shared bathroom and double room* (Khozaei et al., 2014). However, the survey is conducted in Public university for public student housing. Looking to an example in Bandung, Indonesia, there are four typologies for student rental housing, which are house, pavilion, mass rental building and apartment (Nurdini & Harun, 2012). Once the type of student housing is determined, the physical attribute of the room can be evaluated and classified as room type.

2.2.4 Room Type and Room Size Factor

Room type can be distinguished by the presence of air-conditioning. In Malaysia, one of the public university (UKM) had installed air-conditioning in student hostel to provide a thermal-comfort studying environment for students (Al-Tae & Sulaiman, 2021). The benefits of such environment are improvement of the academic performance, from logical and mathematical tasks to language-based tasks, requiring concentration, logical thinking concentration and comprehension (Spielvogel, 2006). However, not all private student housing has air-conditioning, which is reflects in the price. The presence of air-conditioning has a major difference in student housing, which affect the rental price, the comfort of student housing, the utility bill and most importantly, the preference of student.

Room size factor is a direct and important factor in influencing students in selecting their preferred student housing (Johari et al., 2017; Nijënstein et al., 2015; Oppewal et al., 2017; Verhetsel et al., 2017). The room size refers to the surface of the private area. In both research, the level of the size factor varies similarly in between 12m² and 30m² (Nijënstein et al., 2015; Verhetsel et al., 2017). While in Oppewal et al. (2017), there are only 3 levels, **4m², 6m² and 9m²**. However, there are some studies that did not specify the room size but the room type. In Khozaei et al. (2014) and Johari et al. (2017), they have different types of room, such as **single room and double room**. From the above studies, the room size suggested are not localised with Malaysia standard room size and measurement. The Malaysian studies did not provide exact

room size, but only room type. As advice, determining of size level required a general review of the average range of room size of the surrounding neighbourhood (Verhetsel et al., 2017).

2.2.5 Room Furnishing and Common Area Facilities Factor

There are several literatures discussed on the furnishing and facilities factors in influencing the choice of students (Amole, 2009; Johari et al., 2017; Khozaei et al., 2011, 2012; Nijënstein et al., 2015; Nimako & Bondinuba, 2013; Oppewal et al., 2017; Tuan, 2018; Verhetsel et al., 2017). Comparing between different literatures, it is difficult to distinguish between furniture, facilities, fixtures and fittings. Although there are different terms and setting for the researches, it can be generally grouped into room furniture and common area facilities.

Combining from various inventory list, there is a sample room furniture list provided for student housing. It includes fan, closet, bedframe, mattress, table and chair. Moreover, the room furniture quality is differentiated into new and old condition in the study of Vietnam (Tuan, 2018). The common area facilities include living hall facilities, toilet facilities, kitchen facilities, laundry facilities (Khozaei et al., 2010, 2011; Nimako & Bondinuba, 2013). Apart from the list of furniture and facilities, it can be greatly simplified to *Fully, Partially and Not furnished* (Verhetsel et al., 2017).

Apart from that, whether the facilities are shared or not are part of the influence factor (Amole, 2009; Nimako & Bondinuba, 2013; Oppewal et al., 2017). In Oppewal et al. (2017), toilet facilities is differentiated into *private, shared with 4 students and shared by 7 students*. Meanwhile in Nijënstein et al. (2015), toilet facilities is differentiated into *owned, share with 1 student, share with 2 students, share with 3 or 4 students*.

2.2.6 Amenities Factor

Amenities factor has many elements, such as utility, cleaning service and internet. The factor is discussed in various journals with different terms; It is also called service quality, student lifestyle, etc (Johari et al., 2017; Khozaei et al., 2012; Nimako & Bondinuba, 2013; Tuan, 2018). In the study of (Nimako & Bondinuba, 2013), it provide a student accommodation quality (SAQ) that measure how extent the housing match the students' needs. The items in the SAQ contain the availability of electricity and water, in other word, utility. Furthermore, Tuan (2018) has add up the element of hygienic accommodation and internet speed, as part of the amenities, service quality.

2.2.7 External View Factor

External View, also known as external environment, is one of the factors that has potential to influence students in choosing their preferred student housing. According to Khozaei et al. (2012), the visual preference is one of the 8 dimensions of factors that influenced fulfilled housing preference. In an application of stated preference in student housing, it list out the different objects that appeared in the view from the room; there are *park, building, tree*.

2.3 Hypotheses Development

This study has 7 hypotheses, which are as follows:

H1: Distance attribute has a positive significant influence towards the willingness to pay.

H2: Student housing type attribute has a positive significant influence towards the willingness to pay.

H3: Room type & size attributes have a positive significant influence towards the willingness to pay.

H4: Room furnishing attribute has a positive significant influence towards the willingness to pay.

H5: Common area facilities and privacy attributes have a positive significant influence towards the willingness to pay.

H6: Amenities attribute has a positive significant influence towards the willingness to pay.

H7: External view attribute has a positive significant influence towards the willingness to pay.

The above hypotheses are supported by the studies in (Johari et al., 2017; Khozaei et al., 2010, 2014; Nijënstein et al., 2015; Nimako & Bondinuba, 2013; Oppewal et al., 2017; Thomsen, 2008; Tuan, 2018; Verhetsel et al., 2017). Besides, the attribute levels in stated preference method are always positive related to the willingness to pay in an ascending manner.

2.4 Conclusion

Chapter two is the documentation of a comprehensive review from secondary sources of data that are available on the student housing preference and satisfaction. Hence, the literature review is a clear and logical presentation of the relevant previous research work. There are the background studies, stated preference framework, the attributes for stated preference.

CHAPTER 3: METHODOLOGY

3.1 Research Design

The research was carried out under the quantitative approach. This way has the advantages in collecting student's preference towards the student housing; furthermore, the research involved a large sample size.

Most importantly, it is justified by multiple preference or satisfaction studies on student housing adopted qualitative approach and collect data from survey (Johari et al., 2017; Khozaei et al., 2010, 2014; Nijënstein et al., 2015; Nimako & Bondinuba, 2013; Oppewal et al., 2017; Thomsen, 2008; Tuan, 2018; Verhetsel et al., 2017). Besides, the method of stated preference is conducted via survey which consists of the carefully designed choice alternatives for the respondents to rate. Then, the researcher can conduct effective analysis and evaluation to present how the different factors of the alternatives contribute to the overall evaluations (Oppewal et al., 2017; Oppewal & Timmermans, 1999). Moreover, this study focuses on UTAR Sungai Long Campus as a case study to identify and measure the factors that influence students in choosing student housing.

3.2 Data Collection Methods

3.2.1 Primary Data

The research is conducted through online questionnaire survey.

3.3 Sampling Design

3.3.1 Target Population

The total student population of 10,000 students, and estimated 7,000 students rent student hostel in Sungai Long.

3.3.2 Sampling Frame and Sampling Location

This research intends to collect responds from UTAR Sungai Long Campus students renting nearby student housing. The survey will be distributed evenly to male and female students, regardless of the faculties and courses.

3.3.3 Sampling Size

The target respondents for the questionnaire survey are the UTAR students that rent a student housing. According to Yamane (1967), the sample size of a population of 7,000 for precision of +/-10% is 99. With the support of literature review, the sample size ranges from about 150 to 700 (Johari et al., 2017; Khozaei et al., 2010, 2014; Nijënstein et al., 2015; Nimako & Bondinuba, 2013; Oppewal et al., 2017; Thomsen, 2008; Tuan, 2018; Verhetsel et al., 2017). Thus, the target sample size will be set at 150 participants.

3.4 Research Instrument

The research was carried out in the form of online questionnaire. This way has the advantages in collecting student's preference towards the student housing; furthermore, the research involved a large sample size. Most importantly, multiple preference or satisfaction studies on student housing collect data from survey (Johari et al., 2017; Khozaei et al., 2010, 2014; Nijënstein et al., 2015; Nimako & Bondinuba, 2013; Oppewal et al., 2017; Thomsen, 2008; Tuan, 2018; Verhetsel et al., 2017). The research writer will approach the UTAR students in common area of UTAR Sungai Long Campus, such as library, lobby, entrance, KA ground floor and KB first floor.

3.4.1 Pre-Test

The pre-test ensures that questions are appropriate and easy-understanding. Pretesting also helps to eliminate error and guarantee that respondents read the survey in the same manner. The questionnaires were approved by UTAR FYP supervisor Dr. Goh Hong Lip.

3.5 Attribute Definition

Table 3.1 Attributes Level Used in the Survey Form

Attributes	Attribute Levels Definition						
	0	1	2	3	4	5	6
Rental Price	≤ RM300	RM301- RM400	RM401- RM450	RM451- RM500	RM501- RM600	RM601- RM700	>RM700
Walking Distance	>20 mins	10-20mins	5-10mins	3-5mins	<3mins	-	
Type of student housing	Shop lot	Apartment	Condo	Terraced	Semi-D	Bungalow	
	Mixed Unit	Male/ Female Unit					
	No Common Area	Only Living Hall	Living and Dining Hall				
Room Type	Without Aircon	With Aircon	-	-	-	-	
Room Size	<60sf Mini Room	60-99sf Small Room	100-149sf Medium Room	150-199sf Big Medium Room	200-280sf Master room	>280sf Big Master room	
	more than 4 students	4 students	3 students	2 students	1 student		
Room Furnishing	Unfurnished	Partially Furnished	Fully Furnished				
Common Facilities Toilet Facilities	No facilities needed	1-5 facilities	6-8 facilities	9-11 facilities	>11 facilities		
	Toilet share with more than 4 students	Toilet share with 4 students	Toilet share with 3 students	Toilet share with 2 students	Toilet share with 1 student	Private Toilet	

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Amenities	No Amenities provided	Provides WiFi or Cleaning	Provides WiFi Cleaning	Provides WiFi Cleaning Water	Provides WiFi Cleaning Water	Provides WiFi Cleaning Water Electricity	
Cleaning	Self-Cleaning	Every Trimester	Monthly	Twice a month	Weekly		
External View	No Window	Small Window	Window Facing Internal Wall	Window Facing External Building	Window Facing External Scenery		

Source: From this study

The experimental questionnaire consists of two sections, A and B. The former section includes the questions regarding demographic characteristics of the respondents. The latter section was a direct measurement of the preference of respondents towards a range of student housing factors.

In section A, it consists of questions on demographic factor of the respondent. It is common to verify the respondent background in several student housing studies (Amole, 2009; Johari et al., 2017; Khozaei et al., 2010, 2011, 2012, 2014; Nijenstein et al., 2015; Nimako & Bondinuba, 2013; Oppewal et al., 2017; Thomsen, 2008; Tuan, 2018; Verhetsel et al., 2017). The common questions are gender, age, nationalities and race, study level, study year, studied course, etc. Therefore, the designed questions for the Section A include the *gender, age, nationality, race, study level, faculty, studied course, study year and semester, the availability of scholarship and ptptn loan.*

In stated preference, or an adaptation of conjoint analysis, it is observed that a study on student housing preference has provide benchmarks for the respondent as a reference when answering the questionnaire(Verhetsel et al., 2017). While in another study, it has demonstrated a sample respond towards the preference factors in selecting student housing (Oppewal et al., 2017).

In the beginning of section B, the questionnaire will provide a benchmark of all factors that will influence student in selecting student housing. This benchmark will be acting as a guidance for respondent in answering the questionnaire. Moreover, the respondent will need to understand that any better or worse selection, compared to the highlighted benchmark, will relatively affect the final rental price.

Table 3.2 Benchmark of the Attributes

Variables	Benchmark
Rental Price/ Student	RM401-RM450
Distance to UTAR	3 mins walking distance
Type of Student Housing	Condominium
Room Type & Size	Mixed Unit Twin Room without Air-Conditioning
Room Furniture	Fully furnished
Common Area Facilities & Privacy	6-8 facilities Toilet share with 2 students
Amenities	Provides WiFi, Cleaning, Water, Electricity Cleaning Twice a month
External View	Window Facing External Scenery

Source: From this study

3.5.1 Distance factor

Distance factor, often named as location factor, is the most relevant factors that is supported by the most number of literatures (Johari et al., 2017; Khozaei et al., 2011, 2012; Nijënstein et al., 2015; Oppewal et al., 2017; Tuan, 2018; Verhetsel et al., 2017). It is explained as the location of student housing often associated with the arising transportation costs, security, moving expenses, and more time for daily activities (Johari et al., 2017). Thus, student housing should be located with close proximity to educational institution, recreational facilities, restaurants and car parking within a reasonably walking distance (Khozaei et al., 2011, 2012).

In the study of Verhetsel et al. (2017), the distance of student housing to the campus refers to the walking distance (in minutes) between the location of the room and the educational institution. Meanwhile, the survey of Nijënstein et al. (2015), it has 4 attributes related to

distance and location. There are the *cycling time to campus, cycling time to city centre, walking time to supermarket and walking time to park*.

In the questionnaire, the distance factor is measured by walking distance and travelling distance. Similar to Verhetsel et al. (2017), the walking distance level (from student housing to UTAR) is classified as <3 mins, 3-5 mins, 5-10 mins, 10-20 mins, >20 mins. Some amendment of Nijënstein et al. (2015), the different type of transportations is combined as one attribute which is travelling distance. If the student is using other transportation than walking, he or she need to choose the travelling distance from <5mins, 5-10 mins, 10-20 mins, >20 mins.

3.5.2 Student Housing Type factor

In a survey conducted in Malaysia university, the students were asked to comment on their preference toward *suite-style residence hall, traditional residence hall, clear separation of personal space among roommates, single room with shared bathroom and double room* (Khozaei et al., 2014). Looking to an example in Bandung, Indonesia, there are four typologies for student rental housing, which are *house, pavilion, mass rental building and apartment* (Nurdini & Harun, 2012).

In the context of Malaysia and Sungai Long, the student housing type differentiated into *shop houses, flat, condominium, terraced house, semi-detached and bungalow* as reference to the different types of residential properties in Malaysia (Tan, 2021).

3.5.3 Room Type factor

Room type can be distinguished by the presence of air-conditioning. In Malaysia, one of the public university (UKM) had installed air-conditioning in student hostel to provide a thermal-comfort studying environment for students (Al-Tae & Sulaiman, 2021). However, not all private student housing has air-conditioning, which is reflects in the price. The presence of air-conditioning has a major difference in student housing, which affect the rental price. Thus, there are only two choices, *with air-conditioning and without air-conditioning* in the section of room type factor.

3.5.4 Room Size factor

Room size factor is a direct and important factor in influencing students in selecting their preferred student housing (Johari et al., 2017; Nijënstein et al., 2015; Oppewal et al., 2017; Verhetsel et al., 2017). The room size refers to the surface of the private area. In both research, the level of the size factor varies similarly in between 12m² and 30m² (Nijënstein et al., 2015; Verhetsel et al., 2017). While in Oppewal et al. (2017), there are only 3 levels, **4m², 6m² and 9m²**. However, there are some studies that did not specify the room size but the room type. As advice in (Verhetsel et al., 2017), the writer has conduct a general review of the average range of room size in Sungai Long area through property advertisement and actual viewing. It is concluded that the room size is rank at **<60sf (Mini Room), 60-99sf (Small Room), 100-149sf (Medium Room), 150-199sf (Big Medium Room), 200-280sf (Master room) and >280sf (Big Master room)**.

3.5.5 Room Furnishing factor

There are several literatures discussed on the furnishing and facilities factors in influencing the choice of students (Amole, 2009; Johari et al., 2017; Khozaei et al., 2011, 2012; Nijënstein et al., 2015; Nimako & Bondinuba, 2013; Oppewal et al., 2017; Tuan, 2018; Verhetsel et al., 2017). Comparing between different literatures, it is difficult to distinguish between furniture, facilities, fixtures and fittings. Although there are different terms and setting for the researches, it can be generally grouped into room furniture and common area facilities.

Combining from various inventory list, there is a sample room furniture list provided for student housing. It includes fan, closet, bedframe, mattress, table and chair. Moreover, the room furniture quality is differentiated into new and old condition in the study of Vietnam (Tuan, 2018). Apart from the list of furniture, it can be greatly simplified to **Furnished and Not furnished**, a yes or no question (Verhetsel et al., 2017).

In the questionnaire, the room furnishing factor will be divided into **unfurnished, partially furnished and fully furnished**. After the main question, there are sub-questions that helps the researcher to identify the acceptable degree of furnishing condition (old, used, new) and the necessary room furniture that is needed in both fully furnished and partially furnished condition.

3.5.6 Common Area Facilities and Privacy factor

Besides the factor of room furnishing, the common area facilities have influence on student's decision in selecting student housing. The common area facilities include living hall facilities, toilet facilities, kitchen facilities, laundry facilities. As reference to previous study, the researcher has provided a list of common area facilities for the respondent to select (Khozaei et al., 2010, 2011; Nimako & Bondinuba, 2013).

In the kitchen facilities, there are *kitchen cabinet, refrigerator, washing machine, water dispenser, kettle, oven, stove, induction cooker and air fryer*. In the living hall facilities, there are *television, sofa set, hanger, study area, dining table and chair*. In the toilet facilities, there are *water heater and water tub*. In the questionnaire, the respondent will select which common area facilities is preferred in the student housing based on the necessity and their rental budget. To evaluate the result, the measurement for the common facilities are levelled as *no facilities needed, 1-5 facilities, 6-8 facilities, 9-11 facilities and >11 facilities*. The benchmark of the common area facilities is listed in the table, totalled of 7 common area facilities.

Apart from that, whether the facilities are shared or not are part of the influence factor (Amole, 2009; Nimako & Bondinuba, 2013; Oppewal et al., 2017). In Oppewal et al. (2017), toilet facilities is differentiated into *private, shared with 4 students and shared by 7 students*. Meanwhile in Nijënstein et al. (2015), toilet facilities is differentiated into *owned, share with 1 student, share with 2 students, share with 3 or 4 students*. The questionnaire will adapt the similar factor levels in Nijënstein et al. (2015) with some amendment. The levels for toilet privacy are *private, share with 1 student, share with 2 students, share with 3 students, share with 4 students and share with more than 4 students*.

3.5.7 Amenities factor

Amenities factor has many elements, such as utility, cleaning service and internet. The factor is discussed in various journals (Johari et al., 2017; Khozaei et al., 2012; Nimako & Bondinuba, 2013; Tuan, 2018). In the study of (Nimako & Bondinuba, 2013), it provide a student accommodation quality (SAQ) that measure how extent the housing match the students' needs. The items in the SAQ contain the availability of electricity and water. Furthermore, Tuan (2018) has add up the element of hygienic accommodation and internet speed, as part of the amenities, service quality.

As mentioned at the beginning, the elements of amenities include internet, cleaning, water and electricity. In previous studies, the researchers asked for the availability of the particular amenities. At such, the questionnaire will be whether the amenities are provided in the student housing. The designed choices will be *no amenities provided, provides WiFi or cleaning, provides WiFi and cleaning, provides WiFi, cleaning and water, provides WiFi, cleaning, water, electricity.*

Besides the main question, the respondent will be asked to select the preferred quality for cleaning, which is divided into *no cleaning, monthly cleaning, cleaning twice a month, weekly cleaning.* It is also followed by a question on the cleaning area, whether the cleaning is conducted *only in the common area or in both room and common area.*

3.5.8 External View factor

External View, also known as external environment, is one of the factors that has potential to influence students in choosing their preferred student housing. According to Khozaei et al. (2012), the visual preference is one of the 8 dimensions of factors that influenced fulfilled housing preference. In an application of stated preference in student housing, it list out the different objects that appeared in the view from the room; there are *park, building, tree.*

The writer has conducted a general review of the external view of room in student housing in Sungai Long. The external view can be classified as *no window, small window, window facing internal wall, window facing external building and window facing external scenery.*

3.6 Data Processing

Data processing refers to the procedures for data preparation. The response of the target respondents may include some incomplete or irrelevant data. As a result, several activities are necessary to ensure the reliability and consistency of the findings. The procedures included checking and data cleaning (Sekaran, 2003). Data checking is to verify the validity of the data, to keep the dataset free from error. Data cleaning is to correct or remove incorrect, duplicate, or incomplete data within a dataset.

3.7 Conclusion

In conclusion, Chapter three is the introductory overview of the research methodology. It mainly describes the research design, data collection methods, sampling design, research instrument, constructs measurement, data processing and data analysis.

CHAPTER 4: DATA ANALYSIS

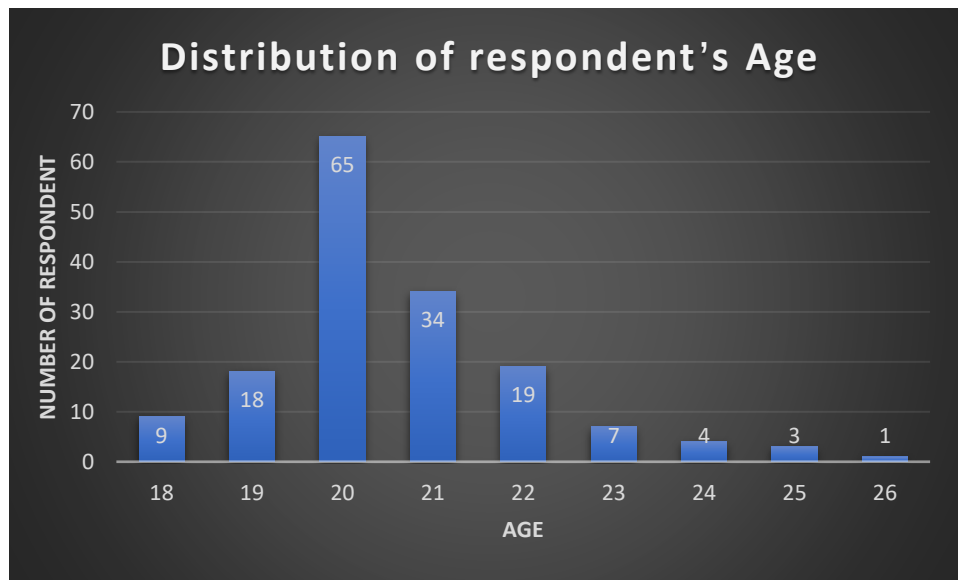
4.1 Descriptive Analysis

4.1.1 Demographic Analysis

The research involved 160 students from UTAR Sungai Long Campus. There are 75 males and 85 females participating in the survey form, respectively 46.9% and 53.1%. Among 160 students, 91.9% of them are Chinese, which is 147 students. The rest are 8 Indian, 2 Malays, 2 Foreigners and 1 Other Malaysian.

As shown in Table 4.1, the age distribution ranges from 18 to 26. The mode is 20 years old where there are sixty-five respondents aged 20 years old. The mean age is 20.5875.

Figure 4.1 Distribution of Respondents' Age



Source: From this study

The survey involved many students across all the faculties in UTAR. The biggest share, 38%, is Faculty of Accounting and Management, consists of 61 students. The second goes to Lee Kong Chian Faculty of Engineering with 41 students, one-quarter of the respondents. There are 30 students from Faculty of Creative Industries. Next, the Centre of Foundation Studies and M. Kandiah Faculty of Medicine and Health Science each has 14 and 12 students. The last 2 students are Institute of Postgraduate Studies & Research.

There are fifty Year 1 students, seventy-three Year 2 students, thirty-one Year 3 students and six students studied more than 3 years. In details, the students are evenly distributed across the academic years and semesters except Year 2 Semester 2.

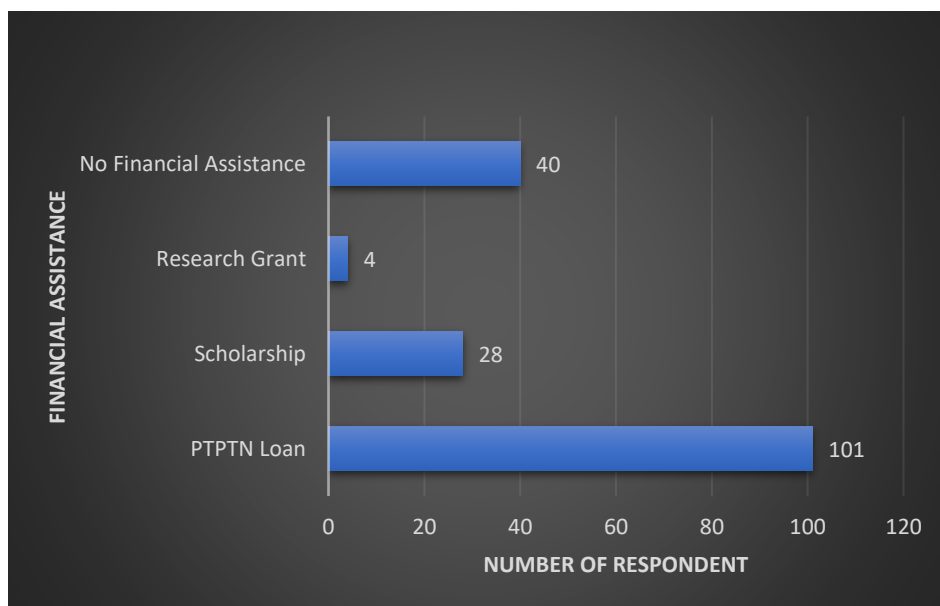
Table 4.1 Studied Year and Semester of Respondents

Year	1	2	3	more than 3	Total
Semester 1	19	13	11	1	44
Semester 2	12	51	13	3	79
Semester 3	19	9	7	2	37
Total	50	73	31	6	160

Source: From this study

As shown in Table 4.1, among various financial assistance, majority of the students have PTPTN loan, which are 101 students (62.7%). Apart from that, 17.4% of students is awarded with scholarship. There are only 4 students receiving research grant for assistance. Overall, there are one quarter of students that are not having PTPTN Loan, Scholarship and other financial assistance.

Figure 4.2 Financial Assistance of Respondents



Source: From this study

4.2 Scale Measurement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524 ^a	.274	.215	1.16934

a. Predictors: (Constant), Number of People in the Room, Cleaning Frequency, Financial Assistance, Single/Mixed Gender, Presence of AirCond, Room Furnishing, Distance, Common Area Facilities, Toilet Usage, Amenities, Type of Student Housing, Room Size

Appendix B Reliability Analysis in SPSS

As illustrate in Appendix B, the adjusted r square of the regression model is 0.215. In statistic, it shows that the additional input variables are not affecting the model. The reasons are there are many attributes tested in the data analysis. Moreover, it is a consumer preference which vary between individuals.

4.3 Inferential Analysis of the Attributes

There are 8 attributes as discussed in literature review, referring to distance, student housing type, room type and size, room furniture, common area facilities, amenities, external view and rental price. Most of the attributes have more than one question, thus there are total 14 sessions to analyse.

Table 4.2 Descriptive Analysis of Attributes

			Freq	Percent
Attributes	Description	Attribute Levels		
Rental Price	Monthly Rental	≤ RM300	2	1%
		RM301-RM400	33	21%
		RM401-RM450	49	31%
		RM451-RM500	43	27%
		RM501-RM600	17	11%
		RM601-RM700	11	7%
		>RM700	5	3%

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Distance	Walking Distance	>20 mins	15	9%
		10-20 mins	12	8%
		5-10 mins	36	23%
		3-5 mins	67	42%
		<3 mins	30	19%
Type of student housing	Student Housing Type	Shop lot	4	2.5%
		Apartment	19	12%
		Condo	102	64%
		Terraced	18	11%
		Semi-D	5	3%
		Bungalow	12	7.5%
	Single/Mixed Gender Unit	Mixed Unit	94	59%
		Male/Female Unit	66	41%
	Common Area Condition	No Common Area	22	14%
		Only Living Hall	41	26%
		Living and Dining Hall	97	61%
Room Type	Presence of Aircon	Without Aircon	70	44%
		With Aircon	90	56%
Room Size		<60sf (Mini Room)	3	2%
		60-99sf (Small Room)	29	18%
		100-149sf (Medium Room)	58	36%
		150-199sf (Big Medium Room)	42	26%
		200-280sf (Master room)	19	12%
		>280sf (Big Master room)	9	6%
	Number of People in the room	more than 4 students	3	2%
		4 students	6	4%
		3 students	32	20%
		2 students	84	53%
		1 student	35	22%
Room Furnishing		Unfurnished	2	1%
		Partially Furnished	55	34%
		Fully Furnished	103	64%

Factors that Influence Students in Selecting Student Housing:
A Case Study in UTAR Sungai Long Campus

Common Area Facilities		No facilities needed	0	0%
		1-5 facilities	17	11%
		6-8 facilities	92	57%
		9-11 facilities	44	28%
		>11 facilities	7	4%
	Toilet Facilities	share by more than 4 students	8	5%
		share by 4 students	18	11%
		share by 3 students	39	24%
		share by 2 students	49	31%
		Private Toilet	46	29%
Amenities		No Amenities provided	3	2%
		Provides WiFi or Cleaning	19	12%
		Provides WiFi and Cleaning	27	17%
		Provides WiFi, Cleaning, Water	7	4%
		Provides WiFi, Cleaning, Water and Electricity	104	65%
	Cleaning	Self-Cleaning	33	21%
		Every Trimester	3	2%
		Monthly	34	21%
		Twice a month	39	24%
		Weekly	51	32%
External View		No Window	7	5%
		Small Window	10	6%
		Window Facing Internal Wall	18	11%
		Window Facing External Building	21	13%
		Window Facing External Scenery	104	65%

Source: From this study

Distance Attribute

First, thirty respondents prefer to live less than 3 minutes walking distance away from the educational institution. At 3-5 minutes walking distance away from educational institution, the numbers have increased to sixty-seven students. The number is more than the combination of less than 3 minutes and 5-10 minutes walking distance. Next, thirty-six students prefer to live 5-10 minutes walking distance away from educational institution. Last, there are only twelve students prefer to live at 10-20 mins, and only fifteen students prefer to live more than 20mins, walking distance from the educational institution.

Student Housing Type

In terms of student housing type, about two-third of students prefer to live in condominium. It is more than the sum of the other student housing type. The next two preferable student housing types are Apartment and Terraced house, which make up of 12% and 11% of the 160 respondents. Meanwhile, there are 12 students prefer to live in bungalow. At last, less than 10% of students would prefer to live in Semi-D and Shop lot.

In the student housing type, apart from the type of residential building, the common area condition is part of the criteria for assessing student housing type. It depends on whether the student housing has adequate common area. First, there are 97 students, accounted for 61% of the respondents, prefer student housing with both living hall and dining hall. Next, one quarter of the respondents selected student housing with only living hall. Last, there are 22 students, 14% of the respondents are able to accept student housing with no common area.

Another factor of student housing type is whether the student housing is mixed unit or male/female unit. In simple, 94 students prefer mixed unit. The rest of 66 students prefer single gender unit. When the data is analysed with gender, it is discovered that 32 females prefer mixed units and 53 females prefer female units. More than 6 out of 10 females prefer female student housing. It is the opposite for male students, there are only 13 male students prefer single gender student housing, which is less than 1 out of 5 males.

Room Type and Size

Room type also refers to whether the room is installed with air-conditioning. 90 out of 160 students prefer air-conditioning room. The rest of 70 students prefer room with no air-conditioning.

The following attribute that has potential effect on student preference is Room size and type. For room size, there is only 3 students prefer room less than 60 square feet, which equivalent to a mini or partitioned single room. There are 29 students prefer small single room which ranged from 60 to 99 square feet. More than one-third of students prefer 100 to 149 square feet room which equivalent to a small medium room. Next, more than one-quarter of students prefer 150 to 199 square feet room which equivalent to medium room. There are 28 students prefer master room which exceed 200 square feet.

Besides room size, the attribute is also influence by the number of people staying in the room. It affects the density or space enjoyed by each individual in the room. There are fewer than 10 students prefer to live in rooms with more than three students. There are 32 students prefer three students living in the room. More than half of the students prefer 2 students living in the room. Last, 35 students prefer single room.

Room Furnishing Attribute

There are only 2 students prefer unfurnished room. 55 students, more than one-third of total respondent, prefer partially furnished. 103 students prefer fully furnished room, which is about two-third of the respondents.

Common area Facilities

In the selection of common area facilities, there are a list of facilities available to choose from. There are 17 students, 11% of the respondents, select 1-5 facilities for their student housing. More than half of the respondents select 6-8 facilities. There are 28% of the respondents select 9-11 facilities. Lastly, there is only 7 students selected more than 11 facilities.

Toilet Facilities are part of the common area facilities. The students are concern on toilet usage when renting a student housing. Only 5% of the respondents prefer to share toilet by more than 4 students. The percentage doubles for toilet share by 4 students. The 3 main chosen categories for toilet usage are share by 3 students, share by 2 students and private toilet. About one-quarter of the respondents are willing to share toilets with another 2 students. 31% of students prefer toilets share by 2 students. Last, there is quite a number of students prefer private toilet, which is the second most selected choice.

Amenities

Amenities is one of the important attributes that students would consider when selecting a student housing. It is reflected as only 3 students prefer no amenities. The second least choice is student housing that provides Wi-Fi, cleaning and water without electricity. There are 12% of the respondents prefer student housing with either cleaning or Wi-Fi, meanwhile there are 17% prefer both cleaning and Wi-Fi provided in the student housing. Majority of students prefer student housing that includes all amenities cost including Wi-Fi, cleaning, water and electricity.

In Amenities, cleaning is one of the most important concern among students. In this study, cleaning is measured by frequency. It is noticed that 1 out of 5 students prefer self-cleaning. There are a few outliers who prefer cleaning every trimester. Similarly, the number of students who prefer self-cleaning is close to students who prefer monthly cleaning. Almost one-quarter of the respondents prefer cleaning twice a month. The rest of 51 students prefer weekly cleaning which consist of 32% of the respondents.

External View

Two-third of the respondents prefer student housing unit with external window facing scenery. It is more than 104 students compare to 160 total number of respondents. There is only 5% and 6% prefer no window and small window respectively. There is 11% of them prefer internal window. More than three quarter of the respondents prefer external windows, 65% of the respondents prefer window facing scenery and 13% prefer window facing building.

Ranking

At last, the questionnaire asked the respondents to arrange the attributes in sequences from the most important to least important. The order is price attribute, distance attribute, room type and size attribute, type of student housing attribute, room furnishing attribute, common area facilities attribute, amenities attribute and external view attribute.

Regression Model and Significance of Attributes

Table 4.3 Regression Model

	Standardised Coefficients Beta	Sig
(Constant)		0.350
Distance	0.218	0.004
Toilet Usage (Facilities)	0.199	0.015
Financial Assistance	-0.178	0.016
Presence of Aircon (Room Type)	0.163	0.041
Amenities	0.161	0.043
Cleaning Frequency (Amenities)	0.164	0.043
Common Area Facilities	-0.110	0.170
Single/Mixed Gender (Student Housing Type)	-0.077	0.304
Room Size	0.093	0.373
Room Furnishing	-0.067	0.380
Type of Student Housing	0.068	0.404
Number of People in Room (Room size)	-0.002	0.986
Dependent Variable: Rental Price		

Source: SPSS of this study

This study has run the regression model analysis and the result is shown in table 4.2. The Statistical Package for Social Sciences (SPSS) was used for the data analysis. In the analysis, distance and toilet usage (facilities) has positive direction and a magnitude of 0.218 and 0.199. Next, financial assistance has a negative direction and a magnitude of 0.178. The last 3 significant attributes are presence of aircon (room type), amenities and cleaning frequency. They are having positive direction and magnitude of 0.163, 0.161, 0.164. Then, the next two attributes are negative in direction, where the common area facility has a magnitude of 0.110 and single/mixed gender (student housing type) has a magnitude of 0.077. At positive direction, room size and type of student housing have a magnitude of 0.093 and 0.068. At negative direction, room furnishing and number of people in room has a magnitude of 0.067 and 0.002.

When p-value is smaller than 0.05, it is concluded that there is a significant linear correlation between the attributes and price in this stated preference study. When p-value is greater than 0.05, it is concluded that there is not a significant linear correlation between the attributes and price in this stated preference study (Daliri Dizaj & Hatami Khanghahi, 2021; Edwards, 2019; Mohd et al., 2020; Tuan, 2018). As shown in Table 4.2, the significant

attributes are distance, toilet usage (common area facilities), financial assistance, presence of aircon (room type), amenities and cleaning frequency. These attributes have significant influence to the willingness to pay (rental price).

First, distance has the highest Standardised Coefficients Beta which conclude as it has the most correlation strength with the rental price. It is interpreted as the closer to the higher educational institution, the higher the students are willing to pay for the student housing. It is consistent with the previous studies (Daliri Dizaj & Hatami Khanghahi, 2021; Edwards, 2019; Tuan, 2018).

Second, the toilet usage as part of the common area facilities also has high correlation strength with the rental price. It is interpreted as the lesser the people sharing the toilet, the higher the students are willing to pay for the student housing. The reason is explained in previous study. According to Oppewal et al. (2017), the result shows that the students' preference decline if facilities are shared with seven instead of four students. The reasons are the "privacy" issue and the increasing number of people sharing the toilet facilities.

Third, financial assistance has inverse correlation towards rental price. As the negative value suggest, the more financial assistance students have, their willing to pay will reduce. With reference to Najib et al. (2011), the social-economic backgrounds have significant influence in student housing satisfaction. Thus, it may be explained as the students with one or more financial assistance has a lower and medium social-economic background, therefore, they are unwilling to spend excessive rental on student housing. On the other hand, the students with no financial assistance are wealthy and willing to pay higher rental for student housing. Howsoever, this study is hesitant to draw such a conclusion without further evidence.

Fourth, the presence of aircon has positive correlation with the rental price. It is interpreted as the presence of aircon will increase the willingness to pay for the student housing. It is intuitive as aircon represent living quality and cost. The result is consistent with the previous study (Mohd et al., 2020; Tuan, 2018).

Last, amenities and cleaning frequency have positive correlation with the rental price. As the result suggest, the better the amenities and the more the cleaning frequency, the students are willing to pay higher rental for the services. In the studies in Vietnam, the quality of services does influence the students in selecting student housing (Tuan, 2018).

4.4 Conclusion

The Chapter 4 are the data analysis of this studies. The descriptive analysis is conducted on both demographic and attributes. The data is tested with the reliability analysis. With inferential analysis, the significance and correlations strength of each attribute are identified. The significant attributes are distance, toilet usage (common area facilities), financial assistance, presence of aircon (room type), amenities and cleaning frequency.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.1 Summary of Statistical Analyses

The research involved 160 students from UTAR Sungai Long Campus. There are 75 males and 85 females participating in the survey form, respectively 46.9% and 53.1%. Among 160 students, 91.9% of them are Chinese, which is 147 students. The rest are 8 Indian, 2 Malays, 2 Foreigners and 1 Other Malaysian. The age distribution ranges from 18 to 26. The mode is 20 years old and the mean age is 20.5875. There are fifty Year 1 students, seventy-three Year 2 students, thirty-one Year 3 students and six students studied more than 3 years. Among various financial assistance, majority of the students have PTPTN loan, which are 101 students (62.7%). At the same time, there are one quarter of students that are not having PTPTN Loan, Scholarship and other financial assistance.

There are 8 attributes as discussed in literature review, referring to distance, student housing type, room type and size, room furniture, common area facilities, amenities, external view and rental price.

In the SPSS inferential analysis, there are 6 significant attributes. First, distance and toilet usage (facilities) has positive direction. Next, financial assistance has a negative direction. Presence of aircon (room type), amenities and cleaning frequency are having positive direction.

The following attributes are not significant in the analysis. The common area facility, single/mixed gender (student housing type), room furnishing and number of people in room are negative in direction. Meanwhile, the room size and type of student housing have a positive direction.

5.2 Discussion of Major Findings

Table 5.1 Summary Result of Hypothesis

Hypothesis	Result
H1: Distance attribute has a positive significant influence towards the willingness to pay.	Accepted
H2: Student housing type attribute has a positive significant influence towards the willingness to pay.	Rejected
H3: Room type & size attributes have a positive significant influence towards the willingness to pay.	Rejected
H4: Room furnishing attribute has a positive significant influence towards the willingness to pay.	Rejected
H5: Common area facilities and privacy attributes have a positive significant influence towards the willingness to pay.	Accepted
H6: Amenities attribute has a positive significant influence towards the willingness to pay.	Accepted
H7: External view attribute has a positive significant influence towards the willingness to pay.	Rejected

Source: From this study

As shown in Table 5.1, the distance attribute, common area facilities attribute and amenities attribute have a positive significant influence towards the willingness to pay. The other hypothesis is rejected. The attributes have no significant influence towards the willingness to pay.

Table 5.2 Comparison of Ranking between Survey Response and Data Analysis

Rank	Based on survey response	Based on significance to rental price
1	price attribute	Distance
2	distance attribute	Toilet Usage (Common Area Facilities)
3	room type and size attribute	Financial Assistance
4	type of student housing attribute	Presence of Aircon (Room Type)
5	room furnishing attribute	Amenities and Cleaning Frequency
6	common area facilities attribute	Common Area Facilities
7	amenities attribute	Single/Mixed Gender (Student Housing Type)
8	external view attribute	Room Size
9	-	Room Furnishing
10	-	Type of Student Housing
11	-	Number of People in Room (Room size)

Source: From this study

The questionnaire has asked the students to arrange the attribute in order from the most important attribute to the least important attribute. The order is price attribute, distance attribute, room type and size attribute, type of student housing attribute, room furnishing attribute, common area facilities attribute, amenities attribute and external view attribute. However, it is obviously different from the result of the regression model.

In Table 5.2, it is noticed that distance attribute, common area facilities and amenities have the similar ranking in both columns. Distance attributes are having the 1st or 2nd importance in student housing. Whereas the common area facilities and amenities attributes are having a middle ranking. As highlighted in Table 5.2, the room size attribute that is arranged by the respondents at the 3rd place, but the students are not willing to pay for the attribute. At the right column, the room size and number of people in the room is rank at the bottom. Moreover, the type of student housing that is rank 4 in the arrangement of respondents. It is also appeared as the last 2 attributes in the analysis result. These differences also include room furnishing attributes. Lastly, despite there are many students prefer better external view, it is not included in the regression model.

These shows that there are major differences between the student preference with and without budget constraint. The study of stated preference measures the students' willingness to pay for each attribute. Students may have many preferences for student housing but the choice of students are still depending on their budget. For instance, students may prefer a bigger room, but they are not willing to pay higher rental for a bigger room. As supported by a similar stated preference study on student housing, the attribute trade-offs against rental is the indication of willingness-to-pay. However, the preferred attributes may still have low effect on the rental price. The possible reason is rental prices are neglected when the students are rating in the survey response. "Their ratings represent the satisfaction or value of the room, not value for money"(Oppewal et al., 2017).

5.3 Implications of the Study

This study is beneficial to the interested parties in student housing market. There are students who rent a student housing, owners that rent out their units and policy maker that regulate the market.

First, this research has collected the responses of student housing preference from students. The general demand of students is capture and publish. The research can communicate the student preference to the opposite players, the owners. Furthermore, new students can refer to the general standard of student housing through this research. In average, they can understand how much they need to pay for the attributes (features) in the market.

Second, the owners are benefitted from this research. It provides the market information on the student housing preference. Besides, it shows how much the students are willing to pay for an attribute. It guides owners on improvement of student housing. From the result, the presence of aircon, amenities and cleaning frequency are essential for student housing. At the same time, the students are willing to pay more for these attributes. Thus, owners may install aircon and provide cleaning services in their student housing.

Third, the research provides the average standard of the student housing from the demand side. The policy maker can establish a minimum standard to ensure the overall quality of student housing. This protect the students from living in bad student housing, such as mini-rooms with no window. Besides strict regulation, the policy maker may educate the students in selecting student housing with this study.

5.4 Limitation of the Study

In socio-demographics perspective, the results are based on a homogenous Chinese-based population of students. In addition, the research is conducted on the student housing preferences of students studying in UTAR Sungai Long Campus. Though the students come from different parts of Malaysia, the findings of the research may not applicable to other universities. Overall, since the research data is only collected at UTAR Sungai Long Campus, the results cannot provide a general picture of private student housing in Malaysia.

In this study, the attributes and its levels are formulated with the reference to both international and Malaysia's studies. The attributes and the levels may have a certain degree of complexity and error. There are only 8 attributes but there are 14 questions asked in the survey responses. Some attributes have more than 1 question. Also, the attribute levels vary from 2 levels to 6 levels, and there may be other possible levels.

Next, the respondents may not understand the survey and the attributes. Furthermore, there are contradict between the student's preference and their willingness to pay for student housing. For instance, there are some attributes that are stated important for the students but not significant to the rental price.

Besides, the experimental framework and design did not analyse the correlation with combinations of two or more attributes. The attribute is only analysed individually in relation to rental price. However, it is possible that some attributes only have an effect in combination with other attributes.

Last, this research collects data from the students, the demand side of the student housing market. They might have unreasonable expectation on student housing quality. It has neglected the owners who bear the cost of the student housing. For instance, the willingness to pay for the aircon is relatively high in the study, but it may not be enough to cover for the aircon installation cost, aircon servicing cost and expensive electricity bill.

5.5 Recommendations for Future Studies

Throughout the research process, several limitations are discovered. There are several recommendations for improvement in future studies.

First, the scholars in Malaysia can conduct student housing preference in their own university's campus. Each study in this field can contribute in private student housing market in Malaysia. They may also combine and conduct researches in states level or nationwide. These researches will provide sufficient insights and information for each scholar. Also, the research is not only focus on one university campus, but a bigger picture.

Second, the scholars can introduce or revise existing or new attributes. In stated preference, attributes and the level are very important. The scholar may revise and improve the attributes level in this study. It is advised that the attributes level must be in ascending order according to the increasing benefits.

Third, it is recommended to simplify the questions. The questions should be comprehensive for respondents to understand. Moreover, scholars need to remind the students to think reasonable for the attributes and rental price, otherwise the students may have illogical expectation. It is important when it comes to the analysis.

Fourth, the scholars may investigate the relationship between attributes. In this study, it only analyses the correlation strength between attributes and rental price. There may be new combination between attributes, it is possible that the combinations have greater effect to the rental price. Besides, scholar can also conduct analysis separately based on demographic profile. The result may be different for different group of respondents.

Last, the scholars can address the other players in the student housing market. There are owners, agents, universities and other interested parties that may have different opinion in the provision of student housing. These different perspectives can be identified and measured in future studies.

5.6 Conclusion

As a summary, the study of the factors that influence students in selecting student housing is completed and examined. There are only three attributes that are proven as valid. Based on the study results, the three factors, which are distance, common area facilities and amenities, have significant positive influence in the willingness to pay.

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Appendix A: Questionnaire Sample

Section A: Respondent's Profile ✕ ⋮

Description (optional)

Full Name *

Short answer text

Gender *

Male

Female

Age *

Short answer text

Ethnic Group * ⋮

Chinese

Indian

Malay

Other Malaysian

Foreigner

Faculty *

Centre for Foundation Studies

Lee Kong Chian Faculty of Engineering and Science

Faculty of Accountancy and Management

M. Kandiah Faculty of Medicine and Health Sciences

Faculty of Creative Industries

Institute of Chinese Studies

Institute of Postgraduate Studies & Research

Other...

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Course Studied *

Short answer text

Year & Trimester (YXSX) *

Short answer text

Financial Assistance *

PTPTN Loan

Scholarship

Research Grant

No Financial Assistance

Other...

Section B: Factors that influence the selection of student housing



1. This section intend to identify students' perceptions towards the factors' influence the selection of student housing.
2. A **benchmark** is provided below as a reference in **CAPITALISED letter**.
3. Any **better alternative** will **increase** the rental price, while the **worse alternative** will **reduce** the rental price.

Benchmark

Variables	Benchmark
Rental Price/ Student	RM400-RM450
Distance to UTAR	3 mins walking distance
Type of Student Housing	Condominium
Room Type & Size	Mixed Unit Twin Room without Air-Conditioning
Room Furniture	Fully furnished
Common Area Facilities & Privacy	Washing Machine, Refrigerator, Kitchen Cabinet, Hanger Stand, Water Dispenser, Table and Chair, Water Heater Toilet share with 2 students
Amenities	Provides WiFi, Cleaning, Water, Electricity
External View	Window Facing External Scenery

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What is the acceptable **walking distance** of your student housing to UTAR? *

You may use Waze or Google Map for assistance.

The **more time** needed to reach UTAR, the **cheaper** the student housing is.

- (0) more than 20 mins
- (1) 10 mins to 20 mins (Green Acre)
- (2) 5 mins to 10 mins (SL2, Forest Green)
- (3) 3 mins to 5 mins (Cypress, Scotpine, Taming Mutiara)
- (4) LESS THAN 3 MINS (FLORA GREEN, SHOPLOT)

What type of student housing you preferred? *

- (0) Shop Lot
- (1) Apartment
- (2) CONDOMINIUM
- (3) Terraced
- (4) Semi-D
- (5) Bungalow

Which common area condition is preferable?

More common area generally reflects in **higher** rental price.

- (0) No Common Area
- (1) ONLY LIVING HALL
- (2) Living Hall and Dining Hall

Which condition is preferrable? *

- (0) MIXED UNIT
- (1) Male/Female Unit

What room size you preferred? *

- (0) <60sf (Mini/Partitioned Room)
- (1) 60-99sf (Small Room)
- (2) 100-149sf (Small Medium/Single/Shared Room)
- (3) 150-199sf (MEDIUM/SHARED ROOM)
- (4) 200-280sf (Master room)
- (5) >280sf (Big Master room)

From the selection of room size above, how many persons is acceptable in the room? *

- (0) more than four students
- (1) four students
- (2) three students
- (3) TWO STUDENTS
- (4) one student

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⋮
What type of room you preferred? (Your choice will influence your final rental) *

- (0) WITHOUT AIRCOND
- (1) with air-conditioned

What is the preferred condition for room furniture? (Your choice will influence your final rental) *

- (0) Unfurnished
- (1) Partially Furnished
- (2) FULLY FURNISHED

⋮
Which condition is preferable for toilet usage? (Round off your answer) *

- (0) Share by more than 4 students
- (1) Share by 4 students
- (2) SHARE BY 3 STUDENTS
- (3) Share by 2 students
- (4) Private Toilet (*The rental should be expensive)

Amenities Factor
Description (optional)

Which is the preferred amenities condition? (Your choice will influence your final rental) *

- (0) No Amenities Provided
- (1) Provides either WiFi or Cleaning
- (2) Provides WiFi and Cleaning
- (3) Provides Wifi, Cleaning and Water
- (4) Provides Wifi, Cleaning, Water and Electricity

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For cleaning services, how often is preferable? (Your choice will influence your final rental) *

- (0) Self-Cleaning
- (1) Every Trimester
- (2) Monthly
- (3) TWICE A MONTH
- (4) Weekly

Which external view condition is preferable? (Your choice will influence your final rental) *

- (0) No Window



- (1) Small Window



- (2) Internal Window



- (3) External Window facing building



- (4) EXTERNAL WINDOW FACING SCENERY



Factors that Influence Students in Selecting Student Housing: A Case Study in UTAR Sungai Long Campus

Based on **your choice for various factors** of your preferred student housing, how much are you **willing and able** to pay*
willing and able to pay?

*Now, you may change your choices above based on your budget.

Any **better alternative** will **increase** the rental price, while the **worse alternative** will **reduce** the rental price.

Please be reasonable.

(Monthly Rental) (Net Room Rental, exclude additional amenities if it is not included)

- less than RM300
- RM301-RM400
- BENCHMARK RM401-RM450
- RM451-RM500
- RM501-RM600
- RM601-RM700
- more than RM700

The following factors may have influence on your decision for student housing. Please **Arrange** the factors **in sequence** from the most important factor (1) to least important (8) from 1-8. *

1st Place, 2nd Place, 3rd Place, 8thPlace

	1	2	3	4	5	6	7	8
Price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Room Size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Room Fu...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amenities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B: Reliability Analysis Result in SPSS

Descriptive Statistics

	Mean	Std. Deviation	N
Rental Price	2.5813	1.31977	160
Distance	2.5313	1.15971	160
Toilet Usage	2.6688	1.15318	160
Financial Assistance	1.07	.985	160
Presence of AirCond	.6563	.47645	160
Amenities	3.1875	1.19847	160
Cleaning Frequency	2.4500	1.47431	160
Common Area Facilities	2.2563	.70262	160
Single/Mixed Gender	.4125	.49383	160
Room Size	2.4563	1.08649	160
Room Furnishing	1.6313	.50931	160
Type of Student Housing	2.2250	1.03978	160
Number of People in the Room	2.8875	.85405	160

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524 ^a	.274	.215	1.16934

a. Predictors: (Constant), Number of People in the Room, Cleaning Frequency, Financial Assistance, Single/Mixed Gender, Presence of AirCond, Room Furnishing, Distance, Common Area Facilities, Toilet Usage, Amenities, Type of Student Housing, Room Size

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	75.942	12	6.329	4.628	.000 ^b
	Residual	201.001	147	1.367		
	Total	276.944	159			

a. Dependent Variable: Rental Price

b. Predictors: (Constant), Number of People in the Room, Cleaning Frequency, Financial Assistance, Single/Mixed Gender, Presence of AirCond, Room Furnishing, Distance, Common Area Facilities, Toilet Usage, Amenities, Type of Student Housing, Room Size

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Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.749	.800		.937	.350		
	Distance	.249	.086	.218	2.907	.004	.874	1.144
	Toilet Usage	.228	.093	.199	2.456	.015	.751	1.332
	Financial Assistance	-.238	.098	-.178	-2.438	.016	.926	1.080
	Presence of AirCond	.451	.218	.163	2.065	.041	.794	1.259
	Amenities	.177	.086	.161	2.046	.043	.802	1.246
	Cleaning Frequency	.147	.072	.164	2.046	.043	.765	1.307
	Common Area Facilities	-.206	.149	-.110	-1.380	.170	.784	1.276
	Single/Mixed Gender	-.206	.199	-.077	-1.032	.304	.886	1.128
	Room Size	.113	.126	.093	.894	.373	.460	2.175
	Room Furnishing	-.173	.197	-.067	-.881	.380	.858	1.165
	Type of Student Housing	.087	.104	.068	.836	.404	.742	1.348
	Number of People in the Room	-.003	.150	-.002	-.018	.986	.521	1.920

a. Dependent Variable: Rental Price