Essentials for Green Building Adoption in Ghana

Princess Nortey and Gabriel Nani (Ghana)

Key words: Sustainable construction; green buildings; Ghanaian construction industry; green

building adoption; promoters; implementation strategies

SUMMARY

In order to encourage its widespread adoption in Ghana, this study sought to understand the promoters and implementation strategies of green building adoption from the perspectives of Ghanaian construction professionals. Purposive and snowball sampling was the method utilized to choose the respondents for the survey. Researchers, architects, quantity surveyors, engineers, and other construction professionals made up the population of this study. Data from a total of 134 respondents were used in the survey report's conclusion. The respondents were asked to rank the variables on a 5-point Likert scale as part of a closed-ended questionnaire that was used to collect the data. IBM SPSS and Microsoft Excel were used as the data entry and analysis tools. Cronbach's alpha coefficient of 0.950 was reached for reliability of the study. For normalcy, the Shapiro-Wilk test was applied and all variables had p-values that were less than 0.05, hence the data was not normally distributed. The one-sample t-test was also applied and findings determined that all promoters and implementation strategies were statistically significant. Findings revealed that all of the identified promoters and implementation strategies for the use of green buildings are asserted by the study to be relevant in the Ghanaian context. Using the mean score for ranking of variables, "Increasing environmental awareness among stakeholders" was the highest ranked promoter while "Increasing knowledge and awareness to clients and the public" became the highest ranked implementation strategy. In order to encourage the adoption of green buildings, stakeholders, policymakers, and activists can use the study's findings as a guide to focus their attention on specific factors with the greatest potential for impact.