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Accommodation Reforms and Its Effects on Students: A Focus on Kwame Nkrumah University of Science and Technology from 1960 To 2013

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Accommodation Reforms and Its Effects on Students: A Focus on Kwame Nkrumah University of Science and Technology from 1960 To 2013

Samuel Adu-Gyamfi ^α, Edward Brenya ^ο & Eileen E. L. Lamptey ^ο

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I. INTRODUCTION

University education is a form of higher learning or tertiary education. Tertiary education follows secondary education. It refers to non-compulsory education provided via a specialist institution, usually labelled as a college, polytechnic, technikon¹ or university. According to Campbell and Rozsnay's definition, tertiary education is any education entered after successful completion of secondary education, which may include vocational post-secondary education (leading to a certificate) and higher education (leading to a degree), even though the designation is often used synonymously with higher education². The World Bank (2011) stated that, tertiary education broadly refers to all post-secondary education, including but not limited to universities. Universities are clearly a key part of all tertiary systems, but the diverse and growing set of

public and private tertiary institution in every country – colleges, technical training institutes, community colleges, nursing schools, research laboratories, centres of excellence, distance learning centres, and many more – forms a network of institutions that support the production of the higher-order capacity necessary for development³. Tertiary education according to the Ghana Vision 2020 has an overall aim which is to revitalise and expand the tertiary education sub-sector in consonance with national manpower needs. This requires revamping, recapitalisation and expansion of tertiary education facilities⁴.

Tertiary education in Ghana was introduced by the British in 1948 by the establishment of the University College of Gold Coast based on the recommendation of the Asquith Commission on higher education in British colonies⁵. The Asquith Commission was formally known as the Royal Commission on Oxford and Cambridge Universities. It was established on the 4th of November, 1919 with former Prime Minister Herbert Asquith as its head, Gerald Balfour as vice-chairman, Lord Ernle and representatives of the Privy Council as its members to evaluate the value of having two legislative bodies in the University. The Commission submitted a report in 1922 which became known as the Asquith report.⁶ It was later contracted in 1943 to investigate Higher education, recommended among other things the setting up of University Colleges in association with the University of

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¹ Technikon is a noun of South African origin which is an institution offering technical and vocational education at tertiary level

² C. Campbell & C. Rozsnay, "Quality Assurance and the Development of Course Programmes" http://www.Qualityresearchinternational.com/glossary/tertiary_education.htm. accessed from www.knust.edu.edu.gh/oer/pages/index(October 2013)

³ World Bank, "Tertiary education (Higher Education)", <http://webworldbank.org>. Accessed, 26th August, 2012 quoted from <http://www.qualityresearchinternational.com/glossary/tertiaryeducation.htm>. Accessed from www.knust.edu.edu.gh/oer/pages/index(October 2013)

⁴ Government of Ghana-National Development Plan Commission, "Development Programme for the Plan Period, Education sub-programme 4: Tertiary Education", Ghana – Vision 2020, The 1st medium term Development Plan 1997-2000, Accra, Ghana, July 1997,93

⁵ Oxford University Archives, 'A history of Congregation and Convocation Asquith Commission- 1919-1922'. www.oia.ox.ac.uk/enquiries/congandconvfour.html Prest John, 'The Asquith Commission, 1919-1922' www.oxford-scholarship.com/view

⁶ The report from the Commission recommended providing additional powers to resident teachers and university administrators.

London, hence, its involvement in the development of tertiary education in the Gold Coast.

The University College of Gold Coast was first associated with the University of London. The purpose for the establishment was to provide for and promote education, learning and research. Over a period after independence the University College of Gold Coast became the University of Ghana, Legon.⁷ Tertiary education continued to spread; universities were established in Kumasi and Cape Coast. The Kwame Nkrumah University of Science and Technology was first established as University of Science and Technology after it replaced the Kumasi College of Technology in 1951. Over the period various departments were formed and others moved to other schools like University of Ghana, Legon and Winneba Training College. Others were also moved from places like the Korle Bu Teaching Hospital to the university. The school attained an independent University status after the University Commission was established to give advice on transforming it into an independent university in Ghana. The Kumasi College of Technology became a full-fledged university and was renamed Kwame Nkrumah University of Science and Technology (KNUST) by an Act of Parliament of 22nd August, 1961.

Accommodation according to the Oxford Advance Learner's dictionary is a noun which means a place to live, work or stays in rented, temporary or furnished accommodation.⁸ It also means somewhere to live or stay, often also providing food or other services. The research seeks to define accommodation as a place to live which is rented over a period of time during the pursuing of a degree in the university as well as some of the services enjoyed during this time. The research seeks to establish the type of accommodation or landed property provided for students as accommodation and their services as well as the policies that influence their stay in these landed properties.

In Ghana, governments like that of the Convention Peoples Party (CPP) undertook certain measures to ensure the development of universities in the country. A policy on admission into tertiary institutions was enacted in 1962 to practically admit all students who obtained the minimum entry requirements.⁹ Also in the Ghana – Vision 2020 one of its objectives in relation to the tertiary education is to provide greater access to tertiary education for qualified candidates.

In the provision of tertiary education, accommodation facilities are provided because of its central location and the need to provide other services for a holistic training. Halls of residence have been built to accommodate students especially undergraduates. In KNUST for instance there are six traditional halls which provide accommodation for students. The halls of residence were built between the years 1959 and 1969. The halls are Queen Elizabeth II, Unity, Independence, Republic, University and Africa Hall.¹⁰ Queen Elizabeth II, a mixed hall was officially opened in November 1959 by the Duke of Edinburgh. It has a capacity of 294 rooms. It has a current population of about 1000 students. Unity Hall, all male hall welcomed its first batch of students on 16th October, 1968 and has 448 rooms with an additional 36 flats. It houses a number of 1952 students. Independence Hall, the first permanent residence was opened in February 1959. It has 198 rooms in the main hall and 96 rooms in the Annex. Its population is 1003 students. Republic Hall named to commemorate the Republic status of Ghana was opened in 1961. It is a mixed hall with 198 rooms in the Main hall and 96 rooms in the Annex. The number of students currently in the hall numbers 1180. University Hall is an all-male hall with a capacity of 198 rooms and an additional 95 rooms in the Annex. It was built to commemorate the Kumasi College of Technology gaining a university status on the 22nd of August, 1961. It also has a population of 1000 and more students. The all-female hall, Africa hall has 192 rooms and opened to students on 14th October, 1967. It currently has a population ranging from 800 to 900 female students. The total number of students in the traditional halls currently stands at 7817 instead of its original capacity of 1815. The capacity of these halls has been the same since its establishment and was aimed at accommodating one student per room, however due to increase in the admission of students this has moved from one in a room to a current population of four per room and even the conversion of some spaces like offices and study rooms in the halls as well as the provision of extra rooms known as flats to accommodate most students.

Admission of students continues over the years and the intake of students also increases yearly. The university at the onset provided accommodation for all students admitted as well as continuing students but over the period due to increase in the number of students as against an increase in the housing facilities, the university now provides accommodation for first year undergraduate students in the halls of residence. Over a period of time there has been the emergence of private hostels in and around the university campus. This has

⁷ University of Ghana, "About University of Ghana, Brief Description on the university" www.ug.edu.gh/index, (October, 2013)

⁸ A. S. Hornby, *Oxford Advanced Learner's Dictionary*, 6th Edition, ed. Sally Wehmeier, Phonetics Editor, Michael Ashby (Oxford University Press) p.7

⁹ Ebenezer Gammah Abaitey, "Graduate Student Hostel, UST, Kumasi", (M.A dissertation, KNUST, 1998), www.knust.edu.gh/oer (accessed, April, 2013)

¹⁰ Kwame Nkrumah University of Science and Technology, Students, Housing and Accommodation, 'Hall of Residence', www.knust.edu.gh/students/housing/halls, (September, 2013.)

led to a series of questions as to why the University authorities are not providing more halls of residence for all students but just first year students in the Undergraduate programmes of study. There is an increase in the demand for accommodation by students as the halls of residence cannot accommodate a population of 41,462 (number of students as at 2012/2013 congregation statistics) students currently in the university. This has brought about series of problems in finding accommodation or residence especially for undergraduates of the University. There are problems or challenges faced by students with regards to providing or finding accommodation, an example being that affordable accommodation within walking distance is unavailable and has led to the rise of 'perching'¹¹ which is non-resident students living in the halls illegally.¹²

Reform has been defined as the improvement or amendment of what is wrong, corrupt, and unsatisfactory. It could also mean the amendment of conduct, belief, etc. also to change to a better state, form, etc. to improve by alteration, substitution, abolition, etc. it could also mean to improve an existing institution, law, practice by alteration or correction of abuses. Also an improvement or change for the better, especially as a result of correction of legal or political abuses or malpractices.¹³ The fundamental aspects of reform is to alter or effect changes in already existing laws, practices or policies to the welfare of the stakeholders or the people being bonded by these laws. This research is focused on underlying some of these reforms with respect to accommodation that have taken place over the period.

This research therefore seeks to know the reforms that the University authorities have put in place to resolve the accommodation problems and how these reforms have affected students over the years. The central issue is premised on continuity and change focusing on the transitions of accommodation issues in the Kwame Nkrumah University of Science and technology from the 1960s to present.

a) *The Problem and objectives*

The recommendation of the University Rationalization Programme¹⁴ based on the increase in

admission of students has not been met with equal increase in accommodation facilities.¹⁵

The university community in Ghana has been able to create accommodation for its student through the provision housing referred to as halls on their various campuses. In recent times private individuals have also built or created a host of hostel facilities while others have turned their private homes into accommodation for students. The presence of these facilities and more being created to meet the rise in demands of students must not leave room for accommodation problems. However, there is still the practice of students residing with colleagues in their rooms or apartments. This practice breaches the policy of a maximum of four students in a room. Other students are left with no option than to come for lectures from their respective homes or reside or squat in unacceptable places like study rooms, common rooms, television room and non-residential facilities. The non-residential facility on campus was put in place for non-resident students to take their rest between lectures and have private studies before they leave for their various residences. However, some students live in these facilities for the academic year. Accommodation has become a major concern to students as they have to relocate residence or renew their residence contract with residence owners.

There is an increase in the struggle for acquiring accommodation or place of residence for most students over the past years. People have researched into the topic in the fields of the emergence of private hostels to help solve the issue. However, these problems give us the opportunity to restudy the policies in relation to the provision of residence for students and how they have been reformed over the years as well as the impact of these policies on students on campus.

The study therefore focuses on accommodation reforms and its effects on students. The other objectives include a critical examination of the policies pertaining to the provision of accommodation for students and an examination of the problems encountered by students in relation to the provision of accommodation. The others include the assessment of the factors that have led to changes or reforms in these policies in relation to accommodation and to look at how best these policies can be implemented to benefit the students of the University.

b) *Methodological Issues and Research Questions*

In the course of the research statistical data was collected from the various halls of residence on KNUST campus indicating the number of rooms available and the accommodation that has been granted to students over the years. Analysis was made to assess the

¹¹ Perching is a practice where students reside with other students without paying accommodation fees. The presence of these students is illegal and increases the supposed number of students per room.

¹² Ebenezer Gammah Abaitey, "Graduate Student Hostel, UST, Kumasi", (M.A dissertation, KNUST, 1998), www.knust.edu.gh/oer (April, 2013)

¹³ Meaning of reform, www.freedictionary.comwww.knust.edu/oer/pages/index. (October, 2013)

¹⁴ It was based on the recommendations of the University Rationalization Committee which was established to give a report on tertiary education in Ghana in 1991. It also formulated the policy framework for the tertiary education sector between 1986 and 1988.

¹⁵ Ebenezer Gammah Abaitey, "Graduate Student Hostel, UST, Kumasi", (M.A dissertation, KNUST, 1998), www.knust.edu.gh/oer (April, 2013)

changes in terms of the increase and decrease of the number of students admitted over the years into these halls of residence.

Information on hostels that are recognized and those not recognized by the Dean of Students office was obtained. This was done through an enquiry which was accessed from the university's official website. Also a compilation of the names of some hostels in and around KNUST campus was done, details in relation to their purpose of establishment, achievements and challenges were collected through interviews with some selected hostel managers and owners.

Information on the number of students that have been admitted during the period was accessed from the Quality Assurance and Planning Unit office. The number of students admitted into the halls was accessed from the various hall tutors offices. This was used to assess the percentage of students who gain access to the traditional halls as against the total number admitted each year over the period.

Questionnaires were administered to students from the various colleges and this comprised of students from the various level of study that is from first year to final year. The questionnaires were used to gain information on the challenges students face in acquiring accommodation, its effects on them, their satisfaction in relation to their present residency and their knowledge on housing and accommodation policies as well as their recommendations on how these challenges or problems could be solved.

Interviews were conducted with some lecturers who double as alumni of the university to gain information on the accommodation situation during their time, the benefits and challenges they faced with regard to accommodation and also their views on the current situation. Also these interviews help to highlight the changes that have occurred over time.

Interviews were also conducted with some selected alumni who were not lecturers to also gain information on their accessibility to accommodation facilities during their time of pursuing their undergraduate degree. Some of these interviews were done via the telephone.

An interview with some selected halls of residence administrators was conducted to know the measures that were taken to enforce or implement the policies promulgated, for example the policy of admitting four students as against the three or two students per room. Also the challenges that they face and measures put in place to curb or solve these problems. Data on the type of students that were admitted in the various halls over the past years was collected. Analysis was made on the shift from admitting all students in the halls to just freshmen undergraduates based on the percentage of freshmen and continuing students in the halls of residence. Analysis was made to

look at the percentage of students each hall admits after admission has been granted to undergraduate students.

Some challenges faced were having access to the people to be interviewed due to their schedules; however, meeting days were set to conduct the interview. Also most of the hostel owners have delegated the administration to managers or caretakers who have little or no knowledge on the basis for establishing the hostels, the time these hostels were established and developments that have taken place since its establishment. Interviews were conducted with the owners of these private hostels through the telephone while with others during their random visits to the hostels.

II. QUESTIONS

The following questions were formulated to serve as a guide in the writing of this paper:

What are the means by which the University provides accommodation for its students?

What policy or act initiated the provision of accommodation for students?

How many students were first admitted into these halls of residence and what is the current population now?

How many policies have been promulgated with regard to accommodation and factors that led to their reformation?

What is the capacity in terms of rooms and facilities for these buildings and what developments have been made to enhance them?

Who is responsible for the promulgation or formulation of policies with regard to accommodation?

What are the factors that led to the establishment of private hostels in and around campus? What are the challenges being faced by students with regard to accessing accommodation facilities?

a) *Why this Article?*

This article seeks to address the policies that have been made over the years with regard to accommodation and how these reforms have affected students. This is because of the increase in hostel 'hunts' by students, dissatisfaction with the system by students and also the increase in the building of hostels and inhabitants of the towns around the university converting their private homes to accommodate students.

It is to help in the restructuring of the housing and accommodation policies to help reduce the adverse effects on students by analysing the situation on the ground and making recommendations as to how the university authorities, companies and private individuals can take advantage and bring about a transformation in the provision of accommodation to help students who are most affected.

b) *History of Tertiary Institutions in Ghana*

Tertiary education in Ghana was introduced by the British in 1948 by the establishment of the University College of Gold Coast based on the recommendation of the Royal Commission on Oxford and Cambridge Universities (Asquith Commission). This was possible when the commission was contracted in 1943 to investigate Higher education. In their report it was recommended among other things the setting up of University Colleges in association with the University of London, hence, its involvement in the development of tertiary education in the Gold Coast.

The University College of Gold Coast was first associated with the University of London. The purpose for the establishment was to provide for and promote education, learning and research. Over a period after independence the University College of Gold Coast became the University of Ghana, Legon.¹⁶ Tertiary education continued to spread; universities were established in Kumasi and Cape Coast.

The Kwame Nkrumah University of Science and Technology was first established as University of Science and Technology after it replaced the Kumasi College of Technology which was established in 1951. The University of Science and Technology was established by a Government Ordinance on 6th October, 1961. The Kumasi College of Technology officially opened on 22nd January, 1952 with two hundred (200) Teacher training students from Achimota College in Accra. The Kumasi College started with the School of Engineering and Department of Commerce in October 1952. The school originally prepared students for professional qualifications until 1955 when it embarked on courses leading to the University of London, Bachelor of Engineering External Degree Examinations. Other programs to be offered were a two-year course in Pharmacy leading to the award of Pharmacy Board Certificate and a course which lasted from some terms to three years in the field of Agriculture. These courses in Pharmacy and Department of Agriculture started in 1953. A department like Department of General Studies was instituted to train students in the Arts and Science to help in the instruction of Arts and Science courses in the various departments. In the year 1957, the School of Architecture, Town Planning and Building was inaugurated and the first batch of students were admitted in January, 1958. It was later decided to transform the institution into a purely Science and Technology institution. The Teacher Training College was transferred to the Winneba Training College, Winneba in January 1958. However, the School of Arts was not transferred. In 1959, the Commerce Department was transferred to Achimota to form the nucleus of

present Business School of the University of Ghana, Legon.

The government of Ghana in 1960 appointed a University Commission to advise it on the future development of University education in Ghana. The aim was to transform the University College of Ghana and the Kumasi College of Technology into independent universities in Ghana. Upon the report by the Commission both became full-fledged universities. The Kumasi College of Technology became Kwame Nkrumah University of Science and Technology by an Act of Parliament passed on the 22nd of August 1961. There have been changes in the name. The 24th February, 1966 Revolution and its aftermath saw the change in name to University of Science and Technology (UST). The Revolution was to overthrow the government of Dr. Kwame Nkrumah. This revolution was executed by the National Liberation Council (NLM) which was led by Lt. General Joseph Arthur Ankrah.¹⁷ The University was renamed by an Act of Parliament, Act 559 of 1998. The name changed to Kwame Nkrumah University of Science and Technology.

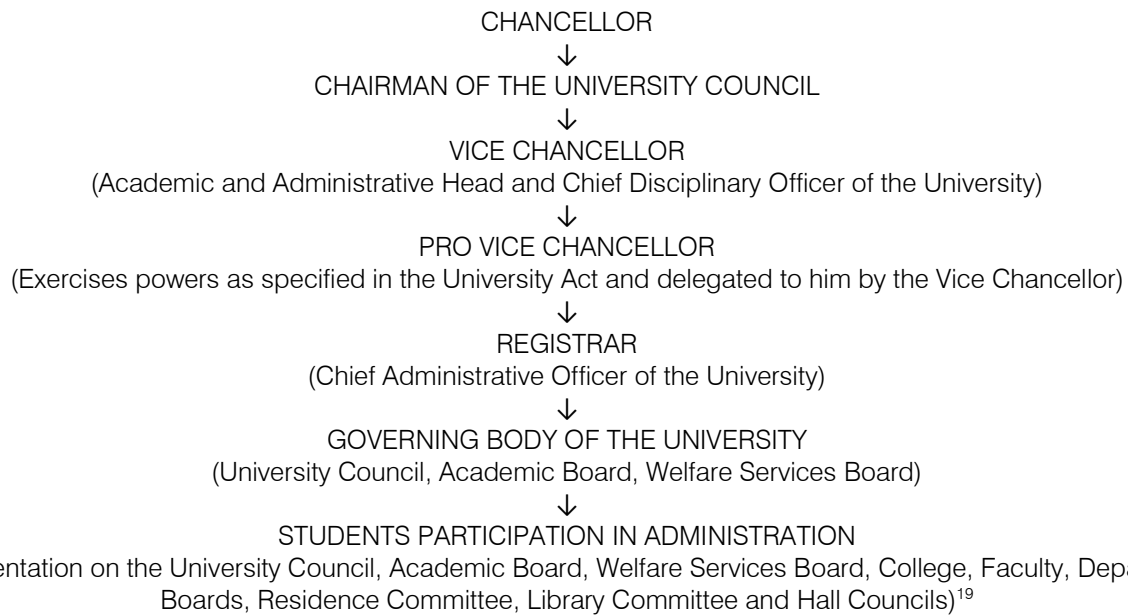
The University's structure is currently decentralized and this system is known as the Collegiate system. This came into being on 29th November, 2004. This system was needed due to the difficulties being faced by the University authorities with regard to coordinating the various faculties and the ever growing number of students in the institution. On the 5th April, 2005 the first set of Provosts were inducted into office. The Colleges are College of Art and Social Sciences, College of Engineering, College of Agriculture and Natural Resources, College of Science, College of Health Sciences and College of Architecture and Planning.¹⁸

The University Administrative Structure is in seven (7) phases. The Principal Officers of the University as stated in the Statutes are the Chancellor, Chairman of the University Council and the Vice Chancellor. The structure is as follows:

¹⁶ University of Ghana, "About University of Ghana, Brief Description on the University", www.ug.edu.gh/index, (February, 2014).

¹⁷ Ghana Web, Political History of Ghana, Political highlights, www.ghanaweb.com/GhanaHomePage/republic/polit_hist.php, (April, 2014)

¹⁸ *Kwame Nkrumah University of Science and Technology, Students' Guide*, ed, Dean of Students, KNUST, (University Printing Press, KNUST, Revised and Reprinted June 2013), pg. 1-2.



c) *Historical Study of Accommodation Facilities in KNUST*¹⁹

A prominent feature of a University is the presence of residential facilities for its staff and students. The residence for students is usually called Hall of residence. The Kumasi College of Technology becoming a full-fledge university had to create halls of residence to accommodate its students. Kwame Nkrumah University of Science and Technology has six traditional halls of residence. This section will highlight on the development of these hall facilities as well as other services that were provided over the years.

i. *Independence Hall*

The first hall to be built was the INDEPENDENCE HALL, hence the name the Premier hall. It was built in 1959, about seven years after the establishment of the Kumasi College of Technology in 1952. It was during this period that the College was turned into a purely Science and Technology institution due to its expansion. The hall was an all male hall. The hall was officially opened in February 1959. It was named Independence Hall to commemorate the attainment of Ghana's independence on 6th March, 1957. The hall had 294 rooms. It was divided into the main and annex buildings. The annex has a total of eight (8) floors and the main seven (7) floors currently (2010/2011 Basic Statistics). The rooms were occupied by a student. However with time the numbers varied and increased. Other facilities included a Senior Common room, Junior Common room where students could

purchase items such as drinks and spend their leisure time. There was also a sports room where students could play table tennis. The hall also had a dining hall where food was supplied to students with the use of coupons through government funding. Overtime there was the introduction of kitchenettes when the provision of food by the government stopped in the late 1980s. There has however been an increase in the number of toilet facilities and showers in the hall. Statistics from the Basic statistics book published by the Universities Planning Unit on Residential facilities between the 1999/2000 and 2010/2011 academic years show the increase from 44 to 58 toilet facilities and from 51 to 77 numbers of showers provided by the Hall administration. However the number of kitchenette has reduced from 1 to nil. The number of floors during this same period has increased from 13 to 15 floors. The number of rooms however has been constant.²⁰ The hall admitted its first female occupants in 1991. This development was possible because of the increase in the number of female students patronizing tertiary education therefore the all female hall and the only mixed hall before this time could not accommodate the increasing number. The students in the hall are popularly called Spartans and their motto is Honour and Integrity. The hall currently has a population of 1003 students with the highest number of students in a room being four (4) with the same existing structures.

¹⁹ Kwame Nkrumah University of Science and Technology, *Students' Guide*, Ed. Dean of Students, KNUST, (University Printing Press, KNUST, Revised and Reprinted June 2013), p 5-6.

²⁰ Quality Assurance and Planning Unit, *Kwame Nkrumah University of Science and Technology Basic Statistics, 32nd Congregation - 45th congregation*, (University Printing Press, KNUST, 20th February, 1999 - June,2011)



A Pictorial View of Independence Hall



Logo

III. A PICTORIAL VIEW OF INDEPENDENCE HALL LOGO

a) Queen Elizabeth Hall

The second Hall of Residence to be built was the QUEEN ELIZABETH II HALL. It was officially opened by the Duke of Edinburgh in November, 1959. The Queen visited the Hall in 1961 during a state visit to Ghana. The hall was the first mixed hall to be built.²¹ The hall had 294 rooms, kitchenettes, dining hall, sports room, Junior Common Room and a Senior Common Room. It has a Main section and an Annex. There were a total of 13 floors for the Main and Annex; however, it increased to a total of 14 and 15 floors over the years. Also the number of rooms has seen a variation that is from a total of 294, 300 and 309. The hall currently has ordinary rooms and flats. The hall currently has a market, an internet café, a volley ball pitch and a common television room. The provision of food by government to students through the kitchen staff has ceased like all other halls. The dining hall is currently used to sell varieties of food to students, used for General meetings, group and individual studies as well as social events. The total number of students in a room has increased from one in a room to four in a room as well as a special room known as the Studio which accommodates a total number of 8 students. These Studios started in the 2012/2013 academic year due to the increase in the number of students as against the number of rooms. However there has also been an increase in the number of toilet facilities and showers. There are a number of Poly tanks in the hall to provide students with water as well as a stand-by generator. The total number of male students in the hall always outnumbers the total number of female students with the exception of the year 1999/2000 that the female students outnumbered the male students. The Basic

Statistics of the University from the 1999/2000 academic year to 2010/2011 reflects this statement. The table below shows the statistics for the period stated above.²²

²¹ Kwame Nkrumah University of Science and Technology, *Students' Guide*, Ed. Dean of Students, KNUST, (University Printing Press, KNUST, Revised and Reprinted June 2013), pg. 31.

²² Quality Assurance and Planning Unit, *Kwame Nkrumah University of Science and Technology Basic Statistics, 32nd Congregation - 45th congregation*, (University Printing Press, KNUST, 20th February, 1999 - June, 2011)

Table: 2.1

Year	Male Students	Female Students	Total
1999/2000	231	376	607
2000/2001	357	189	546
2002/2003	523	242	765
2003/2004	766	343	1142
2004/2005	657	549	1206
2005/2006	706	534	1240
2006/2007	772	612	1384
2007/2008	684	488	1172
2008/2009	678	501	1179
2009/2010	724	461	1185
2010/2011	667	476	1143

The students in Queen Elizabeth II hall are referred to as Royals and their motto is Strive for the best.



A Pictorial View of Queens Hall



Logo

IV. A PICTORIAL VIEW OF QUEENS HALL LOGO

a) Republic Hall

The next hall to be constructed in the Institution was the REPUBLIC HALL. The Hall of residence was constructed in the year 1960 when the country, Ghana attained its Republic status. The country became an independent nation in 1957, however, the Queen of England had a hand in its administration until it gained full autonomy from the British government to become a Republic on 1st July, 1960. It was officially opened in 1961 as an all male hall until 1991 like the Independence hall, it admitted the first batch of female students.²³ The hall has a main and an annex. The hall currently has a total of 25 floors though it began with 13 floors both Annex and Main. In the year 2004 to 2006 it had a total of 11 floors and in the year 2006 to 2010 it had a total of 19 floors. The Hall also housed the Student Representative Council (SRC) Executives till the Student Representative Council built its own hostel in the early 2000s however; it still has the administrative offices of the SRC. The total number of rooms in the hall has varied over the period that is 294, 305, 308 and 304. The numbers have also increased over time from a total of

754 in the 1999/2000 academic year to 1180 in the 2013/2014 academic year.²⁴ A similar story applies from the total number of students in a room increasing to 4 from 1. The hall currently has 1 kitchenette. Also has a Dining Hall, Salon, Barbering Shop, Photo Studio, Junior Common Room, Senior Common Room, Shops, Market, Internet café and a Common television room. The hall has in front of it a statue of a cockerel which represents the symbol of the Convention Peoples Party (CPP), the political party headed by Dr. Kwame Nkrumah who under his leadership gained the Republic status for the nation. The hall is currently noted for its Hall week celebration which draws students from tertiary institutions across the country. The hall also has a Basketball court which is used to organize tournaments within the hall week. The hall currently has 75 toilet facilities and 86 showers for students. It also has flats. The hall has a chapel and study rooms like all the other halls in the University. Students in Republic Hall are known officially as Mongols but popularly called 'Akuko Repu'. They are referred to as Mongols because it was the first state to gain a republican status in the 13th century. Their motto is 'Mongols Set the Pace'.

²³ Kwame Nkrumah University of Science and Technology, Students' Guide, Ed. Dean of Students, KNUST, (University Printing Press, KNUST, Revised and Reprinted June 2013), pg. 30

²⁴ Quality Assurance and Planning Unit, Kwame Nkrumah University of Science and Technology Basic Statistics, 32nd Congregation - 45th congregation (University Printing Press, KNUST, 20th February, 1999 - June, 2011)



Front View Of Republic Hall



Logo

b) University Hall

The first Hall of residence to be built after the Kumasi College of Technology became a full-fledged University, Kwame Nkrumah University of Science and Technology was the UNIVERSITY HALL. The hall gained its name due to the above reason that is to commemorate the attainment of University status. The hall is an all male hall and has been as such since it was built. It had a total of 198 rooms in the Main hall and 95 in the annex.²⁵ The hall is popularly known as Katanga and its members Katangees. Facilities in the hall include Games room, a Gym, Chapel, Internet Cafe, a Mini market, Communication centre, Barbering Salon, a Kitchen that serves food and a Dining Hall. It also has a very lively Junior Common Room as well as a Senior Common Room. It has one (1) kitchenette. The hall aside its administration and executives also has a Traditional Council with its head known as the 'Odeefuo'. The number of rooms in the hall has seen a continuous variation from 293, 334, 326, 330, 294 and 284. The hall has also seen progressive increase in the number of facilities in terms of toilet facilities and showers. The last statistics shows an increase from 45 to 51 toilets.²⁶ Its members are called Fellows and their motto is 'Rest not'. They have a statue in front of the hall named 'Sir John' who is seen studying from books. The members believe they are Intellectuals.

²⁵ Kwame Nkrumah University of Science and Technology, *Students' Guide*, Ed. Dean of Students, KNUST, (University Printing Press, KNUST, Revised and Reprinted June 2013), pg. 31

²⁶ Quality Assurance and Planning Unit, *Kwame Nkrumah University of Science and Technology Basic Statistics, 32nd Congregation - 45th congregation* (University Printing Press, KNUST, 20th February, 1999 - June, 2011).



A Pictorial View Of Katanga



Logo

c) *Africa Hall*

The next hall to be constructed was an all female hall named AFRICA HALL. Its architecture is two buildings that are linked together on the ground floor which has the Porter's lodge and some Senior members' offices as well as the Senior Common Room. It has a total of 192 rooms that is 96 rooms on each block. The floors are 16 in number and named after African countries like Morocco, Sudan, and Tunisia among others with the exception of countries like Ghana and Nigeria. The hall admitted its first batch of female students on 14th October, 1967. The hall has facilities like a modern internet cafe, Mini basket ball court, Games room, Chapel, Salon, a well managed kitchen that serves food, a modern mini- market which started running officially in the 2011/2012 academic year. The Africa Hall Junior Common Room stocks all categories of goods, it served as a major supply of items for students for a long period before the modern market started operating. The hall is also known as the 'Dome' and its members are 'Domites'. Also majority of the female senior members are assigned to it as Fellows.²⁷ Their motto is Woman of Substance. The hall accommodates the smallest number of students among the halls of residence. Its administration is headed by the Hall Warden unlike the other halls that have Hall Masters instead. Also other facilities include a Laundry service, Gift shop and a Photo studio which is highly patronized.

²⁷ Kwame Nkrumah University of Science and Technology, Students, Housing and Accommodation, 'Hall of Residence', www.knust.edu/gh/students/housing/halls, (February,2014)





A Pictorial View of Africa Hall



Logo

d) *Unity Hall*

The last Traditional hall to be constructed was the largest of them all and unofficially called the twin towers. It however has a total of 24 rooms on each of the 16 floors. The original number of rooms was 448 however another total number of 36 flats have been added to its capacity. It accommodates majority of the male students as it is an all male hall. It was built with facilities like a Games room, Junior Common Room, Chapel, Study Room and Senior Common Room. It however has two market centers, an electricity generating plant and a television room. It used to be the only hall in the early 1980s that had a working elevator. The hall welcomed its first students on 16th October, 1968.²⁷ The hall has a total number of about 1900 students. The male students in the hall as well as alumni of the hall are known as Continentals. Other facilities include a modern internet cafe, Communication and business centre, Basket ball court, Boutique, Gift Shop, Barbering Salon, kitchen that serves food and a well stocked Super market. Continentals also boast of the only hall with a radio station that is the Continental Radio 96.1fm. The motto of the hall is Unity is Strength. The name of this hall is UNITY HALL.

²⁸ Kwame Nkrumah University Of Science And Technology, Students, Housing And Accommodation, 'Hall Of Residence', [www.knust.edu/gh/Students/Housing/Halls](http://www.knust.edu.gh/Students/Housing/Halls), (February,2014)





A Pictorial View of Unity Hall

Logo

The traditional halls have existed for over forty years and have accommodated students of the University since 1960 to date. Over 400,000 students have passed through the walls of these halls and still counting.

e) The Emergence of Private Hostels

The emergence of hostels has seen various phases. Hostels have been constructed both on campus and its surrounding towns, Bomso, Kotei, Ayeduase, Ayigya, Ayeduase New Site and Kentinkrono. The hostels constructed on campus are managed by Ghana Universities Staff Superannuation Scheme (GUSSS).²⁹ The hostels off campus are owned by private individuals as well as a joint ownership between the University Authorities and some companies in the country.

Hostels started springing up in the late 1990s. There was an increase in the number of students and the total number of one in a room had changed to a maximum of two or three people. This brought about discomfort and dissatisfaction among students. Private individuals including staff of the University took advantage of the situation and started building hostels to accommodate students and provide better services than the traditional halls did. The rooms were bigger in size, shorter distance to the Central Classroom Block as well as other academic facilities and self-contained rooms are some of its added advantages.

The hostels on campus provide accommodation for Post graduate students, Ghanaian undergraduate students as well as International Students. Most of these hostels are located around the University hall while the last to be built is between Africa Hall and Unity Hall. Most of these hostels were opened in the early 2000s. Most students prefer these hostels due to its closeness to other residential facilities as well as the faculty area and the Commercial area.

The rooms are similar to flats where two rooms share a common bathroom and toilet or it is a self contained room. These GUSSS hostels have names like Old Brunei, New Brunei, Baby Brunei and Hall Seven. Hall Seven for example was started by the University authorities to complement the existing six traditional halls during the leadership of Prof. Andam, however, GUSSS took over and completed it and was opened to students to inhabit in the 2010/2011 academic year. These hostels on campus accommodate a total of over 1000 students. The rooms accommodate a total of one to four students per room. The GUSSS hostels since the second semester of the 2013/2014 academic year have been named after some traditional leaders of the Asante Kingdom like Otumfuo Osei Agyeman Prempeh II hall, Nana Afia Kobi Serwaa Ampem II hall and the third being named the Chancellors hall. Other hostels on campus include Shaba hostel behind the University Hall, Tek Credit Hostel and the Otumfuo Osei Tutu II hostel (SRC Hostel).

The SRC hostel became a reality after Mr. Andy Osei Okrah after winning the SRC elections in 1999, implemented the policy of providing a hostel for students to help address the accommodation problems of the University. The SRC hostel has seen various phases through the various administrations from Mr. Okrah, through to the Philemon Laar administration. The 700 bed SRC hostel was inaugurated in April, 2012 by the Asantehene Otumfuo Osei Tutu II with the support of the Vice Chancellor, Professor W. O. Ellis, Mr. Okrah as well as other dignitaries.³⁰ The hostel is run by the SRC executives under the Supervision of the Office of the Dean of Students. The hostel has facilities like a Salon, Barbering Salon and Shops which sell items to the inhabitants of the hostel.

Hostels off campus are currently more than two hundred (200) in number. Also some private homes have been turned into residence for students. Some of

²⁹ Kwame Nkrumah University of Science and Technology, Students, Housing and Accommodation, 'Hall of Residence', www.knust.edu.gh/students/housing/halls, (February,2014)

³⁰ Kwame Asare Boadu, "KNUST-SRC 700-bed hostel inaugurated," *Daily Graphic*, Thursday, April 19th, 2012, p. 48.

these private homes also have the owners as well as other tenants staying with students. This kind of accommodation pattern is termed as 'homestay'. These homestays are not considered or regarded under the Office of the Dean of Students.

The beginning of private hostels off campus dates back to the late 1990s. The hostels were constructed by private individuals and this includes staff of the University as well. The earliest hostels to be constructed include Shalom Kibutz, Westend Hostels, Nana Adoma, Jenest, Ghana Hostels (Gaza), Evandy, Frontline, Splendor and Nyberg.³¹

Ghana Hostels also known as Gaza was established in the year 2002 at Kentinkrono. This was through collaboration between the University authorities and Social Security and National Insurance Trust (SSNIT). The hostel is currently managed by Ghana Hostels Limited. The hostel has four courts and each has a total of 36 rooms. The courts have flats and each flat has a total of three rooms, two washrooms and a kitchen. The hostel started with a maximum of four in a room but currently has a total of two or one in a room. A major challenge faced by most students inhabiting this hostel is the proximity to the main campus and other facilities. Another development that has taken place is the addition of another hostel, Sun City to the already existing one to help accommodate more students.³²

Evandy hostel is one of the well known hostels in the Bomso area. It was established in the year 2004. The hostel started with a total of 208 rooms however there are 223 rooms currently. The hostel has facilities like Typhoon, a night club and Freddy's kitchen. The hostel started with a total number of four students per room but due to the issue of privacy the numbers have reduced to 3, 2 and 1. Also the hostel was never full as some of the rooms were not inhabited however due to the high demand, most of the rooms are inhabited and some students have to be turned down. The hostel has a badminton court, table tennis, a general television room, kitchenettes and study rooms. The hostel has challenges with electricity supply due to the major energy crises as they have to buy fuel to power the stand-by generator frequently as well as internal security problems. The current owner of the hostel is Mr. William Addo and the Manager is Mr. Prince Agyemang. The management in its aim of maintaining the hostel has a permanent staff of a Plumber, Electrician and Carpenter.³³

Another hostel found in the Ayeduase New Site area is Fosua Homes. The owner of the hostel is Mr. Fosuaba Mensah Banahene. The hostel was built in July, 2009. The hostel has facilities like a gymnasium, electricity generating plant, dug-out well, common

television room, common study room, spacious car park and a shuttle. The rooms are self contained that is with a kitchen, toilet and bathroom. The total number it first accommodated was 160 students but the current number is 125 students. The hostel management has opened a snack shop for students especially at night. The main aim was to help solve the accommodation problems in KNUST.³⁴

Efforts to help solve accommodation problems have also been initiated by groups such as religious denominations and alumni of the University. The Kumasi Diocese of the Methodist Church of Ghana cut sod for the construction of a hostel to be known as the Wesleyan Hostel which was to be funded from a ₵20 billion development fund to support on going development projects in the church. The sod cutting was done by the then Presiding Bishop, The Most Rev. Dr. Robert Aboagye Mensah in March, 2006.³⁵ The initiative was continued and this was made known during a farewell service at the Bantama Ebenezer Methodist Church that the ₵14 billion cedi hostel project is on course. This was in October, 2006. This was made known by the Right Rev. Nuh Ben Abubekr, Bishop of the Kumasi Diocese of the Methodist Church.³⁶ The project however could not be completed by the Methodist Church because Rt. Rev. Abubekr was transferred and the new Bishop, Most Rev. Prof. Emmanuel Kwaku Asante who took over was promoted to Presiding Bishop of the Methodist Church of Ghana within a period of one year in office. His successor Rt. Rev. Prof. Osei Sarfo-Kantanka also could not complete the project because of lack of funds and a shift from this project to other projects currently being undertaken by the church.³⁷

Another initiative was by the Anglican Diocese. This initiative was motivated by a statement made by Vice Chancellor Prof. K. A. Andam that the total number of students has increased from 1,106 in 1965 to 21,243 in 2005. Also the existing halls can accommodate only 7,496 leaving the remaining 13,747 to live outside campus. The sod cutting was done on Saturday 12th August, 2006 by the Asokore Mamponghe, Nana Boakye Debrah on a 4.5-acre of land. The first phase of the project is to accommodate a total of 400 students at an estimated cost of ₵12 billion and the long term plan was to utilize the remaining land to construct more structures to accommodate a total of 1500 students.³⁸ The Anglican Bishop of Kumasi, Rt. Rev. Daniel Yinkah

³¹ Alex Akelleh, conversation with author, February 2014.

³² Phillip Odoi, conversation with author, March 2014

³³ Prince Agyemang, conversation with author, March 2014

³⁴ Fosua Homes Manager. Conversation with Abena Sarpong, March 2014.

³⁵ "Work on Wesleyan Hostel at KNUST," *The Pioneer*, Friday March 24, 2006, p. 5

³⁶ Ghana News Agency, "Kumasi Methodist Diocese Construct Hostel at KNUST," *The Pioneer*, October 3, 2006, p6

³⁷ Rev. Kwarteng, conversation with Enoch Takyi-Sam, April 2014.

³⁸ Enoch Darfah Frimpong, "Anglican Diocese builds hostel for KNUST," *Daily Graphic*, Monday August 14, 2006, pg. 24.

Sarfo was present at the sod cutting and also at its inauguration in January, 2008. The first phase cost was GH¢570,000. The hostel project was financed through special levies, contributions by members and other development partners of the church. Also present at the ceremony was Former Deputy Ashanti Regional Minister, Mr. Osei Assibey Antwi.³⁹

The National President of the KNUST Alumni Association, Prof. S. O. Asiamah announced a ₵10.5 billion hostel initiative by the Association when the National Executive accompanied Vice Chancellor, Prof. Kwasi Kwarfo Adarkwa as part of a nationwide visit to the Tema Charter. The project was to accommodate the increasing population of the University. This initiative was made known to the general public in June 2007.⁴⁰

The other initiative was by the Presbyterian/Methodist Students Union of KNUST. The aim was to ease the accommodation problem facing students of the University. Mr. Elsie Kitcher then Chairman of the Union disclosed this to the public in October, 2006.⁴¹ The initiative was on course with the acquisition of the land. They had support from Vice Chancellor, Prof. K. K. Adarkwa. The project was however never realized due to lack of funds and mainly because of a split between the Presbyterian students and Methodist students in 2008.

Other hostels affiliated to KNUST include Adom bi, George Empire, R&B, C&D, American House, Asansika, Abundant Grace, Outlook, Orizon, Pelikan Manor, Providence House, Jalex, B. O. Executive, P III, De-Lisa, White House, Amen, Shepherdsville Residence, Peniel, Canam, No Weapon, Banivillas, Dr. Sarfo, Dakens, Franco, Long Island, Hydes, Morning Star, Standard, Showers of Blessing, Adwoa Achiaa, Charity, Eden, Pinamang, Yvonna, Millenium, Beacon, By His Grace, Thy Kingdom Come, P&G, Wilkado, Sagacity, Royal Gate, Georgia, Jita, Jital, Crystal Rose and Pink Hostels., Evandy, Day Break⁴²

f) Accommodation Policies

The establishment of halls of residence was to provide a place for students to stay during the years of pursuing a degree. The halls were initially occupied by one student per room. The total number of students during the early years the College of Technology attained University status that was between the 1961/62 academic year was 706 students. This period had seen the development of three traditional halls which provides

a total of 882 rooms hence each student could occupy a single room. The end of 1968 saw the completion of the sixth traditional hall of the University. This therefore made the total of rooms 1815. The total number of students during the 1968/69 academic year was 1559. The total number of students remained lesser than the total number of rooms with figures like 1455, 1344, 1529 and 1749 from the 1969/70 academic year to the 1972/73 academic year. The total number of students began to increase as against the total number of rooms in the Halls of residence from the 1973/74 academic year with a total of 1885 students.⁴³ The policy with regard to one in a room had to change to two in a room and one in a room. Preference was given to final year students hence they stayed alone in their rooms. The increase in the number of students led to the increase in the number of students per room. The accommodation policy at that time was to accommodate all students in the halls of residence till the late 1990s.

Another benefit enjoyed during this period was the Hall tutorial system. Tutors were to provide counseling sessions for students as well as see to their general welfare. Tutors had the chance to meet students one-on-one to discuss their general wellbeing. Tutorial parties or coffee sessions were held by Tutors for students with the responsibility and entertainment allowances given to them. However this benefit is not being enjoyed because of the increased number of students as against the tutors and the low patronage of this service by students.⁴⁴ This benefit could be related to the current Hall general meeting organized at least twice in the semester to address issues bothering students in the hall and a chance to meet the Hall tutors for words of encouragement.

Another benefit which came with the Residential services was the provision of meals for students. This provision however changed after the 1989 Tertiary education reforms.⁴⁵ Meals were not provided to students any longer by using the coupons given for a three course meal by the Dining hall staff. The provision of this service started deteriorating from the early 1980s. The quantity of food as well as its quality reduced. In some cases meals were not served to students till it was finally stopped in 1989.⁴⁶ This was replaced by private catering services till date on campus. Students had to feed themselves after the Reforms of 1989.

The introduction of the Non-Residence policy came about in the late 1990s. This led to the development of a new office, the Office of the Dean of

³⁹ John K. Essel, "Church provides hostel for KNUST," *Daily Graphic*, Thursday January 31, 2008, pg. 40

⁴⁰ Mary Essiam, "KNUST Alumni initiate hostel for students," *Daily Graphic*, Friday June 29, 2007, pg. 11

⁴¹ Nana Yaw Barimah, "Old Students of KNUST to construct hostel facility," *Daily Graphic*, Monday October 23, 2006, pg. 26

⁴² Kwame Nkrumah University of Science and Technology, Housing and Accommodation, 'Hostels for Students – List of Hostels approved by the Office of the Dean of Students fro 2013/2014 Academic year', www.knust.edu.gh/students/housing/hostels, April, 2014.

⁴³ Quality Assurance and Planning Unit, *Kwame Nkrumah University of Science and Technology Basic Statistics, 26th Congregation*, (University Printing Press, KNUST, 25th July, 1992.)

⁴⁴ K. Yebo-Okrah, 'Administration of Student Services at University of Science and Technology', *Journal of the University of Science and Technology (JUST) – vol. 16 no 1&2* (Feb/June, 1996), pg. 5.

⁴⁵ Ibid, p5.

⁴⁶ Ludwig Anang Hesse, conversation with author, February 2014

Students. It was in order to sustain the Hall Tutorial system for students living in hostels off campus. The Office of the Dean of students was formed to solve the problems facing the provision of student services. The office was to take charge of all student affairs. This include Sports section, Guidance and Counseling Unit, Student Chaplaincy, Residence life, Liaison with the Student Representative Council, Student Clubs and Associations.⁴⁷ The Office of the Dean of students was established in 1998. The activities the office are organized under these sections which include Counseling Unit, International Student Affairs (ISA), Student Housing and Residence life, Student Conduct and Discipline, Student Support Services and Student Health Services. The mission of the Office is to assist students in understanding University policies and procedures, providing opportunities for involvement in decision making, developing and enhancing leadership qualities and through advocacy for students resolving conflicts.⁴⁸ The Office of the Dean of Student acts as the 'in loco parentis'.⁴⁹

Reforms in accommodation policy with the introduction of hostels include In-out-out-in policy and currently the In-out-out-out policy. These policies however exclude Hall executive and sportsmen and women of the various halls. Exception has also been given to the Cadet Corps and executives of the Inter Hall Christian Fellowship (IHCF). The In-out-out-in policy meant that students in the first and fourth year were granted admission into the halls. The In-out-out-out meant that only Freshmen undergraduates were allowed to stay in the Halls of Residence.

The current accommodation policy took effect from the 2013/2014 academic year. The policy is that all students admitted to Programmes of Study at the University shall be required to make their own Residential arrangements with the University's Halls of Residence and Hostels. Priority of place in these Residential Facilities shall be given to only undergraduate freshmen. Freshmen with admission to the University are required to apply to their respective affiliated halls of residence for consideration for on-campus residential accommodation.⁵⁰ The choosing of the halls was done online. Students had to choose their preferred lanes or floors in the hall of choice. The

system gave students feedback as to whether the floor was full or there was still vacancy.

Accommodation policies has seen reforms from all students being accommodated in the halls of residence with a variation of a total number of students per room to the Non Residential policy which led to the construction of three Non Residential facilities for students to rest and learn in between classes to the In-out-out-in policy and finally to the In-out-out-out policy.

g) Administration of Accommodation Facilities

The Halls of Residence are managed under the Hall Council. It consists of Senior and Junior members. The Executive head is the Hall Master/ Hall Warden (Africa Hall only) and is assisted by the Senior Tutor.⁵¹ There is also the Hall Bursar and other supporting staff like the Principal Administrative officer, Finance officers, Chief Porter and Porters. The hall Council has a makeup of the Hall Master/Warden, Senior Tutor, two student representatives, four Senior members representing Fellows of the Hall and the Hall Bursar who represents staff in the Hall.⁵² The Hall Council is responsible for hall policy in relation to general University policy for the administration of the Halls of Residence. The Hall authorities determine the number of students in a room. The Hall authorities of the various Halls constitute the Committee of Hall Administrators. The Committee formulates common policies for all the Halls.⁵³

Private accommodation facilities are managed by their various owners. However the Office of the Dean of Students with the Ghana Tourism Authority, Ghana National Fire Service and the Ghana Police Services work hand in hand to inspect these facilities. Hostels that meet the standard or criteria are considered under the Office of the Dean of Students as hostels fit for students to patronize. These hostels have to fill a form to meet the requirements which include water, electricity, and sanitation, number of security personnel, porters and extra facilities. The hostels are currently categorized as Executive, Standard or Basic according to the Ghana Tourism Authority Regulation 31(2). The hostel managers work with the Office of the Dean of Students and the SRC executive to negotiate prices as well as other issues pertaining to the welfare of non-resident students of the University.⁵⁴

The provision of accommodation facilities have been regulated by reforms in the accommodation policy

⁴⁷ K. Yebo-Okrah, 'Administration of Student Services at University of Science and Technology', *Journal of the University of Science and Technology* (, 'JUST) – vol. 16 no 1&2 (Feb/June, 1996), pg. 7.

⁴⁸ Kwame Nkrumah University of Science and Technology, *Students' Guide*, Ed. Dean of Students, KNUST, (University Printing Press, KNUST, Revised and Reprinted June 2013), pg. 7

⁴⁹ K. Yebo-Okrah, 'Administration of Student Services at University of Science and Technology', *Journal of the University of Science and Technology (JUST) –vol. 16 no 1&2 (Feb/June, 1996)*, pg. 6.

⁵⁰ Kwame Nkrumah University of Science and Technology, Housing and Accommodation, 'Admissions Policy on Housing', www.knust.edu.gh/students/housing/hostels, February 2014.

⁵¹ Kwame Nkrumah University of Science and Technology, *Students' Guide*, Ed. Dean of Students, KNUST, (University Printing Press, KNUST, Revised and Reprinted June 2013), pg. 30

⁵² K. Yebo-Okrah, 'Administration of Student Services at University of Science and Technology', *Journal of the University of Science and Technology (JUST) – vol. 16 no 1&2 (Feb/June, 1996)*, pg. 5.

⁵³ Kwame Nkrumah University of Science and Technology, *Students' Guide*, Ed. Dean of Students, KNUST, (University Printing Press, KNUST, Revised and Reprinted June 2013), pg. 30

⁵⁴ Alex Akelleh, communication with author, February 2014.

of the University. The introduction of Non residential facilities has helped to solve the issue of accommodation problems. The increasing number of students has relatively led to the increasing number of hostel facilities and the variation or reforms in the policies with regard to accommodation in Kwame Nkrumah University of Science and Technology.

V. BASIC STATISTICS OF KNUST

The Basic statistics of the 26th and 45th Congregation of KNUST shows the total number of student enrolment from the 1961/62 academic year to the 2010/2011 academic year. The statistics shows that the total number of students increases after every academic year despite the number of people that graduate in the previous year. There is however a turn of this event in the year 1966/67 where the number decreased from 1440 students in the previous year to 1299 students. The numbers started to increase but after a period of two years there was another decrease that is 1455 students in 1969/70 and 1344 students in 1970/71. Ever since the increase from 1344 in 1970/71 academic year to a total of 1529 students in 1971/72 academic year the total number of students have increased at varying rates. The margins are between a total of about 20 students difference (1980/82 to 1981/82 academic year) and a total of about 2000 students in recent years. The years dated 1961 to 1964 showed a population of less than 1000 students. 1964/55 academic year to 1999/2000 academic year registered a total number of students in the thousands that is 1106 to 9501 respectively. Ten thousands students were recorded from the year 2000/2001 to present that is 10333 to 41462 students (2012/2013 academic year).⁵⁵

Student Accommodation by Gender, Halls and Hostels was first published in the 32nd Congregation Basic Statistics book of the University. It was within this period that most of the students of the university had become Non-resident. The statistics below shows the total number of students accommodated in the halls and those that are non-resident.

⁵⁵ Quality Assurance and Planning Unit, *Kwame Nkrumah University of Science and Technology Basic Statistics - 47th Congregation*, (University Printing Press, KNUST, June 2013).

Table : 3.1

Academic Year	Number Of Students In The Hall (%)	Non-Resident Students (%)
1999/2000	3987 (44%)	4990 (56%)
2000/2001	3739 (36%)	6594 (64%)
2002/2003	5509 (42%)	7520 (58%)
2003/2004	6777 (50.5%)	6654 (49.5%)
2004/2005	7453 (46%)	8863 (54%)
2005/2006	9858 (49%)	10107 (51%)
2006/2007	10357 (46%)	12207 (54%)
2007/2008	11173 (47%)	12693 (53%)
2008/2009	11618 (49%)	12036 (51%)
2009/2010	11011 (46%)	13105 (54%)
2010/2011	7256 (32%)	15360 (68%)

This table shows that over the years the number of students that live outside the halls of residence have increased. The new reform of the accommodation policy now makes this number swell. Most of the students off campus or non – resident have to find their own accommodation for each academic year over the rest of their three year or five year stay of their undergraduate degree program. The only help offered them by the Office of the Dean of Students is to publish a list of approved private hostels in which students can stay in, however these facilities alone cannot accommodate the total number of students who become non-resident.

Another sector the Basic Statistics of KNUST has been able to capture is the total number of students, the number of rooms, toilets, showers and kitchenettes in the various halls over the same period. The number of students accommodated in the various

halls increase or decrease depending on the year, however this intake has not been able to solve the issue of accommodation problems facing students. This is because the difference in the addition of facilities in relation to additional rooms is insignificant. The total number of rooms in Africa hall has been a total of 192 rooms since it was built till now. Queen Elizabeth hall has seen an increase from 294, 300 and 309. Republic hall has seen an increase varying from 294, 304, 305 and 308. Independence hall like Africa hall has a total of 294 rooms. University hall has seen an increase in the total of rooms from 293, 326, 330, 334 and a reduction to 284 in the 2010/11 academic year. Unity hall has a total of 448 rooms but 36 flats were added to it to help solve the accommodation problem. The table below shows the total number of students accommodated in the various halls over the period.

Table: 3.2

Year	Africa Hall	Unity Hall	University Hall	Queen Elizabeth li Hall	Independence Hall	Republic Hall
1999/2000	425	871	575	607	609	754
2000/2001	430	803	462	546	563	584
2002/2003	569	1514	779	765	930	922
2003/2004	610	1734	836	1142	1072	1133
2004/2005	700	1694	1199	1206	1128	1203
2005/2006	741	2011	1216	1240	1144	1180
2006/2007	679	1811	1216	1384	1155	1120
2007/2008	704	1925	1240	1172	1139	1208
2008/2009	750	1800	1120	1179	1176	1208
2009/2010	704	1930	1176	1185	1176	1208
2010/2011	722	1890	1136	1143	1176	1189

The total number of students admitted in the hall depends on the decision made by the various hall councils. The decrease in the number of students in the 2000/2001 academic year can be attributed to the fact that most students at this time were not satisfied with the increase in the number of students in a room to three and four. This led to a demonstration around this period about their displeasure of this reform. It was also during this time that hostels like GUSSS hostel, Westend and Shalom Kibutz had been built to accommodate these students. Most students moved to these hostels

because the rooms were larger and more spacious and they offered services the traditional halls did not offer. The increase in the total number of students was due to the policy of a maximum of four students in a room. This brought about a change in the type of beds used from single beds to bunk beds in order to cater for the needs of all four students. There was also an increase in the number of toilet facilities and showers in the various halls. Over the years the various halls added an extra number of these to help reduce the pressure on these facilities due to increased number of students.

The introduction of private hostels on campus and outside campus helped to solve the issue of the excess students admitted by the school but the halls could not accommodate.

a) Private Hostel Facilities

The introduction of the non - resident policy has led to the development of private individuals and firms. These hostels came about in order to help solve the issue of accommodation in KNUST. The change in policy which was the increased in the number of students sharing a room to four brought about dissatisfaction among students. This is basically because the room space was inadequate for three people to add an extra person to make it four. The hostels provided larger rooms though the number was a total of four people per room. Also these hostels were self contained as they had in-built washrooms as against a number of students sharing a limited number of bathroom cubicles leading to queues during the rush hours to lectures as well as the poor management of these facilities and the unsatisfactory flow of water to these washrooms.

The advantage most of these hostels have is the issue of their high maintenance culture as compared to the halls. Most of the hostels have added a significant number of rooms or built extra structures or additional hostels to accommodate the increasing numbers. Ghana Hostels Limited for example built an additional hostel, Sun City to help compliment the existing four courts which had 36 rooms each. Also, Evandy hostel has added more rooms. West end hostel for example currently has a total of five blocks as compared to the original ones known as the old blocks. The supply of utilities like water and electricity is very satisfactory as compared to that of the traditional halls.

Most students like to have space and privacy. This has led to most of the private hostels admitting one, two or three people in a room. Most students prefer these rooms hence the demand for it has led to the managers of these hostels providing such rooms. The number of students that were admitted to four in a room when the first group of hostels started has changed these rooms to suit the smaller numbers. The total number of students in hostels has reduced because of the smaller number of students in a room. There are a number of hostels that still offer the service of four in a room but these rooms are not many or they are large enough to satisfy the student's desire for privacy and space. The satisfaction provided by these private hostels despite the increase in the number of students as against the number of hall facilities has led to a shift of students patronizing them and most students would not like to stay in the hall for more than a year as stipulated in the policy of In-out-out-out.

b) Accommodation reform before 2000

Accommodation services before the year 2000 was satisfactory. The halls provided food for its students which reduced the burden of students having to feed themselves from their own pocket. This service however started degrading. The quality of food provided was reduced basically because funds to keep the service running were not available. The quantity and the constant provision of meals for students started to decrease. The service kept on deteriorating till it was finally stopped in 1989. This reform has brought about a number of private catering services as well as food vendors that provide food for students. It becomes difficult to get food items when school reopens in the first week and some weeks after vacation when most continuing students have gone home. The prices of these meals keep on increasing hence draining the pockets of students and putting pressure on parents. Students who would also like to cook will have to walk long distances to major markets for fresh and less expensive foodstuffs. Also due to the fire policy of the school with regard to the halls, students are to use electric cooker for cooking since gas stoves are not allowed for fear of fire outbreak. This has a negative effect on students especially when there are electricity fluctuations or black outs. This means students will have to buy food with their meagre amount of money and the food would not be sufficient to satisfy them.

There is also the problem of water supply to the washrooms in the various halls and the issue of poor sanitation. The halls with towers or Annex did not have their elevators working efficiently or stopped working over the period. There was also the issue of excessive noise making in the halls especially the male halls.

Before the late 1990s all students were accommodated in the halls. There was the initial number of one in a room but after the early 1970s the number increased and most of the first to third year students stayed two in a room but the fourth years had the privilege to stay one in a room. This arrangement was not much of a problem as the size of the room was enough for such numbers. Students never complained about the number of students in the room. Educational facilities like the Library and commercial facilities like the Junior Common Room that had in stock items were approximately closer to students.

Students had the advantage of having all their course mates located at the various halls. This made access to information and academic assistance from friends easier. Transportation was not an issue because all the facilities were on campus and the means to the place was walking which was seen as a means of exercise and to form acquaintances or interact with friends on issues relating to academics and social matters.

The period between 1990 and 2000 also saw a new turn of events. The policy with regard to the maximum number of students in a room from two to

three came with a lot of agitation from students. Most students did not like the reform because of the size of the room. This means that the same space that an individual or two people used to share had to be shared by three people and even later four. Most of the students protested against this reform. The authorities however did not add any new hall to the existing ones. They added a few rooms that still could not satisfy the students. Students during this period faced difficulties in obtaining accommodation in their hall of affiliation. Some of the students were fortunate to stay in the hall throughout their undergraduate program. Others however, did not stay in a permanent hall but moved from one hall to the other. Others also had to find accommodation with relatives or stay in newly built hostels at a more expensive price than that of the hall.

This arrangement was due to the fact that there were not enough rooms to accommodate the students that were admitted.

The period before 2000 witnessed the construction of the Non-residential facility. This facility was to be used by students to learn and rest in between lecture hours. The facility has a reading area, television room, bathroom, toilets and lockers. Students had to book these lockers were they could keep their books as well as other personal items. The non-residential facility has been of help to many students in KNUST. The facility serves mostly as a study area and it opens 24 hours during examination periods. The facility also houses offices of some of the Associations in the University like the Graduate Students Association of Ghana (GRASAG) and Ghana National Association of Teachers on Campus (GNATOC).

c) *Effects of Accommodation Reform*

The analysis below is based on the response from the distribution of questionnaires to students in Kwame Nkrumah University of Science and Technology. These respondents are Undergraduates in their first to fourth year. They are also affiliates of the various traditional halls.

d) *Independence Hall*

A total of sixteen students from this hall as affiliates answered the questionnaires. There were four students each in the 1st and 2nd year. Two students were in 3rd year and six were in their 4th year of University education. Fourteen out of the sixteen had stayed in the hall for a period of one year. One had stayed in the hall for two years while one did not stay in the hall. A majority of the students that is a total of 8 were moderately satisfied with the electricity supply. 4 were slightly dissatisfied, 2 were very satisfied 1 was extremely satisfied and another 1 was not satisfied at all. Majority of the students were satisfied with the water supply in the hall whereas 3 were not satisfied. The provision of Internet services was a balance because, half was satisfied and the other half were not. Cleaning

services are satisfactory. This is because a total of 13 students were satisfied with the cleaning services while 3 were slightly dissatisfied. This shows that provision of utilities as well as other services in the hall that makes it comfortable is satisfactory. The proximity of the hall to educational facilities is satisfactory. However its closeness to commercial activities is not satisfactory to the students in the hall. The accessibility of transportation is satisfactory than dissatisfactory. Students are not satisfied at all with regards to the size of the room, ventilation in the room, population of the room, level of privacy, area for cooking, area for storing personal items, the number of people sharing washroom facilities and regular and reliable water supply to the washrooms. Students are highly dissatisfied with the management of the hall especially the maintenance culture on the building and other facilities in the hall. The response to complaints and the availability of management to receive complaints is also not satisfactory. Students are satisfied with proximity to lecture halls but not with the level of noise, sanitation and incidence of crime and burglary. Students are not satisfied with the services provided in the halls and as such majority of them would not like to stay in the hall for more than a year. The only reason why some stay is because of proximity to lecture halls and the low prices charged as compared to the hostels.

e) *Queen Elizabeth II Hall*

A total of eleven students who were affiliates of Queens Hall responded to the questionnaires. Four students each were in 2nd and 4th year. One student represented 3rd year and 2 students for 1st year. Out of the eleven only one had stayed in the hall for 2 years whereas the remaining 10 students had stayed in the hall for a period of one year. Students in the hall were not satisfied with the services provided within the hall with regard to electricity and water supply as well as internet access and cleaning services. Only 3 students were very satisfied with electricity supply. The remaining satisfaction variables that is Water supply, Internet/Wi-Fi access and Cleaning services had one student being satisfied with each of the variables stated. Students were extremely dissatisfied with the cleaning services in the hall. The situation however takes a reverse turn with regards to the level of satisfaction when it comes to proximity of the hall to commercial and educational facilities. 2 students for each of the variables are not satisfied at all. A majority happen to be satisfied. The issue of accessibility to transportation has a total of 4 students being slightly dissatisfied, another 4 being moderately satisfied, 2 were very satisfied and 1 student was extremely satisfied. The table below shows the number of students that are satisfied with the various housing satisfaction variables according to their level of satisfaction.

Table: 3.3

	Accommodation	Not at all	Slightly dissatisfied	Moderately satisfied	Very satisfied	Extremely satisfied
I	Size of room	7	1	1	2	0
li	Ventilation in the room	6	1	3	1	0
lii	Population of the room	4	4	2	1	0
lv	Level of privacy within the room	4	4	3	0	0
V	Area for cooking	4	3	3	1	0
Vi	Area for storing personal items	5	2	4	0	0
Vii	Number of people sharing washroom facilities	8	0	2	0	1
Viii	Regular and reliable water supply to the washrooms	4	3	3	0	1

The table above shows that majority of the students in Queens hall are not satisfied with the size of the room, ventilation in the room and the number of people that share the washroom. Also the students have little satisfaction with regard to these housing variables as the figures recorded have a maximum value of 2 and the lowest value of 0. Students are moderately satisfied with the management culture of the hall. A majority are dissatisfied with regard to availability of management for complaints as well as their response to it. Students affiliated to Queens hall are moderately satisfied with the level of crime and burglary in the hall as well as its proximity to lecture halls. Most of them are not satisfied with the noise level and a slight margin of 1 student makes the sanitation issue not satisfactory. The Queen Elizabeth II hall has most of its affiliates not being satisfied in general about the services provided by the hall, accommodation facilities, management and environment. The only satisfaction derived is with regard to its proximity to educational and commercial activities.

f) *Republic Hall*

Nine students from Republic Hall responded after the questionnaires were distributed. The majority of the students were in 3rd year. They were five in number. Three students were in 4th year and 1 student was from 2nd year. There was no student to represent the 1st years. Six out of eleven students were very satisfied with electricity supply in the hall. There is a balance with regard to the supply of water. Three students are moderately satisfied. There is another three towing the line of dissatisfaction and another 3 that are satisfied. 3/11 of the student respondents are not at all satisfied with internet access. The remaining 3 respondents are slightly dissatisfied and moderately satisfied. The issue of cleaning services offered in the hall is dissatisfactory. Eight out of nine students are towing dissatisfaction. Again the nine respondents are also not satisfied with the proximity or closeness of the hall to commercial and educational facilities as well as accessibility of transportation. The same dissatisfaction level with regard to the facilities of the hall is repeated in Republic hall. Students are not satisfied at all with respect to size of the room, ventilation in the room, population of the

room, area of cooking, number of people sharing the bathroom and regular and reliable water supply to the washrooms. There is however a greater amount of satisfaction with regard to the level of privacy as well as the area for storing personal items. Again students are not satisfied especially with regard to availability of management for complaints followed by the maintenance culture of the hall and management response to complaints in the order decreasing dissatisfaction. The level of noise in the hall is a variable that is most dissatisfactory with a total of 5 students choosing 'not at all.' Students are also not satisfied with the proximity of the hall to lecture halls and incidence of crime and burglary. These two variables have the same value from respondents. Sanitation is also another area of dissatisfaction; however a value of 2 was recorded by some students to be very satisfied with it. The satisfaction level with regard to Republic hall cannot be clearly determined as the number of respondents was low and the values for the satisfaction level had close margins.

g) *University Hall*

Seven students responded from University hall. There were three students each from 3rd and 4th year and 1 student in 1st year. Six of them had stayed in the hall for a year whereas one student had stayed in the hall for two years. Respondents were very satisfied with electricity supply in the hall. Water supply, internet access and cleaning services did not have positive response. This means that they were dissatisfied with these services especially internet access. They were also satisfied with the halls closeness to educational facilities. Their satisfaction level was negative with regard to closeness to commercial facilities and accessibility of transportation. All seven students with regard to satisfaction with accommodation were largely dissatisfied especially with regards to regular and reliable water supply to the washrooms. They were also dissatisfied with the management of the hall facilities. They were largely dissatisfied with the management culture on the building and other facilities in the hall of residence. Most of the students were dissatisfied with the level of noise made in the hall. They were also



dissatisfied with sanitation, incidence of crime and burglary and proximity to lecture halls. The number of respondents was small however a clear distinction in the satisfactory level was attained.

h) Africa Hall

A total number of fourteen affiliates responded to the questionnaires. Five students each are in 3rd and 4th year. There were 3 students in first year and 1 in 2nd year. Eleven (11) students have stayed in the hall for one academic year, one has stayed in the hall for two years and the remaining two never stayed in the hall. The female students affiliated to the hall are dissatisfied with services provided especially internet access (13 students), cleaning services (12 students), water supply (12 students) and electricity supply (11 students). They were also not satisfied especially with regard to closeness to educational facilities. Accessibility of transportation is not much of a problem. This is because just a margin of 1 student was recorded, hence a greater number dissatisfied with this variable. The affiliates were not satisfied at all with the size of the room, level of privacy, area of cooking and area for storing personal items. These variables recorded a greater number of dissatisfaction as compared to the other variables under accommodation. The students were also dissatisfied with management especially with regards to management culture. Students were not satisfied with their environment especially with regard to level of noise and sanitation. The analysis from the data collected from the affiliates of the hall shows clearly that they are not satisfied with the services provided within and outside the hall, management and the environment.

i) Unity Hall

Six final years, five 3rd years, two 2nd years and two first years making a total of fifteen (15) students responded as affiliates of Unity hall. Thirteen of these respondents had stayed in the hall for a year whereas two (2) had stayed in the hall for two years. A larger number of students from this group were satisfied with the supply of electricity. This can be attributed to the stand-by generator. They were however not satisfied with water supply, internet access and cleaning services. The satisfaction levels for the variables, closeness to educational and commercial facilities as well as accessibility of transportation was positive. A turn of events occur with majority being dissatisfied when it comes to the variables regarding size of room, ventilation, population, level of privacy, area for cooking, area for storing personal items, number of people sharing washrooms and regular and reliable water supply to the washrooms (The supply of water to the washrooms has been since the 1970s). Management has not been able to satisfy the needs of students in the hall. The issue of sanitation, level of noise, incidence of crime and burglary and proximity to lecture halls are no exception to the level of dissatisfaction among students affiliated to the hall.

j) General Overview

The total number of respondents after the distribution of the questionnaires was seventy-two (72). The respondents were affiliated to the various traditional halls of residence on campus. Below is a pie chart which shows a distribution of the respondents according to the halls of residence. Independence hall had the highest number of respondents, 16 students which is represented by 22% on the chart. Unity hall had a total of 15 students (21%), Africa hall a total number of 14 respondents (19%), Queen Elizabeth II hall had 15% which represents 11 respondents. Republic hall and University hall had 9 and 7 respondents respectively. The former represents 13% of the total and the latter represents 10% of the total number of respondents.



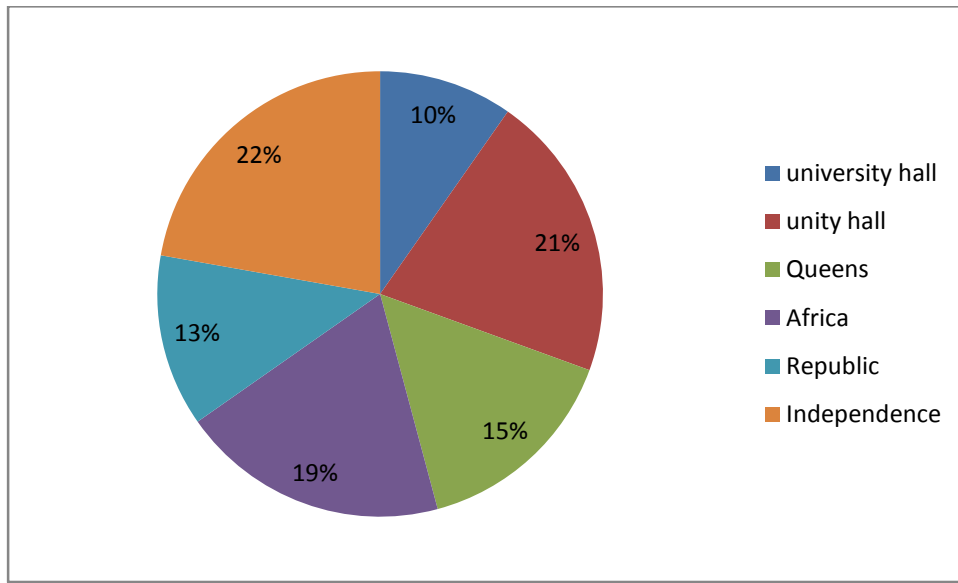


Figure 4.0 : Distribution of respondents according to halls of residence

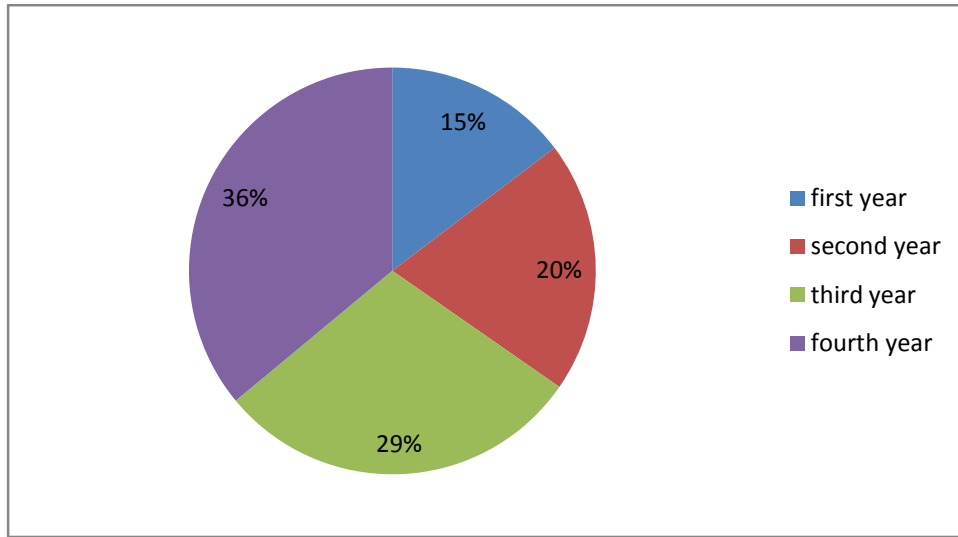


Figure 4.1 : Distribution of students according to year of study

The pie chart above shows the distribution in percentages of student respondents according to the year of study. The students were undergraduates, a majority of them being in their fourth year. Out of a total of Seventy-two (72) students, Twenty-seven were in final year, Twenty-one in third year, Twelve each for second and first year Undergraduate. The percentages for these values are 36%, 29%, 20% and 19% respectively.



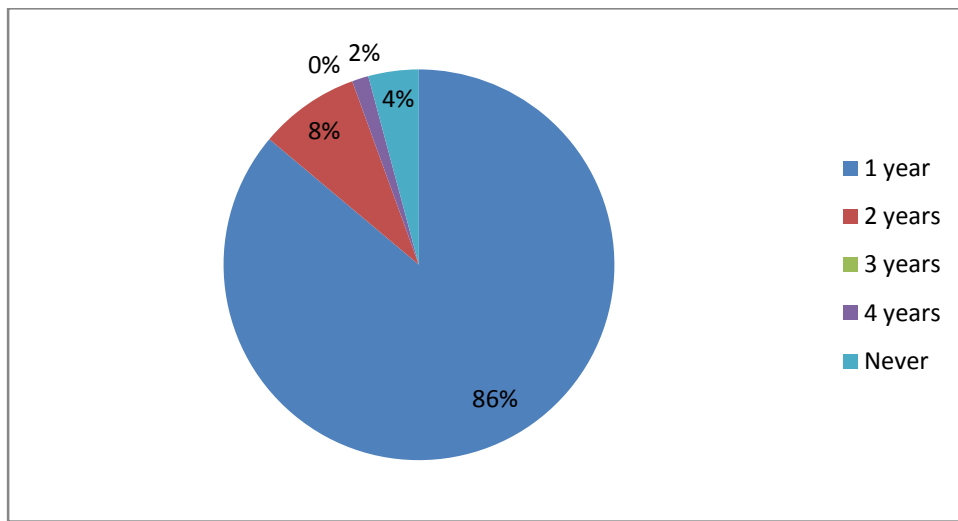


Figure 3.2 : Distribution of students according to the number of years they stayed in the halls.

The distribution above shows the number of years these respondents stayed in the various traditional halls of residence. Majority of the respondents which is a total of Sixty-two (62) students have stayed in the hall for a period of one year which is represented by 86% on the pie chart. Six (6) of the respondents have stayed in the hall for two (2) years, 8% of the total number. None of the respondents had stayed in the hall for a period of three years however one (1) respondent had stayed in the hall for four years, 2% of the total. Three of the respondents however have never stayed in the hall before and this is represented by 4%.

The various charts below show a distribution of the satisfactory level of students with regard to the

various variables of housing satisfaction. The variables were grouped under five (5) broad categories. These categories include Services within the Hall, Services outside the Hall, accommodation, Management and Environment/Social aspect. The charts will be discussed according to the various categories. The charts represent a collation of the various halls under the satisfactory keys:

1. Not at all,
2. Slightly dissatisfied,
3. Moderately satisfied,
4. Very satisfied and
5. Extremely satisfied.

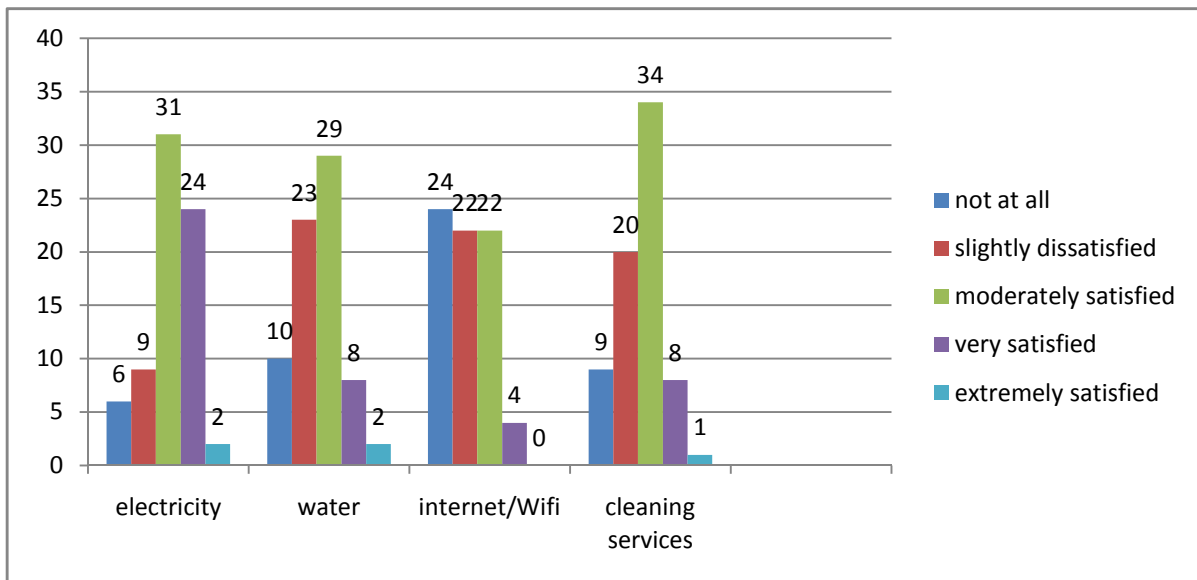


Figure 3.3 : Distribution for services within the halls of residence.

The variables with regard to services in the hall were Electricity supply, Water supply, Internet/Wi-Fi access and cleaning services. Electricity supply has the highest value of 31 students being moderately satisfied,

24 students very satisfied, 9 students slightly dissatisfied, 6 students not satisfied at all and a minimum of 2 students extremely satisfied. This distribution shows that electricity supply to the various

halls of residence is satisfactory to its residence as higher values were recorded in the satisfied variables as compared to the variables which indicate dissatisfaction. Water supply to the various halls of residence is not satisfactory. This is because higher values were recorded for the levels, slightly dissatisfied and not at all as against the levels very satisfied and extremely satisfied. Respondents were extremely dissatisfied with Internet/Wi-Fi access in the various halls. A value of 24 was recorded for not at all and this was the highest value. Twenty-two students were recorded under both slightly dissatisfied and moderately satisfied. None of the respondents was extremely satisfied with internet access in the hall; however a total of 4 students were very satisfied. This value is very insignificant as compared to the values for the other

levels of satisfaction. Most of the students were moderately satisfied with the cleaning services. A total of 34 students were moderately satisfied. 20 students were slightly dissatisfied, 9 students were not satisfied at all while 8 students were very satisfied and 1 student was extremely satisfied with the cleaning services offered in the various halls of residence. Cleaning services in general is not satisfactory as higher values were recorded for the variables indicating dissatisfaction. The services provided in the halls of residence are satisfactory in general as greater values were recorded for the moderately satisfied level. On the other hand the supply of electricity is more satisfactory than water supply, internet access and cleaning services. Students are greatly dissatisfied with internet access in the halls.

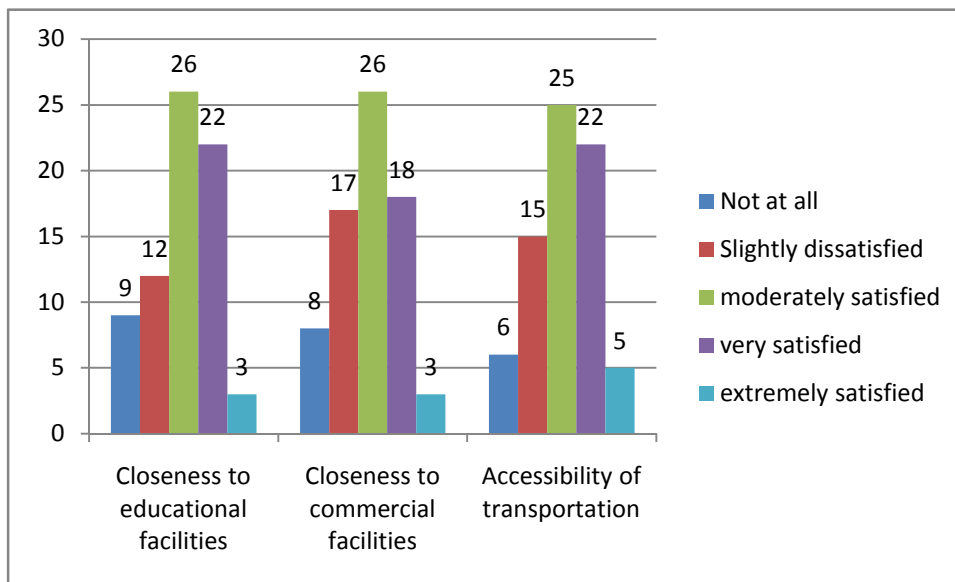


Figure 3.4 : Distribution for services outside the hall.

The distribution for services outside the hall was represented by closeness to educational facilities, closeness to commercial facilities and accessibility of transportation. Majority of the respondents were moderately satisfied with the various variables. Closeness to educational and commercial facilities had the same value of twenty-six recorded for moderately satisfied while accessibility of transportation registered a value of twenty-five for moderately satisfied. The distribution records greater values for very satisfied as compared to slightly dissatisfied and not at all. The highest value of five (5) was recorded for extremely satisfied under accessibility of transportation. Dissatisfaction on a large scale was recorded under slightly dissatisfied with regard to closeness to commercial facilities. The greatest value for not at all which was nine (9) was registered under closeness to educational facilities. Respondents were on a larger base satisfied with services outside the hall when compared to services within the halls of residence.

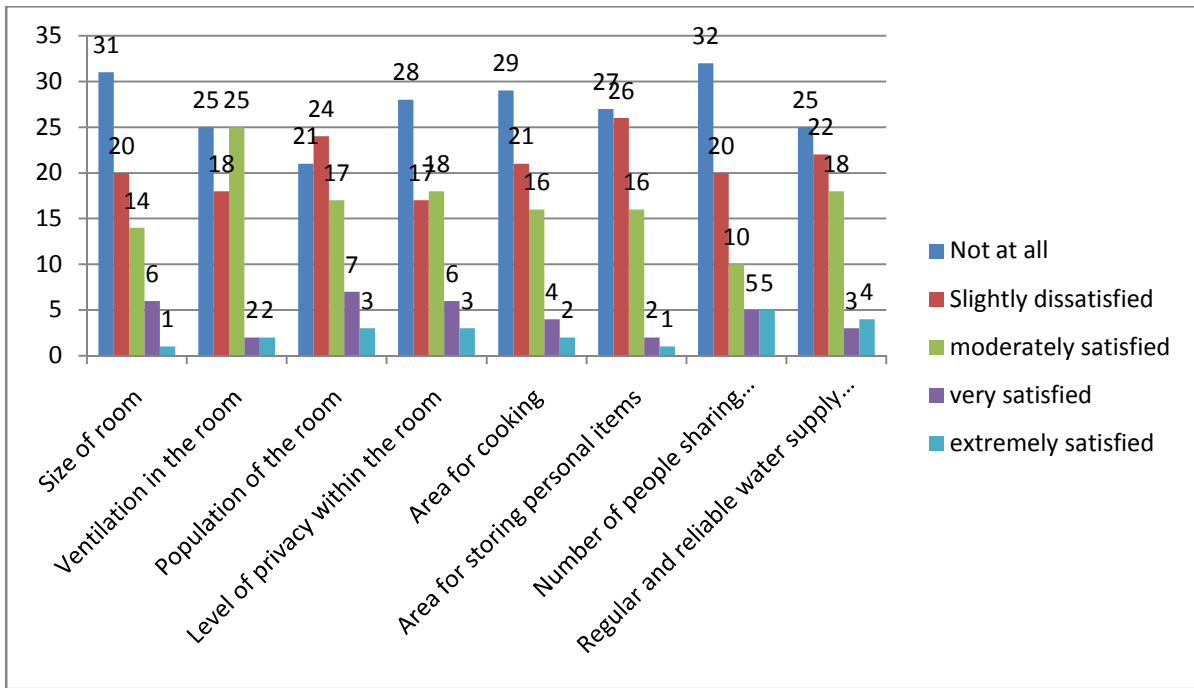


Figure 4.5 : Distribution for Accommodation housing variable

The variables under the broad category Accommodation include size of room, ventilation in the room, population of the room, level of privacy within the room, area for cooking, area for storing personal items, number of students sharing washroom facilities and regular and reliable supply of water to the washrooms. The variables above have majority of the students responding not at all for the satisfaction level. Respondents are largely dissatisfied with the number of students sharing washroom facilities that is a total of 32 out of the 72 respondents. The next variable students are not satisfied at all with is the size of the room, 31 students out of 72 students are not satisfied at all. Twenty-nine students were not satisfied at all with the area for cooking, twenty-eight students were also not satisfied at all with the level of privacy within the room

and twenty-seven students were also not satisfied at all with the area for storing personal items. Also twenty-five students selected not at all for the variable, regular and reliable water supply to the washrooms. However, the total number of students slightly dissatisfied was more than the students not satisfied at all with the population of the room, the values were 24 and 21 respectively. The same value of twenty-five was recorded for the levels moderately satisfied and not at all for the variable ventilation in the room. The values recorded for the levels very satisfied and extremely satisfied were less than ten (10) for the various variables. The distribution for accommodation shows that students are largely dissatisfied with the facilities in the halls of residence. This analysis can be attributed to the reason why 86% of the respondents stayed in the hall for one year.

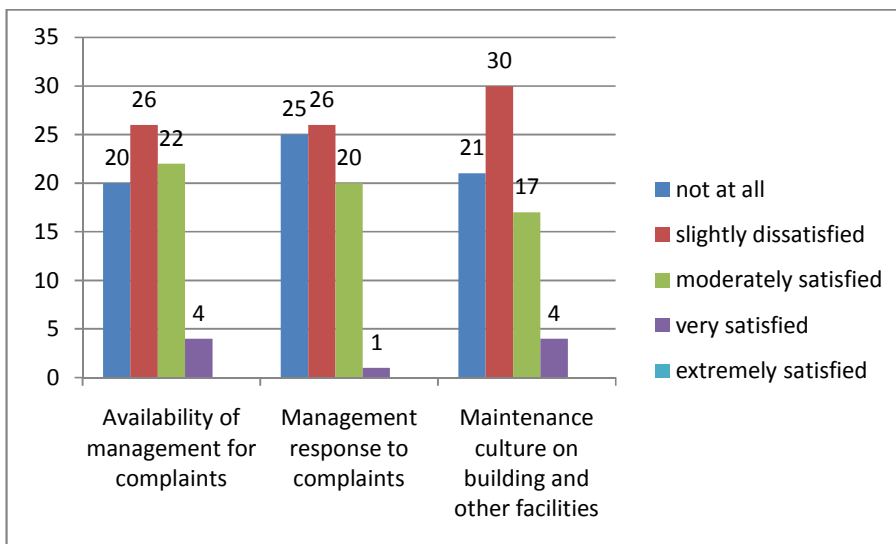


Figure 4.6 : Distribution for Management variable

Availability of management for complaints, management response to complaints and maintenance culture on building and other facilities were the various variables under Management. Students are largely dissatisfied with the management of the various halls especially with regard to the maintenance culture practiced in the halls. Thirty (30) out of seventy-two (72) respondents were slightly dissatisfied. This is the highest value recorded under any satisfaction level in this category. Management response to complaints is very dissatisfactory. It had one student being very

satisfied while majority of the respondents' satisfaction fell between not at all, slightly dissatisfied and moderately satisfied. Respondents were also dissatisfied with availability of management for complaints. Majority of the respondents were slightly dissatisfied with this variable. None of the respondents were extremely satisfied with management as zero (0) value was recorded for all three variables. This category recorded the highest values for respondents being dissatisfied after the collation of data from the questionnaires.

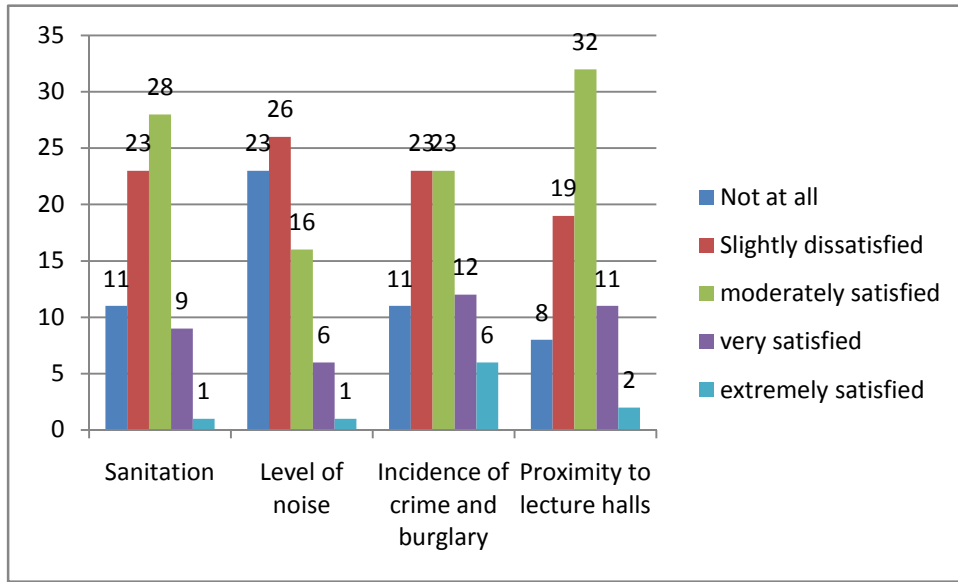


Figure 3.7 : Distribution for Environment /social aspect housing variable

The distribution above shows that respondents were largely moderately satisfied with the proximity of halls of residence to lecture halls. The highest value of thirty-two respondents was recorded. The variable incidence of crime and burglary recorded an equal value of twenty-three respondents for the levels slightly dissatisfied and moderately satisfied. This variable however has a greater number of students being satisfied. This conclusion was arrived at due to the values recorded for very satisfied and extremely satisfied being greater than the value for not at all. Students are extremely dissatisfied with the level of noise in the various halls. A total of the values recorded for not at all and slightly dissatisfied is forty-nine. This value is greater than the total values for moderately satisfied, very satisfied and extremely satisfied. In terms of sanitation most of the respondents were moderately satisfied. The next highest value was recorded under those who were slightly dissatisfied with sanitation, next was 11 students under not at all, nine students were very satisfied and one student was extremely satisfied. These values show that sanitation in the various halls is not satisfactory according to the respondents.

The seventy-two (72) students in their response to their satisfaction with the various halls indicated that

accommodation facilities and management in the halls was highly unsatisfactory. Students were satisfied with services outside the hall. Services within the hall and environment/social aspect had some of the students satisfied while others were not satisfied with the variables.

k) Challenges

There are challenges that students face with regards to accessing private hostels due to the Non-resident policy. These challenges include:

Students have to go through a stressful ordeal when accessing private hostels. This is because a lot of students are also seeking accommodation hence one has to walk for long hours and enquire from various hostel managers if there are rooms available.

A major challenge facing most students is the exorbitant prices students have to pay to secure rooms in their hostel of choice. Currently prices are estimated from at least ₵700 to ₵2500. Another challenge is the issue of protocol lists being attended to before the ordinary student. In order to get accommodation has to go to the extent of paying the porter an extra amount of money to secure a room. The proximity of some of these hostels to lecture halls is another challenge student's

face. The hostels often closer to the lecture halls become full on time hence students have to accept the hostels far from campus and this adds an additional cost for transportation to educational and commercial facilities.

There is also the challenge of security. The inhabitants of the hostels off campus are often attacked by thieves and armed robbers. This puts a strain on movement especially in the evening for fear of being attacked by these men. There are also issues of people being hypnotized and their belongings or assets are taken away by these unscrupulous men.

Students are sometimes disappointed by some hostel managers. This is because their rooms are sometimes given out to people despite the fact that they have paid their monies already. Also some of the managers fail to admit students in their hostel in order to extort huge sums of money from them.

Another challenge related to accommodation is inadequate supply of services as well as inadequate facilities to satisfy students. Students often have to provide electricity and gas for themselves before the hostel managers do their duty of providing them with these services. There is also the issue of water supply in some hostels especially when the lights are out because electricity is needed to pump the water to the various rooms.

Reforms in Accommodation policies have various effects on students. Students have the opportunity to live in hostels that have better services than the halls however accessing these hostels become an issue due to cost, security, provision of services and facilities as well as the behaviour of some hostel managers. The reforms in accommodation have been met with various agitations but the authorities seem to do little about it. The accessibility of accommodation facilities on a scale of 1 to 10 will be rated 4. This is as a result of students dissatisfaction with the services provided by both halls and hostels in KNUST.

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