



**CHRISTIAN SERVICE UNIVERSITY COLLEGE
DEPARTMENT OF PLANNING AND DEVELOPMENT
KUMASI**

**ACCOMMODATION CHALLENGES FACED BY THE STUDENTS OF THE
CHRISTIAN SERVICE UNIVERSITY COLLEGE**

BY

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**A REPORT ON SPECIAL STUDY SUBMITTED TO THE DEPARTMENT OF
PLANNING AND DEVELOPMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR OF ARTS IN
PLANNING AND SOCIAL DEVELOPMENT**

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DECLARATION

We declare that this report on the special Study, except for the references which have been duly acknowledged, is our own work that was undertaken during our study at the Department of Planning and Development, Christian Service University College, Kumasi, under the supervision of Prof. S. E. Owusu.

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ABSTRACT

The study on the accommodation challenges of students in Christian Service University College sought to investigate the challenges that the students of CSUC face with respect to their accommodation, the impact of student accommodation challenges on their academic and social life both on and off campus and the measures which have been instituted by the various stakeholders to help address the accommodation challenges of the students. In all, one hundred (100) students of Christian Service University College were interviewed using both open and close ended questionnaire. The study used the case study design and both the qualitative and quantitative approaches of research. Both the probability; simple random sampling and non-probability; purpose sampling, were used to select the respondents. The analysis was basically done using descriptive statistics which were generated from Statistical Package for Social Sciences (SPSS). It was revealed from the study that high price of accommodation facility, unguaranteed safety and security and poor facilities were the challenges that students of Christian Service University College faced with regards to accommodation. The study concluded by recommending that the Christian Service University College should lease with owners of private hostels to make their facilities affordable, improve on security as well as in- house facilities involved should ensure the provision of student accommodation as well as addressing the challenges.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background

Materu (2007) defines tertiary education institutions as institutions that are mandated by the law to award degrees. Of these are the universities, training colleges, polytechnics and other forms of institutions capable of awarding a bachelor's degree to the individual who is able to complete the education curricular. Moodie (2010) also defines tertiary institutions based on the source of funding for the institution, accepted level of tertiary educational service and the programs that are offered.

For the purpose of this study, a tertiary institution is defined as any certified and accredited private or public educational institution that provides post-secondary educational services and awards certificates, degrees and or diplomas upon completion. Tertiary institutions can be grouped under private and public private institutions. Private institutions refer to those that are funded, operated and managed by a private individual or a group of individuals or cooperate body and religious institutions. On the other hand, public institutions are those which are primarily funded by the government or state institution responsible for education within which the institution is located and are run by the state or individuals appointed by the state.

Tertiary institutions play a vital role in the life of the individual who goes through the learning process, his immediate society and the nation as a whole, as there exists a correlation between the level of participation in tertiary education and the level of a country's economic development. These institutions have become an important aspect of public policy as it tends to facilitate changes in society, serve as an engine of economic growth as well as an instrument for realizing the collective decisions and

aspirations of individuals who go through the learning process of tertiary education institutions and the society's they live in (Asian Development Bank, 2011).

Given the drastic changes in the world's economy from a labor intensive to a knowledge based economy, the last century has experienced a massive increase in the total number of tertiary education institutions globally. The figure of tertiary student enrollment as of the year 2000 increased by approximately seventy eight (78) million (Tremblay et al, 2012). This increase in tertiary education institutions is in response to the increase in demand for skilled labor to manage the complex systems of the various economies as well as high demand for tertiary education by those completing secondary level education. (Tremblay et al, 2012).

As these tertiary institutions seeks to provide students with the knowledge and skills for them to actively take part in the development of themselves and the societies within which they live, these institutions also provide accommodation services to students that take different models. These include; residential, where the tertiary institution houses the student population; nonresidential, where students look for their own accommodation and "dual-residential", where the university houses its student population for a period of time while the students' source for their own accommodation during the remaining period the tertiary institutions is not providing the service (Yusuff, 2010).

As the student enrollment in tertiary education increases globally, student accommodation has become one of the challenges faced by higher education institutions, especially in developing countries. In Ghana, the student population in tertiary institutions has seen massive increase over the last twenty years and most tertiary education institutions have been unable to meet the demand for

accommodation and its related services (Yusuff, 2010). The purpose of this study is to explore the accommodation challenges faced by students of the Christian Service University Collage in their bid to acquire higher education.

1.2 Problem Statement

Student enrollment in higher institutions of learning has been increasing in recent times with an estimation of 160% increase in tertiary education (Addai, 2013). In spite of this, the provision of student accommodation facilities for tertiary students has been identified as a challenge for tertiary schools (Addai, 2013).

In the developing countries, the governments are unable to provide adequate accommodation for students who have gained admission to higher institutions of learning thereby giving the chance to other stakeholder to complement their effort either through partnership with the government or by solely providing private accommodation facilities for the students (Addai, 2013). Addai (2013) explains that the corresponding services such as student accommodation that complement the provision of tertiary education must be increased to aid address the overpopulation issue, since these services tend to improve the level of student academic success, but this is not the case of most universities in Ghana where accommodation is a problem for the student body.

Further, the provision of accommodation to students of tertiary institutions have been identified as an area of tertiary education receiving less attention (Peretomode and Ugbomeh, 2013), with comparatively less being said or done about their presence or absence as well as the various services they provide and their impact on academic performance. The purpose of this study, therefore, is to examine the accommodation challenge faced by students in the Christian Service University Collage.

1.3 Research Objectives

The objectives of this study are to:

-) Identify the challenges that students of CSUC face with their accommodation.
-) Find out the impact of student accommodation challenges on their academics and social life both on and off campus.
-) Identify the measures which have been instituted by the various stakeholders to help address the accommodation challenges of students.

1.4 Research Questions

-) What are the challenges students of CSUC face with their accommodation?
-) What is the impact of student accommodation challenges on their academics and social life both on and off campus?
-) What are the measures that have been instituted by the various stakeholders to help address the accommodation challenges of students?

1.5 Research Method

The sources of data for the research can be categorized into two: primary sources of data and secondary sources of data. Primary source of data refers to data collected directly from the respondent through the use of open and close ended questions. The primary source of data was collected through the use of questionnaires.

Secondary source of data refers to data that had already been collected, processed and used by other researchers. The sources of Secondary data were journals, articles and books.

The main data collection instrument used is the questionnaire. Both closed and open ended questions were used. The open ended questions allowed the respondent to express themselves without any given limit, whereas the close ended questions allowed the respondent to choose a response from a list of options.

The sample population comprises those who were interviewed and upon whose responses the conclusions of this study was drawn. In order to select the sample population, the simple random sampling was used in selecting the respondents who were interviewed.

Data that were collected were grouped and analyzed both quantitatively and qualitatively. The Statistical Package for Social Sciences was used in analyzing the data. The analyzed data were represented using graphs, charts and tables.

1.6 Scope

Geographically, the study covered the Christian Service University College Campus, located in Santasi, a suburb of Kumasi, in the Ashanti Region of Ghana.

Contextually, the study looked at the accommodation challenges faced by students in the Christian Service University College. It covers the price of student accommodation in the study area and look at whether students are able to afford the prices of accommodation in the study area.

Also, the study covered issues regarding walking distance by students to their lecture halls as well as security issues they face in their various hostels. The Christian Service University College was selected because it boasts of a relatively large student population residing in and around its catchment area.

1.7 Justification of the Study

The Christian Service University College was chosen because of its large student population and both the on and off campus accommodation provided by the school and private individuals. The study will help identify the accommodation challenges students face and its impact on their studies. Further, the result of the study would inform future investors who are interested in providing accommodation to students of Christian Service University College so as to provide services that are tailored to the needs of the students.

CHAPTER TWO

REVIEW OF LITERATURE ON STUDENT ACCOMMODATION

2.1 Introduction

The literature review seeks to examine the scholarly works done in the area of tertiary education, student's accommodation and its challenges. It covered the definition of accommodation and tertiary education institutions and their various classifications, types and their importance. It also entails the accommodation challenges faced by tertiary education students.

2.2 Definition of Accommodation

The World Maritime University (2003) defines accommodation as any lodge or suite given to an individual for a period of time for a lease. Also, Oxford Dictionary (2016) defines accommodation as a room, a group of rooms or a building in which a person or group of persons may reside in. The National Institute for Statistics and Economic Studies (2016) explains accommodation as the facility that provides residence, either on a regular or occasional basis for an individual or a group of individuals. The National Institute of Open Schooling (2016) further states that accommodation usually refers to temporal lodging places which are accessible to tourists or visitors for the purpose of resting whilst they are on their tour or visit. For the purpose of this study, accommodation is defined as temporal lodging facilities provided for persons to facilitate their stay in the new geographical location so as to help them finish the purpose for their visit.

2.3 Types of Accommodation

Accommodation facilities may be classified under two broad classifications namely; commercial and noncommercial accommodation establishments (Chan, 2013). Under the commercial accommodation establishments are the hotels, service apartments and rented houses. Under the noncommercial are the private homes, nonprofit shelters and institutional accommodation facilities.

With respect to the various types of the accommodation facilities, each type can be located in various parts of a community as well as serve different purposes. Table 2.1 below shows the types of accommodation facilities and the purpose they serve as well as their location in a given geographical area.

Table 2.1 Types of Accommodation Facilities and their Characteristics

Type of accommodation facility	Characteristics
Hotels (city, suburban, airport, highway hotels, casino hotels, all-suite hotels, resort hotels, commercial hotels, conventional hotels, boutique hotels, historic conversion hotels, serviced apartments etc.)	Hotels are usually located in the city centers and suburban areas, varying in size and providing various services based on their rating and function. They usually serve as areas for business discussion, gambling, relaxation and at times places for interacting with the culture of the communities they are located in.
Guest Houses	Guest houses range from low-budget to luxurious apartments often portraying similar characteristics of hotels. The difference between them and hotels are that they tend to have limited facilities when compared to the hotels
Villas or chalets	These are self-catering accommodation facilities located by seaside resorts. They

	are usually rented out to prestigious customers
Cabin	These are usually temporal accommodation on vehicles for travellers e.g. Trains and ships.
Hostels	These are cheap accommodations that usually assume the dormitory style sleeping arrangement usually with self-catering facilities on site.

Source: Chan B. et al (2013).

Also, Whiteford (2014), Explains that there are a number of subsectors under accommodation and each of them has unique characteristics. Under this, it groups the accommodation facilities into four subsectors namely:

-) **Hotels** – these are facilities that provide temporary lodging on a room basis, to the public with meals and refreshment on their premises.
-) **Motels** – these are like hotels, providing short term accommodation for motoring visitors in self-contained rooms with parking facilities outside close to the rooms
-) **Backpackers** – these primarily provide on a per bed basis on a dormitory basis or in individual rooms. Generally facilities like the bathroom and kitchen are shared under this type of accommodation.
-) **Parks** – some parks do provide accommodation usually in the form of cabins, tourist flats and dormitory style accommodation where a levy is charged.

2.4 Student Accommodation, its Importance and Challenges

2.4.1 Student Accommodation facilities for Students in Tertiary Education

Institutions

Tsirigotis and Zhu (2007) classified student accommodation into two types, which are on campus accommodation and off campus accommodation. With the on-campus accommodation, the educational institution provides the student with accommodation in the various halls of residence on campus. These are usually small dormitory type rooms with the residents sharing the common facilities such as the bathroom and kitchen together. They usually have a reputation of being overcrowded and with minimal comfort. In the United States of America, the modern on-campus halls of residence are allowing for the student comfortability by making it possible for students to enjoy their own privacy, a characteristic which the existing halls may not portray, and also allow for modification to the rooms to their preference (Tsirigotis and Zhu (2007)).

With the off-campus, the university may construct residential facilities, or solicit for the involvement of the private sector or financial institutions to construct residential facilities outside the university walls or in the city center, usually for senior year students to patronize and reduce the burden on the campus accommodation facilities (Tsirigotis and Zhu (2007)). These usually range from rented houses with landlords to Purpose Built Student Accommodation Blocks often referred to as hostels in our part of the country, which are facilities with multiple rooms or suites which may assume the dormitory style of arrangement and also converted student accommodation which assume the state of either the rented house or Purpose Built Student Accommodation depending on the building from which the conversion took place (Tsirigotis and Zhu

(2007). These student residential units expose and afford the student the opportunity to interact with the macro society.

2.4.2 Importance of Student Accommodation

With respect to their importance, Student International (2016) does point to the fact that the students' choice of accommodation facility or service can have a great impact on their enjoyment of university. It affords the student the opportunity to learn new things by interacting with other students and his or her environment. Also, these facilities may aid in the student engaging in curricular activity. A study conducted in the United States of America in the year 2012, revealed that students who had accommodation on their school campuses were more involved in campus life, had a lower dropout rate and had a high academic performance rate than those who dwelt off campus (Inner City Education Foundation, 2013). Further, providing accommodation to support tertiary education fosters the enrollment of students outside the catchment area of the school and international students, since these institutions are expected to provide education for people from different places and cultural background. In addition, providing accommodation for the student ensures the safety and security of the learner who is away from home. In the case of international students, providing a comfortable lodging for the student serves as a means by which the culture, within which the tertiary institution is located, is advertised to them (Chubay, 2012)

2.4.3 Accommodation challenges in tertiary intuitions

Tertiary education institutions have been able to create accommodation for their students, either by contracting private individuals or firms or self-financing, to provide for student housing facilities often referred to as halls of residence and hostels

both on and off campus. With this, the students are allocated rooms at the beginning of an academic year usually on a contract basis, which upon expiration can be renewed.

In spite of the presence of accommodation facilities that are being provided for students in tertiary institutions, numerous challenges have been identified. These challenges can be grouped into accessibility challenges, security challenges and challenges with respect to utility.

) Accessibility challenges,

There is the challenge of accessibility due to the existing residential policy as well as the price. For example, in Kwame Nkrumah University of Science and Technology (KNUST) the student residential policy is “In-Out-Out-Out”, where the student stays in the halls of residence provided by the institutions for his or her first academic year so as to get acquainted with his or her surrounding; and then he or she is expected to move to an off campus residential facility until completion (Adu-Gyamfi, 2014). The problem with this is that, students have to go through stressful ordeals in order to locate suitable student residential facilities.

That aside, the issue of price is a challenge that most tertiary students face. In as much as the student may be able to locate a residential facility of choice, he or she may not be able to access it due to the high price being charged for accessing the residential facility, especially those close to the lecture halls. As a result of this, students are compelled to look for residential facilities that are further away from campus and this increases their cost of transportation to both educational and commercial facilities. For example hostel facilities that are further away from both KNUST and CSUC are more affordable when compared to those that are close to these institutions.

Further, students end up being disappointed by hostel managers who give their rooms out to other people despite the fact that they have made payment and as a result of their inability to pay bribes to the managers. Also, some residential facilities provide accommodation to students on the basis of protocol, thus preventing other students from accessing these residential facilities (Adu-Gyamfi, 2014).

) Security challenges

With respect to the challenge of facility security, Adu-Gyamfi (2014), explains that most off campus residential facilities are often attacked by thieves or armed robbers, usually at ungodly hours on the KNUST campus. This therefore restricts the movement of the students especially in the evenings due to the fear of being attacked. Aside this there are also thieves who pose as ‘men of God’ and hypnotize victims so as to steal their belongings, usually money and gadgets like phones and laptops. A study conducted by Osei (2013) in the Presbyterian University College revealed, that most of the respondents (86%), did acknowledge the presence of thieves in their residential facilities. Additionally, the presence of immoral vice in the form of rape was acknowledged. All these go a long way to affect the students’ security in their accommodation facilities.

) Challenges with respect to utility.

Comfortability is also a challenge for tertiary students with respect to their accommodation. Spio-Kwofie (2016), points out that students still practice the act of residing with colleagues in their rooms or apartments, thus breaching the agreement made between roommates as well as with the hostel managers; and this is common with those who share the ‘four-in-a-room’.

Another challenge that students face with respect to their accommodation is their access to portable water for their domestic chores such as cooking and washing; as well as a regular supply of electricity. Spio-Kwofie (2016), explains that water supply, especially in the halls of residence of the Kwame Nkrumah University of Science and Technology is poor, as it leads to poor sanitation in the washrooms and the accommodation facility in general. Further, the frequent power outages make it difficult to operate the elevators efficiently in order to assist those who live at the top floor of the accommodation facilities. Also non-residential students are faced with similar problems as these students are supposed to provide for their own electricity as well as liquefied petroleum gas for cooking. Accessing water is also a challenge as the water pumps run on electricity which can go off anytime due to frequent power outages (Spio-Kwofie, 2016).

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

The third chapter deals with the scope of the study and the method employed to complete the research. The scope of the study has been described in two forms under this chapter namely the geographical scope and contextual scope. The research method shows the process employed in completing the research and it includes the sampling technique and sample population to be used, the sources of data and the method of data collection and analysis.

The research adopted a descriptive approach because it allows for the presentation of the state of affairs as they are. Kothari (2004) explains that the main characteristic of this approach is that the researcher is able to present situation which are occurring or have already occurred, of which the researcher has no control over its variables.

3.2 Scope

3.2.1 Geographical Scope

Geographically, the study area is Christian Service University College. It is located at Odeneho Kwadaso in the under the Nhyiaeso Sub- Metropolitan in the Kumasi-Metropolitan Assembly off the Obuasi-Kumasi trunk road.

3.2.2 Contextual Scope

Contextually, this research seeks to determine the accommodation challenges faced by the students of the Christian Service University College.

3.3 Justification of Selected Case Study Area

The Christian Service University College was selected based on the available number of accommodation facilities available and the student population. Currently, there is a single on campus hostel facility with other accommodation facilities available for students of campus. CSUC boasts of an undergraduate population of about two thousand and seventy (2070) students as at the 2015/2016 academic year. (www.csuc.edu.gh)

3.4 Sources of Data

The sources of the data needed for the completion of the research can be categorized into two: Primary data sources and the Secondary data sources.

Primary sources of data refer to the data collected directly from the respondent through the use of open and close ended questions. The primary source of data was the main source of data for this study and questionnaires was used as the means of collecting the primary data from the students of the Christian Service University College.

Secondary sources of data refer to data that had already been collected and used by another researcher. With this, the researcher uses already processed primary data and uses sections of the processed data that are relevant to his or her research. Secondary

data were collected from journals, articles and books were used for the literature review.

3.5 Sample Population and Sampling Technique

The selection of the hundred students for the interview, the simple random sampling technique was used to select students from the various undergraduate courses. The courses include: Bachelor of Business Administration; with majors in Accounting, Banking and Finance, Procurement and Supply Chain Management, Human Resource Management and Marketing; Bachelor of Science in Information Technology, Nursing and BA Planning and Social Development; Bachelor of Art in; Theology, Communication Studies and BSC Computer Science; all totaling eleven programmes. With this, five courses out of the eleven were considered, of which respondents were selected. The courses were arranged alphabetically and numbered and the five programmes were selected with the help of the Random Number table. The selected programmes are: Bachelor of Business Administration with Majors in Accounting; Human Resources Management and Purchasing and Supply chain management, Bachelor of Science in Information Technology and Bachelor of Art in Communication Studies.

3.6 Instrument for Data Collection

The main instrument used in this study is questionnaire. Both closed ended and opened ended questions were used. The opened ended questions were used to allow the respondents to express themselves without any given limit.

3.7 Data Analysis

For the researcher to make inference from the collected data there is the need for the data to be analyzed. Having collected the data, it was edited the data to ensure that all errors are rectified and also ensure that the data collected corresponds with what is expected from the field. Having edited the data and made sure all the necessary corrections were made; the responses were coded and entered into the Statistical Package for Social Sciences (SPSS) to allow for easy analysis. The analysis was done using the descriptive statistic approach.

CHAPTER FOUR

ANALYSIS OF STUDENT ACCOMMODATION CHALLENGES

4.1 Introduction

This chapter presents the analysis of the data collected from the survey. The analysis has been presented in tables, graphs and charts. It covered the accommodation situation faced by students of Christian Service University College and their views on the accommodation challenges that they face. One Hundred questionnaires were administered to students of CSUC and of this eighty-nine (89) responded representing eighty-nine percent (89%). Thus the remaining eleven (11) are considered as non-responsive. The figures below show pictures of student accommodation both on and off campus as well as a hostel facility with a fire extinguisher.

4.2 Profile of Christian Service University College

The Christian Service University College begun in the year 1974, as a merger of two visions. The first group which consisted of Ghanaian Christians who intended to start an interdenominational, evangelical institution of higher learning, which would train men and women for all types of Christian Ministry. The second group which consisted of expatriate missionaries intended to establish an institution to train workers to assist in the evangelical activities of the various denominations both within the country and beyond (Christian Service University College, 2017).

The Worldwide Evangelization for Christ (WCE) which was one of the missionary groups acquired property in Kumasi on which they had built four houses, and a radio station with plans of constructing a large building to serve as the training college. In October, 1974, the first residential classes started with four students which over the

years has given birth to Christian Service University College (Christian Service University College, 2017).

The Christian Service University College is devoted to excellence in teaching, learning and research and to developing leaders in many disciplines who make a difference globally. The CSUC aims at being “a first class Evangelical Christian University that promotes knowledge about Christ through training of men and women with moral uprightness, academic excellence and passion to serve and transform society. The motto of the institution is ‘to know Christ Better and to make Him Better known’ (Christian Service University College, 2017).

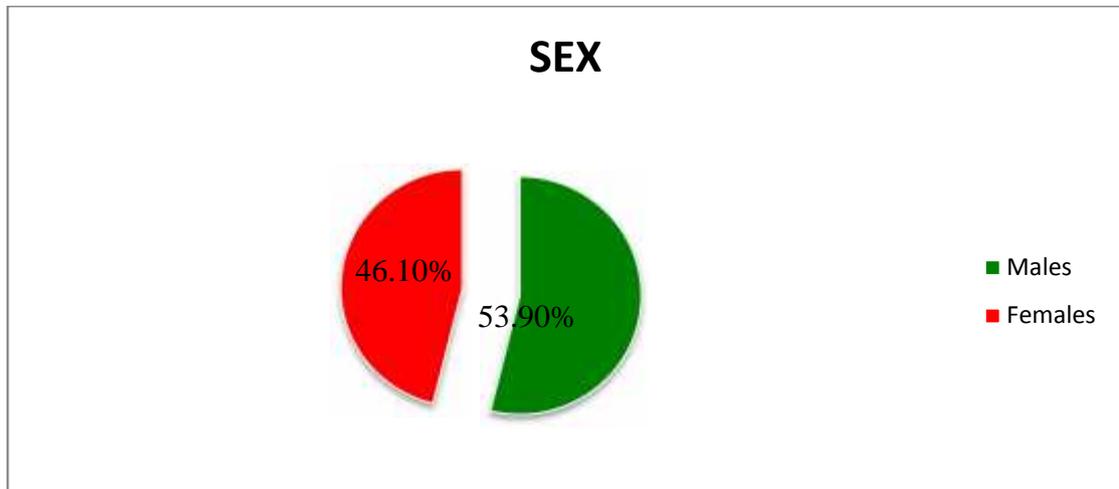
The Christian Service University College is an accredited tertiary institution, by the National Accreditation Board, Ghana. It is affiliated to the University of Ghana, Kwame Nkrumah University of Science and Technology and University of Cape Coast.

Currently the University College boasts of a student population of about two thousand and seventy (2,070) students as at the 2015/2016 academic year. The University College runs nine undergraduate programmes and three graduate programmes under the three main faculties, namely; the Faculty of Health and Applied Sciences, the Faculty of Humanities and the CSUC School of Business (Christian Service University College, 2017).

4.3 Sex of the Respondents

The figure below shows the sex distribution of respondents.

Figure 4.1 Sex Distribution of Respondents



Source: Field Survey, 2017.

From the figure above, forty-six percent (46%) of the responses are from females whereas 53.9% of the responses are from males.

4.4 Age groupings of Student Respondents

Table 4.1 shows the age groupings of the various respondents who participated in the data collection.

Table 4.1 Age Groupings of Respondents

Age	Number of Respondents	Percentage
18-24	61	68.5%
25-30	21	23.6%
Above 30	7	7.9%
TOTAL		100%

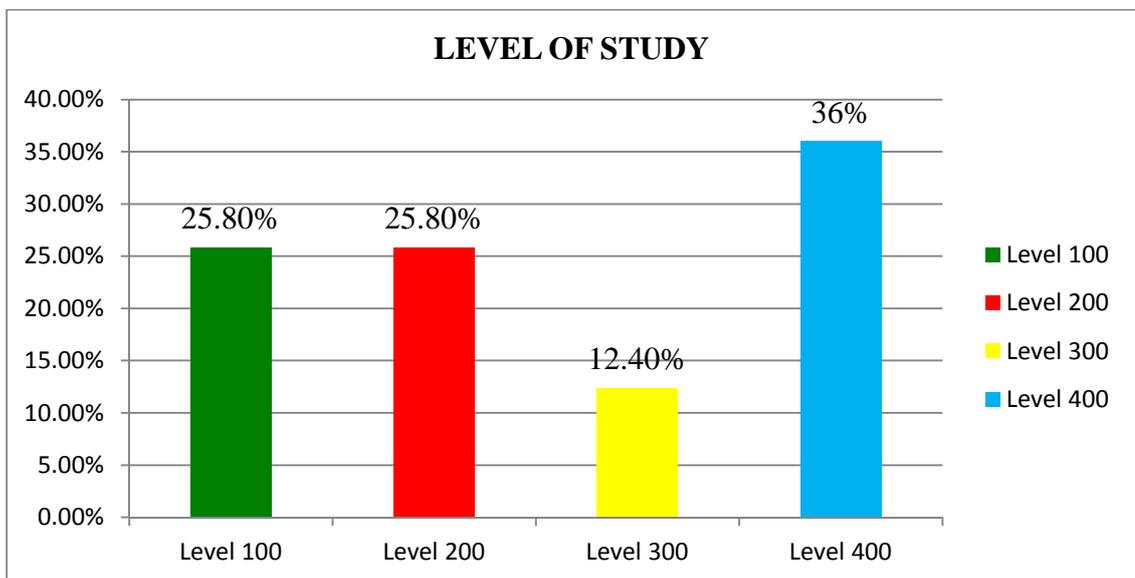
Source: Field Survey, 2017.

From table 4.1 above, students within the age group of 18-24 years were the highest with a percentage of 68.5%. Respondents who were above thirty (30) years were the least with a representation of 7.9%. Those within the age group 25-30 were the second highest representing 23.6%.

4.5 Level of Study

Responses were taken from students pursuing the Bachelor of Business Administration with Majors in Accounting: Human Resource Management and Purchasing and Supply chain management, Bachelor of Science in Information Technology and Bachelor of Art in Communication studies at various levels of undergraduate studies. The figure below depicts the level of study of the respondents interviewed.

Figure 4.2 Level of Study of Student Respondents



Source: Field Survey, 2017.

In terms of level of study, thirty six percent (36) of the respondents, which represent the highest proportion, are in their final year whilst third years are the least

represented with a percentage of 12.4%. Both first and second year students represent 25.8% respectively.

4.6 The Type of residential Facility, Payment Arrangement and Location of Facilities

4.6.1 Type of Residential Facility

This was to determine where students resided. That is, to determine those who come from their homes, or resided in a rented apartment close to or far from the CSUC campus. Table 4.2 below shows the various types of accommodation respondents reside in as well as their percentages.

Table 4.2 Types of Residential Facilities Patronized by Students of CSUC

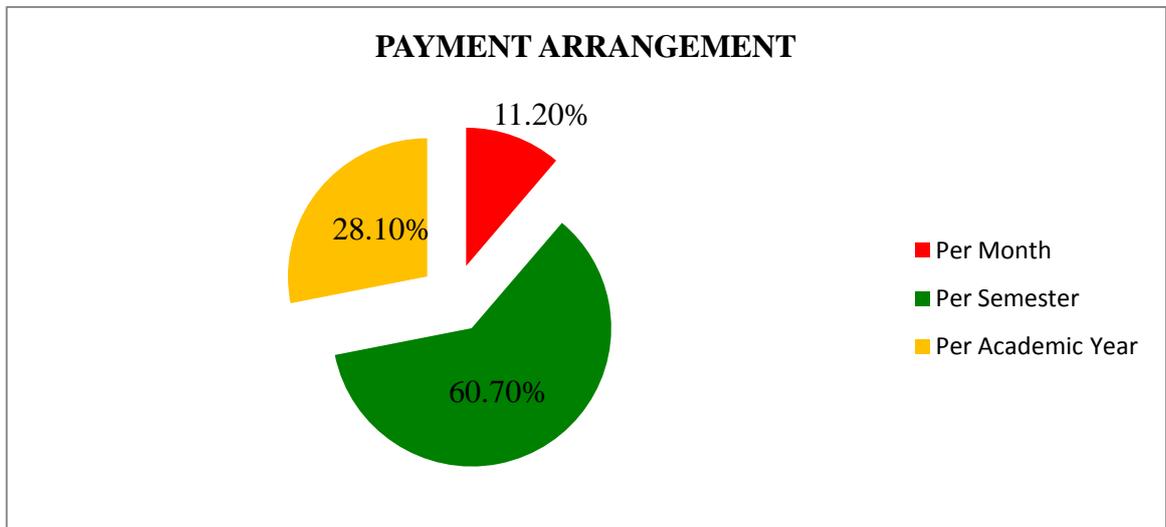
Type	Number of Respondents	Percentage
Personal Home	21	23.6
Rented apartment	3	3.4
On campus hall/hostel of residence	26	29.2
Off campus hostel	39	43.8

Source: Field Survey, 2017.

From table 4.2, 43.8% of the total number of respondents; which is the highest, resided in an off campus student's hostel as the prices were cheaper when compared to the student hostel facilities on the campus of CSUC. This is because it also spared them from the issue of conflict between tenants and landlords. On campus hall/hostel of residence is the second highest with a response rate of 29.2%, followed by students who resided in their personal homes with a percentage of 23.6%. Rented apartments had the least rate (3.4%).

4.6.2 Payment Arrangement made by Students for Accommodation

Figure 4.3 the Payment Arrangement Made by Students for Accommodation



Source: Field Survey, 2017.

From Figure 4.3 above, 60.70% of the respondents pay for the accommodation which they occupy on a semester basis. This covers 82.1% of those who reside in off campus student hostel, forty two percent (42%) of those who dwell in student hostels on campus and sixty seven percent (67%) of those who dwell in rented apartments.

Also, 28.1% of the respondents pay for their accommodation on an academic yearly basis. Of this, 17.9% of those who reside off campus are covered in this category. Also, 57.7% of those who reside in on campus student hostels are represented in this category. Respondents who reside in rented apartments and personal homes do not fall in this category.

Further, 11.2% of the total respondents pay for their accommodation on a monthly basis. Of this category, those who come for lectures from their private homes constitute a larger proportion as hundred percent (100%). Only one respondent from the rented apartment category also asserting that he made his payment on a monthly basis.

4.6.3 Location of Facilities within the Accommodation

Table 4.3 Proportion of Respondents with their Kitchen, Toilets and Bathrooms located within or outside their accommodation

Facility	Kitchen		Toilet		Bathroom	
	Location Of The Facility	Within	Not Within	Within	Not Within	Within
Number Of Respondents	74	9	81	4	83	2
Percentage	83.1%	10.1%	91%	4.5%	93.3%	2.2%

Source: Field Survey, 2017.

From table 4.3 above, 83.1%, ninety one percent (91%) and ninety three percent (93%) of the respondents had their kitchens, toilets and bathrooms in their accommodation and do not share it with other residents. With this, challenges like conflict over who has to clean the facility, be it kitchen, toilet or bathroom is mitigated. Also, ten percent 10.1%, 4.5% and 2.2% of the respondents had their kitchen toilet and bathrooms outside their accommodation and shared it with other residents.

4.7 Means of Transportation

Table 4.4 Means of Transportation Utilized by Students of CSUC

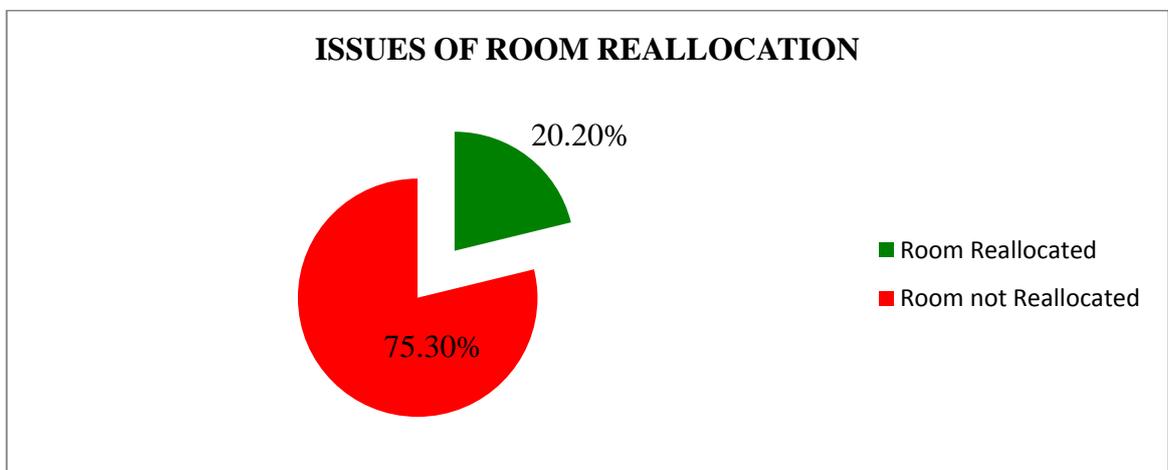
Means of transportation	Number of Respondents	Percentage
Personal car	3	3.4
Public transport	17	19.1
By walking	69	77.5
TOTAL		100%

Source: Field Survey, 2017.

From table 4.4, the most used means of commuting from the accommodation to lectures is walking. The respondents who walk had the highest with a percentage of approximately seventy eight (77.5%) forming the majority. Public transport is the second utilized with a percentage of 19.1%. 3.4% of the respondents get to lectures using their personal cars. This goes to prove that the location of their accommodation does not let most of them incur extra cost with respect to transportation as 10.1% of the total number of respondents agreed that their location increases their cost whereas 83.1% agreed that the location of their accommodation does not increase their cost. Five respondents did not give their response on whether the location of their accommodation increasing their cost of transportation.

4.8 The Issue of Room Reallocation

Figure 4.4 Student Room Reallocation Responses



Source: Field Survey, 2017.

From figure 4.7 above, 75.30% of the respondents had not experienced a situation where their rooms had been reallocated. In all, about 20% of the respondents had experienced a situation where their rooms had been relocated with their reasons being;

they reported late to school; they had not made full payment for the accommodation, lateness in payment and regrouping according to the preference of the hostel management.

4.9 Issues of Safety and Security

This portion of the report looks at the issues of student safety and security based on their responses. It will cover student facing security challenges, the presence of security personnel at their accommodation and the presence of fire extinguishers for emergency purposes.

4.9.1 Facing security challenges

Table 4.5 Response of Students on Issues of Security

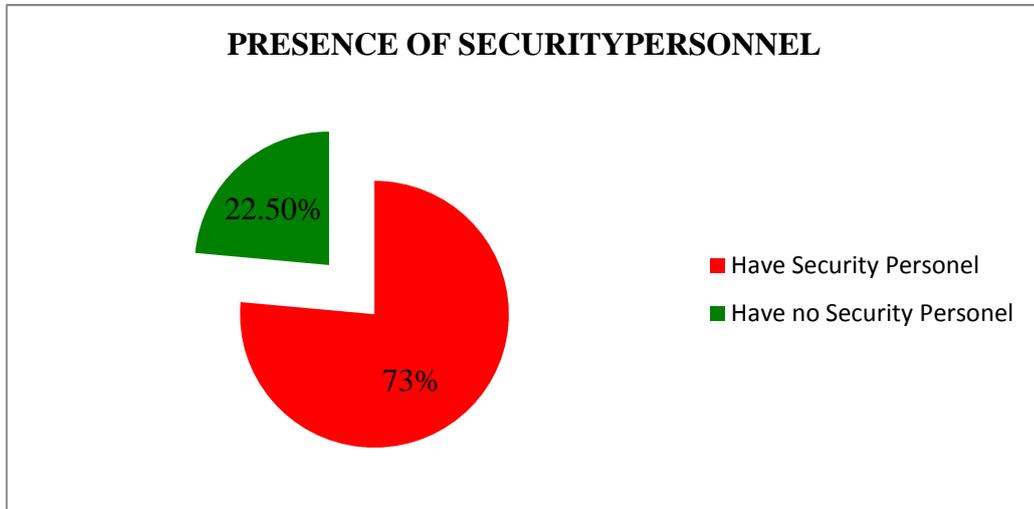
Response	Number of Respondents	Percentage
Respondents who had experienced security issues	15	17.9
Respondents who had not experienced any security issues	69	77.5

Source: Field Survey, 2017.

Sixty nine (69) respondents, representing 77.5% responded that they have not faced any security challenge due to the presence of police post close to the accommodation, police patrols and the installation of security systems like the razor wire; whereas fifteen (15) respondents, representing 16.9% had faced security challenges in the form of robbery as they are unable to secure certain portions of their accommodation facility.

4.9.2 Presence of security personnel

Figure 4.5 the Response of Students on the issue of the Presence of Security Personnel



Source: Field Survey, 2017.

From Figure 4.5 above, seventy three percent of the respondents have security personnel in their place of accommodation. Also, 22.5% do not have security personnel in their place of accommodation with their response being the presence of fenced wall, regular police patrols and the lack of money to pay for such a service. On the other hand, seventy three percent (73%) of the total number of respondents responded 'yes' when asked the question; 'are there security personnel present at the residential facility?' Of this proportion, forty three respondents representing 66.2% asserted that security personnel are always on duty.

4.9.3 Presence of Fire extinguishers in the Student Accommodation Facilities

Table 4.6 Presence of Fire extinguishers in the Student Accommodation Facilities

Response	Number of Respondents	Percentage
Respondents with Fire extinguishers in their accommodation facility	65	73%
Respondents without Fire extinguishers in their accommodation facility	21	23.6%

Source: Field Survey, 2017.

From table 4.6 above, seventy three percent (73%) of the respondents have fire extinguishers in their accommodation facility to be used should there be a fire outbreak within the accommodation facility. Also, 23.6% did not have fire extinguishers in their accommodation because landlords and hostel managers cannot bear the cost and the lack of the know-how to operate them.

4.10 Room Occupancy and Student Comfortability

This section of the report touches on the analysis made on the type of rooms students occupy how comfortable they are, and the issue of noise.

4.10.1 Type of Room Students of CSUC Occupy

Table 4.7 Types of Rooms Students of CSUC occupy

Room type	Number of Respondents	Percentage
One in a room	34	39.5
Two in a room	27	31.4
Three in a room	06	07.0
Four in a room	19	22.1

Source: Field Survey, 2017.

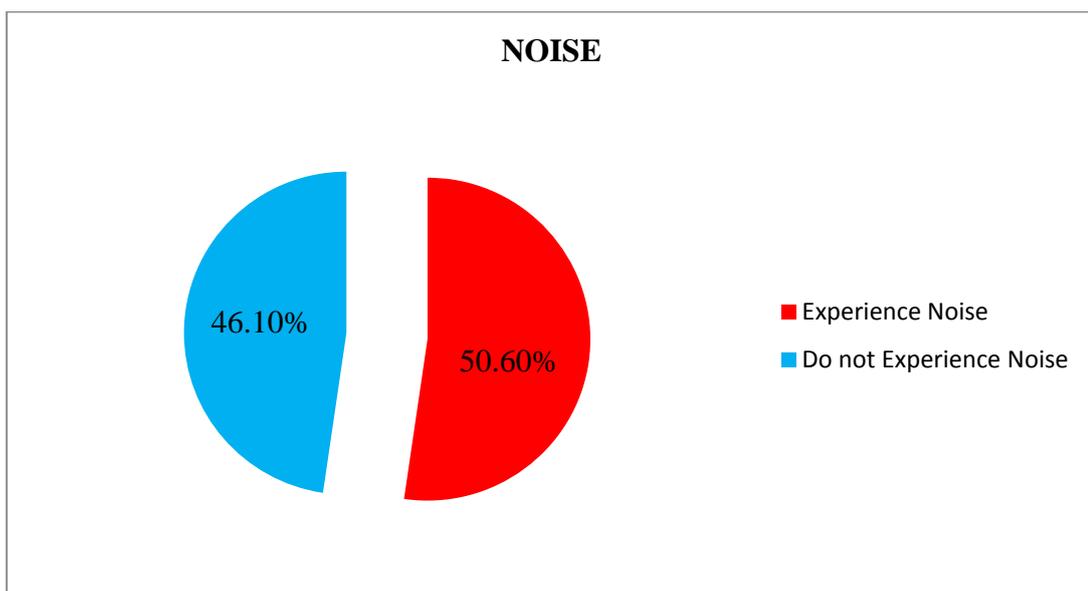
With respect to the room occupancy, 39.5% of the respondents are the only occupants of their rooms in their accommodation facility, which is the highest. Also, 31.4% of the respondents occupy rooms with an extra roommate whilst 22.1% of the respondents occupy a room with three other roommates. Only seven percent (7%) occupy a room with two extra roommates.

Of the total respondents, 61.8% of the respondents asserted that they were comfortable with their roommates whereas nine percent (9%) of the respondents asserted otherwise by indicating that night outing by their roommates endangers their safety.

Also, 88.8% of the respondents asserted that they are comfortable with the size of their rooms whereas 6.7% of the respondents were not comfortable with their room size. This is because the size does not allow for proper ventilation and it makes it difficult for the residents of the room to do things collectively in that confined space.

4.10.2 The Issue of Noise Faced by Students in their Accommodation

Figure 4.6 Student Response on experiencing noise within and around their Accommodation



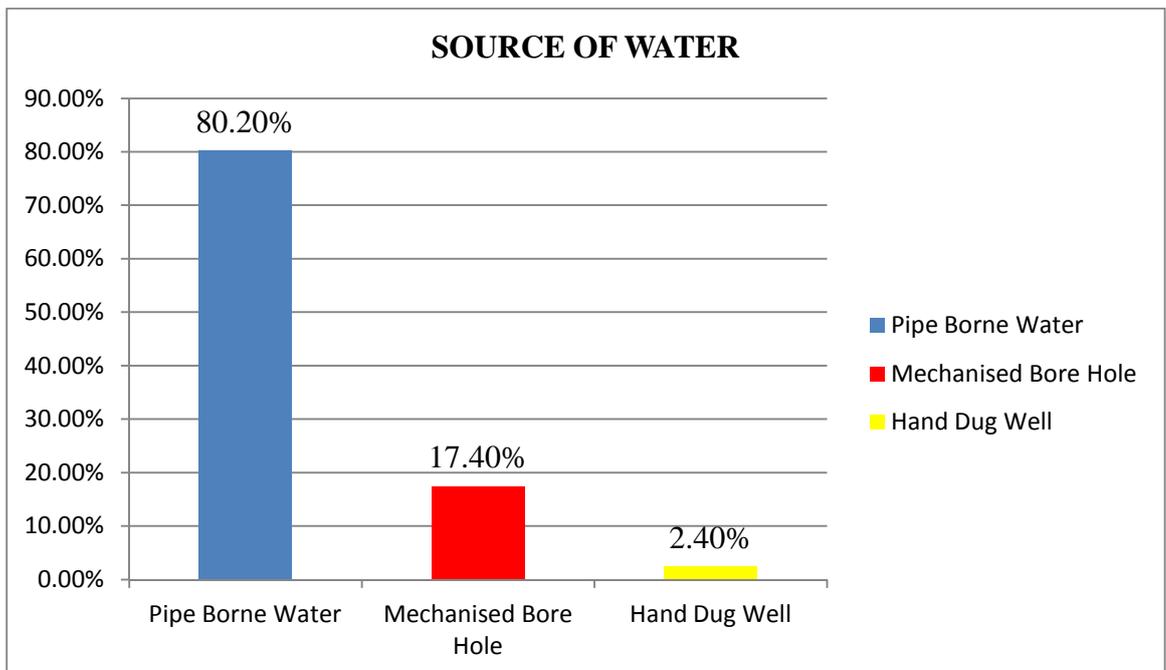
Source: Field Survey, 2017.

From figure 4.9 above, 50.6% of the respondents experienced noise from outside sources. These sources include religious activities within and around the accommodation, music from neighbors both within and around, loud music from night clubs close to the accommodation and marketers promoting their products. Further, 24.4% of those who experienced noise asserted that it affected their studies as it creates a noisy environment and makes it difficult to concentrate when studying. About seventy-five point six percent (75.6%) of those respondents who experienced noise asserted that it does not affect their studies.

4.11 Source of water for domestic use

This portion of the report analyzes data collected on the source of water used by the students of CSUC for domestic purposes, their difficulty in acquiring water from their source as well as its impact on their studies.

Figure 4.7 Source of water for Students Domestic Use



Source: Field Survey, 2017.

From figure 4.10 above, pipe borne water is the most used source of water, followed by mechanized boreholes with hand dug wells being the least. Also 15.6% of the respondents asserted that they faced difficulty in getting water from their water source.

80% do not face any difficulty in accessing water from their water source. Also, 25.9% of the respondents who experienced difficulty asserted that this difficulty does affect their study as it consumes their study time especially when they are to go out and search for water. Seventy-four percent of the respondents who experienced difficulty responded that it does not affect their studies in anyway.

4.12 Issue of Power Outage

The study indicates that, about 57.3% of the total number of respondents experienced power outages in their accommodation with frequencies ranging from daily, weekly and monthly basis; whereas 38.2% of the respondents responded they are not affected by power outages. Also, twenty-nine percent of the respondents have power plants in their accommodation facility which is used to supply the accommodation facility with power when the lights are out. Sixty-four percent (64%) of the respondents did assert that there are no power plants in their accommodation as it has not been provided.

Table 4.8 Responses of students with respect to experiencing power outages

Response	Number of Respondents	Percentage
Respondents who experience power outages	51	57.3%
Respondents who do not experience power outages	34	38.2%

Source: Field Survey, 2017.

4.13 Conditions of Facilities in Students Accommodation

This section presents the states of facilities in accommodation facilities.

It was indicated that, sixty-three percent (63%) responded that facilities like water, electricity, toilet and bathrooms are functioning well. On the other hand, 19.1% responded that they are not functioning well due to leakages in the bathroom conduits, limited usage of the bathrooms as well as lack of hygienic practices in terms of the usage of these facilities especially the toilets. Also issues like roof leakages and exposed wires were also recorded.

Table 4.9 Poorly Functioning facilities in the Accommodation of Students

Responses	Number of Respondents	Percentage
Good functioning facilities in their accommodation	56	63s
Poor functioning facilities in their accommodation	17	19.1

Source: Field Survey, 2017.

Table 4.10 Faulty facilities in the accommodation of Respondents

Responses	Number of Respondents	Percentage
Respondents with faulty facilities in their accommodation	73	82
Respondents without faulty facilities in their accommodation	9	11

Source: Field Survey, 2017.

With respect to faulty facilities, eighty-two percent (82%) of the respondents asserted that they had faulty facilities present in their accommodation which they reported to

the hostel manager, landlord or potter who is present at the premises. 10.11% of the respondents did not report faulty facilities.

Of those who reported faulty facilities, 72.3% of those respondents asserted that these faults are fixed quickly whereas 27.7% of those respondents asserted they were not attended to quickly because the manager has to come and inspect the extent of the fault before taking action, the manager would have to call a particular artisan who may not be available, the hostel manager is of little consent when faulty facilities are reported and also since they do not have access to the room so they have to wait till the room occupants are back.

4.14 Student Satisfaction and Request to Upgrade their Accommodation

4.14.1 Students Satisfaction with their Accommodation

Table 4.11 Students Satisfaction with their Accommodation

Response	Number of Respondents	Percentage
Satisfied with their accommodation	55	61.8
Not satisfied with their accommodation	11	12.4

Source: Field Survey, 2017.

From table 4.11 above, 61.8% of the respondents asserted that they are satisfied with their accommodation facility. Also, 12.4% were not satisfied with their accommodation because of the size of the rooms, facilities are not functioning well; the rooms are infested with cockroaches and rodents, the accommodation offer poor services, lack of value for money and most of the accommodation facilities need additional facilities.

4.14.2 Students Request to upgrade their accommodation

Table 4.12 Students Request to Upgrade their Accommodation

Response	Number of Respondents	Percentage
Request for an upgrade of their accommodation	41	46.1
Do not request for an upgrade of their accommodation	41	46.1

Source: Field Survey, 2017.

In terms of upgrade, 46.1% of the respondents asserted that their accommodation should be upgraded from its current state. They suggested that the ceiling, old wires, water closet, beds, the wall paintings, the stand by generator, security the fans, drainage system and entertainment facilities should be improved. Meanwhile 46.1% of the respondents asserted the facility should not be upgraded because they are comfortable with the facilities. Also some asserted that upgrading it would increase the cost.

4.14.3 Problems Encountered by Students in their Accommodation

Table 4.13 Problems Encountered by Students in their Accommodation

Response	Number of Respondents	Percentage
Respondent who have encountered problems	18	20.2
Respondent who have not encountered problems	55	61.7%

Source: Field Survey, 2017.

Of all the respondents, 20.2% asserted that they encountered problems with their accommodation in the form of;

-) Cooking exactly where they sleep,
-) Electoral faults that are exposed,
-) Reports made about damaged facilities are not fixed quickly.
-) Concerns and suggestions not being taken into consideration,
-) Security issues
-) Shortage of water,
-) The kitchen always being dirty as a result of how it's being used,
-) The presence of a lot of cockroaches,
-) Water shortages and;
-) Refusal to switch on the plant during power outages.

Further, 61.7% of the respondents asserted that they did not encounter problems with their residential facility.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The chapter five presents a summary of the findings that emerged from the research conducted on the Accommodation challenges faced by the students of the Christian Service University College as well as the recommendations.

5.2 Summary of Major Findings

The major findings emerging from the study were grouped under the objectives of the research. These are; the impact of student accommodation on their academics and social life both on and off campus, challenges students of CSUC face in getting accommodation within and around CSUC and the measures which have been instituted by the various stakeholders in providing accommodation for students in CSUC. The summary is presented as follows;

5.2.1 High Accommodation Cost

The students of CSUC had numerous issues with their accommodation, but the issue of price played a major role in determining a particular accommodation a student patronizes. From the survey, 43.8% of the respondents choose student residence that was not on the campus of CSUC primarily because such facilities were cheaper when compared to student accommodation facilities present on the campus of CSUC. From the survey, it was noticed that students at Feliama hostel, a nearby hostel paid GH¢1700.00 per year for two in a room whiles CSUC executive hostel was

GH¢2000.00 per year for two in a room. Although facilities at the executive hostel were good, but the price was very costly as compared to most of the hostels around.

5.2.2 Students have been Negatively Affected by the Challenges they face with their Accommodation

The second objective sought to examine the extent to which the accommodation challenges affect the studies and social life of students of CSUC both on campus and off campus. With this, respondents who had issues with security asserted that because of the challenge of security their movement during the night is limited as they are supposed to be indoors at a certain point in time in order not to be in danger. Also, respondents who had issues with faulty and poorly functioning facilities like water, electricity, toilet and bathroom as well as issues of noise explained that it has an impacts on their studies negatively as they are unable to concentrate and makes them go to school late. Also about, 50.1% of the respondents asserted that they faced the issue of noise making within and around their accommodation in the form of music from neighbors, .religious activities and loud music from night clubs close to the accommodation. Also, in terms of poorly functioning and faulty facilities, 19.1% and 11% of the respondents have their facilities poorly functioning and faulty respectively.

5.3.3 Measures are being Instituted by the Various Stakeholders to help address the Accommodation Challenges of Students

In terms of measures taken by the various accommodation providers to help address the accommodation challenges of students, it was deduced from the survey that the hostel managers and landlords of the various accommodations as well as the authorities of the CSUC which has student accommodation on its campus have

ensured that security personnel are on duty, fire extinguishers are present on the facilities in case of emergency and also faulty facilities are attended to, although respondents did assert that hostel managers do not address their needs appropriately.

5.3 Recommendations

These recommendations are being made based on the key findings that came up as a result of the research.

- I. Price: it is recommended that the various student accommodation owners register with the Estate Authorities of CSUC. Upon registering, Estate Authorities of the Christian Service University College and the Owners and Management of the various accommodations decide collectively with the students on the pricing of the accommodations giving consideration to the financial strengths of the students. This would encourage students to patronize the accommodation which are closer, safe and known to the authorities of Christian Service University College.
- II. Safety, security and Noise Issues: the Estate Authorities of the Christian Service University College in collaboration with the Ghana Fire Service and the Development Control Unit of the Engineers Department, Kumasi Metropolitan Assembly; should visit the various student accommodations and assess them to see if they comply to the building regulations of the Assembly, have the various safety and security measures in place in case of emergency and the necessary steps taken in case these accommodations fail to meet the building standards of the Assembly.
- III. Also the Estate Authority of Christian Service University College should collaborate with the Ghana Police and the Noise Control Unit of the Kumasi

Metropolitan Assembly by advising the various religious bodies and pubs to regulate the noise they make in the course of the day as they impact students' academic performance. Also the police can also help address security concerns of the students by providing units to patrol the vicinities where student accommodation is located especially in the evening.

- IV. Also the Estate Authority of the school can solicit for more private investors to build new student accommodation within and around Christian Service University Collage, giving consideration to the financial strengths and preferences of the students

5.4 Conclusion

The research sought to find out if students were comfortable with their accommodation facilities and also how it affects their social and academic life on campus. The study revealed that cost of accommodation is a major factor in determining the type of accommodation students patronize. For instance the average cost of accommodation per an academic year in Executive Hostel and Feliama [ie two students in a room] is 1,850 Ghana Cedis. Other issue included poor security, noise, poorly functioning as well as faulty facilities. These issues faced, limited their movements, consumed their time and also made it difficult for them to study after lectures.

In order to address the challenges identified, it is recommended that hostel managers and landlords review prices to make it affordable to students. Also hostel managers and landlords where safety and security of the student in their facilities are not given priority should prioritize it by collaborating with the estate authorities of Christian Service University College and security institutions like the Ghana Police Service and

the Ghana Fire Service as well as the Noise Control Unit of the Kumasi Metropolitan assembly. They can work together to ensure the safety and security of students. Also the Estate Authorities of the School should also collaborate with the Development Control Unit of the Kumasi Metropolitan Assembly to inspect the various student accommodations within the catchment area of Christian Service University College in order to ensure that these buildings meet the building regulations of the Assembly. Authorities are to also do regular inspection to ensure that accommodation facilities are functioning properly.

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APPENDICES

APPENDIX I

SAMPLE SIZE CALCULATION

Formula for calculating the sample size $n = \frac{N}{1 + N(e)^2}$

Where: n = is the sample size.

N = the number of undergraduate students in the school

e = tolerable error (which in this study was pegged at 0.1)

Therefore, $n = \frac{2070}{1 + 2070(0.10)^2}$

=95.4

APPENDIX II

CHRISTIAN SERVICE UNIVERSITY COLLEGE

DEPARTMENT OF PLANNING AND DEVELOPMENT

This questionnaire is to seek information for the research on the topic **“Accommodation Challenge Faced by the Students of the Christian Service University College”** as part of the Bachelor’s Degree Programme of the Department of Planning and Development, CSUC. The information would be treated with absolute confidentiality. We would be grateful for your assistance.

QUESTIONNAIRE

1. Sex

Male [] b. Female []

2. Age

a) 18-24 b) 25-30 c) above 30

3. What is your programme of study?

4. What is your level on the programme that you are studying?

a) Level 100 b) Level 200 c) Level 300 d) Level 400

5. What type of residential accommodation do you reside in? Please tick.

a) Personal Home

b) Rented apartment

c) On campus hall/hostel of residence

d) Off campus hostel

e) Others (specify)_____

Where is the accommodation located?

6. How much rent do you pay for the accommodation?

7. What is the arrangement for payment?

- a) per month
- b) per semester
- c) per academic year

8. Please use the scale below to respond to question 9a and 9b;

a) Indicate whether the facilities below are inside your accommodation or not.

Scale: 1 = within my accommodation facility

2 = not within my accommodation facility

i. Kitchen: []

ii. Toilet: []

iii. Bathroom: []

b) If the facilities listed above are not within your accommodation, indicate whether the facilities are shared with other tenants or not, using the scale below

Scale: 1 = within my accommodation facility

2 = not within my accommodation facility

i. Kitchen: []

ii. Toilet: []

iii. Bathroom: []

9. What means of transportation do you use from your accommodation to lectures?

- a) Personal car
- b) public transport
- c) motor/bicycle
- d) by walking
- e) others (specify)_____

10. How much does it cost you to use your means of transport from your accommodation to lectures?

11. Does the location of your accommodation facility increase your cost of transportation to and from the university campus?

- a) Yes/No
- b) If yes how does it increase it?

12. Have you ever experienced a situation whereby a room allocated to you has been reassigned to another student?

- a) Yes/No
- b) If yes, what led to that?

13. Do you face security challenges in and around your residential facility?

- a) Yes/No
- b) If yes, what are they?

- c) If no, why?

14. Are there security personnel present at the residential facility?

- a) Yes/No
- b) If yes, have you observed that they are always on duty?

15. Are there fire extinguishers installed in the residential facility where you stay?

- a) Yes/No
- b) If yes, how many are they

c) If no, why

16. How many are you in the room that you occupy?

- a) One in a room
- b) Two in a room
- c) Three in a room
- d) Four in a room.
- e) Others (specify)_____

17. Are you comfortable with your roommates?

- a) Yes/No
- b) If no, why?

18. Are you comfortable with your room size and facilities in your room space?

- a) Yes/No
- b) If no, why

19. Is it noisy within and around your accommodation?

- a) Yes/No
- b) If yes, what is the source?

- c) Does it affect your studies?
 - i. Yes/No
 - ii. If yes, how does it affect you?

20. What is the source of water for domestic use in your residential facility?
a) Pipe Borne water b) Mechanized Borehole c) Hand Dug Well
d) Others (specify) _____

21. Do you experience difficulty in accessing portable water from your source?
a) Yes/No
b) Does this issue of difficulty affect your studies?
i. Yes/No
ii. If yes how does it affect your studies

22. Do you experience power outages in your residential facility?
a) Yes/No
b) If yes how frequent?

23. Does your accommodation have a supporting power supply in case of power outages?
a) Yes/No
b) If yes what is it?

24. Are all the facilities like water, electricity, toilet and bathrooms functioning well?
a) Yes/No
b) If no, what are the facilities that do not always work well?

25. Do you report faulty facilities?
a) Yes/No
b) If yes, whom do you report to?

c) If no, why?

26. Are the faulty facilities fixed quickly when they are reported?

a) Yes/No

b) If no, why?

27. Are you satisfied with your accommodation's facilities?

a) Yes/No

b) If no, why are you not satisfied?

28. Do you recommend that your place of residence and its facilities should be upgraded?

a) Yes/No

b) If yes, which ones, should be upgraded?

c) If no, why?

29. Do you encounter problems with your residential facility?

a) Yes/No

b) If yes, what are they?

c) In your view, what factors are responsible for the accommodation problem?
