

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING PREFERENCES OF HOSTEL FACILITIES IN GHANA. (A CASE STUDY
OF KNUST & UEW KUMASI CAMPUS)**

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INDEX NUMBER: 7101713020

MARCH, 2020

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

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**AN ACTION RESEARCH REPORT PRESENTED TO THE DEPARTMENT OF
TECHNOLOGY EDUCATION, FACULTY OF TECHNICAL EDUCATION,
UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTERS OF TECHNOLOGY**

March, 2020

DEDICATION

To My Dearest Wife Judith and lovely daughters Maame Yaa and Maafua.



DECLARATION

STUDENT'S DECLARATION

I, FRANK ADJEPONG ASIAMAHA declare that this project report, with the exception of quotations and references in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

CANDIDATE'S SIGNATURE:

DATE:

CANDIDATE'S NAME: FRANK ADJEPONG ASIAMAHA



SUPERVISOR'S SIGNATURE:

DATE:

SUPERVISOR'S NAME: DR FRANCIS KOFI BIH

ACKNOWLEDGEMENT

My sincerest gratitude goes to Dr Francis Kofi Bih and Late Prof. Martin Amoah for supervising this work to its successful completion. I am grateful for your time, patience and guidance sir.

I sincerely thank Mr. John Murphy and Mr. Emmanuel Prah for their immense contribution towards this study. I also thank all the ladies and gentlemen who administered my questionnaire and everyone else who in diverse ways contributed to the completion of this work. God richly bless you all.



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ABSTRACT

Hostels play a significant role in the lodging industry throughout the world. The aim of this study was to identify students preferences of facilities provided in hostels. The study was descriptive in nature with the researcher adopting the usage of quantitative data analysis techniques. Hostellers of Kwame Nkrumah University of Science and Technology (KNUST) and University of Education, Winneba, Kumasi Campus (UEW-K). A focus group was used to gain insight into students' perceptions of hostels and aided in the development of a written survey. The sample size of the study comprised 1500 (n=1500) hostellers selected using the convenience sampling technique. The response rate was 100% (n=1500). The study revealed a strong positive correlation between students' consideration of Borehole/water reservoir facilities, computer/internet access, power generator, reading room, security officer, clinic/pharmacy services, specifically located dry lines, state of the art fittings (tiles, curtains, bath tubs), transportation services, hairdressing saloon and barber's shop, kitchen/pantry facility, study bedroom, business/communication services, catering services, tennis/basketball court/gym, and persistence of rules and regulations. The female respondents particularly denied the provision of hairdressing saloon and barber's shops in their hostels. The study also revealed a strong positive relationship between the provisions of the above listed facilities. However, the independent sample t-test results suggested that there were no significant differences in students' consideration of the above-mentioned facilities before hostel selection; students generally have similar considerations before they select hostels for accommodation. The study recommended that Hostel managers should do well to make provisions for laundry services, business/communication services, catering services and clinic/pharmacy services and computer/internet services as they are integral to the overall lives of students on campus.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

A hostel can be defined as a budget-oriented type of accommodation, similar to a guest house or hotel in many ways, but where at least some of the accommodation is shared. ([Http//Wiki, Hostel management.com.](http://Wiki,Hostelmanagement.com))

The expansion of the educational sector has been accompanied with continued increase in population size of students without a commensurate increase in accommodation facilities provided by the government. This phenomenon has given rise to private entrepreneurs to invest in hostels.

Initially, tertiary institutions in Ghana were built to accommodate the number of students they admit on campus which is termed as “residential students.” However, over the years a category of students are referred to as “non – residential” This implies that although one has been admitted into a tertiary institution he/she will have to find accommodation privately and off the campus.

Property owners situated close to these institutions began to turn their house into hostels for students. As the non-residential student population increased, most individuals came to the validation of the investment potential of hostel development.

Hostel construction was further encouraged by the institution authorities as they lease part of their lands to investors to build hostels on their campuses.

1.1 Statement of the Problem

Due to the increase in population of non-residential students there is the demand for safe and well-run accommodation facilities close to the places of study.

Kwame Nkrumah University of Science and Technology (KNUST) was established in the year 1961 with a total of 1874 rooms. It was also intended to accommodate 1874 students; each room was occupied by one (1) student.

Over the years the number of students occupying a room has increased from one (1) to a range of four (4) and above. On the average, preference of number of occupants in a room of dimension 4m by 3m is four (4) students or less.

The hostel industry has been given a room by the ever increasing population of non-residential students. Although many tertiary institutions have provided a laid-down standard facility for investors who build directly on the campuses to follow, this standard is not extended to hostels outside the campuses. The developers build the hostels based on their financial capabilities and the kinds of returns they want on their investment.

A preliminary survey revealed the following: -

1. Houses converted into hostels did not have adequate facilities like bath houses, places of convenience and the like. At times such sanitary facilities were provided outside the hostel and were not properly maintained. These posed as a health hazard for students.
2. The Supply of water and electricity was no constant fluctuations in the supply of the latter resulted in the destruction of fidgets owned by students. Students pay their own utility bills in addition to the exorbitant rents charged.
3. Inadequate security was a major problem for students. In order to excel in university education a sound and conducive living environment is essential. As a result of social advancement and modernity, students taste and preferences for facilities provided in public or privately owned hostels vary.

In the light of the above, this research intends to look at the preferences of students with regards to facilities provided in hostels.

1.2 Aim of the Study

The study seeks to identify students preferences of facilities provided in hostels.

1.3 Specific Objectives of the Study

The research seeks to realize the following objectives:

1. Assess students preferences of facilities provided in a hostel
2. To make possible recommendations on hostel development to future developers.

1.4 Definition of Terms

The following terms as used in this study are defined as follows:

- **Hostel**

A budget oriented type of accommodation, similar to a guest house or hotel in many ways but where at least some facilities of the accommodation is shared.

- **Facilities**

Services rendered by the owner of the hostel and the kind of quality and state of the art furniture and or structure or design of the building.

1.5 Literature Review

The second chapter of this research proposal reviews relevant related literature on hostel development both locally and internationally.

1.6 Methodology

Chapter three (3) will describe the research methods used in the study, how data will be collected as well as state the statistical tools used in analyzing data

- **Research Design**

The descriptive analytical survey will be used for the study. This survey method involves elements of comparison and interpretation of what has been described among others (Alonge, 1995) as cited in Amedaile (2002).

- **Instrument for Data Collection**

Through the administration of a questionnaire, data will be collected. However, where possible, interviews will be granted. Myen (2001) prescribed questionnaire as an effective tool for data collection in educational research because of its effectiveness in securing information from people.

- **Population**

Population herein refers to the target group Plit and Hampter (1996) as cited in Amediahe (2002) defined a population as the entire aggregation of cases that meet a designated set criteria. The target group for this research include:

- Continuing students of tertiary institutions
- Newly admitted students of tertiary institutions
- Prospective tertiary students
- Hostel developers already in the industry
- Prospective hostel developers

The sample population will comprise residents of hostels situated in and around Kwame Nkrumah University of Science and Technology (KNUST) and University of Education, Kumasi Campus (UEW-K).

1.7 Data Analysis

Chapter four (4) of this research work deals with data analysis, where data will be organized, The data gathered will be coded and cleaned. Analysis of the data will also be done by the Statistical Package for Social Sciences (SPSS) version 16. An application software designed by the International Business Machines (IBM's). The results from this analysis will be presented nicely in the form of tables, It will also discuss results to unearth any findings.

1.8 Recommendation(s) and Conclusion

The last chapter of this research piece that is chapter five (5) will contain a summary of the entire work and make suggestions and recommendations that are appropriate to guide and enhance the development of the hostel industry in Ghana.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Hostels exist throughout the world and offer a variety of lodging options not found in traditional forms of accommodation such as hotels or motels. As the need for lodging that can fulfill several needs increases, hostels could have a potentially lucrative future as part of the lodging industry. This chapter takes a look at the overview of the lodging industry, the history of hostels, demographics of hostels users, the preferred characteristics of hostels, definition and compare current practices of hostel developers in countries such as the United Kingdom, United States of America and Ghana. However, emphasis will be placed on hostels developed in and around Kwame Nkrumah university of Science and Technology (KNUST) and University college of Education, Kumasi campus (UEW- K). It concludes with an overview of investment opportunities available for prospective developers.

2.1 Overview of the Lodging Industry

Worldwide, there exist a large tourism industry with considerable economic relevance. Because there are few hostels, hotels and motels tend to dominate the lodging industry. Even though hostels are few and far between in schools, it is essential to have an overview of the lodging and tourism industries to understand the environment in which they operate.

According to the American Hotel and Lodging Association (AHLA) (2012b), there were over 5 million properties in the world offering more than 20 million guest rooms. In 2015, these properties generated more than \$127.7 billion in sales. For the entire tourism industry, travellers, spent approximately two billion dollars per day, or \$24,000 per second in the U.S. and China. There is a considerable amount of money going into this industry and there may

be a market for more budget friendly accommodations. In 2010, the revenue per available room was established at \$56.47, with the average room rate of \$98.07. The average occupancy is currently 57.6%, but has exhibited a downward trend, steadily decreasing over the past 20 years (AHLA, 2012a; AHLA.2012b). Even though hostels have much lower rates, typically between \$15 and \$45 per night, they may prove to be more attractive and profitable than more traditional forms of lodging due to their lower cost and different styles of accommodation (Hosteling International, 2012).

In most every state, tourism is one of the top 10 industries (AHLA, 2012b). In the U.S., there are 7.4 million jobs directly related to tourism. Of those 7.4 million jobs, 1.6 million are in lodging alone (Leal, 2010). This indicates that hostels would be entering a very large and diversified industry. However, because they serve a market niche, there may be potential for them to become popular and grow as a form of lodging worldwide. If growth were deemed to be possible, it would benefit the low job growth rate for the industry.

With unemployment becoming an issue in this industry, its growth rate has been affected. Growth for the lodging industry is expected to be at 5% for 2008 to 2018 (Hotels and Other Accommodations, 2013). That rate is much lower than the 11% for all other of industries in the U.S. combined. These job losses and the low development rate are due in part to the recession and general lack of travel (Leal, 2010).

Hostels may hold the key to unlocking growth in the lodging industry. By offering lodging at a budget rate and giving travellers the ability to travel for much less per day than more traditional forms of accommodation, hostels may spur travel to places that were once too expensive to visit. Also, the availability of hostels provide jobs for the lodging industry, helping it to become more diversified in its offerings.

2.2 History of Hostel

2.2.1 Medieval times.

The precursor to the hostel dates back to medieval times. During this period, some apprenticeships required obligatory travel to another town or country in order to practice and hone the skills or trade that was being developed (Grassl & Heath, 1982). They stayed in lodging called Herzbergen zur Heimat and Kolpinghäuser, developed by Bodelschwing and Wichern, who were Protestant pastors, and Adolf Kolping, who was a Catholic priest, respectively. Also, students and scholars would travel throughout Europe to different universities to learn and teach (McCulloch, 1992). While itinerant, these people would stay in lodging houses or monastery housing called “bursae” (Grassl & Heath, 1982). They were allowed to stay only a few days so as to discourage permanent residency.

Bursae, Herzbergen zur Heimat, and Kolpinghäuser and other lodging houses were built specifically as temporary lodging meant to meet the needs of a particular demographic of the population; in this case, students, educators, and apprentices. Even though the hostel precursors were very basic, centuries later they would become temporary lodging facilities built for traveling youth and more widely accepted. It was not until the 19th century that change started to occur in Europe and transform this medieval form of accommodation.

2.2.2 The 19th century.

During the 19th century several precursors to the hostel were developed, which aided in their advancement and acceptance. These advancements included the formation of organizations that emphasized religion, scholarly places of accommodation, and recreation facilities. Although hostels have changed over the years, there is no doubt that many aspects of them still pay tribute to their origins.

One of the first advancements for hostels in the 19th century came in the form of

Christian associations for the betterment of youth. In 1844, George Williams founded the Young Men's Christian Association (YMCA) (Grassl & Heath, 1982). Not long after, in 1855, Mary Jane Kinnaird and Emma Robarts founded the Young Women's Christian Association (YWCA) (YWCA, 2011).

Williams, and many others during this time, had come from rural England into the city for work (YMCA, 2010). Upon arriving in London, he was appalled by the conditions there and set out to create "a refuge of Bible study and prayer for young men seeking escape from the hazards of life on the streets." Soon after, the YMCA was created.

Kinnaird and Robarts were disquieted about the well-being of women who had just moved to London (YWCA, 2011). Kinnaird developed housing in London for women who needed help, while Robarts supported them through faith and prayer. Through their actions, the YWCA was established. Both the YMCA and YWCA continued to establish facilities throughout Britain, providing people with a variety of activities to participate in and a place to stay (McCulloch, 1992).

A few years later in 1884, in Hohenelbe, Bohemia, Guido Rotter founded the Schüler und Studenten Herbergen or student hostels (Grassl & Heath, 1982). As the name implies, Rotter's Schüler und Studenten Herbergen were meant for students, in particular, those from high school and universities. However, this lodging was intended strictly for males. Nonetheless, it closely resembled the hostels of today through its offerings, style, and set-up. One of the most influential factors in the creation of hostels during the 19th century was the increased popularity of recreation and fitness among the youth throughout Europe.

Throughout the 1800's, many recreation clubs were established throughout the continent for youth activity (Grassl & Heath, 1982). Germany, in particular, was affected by this craze due to its location in the heart of Europe and in close proximity to the Alps. In 1895, the Vienna, Austria based club, called The Friends of Nature, was founded (Grassl & Heath, 1982). They

set out to encourage busy people to get out and enjoy nature (Naturfreunde, n.d.). The concept spread fast; first in Austria, and then throughout the rest of Europe. Small shelters and hiking centers were established throughout the Alpine regions of Europe that enabled the Naturfreunde and many other groups like them, to gain popularity and have a great influence on the hostel movement to come (Grassl & Heath, 1982). Many advancements were made during the 19th century that guided the development of today's modern hostels. The YMCA, YWCA, Schüler und Studenten Herbergen, and recreation organizations formed a solid base for hostels and encouraged their fast acceptance. The 20th century saw even greater advancements, as hostels expanded to meet the needs of a broader audience.

2.2.3 The 20th Century.

The vision of a hostel was well received during the 20th century. However, if it were not for a series of youth movements shortly beforehand and during the creation of the hostel, it might not have gained such popularity and continued its expansion worldwide. Several factors would prove influential in the expansion of hostels including the enjoyment of nature and wandering.

In Germany around 1900, there was a small youth movement that encouraged young people to reject the influence of mainstream society and turn to nature for fun and recreation (Laqueur, 1962). These young people would travel through the country carrying everything they needed in backpacks and camping wherever they could (McCulloch, 1992). These groups called themselves the “Wandervögel”, which was a group officially founded by Karl Fischer with the help of some friends (Walker, 1970). The Wandervögel eventually split into many different groups, but they all continued to use the same name, although some variations were made. Even with the many variations of this group, their purpose was unwavering-to be free and discover nature.

During this time, young people wanted to make their own decisions and be free from the restrictions placed upon them at home and school (Laqueur, 1962). This perspective was partially due to the rapid industrialization that occurred in Germany around this time (Stachura, 1981). So much focus was placed on industrial expansion that people started to neglect themselves in the process. Many citizens found themselves trapped in unfortunate circumstances that limited new experiences. Through recreation and the enjoyment of nature, they found an escape from the hustle and bustle of their normal lives.

Although the youth movement was small, it had a major impact on the hostels to come.

Members would become influential members of society and promote the concept of hostels (Grassl & Heath, 1982). With the influence of only a few whose values and ideals were in line with that of the youth movement, hostels were able to gain acceptance quite rapidly.

Later, in 1908, Robert Baden-Powell created the Boy Scouts Association (BSA) in England with the purpose of teaching young boys how to survive and live off the land, enhance their moral characteristics, and encourage helpfulness (Grassl & Heath, 1982). The BSA led to the development of the Girls Guides Association in 1910 that resembled the BSA, with the exception of it being exclusively for girls.

The Wandervögel, Boy Scouts, and Girls Guides were advocates for nature and the natural lifestyle of being outside (Grassl & Heath, 1982; McCulloch, 1992). These groups promoted the benefit and enjoyment of nature to its fullest. Greater emphasis would later be placed on recreation and youth involvement as well as travel from one hostel to the next while being in nature. These groups helped to establish a solid foothold for the advancement of this form of lodging.

2.3 The Creation of Hostels

In the early 20th century, Richard Schirrmann founded the first true hostel as we know it today, in Altena, Germany (Grassl & Heath, 1982). As a teacher, he often took his class on

excursions into nature. Because many of his students did not speak German, he needed a way to teach so that they could understand. He found an opportunity by using class nature trips as learning experiences.

In 1907, Schirrmann established a hostel in his school classroom, but it wasn't until 1909, on one of his nature excursions, that Schirrmann came up with the idea for a hostel as we know it today (Grassl & Heath, 1982). When he and some students were caught in a thunderstorm and forced to take refuge in a school building, Schirrmann envisioned the youth of Germany welcoming the idea of learning while walking through nature. But one challenge included appropriate lodging for these youth. While waiting out the storm that night in the school building he thought up a solution to this very problem by using schools as lodging. Little did he know his idea would soon become a reality.

The hostel he had established in his school classroom moved to the Altena castle in 1912 after Schirrmann was appointed to the position of administrator of a museum there and allowed to renovate some rooms and turn them into a dormitory (Grassl & Heath, 1982; *Hosteling USA*, 1979). The concept of hostels spread from there, resulting in the creation of more than 83 youth hostels by 1913 (Grassl & Heath, 1982). Many hostels were created thanks to generous donations made to benefit youth, from various recreation clubs and influential people (*Hosteling USA*, 1979). Some cities even built and helped support the hostel by providing certain services for free or by giving monetary gifts for their advancement and/or development. In some instances, they were even built by cities and then given to the Youth Hostel Association (YHA) of that particular country.

On October 20, 1932, the major European YHA's founded the International Youth Hostel Federation (IYHF) (Grassl & Heath, 1982). This new organization would meet annually throughout the world with the sole purpose of setting universal standards and unifying YHAs worldwide. To this day, the IYHF continues to play a large role in the development of hostels

throughout the world and is responsible for the increased popularity and success of hostels the world over.

Hostels have evolved considerably since their inception. While once being simplistic places to sleep, cook, and socialize, they continually adapt to their environments to remain economically competitive while incorporating more comfortable accommodations (Grassl, 1979; Grassl & Heath, 1982). They have progressed to the point that they have started to compete with other forms of lodging. Throughout history they have essentially progressed from small huts in the woods to larger establishments in cities, the country, and everywhere in between.

Hostels are proving to be an increasingly popular form of lodging among hostel users.

According to O'Reilly (2006), backpacking is becoming more popular as a method of travel and is impacting various aspects such as lodging. With the increased popularity and development of backpacking also comes an increase in the expansion of hostels due to increased demand. Visser (2004) found hostels in South Africa to be in a period of growth. Through increasing use, they also increase their economic importance in the host community as well as create a more diversified accommodations market (Loker-Murphy, 1996; Mohsin & Ryan, 2003; Visser, 2004). Many of today's hostels are no longer located in the back woods and meant for people who are simply wandering around. Many are located in areas with large populations near points of interest, and are able to compete with other, more traditional, forms of lodging. For example, in New York City there is a hostel located near Times Square, various nightlife attractions, Central Park, shops, and transportation (HI, 2012a).

Hostels promote different types of tourism and diverse types of tourists as well as allow for people to participate in tourism opportunities by being affordable. With proven success in a wide array of locations, both large and small, hostels may have the potential for success in parts of the U.S. where they have yet to be established.

Even though hostels are not as well established in the U.S. as in other places, there are lodging options that are very similar, but not well known to the public. According to Norman (1989) and *Hostelling USA* (1979), there are several colleges and universities throughout the country that open their dormitories during the off season and offer affordable accommodation to travellers. This form of accommodation is most likely more familiar to people, college students in particular. The role hostels could play and perceptions about them in areas without this form of lodging is still unknown. They may have the potential to be an attractive and versatile form of lodging.

Hostels experienced great success due to their acceptance by youth. Success was also due in part to the inventiveness of Richard Schirrmann and others who successfully built upon its predecessors. Since the time they were developed, hostels have continued to grow and expand.

The development and operation of the IYHF proved to be important in their development and significance worldwide through the creation of uniformity among YHA rules, regulations, and standards. Through these actions, hostels were able to keep up with the times and trends of their target market. Due to the increasing popularity of hostels and backpacking, there is a reasonable motive to explore these two aspects. There is a plethora of research dedicated to the study of hostel users, their demographics, and the preferences of these individuals. However, there is not much written about college students and their intentions to use hostels.

2.4 Demographics of Hostel Users

The demographic profile of hostel users is unique. It is very difficult to distinguish them from other travellers because they have many common characteristics. Hostellers are also not restricted to hostels because of other forms of lodging available for them to use, such as hotels or motels (Mohsin & Ryan, 2003; Thyne, Davies & Nash, 2004). Due to these facts, hostellers have the ability to fit well into many different market segments, making it very

difficult to pinpoint what characteristics accurately define them (Loker-Murphy, 1996; Thyne, Davies & Nash, 2004). While hostel users may not share a clear set of characteristics that set them apart from any other traveller, there are a few common traits that they typically possess, and more importantly, act upon, such as their desire to stay in low cost lodging and tendencies to spend conservatively (Hecht & Martin, 2006; Loker-Murphy & Pearce, 1995; Mohsin & Ryan, 2003; Pearce, 1990). Hostel users come from all walks of life and many different situations and circumstances, but are able to essentially be classified as such by their money saving tendencies.

They also desire to travel the country they are visiting and learn the lifestyle of the people, visit with others around them, plan their own travel arrangements, and engage in local activities (Loker-Murphy, 1996; Loker-Murphy & Pearce, 1995; Ooi & Laing, 2010; Pearce, 1990).

According to Bowen and Daniels (2011), interaction among backpackers can lead to the sharing of experiences and new ideas benefiting both parties by expanding their knowledge and understanding of others' cultures and ways of life. Research has shown that hostel users are typically:

1. Young, with the overwhelming majority being between 18 and 35 years old (Hecht & Martin, 2006; Loker-Murphy, 1996; Ooi & Laing, 2010; Pearce, 1990),
2. Well educated (Loker-Murphy, 1996; Ooi & Laing, 2010), and
3. At a transitional period in their life (Hecht & Martin, 2006; Mohsin & Ryan, 2003).

2.5 Preferred Characteristics of Hostels

Hostel users often base their decision to stay in a hostel on a few main criteria or preferences. One of the most dominant preferences found in the review of literature was a want for budget lodging (Hecht & Martin, 2006; Loker-Murphy, 1996; Loker-Murphy & Pearce, 1995; Mohsin & Ryan, 2003; Pearce, 1990). Even when hotels were analyzed, price seemed to be a

very important part of the stay (Sohrabi, Vanani, Tahmasebipur & Fazli, 2012). Research has shown that price is a significant factor when it comes to lodging, but because hostel users are typically on limited budgets, they want it to be very affordable and get them the most for their money and still allow for an enjoyable holiday.

One benefit to having a budget rate is that hostel users are able to extend their length of stay in a region (Hecht & Martin, 2006; Loker-Murphy & Pearce, 1995; Mohsin & Ryan, 2003; Pearce, 1990). This desire to stay longer in an area has also been shown in the research of Nash, Thyne, and Davies (2006). According to Hecht and Martin (2006), those who visited hostels in Toronto, Canada had an average stay that lasted 11.4 days in that city with a 45 day median travel period in that country. In Australia, hostel users stayed anywhere from four to 55 weeks in the country (Loker-Murphy & Pearce, 1995; Ooi & Laing, 2010). It is very clear that affordable, extended travel periods are quite common for this tourist segment, but the type of accommodations that hostels offer for a budget rate differ from that of hotels and motels.

Hostels offer a variety of room types and their users have shown a preference for dormitory type rooms, whether it is single or mixed sex (Hecht & Martin, 2006; Loker-Murphy, 1996). According to Loker-Murphy (1996), some hostel users, especially ones from North America, prefer to stay in private hostel quarters. This may be due to a lack of similar accommodations in America and a want for more familiar lodging such as hotels.

Other amenities that have been shown to be well received are a common/shared kitchen, common room, and restaurant or a place to buy food (Hecht & Martin, 2006; Shanka & Taylor, 2003). These facilities allow guests to prepare or purchase meals while traveling and an opportunity to unwind and socialize. The common factor in each of these facilities is that they are shared and one has no choice but to be around other travellers, thus increasing

opportunities for interactions. Hostels provide an opportunity to socialize with other travellers through the use of its amenities, but the social aspect does not stop there.

Several studies have shown that meeting fellow travellers, making new friends, and socializing with others is a top priority for many hostel users (Hecht & Martin, 2006; Loker-Murphy & Pearce, 1995; Ooi & Laing, 2010; Pearce, 1990). When travellers interact with one another, they inevitably start to learn and experience the culture of that region, which has been shown to be important (Ooi & Laing, 2010). One way that hostel users have shown interest in getting involved with the local culture is through participatory activities (Loker-Murphy, 1996). This allows them to learn the lifestyle and culture of their host region firsthand. However, in choosing activities to participate in, the personal values they possess have been shown to influence their decision (Paris, 2010).

Culture plays a large role in tourism. According to Urošević (2010), offering an opportunity to experience local culture is not only an incentive for tourists to visit a particular destination but also has the potential to benefit the local economy of that region. However, with culture playing such an important role in hostel user preferences, the location of the hostel takes on a very important function. It has been shown to influence three main areas of preference. The hostel should be located:

- 1) near areas of interest (Chan & Wong, 2005; Hecht & Martin, 2006),
- 2) near transportation (Hecht & Martin, 2006; Lee, Kim, Kim & Lee, 2010) in a safe part of town (Lee et al., 2010).

Safety is a key preference for hostel users and can be linked back to location. It can take on many forms, from having the lodging establishment in a safe location to providing safety deposit boxes for guest use. Hostels, as well as hotels, provide security in variety of ways. Some of the more common forms are lockers in guest rooms for secure personal storage, safes, secure locks, 24/7 front desk service, and emergency systems (Sohrabi et al., 2012).

According to research conducted by Leggat, Mills, and Speare (2007), people staying at hostels are more worried about the circumstances of their present situation than potential acts of terrorism. This shows the extent to which safety is important.

Females tend to be more concerned about safety than males and research has shown that females like for lodging to be recommended and close to transportation (Mohsin & Ryan, 2003).

The services that are offered play a large role as well. Several services have been identified that are in great demand for lodging. The front desk staff and the assistance provided affect many areas of satisfaction with the stay (Emir & Kozak, 2011). Services such as internet and laundry facilities have been noted to be significant (Hecht & Martin, 2006).

These preferences have been shown to influence the hostel user and the choices they make. Most importantly, hostels can fit the lifestyles of hostellers. The more hostel user preferences a hostel can encompass, the more likely it will be used. The more it is used, the greater the influence they can exert on the tourism industry and local economies.

2.6 Categories of Hostel Facilities

Hostels comprise basic bedroom units with other shared facilities such as bathrooms, toilets, laundry, kitchens, common lounges and cafeterias located either per floor level, per block or for the whole student housing accommodation (Amole, 2009).

Good hostel facilities provided for the university students will directly affect the level of satisfaction. Based on the expectation-disconfirmation model, satisfaction is a function of expectation and actual performance (Adriaanse, 2007). If the actual performance is better than their expectations, this leads to positive disconfirmation or satisfaction. If students receive benefits or value based on their time, effort, per stay, the destination is worthwhile. Based on perceived performance model, consumer dissatisfaction is only a function of the actual performance, regardless of consumers' expectations (Foubert, Tepper & Morrison,

1998). Existing literature found that facilities are positively related to satisfaction (Berkoz, Turk & Kellekci, 2009; Khozaei et al., 2012). Likewise, Foubert et al. (1998), and Sawyerr and Nor' Aini (2013) determined that high quality facilities influence students' satisfaction with their hall.

Studies of Najib, Yusof and Osmani (2011); Abramson (2009); Olujimi and Bello (2009); Torres –Antonini and Park (2008) reveal the essential features and support services of student housing as:

Study bedroom: a very important component for study, living and sleeping. It usually accommodates students for academic, psychological, social and economic reasons.

Bathroom: this is a washroom to carry out bathing. One bathroom could be provided to serve one or more students. **Laundry room:** this is essential for laundering purposes. They must be large enough to accommodate students and should also possess required amenities.

Pantry: this connotes kitchen with a dining room to create a home-like environment. Students should derive ambient feeling from this feature, which a function of its size, location and amenities. **Study room:** this is for study requirements. Students can gather here in numbers to study and interact. **Computer room:** it can serve multiple purposes for surfing the internet or to study. It should not be noisy and crowded but should have ample amenities.

Television room: it meets the social and recreational needs of students. It should be clean and a place for students to make friends.

Meeting room: it creates a place for students' discussions.

Lobby: this is a place for entertainment. It should possess informal and intimate atmosphere for intimacy and comfortability. Some of the amenities that should be here include sofa sets, magazines and newspapers.

“Musalla”: this is a large room for Muslims to pray. It must be hygienic.

Support Services: these are additional amenities provided to improve the standard of living in the accommodation. These include parking lots; cafeteria; mini markets and mini book shops; public phones and ATM machines; CCTV surveillance system; guards on duty; lifts, stairs, electrical wiring, water supply; garbage disposal and fire safety.

However, availability of the components and support services in students' accommodation does not signify satisfaction as indicated by Najib et al., (2011). Previous studies shed light on the various criteria and parameters that can be used to determine students' satisfaction level with their accommodation. For example, Adewunmi and Ogunba (2010) reveal 29 performance criteria listed under 13 components and support services. In the same vein, studies on parameters for determining satisfaction level with students' accommodation by several authors cited in Najib et. al. (2011) is presented in Table 1. These parameters include high quality facilities, positive roommates' relationship, room size, level of crowding, thermal comfort, room layout, furniture, rules and regulations and so on.

Table 2 1 Studies on parameters for determining satisfaction level with students' accommodation

| Authors and year | Countries | Parameters for determining satisfaction with students' accommodation |
|--|---------------|--|
| Foubert et al.(1998) | United States | High quality facilities, positive roommates' relationship, strong floor, community and quiet study environment. |
| Khozai et al,(2010) Dhalan et. al.,(2009) | Malaysia | Students' attachment to housing. |
| Kaya & Erkip (2001) | Turkey | Room size and crowding. |
| Amole (2005) Amole (2009) | Nigeria | Level of crowding and privacy. Characteristics of residence halls, rules, fees and attitude of hostels' employee. |

Adapted from Najib et al., (2011)

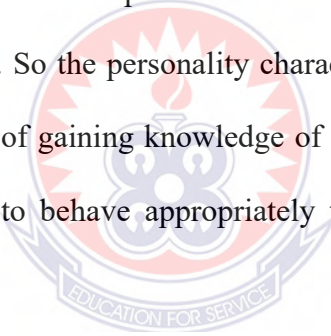
2.7 Impact of Hostel Life to Students

Living away from family for a specific period of time leaves some enduring experiences in the life of the students. In this new life style student learns to live independently, and learn how to compromise with the other students and roommates (as cited in Khozaei et al., 2010). Students living in hostels face many difficulties and hurdles such as financial crises, adjustment issues, personal helplessness, distress, changes in eating and sleep habits, and many other issues. Research suggests that Empathy, altruistic behavior, emotional stability will be more in hostel students. Hostel environment gives an opportunity for socialization among students (Mimrot, 2012).

While living in hostel students share their personal ideology with other students, and learn many new ideas from their hostel fellows. Hostel life also influences the students' views and perceptions about the religion. Hostel life also makes students more ambitious, those students who have stayed in hostels are more self-reliant and confident than other students. In hostels students learn courage and spirit from other students, and that may help students to face the practical life more confidently (Ahmad, 2006). It is a common perception that, hostel life has a unique impact on the pattern of students' life. Living in the hostel makes students socially and behaviorally different. Boarding or hostel life is a combination of different cultural backgrounds, in the hostel life students learn to live with different cultural background people (Shah, 2010). There is a popular quotation "Times change people changes" it is best applicable for the hostel students. Hostel life going to change the way a student is, its effect on the personality behavior, thinking, and dressing as well. In hostel students are surrounded by other students of about the same age as they are, all those students have different characteristics. In hostel life all students have to adjust to the other students stayed in the hostel (Thakkar, 2012).

2.7.1 Behavior and Personality

Personality is the combinations of multiple traits which are consistent and enduring. Personality is what a person is. The interaction with others is the expression of the one's personality. Thinking and behaving is the elements of personality, thinking is linked with the emotions. Therefore individual's perception and thinking are related to the thinking process. Life experiences also affect the individual ways of thinking and behaving (Patiently, 2012). Personality is the characteristics those are persistent in different situation. Personality is the expression of individual's being. Life experiences are shown by the behaviors of individuals. Behaviors vary from individual to individual and also changed by the surrounding environment (Raju et al., 2009). Social life experiences enable individuals to transfer the knowledge, experiences, and values to the personal abilities. These personal abilities are the sole of the individual personality. So the personality characteristics are shaped by the social exposure and individual's ability of gaining knowledge of the external world. Life skills are the ability that teach individual to behave appropriately to the situation (Yadav & Iqbal, 2009).



2.8 Factors Considered by Students for Hostel Selection

Studies have shown that various factors influence student's academic performance, among which housing is inclusive (East et al., 2005). The residence hall environment plays an important role in the student experience on college campuses. College administrators believe this environment fosters a more meaningful collegiate experience; therefore, many institutions require all first-year students to live in the residence halls. Students from diverse backgrounds come together in the residence halls, giving them opportunities for social discourse and communication with people whose backgrounds are different from their own. As a result of frequent student-to-student interaction, the residence hall environment can be a valuable space for teaching students to respect other's personal beliefs, practices of religion, culture

and values Students' housing can be classified into the collegiate system; dormitories; and halls of residence (off-campus residence and on-campus residence).

Many factors have been identified to influence students' selection of hostels either positively or negatively which in effect impacts their academic performances. Such factors include distance from hostel to campus, availability of basic amenities, comfort and to a large extent safety (Hampton, 2003).

The extent of to which students are able to access these amenities determines their selection of particular hostel or their continued stay in that hostel

The study by (Bhatty, 2001) shows that there is a relationship between the living accommodation and the academic performance of college students, probably because the living environment fosters a more meaningful college experience. The living situations that college students experience vary due to the diversity of housing options and environments available. Some of the aspects of college student living environments may act as stress factors in students' lives. The stress related to the living situations of college students' has several sources including relationships with roommates, the condition of the rooms , apartments, or houses that students inhabit, the neighbourhood, area on campus, and general living environment. These sources of stress undoubtedly have an impact on student's academic performance.

A lot of factors appear to contribute to students' preference for accommodation; some students prefer off campus accommodation to on-campus due to lack of privacy, noise and sharing of bedspace that is associated with off-campus accommodation, while some want to reside off-campus if they can secure a cheaper, decent and good housing that is in close proximity to campus with adequate facilities and can offer privacy (Lee, 2012). The factors influencing student's preference for accommodation can be examined at both the macro and

micro level, and studies have suggested that students preferences for hostel accommodation includes the influence of their demographic background, such as gender of the residents (Oliver, 2001); age, employment type, education and family income. Studies at the macro level indicate that factors determining students choice of housing include size of the place of residence (Houston, 2008); space of the room, time taken to get to classroom, social relationships with colleagues and availability of finance (Hagel & Shaw, 2008); and neighbourhood attributes (Drewes & Michael, 2006).

Other factors in students' residence housing preferences include local landscape (Kinzie et al., 2004); location (Joseph & Joseph, 2000); outdoor environmental quality (Long, 2004); proximity to the market, proximity to the institution, safety, ease of access to public transportation, ease of access to health facilities and ease of access to educational facilities (McDuff, 2007). Studies at the micro level also indicate that factors students consider in their choice of housing preferences include the dwelling's architectural style, the exterior facade of the residence (Sidin et al., 2003); dwelling type (Soutar & Turner, 2002); as well as the convenience, security, price, orientation and layout of the residence (McDuff, 2007).

2.9 Development of Hostel

The student population in institutions of higher learning all over the world has been on the increase year in year out. This phenomenon has affected the student housing sector greatly. Most of such institutions are faced with the problem of accommodating students on their campuses. Students are thus referred to as "Resident" or "Non-resident", where Non – Residential students are compelled to seek their own accommodation in hostels either privately or publicly owned.

In many Countries, hostel development started due to a variety of reasons including how to alleviate the accommodation problems as well as make economic gains.

Tertiary education is characterized with a flexible form. In that the residential character of each institution may vary. Some campuses have a design created to promote a sense of community whilst on other campuses the residential pattern is created to give students some privacy and sweet spaces to enhance both private and academic interest of students.

2.10 Definition and purpose of hostels

As defined in the Cambridge International dictionary of English (low price edition, Cambridge university press), A hostel could be a large house where people can stay free or cheaply, it can be a building owned by a council or an organization or persons where people with no home can stay.

The design and facilities provided in a hostel depends on the class of individuals who occupy it. For the basis of this study, the forms will be on students so that it would be defined as a “Students” housing facility built by either private investors singularly or in partnership with the University to accommodate and cater for the needs of students.

Student hostels are built to alleviate the accommodation needs of students in tertiary institutions. They are designed to support and foster a true living and or learning atmosphere.

The hostel industry in Ghana and the world at large has been occasioned by the rapid expansion of higher education leading to an income serrate increase in the provision of accommodation facilities.

In the light of this, many tertiary institutions are unable to accommodate all the students enrolled yearly thereby making the need for alternate housing to become imperative.

Funding of education at the tertiary level is usually subsidized partially by Governments, however for many institutions, funding received is usually not enough to the institution as well as to undertake developmental projects such as erection of halls of residence.

For the institution to contain the situation, higher institutions of learning partner with private investors to build hostels on or off their campuses to accommodate “nonresidential” students.

2.11 Hostel Development in Other Countries

In certain parts of the world such as the American, Europe and Asia, student accommodation plays a key role in attracting new students into institutions of higher learning. These countries can be said to have adequate tertiary institutions, hence aside the program or course of study preference by prospective new students and fees. Changed, the next important factor students consider is the availability of good hostel facilities.

2.11.1 The Americans

In the America, student housing preferences have undergone tremendous changes over the past few decades:

Double loaded corridors, double room and bathrooms are no longer what most students prefer.

Hostels are also termed as rooming houses in United States of America. They are quite popular with fresher's who prefer to live in the company of other people. The style of housing is similar to halls of residence in tertiary institutions where one lives with many other people in a communal environment.

The challenge of balancing a student's need for community and privacy attributes has also been an uphill task. Functional Obsolescence of facilities in student housings are also compounded by physical obsolesce, enrollment pressures and scare financial resources. However, students housing is playing a great role in advancing the mission of his/her institutions. Today's students housing trends are increasingly driven by **MARKET DEMANDS**.

Housing is also designed to support additional goals such as fostering a true living/ learning atmosphere/environment.

Hostels can provide simple or shared rooms, furnished or unfurnished, with communal lounge, bathroom and laundry facilities. Some hostels provide meals while others provide

access to communal Kitchen facilities. Rent generally includes utility costs like water, gas and electricity. Most hostels are located off-campus although many are very close by.

2.11.2 The United Kingdom

Hostel development in the United Kingdom is not different from what pertains in the United States of America. The growth in population of students pursuing courses in tertiary institutions over the past two (2) generations have experienced a consistent growth.

During the 1960s, there was an agreement on the need to expand higher education both as a matter of economic necessity and as a basic individual right. The 1963 Rofins Report advocated the expansion of higher education facilities to accommodate all students with ability and who would be supported by mandatory and means tested maintenance grants committee on Higher education. Since then, the increase in student number has been substantial. Students numbers more than doubled from 217, 000 to 524,000 (Jones and Wallace, 1992). Between 1982 and 1992 the number of first year students on full-time courses increased by 91% (Furlong and Castmel, 2001)

In the 1990s, the rate of increase has been even more significant. For much of the past 50 years, successive governments have shown a strong commitment to growth in the higher education sector. However, there has been limited government attention paid to accommodating the increasing student population.

In an attempt to provide sufficient accommodation for students, most higher education institutions (HEIs) have increased their budget allocation for student housing. Despite their increase in spending on new buildings and the development of existing infrastructure few HEIs have been able to meet the growing student numbers evenly. On the average about 24% of students live in HEI – owned property although this figure varies substantially according to the type of higher education institution (HEIs).

The inability of HEIs to accommodate students has meant the increased reliance of this group on the private rented market. Many areas have seen the development of new and existing markets, catering specifically for the student demand.

The reliance of students on accommodation in the private sector is substantial and growing. On average about 49% of students are living in privately rented accommodation. The impact of this growth is best understood at the local level. Each higher education institution has on the average 2,843 students living in the private rented sector.

2.11.4 Hostel Development in Ghana

In Ghana, the growth of the private hostel industry can be attributed to the following:-

- (a) The over population of tertiary institutions and the existence of non-residential students.
- (b) The flamboyant and affluent lifestyle of some students who do not wish to experience the “hall life”
- (c) The students priority on privacy and independence
- (d) The realization by investors that hostel development provides huge returns on investments.

To investigate the development of private hostels in and around tertiary institutions in Ghana, the Kwame Nkrumah University of Science and technology (KNUST) can be taken as a typical example.

2.12 History of Student Accommodation in KNUST

Kwame Nkrumah University of Science and Technology (KNUST) then University of Science and Technology, Kumasi was established in 1961 with six (6) halls of residence with a total of about 1874 rooms. It was intended to accommodate 1874 students, each room having only one(1) occupant (student). With reference to table 1 (The planning Unit (2005)) **basic statistics** 39th Congregation KNUST, University Printing press KNUST, Kumasi.) It is

appreciated that the number of students who were enrolled in 1961 numbered 708, thus there was an excess of 1164 rooms unoccupied.

By the late 1970's, the student populations had increase such that there were two (2) students in each room. In subsequent years this increased from two (2) to three (3).

In 1996 and 1997 academic year the University admitted about 63621 whereas the 1874 rooms could accommodate about 5,622 students. It could be said that it is at this point that the need for private hostels begun.

By the early 2000s, the number of occupants per room increased again from three (3) to four (4). The school could then accommodate about 74% students. During the 1998/1999 academic year, the number of student enrolled was 8573, exceeding the hall capacity by 1077. As at 2005, the numbers of students accommodate about 52% of this number.

In an attempt to provide sufficient accommodation the University has invited private investors to develop hostels on it campus and nearby.

The development of hostels started mainly in the form of converted boys quarters (Out – houses). They evolved further to the conversion of an entire household or property into a hostel. These hostels were not taken as serious investment ventures but rather as a means of helping in accommodating a student for a token fee. Students occupying such facilities were treated as tenants. They paid their rent as well as the utility bills.

Presently, hostels are designed and built purposely to serve as student housing facilities. These are treated as business ventures with a well-organized structure it. A recent survey of some hostels in and around KNUST revealed a general management structure as illustrated in figure 2.01.

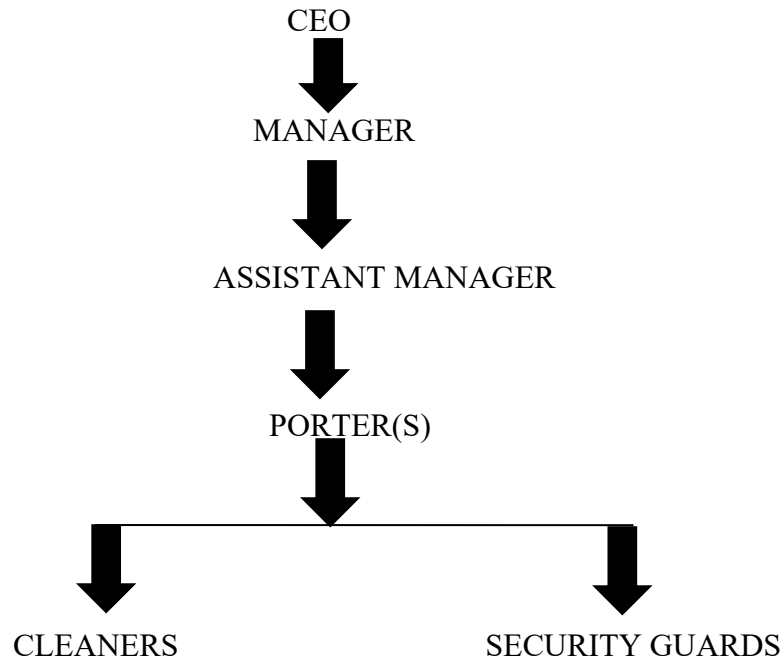


Figure 2 2. Management Structure of a hostel.

The work of operation has also improved from a casual student Manager level to a more professional level; students are now admitted using formal applications and interviews. They sign tenancy agreements and have in place a maintenance policy to take care of all repairs and damages. The keen competition and growth emerging in this industry has led to the provision of both improved and state of the art facilities.

Private hostel of campuses are not regulated by the University. They belong to the private hostel association who regulate the quality and price. However, the institution may appeal to hostel owners to provide adequate facilities for the students they accommodate. This body also resolves disputes between hostel operators and students they accommodate.

Many hostels price their rent in competition with other hostels within their vicinity. They also price based on the facilities and services provided thus the more sophisticated facilities and services provided the higher the price.

Off campus hostels are usually relatively cheaper than on campus hostels and the closer the hostel to the campus the likely hood to attract higher rent.

2.12.1 Various Hostel Arrangement and Partnerships

Hostels built on campus and off campus can be classified under two (2) headings:-

- (a) Private owned
- (b) Public/Private owned hostels.

The type of partnership entered into by a private developer depends on the type of hostel, the type of land tenure system under which the land was acquired and the form/Kind of funding.

(a) Private owned hostel

These hostels are built off campus and on private land under no partnership agreement between the hostel owner and the institution. They are owned by individuals, families or companies. They are operated as private business entities and strive to make profit. They are generally not affiliated in anyway to the institution.

(b) Public/Private Owned Hostel

The Public/private hostels are built or established under an agreement between the institution and the private investor. The agreement vary from one institution to the other.

AT KNUST, two (2) types of systems of agreements are operated. They are:-

- (i) The Built own Operate and Transfer (BOOT) system and
- (ii) The partnership system

2.12.2 The Boot System

Under the BOOT system, the land is leased to the developer by the institution. He/ She designs and builds the hostel, own and operates it for a specified number of years and then transfers the entire property to the institution. The time frame for the lease of the land depends mainly on the design of the hostel amongst other factors. The design of the hostel has to be approved by the institution before it is built. The hostels established under this system tend to be rather expensive than those built off campus because the developer has to

micise the rent on the property strategically to enable him/her recover the entire cost of the building and make profit within the number of years expressed in the lease agreement.

2.12.3 The Partnership System

Under this system, the institution and prospective developer enter a partnership agreement. This arrangement obliges the developer to transfer a percentage share of the development to the institution. This system allows the developer to operate the facility for life. The amount of shares transferred varies with each developer

2.6 KNUST's Requirements for Private Hostel Development on Campus

For the fact that successive Governments have struggled to provide adequate residential facilities for the ever increasing student population, it is prudent to look beyond the Public sector.

KNUST having appreciated this need and cognizant of the financial difficulties of the Government has accepted the challenge of providing accommodation for all her students and is therefore ready to team up with investors in this direction to team up with investors in this direction . (Halls of Residence, KNUST, Kumasi, Ghana. [Www. Knust.edu.gh](http://www.Knust.edu.gh)2001-2005

- **Policy Framework**

The following may serve as the framework within which prospective developers/investors to put up hostels at KNUST may operate

- (i) Type of Buildings Desired

To economize on space and services given the scarcity of peri-urban lands in Kumasi, High rise and multi-storey buildings are preferable to simple storey horizontally sprawling development

- (ii) Hostel Facilities

(iii) The construction of hostels should cater for all categories of students, single, married, undergraduates, postgraduates, single room bed sitter, chamber and hall etc. Ancillary facilities such as kitchenette (on each floor), common room, shop, hair salon may be incorporated in the development of the hostels.

(iv) Rent

To make the facilities affordable to majority of students, rent may be pegged in comparison with the open market rental values.

(v) Naming of Hostels

Naming of hostels would be jointly done by the University and the developers after the necessary consultations have been made.

(vi) Management of Hostels

The developer may manage the hostel. The Development Sub-Committee of the University may have representation on the Management Board of the hostel

(vii) Returns on Investment

All profits and losses may be shared between the University and developers on the basis of their relative equity contributions.

(viii) Conflict Resolution

In the event of a conflict between the developer and the University, the matter may be referred to an independent arbitrator acceptable to both parties. The arbitrator's decision should be a condition precedent to any court action.

(ix) Eligible Developers

These include all possible corporate bodies as well as individuals. The final choice should depend on tested evident of sound track record of the developers. Prospective developers could be evaluated based on feasibility report of the project, source of funds, sketch designs, reports and estimates, project completion time and their maintenance policy. KNUST

however has experienced rather low patronage of this partnership arrangement since investors turn down the offer to build on the campus either because they are not able to meet the requirements or the conditions required do not favour them.

An interview with the Director of Works revealed that KNUST requires the following of all potential developers:

- (i) A sound financial standing commensurate to the intended design
- (ii) The facility should have not less than fifty (50) rooms
- (iii) The developer should draw a complete diagram of works
- (iv) The developer is expected to work within a specific period of time within the first two years after the land has been released and
- (v) Prepare a draft memorandum of agreement between the two parties

2.13 Funding Of Hostels

Hostel establishment requires large capital. The kind of hostel and facilities provided depends on the financial capabilities of the investor: the more the capital invested the better the development and the quicker the returns on the investment. Hostels can be funded from bank loans, grants or personal capital.

In some countries, because of the large capital involved, some institutions invite the banks to take advantage of this investment opportunity.

2.14 Classes of Hostels Available

Classification of hostels is based on the kind of facilities the hostel offers. The more equipped the hostel the higher it's ranking. Ferguson et al, 2005 in their research paper on the use of GIS in hostel management attempted to classify the hostels in and around KNUST under the criteria shown in tables 2.1, 2.2, 2.3, 2.4, and 2.5 below.

The hostels are ranked from first class to fifth class (Adjetey E.S., Eshun Y. F and Jiro K. K. 2005, a project report on the use of GIS in Hostel management, Bsc. Thesis University of Science and Technology, Kumasi, Ghana.

This table is a proposed classification of hostel considered as first class hostel in and around KNUST.

Table 2 2: Criteria for hostel classification

| FIRST CLASS | |
|---|--|
| Self-contained for 1 or 2 students | |
| Quality wall tiles in Bath and W.C | |
| Shower and W.C for 2 | |
| Shop, telephone and good security | |
| Terrazzo (or tiles) floor finish | |
| Tiles/polished wall finish | |
| Sliding/louver windows | |
| Panel/sliding doors | |
| Closer to lecture theatres | |
| Away from noisy areas | |
| Easy road access/transportation to campus | |
| Conducive area for learning | |
| Pipe-borne water and reservoir | |
| DSTV | |
| Café | |
| Parking lot | |
| Canteen | |



This table is a proposed classification of hostels considered as second class hostels in and

around KNUST.

Table 2 3: Criteria for hostel classification

| SECOND CLASS | |
|---|--|
| Self-contained for 2 or 3 | |
| Quality walls tiles in the Bath and W.C | |
| Shower and W.C | |
| Shop, telephone and good security | |
| Terrazzo floor finish | |
| Painted wall finish | |
| Louvre windows | |
| Panel doors | |
| Closer to Lecture Areas | |
| Away from noisy areas | |
| Easy road access/transportation to campus | |
| Conducive area for learning | |
| Pipe-borne water and reservoir | |
| No DSTV | |
| No café | |
| Parking lot | |
| No canteen(but kitchen) | |

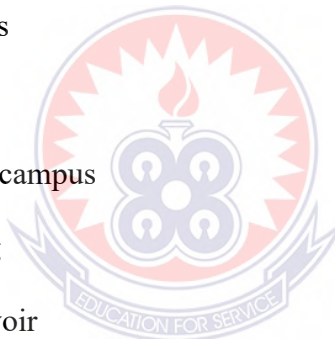


This table is a proposed classification of hotels considered as third class hostels in and around

KNUST

Table 2 4: Criteria for hostel classification THIRD CLASS

| THIRD CLASS |
|--|
| Cubicles for 3 or 4 |
| May have wall tiles in Bath and W.C |
| Shower(or Bath house) and W.C |
| No shop, no telephone ,good security |
| Terrazzo/Cemented floor finish |
| Painted wall finish |
| Louvre windows |
| Flash doors(cheaper) |
| Quite closer to the lecture theatres |
| Tolerable noisy areas |
| Quite easy road transportation to campus |
| Quite conducive area for learning |
| Pipe-borne water/Well and reservoir |
| No DSTV |
| No café Parking lot |
| No canteen(but kitchen) |



This table is a proposed classification of hostels considered as fourth class hostel in and around

KNUST the

Table 2 5: criteria for hostel classification fourth class

| FOURTH CLASS | |
|--|--|
| Cubicles for 4 or 5 | |
| No tiles in Bath and W.C | |
| Bath house and W.C | |
| No shop, no telephone, quite good security | |
| Cemented floor finish | |
| Painted wall finish | |
| Burglar proof windows | |
| Flash doors(cheap) | |
| Not closer to campus | |
| Noisy areas | |
| Uneasy transportation to campus | |
| Not conducive for learning | |
| Well | |
| No DSTV | |
| No café | |
| No parking lot | |
| No canteen(but kitchen) | |



This is a proposed classification of hotels considered as fifth class hostels in and around KNUST the

Table 2 6: criteria for hostel classification fifth class

FIFTH CLASS

Offering Communal services 4 to 8 in a cubicle

No tiles in Bath and W.C

Bath house and K.V.I.P

No shop, no telephone, no good security

Cemented floor finish

Painted/unpainted wall finish

Burglar proof windows

Flash doors

Not closer to campus

Very noisy areas

Uneasy transportation/access road to campus

Not conducive for learning

Well

No DSTV

No café

No Parking lot

No canteen(but Kitchen)



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter of the study provides details on the research design, population, sample and sampling techniques, data collection, and data collection procedures and data analysis.

3.1. Research Design

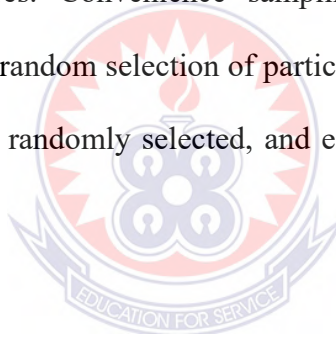
Research design refers to the overall strategy that is chosen to integrate the different components in a coherent and logical way. This study was a descriptive study done using quantitative techniques of data collection. According to Jeune (1999), descriptive research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to why. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation. The researcher in his quest to find out the considerations for students hostel selections decided to adopt descriptive research design in order to yield rich data that could lead to important recommendations in practice. In this instance, large amount of data were collected from respondents for detailed analysis using quantitative methods of analysis

3.2 Population

According to Gall, Gall and Borg (2007), a target population provides a solid foundation and first step upon which to build population validity of the study. It observes that any scientific research targets a given population through which questionnaires and interviews are distributed so as to get the desired or the required data for analysis. The target population was made up of hostel residents at Kwame Nkrumah University of Science and Technology (KNUST) and University of Education Winneba, Kumasi Campus (UEW-K).

3.3 Sample Size and Sampling Technique

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 1999). This subgroup is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject, respondent or interviewees. The sample size for this study was 1500 comprising students from the Kwame Nkrumah University of Science and Technology (KNUST) and University of Education Winneba, Kumasi Campus (UEW-K). The researcher adopted the focus group technique where the focus group comprised a convenience sampling of students from Kwame Nkrumah University of Science and Technology (KNUST) and University of Education, Winneba, Kumasi Campus (UEW-K). In all the researcher conveniently administered 1500 questionnaires. Convenience sampling is a type of non-probability sampling, which doesn't include random selection of participants. The opposite is probability sampling, where participants are randomly selected, and each has an equal chance of being chosen (Berk, 1991).



3.4. Research Instrument

The researcher used questionnaires to collect the data. Closed and open-ended questionnaires were used by the researcher. The research instrument for the study consists of fourteen (14) items and was divided into four (4) sections, each part representing one research objective. The first part of the questionnaire covered the demographic characteristics of respondents, Part B covered the importance of idea development, Part C covered the knowledge of respondents on idea development and the final part, D covered how respondents created their own designs.

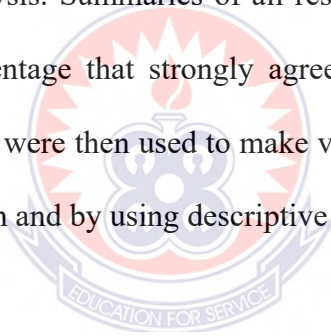
3.5. Data Collection and Procedures

The researcher over period of two weeks administered 1500 questionnaires to hostellers of Kwame Nkrumah University of Science and Technology (KNUST) and University of

Education Winneba, Kumasi Campus (UEW-K). Ample time was given to respondent to answer the questionnaire with the researcher being present to offer assistance to respondents.

3.6. Analysis and Presentation

In relation to the related research questions and the items displayed in the questionnaire, descriptive statistics was used to analyse the questions. The results were presented in percentages, and tables to display the data. Tables with frequencies and percentages were used to ensure that the issues were made clear to give visual impression on values without necessarily reading long sentences and also to help in the discussion and interpretation of the data collected. The data was coded and SPSS (Version 16) computer software was employed to do the analysis accordingly. The appropriate numbers for each datum was placed in the appropriate data file for the analysis. Summaries of all responses under each item was then given, thus illustrating the percentage that strongly agreed, agreed, disagreed or strongly disagreed. The evaluation criteria were then used to make value judgment. A summary of the findings was given in written form and by using descriptive statistics.



CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSIONS OF DATA

4.0 Introduction

This study was aimed at identifying students preferences of facilities provided in hostels. Chapter four presents a detailed analysis of questionnaire data as they relate to the objectives of the study.

Table 4 1: Demographic Characteristics of Respondents

| | Freq. | Percentage (%) |
|---------------------------------|-------|----------------|
| Age (in years) | | |
| Below 18 | 245 | 16.5 |
| 18 -23 | 871 | 58.5 |
| 24 – 29 | 296 | 19.9 |
| 30 – 35 | 59 | 4.0 |
| 36 above | 17 | 1.1 |
| Type of institution | | |
| University | 722 | 68.9 |
| Polytechnic | 317 | 30.2 |
| If any other | 9 | 0.9 |
| Level of Study | | |
| Prospective student | 445 | 30.4 |
| First year | 303 | 20.7 |
| Second years | 200 | 13.7 |
| Third year | 171 | 11.7 |
| Final years | 131 | 9.0 |
| Post graduate | 212 | 14.5 |
| What is year nationality | | |
| Ghanaian | 1415 | 96.1 |
| Foreigner | 57 | 3.9 |

(Source: Field Survey, 2017)

Table 4.1 gives a detailed presentation of respondents' demographic characteristics. The characteristics measured include age, type of institution, level of study and Nationality.

From table 4.1, 871 respondents representing 58.5% had their ages between 18 and 23, 296 representing 19.9% had their ages between 24 and 29, 245 respondents representing 16.5% were below 18 years, 59 respondents representing 4.0% were between the 30-35 age range with 17 respondents representing 1.1% being 36 years of age or above.

With regards to the type of institution of respondents, 722 respondents representing 68.9% were from the Universities, 317 respondents representing 30.2% were from the Polytechnics whiles the remaining nine respondents representing 0.9% coming from other institutions.

That notwithstanding, 445 respondents representing 30.4% were prospective students, 303, representing 20.7% were in the first years, 212 representing 14.5% were at the post graduate level, 200 respondents were in the second year, 171 representing 11.7% were in the third year with 131 respondents representing 9.0% being in their final year.

Finally, on the nationality of respondents, 1415 respondents representing 96.1% were Ghanaians with the remaining 57 respondents representing 3.9% being foreigners.

4.1 Assessment of Students' Preferences of Facilities

Table 4 2: Availability of Facilities

| | N | Mean | Std. Deviation |
|---|------|------|----------------|
| Borehole/water reservoir facilities | 1376 | 4.18 | 1.342 |
| Computer/internet Access | 1258 | 4.14 | 1.428 |
| Power generator | 1376 | 4.12 | 1.425 |
| Reading room | 1265 | 4.09 | 1.412 |
| Security locker | 1379 | 3.99 | 1.432 |
| Clinic/pharmacy services | 1261 | 3.97 | 1.432 |
| Specifically located drying lines | 1257 | 3.84 | 1.334 |
| State of art fittings(tiles, curtains, bath tubs) | 1306 | 3.77 | 1.375 |
| Transportation services | 1257 | 3.65 | 1.421 |
| Hairdressing saloon and barber's shop | 1364 | 3.64 | 1.460 |
| Kitchen/pantry facility | 1255 | 3.63 | 1.424 |
| Study bedroom | 1374 | 3.63 | 1.447 |
| Business/communication services | 1417 | 3.57 | 1.394 |
| Catering services | 1250 | 3.55 | 1.329 |
| Tennis/basketball court/gym | 1251 | 3.54 | 1.430 |
| Hairdressing saloon and barber's shop | 1380 | 3.50 | 1.437 |
| Rules and regulation | 1378 | 3.50 | 1.532 |
| State of art furniture | 1248 | 3.45 | 1.388 |
| Laundry services | 1417 | 3.00 | 1.594 |

(Source: Field Survey, 2017)

Table 4.2 indicates respondents view on their considerations of facilities before the make their choices in hostel selection. From the table above, respondents agreed that they considered Borehole/water reservoir facilities (M=4.18, SD=1.342), computer/internet access (M=4.14, SD=1.428), power generator (M=4.12, SD=1.425), reading room (M=4.09, SD=1.412), security officer (M=3.99, SD=1.432), clinic/pharmacy services (M=3.97, SD=1.432), specifically located dry lines (M=3.84, SD=1.334), state of the art fittings (tiles, curtains, bath tubs) (M=3.77, SD=1.375), transportation services (M=3.65, SD=1.421), hairdressing saloon and barber's shop (M=3.64, SD=1.460), kitchen/pantry facility (M=3.63, SD=1.424), study bedroom (M=3.63, SD=1.447), business/communication services (M=3.57, SD=1.394), catering services (M=3.55, SD=1.329), tennis/basketball court/gym (M=3.54, SD=1.4390), hairdressing saloon and barber's shop (M=3.50, SD=1.437), and rules and regulations (M=3.50, SD=1.532). On the other hand, respondents were neutral on their

considerations of state of the art furniture (M=3.45, SD=1.388) and laundry services (M=3.00, SD=1.594). From the above discussions, it could be concluded that most of the hostels ranked from the 1st to the fourth category as with respect to the hostel classification by Ferguson et al., (2005).



Table 4 3 Pearson 's Correlations Coefficients on Availability of Facilities

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|----|--|-------|-------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|---------|--------|--------|
| 1 | Payment of rent per semester is appreciated | 1.000 | -.005 | -.090** | .012 | -.020 | -.069* | -.021 | -.010 | -.005 | -.060* | .028 | .005 | -.009 | -.080** | -.037 | -.010 | .023 | -.003 | -.104** | .167** | -.048 |
| 2 | Laundry services | | 1.000 | .270** | .155** | .102** | .099** | .223** | .143** | .189** | .111** | .261** | .166** | .131** | .139** | .064* | .111** | .142** | .155** | -.074** | -.045 | .169** |
| 3 | Business/communication services | | | 1.000 | .540** | .498** | .427** | .445** | .370** | .399** | .394** | .416** | .384** | .412** | .453** | .378** | .425** | .330** | .301** | .041 | -.011 | .370** |
| 4 | Clinic/pharmacy services | | | | 1.000 | .684** | .600** | .536** | .462** | .428** | .463** | .424** | .431** | .495** | .610** | .591** | .571** | .418** | .369** | .005 | .032 | .449** |
| 5 | Computer/internet Access | | | | | 1.000 | .724** | .513** | .455** | .463** | .504** | .414** | .443** | .551** | .689** | .668** | .604** | .423** | .376** | .018 | .021 | .457** |
| 6 | Reading room | | | | | | 1.000 | .519** | .461** | .385** | .494** | .393** | .415** | .503** | .657** | .656** | .627** | .426** | .391** | .020 | -.024 | .419** |
| 7 | Transportation services | | | | | | | 1.000 | .465** | .452** | .443** | .456** | .408** | .424** | .500** | .486** | .475** | .397** | .384** | .012 | -.002 | .468** |
| 8 | Kitchen/pantry facility | | | | | | | | 1.000 | .358** | .512** | .385** | .405** | .418** | .462** | .463** | .468** | .375** | .323** | .083** | .000 | .353** |
| 9 | Tennis/basketball court/gym | | | | | | | | | 1.000 | .404** | .459** | .443** | .451** | .425** | .341** | .353** | .282** | .338** | -.044 | .016 | .489** |
| 10 | Specifically located drying lines | | | | | | | | | | 1.000 | .398** | .388** | .476** | .465** | .524** | .480** | .387** | .393** | .026 | .003 | .384** |
| 11 | Catering services | | | | | | | | | | | 1.000 | .503** | .464** | .408** | .382** | .387** | .292** | .329** | -.010 | -.038 | .456** |
| 12 | State of art furniture | | | | | | | | | | | | 1.000 | .636** | .458** | .387** | .409** | .343** | .314** | .048 | .026 | .483** |
| 13 | State of art fittings (tiles, curtains, bath tubs) | | | | | | | | | | | | | 1.000 | .567** | .519** | .510** | .343** | .372** | .006 | .025 | .479** |
| 14 | Power generator | | | | | | | | | | | | | | 1.000 | .710** | .632** | .362** | .376** | .053 | -.031 | .435** |
| 15 | Borehole/water reservoir facilities | | | | | | | | | | | | | | | 1.000 | .658** | .395** | .367** | .043 | -.031 | .402** |
| 16 | Security locker | | | | | | | | | | | | | | | | 1.000 | .443** | .385** | .013 | -.037 | .424** |
| 17 | Rules and regulation | | | | | | | | | | | | | | | | | 1.000 | .284** | .095** | .091** | .359** |
| 18 | Study bedroom | | | | | | | | | | | | | | | | | | 1.000 | -.021 | -.027 | .320** |
| 19 | Payment of rent per semester is Preferable | | | | | | | | | | | | | | | | | | | 1.000 | .164** | .099** |
| 20 | Sanitation is good | | | | | | | | | | | | | | | | | | | | 1.000 | .064* |
| 21 | Hairdressing saloon and barber's shop | | | | | | | | | | | | | | | | | | | | | 1.000 |

Table 4.3 shows the results of the Pearson correlation between various services as they influence a students' choice of hostel selection. Results of the Pearson correlation indicated that there was a no significant positive or negative association between payment of rent is appreciated to the other services.

From table 4.3, there was a strong positive association between business/communication services and clinic/pharmacy services ($r=.540$). There was a strong positive association between clinic/pharmacy services and computer/internet access ($r=.684$), reading room ($r=.600$), transportation services ($r=.536$), power generator ($r=.610$), borehole/water reservoir facilities ($r=.591$) and security locker ($.571$).

There was a strong positive association between computer/internet access and reading room ($r=.724$), transportation services ($r=.513$), specifically located dry lines ($r=.504$), state of the art fittings ($r=.551$), power generator ($r=.689$), borehole/water reservoir facilities ($r=.688$) and security locker ($r=.604$). There was a strong positive association between reading room availability and transport services ($r=.519$), state of the art fittings ($r=.503$), power generator ($r=.657$), borehole/water reservoir facilities ($r=.656$) and security locker ($r=.627$). There was a strong positive association between transportation services and power generator ($r=.500$).

There was a strong positive association between kitchen/pantry facility and specifically located drying lines ($r=.512$). There was a strong positive association between specifically located drying lines and borehole/reservoir facilities ($r=.524$). There was a strong positive relationship between catering services and state of the art fitting ($r=.503$). There was a strong positive association between state of the art furniture and power generator ($r=.636$).

There was a strong positive association between borehole/water reservoir facilities and security locker ($r=.710$) and security locker ($r=.632$). According to Shanka and Taylor (2003), several amenities have been shown to be well received by hostellers when made available and these factors corroborate with the above listed factors from the findings of the

study. These in their view allows hostellers to unwind and socialize. Some of these amenities include front desk service, emergency systems, secure personal storage, safes, secure locks amongst the basic amenities needed for the day-to-day functioning of College students.

Table 4 4: Preference for Facilities

| Characteristics | Gender (%) | | Total | Chi-square value (χ^2) |
|--|------------|--------|-------|-------------------------------|
| | Male | Female | | |
| Laundry Services | | | | |
| not at all preferred | 12.3% | 11.9% | 12.1% | 1.205 (0.877) |
| sometimes preferred | 13.9% | 13.8% | 13.9% | |
| quite preferred | 12.8% | 14.5% | 13.9% | |
| preferred | 25.0% | 25.7% | 25.4% | |
| most preferred | 36.0% | 34.0% | 34.8% | |
| Business/communication services | | | | |
| not at all preferred | 11.9% | 12.3% | 12.1% | 1.205 (0.877) |
| sometimes preferred | 13.8% | 13.9% | 13.9% | |
| quite preferred | 14.5% | 12.8% | 13.9% | |
| preferred | 25.7% | 25.0% | 25.4% | |
| most preferred | 34.0% | 36.0% | 34.8% | |
| Catering Services | | | | |
| not at all preferred | 11.9% | 12.3% | 12.1% | 1.205(.877) |
| sometimes preferred | 13.8% | 13.9% | 13.9% | |
| quite preferred | 14.5% | 12.8% | 13.9% | |
| preferred | 25.7% | 25.0% | 25.4% | |
| most preferred | 34.0% | 36.0% | 34.8% | |
| Clinic/pharmacy services | | | | |
| not at all preferred | 11.0% | 16.5% | 13.1% | 18.572 (0.001) |
| sometimes preferred | 5.9% | 5.6% | 5.8% | |
| quite preferred | 10.4% | 4.8% | 8.3% | |
| preferred | 17.6% | 16.1% | 17.0% | |
| most preferred | 55.1% | 57.0% | 55.8% | |

Table 4.3 presents respondents preference for facilities in their hostels. From the table above, 34.8% of respondents mostly preferred laundry services, 25.4% preferred laundry services, 13.9% each preferred laundry services sometimes or preferred it quite while 12.1% did not prefer laundry services at all.

Moreover, 34.8% of respondents mostly preferred business/communication services, 25.4% preferred business/communication services, 13.9% each preferred business/communication

services sometimes or preferred it quietly while 12.1% did not prefer business/communication services at all.

In similar vein, 34.8% of respondents mostly preferred catering services, 25.4% preferred catering services, 13.9% each preferred catering services sometimes or preferred it quietly while 12.1% did not prefer catering services at all.

Finally, 55.8% of respondents mostly preferred clinic/pharmacy services, 17% preferred clinic/pharmacy services, 13.1% did not prefer such services at all, 8.3% quietly preferred such services with 5.8% preferring clinic/pharmacy services sometimes. According to Adriaanse (2007), good hostel facilities provide the basis for building College students' performance. Thus the provision of the mentioned facilities by respondents will in effect impact their performances. This is supported by Amole (2009) who posited that good hostels must make provisions for facilities such as bathrooms, toilets, laundry, kitchens, common lounges and cafeterias located either per floor level, per block or for the whole students

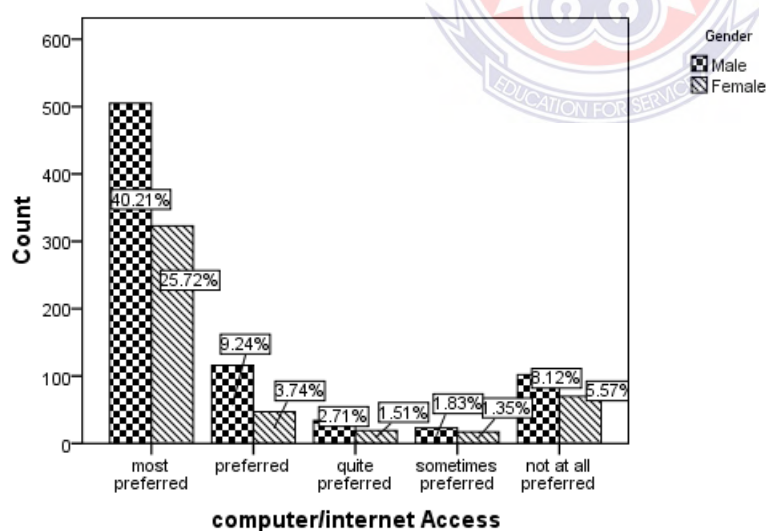


Figure 4 2 Computer / Internet Access

From figure 4.1, 40.21% and 25.7% of male and female respondents mostly preferred internet access, 9.24% and 3.74% of male and female respondents preferred internet access, 2.71% and 1.51% of male and female respondents quietly preferred internet access, 1.83% and

1.85% male and female respondents preferred internet access sometimes, while 8.12% and 5.57% of male and female respondents did not prefer internet access at all.

Table 4 5: Availability of Facilities

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|--------|-----|------|----------------|-----------------|
| provision of utility services are good in your hostel | Male | 637 | 3.51 | 1.209 | .048 |
| | Female | 435 | 3.70 | 1.100 | .053 |
| impressive security at the hostel | Male | 632 | 3.22 | 1.289 | .051 |
| | Female | 428 | 3.41 | 1.197 | .058 |
| the architecture design of the building is appealing | Male | 630 | 3.39 | 1.288 | .051 |
| | Female | 425 | 3.58 | 1.175 | .057 |
| safety measures are high | Male | 627 | 3.30 | 1.291 | .052 |
| | Female | 428 | 3.49 | 1.180 | .057 |
| sanitation is good | Male | 626 | 3.55 | 1.207 | .048 |
| | Female | 427 | 3.76 | 1.093 | .053 |
| Laundry services | Male | 848 | 3.02 | 1.573 | .054 |
| | Female | 567 | 2.98 | 1.628 | .068 |
| business/communication services | Male | 846 | 3.56 | 1.387 | .048 |
| | Female | 569 | 3.59 | 1.408 | .059 |
| business/communication services | Male | 846 | 3.56 | 1.387 | .048 |
| | Female | 569 | 3.59 | 1.408 | .059 |
| clinic/pharmacy services | Male | 780 | 4.00 | 1.373 | .049 |
| | Female | 479 | 3.91 | 1.525 | .070 |
| computer/internet Access | Male | 780 | 4.15 | 1.402 | .050 |
| | Female | 476 | 4.13 | 1.474 | .068 |
| reading room | Male | 783 | 4.07 | 1.388 | .050 |
| | Female | 480 | 4.11 | 1.455 | .066 |
| transportation services | Male | 778 | 3.58 | 1.430 | .051 |
| | Female | 477 | 3.76 | 1.402 | .064 |
| kitchen/pantry facility | Male | 777 | 3.57 | 1.411 | .051 |
| | Female | 476 | 3.73 | 1.442 | .066 |
| tennis/basket ball court/gym | Male | 775 | 3.57 | 1.428 | .051 |
| | Female | 474 | 3.48 | 1.435 | .066 |
| specifically located drying lines | Male | 778 | 3.85 | 1.293 | .046 |
| | Female | 477 | 3.83 | 1.400 | .064 |
| catering services | Male | 777 | 3.56 | 1.320 | .047 |
| | Female | 471 | 3.52 | 1.348 | .062 |
| state of art furniture | Male | 777 | 3.36 | 1.408 | .051 |
| | Female | 469 | 3.60 | 1.343 | .062 |
| state of art fittings (tiles, curtains, bath tubs) | Male | 793 | 3.69 | 1.377 | .049 |
| | Female | 511 | 3.89 | 1.368 | .061 |
| power generator | Male | 816 | 4.09 | 1.430 | .050 |
| | Female | 558 | 4.17 | 1.419 | .060 |
| borehole/water reservoir facilities | Male | 817 | 4.14 | 1.345 | .047 |
| | Female | 557 | 4.24 | 1.338 | .057 |
| security locker | Male | 821 | 3.97 | 1.412 | .049 |
| | Female | 556 | 4.03 | 1.461 | .062 |
| rules and regulation | Male | 818 | 3.47 | 1.529 | .053 |
| | Female | 558 | 3.53 | 1.539 | .065 |
| study bedroom | Male | 815 | 3.66 | 1.416 | .050 |
| | Female | 557 | 3.59 | 1.493 | .063 |
| hairdressing saloon and barber's shop | Male | 818 | 3.38 | 1.412 | .049 |
| | Female | 560 | 3.67 | 1.458 | .062 |

(Source: Field Survey, 2017)

Table 4.4 presents the availability of services in the hostels occupied by respondents. The responses are categorized by the gender of respondents. Respondents agreed that provisions of utility services are good in hostel (M=3.51, 3.70). Majority of the respondents remained neutral that they had impressive security at the hostel (M=3.22, 3.41). Majority of the female respondents agreed that the architecture of their building were appealing (M=3.58) while the males remained neutral (M=3.39). Respondents were neutral on how high safety measures were (M=3.30, 3.49).

Respondents agreed that sanitation is good (M=3.55, 3.76). They however disagreed on the existence of laundry services (M=3.02, 2.98).

Majority of the respondents agreed to the existence of business/communication services (M=3.56, 3.59), clinic/pharmacy services (M=4.00, 3.91), computer/internet access (M=4.15, 4.13), reading room (M=4.07, 4.11), transportation services (M=3.58, 3.76), kitchen/pantry facility (M=3.57, 3.73), tennis/basketball court/gym (M=3.57, 3.48), specifically located drying lines (M=3.85, 3.83), catering services (M=3.56, 3.52). Majority of the female respondents agreed to the existence of state of the art furniture while the males remained neutral (M=3.36, 3.60).

With the exception of the females who remained neutral on the existence of hairdressing saloon and barber's shop (M=3.38) and rules and regulations (M=3.47), majority of the respondents agreed to the existence of power generator (M=4.09, 4.17), borehole/water reservoir facilities (M=4.14, 4.24), security locker (M=4.24, 3.97), rules and regulation (M=3.53), and hairdressing saloon and barber's shop (3.59). Exceptions could however be drawn to the view of Antonini and Park (2008) who identified these facilities as being integral to hostellers' life on campus; Study bedroom, Bathroom, Pantry, Television room, Meeting room: "Musalla": and Support Services:

Table 4 6 Preference Choice of Hostel Facilities/Services

| | | Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|-----------------------------|--------------------------------|------|------------------------------|---------|-----------------|-------|------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean | Std. Error | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| provision of utility services are good in your hostel | Equal variances assumed | 17.042 | .000 | -2.623 | 1070 | .009 | -.190 | .073 | -.333 | -.048 |
| | Equal variances not assumed | | | -2.669 | 986.700 | .008 | -.190 | .071 | -.330 | -.050 |
| impressive security at the hostel | Equal variances assumed | 8.943 | .003 | -2.430 | 1058 | .015 | -.191 | .078 | -.344 | -.037 |
| | Equal variances not assumed | | | -2.465 | 960.269 | .014 | -.191 | .077 | -.342 | -.039 |
| the architecture design of the building is appealing | Equal variances assumed | 13.005 | .000 | -2.534 | 1053 | .011 | -.198 | .078 | -.351 | -.045 |
| | Equal variances not assumed | | | -2.580 | 963.306 | .010 | -.198 | .077 | -.348 | -.047 |
| safety measures are high | Equal variances assumed | 13.133 | .000 | -2.379 | 1053 | .018 | -.186 | .078 | -.339 | -.033 |
| | Equal variances not assumed | | | -2.419 | 968.401 | .016 | -.186 | .077 | -.337 | -.035 |
| sanitation is good | Equal variances assumed | 18.236 | .000 | -2.880 | 1051 | .004 | -.210 | .073 | -.353 | -.067 |
| | Equal variances not assumed | | | -2.935 | 971.666 | .003 | -.210 | .072 | -.351 | -.070 |
| Laundry services | Equal variances assumed | 3.858 | .050 | .456 | 1413 | .649 | .039 | .087 | -.130 | .209 |
| | Equal variances not assumed | | | .453 | 1.185E3 | .651 | .039 | .087 | -.132 | .210 |
| business/communication services | Equal variances assumed | .308 | .579 | -.330 | 1413 | .742 | -.025 | .076 | -.173 | .123 |
| | Equal variances not assumed | | | -.329 | 1.206E3 | .742 | -.025 | .076 | -.174 | .124 |
| clinic/pharmacy services | Equal variances assumed | 11.144 | .001 | 1.014 | 1257 | .311 | .084 | .083 | -.079 | .247 |
| | Equal variances not assumed | | | .989 | 930.978 | .323 | .084 | .085 | -.083 | .252 |
| computer/internet Access | Equal variances assumed | 3.059 | .081 | .319 | 1254 | .750 | .027 | .083 | -.137 | .190 |
| | Equal variances not assumed | | | .315 | 964.687 | .753 | .027 | .084 | -.139 | .192 |
| reading room | Equal variances assumed | 1.372 | .242 | -.494 | 1261 | .621 | -.041 | .082 | -.201 | .120 |
| | Equal variances not assumed | | | -.489 | 975.919 | .625 | -.041 | .083 | -.203 | .122 |
| transportation services | Equal variances assumed | 2.493 | .115 | -2.176 | 1253 | .030 | -.180 | .083 | -.342 | -.018 |
| | Equal variances not assumed | | | -2.187 | 1.022E3 | .029 | -.180 | .082 | -.341 | -.018 |
| kitchen/pantry facility | Equal variances assumed | .119 | .730 | -1.969 | 1251 | .049 | -.163 | .083 | -.325 | .000 |
| | Equal variances not assumed | | | -1.959 | 987.751 | .050 | -.163 | .083 | -.326 | .000 |
| tennis/basketball court/gym | Equal variances assumed | .009 | .926 | 1.030 | 1247 | .303 | .086 | .083 | -.078 | .250 |
| | Equal variances not assumed | | | 1.029 | 995.948 | .304 | .086 | .084 | -.078 | .250 |
| specifically located drying lines | Equal variances assumed | 9.250 | .002 | .255 | 1253 | .799 | .020 | .078 | -.133 | .172 |
| | Equal variances not assumed | | | .250 | 945.917 | .803 | .020 | .079 | -.135 | .175 |
| catering services | Equal variances assumed | .508 | .476 | .506 | 1246 | .613 | .039 | .078 | -.113 | .192 |
| | Equal variances not assumed | | | .503 | 975.518 | .615 | .039 | .078 | -.114 | .193 |
| state of art furniture | Equal variances assumed | 4.136 | .042 | -2.987 | 1244 | .003 | -.242 | .081 | -.401 | -.083 |
| | Equal variances not assumed | | | -3.022 | 1.024E3 | .003 | -.242 | .080 | -.399 | -.085 |
| state of art fittings(tiles, curtains, bath tubs) | Equal variances assumed | 1.855 | .173 | -2.518 | 1302 | .012 | -.196 | .078 | -.349 | -.043 |
| | Equal variances not assumed | | | -2.521 | 1.093E3 | .012 | -.196 | .078 | -.349 | -.043 |
| power generator | Equal variances assumed | .284 | .594 | -1.093 | 1372 | .275 | -.086 | .078 | -.239 | .068 |
| | Equal variances not assumed | | | -1.095 | 1.202E3 | .274 | -.086 | .078 | -.239 | .068 |
| borehole/water reservoir facilities | Equal variances assumed | .174 | .676 | -1.386 | 1372 | .166 | -.102 | .074 | -.247 | .042 |
| | Equal variances not assumed | | | -1.387 | 1.198E3 | .166 | -.102 | .074 | -.247 | .042 |
| security locker | Equal variances assumed | 1.263 | .261 | -.668 | 1375 | .504 | -.053 | .079 | -.207 | .102 |
| | Equal variances not assumed | | | -.664 | 1.164E3 | .507 | -.053 | .079 | -.208 | .103 |
| rules and regulation | Equal variances assumed | .254 | .614 | -.653 | 1374 | .514 | -.055 | .084 | -.220 | .110 |

| | | | | | | | | | | |
|---------------------------------------|-----------------------------|-------|------|--------|------|------|-------|------|-------|-------|
| | Equal variances not assumed | | | | | | | | | |
| study bedroom | Equal variances assumed | 6.510 | .011 | .895 | 1370 | .371 | .071 | .080 | -.085 | .227 |
| | Equal variances not assumed | | | | | | | | | |
| hairdressing saloon and barber's shop | Equal variances assumed | .440 | .507 | -3.634 | 1376 | .000 | -.285 | .078 | -.439 | -.131 |
| | Equal variances not assumed | | | | | | | | | |

An independent-samples t-test was conducted to compare respondents' choices of hostels with regards to the provision of utility services, security at the hostel, architectural design, safety measures, sanitation, laundry services, business/communication services, clinic/pharmacy services, computer/internet access, reading room, transportation services, kitchen/pantry facility, tennis/basketball court/gym, drying lines, catering services, state of the art furniture, state of the art fittings (tiles, curtains, bath tubs), power generator, borehole/water reservoir facilities, security locker, rules and regulations, study bedroom and hairdressing saloon and barber's shop. There was a significant difference in the scores for provision of good utility services $t(>1000)=-2.623$, $p=.009$, impressive security at the hostel $t(1000)=-2.430$ $p=.015$, the architecture design of the building is appealing $t(1000)=-2.534$, $p=.011$, safety measures are high $t(>1000)=-2.379$, $p=.018$, sanitation is good $t(1000)=-2.880$, $p=.004$, laundry services $t(>1000)=.456$, $p=.649$, business/communication services $t(>1000)=-.330$, $p=.742$, clinic/pharmacy services $t(>1000)=1.014$, $p=.311$, computer/internet access $t(>1000)=.319$, $p=.750$, reading room $t(>1000)=-.494$, $p=.621$, transportation services $t(>1000)=-2.176$, $p=.030$, kitchen/pantry facility $t(>1000)=-1.969$, $p=.049$, tennis/basketball court/gym $t(>1000)=1.030$, $p=.303$, specifically located drying lines $t(>1000)=.255$, $p=.799$, catering services $t(>1000)=.506$, $p=.613$, state of the art furniture $t(>1000)=-2.987$, $p=.003$, state of the art fitting (tiles, curtains, bath tubs) $t(>1000)=-2.518$, $p=.012$, power generator $t(>1000)=-1.093$, $p=.275$, borehole/water reservoir facilities $t(>1000)=-1.386$, $p=.166$, security locker $t(>1000)=-.688$, $p=.504$, rules and regulations $t(>1000)=-.653$, $p=.514$, study bedroom $t(>1000)=.895$, $p=.371$ and hairdressing saloon and barber's shop $t(>1000)=-3.634$, $p=.000$.

These results suggest that there were no significant differences in students' consideration of the above mentioned facilities before hostel selection; students generally have similar considerations before they select hostels for accommodation.

4.2 Discussions

The aim of the study was to identify students' preferences of facilities provided in hostels.

Moreover, it was assumed that there would be a positive relationship between students consideration of facilities before hostel selection. A bivariate correlation and an independent-samples t-test was conducted to compare respondents' choices of hostels with regards to the provision of utility services, security at the hostel, architectural design, safety measures, sanitation, laundry services, business/communication services, clinic/pharmacy services, computer/internet access, reading room, transportation services, kitchen/pantry facility, tennis/basketball court/gym, drying lines, catering services, state of the art furniture, state of the art fittings (tiles, curtains, bath tubs), power generator, borehole/water reservoir facilities, security locker, rules and regulations, study bedroom and hairdressing saloon and barber's shop. The results showed a strong positive correlation between students' consideration of clinic/pharmacy services and business/communication services. This was similar to reading room, transportation, power generator, borehole/water reservoir facilities, internet access, location of dry lines and security lockers. The results illustrates that the availability of the above mentioned facilities in a hostel are good predictors of how well students will select such hostels.

The result shows the general availability of reading rooms, transportation, power generator, borehole/water reservoir facilities, internet access, location of dry lines and security lockers but showed particular preferences to laundry services, business/communication services, catering services and clinic/pharmacy services. The independent sample t-test results suggested that there were no significant differences in students' consideration of the above

mentioned facilities before hostel selection; students generally have similar considerations before they select hostels for accommodation.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study was aimed at identifying students preferences of facilities provided in hostels. This chapter of the study presents the summary of findings, conclusions drawn from the findings and recommendations generated from the study.

5.1 Summary of Findings

Twenty-one characteristics of hostels were evaluated to determine what factors students considered before they selected hostels for accommodation in their various Institutions.

Majority of the students confirmed the availability of borehole/water reservoir facilities, computer/internet access, power generator, reading rooms, security lockers, clinic/pharmacy services, specifically located dry lines, state of the art fittings, hairdressing saloon and barbers shop, catering services and tennis/basketball court/gym. Respondents showed preferences for laundry services, business/communication services, catering services and clinic/pharmacy services. It was also revealed that there was strong positive correlation between students' consideration of clinic/pharmacy services and business/communication services and as well reading rooms, transportation, power generator, borehole/water reservoir facilities, internet access, location of dry lines and security lockers.

The study however revealed that there were no significant differences in students' consideration of the above mentioned facilities before hostel selection; students generally have similar considerations before they select hostels for accommodation.

5.2 Conclusion

Hostels have been and will continue to be in operation since the traditional Halls in various Tertiary Institutions continue to exist in the country. Hence, we can conclude that hostels as a solution to literal homelessness is only motivated as a way to provide temporary, physical shelter in cases of emergency, including pressing needs for protection against violence

This research indicated some key facilities that should be available to facilitate the selection of such hostels by students. These among others included a hostel should be safe, clean, have many amenities, such as Internet, laundry facilities, and snack shop, have facilities for food preparation or a store to purchase food items, provide business services and as well possess specifically located dry lines.

The researcher believes hostels need to market what they are, what amenities they offer, and how they can meet the needs of college students through those offerings. This will aid in increasing customer perceptions and attracting new students to these hostels.

5.3 Recommendations

The researcher with respect to the findings of the study makes the following recommendations:

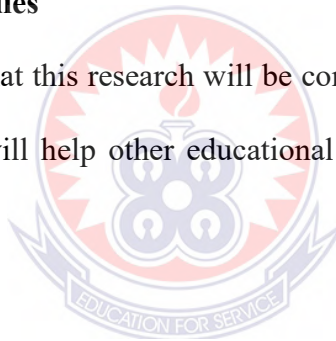
1. The facilities at hostels must be managed effectively to serve as differentiation to other competitors.
2. Hostel Managers must strive to renovate old structures and as well upgrade facilities in order to upgrade their images in the minds of hostellers and prospective hostellers.
3. The service quality of hostels must be upgraded continuously by Hostel Managers through putting up modern facilities.
4. Hostel managers must endeavour to be responsive to recent trends in Hostel environment changes as negative service quality would discourage prospective hostellers and compel

the to move to other hostels. In this case, suggestion box could be provided at vantage points for hostellers to lodge their complaints and suggestions.

5. To help effective management of the Hostels, price and benefits relationship should be managed well. Students' perception of value describes the buyers overall assessment of a service utility and this is based on what is received and what is given. "give and the get". Hostel Management should ensure that the amount pay by students equate the benefit received.
6. Hostel managers should do well to make provisions for laundry services, business/communication services, catering services and clinic/pharmacy services and computer/internet services as they are integral to the overall lives of students on campus.

5.4 Suggestions for Future Studies

It is the hope of the researcher that this research will be conducted on a large sample with an extended period of time. This will help other educational setups to also enjoy the benefits thereof.



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**UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF TECHNOLOGY EDUCATION
DEPARTMENT OF DESIGN AND TECHNOLOGY EDUCATION
QUESTIONNAIRE**


This questionnaire is being administered to provide an insight into students preferences of facilities and services with regard to public or private owned hostel accommodation provision and use respectively.

It is also expected that responses will be truthful and sincere to facilitate objectivity of the exercise.

Responses will be treated on strict confidential basis, hence no names are required.

The target group is made up of continuing students occupying halls of residence of their institutions, privately owned hostels and prospective students yet to obtain accommodation to pursue their tertiary education.

**SECTION A
SOCIO-DEMOGRAPHIC VARIAPLES (PLEASE TICK THE APPROPRIATE BOX)**

- 
1. Gender
Male
Female
2. Age (in years)
Below 18
18 – 23
24 – 29
30 – 35
36 above
3. Type of Institution
University
Polytechnic
If any other, specify
4. Level of Study
Prospective student
Fist year
Second year
Third year
Final year
Post-graduate
5. Your Education Is Sponsored By
Self

- Parents
- Study Leave
- Sponsorship
- Government Scholarship
- Foreign grant
- If any other specify

6. What is your nationality?

- Ghanaian
- Foreigner

7. Religion

- Christian
- Moslem
- Traditional
- If any other, specify

8. What is your region of ethnicity?

- | | |
|--|--------------------------------------|
| Greater Accra <input type="checkbox"/> | Brong Ahafo <input type="checkbox"/> |
| Eastern <input type="checkbox"/> | Volta <input type="checkbox"/> |
| Ashanti <input type="checkbox"/> | Northern <input type="checkbox"/> |
| Central <input type="checkbox"/> | Upper East <input type="checkbox"/> |
| Western <input type="checkbox"/> | Upper West <input type="checkbox"/> |

9a. Marital Status:

- Married
- Single
- Divorced

9b. If Married, proceed to answer Questions 9b (i) and (ii)

9bi. How many children do you have?

| 0 | 1 | 2 | 3 | 4 | 5 above |
|---|---|---|---|---|---------|
| | | | | | |

9bii. Does your hostel accommodation cater for your family? Yes No

9biii. Will you prefer a facility that can also cater for your family?

Yes No

9c. If yes to question 9b (iii), proceed to answer the next question or skip.

Indicate your preference of type of family visits.

- i. Spouse Only
- ii. Spouse and Children
- iii. Children Only

SECTION B
RESIDENTIAL CHARACTERISTIC

(Tick the appropriate box).

1. a. Are you resident in a hall or hostel of your institution?
 Hall Hostel
 If any other, specify
- b. Do you prefer a hall/hostel accommodation?
 Yes
 No

2. a. How many students share your room? E.g. 0, 1, 2, 3, 4, etc.
 b. i) Are you satisfied with the present hall/hostel facilities and services?
 Yes No

If no to question 2(bi), then answer 2b (ii)

b. ii) Using a scale of preference 1st, 2nd, 3rd, 4th, 5th, i.e. (from 1st, Very dissatisfied, 2nd, Dissatisfied 3rd, Undecided, 4th, Satisfied and 5th, Very Satisfied). Indicate the variables expressed herein.

| | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Safety of the hall/hostel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comfort | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Neatness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of floors | | | | | |
| Willing to elimb | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Security | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Auxiliary Services (waste disposal) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How many students will you want to share a room with in a privately owned host?
 E.g. 0, 1, 2, 3, 4,

4. Please to what extent do you agree or disagree to the following statements.

| Question | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|-------------------|----------|-----------|-------|----------------|
| a. The greater the number of occupants in a room the smaller their sense of responsibility | | | | | |
| b. The smaller the number of occupants in a room the greater their | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| sense of responsibility | | | | | |
| c. Your preference for a state of the art type of hostel is high | | | | | |

5. In a privately owned hostel, how many floors are you prepaid to climb as a maximum?

- One []
- Two []
- Three []

6. How far is your hostel from your institution?

- Less than 1km []
- 1 – 5km []
- 5 – 10km []

If any other, specify

7. How much are you willing to pay in your room?

.....

SECTION C

PREFERENCE CHOICE OF HOSTEL FACILITIES/SERVICES

Please to what extent do you agree or disagree to the following statements.

| Question | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|-------------------|----------|-----------|-------|----------------|
| 1. Provision of utility services are good in your hostel | | | | | |
| 2. Higher tariffs for Uninterrupted utility services is acceptable | | | | | |
| 3. General security at the hostel is impressive | | | | | |
| 4. The architectural design of the building is appealing | | | | | |
| 5. Safety measures are high | | | | | |
| 6. Sanitation is good | | | | | |
| 7. Payment of rent per semester is appreciated | | | | | |
| 8. Payment of rent per academic year is preferable | | | | | |

Using a scale of preference i.e. 1st, 2nd, 3rd, 4th and 5th (where 1st is Most Preferred, 2nd is Preferred, 3rd is Quite Preferred, 4th is Sometimes Preferred and 5th is Not at all Preferred). Indicate the level of preference of facilities and services you would want to have access to in a hostel.

| | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| a. Laundry Services | [] | [] | [] | [] | [] |
| b. Business Communication Services | [] | [] | [] | [] | [] |
| c. Clinic/Pharmacy Services | [] | [] | [] | [] | [] |
| d. Computer/Internet Access | [] | [] | [] | [] | [] |
| e. Reading Room | [] | [] | [] | [] | [] |
| f. Transportation Services | [] | [] | [] | [] | [] |
| g. Kitchen/Pantry Facility | [] | [] | [] | [] | [] |
| h. Tennis/Basket Ball Court/Gym..... | [] | [] | [] | [] | [] |
| i. Specifically located drying lines | [] | [] | [] | [] | [] |
| j. Catering Services | [] | [] | [] | [] | [] |
| k. State of Art Furniture | [] | [] | [] | [] | [] |
| l. State of the art fitting e.g. (tiles, curtains, bath tubs etc.) | [] | [] | [] | [] | [] |
| m. Power Generator | [] | [] | [] | [] | [] |
| n. Borehole/Water Reservoir Facilities | [] | [] | [] | [] | [] |
| o. Security Locker | [] | [] | [] | [] | [] |
| p. Rules and Regulations | [] | [] | [] | [] | [] |
| q. Study Bedroom | [] | [] | [] | [] | [] |
| r. Hairdressing Saloon and Barber's Shop | [] | [] | [] | [] | [] |

