THE ASSESSMENT OF STUDENTS' ACCOMMODATION SERVICES IN HIGHER EDUCATIONAL INSTITUTIONS: THE CASE OF HARAMAYA UNIVERSTY

M.A. Thesis

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THE ASSESSMENT OF THE STUDENS' ACCOMMODATION SERVICES IN HIGHER EDUCATIONAL INSTITUTIONS: THE CASE OF HARAMAYA UNIVERSTY

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partials Fulfillment of the Requirements for the Degree of Master of Arts in Educational Planning and Management.

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I declare that this thesis is my original work in partial fulfillment of the requirement of the degree of Master in Educational planning and management specialty and has not been presented before anywhere. All the sources of materials used for this thesis and all people and institutions who gave support for this work were fully acknowledged.

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BIOGRAPHICAL SKETCH

The author was born in Bate town. Eastern Hararge, Oromiyaa Region from his father Ato Beker Mussa and his mother W/o Kedija Abdullahi,.on Sene 20/ 1944 E.C. He attended his primary and Junior Secondary School in Bate Elementary and Junior Secondary School. He also attended his Secondary School at Medihanealem Comprehensive Secondary high School at Harar town from 1960 to 1963 E.C. As he completed his high school in 1963 E.C. he was employed in HU. Since then, he is an employee of HU. After that he joined HU Faculty of Continuing and Distance Education (FCDE) Program from 1980 to 1983 E.C. and completed his diploma in management. He also continued his further study in 1986 to 1989 E.C. in the same university and the same faculty (FCDE) and gained his degree in management. He joined the School of Graduate Studies at Addis Ababa University in 2001 to pursue graduate studies for the M.A. degree in EdPM.

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LIST OF ABBREVIATIONS

AAU	Addis Ababa University
BPR	Business Process Reengineering
COAES	College of Agriculture and Environmental Sciences
COBE	College of Business and Economics
COCDE	College of Continuing and Distance Education
COCI	College of Computing and Informatics
COEBS	College of Educational and behavioral Science
COHS	College of Health Sciences
COL	College of Law
COM	College of Medicine
CONCS	College of Natural and Computational Science
COSSH	College of Social Science and Humanities
COVM	College of Veterinary Medicine
EdPM	Department of Educational Planning and Management
F	Female Students
FD	Forestry Development
G	Ground
G+ 1	Ground plus One
G+2	Ground plus Two
G+3	Ground Plus Three
G+4	Ground Plus Four
HEI's	Higher Education Institutions
HSIU	Hailed Sellassie I University
HU	Haramaya University
ICT	Information and Communication Technology
IA	Institute of Agro- industry
I OT	Institute of Technology
IPAS	Institute of Pastoral and Agro- pastoral Studies

LIST OF ABBREVIATIONS (Continued)

M	Male student
M.A.	Master of Arts
MoE	Ministry of Education
Ph.D.	Doctor of Philosophy
SGS	School of Graduate Studies
TV	Television
UCAA	University College of Addis Ababa
UNESCO	United Nations Educational Scientific and Cultural Organization
VPAA	Vice President for Academic Affaires
VPASA	Vice President for Administration and Student Affairs

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ABSTRACT

The objective of residence halls at the University is not only to provide a place to sleep, but also to provide Conducive educational environments. The purpose of the study is to analyze the current practices of accommodation services available in HU that affect the students' educational development. To examine the attitude of students towards accommodation services available in HU and to identify the needs of the students to be fulfilled by HU authorities. This study is a descriptive survey design. This survey type is the best tool to obtain information concerning the current status of the problem and to interpret and draw conclusions from the facts discovered. The researcher used both quantitative and qualitative methods. The main participants of the study were regular students of the Haramaya University, main campus during 2010 - 2011. The strata composed of male and female student's. The total numbers of students were 11,568 and out of these 9,156 were males and 2,412 were female. The samples from both male and female students were selected using the proportional sampling techniques. The samples for male students were selected from 33 different buildings and female students sample were selected from seven different buildings. The researcher had selected samples of 2.5 % of students from both sexes. Hence a total of 229 male and 60 females were included in the study. From the samples selected, the researcher had received the responses of 208 male and 52 female students' respondents. The data sources and data collection methods were from primary sources through physical observations, questionnaires and interviews and the secondary data sources were also collected from different documents, different books, internet, desk research and other relevant documents. Both quantitative and qualitative data analysis were employed to come up with the results of the study. The result of the study revealed that the facilities provided by HU were good and fair. But, the services provided by HU were very weak and very poor. Similarly, the study identified shortage of water supply that has negative impact on educational performance of students. This study implies that HU is changing from time to time. However, still it has to do much regarding learning resources and services. In this regard, first and foremost, assessment of such kind should be developed as a culture in the University. Moreover, as a learning institution, HU needs to take timely corrective measure so that it can create conducive environment for successful and effective learning environment, that is, best management of student services.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Student housing exist, in some form or another, for the last 900 years, beginning with the venerable European colleges and universities of England, France, and Germany. In the centuries since, a large number of names have been given to housing accommodations for students: Hostel, hall, college, cottage, halls of residence, and dormitory, to name a few. In recent years, however, the term "residence hall" has come to symbolize student housing that satisfies student needs for affordable, comfortable, and safe accommodation, and contributes in a positive way to academic and personal development (Collins, 2010).

In addition, academic institutions requires conducive environment to enhance efficient and effective teaching learning and outreach functions. Provision of student support services ensures a holistic development of the university community (Makerere University Strategic Plan. 2008/09-2018/19). With the growing demand in higher education and increased emphasis on equity and affirmative action, there is a need to come up with innovative strategies to provide students support services to the required standard. Thus, the universities should endeavor to promote an environment that will strengthen student's participation, increase student retention and facilitate lifelong learning. The availability of quality and affordable student accommodation is a key factor in maintaining growth. Therefore, strengthening the growing education sector and attracting greater numbers of students housing is a key strategic objective of any university in the world through which it is possible to foster innovation, harness knowledge and add vitality.

Most of the Ethiopian universities are located in the remote areas, where there are no facilities, security, safety, risk management, legal and other services are not fulfilled. The existing poor student accommodation services such as poor sewage disposal system, shortage of water in turn results in poor sanitation in toilets and in bathrooms. The efficiency and effectiveness of the academic programs of a given higher learning institution is largely dependent on the quality of services provided by the support staff. The quality of the support services provided by the

university in turn depends on the quality and quantity of its administrative personnel (HU strategic plan, 2007/08-2016/17). The proportion of administrative personnel trained at degree level is very low. As a result, many of the high - level administrative positions are filled by the academic staff. Thus, lack of adequately trained professionals at all levels of the service delivery system remains a critical factor that affects the efforts to improve the delivery of the support services of the university.

So, it is the responsibility of every university to fulfill the basic needs of the students and provide the student centered services. According to Abraham Maslow, the physiological needs are basic needs that must be satisfied in order to sustain life. These include shelter, food, clothing, sleep and rest, etc, (Rue, 2003). To cater these the universities include the services such as residence, food, health, guidance and counseling, discipline, academic and non-academic supports, sports and recreations, career development, support for students with disabilities and other special needs and support for students and their organizations. The onus of providing these services essentially emanates from the desire to meet the basic requirements of students in developing their intellectual skill to meet the demands of the market. Hence, the quality of education and training provided by any institution is largely dependent upon the quality of the availability of student residence services. Therefore, the university residence has impact on access, quality, efficiency and equity of education (HU BPR, 2008).

Hence, all higher learning institutions in Ethiopia have been providing different services to its students. The service provided to students varies from university to university. The student accommodation is provided on campus in separate dormitories for boys and girls. But the basic services had begun since the opening of the universities and all the services were provided freely to every student by the government (HSIU, 1964). In the beginning of the universities it was not a big problem, as time went by, the number of students increased tremendously, and the institution's ability to give the services adequately got hugely overstretched. Beside, the ever mounting student population, there has been student diversity in terms of age, social, cultural and religious backgrounds, as well as increasing population of female students and students with disabilities.

In Ethiopian public higher education system, not only tuition but also food and rooms are provided free. In many countries, free food and room services have been abolished long time ago, or were not even part of the services of the system at all. With the introduction of cost sharing in Ethiopian higher education landscape, beneficiaries of public higher education and those who enter an agreement are required to share full costs related to food, lodging and a minimum of 15 % of the tuition cost. The amount shared is calculated at the beginning of each academic year based on the cost incurred in each institution and depends on the program of study. Accordingly, the full cost of food and room is estimated to be about 220 USD per student per annum. While the 155 cost of tuition that is to be shared by a student is in a range of 100 to 230 USD per annum per student Tuition fee differ on the basis of the program a student follows - medicine being the most expensive and humanities and social sciences being in the lower range (Teshome, 2007).

All these aspects call for new thinking and strategies to meet student needs. This has resulted in sluggishness and deterioration in the quality of services. Consequently, student complaints and grievances have become a regular phenomenon for many years, thus led to student dissatisfaction, poor procurement process and poor technical maintenance and transport services. Same is true in the case of Haramaya University (HU) where, about 26 students live in a room. Obviously, has a direct influence on the academic performance of students as it makes it difficult to carryout academic activities properly due to congestion in the rooms and hygiene problems related to living in groups is another problem that would affect the academic performance of the students (HU, Newsletter,2008).

Haramaya University, formerly known as Alemaya University, was established with the initiative of Emperor Haile Selasie in 1954 based on the need for modernizing Ethiopian agriculture in particular and education in general through establishment of agricultural college and training. It was based on the Emperor's wish that the college was founded at its current location. Up until1963, Oklahoma State University was given the mandate to establish and operate the college. In the past few years the university has witnessed tremendous expansion in terms of fields of study and facilities. The university, currently functioning in three campus premises, has 12 colleges, three schools, three institutes and six distance education centers. It

offers courses in regular, summer, distance and continuing education. HU now runs 50 degree, 50 masters and 13 PhD programs. The vision of HU is to strive to be among the leading universities recognized nationally and internationally for excellence in teaching-learning, research and community service. The mission of HU is to produce competent graduates in wide spectrum of academic disciplines through quality education; to undertake academically, rigorous and socially meaning-full cutting edge research, and to disseminate knowledge and technologies and provide community services. The goal of HU is to evolve as an autonomous and independent (academic and research institution) graduate and research university with a competitive national and international quality and relevance standards in its academic, research and community service endeavors (HU Newsletter, 2011).

The University begins accommodating regular students with one modern dormitory building, that is ground plus one that consists of 35 rooms with full facilities during the establishment and now the university has 40 student accommodation buildings that consists of 1464 rooms with different sizes and shapes of modern dormitory facilities for regular and summer students in the main campus only. The University with its fast developing physical infrastructure, facilities and ever increasing students and staff population has grown into a self contained University village over a campus of 440 Hectares or 11 Gasha of land. Fifty percent of the land is under cultivation, meadows, pastures and trees, while the rest of the land is left for buildings expansion (World Bank, 2003).

The university has started enrolling with 87 regular students during the establishment and currently enrolls more than 31, 500 students in the regular, summer, distance learning, and continuing education programs. These students come from every part of the country and from a variety of backgrounds. Besides, there was more than 2500 academic and administrative staff in the university.

The researcher is working in HU for more than 40 years in administration, got an opportunity to handle such problems and observed it very closely. This has inculcated in the researcher to identify and address this problem. Thus, he got an opportunity to take up this problem existing in HU student accommodation services as his research study topic at graduate level. He

believes that the study may help the policy makers and guide the government of Ethiopia to revise the provisions of student accommodations of all higher education institutes.

1.2. Statement of the problem

The mission of Ethiopian Public Universities is to provide a range of student accommodation, inclusive of all needs, that is of the highest possible standard. Therefore, the higher educational institutions have indispensable roles for the socio economic development of the nation. To achieve this grand role, therefore, they are expected to produce knowledgeable, competent and cultured citizens who are the assets of the nation. To drive to that end, it is needless to mention that higher educational institutions should provide relevant modern student residence services. But a number of factors dictate the new student intake capacity of institutions of higher learning, where it is expected to provide lodging facilities and boarding, The quality of the student residence services are tools to attract students in general and girls in particular (HU, 2009).

The university residence is more than just buildings, equipment and grounds that must be maintained and protected. In fact, it is an environment where learning takes place and skills are acquired. Quality of the residence service to students with quality facilities are a significant investment from the country's limited resources and are essential for the country's future excellence in teaching and learning. Therefore, the existing student residence services with the aim of minimizing the expenditures, time and risk of students must provide a clean, attractive, conducive learning and living environment so that high quality education could be the eventual outcome (Ludeman, 2009).

Only the Ministry of Education (MoE) has the legitimate right for the allocation and screening of new university entrance student without consulting the capacities of the universities. This means that the Universities have no power to screen the students enrolling into their institutions and to fix enrollment size according to their actual capacities. This in turn forced the universities to dwell many students in one room (Forum for Social Studies, 2009). Therefore, the most important problems for the universities are; the availability of space in dormitories, cafeterias, classrooms, laboratories and so on. Problems related to class rooms can be

circumvented by starting classes early in the morning. And using evenings and weekends as many of the instructors stay on campus. Moreover, cafeteria service timings can be adjusted as per the existing demand and need. Hence, the most crucial basic demanding factor necessary for universities is the availability of dormitory space to accommodate all the students (HU Newsletter, 2006).

Moreover, conducting the full-fledged study of the undergraduate student's residence services in universities deserves adequate time, expertise and cost. This is the reason why the researcher selected to assess student residence services of HU main campus. The rationale behind this decision is that the first and foremost conducting full-fledged assessment is not only very costly and time consuming but also it is beyond the scope of the study. This entity is selected because it is very crucial for the activities of the universities. Researcher tried to find some similar studies at global and local level but could not find any such study on this problem. Therefore, this study is crucial and can pinpoint the current practices of the Universities in providing the accommodation for students. In this sprit this study tries to assess the undergraduate student residence services provided in the main campus of HU. Consequently, it tries to identify the impacts of the existing situation of the HU.

The purpose of this study was to address the following basic research questions:

1. How do the current practices of accommodation services available in HU affect the student's educational development?
2. What is the attitude of students towards accommodation services available in Haramaya University?
3. What are the needs of students that are to be fulfilled by HU authorities?

1.3: Objectives of the study

1.3.1 General objective

The overall objective of the study is to assess the existing undergraduate student accommodation services in Haramaya University main campus. An important objective of residence halls at the university is to provide not just a place to sleep, but also opportunities for personal and educational growth.

1.3.2. Specific objectives

The specific objectives of study were:

1. To analyze the current practices of accommodation services available in HU that affect the students' educational development
2. To examine the attitude of students towards accommodation services available in HU
3. To identify the needs of the students to be fulfilled by HU authorities.
4. To pave the way to overcome the problems in fulfilling the needs of students by providing accommodation in HU.

1.4 Significance of the study

The study was significant in many ways. It may help Haramaya University authorities to know the pros and cons of the existing situation with regard to its undergraduate student residence services. This in turn, also helped university to work hard to bridge the gap mainly to meet the expected requirements and provide policy maker's evidence based data and information which helped policy formulation, improved quality residence services. This study contributed positively to students in their intellectual development and facilitated the university's success in global perspective and achieved educational status of international standard. Therefore, investing on student residence services has significant returns in terms of preventing attrition rates, enhancing student performances, inducing career development and increasing assertiveness and self confidence. It may have a huge impact on national development through producing competent, responsible and resourceful citizens. The study could also facilitate further research on the topic for other researchers who have interest on the similar problems.

1.5 The Delimitation of the study

Conducting comprehensive assessment of Higher Educational Institutions like Haramaya University is not an easy task, because of its structural complexity and the geographically scatter locations of campuses and dormitories. That is why this research could not be done in a very short period of time, rather it needs ample time and cost. HU is a nearly sixty years old; hence the output of this study may be generalized to those universities which are having similar age and experience rather than generalizing to the newly established universities. Due to the glaring limitation of literatures, data, time and cost the researcher has confined this study only to the undergraduate student residence services of Haramaya University main campus. The present study excludes the College of Continuing and Distance Education (COCDE) of HU, because these are not using residence service of the university. This study also excluded the School of Graduate Studies (SGS) of HU or (post graduate students), the branch campuses of HU, and the summer students, because of time, cost, and other factors.

1.6: Limitations

The followings are limitations of the study: lack of data in some dimensions, shortage of time, shortage of funds, logistic problems, and lack of up to date literature in the area. Because of these problems the researcher could not extend his study to other universities. Therefore, he has limited to Haramaya University only.

1.7 Definition of Key Terms

Higher Education: Education offered to students who attend programmes leading to the award of Bachelor degree, Masters Degree or Medical speciality, Doctoral (PhD) degree (AAU).

Student: A person who attends programs leading to the award of Bachelor degree, Masters degree or medical speciality, Doctoral (PhD) degree on regular, extension, summer or on distance programmes.

Residence: It is a living space provided to regular, summer and international students registered to attend one of the programmes leading to the award of Bachelor degree, Masters degree or Medical speciality, Doctoral (PhD) degree on regular, extension, summer or on distance programmes on the bases of pre arranged agreement (AAU).

A Dormitory: Often shortened to dorm, in the United States is a residence hall consisting of sleeping quarters or entire buildings primarily providing sleeping and residential quarters for large numbers of people, often boarding school, and college or university students. In the U.K. it refers specifically to an individual room in which many people sleep and typically at a boarding school, (Wikipedia, 2009).

Student Accommodation: Student accommodation is housing specifically designed to accommodate students, such as a 'live-in' residential college and boarding house or other purpose built development containing student units with other ancillary facilities (i.e. study areas, communal lounge, and bathrooms). This form of development will be assessed as a student accommodation' or a 'boarding house'. A 'boarding house' provides a principal place of residence, in which bedrooms are not self contained and usually share common television rooms and/or bathrooms (http://www.uncc.edu.).

Dean, student support services: Under direction of the Vice President, student services, provide leadership and direction in assigned student services functions including financial aid, admissions and records, athletics, veterans benefits, and Extended Opportunities Programs and services (EOP&S); serve as the College registrar; plan, organize, administer and direct the

operations and activities of assigned services for students in accordance with District policies, educational goals and objectives, and legal requirements; and train, supervise and evaluate the performance of assigned personnel (http://www.wvm.edu.).

Student Support Services: assists students to achieve their education and developmental potential through the provision of specialized support at individual, group, school and regional levels.

1.8. Organization of the Study

This thesis is subdivided into five chapters, Chapter one presents a general introduction and background of the research, statement of the problem, research questions, objectives, significance, delimitation, limitations, conceptual framework, and definitions of key terms and organization of the study. Chapter two presents review of related literature, purpose of student housing accommodation and residential life, residential hall supplier, the student support services, residential service procedure, the need for student personnel services, management of student support services and activity program, residence and facility management and residential life. Chapter three presents research design and methodology, research design, data sources, sampling techniques, instruments and procedures of data collection and data analysis. Chapter four presents results and discussions. Chapter five presents the summary, conclusions and recommendations of the study and suggests opportunities for future research and the bibliography presents a comprehensive list of sources used in this study. It also includes Appendices. Appendix A Table 10. HU student accommodation services questionnaires, responses received from the respondents.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter deals with the review of the related literature in relation to the topic. It covers the purpose of student dormitories and their functions from global perspective and narrowed to the national perspective. The chapter also deals with the review of the literature contextually with respective to the study area.

2.1. Function of Student Housing Accommodation and Residential Life

According to UNESCO (2002), the role of student affairs and services in higher education are: To provide safe, comfortable, well maintained and supportive on-campus accommodation for students. To maintain a long range facilities plan for on campus student's accommodation that is in keeping with institutional goals. It integrates student accommodations goals with those of the academic programme of the institution. In addition, it provides sound management and leadership to operate the student accommodations unit in an effective and efficient manner. It was also to provide students with technology infrastructure and assistance. To create opportunities for students to expose to leadership and governance experiences in residence life, organization and activities. To develop a code of conduct expectations for students and for faculty staff in relation to on campus living. To form student governing boards that will plan/organize programming in the residence halls and advocate for student living area interests. To carry out planning, evaluation and assessment activities as necessary and to foster a residential environment in which all members promote respect and hold each other accountable for their actions.

The central functions of student affairs are: Promoting individual student learning and development through educational programs that generate awareness of the relationship between the student's education and skills and attitudes needed to function in a changing society. It was providing services which accommodate and stimulate the learning process and promote wellness. It was also Fostering campus community which promotes student involvement in their intellectual, social, cultural, spiritual, emotional, and physical development. Developing the human and facility resources necessary to support the increasingly diverse and more traditionally aged student population These functions often overlap and in fact the student

development function undergirds all programs and services. As an example, Residence life is both a service, providing convenient, comfortable, and affordable housing for students, and an environmental concern, assuring an interpersonal and physical atmosphere conducive to learning. In addition, the Residence life staffs spend much of their energy focusing on student development through advising and counselling individual students and through group programs which target developmental issues confronting student (http://www.uncc.edu.).

2.2. Residence Hall Supplier

With the education industry developing so fast, there is a new concept established which looks like it will further grow in the long run – the university town. The main idea of the university town is to mark out an area in order to construct lecture, residence and food halls and provide all the necessary services for various universities or schools in a single area, so that it pretty much looks like an autonomous town. A private company is responsible for financing and constructing such projects. The ownership belongs to that company and universities are the lessees. As a result, universities are thought to perform better on their educational matters and avoid limitations in providing students with good quality services and facility management. Meanwhile, the company is explicitly in charge of the daily operations from a non-educational perspective and at the same time is in the position to co-operate with universities on educational affairs, to some extent at least (http://www.camden.gov.uk.).

This study has identified an ever-increasing trend in the construction of college and university campuses in the Ethiopia. A number of factors seem to drive and motivate as much the public as the private interest. The rapid rise of student enrollments, the growing demand of students for university arranged accommodation, and the desire of institutions to keep students within their borders are the most significant.

Almost all the Public Ethiopian universities have their own residence halls supplying beds, mattresses, pillows, cupboards, chairs, tables for all registered students. It is the university's responsibility to accommodate the students, and it is almost compulsory for the students to live on campus residence halls. Given that universities have always been expanding and new constructions are being conducted all year round, the situation regarding the student halls has

changed quite a lot at the same time. In the past, a typical room was about 16 sq m big and would accommodate four to six persons. In addition, there was no private bathroom and/or toilet and all students living in the same corridor had to share a single public facility.

With the accomplishment of new constructions, the Ministry of Education standardized the living area per capita to 6.5 sq m in 2004 from 5.4 sq m in 1999 (MoE). Nowadays, four students tend to share a room sized around 26 sq m, which includes a private bathroom too. Students have accesses to hot water, electricity and internet, at a comparably low price. Most of the old residence halls have been renovated too, both exteriorly and interiorly. The living conditions are yet much better and more comfortable for students. In almost every residence hall there is a booth, which sells daily goods, fast food and stationery. These improvements are said to have made students' life in-campus much easier than before (http://www.aau.edu.et.).

Even if, the Ministry of Education in Ethiopia standardized the living area per capita as mentioned above are not in practically applicable to all universities. Because of the allocation of new entrance students are performed by the MoE without consulting the capacities of universities. The researcher had observed that there are 26 students living in a room. There are also rooms where the space areas allotted to per student is 2.17 sq. m. In addition, the researcher came across to see where there are 12 students sharing one room with an area of 26 sq. m.

2.3. The Student Support Services.

Student services are specifically concerned with the needs and interests of the student population. The student census is the one source where the school authority records some general information on the student in the school system. Of course, different schools offer different kinds of activities, depending on the need and interests of students, as well as other conditions.

Therefore, the support services to be rendered to students should come first in the planning of a school system. The reasons are the schools are set up not for teachers, not for parents, not for educational administrators, but for students. Without students there would be no schools even if

there are ample teachers and school managers. Decisions taken on the size of staff, physical facilities, and the extent of services to be provided should depend knowing not only the number of students, but also the general and specific needs of the student population. Under student services, therefore, a lot of issues would have to be understood so that the nature and extent of services needed can be provided. In any case the starting point is or should be the size of the student population to be served (Adesina, 1990))

Two transformations in student services are especially noteworthy and represent a sea change in how student services units support the university community. First, student services are undergoing a fundamental change moving beyond the traditional responsibilities of maintaining student records, financial aid administration, and student advocacy. They are becoming more tightly linked with the institution's strategic academic and economic objectives. Student services professionals, in partner-ship with academic officers, are emphasizing higher value activities such as student retention and graduation rates, enrollment management, resource management, revenue generation, academic planning, marketing, and performance assessment, both for students and the institution. Consequently their internal value to the institution increases as they shift from a public utility role to strategic contributors to the management and growth of the university's instructional programs. Second, centralized, producer-oriented services are giving way to decentralized learner-oriented services. This shift includes numerous opportunities for self-help as well as access to information and services on the part of students and faculty, and with that come greater local authority and responsibility. Of the two transformations, this change is the most radical (http://net.educause.edu.).

Delivery of student support services should be flexible in nature and should vary depending on the modes and levels of educational delivery, consistent with institutional mission, programs should be available to provide support to diverse student populations such as older students, students with disabilities, international students, distance and distributed learning students, and students at different colleges other than a main campus (Adana, 2002).

HU provides full scholarship to students, including lodging, food, recreation, health guidance counseling, admission, registration, financial aids, helping disability students and others

services during their stay in the campuses. HU is entirely residential and currently, minimum average, of six and maximum of 26 students are lodged in one room in the residential buildings of the University. This is obviously, has a direct influence on the academic performance of students as it makes it difficult to carryout academic activities properly due to congestion in the rooms. In addition, hygiene problems related to living in groups is another problem that would affects the academic performance of the students. (HU strategic plan, 2007/08-2016/17). Therefore, the quality of education that our children receive bears direct relevance on the availability or lack thereof physical facilities and the overall atmosphere in which this learning takes place.

2.4. Residential Services and Procedure

Residential services provide accommodation for almost all students that are assigned by the Ministry of Education. The residential services are: Preparing the residence buildings, room facilities, allocation of students: Controlling the existing facilities, worker and student management; management of activities in the residential halls, repairing and maintaining the residences, reporting, and other duties as necessary. Most of the rooms are provided in a range of purpose built residences. While the report focuses on using student provision, defined as purpose built accommodation for students, it will also have regard to concentration of student residents per room, disregarding whether they live in purpose built with-family or other types of accommodation (http://www.aau.edu.et.).

In the Ethiopian higher education system, students should allocated by the MoE to every Small universities and they will allocate accommodation through their websites before the students arrive to their Small universities. Residence information would announced or posted before the students come to campus, dormitory rules and student code of conduct shall be kept inside each dormitory, each student shall fill and return dormitory forms, registration slips, and cost sharing forms for residence manager or Proctors within three days after the last date of registration. Proctors shall collect forms and check dormitories for any unauthorized students and any eligible students for residence service shall be informed in advance his/her dormitory within 15 days at beginning of the academic year through the university website. The room occupation will be renewed and guaranteed every year upon completion of contract agreement (cost

sharing agreement) and upon registration. Television (TV) services with multichannel are provided at no additional cost to the students.

However, channel selections are determined by the Dean of Students in consultation with representatives from Students' Union. Every semester a minimum of two resident surveys was conducted by establishing ad-hoc committee with members from Student Union, proctor's head and each assistant proctor of each residences, dean of student service, representative students from buildings, representatives from campus police, different formats like job order (maintenance) format, gate permission formats and important telephone numbers and so on were distributed and posted in each dormitory before the beginning of each academic year, any student who litters his room shall be guilty of an offence for which he/she may be liable to disciplinary action, and adequate common space was provided for the development of social interaction. These spaces should be appropriately equipped with sufficient furnishings, television, and furniture like chairs, benches etc.

Since a student is expected to choose and fill the type of services she/ he wants to receive for the following academic year she/ he shall know her/his academic status at the end of second semester before leaving the campus. Authorized university personnel may enter a student's room at any time. Room searches occur when university officials believe a search is necessary to resolve a life or health threatening situation or when state laws or university policy is violated; to perform requested; or if there is a cry for help, or to silence a disruptive noise.

But, this should be done in accordance with other laws and in consultation with student representatives, property can be seized and removed from a resident's room if it constitutes an imminent danger or disruption to the resident or others, when the property is university owned, when state law or university policy is being violated, or when the property is unauthorized. Students' incoming mails are posted every day at every building. Mail is distributed in all working days. Mail received for students who have left a forwarding address after leaving the community is forwarded for thirty days only, (http://www.aau.edu.et.).

2.5. The Need of Student Personnel Services

Student personnel services are those services which are concerned with the wellbeing of the whole students and an evaluation of student needs should indicate the extent of the need for student personnel service because students usually, encounter three major transitions related to their higher education experiences; the first, into higher education, the second, through their collegiate life; and finally, the move from higher education into workplaces and their careers. Considerable supports must be available and when necessary, provided for students during these transitions; supports include delivery of a broad range of student services (Ludeman, 2009).

Therefore, there are many different kinds of students who attend universities. The major objective of education is to help each of these students achieve his /her maximum potential. For almost every student there will be occasions when they will be in need of assistance, very often in the university environment, which for many students is strange and confusing, the student may feel that he is not understood, that he/she is not accepted, and that sometimes he/ she is even being treated in a hostile manner.

A student is working for a qualification that is vital also to the development of his country; he must know what is necessary to pass his own progress. He also strives to deepen his interest in the subjects of his study and to enjoy the intellectual excitement of a broadening vision and a count act with new ideas, for this to materialize, university instructors are bound to be for a student his judges, determinant his competence, and also his guides in an intellectual and social life. If he is left too free, the student loses his way, becomes discouraged and insecure, if he is too closely supervised, he become debilitated or frustrated and his enjoyment in learning withers (AU, 2003).

So they will need help and it is the task of all student personnel workers to give them .the assistance that they need, the primary function of student personnel services and activities is, therefore, to provide a set of specialized services which will aid the university, and ultimately the student, to accomplish that objective. So, every institution of higher learning need a program of student services that is dedicated to the welfare of the individual student.

There are numerous factors that particularly emphasize this need. Let us note a few of them: The high rate of withdrawal, student may have financial problems, academic difficulties, emotional disturbances, personal tensions and other personal problems are usually responsible for the majority of dropouts. In addition there are many students are unaware of financial assistance given to poor students that is available for them not only the university but from many other sources. The increasing demands for the culture, for an ever higher and higher education, students have different culture; different age groups and the rapid advancement in the understanding of human growth and behavior.

The student personnel have to detect those students who fall into these difficulties need help must be timely assessed and tries to help them as much as possible to overcome their difficulties. All student personnel services should, of course, be concerned with the needs of the more normal students, since all students have basic needs and desires that must be satisfied if they are to progress in a satisfactory manner. Although there is some differentiation between needs, and they can be broken down into different categories, they are nevertheless, interactive. The meeting of one's needs usually aids in the meeting of others, and similarly, frustration with regard to the satisfaction of one need usually has a frustrating effect on the total personality. The personnel program must attempt to meet the general needs of all students and the specific needs of some students.

These is a real need for student personnel services in unification of higher education and it takes a critical balance at the status of the evaluative method and criteria that are used to determine the effect of existing student personnel services on university campus. The method of evaluating the existing services is necessary to give some indication of the states evaluation in student personnel work today. If student personnel services are being evaluated in a scientific manner, then it is possible to determine the office of a particular personnel service and to make decision as to change in or even elimination of the service.

2.6. Management of Student Support Services and Activities Program

Colleges and universities today are confronted with a variety of changing conditions (Garlad 1986) that demand attention; indeed, the formulation of appropriate and effective responses to a changing world has become increasingly important to the survival and viability of institutions. Developments in society, in the higher education enterprise, in the types and characteristics of students are among those issues that must be addressed. So the efforts of student affairs organizations aimed at improving quality of life, integrating new student groups and attracting and retaining students are becoming critical to institutions attempting to maintain enrolments of qualified students, assure placement of graduates, develop supportive alumni and enhance academic involvement. Institutions' employment of these strategies in response to changing conditions creates opportunities. Therefore, all workers, from the janitor to the president, want to feel that they work for something rather than for some body, that they are a member of a group, that they and their ideas are worthwhile.

The student activities program is also referred to as co-curricular program, co-curricular programs may be defined as those identifiable programs sponsored by the university for the benefit of its students that occur adjacent to but separate from regular curricular offerings. Co-curricular programs have become an integral part of the total educational program of a university and are considered to be as important as the academic curriculum. They require the coordination and participation of staff members with specialized interests and skills (Adana, 2002).

The new mission of the university is achieving an ideal democratic community within the institution. The major segments of university community are faculty and students. Both faculty and students are members of the university community should participate in the decisions that affect them. The participation of student and teachers in the management of a university is consistent with democratic values of a university community (Talesra, 2002).

At AU, the Office of the Dean of students is the coordinating center for all non- academic student affairs and has overall responsibility for student welfare by providing services, such as

cafeteria, health, dormitory, recreation, extracurricular activities, and guidance and counseling (AU, 2003).

The support of students toward their educational goals usually requires a well organized and appropriate program of student services complemented by good staff leadership and broad based institutional commitment. Within the scope of the institutional mission, student services can reinforce and extend the college's influence beyond the classroom.

These services promote the comprehensive development of the student, and they become an integral part of the educational process, helping to strengthen learning outcomes. Appropriate and comparable student services should support the learning.

2.6.1. Residence and Facility Management

These days, the management of student support services in higher institutions is moving beyond modernizing its existing traditional roles such as maintaining and satisfying students' basic needs. They are becoming linked with the institutions strategic academic and economic objectives in order to enhance higher student achievement through learner centered services and online support (http://www.camden.gov.uk). Therefore, the institution provides student support services reasonably necessary to each student to achieve the institution's goals for students.

The student services in universities halls are considerably basic nevertheless; include health care, safety security, maintenance, repair, construction, sanitation, sanitary materials, discipline, water and electrical supplies and cleaning. Some universities have a gymnasium and an indoor swimming pool too. There also exist security teams that patrol the campus and are responsible for students' safety in case of fire, theft and other security matters. The electricians and repairmen deal with problems of electricity, drainage and furniture. Laundry and cleaning take place within the residence halls however, students need to pay a small amount of money for the laundry, while there are no dryer facilities at all. Cleaning is conducted on a daily base and covers the public toilets, the washrooms and the corridors. Moreover, every university has its own sports facilities which are open all year round with free entrance however, for the use of

the pool and the gym a small fee is required. Some universities have a barbershop, a post office, ATMs, telephone booths, internet cafés, newspaper booths and other shops. In general, the student halls' residents have access to all university facilities, free of charge most of the times or at a relatively small fee. In the campus residence halls that belong to the universities, student services are provided by a logistics group, run by the university itself. As to the university-towns, it is the private companies' task to provide these student services through hiring specialized staff or through outsourcing from other private firms (http://www.camden.gov.uk).

Every university has its own student housing office which advises students on accommodation issues and provides them with links to all potential alternatives. Many of them are also in charge of processing applications and are also accepting and placing students in the appropriate university residence. The rooms are equipped with basic furniture, such as beds, cupboards, tables, keys, study lamps, wastebaskets, chairs, draperies, mattress and mattress covers. The universities usually publish a list of what to bring and what not to bring if students plan to move in a residence hall. The services provided within the residence halls are various and can reach almost every aspect of daily life. From typical services such as dormitory management, facility management, managing the sanitations of the dormitories, mail, laundry, television, and telephone services to facilities like lounges, fitness and games rooms, dining places.

According to AAU the duties of Student personnel services are: Residential proctor's head shall be selected to manage the whole dormitories activities, residential proctors shall be selected from the students by the office of the Dean of Student service, every residential building has two proctors working by shifts, resident buildings provide a 24 hours service, every residential building has janitors, as much as possible all important formats and addresses will be available in each resident room. Adequate common space will be provided for the development of social interaction. These spaces should be appropriately equipped with sufficient furnishings, television, and furniture like chairs, benches etc., and a minimum two formal surveys will be conducted every semester to assess student's satisfaction with the residential environment, smoking and drug abuse is strictly forbidden in resident rooms, room changes are made only under exceptional circumstances and approved by the Dean of Students and residents are encouraged to contact the assistant proctors or the head of the proctor's for

support and advice at any stage in appealing a disciplinary decision, fine, sanction, service delivery, or contractual concern.

2.7. Residence Life

Life in the university can be challenging for a newcomers as there are enormous disparities amongst the students. Some will be coming from the country sides with virtually no money, whilst others come from rich families. There is a well organized student union (or Dean of students office) which organizes parties and many other events for students. Any student can come and notify them of a particular problem, as they are responsible for solving any issue which is linked directly or indirectly to the campus (http://ethiopiaforums.Com.).

As individuals, every student has rights and responsibilities of which he/she should be aware of a positive academic and social atmosphere to be facilitated in the residence halls, good citizenship needs to be demonstrated by all residents. All of the residence hall policies have been developed in an effort to facilitate community living, but as a resident, students are ultimately responsible for their actions and the actions of any of their guests. They are expected to conduct themselves in a manner that demonstrates respect for the rights of others. Because they are here to get an education, it is understood that they have the right to study in their students experience in group living in dormitories will provide an experience in social education for students, will help them to clarify their concepts of what is socially and ethically accepted behaviour and what is not, will aid in the development of new and stimulating interests, and will encourage them to accept responsibility in governing themselves and also offer in the achievement of the goal of student self- determination. Living in residences can be a rewarding experience as it offers an avenue for personal growth and development, and help create positive intellectual, social, learning and living experience for students (http://www.camden.gov.uk).

Students learn how to adapt to a new way of living independently in a communal setting and encounter cultural diversity, character is built, lasting friendships are forged, and a sense of community prevails through studying volunteering and playing together. Students first meet each other roommate and share a special relationship. One may not always get along well with

other. Since they live together, it's important that one takes the time to get to know the other. "Sharing space" by learning to live with and appreciate the roommate can be one of the most challenging and beneficial experiences in College years (Alemayans, 1967 -1968).

They will grow, share, and learn with their roommate. All roommates' experience may not be ideal, but have the potential to be successful. Even if two people are in complete disagreement with each other, if the situation is clearly communicated; there may be at least an understanding or acceptance of each other. Learning how to establish relationships with others is essential knowledge in any career. Students can talk to your Resident Advisors and he/she can help them negotiate and solve problems. If one leaves the hall overnight or longer, it's a good idea to let the roommate know where they are going and how he/she can be reached in an emergency or in case of an accident. In fact living on campus and being a part of the community is one of the most enjoyable experiences that the students have during their stay on campus (http://www.camden.gov.uk)

Keeping in view the above literature review the researcher has made a conceptual framework for this study. The conceptual frame work has been depicted in a diagram.

2.8. Conceptual Framework of the Study

Based on personal observations and available secondary sources the following Conceptual framework is developed for this study.

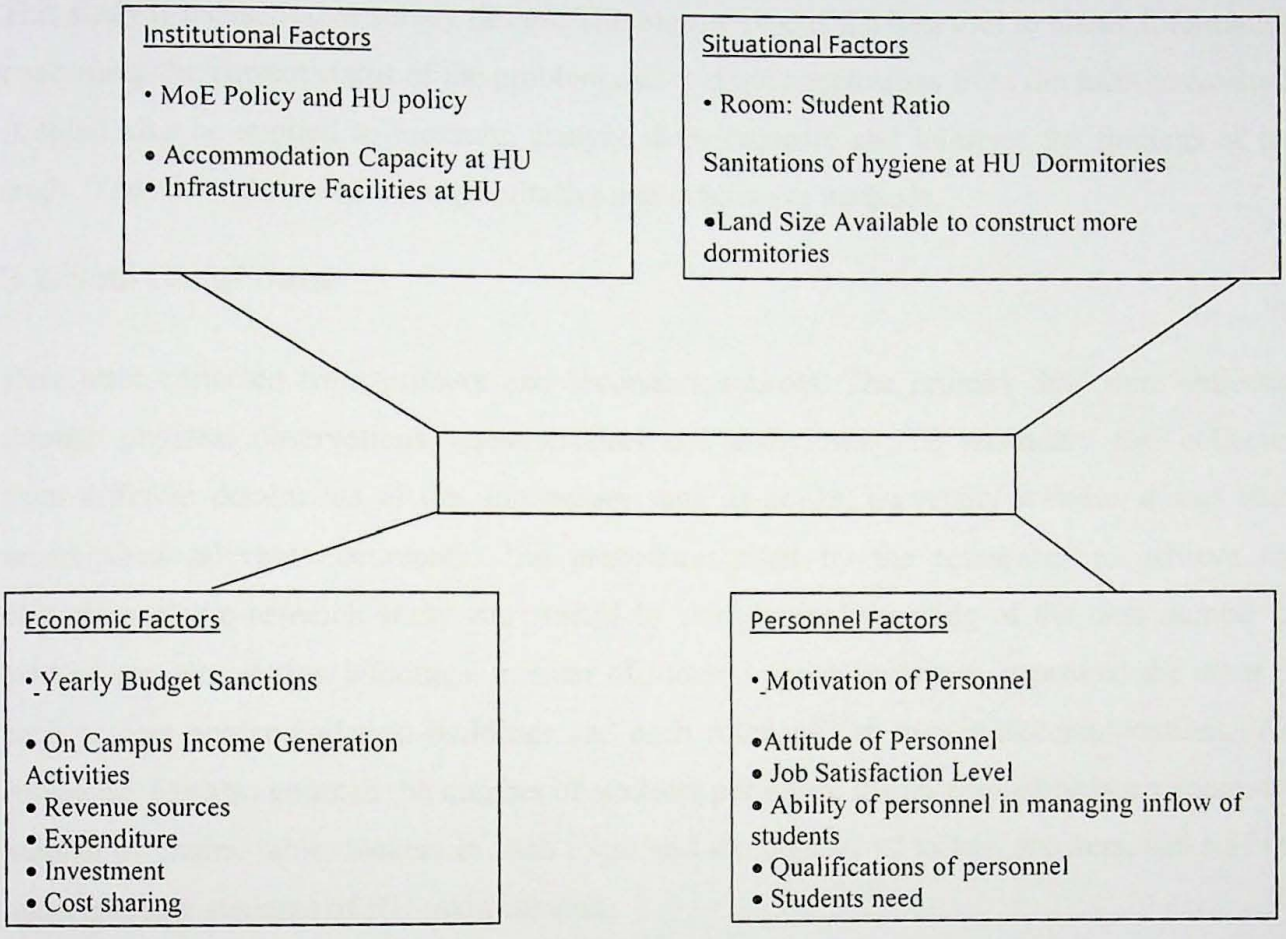


Fig.1. Conceptual Frame-work

Source: Literature Review and Personal observation.

CHAPTER THREE: THE RESEARCH METHODOLOGY

This chapter generally assesses the materials and methods employed to carry out the research and include method of study, subject of the study, sampling techniques, data collection tools and procedures and methods of data analysis.

3.1. Method of the Study

This study is a descriptive survey design. This survey type is the best tool to obtain information concerning the current status of the problem and to draw conclusions from the facts discovered. It could also be applied to measure, analyze data, compare and interpret the findings of the study. The researcher used both quantitative and qualitative methods.

3.2. Sources of Data

Data were collected from primary and secondary sources. The primary data were collected through physical observations, questionnaires and interviews. The secondary data collected from different documents of the universities such as books, university website, and other unpublished relevant documents. The procedures used by the researcher to achieve the objectives of the research study was started by the physical counting of the total number of student accommodation buildings, number of rooms in each buildings, measured the areas of each student accommodation buildings and each room of the student accommodations. The researcher has also counted the number of students per room, the number of beds per room, the number of chairs, table, lockers in each room and the number of toilets, showers, sinks of the undergraduate students of HU main campus.

The areas of each bed table, chair locker and the space allotted to each student also have been measured. The researcher also used the physical observation method to gather data and generalize the existing HU student accommodations, facilities and services such as, the sanitation, ventilation, water supply systems, quality of facilities, and other services provided. Accordingly, the nature of sample selection and data gathering tools used depending on the essences of these two major methods. In this section, samples of the study, methods of data

collection, sampling design, variables used, the data analysis techniques employed were presented below.

3.3 Participants of the Study and Sampling

Stratified sampling technique was used to select the samples from the total population. Since the population from which the samples were drawn did not constitute a homogeneous group, stratified sampling technique was considered as the best option. Under stratified sampling, the population was divided into several subpopulations (stratum) that were individually more homogeneous than the total population. Then random samples of students were selected from each of the stratum to constitute the total sample required to undertake the study.

The main participants of the study were regular students of the Haramaya University, main campus during 2010 - 2011. The strata composed of male and female student's. The total numbers of students were 11,568 and out of these 9,156 were males and 2,412 were female. They were accommodated in 40 different buildings having a total of 1,464 n rooms which have different sizes and shapes. The samples from both male and female students were selected using the proportional sampling techniques. The samples for male students were selected from 33 different buildings and female students sample were selected from seven different buildings. The researcher had selected samples of 2.5 % of students from both sexes. Hence a total of 229 male and 60 females were included in the study.

A structured questioner was used to assess the perception of students and other participants of the study. Generally two types of questions were designed to students, staffs and officials. The questions are closed- ended open- ended. Out of the total questionnaires, 229 were distributed to male students based on the proportion of students in each of the accommodation and the rest 60 questionnaires were distributed to female students accordingly. Hence a total of 289 questionnaires were distributed to the samples selected. To assess the perception of concerned HU officials about the student accommodation, they were interviewed using check list questions.

From the samples selected, the researcher had received the responses of 208 male and 52 female students' respondents. That means, out of the 289 total samples selected, the researcher

did not receive responses of 21 male and eight female students. Therefore, the researcher had received total responses of 260 students from both sexes.

3.4 Instruments and Procedures of Data Collection

The data collection methods were included several methods such as observation, interview, through questionnaires, and other methods.

3.4.1. Observation:

It is the most commonly used method of data collection especially, in behavioral studies is observation. This method could be used both for crosschecking information obtained using other methods and for understanding processes which were difficult to grasp in an interview context. This method is useful when studying subjects who are not capable of giving verbal reports of their feeling for one reason or another. Advantage of observation method: subjective bias is eliminated, if observation is done accurately, the information obtained relates to what is currently happening. It is not complicated by either the past behavior or future intentions or attitudes is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method. The structured observation methods are used.

3.4.2. Questionnaires:

This is the second tool of data gathering. The questionnaires are used to avoid the bias of interview, adequate time given for respondents for valid and reliable data. Three types of questionnaires were prepared by the researcher The first type were 26 closed ended and second type were 10 open ended questionnaires were distributed to the under graduate students and HU concerned officials that are selected for the interview.

3.4.3. Interviews:

Interviews are oral- verbal stimuli and oral- verbal responses. The researcher used personal interview with the VPAA, VPASA, Dean of student, Proctor head, four of the Deans of the colleges and HU higher health center head are interviewed. This tool allowed to collect the qualitative data by posting question and focused to get deeper and further information in addition to questionnaires.

3.5. Methods of Data Analysis

Quantitative data is necessary if one requires a high precision or wants to perform statistical analysis, while qualitative data is useful for providing detailed or vivid impression of issue or characteristics. The percentage method was employed. Quantitative data is collected based on statistically designed survey procedures, while the collection of qualitative data relies primarily on detailed observation or interview. Quantitative data also presentation can often be translated into a qualitative form if it can be scaled into some way. For example, the Likert Scale is used for the information on attitudes can be grouped into categories (eg. Strongly agree, agree, neutral, disagree, strongly disagree) which can then be subjected to statistical analysis

Descriptive statistics i.e. percentage and qualitative analyses was employed to analyze, interpret and present the findings of the study. The data collected from closed-ended items were analyzed using the percentage. The data collected from interview and written responses were tallied and summarized. This technique was employed to derive theme from the qualitative data obtained through interview and written responses. Once, the data collection was finished, then editing the data to remove inconsistencies and inaccuracies quantitative data. After finishing of the data entry, a further clean up was made. The final analysis of the data involved tabulating the frequencies of each variable and summarizing relevant result.

3.5.1 Quantitative Data Analysis

The data collected using the questionnaires from students and HU selected officials were analyzed by percentage method. This method was employed to investigate the perceptions of the student towards student accommodations services, the problems they encountered, For the sake of convenience in discussing the results from the tables of analyses in the body of the thesis, the degree of percentages of agreements i.e. strongly disagree and disagree, and strongly agree and agree for each item sum up together.

3.5.2. Qualitative Data Analysis

The researcher sorts and sifts them, searching for types, classes, sequences, processes, patterns of wholes. The aim of this process is to assemble or reconstruct the data in a meaningful or comprehensible fashion.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1. The Findings

Data analysis usually begins with the organization or presentation of collected data in the form of statistical tables, charts and others. Tables may be used to show absolute measures such as the number of students per room etc.

Descriptive statistics was used to describe the factual information about the past and present to help understand how the student residence services worked and work; how it is performing currently the various opportunities that enable it to perform.

4.2. Analysis and interpretation of data gathered

The data collected through observations, questionnaires and interviews, were used to derive some indicative facts that could shed light on critical issues, challenges and research topics for future study. The central purpose of the present study was to investigate the pros and the cons of the existing student accommodation services of HU. Data was analyzed using descriptive statistics.

4.3. Data gathered through observations and documents

The researcher started gathering the pros and cons of the existing Haramaya University student's accommodations by direct observing the existing conditions of each building, each room, the facilities, the areas of each room, the areas of each bed, the space allotted to per student in each room were measured. The researcher had also tabulated what he had gathered through observation. Therefore, the tables that were tabulated in the study were the primary data gathered through observation by the researcher.

4.3.1. Data gathered through questionnaires and Interviews

A sample of 289 was selected randomly from the total of 11,568 numbers of student population and questionnaires were distributed proportionally to each group in their dormitories. From the total samples selected 260 (90 %) of the respondents of both sexes returned the questionnaires to the researcher. At the first time the responses were tallied to the respondents based on their sequences. The total responses of the respondents were added and used the percentage method to differentiate them. The data was found hard to analyze and reorganization was needed to categorize the questionnaires into three groups. The first groups of questionnaires selected were those questions that dealt with services provided to students. The second groups of questionnaires selected were those questions that also dealt with facilities provided to students. And the third groups of questionnaires selected were also those questions that dealt with the attitudes of student were treated in the dormitories. Therefore, the researcher concluded the following findings from the observations, questionnaires gathered from regular students of HU main campus and the interviews gathered from the VPAA, VPASA, four of the College Deans, Dean of students, Proctor's head and HU higher health center head were presented and analyzed.

Table.1. The Existing Haramaya University Student Accommodations found in the main Campus in 2011-2012.

Building Nos.	No. of building	Area of the total building sq. m	No of total rooms	Area of per room sq. m	No of students in per room	Total capacity	Area space allotted to per student sq. m
201/2	2	1772.76	68	26.07	12	816	2.17
203	1	2183.64	124	17.61	6	744	2.94
204	1	790.50	51	15.50	8	408	1.94
205 A&B	2	1920.96	138	13.92	6	828	2.32
207 A&B	2	1018.24	58	17.56	6	348	2.93
208-212A&B	10	9604.80	690	14. 40	6	4140	2.40
DMC A&B	2	1920.96	138	14. 40	6	828	2.40
Sawa and Hayat	8	4524.00	78	56.55	26	2028	2.18
Demera	12	3041.52	119	25.35	10	1428	2.11
Total	40	33054.5	1464			11568	

Source: (HU 2005).

The first objectives of the study was to analyze the current practices of accommodation services available in HU that affect the students' educational development and the findings revealed that the HU has 40 student accommodation buildings with 1464 rooms of different sizes that can accommodate a total of 11568 of students of both sexes in the main campus

The total area of the 40 buildings was 33,054.5 sq. m. The maximum area of per room was found to be 56.55 sq. m. in which 26 students were allocated to one room and the minimum area of per room were found to be 13.92 sq. m. in which six students were allocated to one room. The maximum and the minimum area space allotted per student per room were found to be 2.94 sq. m. and 1.94 sq. m. respectively. The above table further indicates that those buildings provided to students that shares one room for six students have different areas of the rooms and area space allotted to per student were 15.50 sq. m. (1.94 sq. m.), 13.92 sq. m. (2.32 sq. m),14.40 sq. m. (2.40 sq. m.), 17.56 sq. m. (2.93), 17.61sq.m, (2.94 sq. m.) respectively. In addition, those students that shares one room for 12 students varies in area of the rooms and the

area space allotted to per student were 25.35 sq. m. (2.11 sq. m.), and 26.07 sq. m. (2.17 sq. m) respectively. This indicates that there is shortage of dormitories in HU.

But according to MoE in the past, a typical room was about 16 sq. m big those accommodate four to six students per room. Later on the MoE standardized the living area per capita in 1999 to 5.4 sq. m. In 2004 the MoE again revised the above standardized living area per capita to be 6.5 sq. m and four students tend to share one room sized around 26 sq .m.

In the contrary, the HU have only two buildings with 68 rooms and each room have an area of 26.07 sq. m. that fits the standard of the rooms that the MoE set for four to six students to share one room. These two buildings were built during the establishment of the University. There were four to six students were sharing one room. But now the HU were accommodating 12 students in the room area of 26 sq. m. This shows that the HU accommodate double of the standards set by the MoE. The over allocation of students in the room causes suffocation and result into different smells to occur in the rooms, because of poor ventilation in the rooms causes many students to a diseases known as asthma.

Table: 2 The Existing Haramaya University Male Student Accommodations

Building Nos.	No. of building	Area of the total building sq. m	No of total rooms	Area per room sq. m	No of students per room	Total capacity of students	Area space allotted to per student sq. m
201/2	2	1772.76	68	26.07	12	816	2.17
203	1	2183.64	124	17.61	6	744	2.94
205 A &B	2	1920.96	138	13.92	6	828	2.32
208 A &B	2	1920.96	138	13.92	6	828	**2.40**
211-212 A&B	4	7693.84	552	14. 40	6	1656	2.40
DMC A &B	2	1920.96	138	14. 40	6	828	2.40
Sawa and Hayat	8	4524.00	78	56.55	26	2028	2.18
Demera	12	3041.52	119	25.35	10	1428	**2.11**
Total	33	27,403.84	1079			9156	

Source: Researcher's own work - 2011.

The above table explains that, the total of 33 male student accommodations have an area of 27,403.84 sq .m, (82.9 %), 1,079 (73.7 %) number of total rooms that accommodates a total of 9,156 (79.1 %) male students. The minimum area of male student accommodation per room was ranging from 13.92sq .m to maximum 56.55 sq. m. The minimum male student accommodated in each room was also ranging from six to 26 male students per room The minimum area space allotted to each male students were ranging from 2.11 sq. m to maximum 2.94 sq. m. Therefore, from the table above the researcher concluded that 24.5% of the total male students were sharing one room for 10 & 12 students. 22.1% of the total male students were sharing one room for 26 students, and 53.3% of the total male students were also sharing one room for six students

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Table 3.The Existing Haramaya University Female Student Accommodations

Building	Sex student	Buildings Nos.	Area Sq. m	No. of Rooms per Building	No. of Beds in each room	Total Capacity per building	No. of asst. Procter assigned	Areas of per room of each buildings in Sq. m	Area space allotted to per students sq. m
G+1	F	204	790.50	51	8	408	2	15.50	1.94
G+2	F	207A	509.12	29	6	174	2	17.56	2.93
G+2	F	207B	509.12	29	6	174	2	17.56	2.93
G+3/4	F	209A	960.48	69	6	414	2	14.40	2.4
G+3/4	F	209B	960.48	69	6	414	2	14.40	2.4
G+3/4	F	210A	960.48	69	6	414	2	14.40	2.4
G+3/4	F	210B	960.48	69	6	414	2	14.40	2.4
Total		7	5650.66	385		2412	14		

Source: Researcher's own work - 2011.

Table 3. Shows, that the Haramaya University has 2412/ (20.9 %) female students accommodated in seven buildings having total areas of 5650.66 sq. m (17.1 %). They are accommodated in 385 (26.3%) different sizes and capacities of rooms. The minimum area of space allotted to female student in room were ranges from 1.94 sq. m. 2.4 sq. m, and 2.93 sq. m. and the minimum area of each room were ranging from 14.40 sq. m, 15.50 sq. m, and 17.56 sq. m. There were 408 female students living in 51 rooms and each room had an area of room of 15.50 sq. m. eight female students were sharing one room. This means that 1.94 sq. m is allotted to per student, which the minimum area space from the whole HU student accommodations was allotted to 408 (16.9 %) of the female students. The rest of the female students 2004 (83.1 %) were accommodated by sharing one room for six female students.

Table 4: The Distribution of the existing HU students by sex percentage of sex and area space allotted to per student by sex.

Female students		Area space allotted	Male students	
Number. of female students	Percentage of female	to per students in the room	Number. of male students	Percentage of male
408	16.9 %	1.94 sq. m	-	-
-	-	2.11 sq. m	1428	15.6 %
-	-	2.17 sq, m	816	8.9 %
-	-	2.18 sq. m	2028	22.2 %
-	-	2. 32 sq. m	828	9.0 %
1656	68.7 %	2.40 sq. m	3312	36.2 %
348	14.4 %	2.93 sq. m	-	-
-	-	2.94 sq. m	744	8.1 %
2412	100%		9156	100 %

Source: Researcher's own work - 2011.

Table 4 above shows that, 408 (16.9 %), 1656 (68.7 %), and 348(14.4 %) number of female students were sharing the minimum area space of 1.94 sq. m., 2.40 sq. m., and 2.93 sq. m. respectively allotted to the whole female students accommodation. No male student accommodations with the area space of 1.94 sq. m. The table above also shows that 1428 (15.6 %), 816 (8.9 %), 2028 (22.2 %), 2028 (22.2), 828 (9 %.0%, 3312 (36.2 %), and 744 (8.1 %) of male students were living in an area space of 2.11 sq. m., 2.17 sq. m., 2.18 sq. m., 2.32 sq. m., 2.40 sq. m, and 2.94 sq. m. allotted to the whole male student respectively.

Therefore, the researcher concluded from the above tables of one, two, three, four of the data gathered from the observations, documents, and the questionnaires responses and the data gathered from the interviews shows that, 83.1 % of the total female and 53.3 % of the total male students were sharing one room for six students. This shows that female students were living in a wide area space allotted than the male students. Here female students were seemed to be more favored than the male students. But, on the contrary the total HU student accommodation buildings area space allotted to each students were very small, The whole rooms were very crowded as compared to the standardized living area for students that was set

by the MoE. Therefore, the MoE violets the standardized living area per capita of 1999 and 2004.and also continues over allocating the new entrance of students those who passed 12th grade without consulting the capacities of each universities. The University had to continuing constructing new student accommodations on the yearly base. To solve the above mentioned students problems the Ministry of Education and the universities management bodies should find joint solutions and they should also be ready to provide the same student services to all higher education institutions.

The Haramaya University was supplying different facilities to each student in addition to the accommodation. Formerly universities used to provide students services free of charge when the number of students was small. As the number of students increased the government reduced the provision of free services to students. Now the university is supplying one bed, one mattress, one pillow, and one chip woods for each student to be placed in each room. The rest were personal facilities that were brought by each student when they enter the university. Some of the above facilities that were provided to each student personally and some facilities owned communally. The communally owned facilities that are shared were: cupboards for two or four students, one table with four chairs were placed in each room for study purpose.

Table.5. Male Accommodation where some Communal Facilities were provided within and Outside the Buildings

Building type	Building No.	Capacity	Facilities located inside the dormitory No. Of bath rooms	No. of sinks	No. Of toilets	Facilities located outside the dormitory No. of Bath rooms	No. of sinks	No. of toilets
G+1	201	396	24	16	-	-	-	16
G+1	202	420	24	16	-	-	-	16
G+3	203	744	40	32	24	-	-	-
G+3/4	205A	414	36	32	36	-	-	-
G+3/4	205B	414	36	32	36	-	-	-
G+3/4	208A	414	36	32	36	-	-	-
G+3/4	208B	414	36	32	36	-	-	-
G+3/4	211A	414	36	32	36	-	-	-
G+3/4	211B	414	36	32	36	-	-	-
G+3/4	212A	414	36	32	36	-	-	-
G+3/4	212B	414	36	32	36	-	-	-
G+3/4	DMC A	414	36	32	36	-	-	-
G+3/4	DMC B	414	36	32	36	-	-	-
G	SAWA A-D	1014	-	-	-	12	12	12
G	Hayat A-D	1014	-	-	-	12	12	12
G	Demera A-L	1428	-	-	-	24	24	24
	total	9156	448	384	384	48	48	80

Source: Researcher's own work - 2011.

Table 5: Explains that, there were 9156 number of male students in 33 different sizes and capacities of buildings having 1079 different sizes and capacities of rooms. Out of the total students 5700 (62.25 %) male students were having 448 and 384 number of bathrooms and sinks constructed inside the dormitories and there were also 4884 (53.34 %) male students were having 384 numbers of toilets constructed inside the dormitories. The ratios of facilities constructed inside the dormitories to the ratio of the number of male students using were as

follows: One bathroom, one toilet for an average of 13 male students, one sink for an average of 15 male students.

In addition, 3456 (37.7 %) number of male students were using 48 bathrooms and sinks outside their dormitories respectively and 4272 (46.7 %) male students were using 80 toilets outside their dormitories. The ratios of facilities outside their dormitories to the ratio of the number of male students using were: one bathroom, one sink for an average 72 male students, and one toilet for an average 53 male students.

Table.6. Female Accommodation where some Communal Facilities were provided within the Buildings

			Facilities located inside the dormitory			Facilities located outside the dormitory		
Building type	Building No.	Capacity	No. Of bath rooms	No. of sinks	No. Of toilets	No. of Bath rooms	No. of sinks	No. of toilets
G+1	204	408	24	12	12	-	-	-
G+2	207A	174	12	18	18	-	-	-
G+2	207B	174	12	18	18	-	-	-
G+3/4	209 A	414	36	32	36	-	-	-
G+3/4	209 B	414	36	32	36	-	-	-
G+3/4	210A	414	36	32	36	-	-	-
G+3/4	210B	414	36	32	36	-	-	-
	Total 7	2412	192	176	192			

Source: Researcher's own work - 2011.

Table 6: shows that there were 2412 number of female students having 192, 176, and 192 bathrooms, sinks, and toilets constructed inside the dormitories respectively. The distributions of facilities to the numbers of students were as follows: One bathroom for the average of 13 female students, one sink for an average of 14 female students and one toilet for an average of 13 female students. No facilities were constructed outside the female students' dormitories.

Table.7: Students perception on different facilities provided by the HU

Facilities	Perception of students by Gender in percent									
	Very good		Good		Fair		poor		Very poor	
	F	M	F	M	F	M	F	M	F	M
Facilities supplied to Students	10%	8.2%	60%	45%	15.4%	30.3%	11.5%	12%	4%	5%
The property control in the dormitories	10%	2%	60%	42.3%	15.4%	39%	11.5%	10.1%	4%	6.7%
The Study area in your room	2%	3.4%	19%	15.4%	50%	41%	25%	33%	4%	7.2%
The ventilation of your room	0%	4.3%	2%	6.3%	19%	20%	63.5%	44%	15.4%	26%
The opinion on furnishing in dormitories	10%	3.8%	11.5%	8%	48.1%	49%	23.1%	30%	7.7%	10.1%

*** The percentage was calculated from total respondents of each sex of the students

Source: Researcher's own work - 2011

Table 7 indicates the perception of students on different facilities in HU. The majority of female students have good perception on facilities supplied to students and property control. But the majority male students have negative perception on different facilities provided by the university.

From the table five, six revealed that the communal facilities used by the male and the female students inside the dormitories for male and female students were almost alike. In the contrary the table six also revealed that the communal facilities used by the male students outside the

dormitories that there were serious shortage of facilities. Table seven also revealed that the facilities provided to the students inside and around the dormitories were rated as fair and good because of the facilities supplied to students, the property control were rated as good and the study areas and the furnishing of the dormitories were also rated fair. There are serious shortages of facilities provided to the students. Therefore, the facilities need to be balanced with the number of students.

The second objectives of the study was also to examine the different services provided and the attitude of students towards accommodation services available in HU and the findings revealed that the television (TV) and other private services were provided to the students by the HU. The TV services include dishes, decoders and accessories as well as subscription to satellite TV smart cards. These were maintained regularly by the technicians hired for the maintenance purposes. If the smart, card's term expires, new subscriptions were made or the old subscription were renewed by the Haramaya University Service of subscribed satellite. TV programs were also provided directly by the university, whereas the other services had been outsourced to private investors. Most of the dormitories had communal TV rooms. From the above, it was concluded that all the TV services provided by HU were not equally distributed in each building. The Haramaya University had to balance the TV services in all the dormitories.

The other stations for TV satellite for students were:

1. At foot ball field with big screen with 6m x 8m dimension size made of sheet metals for the show of European champion league sports and others.
2. At basketball field with a middle size screen 4m x 3m made of sheet metals used for National Geographic shows.

Other student support services that were provided inside and around the student dormitories by the private investors were: photocopy services, binding services, jot-any (a kind of game), playing stations, Carrabolla (pool- billiards), Pink-ponk, shopping, photo studios three mobile photographer, barberry, beauty salon, stationery, hot drinks, soft drinks, chips and private

colder to the students near their dormitories. There were also tailor and two private laundries giving services to students in their dormitories.

The private investors were selling their goods at the price set by them. They did not consider affordability to the students. Because of the free market economy, the university was not controlling over the prices set by the private investors. Therefore, the students were complaining over the prices and started demanding the university management to control over the market price.

Table.8: Students perception on different services provided by the HU

Type of Services	Students Perception in percentage									
	Very good		Good		Fair		poor		Very poor	
	F	M	F	M	F	M	F	M	F	M
Dormitory allocation	6 %	9%	50%	52%	19%	20%	15%	13%	10%	6%
Convenience e of the dormitory	21%	14%	38%	49%	19%	26%	11.5%	9%	10%	2.4%
Availability of Water	0%	1%	6%	13.5%	15%	9%	10%	33%	69%	54%
Water availability amount in different times	4%	3%	10%	5%	11.5%	9%	21%	37.5%	54%	46.2%
Dormitory sanitation	0%	2.4%	4%	6%	11.5%	11%	19%	39%	65%	42%
Toilets Sanitation	2%	2%	2%	7%	6%	10%	15%	32%	75%	50%
Bathrooms sanitation	0%	13.5%	6%	5%	6%	5.3%	29%	36%	60%	51%
Sanitation of cloth washing areas	0%	2.4%	4%	13.5%	11.5%	24%	29%	26%	56%	44.2%
Repair and maintenance of equipments and facilities	0%	1%	6%	5%	10%	13%	79%	52%	6%	28.4%
Disposal Mechanism	6%	1%	10%	7%	15%	36%	50%	45.2%	19%	10.1%
Electric supply	19%	29%	63%	57%	11.5%	13%	6%	5%	0%	3%
Clearance Process	6%	5%	10%	11%	15%	35%	60%	43.3%	10%	6%
Services of proctor and assistant proctors	4%	7%	10%	14%	69%	40%	11.5%	28.4%	6%	11%
Services of the janitors	4%	0%	11.5%	9%	15%	18%	29%	31%	10.1%	43%

*** The percentage was calculated from total respondents of each sex of the students

Source: Researcher's own work - 2011.

Table 8 depicts that the perception of students on different services provided by HU. The majority of female and male students have very poor perception on different services provided to students.

Table 9: Students perception on different Attitudes of the Students provided by the HU

Academic freedom	Perception of students by Gender in percentage									
	Very good		Good		Fair		poor		Very poor	
	F	M	F	M	F	M	F	M	F	M
The privacy in the dormitory	17%		19%	18%	56%	62%	8%	9%	0%	3.4%
The disciplines that are inside the dormitory	37%	16%	54%	44%	10%	16.3%	0%	15.4%	0%	9%
The safety and security that is inside the dormitory	15.4%	7.2%	21%	34%	46.2%	43%	11.5%	13%	6%	3.4%
complaint handling	19%	13%	23.1%	27.4%	35%	52%	13.5%	4.3%	10%	3.4%
The number of students in a room	2%	2%	5%	18%	11%	73%	31%	93%	3%	22%
The physical and academic freedom prevail in dormitories	6%	7.2%	10%	11.1%	21%	13%	35%	54%	29%	15%
The environment around the dormitories	15.4%	4.3%	11.5%	13%	21%	26.4%	50%	48%	2%	9%

*** The percentage was calculated from total respondents of each sex of the students

Source: Researcher's own work - 2011.

Table 9 depicts the perception of students on different physical and academic freedom issues. The majority of male the students rated the different physical and academic freedom issues in the HU were fair and poor. But the female students have negative perception on the different physical and academic freedom issues.

The third objective of the study was to identify the needs of the students to be fulfilled by HU authorities and the findings revealed that the strength of HU in the student services was: service for female students, security safety and peace, student police, electrical supply, DSTV, in rules and regulation of student, in student union and clubs. The weaknesses of HU in the provision of the student services were: also poor dormitory service, no sufficient bathrooms, toilets, cloth washing areas, shortage water supply in turn causes poor sanitation of dormitories, toilets,

bathrooms, poor in maintenance, and repair, waste water disposal mechanisms and poor service. Weak in controlling students that were chewing chat inside the dormitories. Over crowdedness of students in a room caused difficult to control in student health. So the University has to construct more student accommodation buildings to overcome space problems, preparation for provision of accommodation services. The service preparations are: (cleaning, furnishing, maintenance, etc,). Collecting and organizing customer's needs and population data (number, class year, gender, service duration, etc,). Collecting and organizing data on service capacity (human resources, material resources, facilities, etc,) and organizing volunteer activities for students.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

Accommodation was one of the basic needs that was necessary to be fulfilled for students. The quality of accommodation service provision had positive impacts on the education. Universities had to cope up with the existing changing market demand for their existence. The survival of the universities depends on timely efficient and effective provisions of students' support services. The purpose of the study was to assess and address the needs of students that are to be fulfilled by HU authorities. The data collection methods were included several methods such as observation, interview, through questionnaires, and other methods.

The findings pointed out the existing poor student accommodation services and facilities such as poor sewage disposal system, shortage of water, poor sanitation in toilets and bathrooms. Something is true in the case of Haramaya University (HU) where about 26 students live in a room has obviously a direct influence on the academic performance (HU, Newsletter, 2008). All these aspects call for new thinking and strategies to meet student needs.

Haramaya University has started accommodating students and providing services since its establishment. In 2010 to 2011 HU have 9156 (79.1 %) of the total number of students were found to be male. While 2412 (20.9 %) were found to be female students.

The bathrooms, sinks and toilets were among the basic necessities for students. Some dormitories do have communal facilities that were constructed in side their buildings. The provision of these services was very important to students, if the university could supply sufficient water to use the facilities efficiently and effectively. As seen from the observation there was shortages of water supply, poor sanitation of the dormitories and facilities, and poor services of the janitors in cleaning the dormitories. The over crowdedness of students in one room, and there were also no sufficient ventilations in all the dormitories. These all problems added up to different types of smells in the dormitories and finally might cause the disease.

Major problems of student accommodation services were: too many students less accommodation space, quality and the workers were not committed for their works. There were also no qualified personnel assigned to student support services areas thus, in turn, caused the services poor. All the above mentioned problems of student accommodation services were supported by the majority of the students and the HU officials. The University had no power in allocating new students. The government was allocating new students and was sending to university without consulting their accommodation capacity. On the other hand, there was increased admission number of students which depreciated the expected services provided.

The data gathered from the observations, documents, and the questionnaires responses and the data gathered from the interviews shows that, the general attitudes of the students inside and around the dormitories were rated by majority of the students as fair and the HU official's interview revealed that the attitudes of the students was rated as good. But according to the observation of the researcher, the existence of Federal and the Oromiya regional polices in the university including the HU police employees and also student polices were all assigned to keep peace and security in the university, in turn shows that the individual right was not in HU. In addition, according to the researcher observation most of the students and student's polices that are selected were the nominee of a party members of existing governing parties of the Ethiopia Therefore, most of the movement of the students were controlled.

5.2. Conclusions

Based on the findings of the study the following conclusions were drawn. Most important of all, the study indicated that there was a felt need for the improvement of the services that the majority of respondents indicate as weaknesses in the service provisions of student accommodation and continue capitalizing its strengthen in service provisions.

Finally, the present findings have the following practical implications to help student gain effective and efficient services. The study result also revealed that 83.1 % and 53.3 % of the total female and the total male students were sharing one room for six students respectively.

HU has only two buildings that was built during the establishment of the University that have 68 rooms and each room have an area of 26.07 sq. m. that fits the standard of the room areas that the MoE set for four to six students to share one room. The rest 1396 rooms built for the accommodation was below the standard. But HU were accommodating 12 students in the room area of 26.07 sq. m.

The total HU student accommodation buildings area space allotted to each student is very small and the whole rooms are very crowded as compared to the standardized living area for students that were set by the MoE.

The MoE violets the standardized living area per student of 1999 and 2004 and the MoE also continues over allocating the new entrance of students those who passed 12^{th} grade without consulting the capacities of each University. The University had to continue constructing new student's accommodations.

In general, there are shortage of the facilities provided by the University and by private companies and the communal facilities that were constructed inside and outside the dormitories have negative effect when there was shortage of water supply.

Recruit qualified student service personnel, technicians and others as necessary and need to train the existing student service personnel and management of student service. The services

were not matched with the number of students and demanding high prices for students by private investors. There was poor control over the student service providers. The yearly increased admission number of students which depreciated the expected services provided. Outsource some services that are more needed to students for the private companies and the University management has to supervise the market prices considering the capacity of the students. There was no physical and academic freedom inside and around the dormitories.

It was concluded that the Haramay University had no conducive student accommodation policy in place.

5.3. Recommendations

Based on the findings and conclusions drawn the following recommendations were drawn. This assessment study clearly implies that HU is changing from time to time. However, still it has to do much regarding learning resources and services. In this regard, first and foremost, assessment of such kind should be developed as a culture in the University. Moreover, as a learning institution, based on assessment.HU needs to take timely corrective measure so that it can create conducive environment for successful and effective learning environment.

To solve the area space problem or to solve the overcrowdings of students in one room, the HU should construct more students' accommodations to minimize the number students per room. The ventilation system of the accommodations should be improved.

The Universities should be given full rights for the allocation and screening the new students' enrolment into their institutions to fix enrolment size according to their actual capacities.

The facilities provided by the University and private investors should be balanced with the number of students that are enrolled. That means the University needs to increase the necessary facilities as the number of students enrollment increases.

The University should construct more additional bathrooms, sinks, toilets and others to students outside the dormitories to overcome the health problems.

The water supply to the students should be strengthening and the University has to dig additional water wells. In addition, the University should also give orientation to all the students about the usage of water.

There should be national or regional strategy to meet the accommodation needs of students.
The University management should regularly evaluate and appraise against national accommodation quality standards set for University accommodation services. Conducting research on campus life of students

Since it is hard to predict long term needs of student accommodation, the need for student accommodation will continue to be monitored over the lifetime of the Core Strategy.

Money is the key to solve any type of problem. But, with the small amount of budget the government allocates currently it is impossible to improve the existing situation of student services. Therefore, the government has to increase the budget of students to universities.

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7. APPENDICES

Appendix A.

Table10. Student accommodation services Questionnaires, responses received from the respondents are tabulated as follows.

Questionnaires	respondents	Very good	Good	Fair	poor	Very poor
1 How do You rate the Dormitory allocation?	Male	18	109	41	27	13
	Female	3	26	10	8	5
	Total	21	135	51	35	18
% of total respondents		8	52	20	13.5	7
2. How do you rate the convenience e of the dormitory?	Male	29	101	55	18	5
	Female	11	20	10	6	5
	Total	40	121	65	24	10
% of total respondents	15		47	25	9	4
3 How do you find the privacy in the dormitory?	Male	18	37	128	18	7
	Female	9	10	29	4	-
	Total	27	47	157	22	7
% of total respondents		10	60	18	8.5	3
4 How do rate the disciplines that are inside the dormitory?	Male	33	91	34	32	18
	Female	19	28	5	-	-
	Total	52	119	39	32	18
% of total respondents		20	46	15	12	7
5 How do you find the safety and security that is inside the dormitory?	Male	15	70	89	27	7
	Female	8	11	24	6	3
	Total	23	81	113	33	10
% of total respondents		9	44	31	13	4
6. Facilities supplied to Students are rated?	Male	17	93	63	25	10
	Female	5	31	8	6	2
	Total	22	124	71	31	12
% of total respondents		8.5	48	27	12	5

7 How do you rate Dormitory sanitation?	Male	5	13	22	81	87
	Female	-	2	6	10	34
	Total	5	15	28	91	121
% of total respondents		2	6	11	35	47
8 How is the rated the Water availability?	Male	3	7	18	68	112
	Female	-	3	8	5	36
	Total	3	10	26	73	148
% of total respondents		1.2	4	10	28	57
9. How do you rate complaint	Male	27	57	108	9	7
	Female	10	12	18	7	5
handling mechanism?	Total	37	69	126	16	12
% of total respondents		14	48	27	6	5
10 How are the clearance Process is rated?	Male	10	23	72	90	13
	Female	3	5	8	31	5
	Total	13	28	80	121	18
% of total respondents		5	11	31	47	7
11. How do you rate the repair	Male	3	10	27	109	59
and maintenance of equipments	Female	-	3	5	41	3
and facilities?	Total	3	13	32	150	62
% of total respondents		1.2	5	12	58	24
12. How do you rate the disposal Mechanism rated?	Male	3	15	75	94	21
	Female	3	5	8	26	10
	Total	6	20	83	120	31
% of total respondents		2	8	32	46	12
13 The amount	Male	6	10	18	78	96
and time water is	Female	2	5	6	11	28
Available is rated?	Total	8	15	24	89	124
% of total respondents		3	6	9	34	48
14 How do you rate the property	Male	4	88	81	21	14
control in the dormitories	Female	5	31	8	6	2
	Total	9	119	89	27	16
% of total respondents		3.5	46	34	10	6

15. How do you rate the Study area in your room?	Male	7	32	86	68	15
	Female	1	10	26	13	2
	Total	8	42	112	81	17
% of total respondents		3	16	43	31	7
16 How do you rate the ventilation of your room?	Male	9	13	41	91	54
	Female	-	1	10	33	8
	Total	9	14	51	124	62
% of total respondents		3.5	5.4	20	48	24
17 What is your opinion on the number of students in a room?	Male	2	18	73	93	22
	Female	2	5	11	31	3
	Total	4	23	84	124	25
% of total respondents		2	9	48	32	10
18 Your overall rating on physical and academic freedom prevail in dormitories?	Male	15	23	27	112	31
	Female	3	5	11	18	15
	Total	18	28	38	130	46
% of total respondents		7	11	15	50	18
19 What is your opinion on furnishing in dormitories?	Male	8	16	101	62	21
	Female	5	6	25	12	4
	Total	13	22	126	74	25
% of total respondents		5	8.5	48	28.5	10
20The electric supply is rated	Male	46	119	27	10	6
	Female	10	33	6	3	-
	Total	56	152	33	13	6
% of total respondents		22	58	13	5	2.3
21 How is the treatment of proctor and assistant proctors rated?	Male	15	29	83	59	22
	Female	2	5	36	6	3
	Total	17	34	119	65	25
% of total respondents		7	13	46	25	10
22. How is the sanitation of toilets?	Male	4	14	20	66	104
	Female	1	1	3	8	39
	Total	5	15	23	74	143
% of total respondents		2	6	9	28.5	55

23. How is the sanitation of the bathrooms?	Male	7	10	11	74	106
	Female	-	3	3	15	31
	Total	7	13	14	89	139
% of total respondents		3	5	5.4	34	53
24 How is the sanitation of the cloth washing areas?	Male	5	7	49	55	92
	Female	-	2	6	15	29
	Total	5	9	55	70	121
% of total respondents		2%	3.5%	21%	27%	47%
25 How are the services of the janitors?	Male	-	18	37	64	89
	Female	2	6	8	15	21
	Total	2	24	45	79	110
% of total respondents		0.8%	9%	17%	30.%	42%
26. How do you rate the Environment around the dormitories?	Male	9	27	55	99	18
	Female	8	6	11	26	1
	Total	17	33	66	125	19
% of total respondents		7%	48%	25.4%	13%	7%

Source: Own survey, 2011

Appendix B. Questionnaires used for this study

ADDIS ABABA UNIVRSITY DEPARTMENT OF EDUCATIONAL POLICY AND MANAGEMENT RESEARCH

QUESTIONNAIRES.

Dear: respondents, this questionnaire is prepared to collect information for research entitled As 'assessment of the student accommodation services in higher educational institutions: the case of Haramaya University". So I need your help me in completing the following research questionnaires. The information provided here will remain confidential and used for completion of research. I kindly requested you to fill the questions.

- For answer use "Right" mark in the box.
- For question which needs explanation write the answers?

1.Closed – ended questionnaires for students.

1. How do you rate dormitory allocation?

A. Very fast ☐ B. Fast ☐ C. Fair ☐

D. Slow ☐ E. Very slow ☐

2. How do you rate the convenience of the dormitory?

A. Very convenience ☐ B. convenience ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

3. How do you find the privacy in the dormitory?

A. Very good ☐ B. good ☐ C. Fair ☐

D. Weak ☐ E. Very weak ☐

4. How do rate the discipline that in inside the dormitory?

A. Very good ☐ B. good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

5. How do you find the safety and security that is inside the dormitory?

A. Very good ☐ B. good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

6. Facilities supplied to students are rated?

A. Very quality ☐ B. Quality ☐ C. Fair ☐

D. .Poor quality ☐ E. Very poor ☐

7. How do you rate the dormitory sanitation?

A. Very good ☐ B. good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

8. How do you rate the availability of water?

A. Very good ☐ B. good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

9. How do you rate complain handling mechanism?

A. Very good ☐ B. good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

10. How are the clearance process in rated?

A. Very fast ☐ B. Fast ☐ C. Fair ☐

D. Slow ☐ E. Very slow ☐

11. How do you rate the repair and maintenance of equipments and facilities?

A. Very fast ☐ B. Fast ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

12. How do you rate the disposal mechanism rated?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

13 The amount and time the water is available is rated?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very weak ☐

14. .How do you rate the property control in the dormitories?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very weak ☐

15. How do you rate the study area in your room?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

16. How do you rate the ventilation of your room?

A. .Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

17. What is your opinion on the number of students is a room?

A. Very good ☐ B. Acceptable ☐ C. Fair ☐

D. Crowded ☐ E. Highly crowded ☐

18. Your overall rating on physical and academic freedom prevail in dormitories?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

19. What is your opinion on furnishing in dormitories?

A. Very good ☐ B. Good ☐ C Fair ☐

D. Poor ☐ E. Very poor ☐

20. The electric supply is rated as?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

21. How is the treatment of proctor and assistant proctors rated?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

22. How is the sanitation of toilets?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

23. How is the sanitation of the bathrooms?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

24. How is the sanitation of the cloth washing areas?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

25. How is the service of the janitors?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. Poor ☐ E. Very poor ☐

26. How do you rate the environment around the dormitories?

A. Very good ☐ B. Good ☐ C. Fair ☐

D. poor ☐ E. Very poor ☐

2. Open- ended questionnaires for Students and for HU Officials.

Open-ended questionnaires . Answer the following questions by writing from what you know and from what you are observing.

1 .List facilities that are supplied by HU to each student while allocating rooms?

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2. List private facilities that each student required to bring with them while coming to University?

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3. List communally owned facilities in your room that are provided by HU?

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4. List communally owned facilities in your own building that are provided by HU?

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5. Is the individual rights, complaints, and requirements are attended to?

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6. List down different services provided by HU to students?

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7. List down different services provided by private investors to students?

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8. Comments on the services provided?

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9. List down the strength of HU in the student services?

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10. List down the weaknesses of HU in the student services?

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3. Interview checklist for HU Officials.

1. Do the HU have written accommodation policy?
2. What are the major problems of student accommodation services?
3. How to overcome the existing problems?
4. How is the management of student support services?
5. What are the future plans of HU management and government to continue construction of the student accommodations?
6. What are the estimated budgets allocated for the construction of new student accommodations?
7. What are to be done to manage the life of the students in the dormitory?