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Double Intake of Students into the University of Cape Coast in 2013/2014 and Its Impact on Existing Academic Facilities, Residential Infrastructure and Students' Life: A Preliminary Observation

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Abstract:

The main objective of the study was to observe the impact of the double intake on existing academic facilities and residential infrastructure of the University of Cape Coast during the 2013/2014 academic year and on students' life in the University. The study also covered the students who were admitted into the 2013/2014 academic year to pursue undergraduate courses as well as administrators of the traditional halls on campus. The study made use of the University of Cape Coast as its case study and thus information was obtained from 224 males and 116 females all in their first year at the time of data collection and some selected hall administrators. Questionnaires made up of both open-ended and close-ended questions were administered to the students and interviews were conducted with the hall administrators and later transcribed and typed. Some of the findings of the study were that some students were not satisfied with the available facilities in the University and due to overcrowding of some lecture theatres avoided attending those lectures. Yet, this could not be attributed to the double intake scenario because most of the students did not turn up for admission. Finally, it is recommended that there should be strategic plans in the various halls of residence so that the students would be much comfortable there to aid them achieve their academic pursuits.

Keywords: Double intake, impact, academic facilities, residential status, residential infrastructure, students' life and preliminary observation

1. Introduction

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Before the 2004, Educational Reforms pre-university education was introduced, Ghanaian children took a total of seventeen years to exhaust their levels of education. The system started with a six-year primary school education from Primary class one (P1) to Primary class six (P6). After the primary school level of education, a school child progressed automatically to a four-year Middle School that consisted of Middle form one, form two, form three and form four. While at the Middle School, those who wanted to go to Secondary School sat for the Common Entrance Examination in either Middle form one, two or form three or form four, before those whose passed got admissions to Secondary Schools to start what was then Secondary form one, progressing from there to Secondary form two, form three, form four and finally to form five (S1, S2, S3, S4 and S5), where they all sat for the GCE 'O' level. Those who obtained the minimum Sixth Form entrance requirements proceeded from Secondary form five to "Sixth Form" that had lower and upper classes. Secondary School students who excelled themselves in both the 'O' and 'A' level GCE examinations qualified to go to University.

Today (In the 2000s), after Junior High School, some children qualify to go to Senior High School that lasts for either three years only, [according to the New Patriotic Party (NPP) SHS scheme], or four years, [according to the NPP SHS scheme that has been dropped by the current National Democratic Congress (NDC) administration] (OtchereDarko,2000).

Thus, after the change of the academic calendar in the Ghanaian educational system, the secondary school education has had duration of three years and then the students are graduated into various tertiary institutions of their choice, such as the universities, polytechnics, colleges of education as well as nurses training colleges just to mention a few, based on how successfully they pass their West Africa Senior Secondary Certificate Examination. This system of secondary education was in place for a while until it experienced a reform by the ruling government (NPP) during the 2004-2008 governance term to extend the academic calendar a year further thus making it four (4) years of study.

Soon after this government instituted the four-year secondary education period, another political party (NDC) took over from the NPP government and promised to send the secondary education duration back to three years of study of which they honoured their promise. This change in the educational calendar of secondary level of education led to a situation whereby two batches in the secondary schools, being those who ended the four-year duration of study and those who began with the three-year duration of study, had to graduate from school the same year, that is, 2013. Thus, in view of this the tertiary institutions had to increase their intake of students in order to accommodate the large number of students graduating from the secondary schools.

1.1. Statement of the Problem

The past few years Ghana has experienced a huge unstable debate concerning our educational system for the secondary school curriculum as to whether the duration of studies should be three or four years rallying between two governments the nation has had. This in turn led to the double intake of students into the University of Cape Coast during the 2013/2014 academic year.

The huge intake saw a massive number of students into the institution rendering some of the students out of the traditional halls of residence which initially were able to accommodate almost all the freshmen who were admitted into the University of Cape Coast the past years. Some of these freshmen, who were totally strangers on a new land, had to go through the pain of having to search for hostel facilities in the Diaspora (residence outside campus) especially if your admission letter conferred the status of "non-resident" and this was a big burden on students and parents who knew no one around the Cape Coast township to stay with until they secured accommodation. That notwithstanding, the huge number has seen a tremendous increase of the number of students who fill the various lecture theatres, libraries, study rooms, laboratories, just to mention a few.

A matriculation ceremony was held to officially admit 6,144 first year students to the University for the 2013/2014 academic year as compared to 4, 818 in 2011/2012. Speaking at the ceremony, at the congregation ground, the Vice-Chancellor, Prof. D. D. Kuupole, explained that the University received a total of 20,388 applications but could only admit a few qualified students due to limited lecture halls and accommodation facilities on campus. The number of fresh students admitted comprised 5,676 undergraduate and 467 post graduates. (Documentation and Information Section, UCC. -- Oct, 28th)

Thus, this problem needs to be investigated at an early stage so as to pave a creative way in order to lessen the adverse effects that may arise as a result of the double intake of students into the University of Cape Coast.

1.2. Objectives of the Study

The main objective of the study was to observe the impact of the double intake have had on existing academic facilities and residential infrastructure of the University of Cape Coast during the 2013/2014 academic year and on students' life in the university.

The specific objectives of the study were to:

1. Observe the impact of the double intake of students on academic facilities.
2. Find out how the double intake has impacted on the residential facilities of the institution.
3. Find out the impact of double intake of students on students' life on campus.
4. Find out about the already existing academic facilities and residential infrastructure before the double intake.
5. Find out about the new academic facilities and residential infrastructure the university seeks to put in place to make the students comfortable during their course of study.

1.3. Research Questions

These were the main questions the study sought answers to:

1. What are the observations of the impact of the double intake on students on academic facilities?
2. How has the double intake impacted on the residential facilities of the institution?
3. What is the impact of double intake of students on students' life on campus?
4. What were the already existing academic facilities and residential infrastructure before the double intake?
5. What are new academic facilities and residential infrastructure that the university seeks to put in place to make the students comfortable during their course of study?

1.4. Significance of the Study

This research is of much importance to the body of knowledge because it put to bare the implications of the decisions taken by political institutions and ruling government on the individual students, the university community as well as the country as a whole.

Secondly, the study informed the students, parents and all readers about the strategic plans the university administration had put in place to make the lives of its students a comfortable one as well as providing conducive environments necessary for effective teaching and learning.

2. Literature Review

The whole big picture of universities around the world having to admit two batches of students into their institutions in the course of one academic year is often rare. Few countries and universities have attempted it and the reasons for their action and its associated consequences differed from one nation to the other. In view of this, this section considers an extensive literature review comprising of conceptual definition of some basic concepts in the research, theoretical perspectives as well as empirical evidence that supports the claims.

2.1. Conceptual Definition of Some Concepts

2.1.1. Double Intake

When something is said to be double, it may mean having twice the usual size, quantity, or strength or occurring twice in succession (Oxford dictionary, 2014). It also refers to an amount that is twice as much as usual (Merriam-Webster dictionary, 2014). An intake on the other hand refers to an amount taken in or consumed as well as the number of people admitted to a place or organization at a particular time or the people themselves. The term often refers to those entering an educational establishment at the beginning of an academic year (Encarta dictionary, 2014). Thus, for the sake of this research, double intake refers to a situation where two groups or batches of students (usually from the senior high schools), are admitted at the same time or year (into any tertiary institution especially universities) for the same or a similar purpose of acquiring a certificate.

2.1.2. The Concept of Infrastructure

Infrastructure is defined as the sum of material, institutional and personal facilities and data which are available to the economic agents and which contribute to realizing the equalization of the remuneration of comparable inputs in the case of a suitable allocation of resources, that is, complete integration and maximum level of economic activities (Jochimsen, 1966). Again an infrastructure by an online dictionary, Investopedia (2014), refers to the basic physical systems of a business or a nation. Transportation, communication, sewage, water and electric systems are all examples of infrastructure. These systems tend to be high-cost investments; however, they are vital to a country's economic development and prosperity.

For the purpose of this research, the term infrastructure must be defined both as a residential infrastructure as well as an academic infrastructure. A residential infrastructure refers to public services and facilities necessary to support residential development including sewer and water lines, waste water treatment plants, waterworks, schools, parks, streets, street lights, and storm water management facilities. The costs of these facilities in some localities have been imposed on new home communities in the form of special fees called impact fees. Traditionally, these items were financed by the local government through bonds or local tax revenues (Uslegal, 2014).

2.1.3. Preliminary Observation

When something is said to be preliminary, it is occurring before and leading up to something, especially an event of greater size and importance. It may also mean something said or done before something else, often by way of introduction to or preparation for something of greater size or importance (Encarta dictionary, 2014). Observation, on the other hand, is an act or instance of viewing or noting a factor occurrence for some scientific or other special purpose (Dictionary.reference.com, 2014). Also, an observation refers to the action or process of closely observing or monitoring something or someone (Oxford dictionary, 2014). Thus, deducing from the above scholarly definitions, preliminary observation may be referred to as a primary monitoring of the effects or consequences of an event on a group of people over a short period of time.

2.2. Theoretical Perspective

One of the theories used in this research is the structural conflict theory which talks about the conflict or misunderstandings that crops up as a result of the way our social structure has been organized. Also, in the instance of the double intake of students there is the "need" for an increase in infrastructure and not just the physical ones but also the internal satisfactions. Thus the structural conflict theory and Maslow's theory of needs were examined in relation to this research.

Conflict, as a term, has been defined in various ways by different people and as they perceive it. According to Kriesberg (1973) social conflict is a relationship between two or more parties who (or whose spokesmen) believe they have incompatible goals. Conflict is also the process which begins when one party perceives that the other has frustrated, or is about to frustrate, some concern of his (Thomas, 1976). One basic fact that must be established here is that conflict is not always negative as perceived by most people because healthy conflicts may lead to better mutual understanding and respect, higher social cohesion, higher effectiveness and more creativity & innovation in every organization (Christiane-Schwieren, 2011). The structural basis of conflict is a theory that attempts to explain conflict as product of the tension that arises when groups must compete for scarce resources. The theorists of structural conflict built their theories on their observations of societies. The theorists saw conflict, observed that conflict occurred among groups, and that groups have structures which define the groups. Karl Marx sees rigidly structured economies that had to be overthrown forcefully for the sake of fairer, yet differently structured societies. Weber believes that structures had to evolve peacefully to retain their legitimacy, or conflict would result. Dahrendorf sees structures causing conflict, but discerns substructures within society that could exert influence, or be influenced in ways that might vary from the reactions of society as a whole.

There are many institutions in the Ghanaian society such as the political institution, social, economic institutions and many others of which struggle over resources such as power and influence may lead to misunderstandings. This theory utilizes two main approaches of explaining conflict in the society namely; the radical approach and the liberal approach. The radical approach believes that social exclusion leads to radical revolution in the society thus to them in other to get what one wants, one must use strife and force. On the other hand, the liberal approach does not advocate for radical resolution of conflict but rather, they believe that once there are flaws or something wrong with the social institutions, negotiation and a peaceful means must be employed to reform the defective institutions. For the sake of this research, it has been stated in the introduction the root cause of the issue of double intake in Ghana being that there was an ideological differences concerning the number of years suitable for the completion of senior high school in Ghana between two political parties and power for that matter. Thus, one political party saw a flaw in the structure of education and used a liberal approach (which means that it was done without violence or force) to change the academic calendar from a three-year study to a four-year study in the senior high schools.

Sooner or later, another political party took over the administration of the country and also advocated for a reverse of the educational calendar of the senior high schools to what it was previously because to them, there was no flaw in the structure of the educational system better still, it was the best for the nation. Thus, this misunderstanding resulted in the situation whereby two batches of students had to graduate from the senior high school in the same academic year leading to a double intake of students into the 2013/ 2014 academic year in the tertiary institutions of Ghana. Thus, sociologically, this can be one of the theoretical explanations to the issue of double intake in Ghana.

According to Maslow, every individual has certain kind's needs at one point in time or the other. Abraham Harold Maslow proposed a theory that outlined five hierarchical needs which could also be applied to an organization and its employees' performance (Gordon, 1965). According to Maslow's theory, one does not feel the second need until the demands of the first have been satisfied or the third until the second has been satisfied, and so on.

The first hierarchy is the physiological needs. Physiological needs are the very basic needs such as air, water, food, sleep, sex, and so on. Every student has his/ her anticipation when coming to school; such as a good and comfortable bed to sleep on in a spacious room, portable water, clean washrooms and many others but the situation may prove different for some students especially those who could not assess residence in the various traditional halls of residence. When these are not satisfied the individual may feel sickness, irritation, pain, discomfort, etc. These feelings motivate us to alleviate them as soon as possible to establish homeostasis. Once they are alleviated, they may think about other things.

The second need is the safety needs. Safety needs have to do with establishing stability and consistency in a chaotic world. These needs are mostly psychological in nature. Students need the security of a hall that is safe from various harmful events such as armed robbery, rape, stabbing and many others yet, freshmen who are not so familiar with the university environment had to find rooms in the diaspora where most theft cases occur. Moreover, majority of the hostels on campus especially at Apewosika, Amamoma and Kwaprow do not have security men to secure the place in the students' absence and at night. Thus the security of these freshmen especially is at stake. Many students cry out for law and order because they do not feel safe enough to go for a walk in their neighborhood especially on the "school bus road" at night.

The third is the need for love, affection and belongingness. When the needs for safety and for physiological well-being are satisfied, the next class of need for love, affection and belongingness can emerge. Some students have a desire to belong to groups: clubs, singing groups, religious groups, and many more. Nonetheless, some of these freshmen are forced to stay in hostels that are so far from their course mates, old school mates, religious mates, and others due to the fact that they are non-residents. Thus these freshmen are not able to feel belonged are they are alienated from their peers in the various halls of residence. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

The fourth need is need for esteem. When the first three classes of needs are satisfied, the need for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Students have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless. The last and highest in the hierarchy is the needs for self-actualization.

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. However, it is not always clear what a person wants when there is a need for self-actualization. Thus, when the students have satisfied all the above needs, then he/she will then have the peace of mind to study hard to earn the class he/she aspires to have after the duration of studies.

While some researchers have shown support for Maslow's theory, others have not been able to substantiate the idea of a needs hierarchy that is considered to be influenced by Western culture, and thus cannot apply to all scenarios.

2.3. Empirical Evidence

In 2011, Gudo, Olel and Oando conducted a research which aimed at looking at the challenges and opportunities that occurred due to University expansion in Kenya as well as issues of quality education. The objective of the research was to explore the perceptions on the quality of service delivery in public and private universities and the opportunities for quality university education in Kenya. The

study utilized ex post facto and survey designs of which the ex post facto analysis involved the examination of relevant documents to the study. Hence, by the information obtained, the survey questionnaires were interpreted.

In a brief history of Kenyan university education, it was indicated in the research that, the first double intake of students in Kenya occurred in the 1986/1987 academic year following the attempted coup which led to the indefinite closure of the University of Nairobi being the only public university as at that time. Due to this, 8,000 applicants who qualified for the university admissions in the 1983/1984 academic year were not admitted. Thus, the government directed universities to embark on a double intake of students in the 1986/1987 academic year. In the 1990/1991 academic year, the second double intake of students took place but this time round it was as a result of the shift from 7-4-2-3 to 8-4-4 educational cycle in Kenya.

The research revealed that in recent times after that while, the political leadership in Kenya quoted its intentions to increase students' intake to public universities through a double intake in 2011. Thus, in the 2011/2012 academic year universities admitted 32,611 students which implied an additional 8,000 more students were admitted than the 24,000 students admitted the previous year (Daily Nation, June 2011).

Also the research pointed out an effect of the double intake being that, the universities were putting efforts in service outside their core functions, which should be production of the highest caliber of human capital for the society. On the whole the findings the research brought forward were as follows: Availability of Physical Teaching and Learning Facilities. One of the objectives of the study was to establish perceptions on whether the universities had sufficient physical learning facilities for provision of quality education and the results proved that they were 43.48% satisfied with lecture rooms in the public universities. This was interpreted that effective teaching and learning in public universities was slowed down by lack of enough lecture rooms for effective teaching and learning. Thus, some students missed sitting space during lectures or attended lectures outside the lecture rooms and this caused lack of concentration and rather encouraged rote of lecture notes.

A study by Mwiria & Nyukuri (1994) on the management of double intakes describes the planning and implementation adjustments that were made to accommodate double intake of students in 1990 at Kenyatta University. According to this study some changes took place at Kenyatta University to cope with the double intake. The first set of changes related to the expansion of tuition and boarding facilities. But then because resources to implement the changes were below the demand, it resulted in congestion in lecture theatres, science laboratories, libraries and dining halls and this remained a huge problem.

The second set of changes related to the organization of the three semester year, which necessitated the use of available facilities throughout the year. Although commendable from the point of view of promoting a more efficient use of available resources, these measures also had some negative consequences. It led to the lowering of staff morale, the lengthening of the period it takes students to complete their degree courses as well as the lowering of academic standards in the various institutions. The third set of changes that occurred related to staff incentives. There was an accelerated recruitment of teaching staff, the application of relaxed promotion criteria, and the introduction of monetary incentives.

Lastly, the double intakes brought about changes in the administration of university examinations of which there was an increase in examination irregularities especially cheating. In addition, the staff applied an easy criterion in grading examinations. On the other hand, the 1990/91 double intake at Kenyatta University caused lack of lecture rooms of adequate size. The existing facilities were characterized by serious congestion, with some students being forced to sit outside the classroom and listen to their lectures through the windows. Under such circumstances, it was noted, it became almost impossible for students to interact effectively with their teachers or to get them into the lecture rooms quickly enough to ensure that teaching time was not lost.

According to Nganga (2011), Kenyatta University was the first university in Kenya to enroll two batches of freshmen with the intention of easing "a biting higher education admissions crisis". In view of this, freshmen at the Kenyatta University had to attend lectures on an alternating with the students who reported earlier in May 2011 with many students seeking accommodation outside the university. Also, due to the double intake in that university, other Kenyan State Universities had to null logistics of admitting two shifts of students especially as there had not been substantial expansion of already strained infrastructure to match the growing student numbers.

That notwithstanding, most universities in Kenya had to turn to private investors to help build new academic and residential facilities to cope with surging enrollment and the expected numbers under the double- intake plan. This was so because, the universities enrollment had been rising by around 40% annually for the past five years but then, real subsidies had only increased by 4% to 5% over the period, leaving State Universities, which rely heavily on government funding, in a limbo.

In conclusion, Nganga (2011) argued that absorbing a much larger number of students will backfire if not accompanied by a commensurate rise funding to enable institutions to expand educational and boarding infrastructure and also hire extra tutors.

Deducing from the above literature reviewed concerning previous works done in this field, it is observed that the study by Gudoet. al (2011) laid emphasis on the government of Kenya's intention to have a double intake of university students in the 2011/2012 academic year laying emphasis on how it affected the quality of education and used the ex facto and survey designs as their methodology. The conclusion of the research was that, quality university education is achievable however, it requires rethinking financing of university student's loan scheme and investing in modern information technology.

The research by Mwiria & Nyukuri (1994) on the other hand focused on how the management of the double intake in Kenyan universities was done looking at the planning and implementation adjustments that were made to accommodate the two streams of students that were to be admitted. The research focused on the policies they put in place to manage the whole situation at hand such as expansion of the boarding facilities, organization of the semester, and changes that related to staff incentives.

This research is unique and different from the above reviewed ones in the sense that, the main objective is to observe the impact of the double intake on existing academic facilities and residential infrastructure of the University of Cape Coast during the 2013/2014 academic year and on students' life in the university. Also, the methodology comprised of observation and the survey design as well as the employment of the universities existing data of how the university has coped with the gradual increment of students in the past few years. Moreover, this research was conducted in Ghana averse those that were conducted in Kenya and also narrowed down to the University of Cape Coast as its main laboratory. Lastly, the impact of the double intake of students on both academic and residential infrastructures in the University of Cape Coast was preliminary examined.

3. Methodology

This section discusses the study area, the research design, the study population, the sample as well as the sampling technique. It further deals with the data collection method, the instrumentation used in the data collection, the analysis of the data and then finally, the limitations that were associated with the study.

3.1. Study Area

The study was conducted at the University of Cape Coast. The University of Cape Coast, Ghana, is one of the rare sea front universities in the world. It is located along the shores of the Gulf of Guinea, which spans along the west coast of Africa. Its main entrance is only about 50 meters from the Atlantic Ocean. The University of Cape Coast attained its university status on October 1, 1971. The University was established out of a dire need for highly qualified and skilled manpower in education to provide leadership and enlightenment. Its original mandate was therefore to train graduate professional teachers for Ghana's second cycle institutions and the Ministry of Education, in order to meet the manpower needs of the country's accelerated education programme at the time.

In the 2000s, with the expansion of some of its faculties and the diversification of programmes, the University has the capacity to meet the manpower needs of other ministries and industries in the country, besides that of the Ministry of Education (ucc.edu.gh, 2014). The University started with two departments, namely: Arts and Science. These departments developed into faculties in 1963. In order to achieve the set objectives, in 1964, the University created two more faculties, namely: Education and Economics & Social Studies [now Faculty of Social Sciences]. The fifth faculty [School of Agriculture] was established in 1975. The Faculty of Science was split into the Schools of Physical and Biological Sciences during the 2002/2003 academic year while the Department of Business Studies was also elevated to the School of Business with effect from the 2003/2004 academic year.

Similarly, in the 2005/2006 academic year, the University introduced other new programmes namely: B.Ed. (Management), B.Sc. (Psychology), B.Sc. (Medical Laboratory Technology) and B.Sc. (Nursing). Additionally, an M.Ed. (Information & Communication Technology) was also introduced in the same year under the Centre for Continuing Education. The new programmes are to cater for the academic and professional needs of individuals, institutions and organisations whose activities relate to these programmes. With the introduction of these new programmes, the University has phased out its B.Ed. (Foundations) and B.Ed. (Population and Family Life) programmes. The 2007/2008 academic year also saw the introduction of new programmes at the graduate level in the Institute of Development Studies, namely, MA (Development Studies), M. Phil. (Development Studies), MA (Development Management) and M. Phil. in Peace and Development Studies. The Department of Physics also introduced a sandwich programme in B.Sc. Engineering Physics for HND holders.

The University has also restructured its degree programmes by de-coupling the study of professional education courses from the main degree course. This was done to allow flexibility and choice in its course offerings and thus cater for specific needs of students, while still focusing on its traditional mission of producing highly qualified and skilled manpower in education. In this regard, approximately 50 percent of students are admitted into the Faculty of Education to pursue Bachelor of Education programmes, qualifying as professional teachers, and the rest admitted into non-education programmes in the other faculties (ucc.edu.gh, 2014).

3.2. Research Design

This study is a case study of the University of Cape Coast concerning the issue of double intake of students into all public universities in Ghana, thus narrowing the study to just one institution being the University of Cape Coast makes it a case study. Robert Stake (1998) points out that crucial to case study research are not the methods of investigation, but that the object of study is a case: "As a form of research, case study is defined by interest in individual cases, not by the methods of inquiry used" (p.236).

The study employed both the qualitative and the quantitative methods of going about the study. Thus, the study can be said to use the hybrid methodology. According to Erwin (2000) the word qualitative emphasizes on process and meanings. It seeks to answer questions that stress how social experiences are created and given meaning.

Quantitative, on the other hand, explains phenomena by collecting numerical data that are analyzed using mathematically based methods (Aliaga& Gunderson, 2000). Thus, this study sought to make use of processes and meanings as well as mathematically based methods. Data was collected on the main issues through observation, interviews and interactions with respondents to carefully understand and analyze the user under study (qualitative) and also questionnaires were used to gather data for this study (quantitative).

3.3. Study Population

The target population for this study comprised of the administrators of the University specifically the various administrators at the halls of residence as well as the students that were admitted into the University of Cape Coast during the 2013/2014 academic year.

These freshmen were the target population because they were the batch of students that were directly affected by the double intake of students into the University of Cape Coast.

The total number of students admitted into this institution for the 2013/2014 academic year was 17,650 students. These students may be either residents (9,801) in the various halls or non-residents (7,849) in the various hostels around the University. Yet, the number of undergraduates out of the total of 17,650 is 16,964 and the rest are post-graduate students. (Student records and management information section, UCC, 2014).

3.4. Sample and Sampling Procedure

This study sought to employ the use of a probability sampling method which is a sampling method that relies on a random, or chance, selection method so that the probability of selection of population element is known (Schutt, 2009). This research specifically used the simple random sampling technique.

This is a technique of sampling that relies on a random or chance selection method so that every element on the sampling frame has a known probability of being selected. In other words, it is a technique of sampling in which every sample element is selected only on the basis of chance, through a random process (Schutt, 2009). Thus, the list of the students admitted in the 2013/2014 academic year was obtained from the documentation processing unit of the University and then a sample was drawn for this study.

3.5. Instruments for Data Collection

The study employed the use of questionnaires and interviews schedules as well as an observation check list as the instruments for data collection in this research. The questionnaires and the interview schedule were made under various themes and these themes include; existing academic and residential infrastructure before the double intake and the academic/ residential infrastructure the University sought to put in place for a comfortable students' life of which both were used in the interview.

The questionnaire, on the other hand, was prepared under the following themes; demographic data which comprises of the sex, age, campus residential status, hall or hostel of residence, faculty of study as well as the department the respondents belong to. The second theme which was the impact of the double intake on residential facilities in the institution seeks to find out the level of comfort the respondent finds on his or her residence, the room capacity, and also, the use of hall facilities such as the reading/ library and the toilet/ washroom facilities. The final theme being the impact of double intake of students on students' life sought to find out how the double intake has affected students' life in general.

3.6. Data Collection Method

The survey method of data collection was employed in this research. Data collection was done by administering questionnaires to the various respondents both residents and non-residents of the various halls of residents and hostels around campus. Detailed instructions as to how the questionnaire should be filled were provided at the beginning of the questionnaire to aid respondents answer questions with ease. The questionnaires were sent to the various halls of residence as well as lecture theatres of level 100 compulsory courses where both residents and non-resident students could be found such as the SRC hostel and many others for responses from students that was drawn from the sample.

On the other hand, interviews were conducted with the various administrators especially some selected hall administrators at the various halls of residence to solicit for information to aid this study. The interviews were conducted using a phone recorder to collect the data. This method was useful as it gave the advantage of explaining to the respondents some of the questions they did not understand. Recorded data was later transferred from the phone unto a computer and then transcribed on a paper and typed.

3.7. Data Analysis

The Statistical Package for Service Solution (SPSS) was used to analyze the data. Tables were drawn from the responses and later analyzed. Critical qualitative analysis was done in collaboration with the observation that was done during the administration of the questionnaires and interview schedules.

3.8. Limitations of the Study

One major limitation of this study was the location of the various hostels where the non-residents students reside. Due to the fact that they had to search for accommodation themselves, they tend to be scattered all around the campus with just one or two at one hostel hence tracing the where about of these freshmen was quite tedious.

Other limitations to this study were time and financial constraints. The study was a quite voluminous one which required a lot of time in other to do a very comprehensive research into this phenomenon but due to the fact that this study had to be conducted while combining academic work made it quite tedious. On the other hand, the cost involved in printing out the work and data analysis was quite burdensome. Thus the above were some of the things that limited this research work.

4. Results and Discussions

This section sought to discuss and analyze the information that has been obtained from the data gathered on the field through the use of questionnaires, interview schedules and observation check lists. The data is discussed based on the themes and objectives used in deriving the questions that were used in the questionnaires. Also, responses were interpreted looking out for the similarities in the responses from the respondents especially those who went through interview sessions. The chapter discusses the following sub titles:

- Demographic data of respondents
- Existing academic and residential facilities before the double intake as stated by the administrators of the halls.
- Impact of the double intake of students on academic facilities.
- Impact of double intake on the residential facilities of this institution.
- Impact of double intake of students on students' life on campus.
- Academic/residential infrastructure the University seeks to put in place for comfortable student's life.

4.1. Demographic Data

It is realized that a total of 340 respondents took part in this research work. Based on sex, 224 males (65.9%) were involved and 116 females (34.1%) took part in the research work. This imbalance of sex is as a result of the fact that the University of Cape Coast admits more males as compared to the intake of females in the institution. However, the selection of respondents was done randomly irrespective of the gender difference.

Also, majority of the respondents were aged between 18-22 years (87.6%) with about 9.4% between the ages of 23-27 years as shown in Table 2. Yet, there were quite a number of respondents being between 28-32 years and 33 years and above. The large number of respondents being between the ages of 18-22 years may be as a result of the educational system in Ghana which normally, without any delays in school such as repetition of classes and promotion of students because of high intelligence quotient, the normal age for entry into the university in Ghana is 18 years and above.

Due to the large expected admission into the university, some of the freshmen were made to be residents of the traditional halls of the university while others were made non-residents even though they were affiliated to the various halls of the university. Thus, for this research a number of 299 respondents were residents of the various halls both at the new site and old site of the university. The non-residents on the other hand were 41 in number. This is because many of the freshmen had residence in the various halls. Thus, the respondents were drawn from Oguaa hall, Valco, Adehye, Atlantic, Casely Hayford and Kwame Nkrumah hall as well as hostels such as Student Representative Council hostel especially.

4.2. Existing Academic and Residential Facilities before the Double Intake as Stated by the Administrators of the Halls.

The University of Cape Coast has been in existence for over fifty-four years now and has seen tremendous development in the facilities it has had because some of the infrastructure has been added to the already existing ones. Thus, respondents were asked of how many years they had spent in their various units and what the University had before the academic (2013/2014) year's double intake took place.

From the interviews conducted basing specifically on some selected halls of residence, it was found out that the Adehye hall administrator as at the time of the interview had been working in this unit for seven consecutive years and the Nkrumah hall administrator had been in that unit for about three years but the Atlantic hall administrator who confirmed of being briefed about all the occurrences that had happened before she reported as an administrator had been working there just in about six months at the time of the interview. The duration of their work on this campus is of much essence to this research in the view that, the more years the respondents had worked with the university, the more experience the respondents would have had on the increment of students into the University each year. The only respondent who had just spent about three months in the unit had nevertheless been thoroughly briefed on the issue concerning how the intake was done this academic year.

The various administrators were asked in their interview that, the academic year saw a double intake of students into the university, thus, what facilities did their halls have prior to the double intake. The Adehye hall administrator responded that; "Well, because the halls are traditional halls, most of the facilities were in place even before the double intake".

Also, in the case of Adehye hall, they had just completed their annex so that was an addition to the original infrastructure they had. The respondent added that apart from the rooms, beds and mattresses, there was expansion in water facilities, which is the poly tanks, the library had been renovated and there was also a reading room. The other respondents confirmed that the halls had rooms, beds, poly tanks and other necessary things a hall of residence must have. So then, all the respondents confirmed that the halls had the basic necessities needed by students on campus.

According to the literature reviewed, the theory of Abraham Maslow states that the basic needs being the physiological needs such as food, water, and shelter must be provided for everyone in order to satisfy their needs in life. This need has been ensured by the halls of residence because they provided the freshmen with some of these basic needs being water, shelter, washrooms, libraries and other facilities. All the resident students were given rooms to stay in for the first year of their academic life as well as water to use for their domestic chores.

The administrators were further asked about the capacity of their rooms in the halls and it was found out that, Adehye hall had five categories of rooms being the 3-in-a-room complete, 3-in-a-room partitioned, 2-in-a-room partitioned, 6-in-a-room complete and 8-in-a-room complete. Nkrumah hall, on the other hand, had 4-in-a-room, 2-in-a-room for executives, flat and flatlets. Atlantic hall also had 2-in-a-room, 3-in-a-room and 5-in-a-room as their room capacity. Thus, most of the halls on campus had an average rooms ranging from two to four with the exception of Adehye hall that has a large room capacity of six and eight people living in one room.

After finding out this, the administrators were asked if there was a situation where there had to increase the number of students in the various rooms and below were the responses that came from them. The Adehye and Kwame Nkrumah hall administrators said that in their case nothing of that sort happened but the Atlantic hall administrator confirmed yes to that and stated that some of the 2-in-a-

room was increased to 3-in-a-room but they were few. She also added that the 4-in-a-room was then 5-in-a-room. Thus, some of the halls of residence had to open up the intake of their rooms with others maintaining what they have been taking over the years.

After making all these enquiries, the administrators were asked about some of the positive and negative comments students had made to them, if any, concerning the existing facilities. They all responded that yes there had been some of those comments. From the end of Adehye hall, it was found out that the positive ones are about the maintenance of the existing facilities especially the toilets, the bathrooms, the increase of the poly tanks, the structural design in front of the hall, painting of the interior and exterior of the hall and general sanitation in the hall. From Kwame Nkrumah hall and Atlantic halls' end, the positive comments were not specifically stated but rather mixed with the negative ones.

For the negative side, Adehye hall administrator stated that most students wished that they reduced the number of students especially in the 8-in-a-room section. Kwame Nkrumah hall administrator said that previously, students were complaining about dustbins but that had been provided. He further added that students complained about the tables and chairs in their rooms because some of them were broken and they were yet to make estimates for them. He also talked about the fans that the hall did not have in their rooms. Atlantic hall administrator, on the other side said they had a particular problem because most of the things there were old. Thus, in general, there had been some positive comments amidst all the negative ones that were expressed by some of the respondents.

One of the comments the respondents raised was the issue of insecurity. According to Maslow, the second need of every person is his/her safety needs, so if none of the respondents complained about theft cases, rape, assault or any of such hazards, then the issue of security or safety needs have been dealt with especially for the residents. Per observation too, all the halls visited had security men and women at post.

4.3. Impact of the Double Intake of Students on Academic Facilities.

From the observations that were made on the lecture attendance and the room capacities available, it was realized that some of the lecture theatres had public address systems, projectors, newly fixed chairs especially at the G-block of the Faculty of Social Sciences, large lecture theatre (LLT), Assembly hall annex and the Old library both at the old site and other lecture halls.

On 15th April, 2014 around 6:30 pm which was time for a liberal study of music, an observation was done at the Assembly hall which is a lecture theatre at the old site and it was found that all the students in the class had seats to sit on but they were closely packed together and some of the seats too were not in good shape. There was a public address system available though and almost all the students could hear irrespective of where they were seated.

On the 16th day of April, 2014 series of observations were made at some selected lecture theatres during the day. At an HIV lecture which is a compulsory course for all the freshmen in FELT 1 at about 10:30am, it was realized that not all the students were comfortably seated as most of them were closely packed together and some were even standing meaning that the class size exceeded the room capacity. Nonetheless, there was a public address system which aided all the students to hear properly. Also, a communicative skills class was observed at LT 20. Here, most of the students were comfortably seated with spaces in between them. There was a public address system in the class and it was working properly too. Again, at G15, there was a computer science and information students waiting for their lecturer. In this class all the students who had seats were comfortably seated with enough spaces in between them yet the class size exceeded the room capacity. There was no public address system but due to the small nature of the room, standing at back, one could hear whatever was being said.

Lastly, an observation was done for an 'introduction to business' class at the LLT. Here all the students had seats because the room capacity was very large. There was also public address system so all the students could hear properly. Thus, from these observations it is realized that most of lectures and lecture theatres had the problem of the class size exceeding the room capacity hence putting some strain on the facilities. On the other hand, the students initial need which is the physiological need described by Abraham Maslow was being compromised because these students are made to stand throughout a lecture of between one to two hours. This also sometimes deterred some of them from attending lectures which might have negative consequences on their academic performance.

Comparing this to a research conducted by Gudo, Olel and Oando in Kenya, it was interpreted that effective teaching and learning in public universities slowed down because of the lack of enough lecture rooms for effective teaching and learning. This led to some students not getting sitting space and thus, attended lectures outside the lecture rooms that led to lack of concentration leading to rote learning by students as shown in the literature reviewed earlier. This was a similar case in the University of Cape Coast but the difference here was that, in the University of Cape Coast there was not an actual intake of twice as in the Kenyan Universities but in the case of University of Cape Coast it was a slight increase (3.0%) in the student's intake.

4.4. Impact of Double Intake on the Residential Facilities of This Institution.

4.4.1. Room Facilities

The level of comfort the students found in their rooms as they lived there was inquired of and from the Table 1, it is realized that the data was highest at the very dissatisfying being 143 out of 340 respondents who form about 42.1%, followed by dissatisfying being 81 respondents (23.8%). This means that out of about 340 respondents that answered the questionnaires 224 of them were generally dissatisfied with the level of comfort they found in their rooms. In other words, they did not feel comfortable in the rooms that were provided them in their various halls of residence. Those who were satisfied with the level of comfort they found in their rooms were about 73 respondents (21.5%) and then finally those who were very satisfied with their rooms (12.6%) who were also only 43 out of a total of 340 respondents from the various halls and hostels of residence making a total of 116 respondents being satisfied. Thus, from

the above it is realized that majority of the respondents were very dissatisfied and dissatisfied with their rooms as at the time of research. These categories who were dissatisfied make about 65.9% of a total of 100% making 224 respondents out of 340 total numbers of respondents.

Question	Responses	Frequency	Percentage
In your own view what is the level of comfort you find in your room at the moment?	Very much dissatisfied	143	42.1
	Dissatisfied	81	23.8
	Satisfied	73	21.5
	Very much Satisfied	43	12.6
	Total		340

Table 1: Students' level of comfort they found with the rooms

Again, the respondents were asked about the room capacity expected by the students when they were entering into the university and it is observed from the Table 5 that majority of the respondents (159) which is about 46.4% anticipated for between 2-4 people in a room, followed by those who anticipated for 4-6 people (66 respondents or 19.5%) which is the case in most of the halls of residence and then those who preferred not more than 3 people in a room (48 respondents or 14.2%). Also there were about 47 respondents (13.9%) who anticipated 6-8 people in a room, then 7 respondents (2.1%) went in for 1-2 people in a room and the figures declined from then down to about 3 respondents going in for one in a room and three people respectively. These responses also buttress the fact that, the respondents' level of comfort in their rooms were truly low because majority of them expected less number of students in a room as they came to meet.

Question	Responses	Frequency	Percentage
What was the room capacity you expected when you were coming to this university?	2-4 people	159	46.4
	4-6 people	66	19.5
	6-8 people	47	13.9
	1-2 people	7	2.1
	Not more than 3 people	48	14.2
	1-3 people	4	1.3
	One in a room	3	0.9
	Total		340

Table 2: Expected capacity of rooms by students before they came

Furthermore, the respondents were asked about their relationships with their roommates especially if they sometimes had clashes over the use of facilities and as shown in Table 3, out of which 175 respondents which is 53% of the respondents said sometimes and 109 respondents, that is 30% of the respondents also said often with only about 56 out of 340 respondents responding never to this question. Looking at this situation, their need for love and belongingness as used by Abraham Maslow in his theory would be to some extent compromised. This is because, the more these students have hitches over the use of facilities, the more as human as they are, would harbor hatred and anguish leading to conflict which breaks relationship ties.

Question	Responses	Frequency	Percentage
Do you and your roommates sometimes have clashes over the use of facilities or gadgets in your hall or hostel of residence?	Often	109	30.0
	Sometimes	175	53.0
	Never	56	17.0
Total		340	100.0

Table 3: Clashes over the use of facilities in the halls

4.4.2. Washroom Facilities

In the quest of finding out about whether the existing washroom facilities were enough for all the students in the room, the Table 4 shows that about 60% of the respondents replied yes and this might mean that to the discretion of some of these respondents, the washroom facilities were enough or standard. On the other hand, 40% of the respondents replied no meaning also that those who think the washrooms were enough, outnumber those who think they were not enough and hence would be taken as enough for the hall residents.

Question	Responses	Frequency	Percentage
Are the washrooms or toilet facilities enough for all the people in your room	Yes	200	60.0
	No	140	40.0
Total		340	100.0

Table 4: Washroom facilities for the respondents

4.4.3. Library Facilities

From the Table 5, it is realized that about 51.4 % of the respondents did not use the library or reading room facilities in their various halls of residence while 48.6% of the respondents made use of the reading room and library facilities in their places of residence.

Question	Responses	Frequency	Percentage
Do you often use the library or reading room in your hall or hostel of residence	Yes	164	48.6
	No	176	51.4
Total		340	100.0

Table 5: Use of library/ reading rooms

Those who responded yes to the use of the library/ reading room facilities in their resident places further responded that about 218 which is 55% of them found comfortable seats to aid them in their studies with about 122 (45%) of them complaining of not finding comfortable seats in the various libraries. This could be also associated with the fact that perhaps the library/ reading rooms are smaller in size as compared to the numbers that the various halls can take. Also, when the interviews which were conducted in the various halls were done, an observation was done on the room sizes of the libraries and it showed that they were too small for all the residents in the various halls.

Statement	Responses	Frequency	Percentage
If yes, do you always get a comfortable seat to aid in your studies	Yes	218	55
	No	122	45
Total		340	100.0

Table 6: Availability of seats in library/ reading rooms

When the reason for which some respondents ticked no was inquired, 203 of the respondents ticked that there were usually too many people there meaning that they were aware of the facility but the place was usually crowded that was why they did not use the facilities. Also, 84 respondents ticked that they preferred to learn elsewhere apart from the hall or hostel and then 53 of the respondents ticked that they were not aware of the facility. This means that not that the place was overcrowded or they preferred not to study there but rather, they had no knowledge that even such a facility existed in their various halls of residence for them to make use of. Even though it was indicated that some of them were not aware of the facilities it is doubted to come from the residents of the various halls but rather the non-resident students. This is because some did not even visit their affiliated halls let alone to use the facilities that were available there for them and this might be the reason for which they were not aware of the facilities. Yet, this is not to say that all the residents of the traditional halls were aware of the existing facilities in the halls because the number of non-residents who responded to the questionnaires was 41 in number. So then even if they were all not aware of the facilities, the remaining 12 respondents would be from the various halls of residence.

Question	Responses	Frequency	Percentage
If no, why do you not use the library or reading room in your hall or hostel of residence	I am not aware of the facility	53	21.7
	There are usually too many people there	203	43.9
	I prefer to learn elsewhere apart from the hall or hostel	84	34.4
Total		340	100.0

Table 7: Reasons for non-use of library/ reading rooms by respondents

4.5. Impact of Double Intake of Students on Students' Life on Campus.

Focusing on the academic life of the respondents, they were asked if they were able to attend lectures especially those with large numbers such as courses taken at the large lecture theatres. It is deduced from the Table 11 that, 46.7% which is 159 out of 340 respondents indicated yes meaning that they were able to attend all lectures scheduled for the day even if their classes were large but quite an interesting number of respondents which is 181 consisting of about 53.3% which is more than those who attend lectures also said no. Thus, a high percentage of the respondents avoided lectures with large crowds.

Question	Responses	Frequency	Percentage
Are you able to attend all lectures scheduled for the day especially if the class is large	Yes	159	46.7
	No	181	53.3
Total		340	100

Table 8: Attendance of lectures by respondents

The reasons they stated for not attending lectures when the class sizes were large was; there are not enough space for all of them. Here 180 respondents out of 340 total respondents stated that there is a problem of their class sizes exceeding the room capacities thus some of them did not get comfortable seats to sit on and for that matter, they refused to attend the scheduled lectures.

“I usually do not hear when I sit at the back” was the response of about 113 of the total respondents. Others, about 21 respondents, also indicated that they had less concentration when the class was too large. 17 of the respondents also complained that “the lecture theatres were too small and poor concentration when I sit at the back” was the complaint of 8 respondents. Only one respondent said he/she was not able to see and hear clearly.

Thus, even though not attending lectures is nothing to write home about, these respondents could not be fully blamed for not attending lectures based on some of the excuses they had cited in the above responses.

Question	Responses	Frequency	Percentage
If no, why	There is not enough space for all of us	180	44.8
	I usually do not hear when I sit at the back	113	36.2
	I have less concentration when the class is too large	21	8.6
	I am not able to see and hear clearly	1	0.3
	Poor concentration when I sit at the back	8	2.4
	Small lecture theatres	17	7.7
Total		340	100

Table 9: Reasons for non-attendance of lectures by respondents

The respondents were further asked about the effectiveness of their studies due to their large numbers because inasmuch as large numbers of people studying together in the same class may pose some challenges, it may in some other ways be positive. The various numbers of categories of answers are as follows; About 200 respondents (62.7%) responded no to the question finding out if the large number of people in their class affect their studies positively. This is to mean that to a large population of the respondents, the large population brought a challenge to their academic work. Yet, about 140 of the respondents, which is 37.3%, responded yes indicating that the large number affects their studies positively. From this, it is realized that majority of the respondents did not support the large classes they had in the university as it poses a challenge to the manifest reason for which they were in the University.

Question	Responses	Frequency	Percentage
Does the large number of people in your class affect your studies positively	Yes	140	37.3
	No	200	62.7
Total		340	100

Table 10: Large class size and its effects on studies

Thinking of group study formation which sometimes supplements teaching and learning done in the classroom, a question was posed to the respondents to find out if because of their numbers they were able to have effective group studies. Majority of the respondents (190 or 60%) ticked no and 150 respondents (40%) ticked yes indicating effective group discussions. This goes to enforce the previous responses that the large number of people in their classes makes academic work rather cumbersome for most of the responses. This is because, majority of them were not able to attend lectures especially if the classes were large and also engaging in group studies too was not effective.

Question	Responses	Frequency	Percentage
Does the large class make study group discussions effective	Yes	150	40
	No	190	60
Total		340	100

Table 11: Large class sizes and its implication on group studies

Those who ticked yes further indicated the usual sizes of their study groups. 215 of the respondents (46.8%) confirmed that their study groups were usually between 6-10 people, 57 respondents (24.3%) ticked between 3-5 people forming one group. Again, 44 respondents (18.7%) went in for between 11-15 people and then those who had above 15 people in their groups were 24 respondents (10.2%).

But from indications, an effective study group should range from four to six people in a group so that social loafing will be checked in the groups. This also helps in effective participation since the members were few.

Question	Responses	Frequency	Percentage
If yes, what is the usual size of your study group	Between 3-5	57	24.3
	Between 6-10	215	46.8
	Between 11-15	44	18.7
	Above 15	24	10.2
Total		340	100

Table 12: Size of study groups

After finding out about the usual group sizes, the respondents were asked if finding these numbers of people to form a study group was difficult due to the large number and how effective it was. About 135 respondents (43.2%) indicated as shown by the Table 16, that it was easy but ineffective, 97 respondents (31.9) stating that was difficult but effective, 57 respondents (18.8%) also adding that it was difficult to get the group formed but ineffective and lastly 51 respondents (16.8%) responded that it was easy and effective as well.

Question	Responses	Frequency	Percentage
Is finding these numbers of people to form a study group difficult due to the large number. How effective is it	Easy and effective	51	16.8
	Easy but ineffective	135	43.2
	Difficult but effective	97	31.9
	Difficult but ineffective	57	18.8
Total		340	100

Table 13: Finding of study groups and its effectiveness

Academic/ residential infrastructure the university seeks to put in place for comfortable student's life.

The university was built based on the number of people or population they had as at 1963 and before to train young people to become teachers of the nation. Even though they may have anticipated that the university will grow in size, it may not have been what is recorded in the school as at now. Thus, there must be some strategies the university as an institution seeks to put in place for these growing populations.

In view of that, the various hall administrators were asked that so far, what has been some of the improvements on the already existing facilities to contain the double steam of students. What came out of this question from Adehye hall was that, just as have been said in the previous interview responses, there was an increase in the poly tanks and also sanitary conditions were catered for as the workers clean the hall three times a day before they close from work. Also, their library and conference room have been upgraded as well as their relaxation room in their hall's annex. Kwame Nkrumah hall administrator also said that their library is no more using the old system of louver blades but rather the glazing glass. Their reading room too was then air conditioned with soft padded chairs and they have an internet facility which was not working at the time of the interview but the problem of it not working was not a fault of theirs but rather a problem from the source and they were working on it. At Atlantic hall, they bought new mattresses which was about hundred pieces and also tiled some of the rooms. From the above responses from the various administrators, some basic improvements were put in place to ensure that students stay in their various halls of residence was at least comfortable. The literature revealed that when these basic needs are not met the feelings of sickness and discomfort will motivate the students to alleviate them as soon as possible to establish homeostasis.

The various hall administrators were also asked whether the halls put in some strategies when the issue of double intake arose and if yes, what some of them were. Their responses were as follows. The administrator of Adehye hall said no but instead they have a strategic plan that they have been complying with so then they were not even waiting for the two streams to come but those strategies have been on-going since they started development projects in the hall. The respondent further added that, it is a three-year strategic plan which includes some expansion work, emergency exits and others. Nonetheless, Kwame Nkrumah hall and Atlantic hall said yes to this. Kwame Nkrumah hall administrator added that one of them was that, the in-out-out strategy was enforced. They also reduced the number of committee members to ensure that there were enough rooms for the freshmen. But he added that, quote, "But what happened was we made lots of rooms available but the students who came were less than the rooms we made available and so, we had some rooms not issued to students".

This means that even though the hall tried everything possible to make room for the freshmen who were coming, some rooms were still left empty even though there had been an increase in the students' intake. Atlantic hall administrator who had indicated yes to the previous question added that, "The only strategy was to increase the number of students in a room".

Comparing the responses of the Kwame Nkrumah respondent and that of the Atlantic hall respondent, it can be deduced that whilst one was reducing the intake of committee members and enforcing the in-out-out strategy to create more space in the hall which led to rooms not administered to any student, the other was rather increasing the number of fresh students in the rooms, thus, increasing the room capacity instead.

Comparing these responses to the study conducted by Mwiria & Nyukuri (1994), some changes took place at Kenyatta University as a coping strategy for the issue of double intake over there. But in Kenya, there was an expansion of tuition and boarding facilities but due to the resources being below the demand, it also led to congestion in their rooms, dining halls and on other facilities. Yet, in this

study, most of the students were fine with the facilities in their halls of residence as indicated by the administrators that were interviewed and instances of expanding tuition and boarding facilities were not recorded here in the University of Cape Coast. Also, in the case of the Kenyatta University the literature reviewed earlier showed that, most of the universities had to turn to private investors to help build new residential facilities in order to cope with the surging enrollment. Thus, Nganga (2011) concluded that absorbing a much higher number of students will backfire if not accompanied by a commensurate rise in funding and expansion in boarding facilities. This means that, the double intake put much pressure on the existing facilities in Kenyatta University as compared to the University of Cape Coast.

Finally, the hall administrators were asked that in their experience as administrators, did they think that the double intake of students into the university has had any impact on academic / residential infrastructure. The Adehye hall administrator stated as follows.

“I will say no because most students had admission but then they did not come and the interesting thing is that, because we have filled the halls, we also think that those who had admission have been catered for. I don’t think the two steams created any challenge”.

This is to say that, the general turn out of the students expected by the hall or granted admission was low and for them, the mere fact that they have been able to give accommodation to students in the hall means to them that, admissions have been catered for.

The Kwame Nkrumah hall administrator also responded as follows;

“Ok, the problem we had this academic year was that many people received their letters late so by the time the letters will come, they have already paid fees to go to other schools so the number of people the school could have admitted was reduced so I think there wasn’t any effect but we will see the effects maybe the next time it happens and it will be like the halls can take”.

From the response, we can deduce that the respondent is also virtually agreeing with the earlier respondent that the freshmen did not come in their numbers as expected and thus, had low impact on the hall of residence.

Lastly, the Atlantic hall respondent added her word that,

“Because we do not have enough halls, every year there is pressure on the halls to accommodate students but this year, there was that pressure to increase the number of students in the room.... Also, the central administration had a problem with the distribution of the letters so the students came in small bits due to the strike action”.

This respondent has also enforced the fact that the turn out of the freshmen was very low but associated the turnout with the fact that the admission letters did not get to the freshmen on time and due to that most of them did not turn up in their numbers.

This also contradicted with the researches made in Kenya. In Kenya the double intake was an actual phenomenon that occurred but in the University of Cape Coast it was not an actual double intake but rather a slight increase in the student intake as seen in the literature reviewed.

5. Summary of Findings, Conclusions and Recommendations

This section includes summary of research findings, conclusion based on the analysis made, and recommendations based on findings from the study.

5.1. Summary

According to the liberal structural conflict theorists, when there is any flaw with any of the social institutions a reform must be done in order to restore it back and in the past five years there have been several reformations in the educational structure which led to two batches of students graduating from the senior high schools to the university in the 2013/2014 academic year. In view of this the study sought to do a preliminary observation of some of the initial impact of this reform in the educational structure.

The research questions that guided this study included; what were the already existing academic facilities and residential infrastructure before the double intake, what observations of the impact of the double intake on students on academic facilities were made. Also, how the double intake impacted on the residential facilities of the institution and the new academic facilities and residential infrastructure that the university seeks to put in place to make the students comfortable during their course of study. Lastly, what was the impact of double intake of students on students’ life on campus was considered.

Literature was then reviewed by defining the major concepts of the study, using theories such as the structural conflict theory and Abraham Maslow’s theory of needs were used to buttress the work. The survey method as well as observation method was employed making use of questionnaires, interview guide as well as observation check list were all used for data collection. The data collected from the interviews were transcribed and the Statistical Package for Service Solution (SPSS) was used for the questionnaires and then the data obtained were discussed and analyzed.

5.2. Findings

Based on the data collected and the analysis made the following finding were made using the research questions.

Looking at the impact of the double intake of students on academic facilities through observations made, it was realized that some of the students stand during some lectures of theirs especially for the classes where the number of students were more than the available chairs for the students. Also, almost all the students could hear their course instructors irrespective of whether there were public address systems or not. Nonetheless, most of the classes had the public address systems as well as projectors.

Concerning the impact of double intake on the residential facilities of this institution, it was found out from the respondents of the questionnaires that most of them had clashes over the use of facilities in the various halls of residence. Also, most of the respondents were satisfied with the rooms available in the halls of residence. Again, one interesting thing was that some of the respondents did not

use the library/ reading room facilities in the halls while others claimed not to even know about their existence in the halls of residence but the ignorance may be from the non-resident students as some did not even visit the affiliated halls of residence.

Again from the data obtained, some of the findings from the impact of double intake of students on students' life on campus were that; most of the respondents avoid lectures whereby the numbers of people in the class were too many and the reasons were that they usually did not find comfortable seats to sit on or some could not hear properly when they sat at the back. Again, upon asking the students if the many people in their classes made group studies easy and effective it was found out that most of them get the people to form the study groups but they were usually not effective.

The fourth sets of findings were from the interviews conducted with the selected hall administrators concerning the already existing residential facilities before the issue of the double intake. It was realized that most of the traditional halls had most of their facilities in place before the issue of double intake even arose. These facilities included washrooms, libraries, rooms with beds of which all the halls interviewed had especially 3-in-a-room running through all, and other necessities, poly tanks for storing of water and many others. Thus, the halls had facilities in place before the arrival of even the previous batches. Also, it was found out that students in the various traditional halls did not have issues of theft but rather facilities being old or too many people in a room, the issue of dustbins and other less grievous issues which the students could live with without much effect on them personally. On the other hand, one of the halls had outstanding improvements in favour of the students'.

Lastly, upon finding out about academic/ residential infrastructure the university seeks to put in place for comfortable students' life it was found out that some of the halls had strategic plans to improve their hall facilities without even considering the issue of the double intake. Others too made adjustments in the room intake by reducing the continuing students in the hall committees and also slightly increasing the number of students in a room were some of the strategies some halls used. Finally when the hall administrators were asked whether the double intake has had any impact on the facilities and the findings were that, it had very little impact not because the facilities were increased so much that it was able to accommodate all of the students but rather, the situation was that the university expected a large turnout of students but due the strike action that took place before the arrival of the students many of the students did not come to this institution but rather went to other universities, thus there was not much increase of the number of students intake over the previous years. The empirical evidence of this fact was captured in the 2014 basic statistics issued by the student records and management information section (SRMIS). This book stated in its records that the 2012/2013 total student's intake was 17034 and the 2013/2014 student's intake was 17650 meaning that the increase was just about 616 increase which also represents only 3.6% increase.

5.3. Conclusion

In a nut shell, as seen from the above analysis, the study indicates that there was not an actual double intake as used in the literature review to mean that two batches entering into the university at the same time in the University of Cape Coast but rather a slight increase of student intake over the previous year. Also, it can be said that, all the problems of students exceeding the room capacities of some of the lecture theatres is not as a result of the double intake but rather an existing problem of the university that needs to be dealt with. Thus, if the University had large lecture theatres to accommodate the increasing number of intake of students, this problem would not have been observed.

5.4. Recommendations

From the information obtained, it is observed that this research brought out some critical issues hence the following are some recommendations that may be of help to the universities a whole:

Firstly, the various halls of residence should have strategic plans put in place to ensure substantive development of the already existing facilities in place. Also, just as some halls have begun, annexes can be built to accommodate the growing populations in the university so that all the freshmen will be given places to reside in the various traditional halls of residence. This is because all of them are arriving at the same time in the pursuit of the same degree so it would not be always fair to give some accommodation and leave others to go and look for their own places of residence. Also, this will free freshmen from the hustle of hostel hunting in a land they may know very little about.

Secondly, if possible, the university should reduce the numbers of students that will be admitted in the next years so that all the students will get accommodation especially in the various halls on campus. This will also go a long way to reduce the pressure on the existing academic and residential infrastructure. As already stated some students have to stand at the back for some lectures and in view of that deters some of them from attending lectures at all. Thus, if the numbers are reduced, almost all students will get comfortable seats in their various lecture theatres and accommodation will also be accessible to all the first years.

The third recommendation goes to the time table committee of the university. They should strive harder as they are already doing to make sure that large classes are allocated to courses offered by most students such as the university first year compulsory courses namely; communicative skills, HIV, African Studies, liberals, Information Literacy and others. It is realized that some classes have small numbers but are allocated to bigger lecture theatres while classes with large numbers are mistakenly allocated to small lecture theatres. Thus, all these must be critically looked at and checked to lessen the pressure on these facilities.

Lastly, it is recommended to other researcher to make further enquiries in the other universities in Ghana to find out if the situation at the university of Cape Coast was a similar situation or an entirely different one.

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