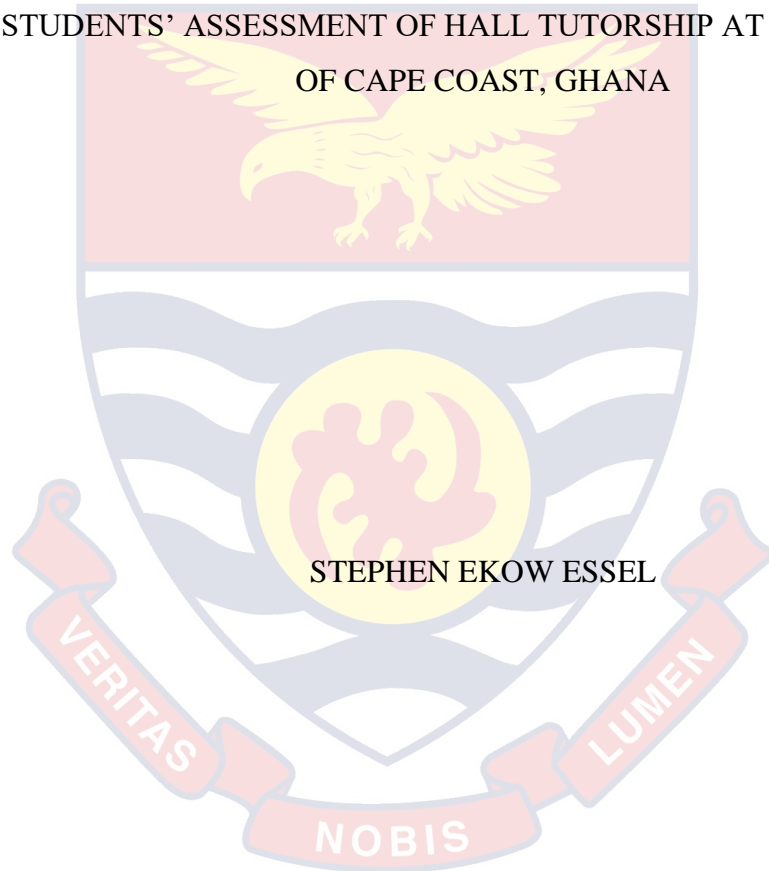UNIVERSITY OF CAPE COAST

STUDENTS' ASSESSMENT OF HALL TUTORSHIP AT UNIVERSITY
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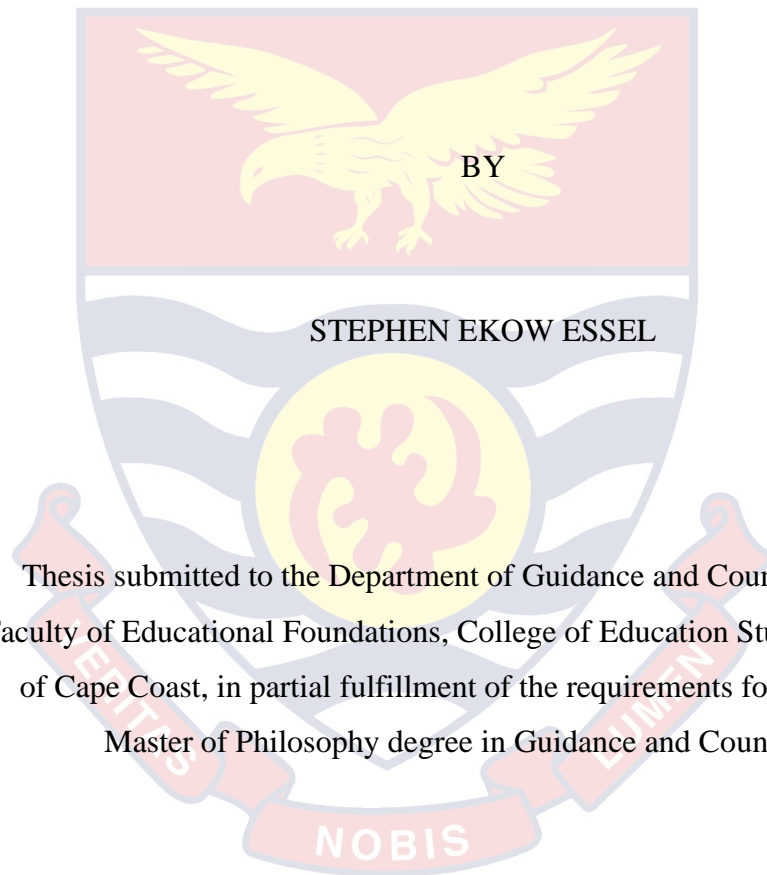
STEPHEN EKOW ESSEL

2021

UNIVERSITY OF CAPE COAST

STUDENTS' ASSESSMENT OF HALL TUTORSHIP AT UNIVERSITY
OF CAPE COAST, GHANA

BY

STEPHEN EKOW ESSEL

Thesis submitted to the Department of Guidance and Counselling of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfillment of the requirements for the award of
Master of Philosophy degree in Guidance and Counselling.

OCTOBER 2021

DECLARATION

Candidate's Declaration

I hereby declare that this project work is the result of my own original research

and that no part of it has been presented for another degree in this university or
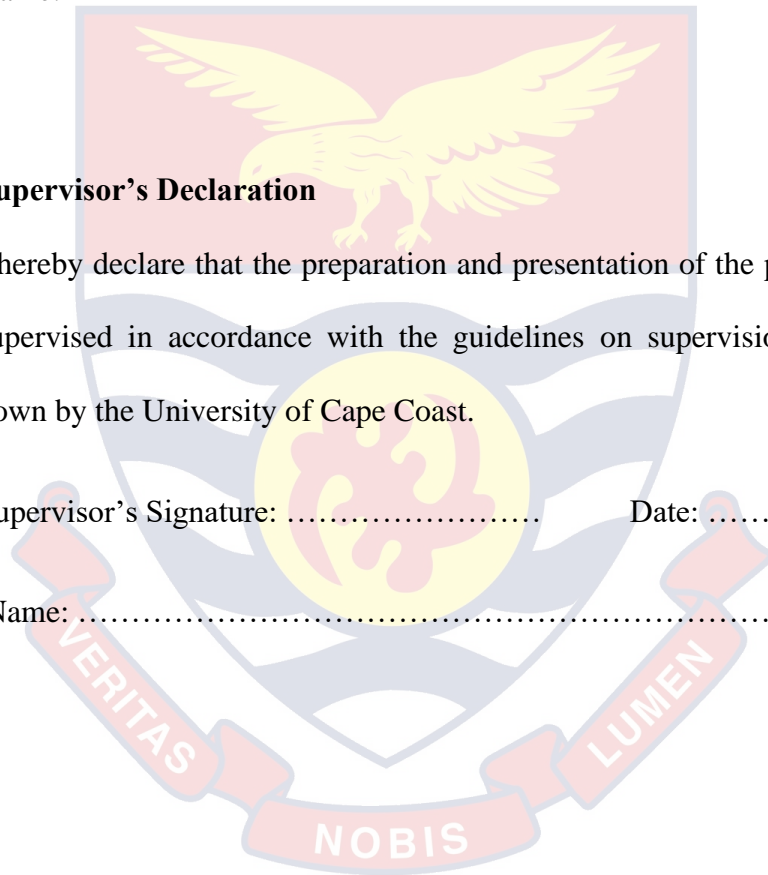
elsewhere.

Candidate's Signature: ………………………… Date: ………………………

Name: ………………………………………………………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of the project work was

supervised in accordance with the guidelines on supervision of thesis laid

down by the University of Cape Coast.

Supervisor's Signature: ……………………   Date: …………………….

 Name: ………………………………………………………………………………

ABSTRACT

Hall tutorship as a guidance program can be explained as a series of meetings between a resident student and the hall tutor assigned to his /her room or floor, to address general welfare situations and to seek total development of the student on campus. The study investigated students' assessment of hall tutorship services rendered in the halls of residence at University of Cape Coast, Ghana. Six research questions and one hypothesis were answered and tested respectively. The participants comprised 380 resident students who were selected from the six major traditional halls of residence at the University of Cape Coast through the use of multi-stage sampling procedure. Data were analysed with the use of frequencies, percentages, mean scores, standard deviations and independent sample t-test with the assistance of IBM SPSS Statistics version 21. The study revealed that hall tutorship exists in the halls of residence with four forms of hall tutorship sessions (Group Meeting, One-to-One Tutorship, Room-to-Room Visitation and Roommates-Meet-Tutor) being organised and majority of the students had benefited. Also, participants demonstrated positive attitudes toward the hall tutorship, high impact on their living conditions, and a high level of satisfaction from attending the sessions. Despite this, the students identified challenges such as the fear of other resident students knowing about their problems, lack of regular refreshment during sessions, their colleagues not liking to attend hall tutorship sessions, and hall tutors not being readily available and easily accessible. In view of this, it is recommended that the hall tutors, hall managements and the university should consider the following remedies: giving assurance of confidentiality and trust to students, regular refreshment for side attraction, adequate encouragement for students to have more personal interest in the hall tutorship services and hall tutors being more available and accessible.

KEYWORD

Assessment

Attitude

Guidance

Hall tutor

Tutees

Tutorship

ACKNOWLEDGEMENTS

My special thanks to the all resident students of the six (6) traditional halls of residence at University of Cape Coast who participated in this study. I am extremely thankful to my supervisor, Prof. Eric Nyarko-Sampson, for his technical advice, insightful critiques and necessary insights that have led to the success of this thesis. I would also like to show Dr. Kyereme Tawiah Dabone and Rev. Prof. J.K. Essuman my sincere gratitude for his considerable unflinching assistance in order to make this job easier.

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Finally, my special appreciation goes to the authors and publishers from whose books and articles vital information was extracted for this study.
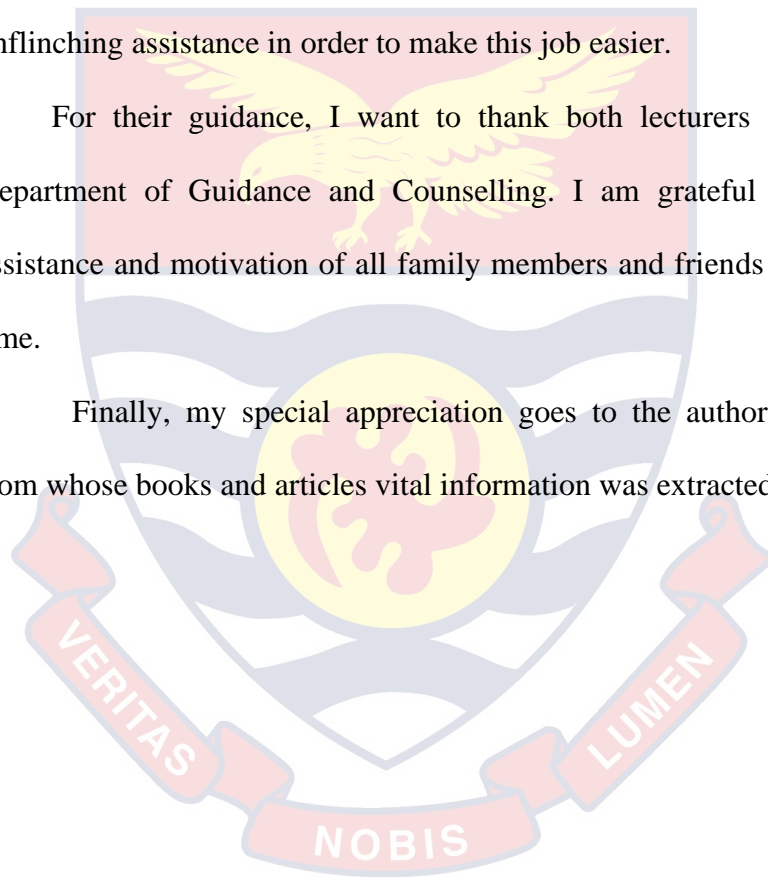
DEDICATION

I dedicate this study to Dr. Elizabeth Atulley Essel, my beloved wife,

and Ayeyi Ama Essel, my lovely daughter.

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CHAPTER ONE

INTRODUCTION

All over the world, university life is increasingly becoming complex day by day for stakeholders. Most often, students who are to be trained in higher institutions or universities face enormous challenges such as adaptation into academic environment, choice of academic programmes, relationship issues with colleagues and faculty members. However, various institutions designed some academic advisory programmes such as Student Support System and Academic Counselling to handle their academic difficulties. They are also given these support systems to promote cordial relationship between hall tutors and students. The purposes for these programmes were to direct, guide, and assist students to overcome both academic and personal challenges, and also to develop their skills and potentials.

Student Support Services consist of a number of programmes and services designed to support student academic achievement and personal growth (Poliner & Lieber, 2004). The main traditional halls of the University of Cape Coast have hall tutorship programmes for the benefits of resident students. It covers settling and satisfying resident students in terms of administration, orientation, accommodation, guidance and counselling services and academic advising. Therefore, the investigation on students' assessment of hall tutorship experiences in the University of Cape Coast becomes the real and compelling motivation for me to conduct this study.

Background to the Study

It is the dream of every student to achieve the purposes for which he or she enrolled in an academic programme. In the course of achieving this dream, some of the students are sometimes misguided and misled into paths that deny them the opportunity of realising their goals. In essence, academic tutoring or advising becomes essential in the life of the student to walk into the right path for a holistic development of their full potential and also for the attainment of the aim of schooling.

Furthermore, guidance such as academic tutorship / advising is required to provide essential help for students' maximal achievement and necessary transition into various life situations. According to Brigman, Webb, and Campbel (2007), Guidance and Counselling, as the leading school agency, develops, reinforces, and maintains core values and adjustment among students in higher institutions. The university counselling session is one that has all students' academic achievement as the central goal (American School Counsellor Association - ASCA, 2005) and as well, "concentrate on the relationships and interactions between students and their environment in order to decrease the effects of environmental and institutional factors that do not allow students to attain academically" (Education Trust, 2009).

O'Banion (1972), in his seminal article, defined academic advising (i.e. hall tutorship in this study) as a "procedure that included an association respectful of student concerns whose determination was to improve self-awareness and fulfillment within the student through the advisor's role as a guide and teacher" (O'Banion, 1972). Further, Crookson (2009) considered academic advising as ''facilitating the student's rational processes, problem-

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solving, and decision-making skills''. Another encompassing perspective of academic advising is described as an exchange of information aimed at fostering a student's educational and career objectives, with the student taking the burden of the responsibility (Rutgers, 2014). Besides, in Minnesota State University, academic advising or hall tutorship is considered as "an interaction between the advisor and the student, emphasising forecasting, communication, and personal responsibility" (Mankato, 2014). Other scholars (Kuhn, 2011; Schreiner & Anderson, 2005) have broadened the discussion further on what academic advising should be. For example, hall tutorship was explained as ''service in which a student receives direction and advice from an institutional representative in regards to personal, social, or academic matters in a manner that mentors, informs, counsels, or suggests a path to follow'' (Kuhn, 2011) whereas, Schreiner and Anderson (2005) referred to academic advising as "the student-mentor relationship where the advisor assists the student to be more informed about his or her personal goals, values, learning styles, and requirements".

Therefore, Hall tutorship can be defined as a series of meeting between a resident student and the hall tutor assigned to his/her room or floor. The programme seeks to address general welfare situations and total development of the student on campus. It is also a meeting between the hall tutor and the resident students to gain a better knowledge of the overall tertiary experience.

The idea of hall tutorship originated in tertiary institutions especially public and private universities just like that of academic advising. It is a method adopted by various university halls to give guidance, advice, and mentorship to students who reside in the university halls of residence. Many

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tertiary institution workers and students know this to be academic advising in the halls of residence. The essence of this support system given to resident students in the university cannot be overemphasized. Hall Tutorship is an advising system where senior members assigned to the various hall of residence in the university ensure that resident students receive the relevant institutional information for good academic achievement, coping skills with colleagues and general participation in programmes and functions. It is a form of guidance and counselling organized for students who are resident in the various halls of residence in the University.

Every year, some senior members of the University of Cape Coast are appointed by the Vice-Chancellor as "hall tutors for each of the halls of residence, for two years subject to reappointment for a further term only" (University of Cape Coast Students' Handbook, 2017 p. 49). Their duties include; offering counselling services to junior members of the hall, availing themselves for consultation in any matter a student considers important for his/her welfare, and to help foster harmonious community living among students in the Hall. These hall tutors are selected from some sects of the various professions of the university such as medical professions, professional counsellors, audit section, administration, and lecturers (University of Cape Coast Students' Handbook, 2017 p. 49).

Kwame Nkrumah Hall Annual Report (2018) stated that hall tutors are responsible for advising, mentoring and counselling residents' students of the hall on their problems. Among the responsibilities expected of the hall tutors as captured on their appointment letters were;

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1. Meet with students in the hall during the semester for familiarization and appraisal purposes

2. Keep records of counselling activities and submit same to the Senior Hall Tutor.

3. Recommend students in the hall to the Administration for letters of introduction and recommendation.

4. Refer cases to the Counselling Services Centre as and when the need arises.

5. Attend to any such counselling services as the Student Handbook will specify.

6. Liaise with Students Affairs Officer, the Hall Master, the Senior Hall Tutor, Heads of Departments or the Director of Health Services, etc. as the case may be (Kwame Nkrumah Hall Annual Report, 2018).

Hall tutors play an important role in students' social, economic and academic achievement by given mentorship to students in their social life, academic career and by offering them with advices and resources to enrich student development and learning. According to Campbell and Nutt (2008), the advice which takes place in hall tutorship should be viewed as an educational process. This process should play an important role in linking students who reside in the halls with relational opportunities to grow and support their progress and achievements in the educational ladder. The relationship that lies between the hall tutor and resident student should go beyond the walls of the halls of residence. For instance, the professional connection between the resident students and the hall tutors should contain relevant information regarding their lives personally, roommate issues,

specifically "extracurricular activities, hobbies, and work". Besides, hall tutors are encouraged to be concerned about the well-being of students, learning progress and development and general interactive approaches to life in general.

Over the years, the tutors and students have been meeting after teaching hours in the various halls of residence to address their issues. According to Kwame Nkrumah Hall Annual Report (2018), issues generally addressed by hall tutors include relationship matters, challenges with roommates, participation in Hall and campus activities, personal development, and as well good interpersonal relationship with colleagues, lecturers, and Junior Staff.

Halls of residence are part of the education system of the University that do not only provide accommodation, but create opportunity for students to receive guidance and some mentorship. They are effective vehicles to integrate students' social and intellectual lives. Studies such Astin (1993), Chickering (1975), Pascarella and Terenzini (2005) and Schuh (1999) demonstrated that halls of residence today are viewed to be an "environment providing positive experiences in areas of social awareness and responsibility (for self and others), interpersonal communication and cooperative living, and personal and educational development". The study continued to reveal that students who live in halls of residence experience higher satisfaction with their education, increase interaction with hall tutors, and improve academic performance for graduation.

Hall members which include students and hall tutors are expected to adopt to co-operate and relate with each other despite their various experiences and backgrounds in their halls. They are also expected to take full advantage of such a precious opportunity to actively participate in the activities of various halls to develop their abilities (for example: leadership skills), personality, communication, and social skills, as well as intellectual ability.

The hall tutorship service organised in various halls of residence of the university usually takes the method of general meeting, room visitations, one-on-one, and room- meets-tutor. For every semester, the various hall tutors are given some funds known as entertainment allowances for refreshments during their meetings. It is to motivate tutors and students to carry on. The meeting schedules usually last an hour every week.

Moreover, for students to have higher satisfaction with tutorship or any form of advising, it depends on the provision of course-specific information (Sutton & Sankar, 2011). Haag, Hubele, Garcia, and McBeath (2007) reported that the other reason for which student receives little satisfaction with advising includes lack of knowledge, insufficient information about course requirements from advisors/hall tutors and distribution of relevant data about distinct programmes, financial assistance, career privileges and opportunities. Further, it was revealed that the student who had difficulties included an assertion that the advice-givers were overloaded with work to deliver adequate and precised advising (Haag et al, 2007) or period allotted to meet the advisors was very limited (McCuen, Gulsah, Gifford, & Srikantaiah, 2009).

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The university hall tutorship is similar to academic advising that takes place in the faculties and departments, but the hall tutoring is also seen to go beyond academic tutoring. This makes academic and general welfare guidance more readily available and accessible to students in residence halls. The purpose of the University's hall tutorship program is to have a good impact on resident students, to assure effective and high academic learning, and to improve students' performance abilities. The program has been established in particular to provide relief to all students who are experiencing life's challenges as well as scholastic obstacles.

Statement of the Problem

The University of Cape Coast has implemented a number of mechanisms which include Hall Tutorship (advisory system), the establishment of the Counselling Centre and Academic Advising to give students adequate guidance and counselling for ultimate academic development. For the Hall Tutorship Services, resident students are to receive guidance, advice, and mentorship from hall tutors, to improve the individual, social and academic progress, and support those students to make realistic future decisions and choices. However, the Hall Tutorship Service has suffered desired patronage by students. Sometimes, no student or very few embraces the hall tutorship. Some resident students also have certain negative attitudes toward the tutorship meetings. They have a perception that Hall Tutorship Services are for those with mental problems or peculiar issues. Others also do not see the need to attend.

Additionally, the task of hall tutorship is performed by the senior members of the university who are heavily engaged in the lecturing and

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research leaving them little or no time to attend. Giving less attention to the quality of the hall tutorship process because of busy timetable and a specific skill(s) lacking for hall tutorship service may result in ineffectiveness and progress of the tutorship services. It can also reduce satisfaction and impact on the part of the students residing in the halls.

In Ghana, it appears that little study has been conducted on hall tutorship services as a guidance program for resident students at various tertiary institutions. In 2009, Harrison's study also confirmed that there were very little studies available for this subject (Harrison, 2009). Studies such as Irvin, Essuman, and Montford (1996), Akosa (2018) and Essuman, Montford, Forde and Ocansey (2001) conducted in the UCC, Ghana, proved that the Hall Tutorship Programme (formerly known as ''Hall Counselling System'' in the halls of residence were not effective as expected.

In 1996, Irvin, Essuman, and Montford, found that as low as six percent of respondents (400 students of University of Cape Coast) said they ''met their hall counsellors or ''met them for entertainment'', or ''on a casual basis''. Ninety-four percent (94%) respondents either ''met their hall counsellors or met them for entertainment''.

Students were dissatisfied with academic advising and hall tutorship programs at the University of Cape Coast, according to Akosa (2018) and Essuman, Montford, Forde, and Ocansey (2001). According to Essuman, Montford, Forde and Ocansey (2001), as low as forty-one percent (41%) out of the 223 respondents were dissatisfied with the current system of hall counselling in the University of Cape Coast's halls of residence (Essuman, Montford, Forde & Ocansey, 2001).

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A common trend I observed throughout the few materials available indicates that tutorship service in halls of residence continues to be an area largely unresearched in Ghana and Africa at large. This study will investigate the hall tutorship at the UCC from the perspective of resident students on the forms, attitudes, satisfaction, impacts, and challenges they face in attending.

Purpose of the Study

The study examined students' assessment of hall tutorship service rendered in the halls of residence at University of Cape Coast, Ghana.

Objectives of the Study

The study had the following specific objectives:

1. To determine the forms of hall tutorship in University of Cape Coast.

2. To explore the attitude of students toward hall tutorship in University of Cape Coast.

3. To determine the level of satisfaction of students regarding hall tutorship in University of Cape Coast.

4. To evaluate the perceived impact of hall tutorship experiences on students in University of Cape Coast.

5. To identify the challenges faced by students in attending the hall tutorship in University of Cape Coast.

6. To suggest remedies to overcome the identified challenges in attending the hall tutorship.

Research Questions

The study was guided by the following research questions:

1. What are the forms of hall tutorship organised in University of Cape Coast?

2. What are the attitudes of students toward hall tutorship in University of Cape Coast?

3. What is the level of satisfaction of students regarding hall tutorship in University of Cape Coast?

4. What perceived impact does hall tutorship has on students in University of Cape Coast?

5. Are there challenges faced by students in attending the hall tutorship in University of Cape Coast?

6. What remedies can help overcome the identified challenges in attending the hall tutorship?

Hypotheses

Ho: There is no significant difference in attendance of students to hall tutorship between males and females in University of Cape Coast.

H_A: There is significant difference in attendance of students to hall tutorship between males and females in University of Cape Coast.

Significance of the Study

The findings of the study bring to the limelight more insight into the processes and organization of hall tutorship for students at the University of Cape Coast. This study reveals the benefits to the students, hall tutors, individual hall management as well as University of Cape Coast Management.

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The results of the research can serve as significant contribution into hall tutorship policies, trainings and reforms especially in the aspects that agree with students' experiences, career and attitudes. By applying knowledge gained through this study, the University of Cape Coast could take steps to increase students' perceived impacts, satisfaction with hall tutors, academic grades and the peaceful co-existence among members of the university community.

Furthermore, the research can provide greater insight into the perceptual underpinnings that impact student' responses to hall tutorship services. It is vital for Hall tutors, School Counsellors, University of Cape Coast management, and hall heads to design and implement programs that promote students' academic, accommodation, and personal development.

The task of undertaking this study was essential since the findings are likely to enlighten the management of halls of residence and the University of Cape Coast as a whole about hall tutorship and how to sustain and improve its quality. The intended outcome of this study will be to inform hall tutors and management of the university halls of residence of the personal experiences and attitudes by students who participate and to provide potential justification for the expenditure of institutional resources and finances. The study affirms the challenges associated with hall tutorship and as well suggest the remedies that can mitigate these challenges in organizing that hall tutorship program in the hall of residence in the University of Cape Coast.

Another significant of this research can be that the outcome can serve as pertinent source of academic orientation and additional study for

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researchers who may want to replicate the study in other areas or expand the frontiers of the research.

Delimitations of the Study

This study investigated the hall tutorship services in six traditional halls of residence at the University of Cape Coast. These traditional halls are Oguaa Hall, Kwame Nkrumah Hall, Valco Hall, Atlantic Hall, Casely Hayford Hall, and Adehye Hall. The reason for using these traditional halls is because they have already established hall tutorship structures which have been practiced for many years unlike the new halls of residence which are yet to establish these structures.

Hall tutors and hall management were not included in the study because the researcher wanted to keep focus on students who are the direct beneficiaries of the service in the halls of where students reside.

The study excluded affiliate students of the halls who are living outside but have experienced the hall tutorship services before. The scope of the study will be on resident students' assessment of the hall tutorship rendered in the halls of residence in the University of Cape Coast. The main focus of the research will be finding out forms/styles of hall tutorship, attitude of students toward the services, impacts, and challenges of the hall tutorship. The study will as well find out the level of satisfaction of students with hall tutorship rendered to them in the UCC.

Limitations of the Study

The representative characteristic of the research would have been more if it had included all halls where students reside in the University of Cape Coast so that it generates a clearer picture of the hall tutorship session.

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However, only the six traditional halls of residence were selected for the study due to time constraints, limited funds and other equally important schedules. The data collection period was slightly affected by the Covid -19 pandemic in that some of the participants were feeling reluctant to be part of the study. Additionally, unwillingness on the part of some resident students to respond genuinely to the questionnaires may undermine the study.

Definition of Terms

Attitude: Defined as resident students' negative and negative behaviour or predisposition to feel, think, perceive and as well behave in relation to hall tutorship advising.

Assessment: The collection of information about students regarding how they perceive and analyse the hall tutorship experiences. An evaluation of these students' data to provide possible solutions was included.

Guidance: It is where an education institution offers all manner of activities to students with the primary purpose of assisting them to understand themselves, their abilities, learning needs and performances, interest and potentials. It is defined as an advice and mentorship offered to the students in perusing right path to their academic and social life.

Tutorship: It is the support process where tutors give guidance, advice and mentorship to resident students of the halls of residence of the university.

Hall tutor: Is a senior member of the university who is appointed by the Vice-Chancellor to undertake advising, guidance and

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mentorship roles to all resident students in the halls of residence.

Tutees: Students who are assigned to hall tutors for advising, guidance and mentorship roles.

Organisation of the Study

The research is presented in five chapters. Chapter One talks about the background to the study, statement of the problem, purpose of the study, research objectives/questions, significance of the study, delimitation, limitation and definition of terms. Chapter Two deals with the review of related literature which includes conceptual, theoretical and empirical literature. Chapter Three looks at the research design, study area, population of the study, sample size, sampling procedure, data collection instruments, data collection procedures, data processing and analysis. In addition, Chapter Four focuses on the results and the discussion of the findings of the research from the field. Lastly, the Fifth Chapter offers the summary of the study process, key findings, conclusions, recommendations of the research as well as suggestions for further study.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter looks at conceptual, related theoretical and empirical reviews regarding hall tutorship services. The conceptual issues capture the various concepts related to hall tutorship services as guidance services being organized at the University of Cape Coast. It deliberates topical matters within the context of the justification for hall tutorship (guidance services) for students at University of Cape Coast. The subsequent sections introduce the related theories which were adopted and reviewed empirical studies for the study.

History of Hall Tutorship

According to Taylor and Buku (2006), Guidance, is a process and a service that entails a sequence of acts or liberal steps aimed at achieving a certain objective. Guidance is a method and service that provides clear direction in educational, vocational, personal, and social concerns, allowing individuals to achieve their full potential in life (Taylor and Buku, 2006).

The concept of hall tutorship has it root stemming from the knowledge in guidance and counselling services in education. In the early mid-seventies, especially in University of Cape Coast, it was called ''Hall Counselling System''. As a guidance programme, it was aimed at helping an individual student to achieve his or her aspiration in life. Hall tutorship programme has always focused on the optimal progress and development of the individual student. As a programme in the halls of residence, senior members in charge are expected to "help the individual student in self-understanding

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(understanding one's strengths, limitations, and other resources) and self-direction (ability to solve problems, make choices and decision on one's own)" (Essuman & Montford, 1996).

University of Cape Coast started hall tutorship in 1976 in the halls of residence. It was established with the aim of helping resident students in the university to first adjust and learn how to live in the new environment, understand the academic and social welfare needs, and achieve their best on campus. It was then, known as ''Hall Counselling System'' where "fellows (lecturers and administrators) of each residence hall were appointed by the Vice-Chancellor as "Hall Counsellors" to counsel students residing in the halls on their socio-personal problems" (Essuman & Montford, 1996). At the same time, some faculty staff members were also given appointment as academic counsellors for students in each department. The reason was for the academic counsellors to assist students with their academic difficulties. Later, the name was changed from ''Hall Counselling System'' to ''Hall Tutorship'', because the senior members (staff) of the university were not professional counsellors.

However, it was realized that both the ''Hall Counselling System'' and ''Academic Counselling System'' were not effective as expected. Studies conducted by Duku (1991) and Irvin, Essuman, & Montford (1996) discovered that these counselling approaches to students were woefully ineffective. Duku (1991) revealed that the hall counselling system was not effective. He researched into ''students' perceptions of the counselling services at the University of Cape Coast''. The study pointed out that University of Cape Coast students who took part of the research were not satisfied with the services rendered by their hall counsellors. Moreover, it was revealed that the

counsellors were not available when they were most needed. The second study done by Irvin, Essuman, & Montford (1996) revealed that only six percent of respondents said they ''met their hall counsellors or met them for entertainment, or on a casual basis''. The study sampled 400 second- and third-year students of University of Cape Coast. Majority of the respondents "(94%) either never met their hall counsellors or met them for entertainment, or on a casual basis''. Moreover, eighty-eight percentage (88%) of the participated students also confirmed that they desire for professional counselling services. This led to the establishment of Counselling Centre in November, 1997 for professional counselling services to be rendered to the university students and staff. The changing nature of hall counselling system has so far brought the right term ''Hall Tutorship'' which is accepted by all professionals of the university.

Ever since the government of Ghana policy, ''In-Out-Out-Out'', on halls of residence for the public universities in 2005 came into force, the majority of occupants of the halls of residence has been fresh students. This policy suggested that all level hundred students are to stay in the halls of residence and after one year, they move to hostels and private apartments. However, hall tutors, otherwise known as hall advisors, are appointed by the Vice-Chancellor to provide guidance, advice, and mentorship to resident students especially fresh ones. The work of hall tutors or hall advisors contribute a critical role in the stabilization of accommodated students in the halls of residence in the university.

Hall tutors continue to do weekly meetings with their students in groups, small groups, one-to-one, and deliver advice and direction on the

university policies and regulations, students' hand book and certain good behaviors toward academics and colleagues. Usually, when these fresh students arrive in the halls, it can be very tempting to "tell them what a good time they are going to have'' (Kwame Nkrumah Hall Annual Report, 2018). Realistically, the students were to be assisted by the hall tutors to acknowledge that it is also a normal part of student life to face some social and/or academic problems. Majority of students who encountered some challenges believed that they are part of the small group of students who 'can't cope'. Often, it can be extremely encouraging to hear that within the first few weeks and months, many people have trouble fitting in on campus. For certain students, merely recognizing that if appropriate (and yes, someone who knows their name) there is someone they can go to can allow them to contain beginning fears and anxieties, and handle them without having any extra assistance.

It is the responsibility of the hall tutor to be open to students or tutees who wish to come to interact to him or her. The university has its own guidelines as to how many tutors should be available in a particular hall. Often time, it is very important. In order to certify that hall tutors can get on with their own lives and jobs, it is important that the limitations on the hours that they are available are explicitly set and conveyed to students. Hence, Hall tutors are expected to visit their tutees or students for an hour once a week and share some relevant issues related to the students' challenges and development.

Kwame Nkrumah Hall Annual Report (2018) stated that hall tutors are responsible for advising, mentoring and counselling resident students of the

hall on their personal problems. This was also captured in their appointment letters. In furtherance of their roles, they will be expected to:

7. Meet with students in the hall during the semester period, for familiarization and appraisal purposes

8. Meet with students privately and individually to discuss their (students') socio-personal problems

9. Keep records of counselling activities and submit same to the Senior Hall Tutor

10. Refer cases to the Counselling Services Centre as and when the need arises

11. Attend to any such counselling services as the Student Handbook will specify

12. Liaise with Students Affairs Officer, the Hall Master, the Senior Hall Tutor, Heads of Departments or the Director of Health Services, etc. as the case may be (Kwame Nkrumah Hall Annual Report, 2018).

Often time, resident students want to be with someone who encourages them to succeed and someone to whom they can easily relate. Also, they usually favour people who can supply them with detailed information to assist them in their time of need and difficulties.

Conceptual Framework

According to Orodho (2004), what defines a conceptual framework is a model of presentation from the perspective of the researcher. The researcher illustrates graphically or diagrammatically the relationships between variables in the study (Orodho, 2004). The study was guided by the conceptual framework that illustrates the idea of hall tutorship service rendered in the hall

of residence in the University of Cape Coast. The conceptual framework (Figure 1) proposes that the students' participation or involvement in the hall tutorship sessions determines the outcomes. The framework further suggests that the stakeholders, Tutors and Hall management are central to the tutorship sessions.

Hall tutorship service like any other Guidance and Counselling services is designed as a program with a range of programmes and services geared toward assisting individual students to get insight of their self-concept, their problems, hall environment and their world (UNESCO, 2001). These services from that hall tutors are to build adequate capacity of students for making wise decisions (UNESCO, 2001).

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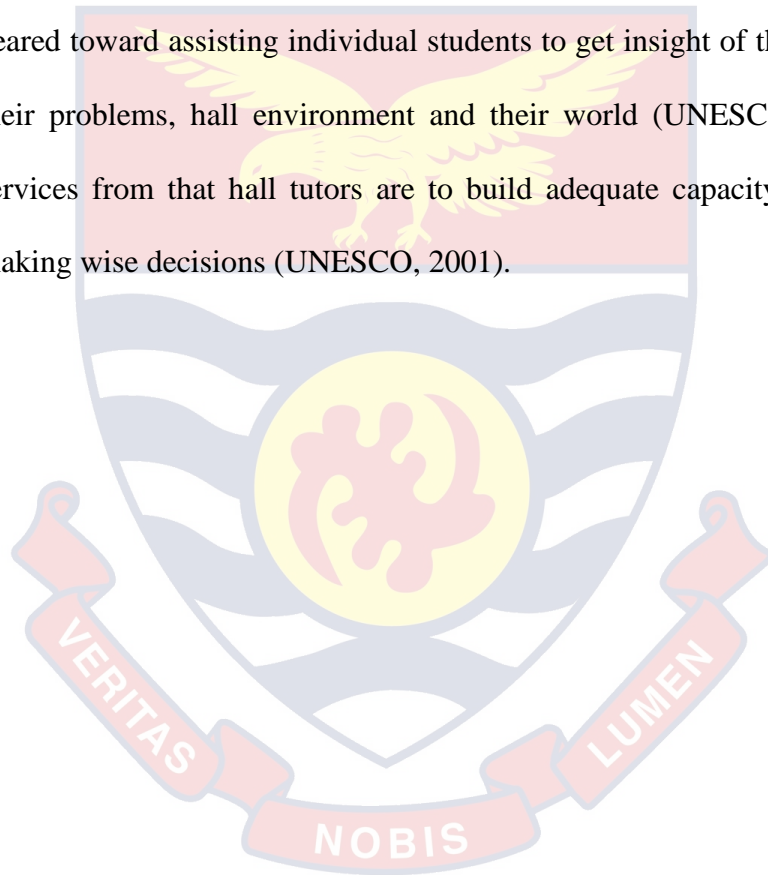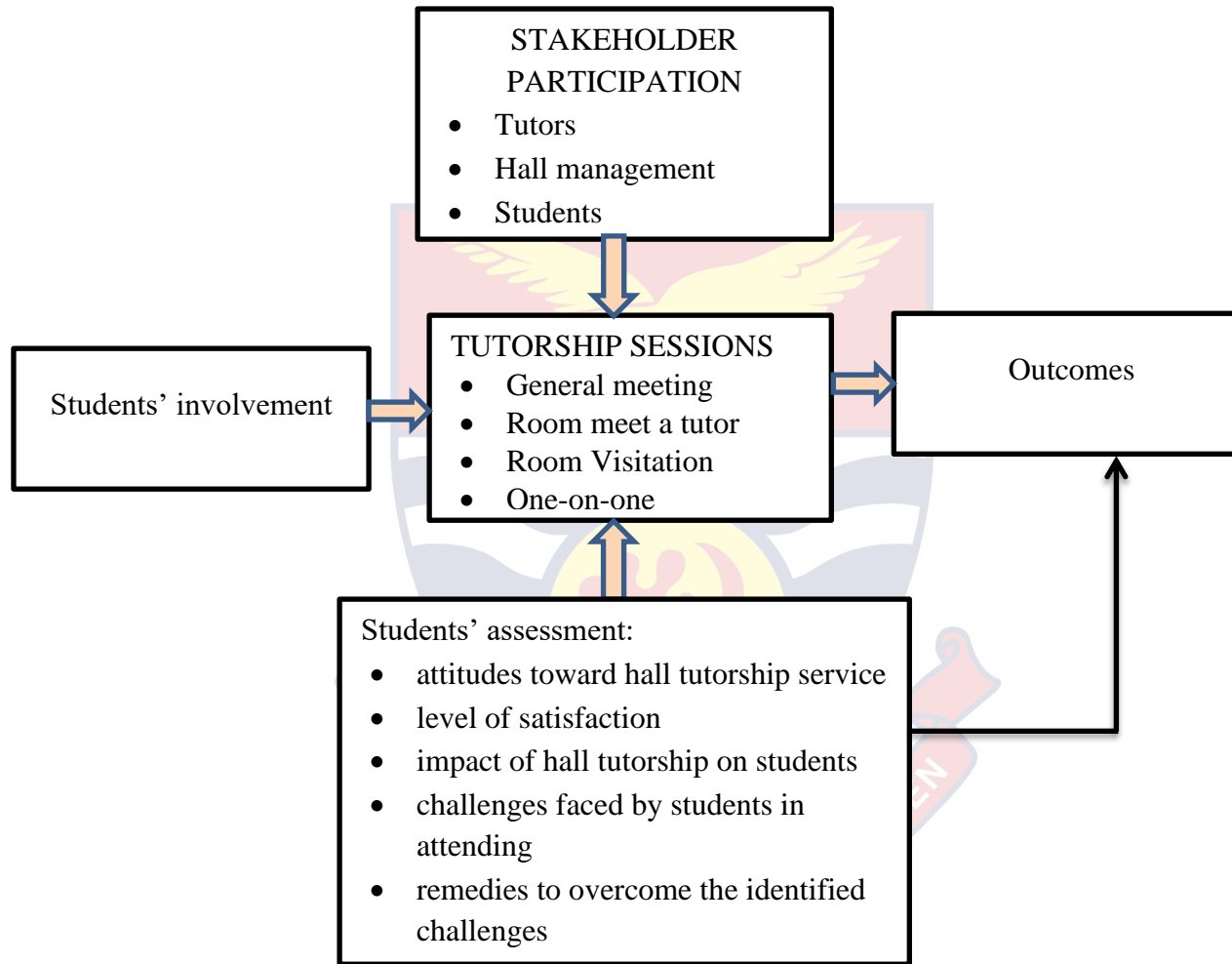
Figure 1: Conceptual framework for the study

Source: Author's Construct, 2020

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It can noted that the main aim of the hall tutorship services being implemented in the halls of residence in the University of Cape Coast was to address the general needs of resident students which result from social, educational and interpersonal factors, and work together within the environment that the student find him/herself. Since the students are the direct beneficiaries of the hall tutorship sessions, their perspectives in terms of attitudes toward the sessions, level of satisfaction, impact of hall tutorship them, challenges they face in attending, and remedies to overcome the identified challenges, play a major role in the outcomes of the programme in the hall of residence, UCC. The outcomes of the students' assessment could be positive or negative attitudes toward the sessions, high level or level of satisfaction and making impact or not.

Theoretical Review

The theoretical framework for the study will be guided by counselling theories. These counselling theories bring out the guidance lines for the hall tutors to make their decisions about how to think of and interpret the behaviours, thoughts, feelings of resident students. According to Kimotho (2003), these theories present hall tutors or advisors with concepts which allow them to think systematically about human development and advisory practice.

Behaviourism

Behaviourism is a theoretical approach that applies to this study. Behavioural therapy focuses on behaviour - changing unwanted behaviors through rewards, reinforcements, and desensitization. The main proponents included Lazarous, Arnold, Pavlove, Skinner, Wolper, Bandura and others

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(Rao, 1990). The belief has been that ''behaviour is learned from experience, but the destructive behaviour can be reconditioned without evaluating the past to find the reason behind a client's behaviours'' (Bush, 2006). They also say behavior is mechanistic, learnt and can be unlearnt and also re-learned. The ultimate goal of the behavioural approach that hall tutors deploy has been to reduce behaviour that was undesirable and to ensure increase desired behaviours of resident students.

Behavioural therapy uses reinforcement theory as a key factor in behavior modification because it is applied to strengthen positive behaviour. Reinforcement can be categorized into two major types. Positive and negative reinforcement are these. According to Bush (2006), Positive reinforcement, is described as an offer that provides attractive incentives to enhance effective behaviour, whereas negative reinforcement assists in encouraging a behaviour so that once the individual has behaved appropriately, a negative consequence will stop.

According to McGannon et al., 2005, there are four major methods used in the various stages of behavioral counseling. First, the hall tutors assists resident students in exploring their problems, and then questions are used to perform a behavioural analysis and evaluation. The two parties then create and implement goal-oriented methods based on learning theory principles after setting mutually accepted goals in behavioural terms. This might refer to any set of ethical processes that encourages students to act in ways that address their concerns. Finally, the student's progress is tracked in order to encourage goal-oriented behavior and problem-solving (McGannon et al., 2005).

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The use of behavioural theory in hall tutorship becomes effective with different types of resident students especially those who cause unrest, those who want to quit smoking, residents who are unsociable and those with anxiety. Resident students are tutored to unlearned behaviours that are detrimental to the personal health and academic life on campus. Many students fall victim of a lot of social vices such smoking, drinking, stealing, destruction of school properties and son on. For hall tutors or hall advisors to be adequately resourceful to resident students, they are expected to be more knowledgeable about application of the behavioural theory. As a result, they will serve as source of encouragement for resident students to seek effective guidance or advice. The use of reinforcement tools to whip up the interest of resident students and to motivate them to study to achieve high academic performance is one key behavioural approach that hall tutors can deploy to for ultimatum attainment.

Client- Centered Counselling Theory

The forerunner of Client-Centered or Oriented Philosophy, Carl Rogers (1961), is known as Person-Centered, Non-Directive or Rogerian Counselling or Therapy. The client or student plays an active part in this approach, deciding the path and progress of his or her treatment; while the counsellor or the psychiatrist clarifies the reactions of the client to facilitate self-understanding. In order for the clients to lead full lives of self-awareness and decrease guilt, insecurity and defensiveness, the therapist works hand-in-hand with him or her. Rogers clarified that the bulk of personal distress and suffering are attributed to incongruence/confusion or inconsistency between the self-concept of the entity and fact. Incongruence allows individuals to feel

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offended by realistic input or feedback from others about themselves. Anxiety or distress over such feedback also leads to dependence on protection, manipulation of fact and stifled personal development, according to Rogers. Hall tutors/advisors are to encourage students to respect their own feelings and values and reconstruct their self- concepts to correspond better to reality in the world of learning. In the end, they try to promote self-acceptance and personal development or growth. For this to be achieved, the therapist (or hall tutors in this case) should create safe environment of growth under the three conditions of worth which include unconditional positive regard (UPR), empathy and genuineness (Rogers, 1952). Seligman (2006) clarified that the purposes of the person-centered therapy or counselling were:

1. to encourage congruence in the student's behaviour and feelings.

2. to empower the student to change.

3. to facilitate students' trust and ability to be in the present moment, especially being honest with the educational level.

4. to promote students' self-awareness and self-esteem.

5. to help people to gain the ability to manage their lives and become self-actualised.

In client-centered counselling, the hall tutor (counsellor) genuinely appreciates the student being tutored unconditionally, regardless of his or her thinking, feelings, or behaviour. The hall tutor communicates unconditional respect by his or her words and nonverbal behavior, as well as profound empathic understanding through thoughtful replies.

Furthermore, the hall tutor pays attention to the student's intrapersonal and experiential area and remarks on it. When a student receives such hall tutoring sessions, he investigates himself and recounts events, feelings, and attitudes that he previously rejected but now recognizes. A reorganization of the self occurs, resulting in the emergence of a more real person, free of past defenses, erratic emotions, and disordered behavior (UNESCO, 2002).

Rational-Emotive Theory

A collection of theoretical hypotheses regarding human emotional-behavioral functioning and how it may be altered underpins the practice of rational-emotive theory, established by Ellis (1977), and its applications to counselling. The notion that events do not cause people to have emotional behavioural reactions is at the heart of these hypotheses. Emotion and behavior are triggered by their interpretation or ideas about occurrences. As a result, the ideas, attitudes, beliefs, and meanings that cause emotional-behavioral disturbances are the focus of psychotherapy (House & Hayes, 2002).

According to Ellis (1979), human beings possess the ability to interpret reality in a clear, logical, and objective manner, avoiding needless emotional-behavioral disturbances, but they are also inclined to irrational interpretations. The theory usually encourages clients to examine alternative reasons for their problems and to develop solutions for moving on with their lives. He set up two or three standard features of an irrational interpretation of reality, such as the one described above (Ellis, 1979). In the beginning, it expects unreasonable things from the world, other people, or yourself; secondly, it overstates the ugliness of something you do not like; third, it concludes that

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you cannot stand the thing you do not like; and last, it condemns the world, other people, or oneself. For instance, an irrational interpretation ensues when (a) management of the hall of residence sanctions a resident student for misconduct or messing up of a washroom; (b) the student comes to the conclusion that "I am a lousy and inadequate person," and as a result, (c) feels intimidated and upset, and leaves the scene.

The student will have to go through four levels of rational-emotive counselling in this case. The first step is to explore the student's emotional-behavioral difficulties and to identify and diagnose the irrational interpretations that are causing problems. The hall tutor then assists the resident student in understanding his or her illogical beliefs and how they affect emotions and behavior. The student's irrationalities are then questioned and restructured into more rational interpretations, and a re-education process is followed, so that the student may utilize his or her rational thinking to adapt new emotional and behavioural patterns in his or her life.

Empirical Reviews

Forms of Tutorship

There are four (4) main forms of tutorship services being organized in the halls at the University of Cape Coast. The various tutorship services were met to give each resident student and floor members the opportunity to benefit at the personal level as well as group level. The following are methods adopted by the hall tutors in the various halls of residence to assist students.

General Hall Tutorship. The general hall tutorship involved tutor meeting all the resident students assigned to him/her and most of the time resident students are refreshed by the Tutor. This meeting is usually organized

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twice or once; early and late in each semester. The essence of the general tutorship is to create rapport with new members and set the agenda straight for the other meetings that will go on in the semester. This form is very similar to Group Advising Model which usually supplements traditional one-on-one advising meetings (Davis, 2009). In terms of practicality, it is the best option for the hall tutorship advising with regard to all one-on-one tutorship when the hall tutor-tutee sessions are not feasible (King, 2000). Here, tutor involved sometimes does presentation on certain selected topics such as teenage pregnancy, investment and fund management, living healthy, opportunities on campus, etc. The members of the floors assigned to him benefit a lot and this will create attention or focused. Most often, the general tutorship meetings organized near the end of the semester are to prepare students for the exams and how they can now fit into families and societies since they have tasted university life.

According to Habley (2011), hall tutorship advising is encountered with the challenge and responsibility of para-counselling of large numbers of students. King (2000) also said both the hall tutors (advisors) and resident students or advisees share responsibility for the process of group hall tutorship. Tutees or resident students usually are able to develop relationships with colleague students who otherwise have same or similar academic or social interests. Great opportunities are also provided by this form of tutorship to students to discuss courses, study tips, and other academic concerns (Davis, 2009). Large number of resident students at the same time are able to receive important information which these hall tutors convey effectively and efficiently to them (King, 2000). In addition, the management of the university

and the halls also channels some important notices to these resident students who attend the hall tutorship.

Related to the essence of group counselling or therapy, group tutorship is extremely effective for addressing relationship difficulties and developing interpersonal skills (Shertzer & Stone, 1976). It offers the tutor of the hall the economy of time and considerable effort. He or she is able to reach many resident students assigned him/her. However, the limitation it brings to resident students is that it offers no adequate privacy, time and attention as compared to individual hall tutorship.

Individual Tutorship. It is also referred to as One-On-One Tutorship Sessions. This usually occurs between the hall tutor and a single student to provide guidance to the resident student for good understand of him or her and the academic environment. Individual Tutorship is private in nature. This form of tutorship usually alleviates situations that seem to be problematic for the individual student. It also clarifies and gives a sense of direction for the student's decision making on campus. Often, the hall tutor arranges with the student on when and where to meet especially for diaspora students. Certain basic features that describe this form include: one-to-one basis, face-to-face, exclusively one resident student affair and offers maximum privacy, attention and time to the one resident student. According to Gordon (1992), one-to-one tutorship (individual advising) is an approach where the advising involves a hall tutor, generally a specific representative of the institution, and a resident students' (or students) issues related to academic progress and general wellbeing of student's stay. Furthermore, Nutt in 2000 defined one-to-one tutorship or individual advising as an interactive relationship between hall

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tutor and tutees. In 1991, Frost also postulated that one-to-one tutorship or individual advising is a vital contact between hall tutor and resident student.

In the particular paradigm or unique model of one-to-one discussion between the student and the hall tutor, it is believed that hall tutorship guidance plays an important role in the growth and progress of individual students (O'Banion, 1972). Crookston (1972) also proposed that academic advisors and hall tutors perform guidance practices to facilitate students ' professional advancement and intellectual growth. The one-on-one hall tutorship, which is not so different from individual counselling, has characteristics such as one-to-one basis, a face to face encounter, a person to person affair, exclusively counsellor-client affair, the hall tutor gets more emotionally involved with the tutor, the tutee is the only one in the helping relationship, tutee receives help but does not give help (Pecku, 1991). Often, one-on-one hall tutorship organized in the halls of residence provides the opportunity to individual student to obtain the necessary help from his or her tutor.

Room-to-Room Visitation. This involves the Hall Tutor going to visit his or her students in their rooms to create rapport and to interact with members of the room concerning their welfare. This is done on the discretion of the Hall Tutor. This form of tutorship affords both hall tutor and students in the particular room the opportunity to share their concerns and find solutions for them.

Room-Meets-Tutor. This is where members (roommates) of a room meet their Hall Tutor in a special counselling room designated for them. This

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tutorship session reduces the number of students set for general meetings to enhance effectiveness and solving of room based issues.

Attitude of Students toward Hall Tutorship

Generally, attitudes can be postulated as predispositions that have advanced over a long and reached complicated phase or stage. Individuals come out with certain perspectives or behaviours toward a programme, event, person and happening based on some experience or knowledge. As a method of guidance services, an examination of the attitudes of University of Cape Coast resident students towards the present hall tutorship has drawn impetus from the presumption that resident students are the primary beneficiaries of hall services. There is a perception that the success of a tertiary institution curriculum depends on the attitude of students in compliance with it. The reaction and attitudes of students to hall tutorship in the halls of residence will dictate to a large degree whether or not hall tutorship is necessary or will be used successfully in halls.

In defining attitude, Ubom (2001) said ''it's an individual's perception and reaction to a task which is expected to be carried out or executed in a group, institution, school setting or an organisation''. In general terms, where individual reactions to the mission or initiative are favorable and when they demonstrate devotion to their duties, they would be positive or high. If the students express a particular reaction, it may be negative or low with respect to what is required of them in the given situation.

According to a study done by Boakye, Dorteer & Boateng (2015), it was revealed that many of the student participants (82.5%) had a negative attitude toward guidance and counselling thus, they had never gone in for the

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sessions before in the university. Many students have some perception that it is only those with mental problems who visit counsellors. Even though a number might be facing personal, social and academic related issues yet they refuse to make use of the provision of hall tutorship or hall counselling system. The study explored the impact of guidance services among Cape Coast University students. The descriptive survey studies used convenient sampling technique to select 200 respondents.

In 2008, Ubana researched on ''the attitude of secondary school students towards guidance and counselling services in Yakurr local government area of Cross River State''. He observed that the predisposition of students towards guidance and counselling services was adverse or negative. Apparently, it was revealed that ''sex of the student and the geographical location of the school had no significant influence on students' attitudes toward guidance and counselling services'' (Ubana, 2008).

Mutinda (2005) had an objective to ''examine the attitude of students towards seeking guidance and counselling in public secondary schools in Nairobi Province, Kenya''. He used sample size of 259 respondents. It was evident that ''majority of the respondents 74.5 % (193) had a negative attitude towards seeking guidance and counselling'' (Mutinda, 2005). Four major issues were discussed in the report namely: ''attitude of students towards seeking guidance and counselling, difference in attitudes towards seeking guidance and counselling between boys and girls, difference in attitudes towards seeking guidance and counselling among students from different types of schools and common personal and academic problems that secondary school students experience'' (Mutinda, 2005).

Eyo, Joshua & Esuong (2010) explored ''the attitude of secondary students towards guidance and counselling services in Cross River State, Nigeria''. Their thesis used three assumptions in descriptive research design to survey a total of 400 high school students from ten (10) schools using stratified random sampling methodology. The research discovered that ''students' attitude towards guidance and counselling services were significantly positive, since the calculated t-value of 9.333 is greater than the critical t-value of 1.960'' (Eyo, Joshua & Esuong, 2010). They concluded that this may be because urban school students would have been more aware of the advice and therapy programs by conferences, lectures, workshops, seminars and media: TV radio and newspapers.

Denga (2001) studied ''the attitude of 2000 students towards the counsellor from the then 19 states of the federation of Nigeria and obtained the result that showed a 100 percent need for counselling and the readiness of the students to go to the counsellor for counselling''. A very good attitude and constructive approach to advice and counseling should be successfully applied and implemented. In certain ways, male and female students differ biologically and physically on the topic of gender, including their approach towards guidance and counselling services. She emphasized that the principals who know nothing about guidance and counselling would not understand the need to relieve the psychologist of intense classroom loads and other co-curricular duties in any way.

In a survey conducted by Gudep (2007) to find about the attitudes of 482 Emirati undergraduates of different majors (Business, Tourism, & Information systems) toward academic advising which quite similar to hall

tutorship, Gudep used factor analysis to discover that the participants had positive attitudes toward advising as indicated by high loadings (between 0.887 and 0.523) on 7 factors "Student Oriented Advisors, System Oriented Advisors, Technology Oriented Advisors, Extracurricular Activities Oriented Advisors, Innovation Oriented Advisors, and Non Serious Oriented Advisors". More specifically, the participants revealed that their advisor "displayed a positive attitude toward their problems …was enjoying his academic advising duties … [and] displayed a concern for advisees whose GPA was less". They also indicated that their advisors were knowledgeable of and committed to the duties of an advisor as indicated in the catalogue Gudep (2007). In addition, to maintain students' satisfaction, the advisors assessed the effectiveness of advising through surveys and open-ended questions given to their advisees. The advisees stated that their advisors, who were aware of the impact of extracurricular activities on students' involvement, encouraged them to take part in such activities. However, the participants noted that some advisors "demonstrated his casual and non-serious attitude" by avoiding meeting with their advisees. In this research, Gudep did not discover "any significant difference" among the respondents' attitudes from different majors and genders.

Musgrove (1993) also studied ''high school students' attitude towards guidance and counselling services''. He observed no major gender and grade level significant difference, but a supportive and beneficial general approach to their guidance offices. It was concluded that the guidance and counselling programs meet the needs and expected standards of most students.

Student Satisfaction with Hall Tutorship

Essuman, Montford, Forde & Ocansey (2001) undertook a study to establish a more sustainable hall counselling system in the halls of residence at the University of Cape Coast. The study was to assist the management improve the hall counselling system for the halls of residence in the university. They used 530 respondents from Valco hall, Adehye hall, Oguaa hall, Casford hall, Atlantic hall, New Hall, Sasakawa and some outside university residential facilities. The study discovered that ''41% (223) of the respondents agreed that they were not satisfied with the present system of hall counselling in the halls of residence in the University of Cape Coast'' (Essuman, Montford, Forde & Ocansey, 2001). Whiles 25.3% (134) of the respondents said they were satisfied with the present system of hall counselling, 32% (173) said 'no basis for assessment' for the system of hall counselling.

Students were asked to compare academic facilities, programmes, and institutional environment in a study led by Kent (1993). Students evaluated and reported on ''many campus services, including registration, advising, student records, student activities, program curriculum, teaching quality, career planning, and course availability among others'' (Kent, 1993). Among the items listed, academic advising received the lowest ratings score as well as the majority of the negative comments. In the end, ''students were not satisfied with errors made by advisors, appointments that were not kept, advisor incompetence, and a general lack of appreciation of student needs by advisors''(Kent, 1993).

Hackman (2016) also investigated "academic advising in the College of Education Studies at the University of Cape Coast" at the University of

Cape Coast, Ghana. She used descriptive research design with 383 respondents consisting of 356 students and 27 academic advisors in the study. She discovered that majority of the students agreed to most of the statements posed to them to find out their level of satisfaction regarding academic advising services. They showed that they are very pleased (satisfied) with the academic advisory services they receive at the University of Cape Coast. The ''students agreed that they have received accurate information about courses, programmes, and requirement through academic advising; they have been provided with sufficient prior notice about deadlines related to institutional policies and procedures; advising has been available when they needed it; advisors are attuned to their personal well-being in the learning environment and that makes them satisfied; sufficient time has been available during advising sessions; and advisors allowed them to choose their own direction which makes them feel more satisfied with the career paths they desire and take an interest in their own education'' (Hackman, 2016).

Similarly, Davis and Cooper (2001) analyzed ''the perception of academic guidance by students in relation to the types of various advisors, including full-time faculty advisors, full-time technical advisors, and full-time residence advisors''. Generally, the 198 respondents surveyed were largely satisfied with the academic guidance they got and regarded it as collaborative rather than prescriptive. However, professional advisors were rated a little higher than faculty advisors. The researchers justified such a little difference as faculty advisors usually have more workloads (teaching and research), and advising is one among other responsibilities they have to fulfill whereas professional advisors' main responsibility is to advise.

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Shamsdin and Doroudchi (2012) conducted a study ''to examine student evaluation of the academic advising process in an Iranian Medical School''. A cross-sectional survey of all fourth and fifth year students who studied medicine, nursing and laboratory technologies was used to perform the research. The participants included 85 students at Fasa Medical School, Iran (23 males and 62 females). The research outcome indicated that ''48 (56%) of the students were somewhat satisfied with their overall academic advising at the Fasa Medical School'' (Shamsdin and Doroudchi, 2012).

In 2002, Woolston discovered ''that student satisfaction with undergraduate education was high, but that satisfaction with advising was much lower'' (Woolson, 2002). The divisive values picked up by Woolston (2002) were seen to be due to a discrepancy in what students expected their advisor or counsellor to speak about and what was really explored. In addition, low academic guidance was cited by Jain, Shanahan, and Roe (2009) as a key factor in high student attrition rates in engineering programs. There were some purposes ''for low student satisfaction with advising included inaccurate course requirement information from advisors, as well as a lack of knowledge and/or a lack of sharing of information about special programs, financial help, and career opportunities'' (Haag, et al, 2007). Other student grievances contained their opinions that the mentors were frustrated with adequate guidance (Haag et al, 2007) or ''having very limited time with their advisor'' (McCuen, Gulsah, Gifford, & Srikantaiah, 2009).

In 2006, Beasley-Fielstein conducted a study with 20 students to examine ''student perceptions of the academic advising relationship'' (Beasley-Fielstein, 2006). It was a phone survey that was split between

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students who expressed satisfaction with academic guidance and those who expressed frustration and dissatisfaction. Every ''student was asked to describe and rate advisor qualities and characteristics, experiences, delivery methods, behaviours, perceptions of the advising relationship, and ideas for improvement" (Beasley-Fielstein, 2006). Students who were dissatisfied labeled advisors as "inaccessible, intimidating, indifferent, and even unpredictable" (Beasley-Fielstein, 2006). Students who were pleased with advising thought that "advisors were interested in their program, a reliable source of information, generous with their time, and accessible". A variety of "effective advising" subjects resulted from this research on the importance of taking a personal interest in students, focusing on both academic and job advice, having real empathy for students, and being effective in trying to solve student problems.

Kara, Tanui, and Kalai (2016) also conducted a study to prove that "the quality of students' welfare services was directly and significantly related to students' satisfaction". The findings showed that universities should be vigilant in offering professional welfare programs for students in order to increase the satisfaction of students. "Students were more likely to register higher levels of satisfaction pursuing their studies in universities which offered; adequate and functional guidance and counselling services for students, adequate and effective career guidance and counselling" (Kara, Tanui, and Kalai, 2016).

Impact of Hall Tutorship

Hall tutorship or advising in university halls of residence often has numerous advantages and impacts on the achievement of students and

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convenient accommodation. Some scholars, such as Crookston (1972) and Obanion (1972), found hall tutorship or hall counselling to be the place for students to get the support required to accomplish their own goal. For example, personal and social advising can contribute in developing resident students to social, educational and vocational opportunities. It generates good understanding and develops "attitudes of respect toward members of the university community and how each member can contribute to development" (Crooksto, 1972).

In order to assess the impact of guidance and counselling on academic success, Dabone, Graham, & Fabea (2015) carried out a review. The setting for the research was Dormaa Senior High School in the Dormaa Central Municipality of the Brong-Ahafo District of Ghana. For the analysis, the experimental design was used with a sample size of 40 students (20 for the experimental group and 20 for the control group). They also made use of interviews to gather their data. The findings of the research stated ''that guidance and counselling services have a positive effect on students' academic achievements and overall respect for each other'' (Dabone, Graham, & Fabea, 2015).

Similarly, Boakye, Dorteer & Boateng (2015) also assessed "the impact of guidance and counselling services among students of the University of Cape Coast". Using convenient sampling technique to select 200 respondents, they reported that 62.0% agreed that the guidance and counselling programme the university offered were not effective. This confirmed the earlier studies about ineffectiveness of guidance service (hall tutorship) in the university. They indicated that majority (98.5%) of

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respondents were aware of the availability of university guidance and counselling services. Moreover, their awareness of the existence of the guidance and counselling does not translate into high patronage knowing the benefits it has for the students.

Likewise, Hall tutors may also encourage resident students to be more positive and pragmatic in sharing learning objectives or personal difficulties that can impact their achievement (Kadar, 2001). Quite frequently, students who are more secure discussing concerns such as personal life issues, social, psychological and all other academic issues with hall tutors benefit a great deal from their stay in the halls. Furthermore, Kadar established that "the advising process provides an opportunity to guide students in setting and achieving their goals" (p. 174) (Kadar, 2001).

The life of a student residing in university halls of residence is made comfortable and easier through the assistance of an advisor or hall tutor. At least, the hall tutor or advisor should "(1) be a senior member in the student's discipline and be familiar with the field's academic requirements and career opportunities; 2) be knowledgeable about the university's regulations and its resources; (3) know when to make referrals; (4) have a basic understanding of human behavior and communication and (5) have fair idea of the culture of the hall of residence assigned (Andrepont-Warren, 2005)".

Advising, like that of hall tutorship, has been explained as "developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals" (Andrepont-Warren, 2005), The hall tutor functions as a "facilitator of communication, a coordinator of learning experiences

through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary". Andrepont-Warren (2005) found that guidance such as "Student Support Services" in hall tutorship has been shown to be particularly effective in incorporating students into university life.

Nilsen (2009) discovered that some effective advising systems which include hall tutorship in halls of residence "meet the needs of the universities' facilities and advance the existing visions of the institution". Improving hall tutorship will promote the happiness and satisfaction of students with university experience and encourage students to continue on campus long enough to meet their educational goals. With Andrepont-Warren (2005), data and literature recognizes that hall tutorship or advising has a "measurable impact on students and must be recognized by institutions as important". Hall tutorship programme are vital to the ''Student Support Services programs''. According to Nilsen (2009), the "concern for the quality of advising and recognition of the important role it can play in promoting student retention and success emphasize efforts to improve advising".

In an Advisor Handbook of Humboldt State University (2012), students who have regular discussion with academic advisor / hall tutor stands to have the following potential advantages: adequate development of life and career goals, support in adjustment to campus life, explore career and internship possibilities, learn about academic requirements and policies, gain referrals to other campus resources/services, feel an interest in their well-being, find personal connection to the university, have access to a campus

expert on campus and community resources, see that faculty and staff are helpful and approachable (Humboldt State University, 2012).

In 2001, Richard Light indicated that the human relationships or experiences between college students and advisors stand in unique position to provide encouragement to a student (Light, 2001). He added that the role of advisors to give encouragement to students to participate in any of the school's programme and activities give the students some personal and social support. According to Light (2001), academic performance has a connection with the extracurricular activities such as hall tutorship.

In 1998, Nagda, Gregerman, Jonides, Von Hippel and Lerner discovered that in developing countries, "most students enter university unprepared for the required level of work". They often required certain help to familiarize to a new academic and residential environment. These students usually enter higher institutions with certain fear and loneliness. In a strange world, and the need for an advisor, they even feel being away from home, uncertain, to "provide stability, assurance and consistency". These students needed an opening for "frustrations, someone to hear them out and to answer questions, and a source of confidential guidance, affirmation, and support (p. 91)". With a variety of needs to be resolved in university in order to achieve progress, students head to the university setting (Strommer, 1993). Bosler and Levin (1999) said that the frustrations and success of students was minimized due to the fact that an academic adviser has offered information on administrative policies and procedures.

Researchers such as (Astin, 1993; Nagda et al., 1998; Tinto, 1993) found that "students' difficulties in identifying with and connecting to the

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academic and social cultures and sub-cultures within an institution led to poor academic performance and eventual withdrawal". It can be well noted that academic advising or hall tutorship as a service not only does influence the learning and career preferences of students, but it has also played a critical role in developing and enabling a positive institutional community in a departmental and university-wide context between teaching and non-teaching personnel. Academic guidance or advising helps guardians look about their own world setting, and as well while acknowledged their own "individual characteristics, values, and motivations as they entered, moved through, and exited the institution".

A study was conducted by Skordoulis and Naqavi (2010) at London Metropolitan University, UK, in order to identify "the value of advising as perceived by undergraduate faculty members, attitudes and perceptions of faculty toward advising, and perceived competence and preparation level of faculty to advise students". "A total of thirty-two respondents from the Business School faculty at the London Metropolitan University participated in the study. Advisors agreed that there was value in advising students, and most faculties perceived advising as a teaching activity and indicated that it should be a component in promotion and performance review. Most respondents reported that advising undergraduate students was a good use of their time, although the level of agreement was higher in reporting that they felt more competent and prepared to advise students on personal academic matters, social interaction with colleagues. However, most respondents had received little or no professional development in advising, and they expressed the need for assistance in advising on issues of university systems and regulations as

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well as personal matters. The previous study had looked at the students from the Faculty of Business School. The respondents of the study were students in SoE at KU, Nairobi, Kenya. It also sought to find out if they were advised on both personal and academic issues".

A research conducted by Muola, Maithya and Mwinzi at Laikipia University College of Egerton University (2011) on "the effect of academic advising on academic performance of university students at Kenyan universities" discovered that ''top-ranking academic advising needs were maintaining high grades, handling heavier academic workload, setting career goals, and setting academic goals irrespective of the year of study and gender. The findings showed that, first (21%) and second (27%) year students were more likely to seek academic advising than third-year students (4%). An equal and low percentage (14%) of male and female students sought academic assistance from their academic mentors. The findings were attributed to the low percentage (11%) of students seeking academic advising and students' needs at different years of study irrespective of gender. However, the study looked at first and second-year students while the current study looked at all the four years of study".

Hale, Graham, and Johnson (2009) used the links between academic advice and retention, reporting that attempts to advance retention should begin with ''assessments of student's current satisfaction, perceptions, and wishes concerning academic advising''. Light wrote in 2001 that "academic advising, likely, is an overlooked and underestimated attribute of a student's successful experience in college".

In addition, Haag, Hebele, Garcia, and McBeath (2009) addressed how, among others, turnover in an engineering program is related to academic and job guidance and faculty. Low (2000) and Light (2001) said "student satisfaction as being an integral part of a student's college experience". Similarly, Ryan (2013) unveiled "first-time students are more likely to be retained and will perform better when they know and regularly meet with their academic advisor". In 1991, Frost also said that "primary purpose of academic advising is to assist students in developing meaningful educational plans within the context of the student's life goals". Myers and Dyer (2005) wrote that advice on tutorship should advance the progress of the "student's academic and social assimilation into an institution". Academic advising or tutorship in the hall may have a "positive effect upon students". That should have been "the only real opportunity for a consistent and personal relationship between the student and college personnel, in which care and concern is demonstrated" (Drake, 2011). It even substantially "impacts economic success for colleges and universities, as well as other criterion by which a college is viewed as being successful (Passarcella & Terenzini, 1991)".

Wood, Baghurst, Waugh, & Lancaster (2008), discovered by their research that "students who participated in their study wanted to be more involved in the academic advising process, but that they needed more information regarding program requirements, sequence, and transferability of credits. In other words, academic advisors needed to provide more information for students to make informed decisions". Additionally, results recommended that it was also important for students to be more intentionally active with "their academic advisors, including guidance, in-depth discussions, and

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getting to know their advisors better as professionals (Wood et al, 2008; Legutko, 2006)".

Hall tutorship organized for resident students in the various halls of residence has huge impacts on the stay and growth of students. Past studies and the conclusions of this report offer data that illustrates the effect Hall Tutorship has on Cape Coast University students.

Challenges in Hall Tutorship

An understanding of the difficulties of hall tutorship that resident students inherently encounter was considered to be significant for the university hall management, staff members of the faculty and students to search for better ways of addressing the problems. Although, hall tutorship has significant impact on students' personal, social and academic achievements, the service may be battled with a number of issues. In circumstances where hall tutors assigned to the various halls of residence for advising convey a heavy student-to-hall tutor load, the progress and success of this system support may be hampered. In a research by Abelman, Dalessandro, Janstova & Snyder-Suhy (2007), institutional factors such as ''large enrollment, type of programme, religious affiliation, institutional mission, and private or public status do affect the type of advising offered to students''.

In 2001, the Counselling Centre for the University of Cape Coast drafted a proposal for a more viable hall counselling system document. The proposal captured some challenges that the current hall counselling system (or now hall tutorship) face. These included:

1. Senior Hall Tutors are not necessarily professional counsellors so may find it difficult to do their work appropriately.

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2. Many hall tutors have resorted to meeting their full strength of students only at the end of the year for a get-to-gather party. Thus no real advising or counselling of students is done within the year.

3. Hall counsellors are not essentially professional counsellors yet very little or no orientation or training is given them to help in their work.

4. There are no rooms or facilities for advising/counselling resident students in the halls. It is difficulty to advise resident students in their rooms or on their floors.

5. Entertainment allowance given to tutors for refreshment of students at various meetings or at the end of year party was very inadequate.

6. In some situations, some resident students are not aware that there is something like hall tutorship, a kind of counselling programme going on (Essuman, Montford, Forde & Ocansey, 2001).

Furthermore, some policies of the institutions also create a series of challenges through financial constraints and administrative reporting of passage. According to Kwame Nkrumah Hall Tutorship Report, one key challenge hall tutorship programme face has to do with the clash of some evening lecture hours against the meetings of the tutorship. This leads to reduced number of resident students attending hall tutorship sessions (Kwame Nkrumah Hall Tutorship Report, 2017).

Another key difficulty that hall tutorship had to struggle with was how to address the twin aims or ambitions of diversifying student populations and at the same time improving the quality of service, student participation in the hall programmes, retention and graduation rates.

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The availability of hall tutors is essential to the progress of the student-tutor programme, especially in universities and higher institutions. In 1993, King disclosed in his research that because of their own propensity not to remain in the hall after hours of classes, lack of extracurricular participation, and the huge volume of academic workload, university students typically struggle to make time with their hall tutors or advisors.

In a study conducted by Patrick (2015) in Tanzania on the topic: ''Academic Advising and Students' Academic Achievement in Higher Education Experiences from Dar es Salaam University College of Education''. He used 58 respondents (48 students and 10 academic advisors), all from the Dar es Salaam University College of Education's Faculty of Education. He found that most of the respondents (77%) said their advisors were frequently not available as appropriate. The result proves that even when they are available, they claim being busy or pre-occupied with official duties. Again, some advisors were absent due to official tour with other students and his or her advisees may be aware or unaware. Habley (2004) disclosed that in North America, consultants / hall tutors typically meet with their student advisors over two planned meetings each semester. This is similar to what happened in Ghana: Ghana Technology University College (2006), all full-time faculty members are assigned students to meet with on a regular basis and assist them in course selection and other relevant information about campus life, but they rarely met with their advisees due to work overload and a lack of time schedule.

Many hall tutors bear "extra responsibilities to advising resident students, including lecturing, marking, performing committee work, working

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at university events/programmes, and performing various kind of duties that consume their time away from direct advising with students". However, we have to understand that university responsibilities may vary from one to another, thus creating sufficient time to advise for some hall tutors whiles giving others very limited time for advising.

Patrick (2015) once more, revealed in his findings that a high number of students had little knowledge on exact meaning, scope, roles and responsibilities of their hall tutors. Forty-seven per cent (47%) agreed that they were assigned advisors but were not aware the kind of assistance to expect from the advisors. Others also have never considered making time for the meeting even though they are fully aware. With this, some students were tagged stubborn by some advisors (Patrick, 2015).

The willingness to use and maintain the resident student-hall tutorship service that can impact the anticipated outcomes is another obstacle facing hall tutorship in university halls of residence. Study evidence suggests that hall tutorship or academic advising programmes are being underutilized and poorly administered in many universities (Habley, 2004). There has been a study that many universities have failed to capitalize on the profits of quality guidance, particularly in terms of helping students to stay in the hall and the university. Many residence students as well also fail to utilize hall tutorship services hence unable to achieve mentorship programme. Some students often "meet hall tutors or academic advisors for reasons other than academic issues and concerns (Edwards & Murdock, 1994; Brown, 2003)".

A psychosocial related problem has also been considered as a challenge to hall tutorship or academic advising in some studies. In his result,

Patrick (2015) reported that 15% of the student respondents indicated the lack of confidence as a result of the harshness and unfriendliness of their academic advisors. Meanwhile, American University of Kuwait (2013) and Colorado State University, (2015) have suggested that a hall tutor should endeavour to maintain confidentiality concerning anything discussed with tutees or advisees. All these issues may post challenges to the interaction between students and their hall tutors.

Remedies for the Identified Challenges

Studies such as Chickering & Gamson (1987); Glennen & Vowell, (1995); Nutt (2000); and Creamer & Scott (2000) have proposed some alternatives (remedies) to the problems facing hall tutorship. These included usual ''one-to-one thus advisor-student contact, being knowledgeable about academic programs and curricular requirements, and communication skills'' (Nutt, 2000; Creamer & Scott, 2000).

A rise in the number of university offering mentoring programmes could also be a solution to advising difficulties (Young & Perrewe, 2004). Walker & Taub (2001) reported in a similar literature that mentoring was increasingly used as a method to encourage student retention in higher institutions, especially the maintenance of first-year students. Yorke (2001) points out that nearly two-thirds of all university dropouts occur during or at the end of the first year of college due to a lack of support structure for students who like hall tutorship or academic guidance. The study reveals that successful hall tutorship / advising, transfer and induction are crucial factors in fostering student progress in the first six weeks of the semesters, rapid

familiarity with the new atmosphere. Hall tutorship stabilizes residence students to avoid early dropout.

I have recently observed that the administration of the University of Cape Coast's Counselling Centre has appointed trained counsellors to each of the ten (10) university halls of residence. This is aimed at creating an opportunity for hall tutors to do quick referral of deep-seated issues of students and make professional counselling readily available to resident students. By this structure, some halls have created counselling offices for effective counselling sessions (Essuman, Montford, Forde & Ocansey, 2001).

Another remedy that can help solve the problem of 'I am not aware' on the part of resident students would be to do effective publicity to create the necessary awareness about the hall tutorship. Hall management and tutors in collaboration with Junior Common Room Committee (JCRC) members can use posters, magazines, notices flyers and radio broadcast to publicize the tutorship. In addition, digital platforms like WhatsApp, Facebook, emails and bulk SMS broadcast could help so much since almost every resident student is using a mobile phone.

Boakye, Dorteer & Boateng (2015), in ''assessing the impact of guidance and counselling services among students of the University of Cape Coast'', discovered that most student respondents (56.5 percent) recommended the following in order to enhance the university's counselling and guidance services; ''increase education about the importance of guidance and counselling, adequate support from authorities, provision of adequate and improved resources for the guidance and counselling programme''.

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In order to ensure that certain challenges were addressed by stakeholders of the hall tutorship being organized in Kwame Nkrumah Hall, University of Cape Coast, the following recommendations were made (Kwame Nkrumah Hall Tutorship Report, 2017):

1. Hall tutors should do more of "Room-Meets-Tutor" and Room Visitation counselling form. This is because it will encourage more counselees in a room to attend hence achieving effectiveness in our target of reducing the number of counselees for counselling.

2. Effective public education on the hall tutorship needed to be done to create the awareness every year.

3. Facilitators/ CARE Officers have to ensure an effective involvement of the floor representatives.

4. Hall Tutors were encouraged not to give up because of the present low attendance on the part of tutees. They were to continue the good work and remember that it is worth advising only one student to become a responsible citizen.

5. Closing on time for each tutorship sessions is a source of motivation for next meeting.

6. Hall tutors should get tutees or resident students involved in the process by giving assignments and following up. Examples: personal time table, To–Do-List for the week, achievable goals for semester and year etc.

7. Tutors should try to communicate and respond more to the CARE office via text messages and emails about their counselling attendances, Hall's invitations etc.

Chapter Summary

This section contains the conceptual, theoretical and empirical related literature regarding hall tutorship or ''hall counselling system''. The nature and forms of Hall tutorship as advising tool were considered and related. Hall tutorship is the process whereby a hall tutor assigned to the halls of residence provides resident students with necessary information to make informed choices to achieve academic and personal development.

This research used two theoretical reviews for the study. It included the behavioural theory and client- centered counselling theory. The main reason for using the two theories was because behavioural theory has been widely used in many educational settings by educational counsellors and advisors (hall tutors) to transform many students' undesirable behaviours. This model has withstood the test of time. Moreover, the Client- Centered Counselling Theory has created a safe environment of growth under the three conditions of worth (unconditional positive regard, empathy and genuineness) (Rogers, 1952). Therefore, the theories suggest that a hall tutor or advisor is able to facilitate the understanding of knowledge base on the students for needed academic and conducive environment for personal development. Empirical literatures were also provided to support the study.

CHAPTER THREE

RESEARCH METHODS

The previous chapter highlighted relevant literature on the existing knowledge on the students' assessment of hall tutorship in the halls of residence in University of Cape Coast. This chapter addresses the study method that was used in gathering the data necessary for this study. The issues to be covered include research design, study setting, population of the study, sample and sampling technique, data collection instrument, pretesting, data collection procedure, data processing and analysis.

Research Design

Research design can be defined as a systematic plan adopted by the researcher to address questions validity, objectivity, accuracy and economic. Newman (2006) reported that research design is glue that holds the research project together. The descriptive survey design (under quantitative approach) was the research design utilized in this study. In addition, Gay (1992) said that the architecture of the descriptive sample requires data collection in order to test theories or address study questions regarding the current state of the topic under investigation. The descriptive survey design is ideally tailored to this thesis because it allows the researcher the ability to grasp and explain the current essence of hall tutorship in the halls at Cape Coast University. The methodology of descriptive surveys is considered one of the most popular types of analysis methods that enable the researcher to obtain access to accurate study knowledge. The primary purpose of a descriptive survey, according to Fraenkel and Wallen (2000), is to gather data that can be interpreted to generate conclusions. They clarified that a descriptive survey

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requires asking a broad number of people the same collection of questions commonly prepared in a published questionnaire. Babbie (2007) has claimed that the purpose of a descriptive survey is to assess the essence of a condition as it appears at the time of a report. It brings out its identity in the present conditions and also points out the future needs. It was found that the use of survey studies offered a lot of data from a very large sample of participants from which demographic generalization could be produced..

However, there are some disadvantages with descriptive survey design. The difficulty with the descriptive survey design may be confirming that some questions responded to are not misleading but rather understood. The explanation for this might be that survey results can vary considerably depending on the specific language used in the questions (Cohen, Morrison & Manion, 2004). The descriptive survey design, however, was deemed the most suitable and relevant for the hall tutorship service research at the University of Cape Coast, Ghana. It assisted in obtaining accurate information on hall tutorship programme particularly with the objectives.

Study Area

The halls of residence at the University of Cape Coast, a university in Ghana (West Africa), were the setting for the research. t is a public research university in the Central Region of Ghana, situated five kilometers west of the Cape Coast. The university was established in 1962 because of a desperate need for highly trained and skilled educational staff. The ''aims of the university were (a) to provide higher education to persons suitably qualified and capable of benefiting from such education. (b) Train students in methods of critical and independent thought; while making them aware of their

responsibility to use their education for the general good of the Ghanaian society'' (Statutes of the University of Cape Coast, 2016).

There are ten (11) halls of residence at the University of Cape Coast that host mainly new students. Oguaa Hall, Atlantic Hall, Kwame Nkrumah Hall, Valco Hall, Student Representative Council Hall, Superannuation Hall, Presidential Special Initiative Hall, Alumni Hall, and Graduates' Hall are among the nine (9) halls featuring both sexes (both males and females). The last two halls are same - sex halls: Casely Hayford (males) and Adehye (females). They are popularly known as Casford and Royals respectively. The Hall's day-to-day management is in the care of the Hall Master, assisted by the Senior Hall Tutor, the Hall Manager/Manageress, the Hall Accountant, Presiding Hall Assistant, Hall Tutors and Junior Common Room Committee members. The setting was carefully chosen because the university has several halls of residence where these hall tutors are appointed to perform the advisory roles, mentorship and provide adequate support for the resident students.

Population

According to Fraenkel and Wallen (2003), population in a research is defined as the larger group with common observable features which one hopes to apply the research result. All resident students from the six (6) conventional halls of residence at the University of Cape Coast will be included in the population for this study. The accessible population is 5,790 resident students in the six (6) traditional halls on the university campus (UCC Student Record, 2019). The concentration for this research was on the capacity of the six (6) traditional halls of residence which included Oguaa Hall, Atlantic Hall, Kwame Nkrumah Hall, Valco Hall, Casely Hayford Hall, and Adehye Hall.

The reason being that these traditional halls of residence were the earlier halls built and have established tutorship programmes for a while. These traditional halls possess common characteristics which will help in achieving the objectives of the study. According to university policy ''in-out-out-out'', all fresh students reside in the halls of residence plus few continuing students who form part of the Junior Common Room Committee. This is done by the university management to support all fresh men and women from struggling to get accommodation in their new academic environment. Every resident student is assigned a hall tutor for the purpose of hall tutorship advising. The population distribution of the halls of residence is as follows in Table 1.

Table 1: Distribution of the Population by Halls of Residence

Hall	Type of Sex	Student Population
Oguaa	Mixed (Males/Females)	1072
Atlantic	Mixed (Males/Females)	624
Kwame Nkrumah	Mixed (Males/Females)	1230
Valco	Mixed (Males/Females)	1420
Casely Hayford	Males	900
Adehye	Females	544
Total		5790

Source: UCC Students Record (2019).

Sample and Sampling Procedure

A sample is defined as a proportion of a large population (Creswell, 2007). Welman, Kruger, & Mitchell (2005) and Zikmund (1994) conducted some studies in the field of Social Sciences and postulated there must be a good percentage of the population in order for a survey to be reflective of a

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report. In determining the sample size, a total number of three hundred and eighty (380) resident students in six (6) traditional halls were considered from the total resident students' population of 5,790. According to Krejcie and Morgan (1970), with a 95 per cent confidence level sampling table and a 5 per cent error margin, the required minimum figure that could be sampled from a population of 5,790 is 357. However, 380 participants were used in order to increase the external validity.

In addition, proportional stratified and random sampling techniques were used for the individual sample sizes for each of the six halls of residence out of the 380 participants. For the first step, a proportionate sample size was assigned to each hall of residence by dividing the total number of research participants required (380) by the total number of resident students in each of the six halls of residence (5,790) and by multiplying the total number of resident students in each hall. The assurance the proportional stratified sampling technique gives is proportional representation of the participants by halls. The mathematical calculation will be:

$$\frac{\text{Sample size}}{\text{Total Population}} \times \text{Total number of resident students for each hall}$$

For example: Oguaa Hall sample size was calculated as follows:

$$\frac{380}{5,790} \times 1072 = 70$$

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Table 2: The Population Distribution of Sample Size for each Hall of Residence.

Hall	Type of Sex	Sample
Oguaa	Mixed (Males/Females)	70
Atlantic	Mixed (Males/Females)	41
Kwame Nkrumah	Mixed (Males/Females)	81
Valco	Mixed (Males/Females)	93
Casely Hayford	Males	59
Adehye	Females	36
Total		380

Source: Field Survey, (2019)

Table 2 demonstrates the number of participants from each hall: Oguaa hall – seventy (70) males and females, Atlantic hall – forty one (41) males and females, Kwame Nkrumah hall – eighty one (81) males and females, Valco hall – ninety three (93) males and females, Casely Hayford hall – fifty nine (59) males and Adehye hall – thirty six (36) females.

Random sampling technique was the next step used in selecting the sample for the study. According to Amedahe (2000), a simple random sampling approach is a form of sampling that gives all target population units an equal probability of being chosen. The explanation for this random sampling procedure is that any resident student in the halls has an equal probability of participating in the study. This makes it appropriate for the population of study since every resident student of each hall is assigned a hall tutor for hall tutorship service and as such possesses similar characteristics.

Since the study is a survey, sample selection is critical because it is impracticable to include all resident students from the six halls that made up the study's target group. The composition of the total number of samples expected to be selected from the six halls is displaced in Table 2. A lottery technique was used to select the participating students from each hall. To be able to select all participating students, slips of paper were prepared to cover the number of resident students in a room. Some rooms had two students, three students, four students, six students and others had eight students. Each room had the number of slips that cover the occupants with an even number of 'Yes' and 'No' inscriptions. Students were invited to pick the slips in turns, those who picked slips with 'Yes' inscriptions were made the sample for the study. This process continued until the total number of sampled students for each hall was selected. Any student that was found to have picked 'No' was not given the questionnaire to fill.

Data Collection Instrument

Data collection instrumentation is widely known as a ''means or tool by which investigators attempt to measure variables or items of interest in the data collection process'' (Bhandarkar & Wilkinson, 2010). In this study, a questionnaire (see Appendix A) was self-designed with strict supervision from experts to solicit facts on characteristics, forms of hall tutorship, attitude of students toward hall tutorship, level of satisfaction of students regarding hall tutorship, impact of hall tutorship on students, challenges faced by students in attending the hall tutorship and remedies to overcome the identified challenges in attending the hall tutorship in the University of Cape Coast. Questions on forms, attitudes, level of satisfaction, impact, challenges and remedies

bordering on the topic were constructed. This enabled the researcher to gather the assessments of students regarding the hall tutorship in the halls of residence of the University.

The research instrument (questionnaire) was designed with both closed and opened item style of questions. Some format also included dichotomous and the Likert style scale of four points questions. This provided options for respondents to demonstrate their level of consent or disagreement, yes or no and satisfaction or dissatisfaction to the question items. Questionnaire is a series of questions produced separately by a variety of individuals to respond, typically to provide statistical knowledge. The structured instrument was used for "gathering data from a potentially large number of respondents, within a shorter possible time especially when the population is easily accessible (Amedahe & Gyimah, 2005; Deng, 2010)".

The researcher developed the instrument under the supervision of the supervisor (Prof. Eric Nyarko-Smapson) and some experts in the Department of Guidance and Counselling University of Cape Coast before being administered to collect data from the respondents. The questionnaire was printed out clearly and numbered to differentiate one question from the other. It was made to cover seven sections (A-G) consisting of 53 items. Section (A) comprised four (4) which revealed the respondent's demographic features. Section (B) containing five (5) items also dealt with the forms of hall tutorship in halls of residence at the University of Cape Coast. Section (C) comprised of 10 items covered the attitude of students toward hall tutorship at the University of Cape Coast. This section took the form of agreement ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree

(SD). Section (D), with 11 items, covered the level of satisfaction of students regarding hall tutorship at University of Cape Coast. It took the form of Very Satisfied (VS), Satisfied (S), Dissatisfied (D) and Very Dissatisfied (VD). Section (E) comprised of 10 items which revealed impact of hall tutorship on students in halls of residence in University of Cape Coast. This section also took the form of agreement ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Section (F) comprised of three (3) items with sub-questions which allowed resident students to choose and suggest some challenges faced in attending hall tutorship at the University of Cape Coast. It was in the form of dichotomous (Yes or No and Tick or Untick), closed-ended and open-ended questions. Finally, section (G) contained 11 items for remedies to overcome the identified challenges in attending the hall tutorship. It was in the form of form of agreement ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Pre-testing of the Instrument

The instrument pre-tested was done with 50 participants from Student Representative Council (SRC) Hall of the University of Cape Coast. The Student Representative Council (SRC) Hall formally known as SRC Hostel was selected due to the fact that resident students living there have similar hall tutors assigned them. They face the same academic, social, and accommodation pressures that require hall tutors advising as compare to the six traditional halls. Proximity of the SRC Hall was also another reason for it selection.

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The reason to pretest the instrument was for consistency, accuracy, and applicability of questionnaire items. Furthermore, it was to provide insights into thoughts not yet considered and problems unanticipated, which could challenge the data analysis. In addition to these, the pretest enabled the researcher to revise the contents of the questionnaire thereby revising the instrument to achieve the reliability and validity standards required in scientific research.

My supervisor and other experts (earlier mentioned) in the Department of Guidance and Counseling and the Faculty of Educational Foundations at the University of Cape Coast subjected the research instrument to validity and reliability testing. Face validity and content validity of the instrument were ascertained with their expertise in advising and guidance at the Counselling Centre. They were to ensure that the amount and type of evidences which were gathered support the interpretations of the hall tutorship advisory in the halls of residence at the University of Cape Coast. Again, they were to review research items for clarity, completeness and quality proficient of collecting valuable data for the research. Their recommendations were used to make the required adjustments to enhance the instrument.

The Cronbach's alpha was computed for each of the items that fall under the six research objectives set to guide the study after the data was analyzed. A Cronbach's Alpha of above 0.70 was considered as proposed by Fraenkel and Wallen (2003) in order to maintain a high reliability coefficient. Cronbach's Alpha was developed by Lee Cronbach in 1951 to provide a measure of the accuracy of a scale, according to Tavakol and Dennick (2011).

The questionnaire for the students' assessment of hall tutorship consists of seven (7) sections i.e sections A, B, C, D, E, F, and G covering various relevant areas such as demographic characteristics, forms of hall tutorship, attitude of students toward hall tutorship, level of satisfaction of students regarding hall tutorship, impact of hall tutorship on students, challenges faced in attending hall tutorship, as well as remedies to overcome the identified challenges in attending the hall tutorship. The scales' homogeneity values (Cronbach's alpha) range from 0.70 to 0.88. The Cronbach's alpha of 0.78 was obtained for the students' assessment of hall tutorship questionnaire. The seven (7) sections cover the areas: demographic characteristics (items number 1, 2, 3, 4; Cronbach's alpha of 0.70). This included background information such as age, gender, hall of residence and level. Section B (items number 5, 6, 7, 8; Cronbach's alpha of 0.71) included forms of hall tutorship. Section C (items number 9, 10, 11, 12, 13, 14, 15, 16, 17, 18; Cronbach's alpha of 0.87) included attitude of students toward hall tutorship. Section D (items number 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29; Cronbach's alpha of 0.86) consisted level of satisfaction of students regarding hall tutorship. Section E (items number 30, 31, 32, 33, 34, 35, 36, 37, 38, 39; Cronbach's alpha of 0.87) included impact of hall tutorship on students. Section F (items number 40, 41, 42; Cronbach's alpha of 0.71) covers challenges faced in attending hall tutorship. Section G (items number 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53; Cronbach's alpha of 0.88) included remedies to overcome the identified challenges in attending the hall tutorship.

Such a reliability coefficient, according to De Vellis (1991), is considered respectable. As a result, the instrument was deemed trustworthy

and appropriate for gathering the necessary data to answer the research questions. Also, according to Fraenkel and Wallen (2003), "a helpful rule of thumb for research purposes is that dependability should be at least .70 and ideally higher." As a result, the instrument is of good quality and capable of gathering meaningful data for the study. IBM SPSS Statistics version 21 was used to determine the reliability of the instrument. In terms of item analysis, all queries were catered. All of these steps were done to guarantee that the instrument could gather high-quality, relevant data for the study.

Data Collection Procedures

During the second semester of the 2019/2020 academic year, data collection was carried out while resident students were on campus and in separate residence halls. The second semester was appropriate due to the fact that by that time, the resident students would have gone through the hall tutorship sessions for seven (7) months. The distributions and collection of the data took place from June, 2020 to July, 2020. Despite the fact that level 400 students were the only ones allowed on campus due to the Covid-19 epidemic, there were still some level 100, 200, and 300 students in the residential halls. This period was considered critical because it ensured availability of respondents on campus and living in the halls of residence. This ensured that the questionnaires got to the right people and a high return rate. The questionnaires were distributed to resident students who were assumed might have gone through the hall tutorship in the first semester and some part of the second semester of the academic year. This was because their experiences with the hall tutorship are needed for the study.

Data Processing and Analysis

This research analysis the hall tutorship advisory in the halls where students live at the University of Cape Coast. The data obtained from the questionnaires was screened and vetted for consistency and accuracy. The study hypothesis formulated was analysed using independent sample t-test. In analysis of the data, the main tool used descriptive statistics. Frequencies and percentages were used to analyse research question one and five. Means and standard deviation were used for research question two, three, four and six. With the support of the IBM SPSS Statistics version 21 for windows, the data obtained from respondents were coded and analyzed. IBM SPSS Statistics version 21 is a computer software program designed to calculate the number of participants required to demonstrate desired effects with significance alpha level (0.05).

The analysis and discussion were done according to research questions. Research question two which aims to explore the attitude of students toward hall tutorship in University of Cape Coast was analysed with a mean of 2.5 and beyond indicating a positive attitude while a mean of below 2.5 indicating negative attitude the toward the hall tutorship in University of Cape Coast. Research question three also dealt with the level of satisfaction of students regarding hall tutorship in University of Cape Coast. Using mean and standard deviation to analyze, a mean of 2.75 or above indicates a high level of student satisfaction with hall tutorship, whilst a mean of less than 2.75 shows a low level of student satisfaction with hall tutorship at the University of Cape Coast.

Ethical Considerations

According to Creswell (2008), the researcher has an obligation to ensure the safety of those participating in a study and providing valuable information. Because of the obligation to address ethical guidelines, this research study was guided by strict ethical considerations. A letter of introduction from Guidance and Counselling Department, University of Cape Coast was sent to all targeted institutions. The main ethical approval was requested from the University of Cape Coast Institutional Review Board with detailed descriptions of the topic and characteristics of the participants. This allowed the researcher to obtain permission from the management of the halls of residence for the necessary assistance or cooperation. All participants were told of the research's goals and objectives and that they had the right to withdraw from the analysis without any responsibility at any time. Research ethics is characterized as a set of moral values that deals with the degree to which research processes conform during research to professional, legal, and social responsibilities (Polit & Hungler, 1995). Ethical consideration was strictly adhered to during and after the study. Informed consent and permission was obtained from the students and authority of the various halls of residence of the University of Cape Coast prior to commencement of the questionnaire administration. The researcher informed all students that it is not compulsory to participate in the study- it is optional. The participants were also asked not to write their names on the questionnaire to ensure confidentiality and anonymity.

Chapter Summary

The study employed descriptive survey design as a research design. All resident students in the six (6) main traditional halls of residence at the University of Cape Coast were considered to be in accessible population for the study. Applying Krejcie and Morgan (1970) sampling table and simple random sampling technique, 380 resident students from six (6) main traditional halls (Oguaa hall, Atlantic Hall, Kwame Nkrumah Hall, Valco Hall, Casely Hayford Hall, Atlantic Hall, and Adehye Hall) in University of Cape Coast were selected to respond to the instrument for the study. The instrument used for data collection in the study was a questionnaire. Questionnaire was used because it offers a broader coverage of the respondents, greater assurance of anonymity and it is less expensive as compared to other methods (interview and observation). Furthermore, the questionnaire was realized as an appropriate instrument for the collection of data because the study deals with students of higher education. One difficulty that the researcher encountered for the use of questionnaire in collecting the data was that resident students did not complete all items on the paper. The pilot testing was done in the Student Representative Council (SRC) Hall to ensure that the instrument has the capacity of collecting relevant data for answering the study questions and hypotheses guiding the study. To conclude the summary of this chapter, both descriptive (frequencies, percentages, means and standard deviation) and Independent-sample t-test was used for data processing and analysis with assistance from computer software known as IBM SPSS Statistics version 21.

CHAPTER FOUR

RESULTS AND DISSCUSSION

Introduction

The findings of the study of data obtained from the field are analysed and discussed in this chapter in relation to students' assessment of hall tutorship at University of Cape Coast. The chapter also contains two main sections. Section A dealt with demographic statistics, while the main data was addressed in the second section.

The data collected was coded and analysed based on the research questions one after the other using different statistical tools with the help of version 21 of the IBM SPSS Statistics for windows. The descriptive statistics and t-test were deployed as the main statistical tools in the research. In the analysis of the data, frequency and percentages were used for research questions one, three, five and six. Means and standard deviation were used for research question two and four. The hypothesis of the study was analysed with the use of independent sample t-test.

Section A: Demographic Data

The age, gender, hall of residence and level of the participants were the variables captured in the demographic data. The demographic data is very pertinent to put the study in context. The analyses of the outcomes are showed in Table 3, 4, 5 and 6.

Table 3: Age Distribution of Respondents

Age-ranges	Frequency (f)	Percentage (%)
16- 19years	22	5.8
20-24years	219	57.6
25-29years	128	33.7
30 and above	11	2.9
Total	380	100.0

Source: Field Data, (2020)

Table 3 demonstrates the demographic data of the respondents regarding age-ranges. It can be observed from Table 3 that more than half (f=219; 57.6%) of the respondents were in the 20-24 age group. In comparison, the table reveals that 128 (33.7 percent) of the respondents are aged between 25-29 years. This indicates that the majority of the students who answered the questionnaire were in their twenties (20-29 years) (f=347; 91.3 percent).

Table 4: Gender Distribution of Respondents

Gender	Frequency (f)	Percentage (%)
Male	193	50.8
Female	187	49.2
Total	380	100.0

Source: Field Data, (2020)

Table 4 shows that respondents in the study were made up of different sexes thus, males and females. A closer look at the Table 4 revealed that the male respondents (f=193; 50.8%) were more than females (187) representing 49.2%.

Table 5: Halls of Residence Distribution of Respondents

Hall of Residence	Frequency (f)	Percentage (%)
Atlantic Hall	41	10.8
Oguaa Hall	70	18.4
Kwame Nkrumah Hall	81	21.3
Valco Hall	93	24.5
Casely Hayford Hall	59	15.5
Adehye Hall	36	9.5
Total	380	100.0

Source: Field Data, (2020)

For the respondents in the research, Table 5 demonstrates their halls of residence. The distribution from each hall of residence of the respondents was determined using the mathematical calculation of proportional stratified sampling technique showed in Chapter 3, Table 2. The capacity of the halls of residence was used to find the proportion of the respondents that can represent the sample for each. The larger the number of residents in the hall of residence, the larger the respondents drawn to participate in the study. For instance, as 93 (24.5%) respondents were drawn from Valco Hall, thirty six (36) were also from Adehye Hall.

Table 6: Level Distribution of Respondents

Level	Frequency (f)	Percentage (%)
Level 100	24	6.30
Level 200	10	2.60
Level 300	39	10.30
Level 400	301	79.20
Service Personnel	6	1.60
Total	380	100.00

Source: Field Data, (2020)

Table 6 revealed that 301 (79.2%) of the respondents representing the majority were in level 400. The least number of respondents (f=6; 1.6%) were service personnel.

Section B: Main Data

According to the research questions and hypothesis formulated for the analysis, the results of this segment have been demonstrated.

Research Question One

What are the forms of hall tutorship organised in University of Cape Coast? The data in Tables 7, 8, 9 and 10 are used to answer research question 2.

Table 7:Availability of Hall Tutorship in the Hall of Residence

Description	Frequency (f)	Percentage (%)
Yes	376	98.9
No	4	1.1
Total	380	100.0

Source: Field Data, (2020)

Table 7 indicates that the majority of students (98.9%) replied in the affirmative that hall tutorship services exist in the halls of residence at the University of Cape Coast.

Table 8: Respondents' Attendance of Hall Tutorship

Description	Frequency (f)	Percentage (%)
Yes	347	91.3
No	33	8.7
Total	380	100.0

Source: Field Data, (2020)

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Table 8 revealed that majority of the students (f=347; 91.3%) confirmed that they had attended the hall tutorship sessions before in their halls of residence at Cape Coast University.

Table 9: Forms of Hall of Tutorship

Forms of Hall Tutorship	Frequency (f)	Percentage (%)
General (Group) Meeting	79	20.8
Individual (One-to-One) Tutorship	10	2.6
Room-to-Room Visitation	12	3.2
Roommates-Meet-Tutor	11	2.9
General (Group) Meeting and Individual (one-to-one Tutorship)	94	24.7
General (Group) Meeting and Room-to-Room Visitation	89	23.4
General (Group) Meeting and Roommates-meet-Tutorship	16	4.2
Room-to-Room Visitation and Roommates-to-Tutor	1	.3
Individual (one-to-one Tutorship)and Roommates-to-Tutor	2	.5
Individual (one-to-one Tutorship) and Room-to-Room Visitation	2	.5
Individual (one-to-one Tutorship), Room-to-Room Visitation and Roommates-meet-Tutor	6	1.6
General (Group) Meeting, Individual	2	.5

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Table 9, Continued

(one-to-one Tutorship) and Room-to-Room Visitation		
General (Group) Meeting, Roommates-meet-Tutor and Room-to-Room Visitation	37	9.7
General (Group) Meeting, Individual (one-to-one Tutorship), Room-to-Room Visitation and Roommates-to-Tutor	19	5.0
Total	380	100.0

Source: Field Data, (2020)

The outcomes of hall tutorship sessions held in their residence halls are seen in Table 9 above. The result from Table 9 indicates that two combined forms of the hall tutorship sessions are more visible to them. These included General (Group) Meeting and Individual (one-to-one) Tutorship (f=94; 24.7%), and General (Group) Meeting and Room-to-Room Visitation (f=89; 23.4%). It can also be noted from the table 9 that respondents indicated when it comes to individual form of hall tutorship sessions; General (Group) Meeting is mostly used in their halls of residence (f=70; 20.8%).

In general, the respondents acknowledged that at least every one of the forms of hall tutorship sessions is being organized in their halls of residence at the University of Cape Coast.

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Table 10: Hall Tutorship Services Attended most by Respondents

Description	Frequency (f)	Percentage (%)
General (Group) Meeting	278	73.2
Individual (One-to-One) Tutorship	17	4.5
Room-to-Room Visitation	57	15.0
Roommates-Meet-Tutor	28	7.4
Total	380	100.0

Source: Field Data, (2020)

As shown in table 10, 278 (73.2%) of the respondents prefer attending the general (group) sessions of the hall tutorship at the University of Cape Coast. The number of respondents who had attended individual (One-to-One) Tutorship was very low representing 4.5%.

Research Question Two

What are the attitudes of students toward hall tutorship in University of Cape Coast?

The goal of this research question was to answer research question two, which looked at students' attitudes regarding hall tutorship at the University of Cape Coast. In Section C (Appendix A), a total of ten questionnaire items were employed. Mean and standard deviation were used to analyse and interpret the finding. A mean of 2.5 and above indicates a positive attitude, while a mean below 2.5 indicates a negative attitude towards the hall tutorship experiences at University of Cape Coast.

Table 11: Attitude of Students toward Hall of Tutorship

Statement	N	Mean	Standard Deviation
I think hall tutorship services have been necessary and effective.	380	3.21	.595
Hall tutorship services are for delinquents.	380	2.68	.817
Students with mental problems visit hall tutors or counsellors.	380	2.72	.837
Only students with learning or academic difficulties seek hall tutorship services.	380	2.63	.984
If I were experiencing some difficulties in my life, I would confide in a hall tutor.	380	3.01	.725
Hall tutorship services meet my needs and expectations as a resident.	380	2.97	.761
Attending hall tutorship services should be a last resort.	380	2.51	.849
Usually, I attend the hall tutorship services because I get refreshment.	380	2.53	.923
Hall tutors cannot keep what you discuss with them confidential	380	2.46	.916
I would find it difficult to discuss my emotional problems with a hall tutor.	380	2.67	.850

Source: Field Data, (2020)

Table 11 demonstrates the discoveries of the attitude of students at the University of Cape Coast towards hall tutorship programme. From Table 11, apart from the statement ''hall tutors cannot keep what you discuss with them confidential'' (M=2.46; SD=.916), it can be seen that most of the respondents had positive attitude toward all the statements regarding the hall tutorship sessions being organised at the University of Cape Coast. The study's finding showed that the respondents' most predominant positive attitude is ''I think hall tutorship services have been necessary and effective'' (M=3.21; SD=.595). This was followed by ''if I were experiencing some difficulties in my life, I would confide in a hall tutor'' (M=3.01; SD=.725).

Research Question Three

What is the level of satisfaction of students regarding hall tutorship in University of Cape Coast?

To assess the level of satisfaction of students at the University of Cape Coast about hall tutorship, 11 items of the questionnaire (see Appendix A, Section D) were used to address the question. Table 12 shows the results of the level of satisfaction of students regarding hall tutorship in University of Cape Coast. Using mean and standard deviation for analysis, a mean of 2.75 and above indicates that the level of satisfaction of students regarding hall tutorship is high while a mean of below 2.75 indicates a low level of satisfaction of students regarding hall tutorship at the University of Cape Coast.

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Table 12: Level of Satisfaction of Students regarding Hall Tutorship at University of Cape Coast.

Statement	N	Mean	Standard Deviation
Schedule for hall tutorship session is appropriate.	380	3.15	.617
One hour a week for the hall tutorship session is sufficient.	380	3.05	.613
Effective method of delivery at my hall tutorship session.	380	3.07	.621
Hall tutor is always available at our floor tutorship session.	380	3.02	.702
Discussions at tutorship sessions have generally been informative and educative.	380	3.18	.584
Hall tutor was easy to relate to.	380	3.12	.618
Hall tutorship sessions made me developed positive mind-set about university guidance and counselling services.	380	3.23	.624
Hall tutor does referrals to appropriate campus resources.	380	3.15	.642
Effective follow ups are done by tutor on unresolved issues.	380	3.10	.644
Hall tutor handled my situation effectively.	380	3.07	.629
Hall tutor was knowledgeable about dealing with my situation.	380	3.12	.699

Source: Field Data, (2020)

The majority of respondents at the University of Cape Coast had a high level of student satisfaction with hall tutorship, as seen in Table 12. Respondents gave mean ratings of 3.02 to 3.23 to all of the statements, which were higher than the mean scores of 2.75, suggesting great satisfaction with hall tutorship.

Research Question Four

What perceived impact does hall tutorship has on students in University of Cape Coast?

This research question sought to evaluate the perceived impact of hall tutorship on students in University of Cape Coast. The result was analysed and discussed using mean scores and standard deviation. A mean of 2.5 and above to each of the statements indicates that respondents had high perceived impact of hall tutorship experiences while a mean of below 2.5 indicates a low perceived impact of hall tutorship on them.

Table 13: Perceived Impact of Hall Tutorship on students in Halls of Residence in University of Cape Coast.

Statement	N	Mean	Standard Deviation
Hall tutorship services helped me to improve my study habit and academic performance.	380	3.23	.595
I have had improvement in my academic, social and personal time management due to hall tutorship services.	380	3.16	.553
With the help of hall tutorship services, I have developed good relationships between their roommates, colleagues and tutors.	380	3.16	.578
I benefited from hall tutorship services by way of managing my academic, personal-social life, anxiety and finances	380	3.11	.608

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Table 13, continued

on campus.			
I have had improved understanding of interests, abilities, life goals and career goals due to hall tutorship services.	380	3.12	.594
My understanding of hall management system, university regulations, policies and procedures expanded due to hall tutorship services.	380	3.11	.563
I would say hall tutorship services helped me to balance my extra-curricular activities and programs with academic.	380	3.09	.588
Thanks to hall tutorship services I have developed critical thinking and independent decision-making skills to make my own social and academic decisions.	380	3.09	.626
Students are friendly and very co-operative because hall tutorship sessions address their needs and concerns.	380	3.21	.637
Hall tutorship sessions have me disciplined and focused.	380	3.16	.698

Source: Field Data, (2020)

The discoveries of the perceived impact of hall tutorship on students in residence halls at the University of Cape Coast have been displayed in Table

13. The finding of the research (Table 13) demonstrates that majority of the respondents confirmed that hall tutorship had had some impact on them. The mean scores of the respondents to all statements on perceived impact of hall tutorship experiences were above 2.5 (Mean scores between 3.09 and 3.23).

Research Question Five

Are there challenges faced by students when attending the hall tutorship in University of Cape Coast?

The main goal of research question five was to identify the challenges students have when attending University of Cape Coast hall tutorship sessions. The findings are presented in Tables 14 and 15. The descriptive statistical instruments used to interpret and discuss the findings were frequency counts, percentages, mean scores and standard deviation.

Table 14: Encouragement from Hall Management or University

Description	Frequency (f)	Percentage (%)
Yes	292	76.8
No	88	23.2
Total	380	100.0

Source: Field Data, (2020)

The respondents stated, as indicated in Table 14, that the hall management or university had encouraged them to attend the hall tutorship sessions (292; 76.8%).

Table 15: Challenges in Attending the Hall Tutorship

Statement	N	Mean	Standard Deviation	Rank
The fear of other resident students knowing about my problems	380	1.79	.406	1st
Lack of regular refreshment during sessions	380	1.78	.416	2nd
My colleagues don't like attending hall tutorship services	380	1.78	.417	3rd
Hall tutors are not readily available and easily accessible	380	1.78	.417	4th
Lack of confidentiality and trust in hall tutor	380	1.77	.419	5th
Lack of facility for the hall tutorship services	380	1.76	.426	6th
Hall tutorship services lacks effectiveness	380	1.75	.435	7th
I was not aware of the hall tutorship meeting	380	1.70	.458	8th
Lack of personal interest	380	1.69	.464	9th
Evening lectures clashing with the meeting time	380	1.54	.499	10th

Source: Field Data, (2020)

Table 15 brings to light the results of the challenges faced by students in attending the hall tutorship sessions in University of Cape Coast.

From Table 15, it can be realized that the first four most challenges in attending hall tutorship sessions were "the fear of other resident students knowing about my problems (M=1.79; SD=.406), lack of regular refreshment during sessions (M=1.78; SD=.416), my colleagues don't like attending hall tutorship services (M=1.78; SD=.416), and hall tutors are not readily available and easily accessible (M=1.78; SD=.416)".

Research Question Six

What remedies can help overcome the identified challenges in attending the hall tutorship?

This research question sought to allow students to suggest remedies to overcome the identified challenges in attending the hall tutorship in University of Cape Coast. The mean scores and standard deviation were used to analyze and discuss the results of the 11 questionnaire items. For the analysis, a mean score of 2.75 and above to each of the statements indicates that respondents agreed as a remedy to overcome the identified challenges in attending the hall tutorship while a mean score of below 2.75 indicates that they do not agree as a remedy to overcome the identified challenges in attending the hall tutorship.

Table 16: Remedies to Overcome the Identified Challenges in Attending the Hall Tutorship

Statement	N	Mean	Standard Deviation
Increase publicity on hall tutorship for more awareness	380	3.44	.615
Hall tutors should be more available and accessible	380	3.38	.576
Hall tutors should do more follow ups on students assigned to them.	380	3.38	.594
Adequate facilities should be made available for the Hall Tutorship Services	380	3.40	.580
Regular refreshment needed for side attraction	380	3.42	.626
Adequate support from authorities involved in the Hall Tutors Services	380	3.43	.575
Adequate encouragement for resident students to have more personal interest in the hall tutorship services.	380	3.42	.569
Hall Tutorship Services should not clash with my evening lecture so I could attend	380	3.39	.666
Giving students assurance of confidentiality and trust.	380	3.44	.593
Hall tutors should be friendly and easy to be approached	380	3.45	.586
Hall Tutorship should close on time.	380	3.45	.608

Source: Field Data, (2020)

Table 16 shows the result of the respondents' remedies to overcome the identified challenges in attending the hall tutorship. It can be realised that majority of the respondents agreed to all statements as remedies to overcome the identified challenges in attending the hall tutorship at the University of Cape Coast. The mean scores of the respondents to all statements on remedies

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to overcome the identified challenges in attending the hall tutorship was above 2.75 (Mean scores between 3.38 and 3.45).

Hypothesis

Ho: There is no significant difference in attendance of students to hall tutorship between males and females in University of Cape Coast.

H$_A$: There is significant difference in attendance of students to hall tutorship between males and females in University of Cape Coast.

This hypothesis tried to figure out whether there is a significant difference in the attendance of Hall Tutorship between male students and female students at Cape Coast University. An independent sample t-test was calculated to figure out whether there is any significant difference when testing this hypothesis. Table 17 showcases the analysis of the results.

Table 17: Independent Samples t-test of the Attendance of Students to Hall Tutorship between Males and Females in University of Cape Coast

Statement	Gender	N	Mean	SD	Df	t-value	Sig.(2-tailed)
Attendance to Hall	Male	193	1.09	.284	378	.087	.931
Tutorship service	Female	187	1.09	.280			

Source: Field Data, (2020)

Table 17 indicates the findings of independent t-test samples of student attendance at the University of Cape Coast for hall tutorship by males and females. According to Table 17, the p value of the attendance of students to hall tutorship between males and females is greater than the significant level of 0.05. The mean scores for both males (M=1.09; SD=.284) and females (M=1.09; SD=.280) were same. This meant that there was no significant

difference in the attendance of students at the University of Cape Coast to hall tutorship between males and females. This suggests that Hall Tutorship Services had a similar rate of attendance for male and female students at the University of Cape Coast.

Discussion of Findings

In relation to the research questions and hypothesis, this section addressed the different outcomes of the analysis and discussions. The objectives of the study which seeks to answer the research questions included determination of the forms of hall tutorship, exploration of the attitude of students toward hall tutorship, determination of the level of satisfaction of students regarding hall tutorship, evaluation of the perceived impact of hall tutorship experiences on students, identification of the challenges faced by students in attending the hall tutorship and students' suggestions of remedies to overcome the identified challenges in attending the hall tutorship in the University of Cape Coast, Ghana.

Even though, hall tutors play a significant role in the organisation of hall tutorship, the study concentrated on the students' assessment of hall tutorship experiences rendered in the University of Cape Coast, Ghana. The researcher began looking at the demographic data of the participants with the view that background characteristics (age, gender, hall of residence and level) of resident students of various halls of residence paly vital role in their choice of attending the hall tutorship.

The results revealed that majority of respondents (301; 79.2%) were in level 400 with the age-bracket of 20-29 years representing the majority in their twenties (f=347; 91.3%). The result is accurate because at the time of data

collection, the resident students of the various residence halls were level 400 students who, considering the Covid-19 pandemic, were requested by the government to come back to school to finish up. The researcher understood that these students have had more than one year experiences from the hall tutorships sessions at the University.

The Forms of Hall Tutorship in University of Cape Coast

With regard to research question one on the forms of hall tutorship organized at the University of Cape Coast, it was reported that the majority of students (98.9 percent) reported that there are hall tutorship service at the University of Cape Coast in the halls of residence. Additionally, majority of the students (f=347; 91.3%) had attended the hall tutorship sessions before. These findings are in line with establishment of hall tutorship services in all halls of residence by university of Cape Coast, where tutors (senior members) are appointed by the Vice Chancellor to offer a number of interventions to students (University of Cape Coast Students' Handbook, 2017 p. 49).

The results further showed that at least every one of the forms of hall tutorship sessions is being organized in their hall of residence at the University of Cape Coast. These forms of hall tutorship included General (Group) Meeting, Individual (One-to-One) Tutorship, Room-to-Room Visitation and Roommates-Meet-Tutor. However, most of the students (f=278; 73.2%) like attending the Hall Tutorship General (group) Sessions at the University of Cape Coast. This outcome is understandable because of the fact that it affords the students the opportunity for resolving interpersonal issues and learning interpersonal skills (Shertzer & Stone, 1976). According to King (2000), resident students who attend General (group) Session of hall tutorship usually

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are able to develop academic partnerships and social interest with their fellow students.

The Attitudes of Students toward Hall Tutorship in University of Cape Coast.

With respect to the second research question on the attitudes of students towards hall tutorship at the University of Cape Coast, it was discovered that, in the opinion of students, most students had a positive attitude towards the hall tutorship sessions offered at University of Cape Coast. From the results, apart from the statement ''hall tutors cannot keep what you discuss with them confidential'' which was below the mean score 2.5 indicating negative attitude, they showed positive attitude toward the hall tutorship sessions (above the mean score of 2.5).

In fact, the students actually think that hall tutorship sessions have been necessary and effective in their halls of residence at the University. They also demonstrated that ''if I were experiencing some difficulties in my life, they would confide in their hall tutors''. These current findings of the study do not agree with over twenty years results of Duku (1991) and Irvin, Essuman, & Montford (1996), which discovered that hall tutorship (formally hall counselling system) was not effective. This meant that may be hall tutorship sessions have improved and gained grounds in the University.

The discoveries of the present research are also not confirmed by the results of Mutinda (2005), Ubana (2008), and Boakye, Dorteer & Boateng (2015), where they all reported that majority of students of the schools in their studies had negative attitudes toward guidance and counselling. However, the results of this study confirm other various studies (Musgrove, 1993; Denga,

2001; Gudep, 2007; Eyo, Joshua & Esuong, 2010) which indicated that both high school students and tertiary students had positive attitudes toward the guidance and counselling programmes being offered to them in their schools. This could be explained to mean that probably most resident students might have had more awareness of the hall tutorship sessions being organised in their halls. Another reason could be that the management of the University has learnt its lessons by putting measures that ensure both students and hall tutors benefited from the University Guidance and Counselling Services.

The Level of Satisfaction of Students Regarding Hall Tutorship in University of Cape Coast

With respect to question three of the research on the level of satisfaction of students with hall tutorship at the University of Cape Coast, it was observed that most students have a high level of satisfaction regarding hall tutorship sessions. To the students, they were satisfied with the schedule for hall tutorship sessions, spending one hour a week for the hall tutorship session is sufficient, hall tutors have effective method of delivery, availability of hall tutors to the sessions, discussion sessions generally have been informative and educative, hall tutors making the session easy to relate, hall tutors doing referrals when appropriate, hall tutors being knowledgeable and handling situations effectively and professionally, and hall tutors doing follows up on unresolved issues. The result further showed that most of the students had item ''hall tutorship sessions made me developed positive mind-set about university guidance and counselling services'' as their highest satisfaction regarding hall tutorship in University of Cape Coast.

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This observation is conflicting with the findings of Essuman, Montford, Forde & Ocansey (2001), who found that students in the halls of residence at the University of Cape Coast were not satisfied with the existing system of hall guidance services. It coincides, however, with a related study by Hackman (2016), who revealed that students from the University of Cape Coast were very satisfied with the academic guidance services they received.

The current finding that students have high level of satisfaction of students regarding hall tutorship sessions in the University of Cape Coast could be due to the fact that most of the respondents had had somewhat better experiences with their hall tutors and as such they might have had more awareness of the hall tutorship sessions.

Perceived Impact of Hall Tutorship on the Life of Students in the University of Cape Coast.

Research question four tried to evaluate the perceived impact of hall tutorship experiences on University of Cape Coast students. The current research showed that students at the University of Cape Coast accepted that they had some impact on hall tutorship interactions. Among the impacts, the students actually proved that hall tutorship services had helped them improve their study habit and academic performance at the University.

They also agreed to the some impacts of hall tutorship sessions such as ''improvement in academic, social and personal time management'', ''development of good relationships with their roommates, colleagues and tutors'', ''management of academic, personal-social life, anxiety and finances on campus'', ''improvement in understanding of interests, abilities, life goals and career goals at the university'', ''understanding of hall management

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system, university regulations, policies and procedures'', ''balance of extra-curricular activities and programs with academic'', ''development of critical thinking and independent decision-making skills to make social and academic decisions'', and finally ''created some discipline and spirit of focus in them''.

This finding of the current study is in line with the result of the studies (Dabone, Graham, & Fabea, 2015; Humboldt State University, 2012; Wood et al, 2008; Legutko, 2006; Muola, Maithya and Mwinzi, 2011) which reported that students of the universities were impacted by the hall tutorship sessions or the academic guaidance/advising system being organized for them. The result, however, is conflicting with Boakye, Dorteer & Boateng (2015), which showed that 62.0 percent of the University of Cape Coast respondents accepted that the university's guidance and counselling services were not effective and had not significantly impacted them.

Perhaps, the students had had very good experiences from their sessions during the time they were attending. Another reason could be that the hall management or university had encouraged them to attend. Adding more, the results could mean that the final year students had been exposed to academic pressures and campus situations so they see the hall tutorships sessions as master key to maneuver on campus.

Challenges Faced by Students in Attending the Hall Tutorship in University of Cape Coast

With regard to research question five on the challenges faced by students attending the University of Cape Coast hall tutorship sessions, it was reported that the first four most demanding challenges were the fear of other resident students knowing about my problems, lack of regular refreshment during

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sessions, my colleagues don't like attending hall tutorship services, and hall tutors are not readily available and easily accessible. This finding of the current study confirms with the suggestion made by American University of Kuwait (2013) and Colorado State University (2015) that a hall tutor should endeavour to maintain confidentiality concerning anything discussed with tutees or advisees.

The outcome was also consistent with the results of Patrick (2015) in Tanzania, who found that most respondents (77%) reported that their advisors were frequently inaccessible when necessary or needed. Talking about the lack of regular refreshment during sessions, Essuman, Montford, Forde & Ocansey (2001) reported that entertainment allowance given to tutors for refreshment of students for various hall tutorships was very inadequate and sometime delayed.

Another finding which the students reported as a challenge was the fact that their fellow students who do not attend the hall tutorship discourage them to also attend as well. This is in agreement with the study of King (1993) who discovered that students of university usually fail to make time with their hall tutors due to their own inclination not to stay in the hall after hours of lectures, lack of extracurricular involvement, and the large number of academic work load. Others also fail to attend because of the clash of some evening lecture hours against the meetings of the hall tutorship sessions (Kwame Nkrumah Hall Tutorship Report, 2017). These discoveries meant that there are still some challenges to overcome as long as hall tutorships sessions were concerned. Could it be that the management of these halls of residence has slowed down supervisions a little?

Remedies can Help Overcome the Identified Challenges in Attending the Hall Tutorship

The last research question six sought to allow students to suggest remedies to overcome the identified challenges in attending the hall tutorship. The results from the study suggest that the following as remedies to overcome the identified challenges in attending the hall tutorship. These included increase in publicity on hall tutorship for more awareness, hall tutors should be more available and accessible, more follow ups on students' issues, adequate facilities should be made available, regular refreshment needed for side attraction, adequate support from authorities involved in the hall tutorship services, adequate encouragement for resident students to have more personal interest in the hall tutorship services, hall tutorship sessions should not clash with my evening lecture, giving students assurance of confidentiality and trust and finally, hall tutors should be friendly, easy to be approached and close on time.

Gender Difference in Attendance of Students to Hall Tutorship in University of Cape Coast.

The only hypothesis of the research was formulated in order to figure out whether there was a significant difference in the attendance of students at the University of Cape Coast to hall tutorship sessions between males and females. The result found that there was no significant difference in student attendance at the University of Cape Coast for hall tutorship between males and females. This means the hall tutorship sessions are attended by both male and female students. This result showed that both male and female students at

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the University of Cape Coast could benefit more from hall tutorship experiences.

The discovery of the current research was in contrast with the study conducted by Denga (2001) where on "the issue of gender, male and female students actually differs in many respects in their attitude of attendance towards guidance and counselling services" such as tutorship guidance. According to Irvin, Essuman, & Montford (1996), greater number of female students preferred seeing their hall tutors for their tutorship sessions than the males. Probably there is underlining factor to this finding which can be researched into.
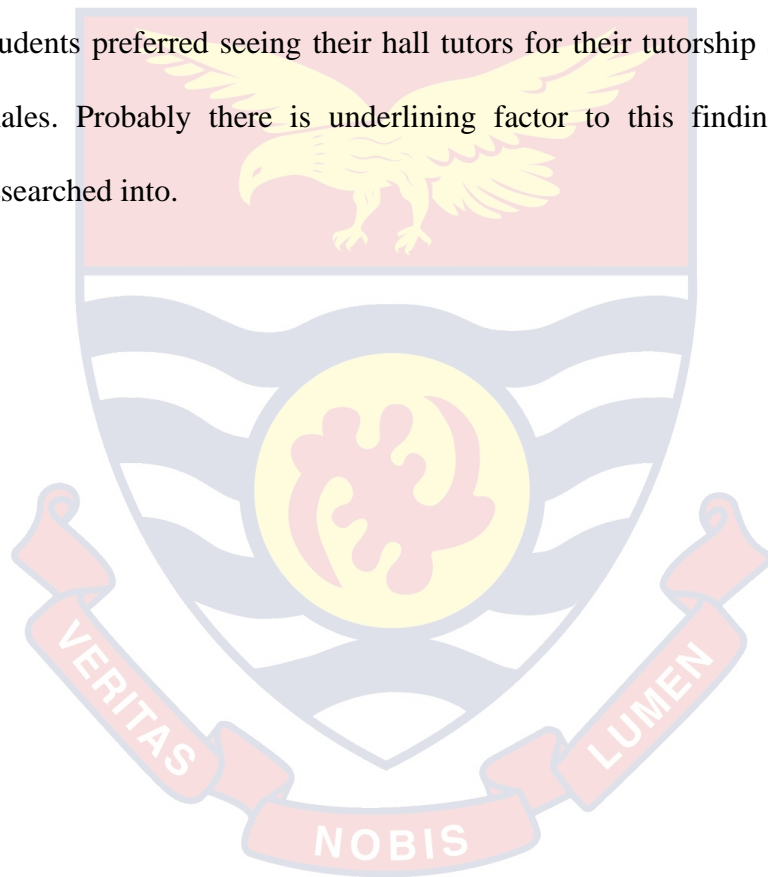
CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The summary of the thesis and its key findings for the study are discussed in this chapter. It captures the discussions and conclusions drawn from the outcomes. Recommendations to advance the hall tutorship in the halls of residence at the University of Cape Coast are also made. The researcher also added implications for guidance and counselling, and suggestion for future study.

Summary

To investigate students' assessment of hall tutorship rendered in the halls of residence at University of Cape Coast was the main purpose for the research. The objectives were to determine the forms of hall tutorship, explore the attitude of students toward hall tutorship, determine the level of satisfaction of students regarding hall tutorship, evaluate the perceived impact of hall tutorship on students, identify the challenges faced by students in attending the hall tutorship and suggest remedies to overcome the identified challenges in attending the hall tutorship.

The descriptive survey design (under quantitative approach) was adopted for the research. The sample selection was carried out using a multi-stage sampling procedure. A total of 380 resident students were drawn from the six major traditional halls of residence at the University of Cape Coast. The study employed proportional stratified sampling and simple random sampling technique to select the sample. Questionnaires were used to gather the data from students. Frequencies, percentages, mean scores, standard

deviations and independent sample t-test with the assistance of IBM Statistics (SPSS) version 21 were the key statistical tools used to analyze the data. The significance alpha level was 0.05.

Major Findings

The study investigated students' assessment of hall tutorship rendered in the halls of residence at University of Cape Coast and the following were discovered:

1. Majority of the students (98.9%) confirmed that hall tutorship services exist in the halls of residence in the University of Cape Coast.

2. A higher percentage (91.3%) of both male and female students indicated that they had attended the hall tutorship sessions before.

3. Students confirmed that every one of the four forms of hall tutorship sessions is being organized in their halls of residence at the University of Cape Coast. These are General (Group) Meeting, Individual (One-to-One) Tutorship, Room-to-Room Visitation and Roommates-Meet-Tutor.

4. Majority of the students like attending to the General (group) Sessions of the hall tutorship at the University of Cape Coast.

5. Most students had positive attitude toward the hall tutorship sessions being organised at the University of Cape Coast.

6. The research discovered that majority of the students have a high level of satisfaction of students regarding hall tutorship sessions.

7. The majority of students stated that hall tutorship had impacted them in some way. Some areas of impact of hall tutorship sessions included:

i. improvement in study habit and academic performance, social and personal time management

ii. development of good relationships with their roommates, colleagues and tutors,

iii. management of academic, personal-social life, anxiety and finances on campus,

iv. improvement in understanding of interests, abilities, life goals and career goals at the University,

v. understanding of hall management system, university regulations, policies and procedures,

vi. balance of extra-curricular activities and programs with academic,

vii. development of critical thinking and independent decision-making skills to make social and academic decisions,

viii. and finally created some discipline and spirit of focused in them.

8. Students identified the following as the first four most important challenges they face in attending the hall tutorship sessions:

i. the "fear of other resident students knowing about my problems"

ii. lack of regular refreshment during sessions

iii. my colleagues don't like attending hall tutorship services

iv. hall tutors are not readily available and easily accessible

9. Students suggested the following remedies to overcome the identified challenges in attending the hall tutorship sessions in the University of Cape Coast:

     i.   increases in publicity on hall tutorship for more awareness

    ii.   hall tutors should be more available and accessible

   iii.   hall tutors should do more follow ups on students' issues

    iv.   adequate facilities should be made available

     v.   regular refreshment needed for side attraction

    vi.   adequate support from authorities involved in the hall tutors services

   vii.   adequate encouragement for resident students to have more personal interest in the hall tutorship services

  viii.   hall tutorship sessions should not clash with students' evening lecture

    ix.   students should be given assurance of confidentiality and trust

     x.   hall tutors should be friendly

    xi.   hall tutors should be easy to be approached and close on time with sessions.

10. There is no significant difference in attendance of students to hall tutorship between males and females in University of Cape Coast. In other words, both male and female students do attend the hall tutorship sessions.

Conclusions

This research investigated students' assessment of hall tutorship experiences rendered in the halls of residence at University of Cape Coast.

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Hall tutorship otherwise known as hall counselling system previously has the ability to make the University of Cape Coast students' life much better and also enable them to achieve their ultimate goal in all aspects. It can be inferred, from the findings, that the University of Cape Coast has four forms of hall tutorship sessions (Group Meeting, One-to-One Tutorship, Room-to-Room Visitation and Roommates-Meet-Tutor) being run in all the residence halls and most of the students had had ever benefited. The students demonstrated some positive attitudes toward the hall tutorship, which can be understood based on the fact that they have a high level of satisfaction from attending the sessions as indicated in this research.

The results of the current research have shown that the tutorship services of the hall had had great impact on their academic and social life on campus. This suggests that there has been a major improvement in the hall tutorship sessions in recent times as compared to the studies conducted by Duku (1991), Irvin, Essuman, & Montford (1996), Essuman, Montford, Forde & Ocansey, (2001) and Boakye, Dorteer & Boateng, (2015) in the same university. Despite the impact and high level of satisfactions from the hall tutorship program, majority of the students also identified some challenges they faced in attending and suggested some solutions to address such challenges that the hall managements and the university are to consider.

Recommendations

The following recommendations are made based on the major findings of the study.

1. Hall tutors are encouraged to build more confident and trust in their sessions so as to alleviate the fear of students with the perception that their colleague students will know about their problems.

2. Management of the Halls and the university should go the extra mile to encourage the students who do not like to attend the sessions which serves as disincentive to their colleagues.

3. To address the students' issue about a lack of regular refreshment during hall tutorship sessions, regular refreshment should be offered to encourage high attendance.

4. Hall tutors should be encouraged to be more readily available and easily accessible by students, since they are key facilitators of the tutorship sessions.

5. Going forward, the management of various halls and the university should consider increasing their publicity on hall tutorship for more awareness. This will make students who are not aware to attend.

Implications for Guidance and Counselling

The discoveries of this study have the following implications for guidance and counselling:

1. Professional counsellors assigned to the halls of the university should give more training on confidentiality and issues of trust, in order to cater for students' fear of colleagues knowing their problems.

2. Hall tutors should be entreated to be more available and easily accessible for the hall tutor-students relationship to grow. This can be achieved through training, seminars, and workshops.

Suggestions for Further Research

The following are recommended for further research.

1. Replications of the study may be done in other universities in Ghana so that the challenges in attending hall tutorship sessions would be identified and possibly addressed.

2. Future research could use hall tutors and management members as samples to solicit their views in order to wholly support the hall tutorship sessions.

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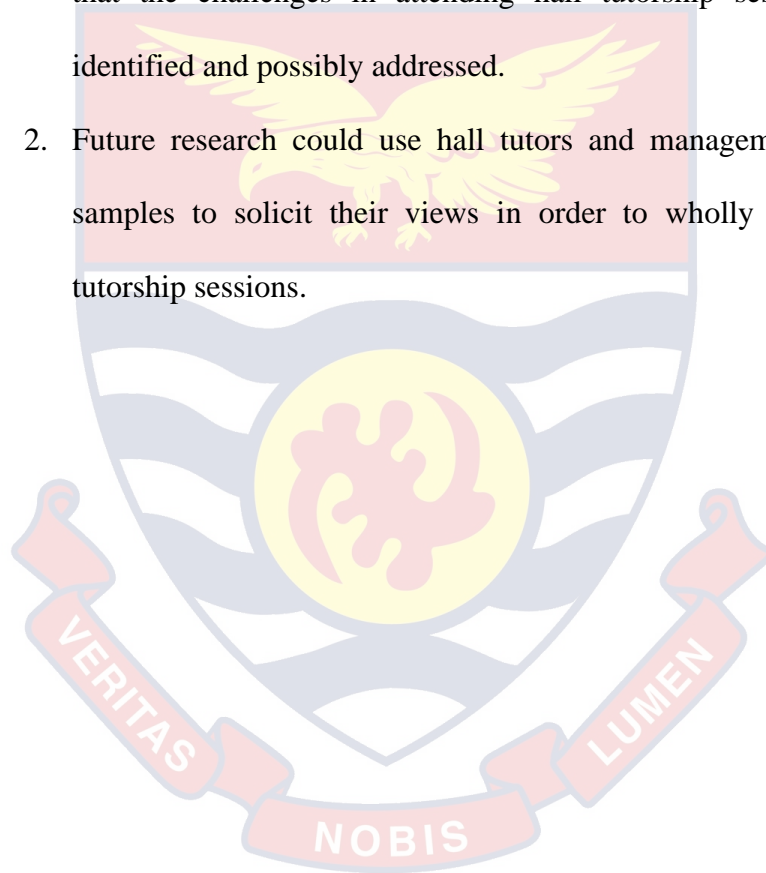
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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

UNIVERSITY OF CAPE COAST

DEPARTMENT OF GUIDANCE AND COUNSELLING

Serial No.:

Dear Respondent,

The aim of this questionnaire is to help the researcher collect data from the respondents on the students' assessment of hall tutorship at University of Cape Coast. Hopefully, this will promote, bring best practices out and as well make the hall tutorship more beneficial to students. Every response to survey will be treated as confidential and only general trend will be discussed with the University Management. You are therefore entreated to provide frank and objective response to the items.

SECTION A

BACKGROUND INFORMATION

Please read each item carefully and indicate your response by ticking [√]   or providing the required information in the appropriate column.

1. **Age**: 16- 19years [   ]   20 - 24 years [   ] 25 - 29 years [   ] 30 and above [   ]

2. **Gende**r: Male [   ]   Female [   ]

3. **Hall of Residence**:

Oguaa Hall   [   ]   Atlantic Hall   [   ] Kwame Nkrumah Hall   [   ]

Valco Hall   [   ]   Casely Hayford Hall   [   ] Adehye Hall   [   ]

4. **Level**: 100 [   ]   200 [   ]   300 [   ] 400 [   ] Others (specify)....................

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SECTION B

FORMS OF HALL TUTORSHIP AT UNIVERSITY OF CAPE COAST.

Please read each item carefully and indicate your response by ticking [√] or providing the required information in the appropriate column.

5. Hall tutorship services are available in your hall? Yes [   ]   No [   ]

6. Have you attended your hall tutorship services before? Yes [   ]   No [   ]

7. (a)How many forms of hall tutorship services does your tutor organise for

   you? Tick as you know.

General (Group) Meeting [   ]   *Individual (One-to-One) Tutorship* [   ]

Room-to-Room Visitation [   ]   *Roommates-Meet-Tutor*   [   ]

7. (b)Which one do you attend most?

General (Group) Meeting [   ]   *Individual (One-to-One) Tutorship* [   ]

Room-to-Room Visitation [   ]   *A-Roommates-Meet-Tutor*   [   ]

8. Give one reason for 6(b) …………………….…………………………….…….

………………………………………………………………………………….….

SECTION C

ATTITUDE OF STUDENTS TOWARD HALL TUTORSHIP AT UNIVERSITY OF CAPE COAST.

The following are statements concerning the attitude of resident students toward hall tutorship meeting in the hall. Please, indicate the extent to which you agree with the statements below. Please read carefully and indicate your responses as honest as possible, by ticking [√]:

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[Strongly Agree - SA], [Agree -A], [Disagree - D] and [Strongly Disagree - SD].

No.	Statement	SA	A	D	SD
9	I think hall tutorship services have been necessary and effective.				
10	Hall tutorship services are for delinquents.				
11	Students with mental problems visit hall tutors or counsellors.				
12	Only students with learning or academic difficulties seek hall tutorship services.				
13	If I were experiencing some difficulties in my life, I would confide in a hall tutor.				
14	Hall tutorship services meet my needs and expectations as a resident.				
15	Attending hall tutorship services should be a last resort.				
16	Usually, I attend the hall tutorship services because I get refreshment.				
17	Hall tutors cannot keep what you discuss with them confidential				
18	I would find it difficult to discuss my emotional problems with a hall tutor.				

SECTION D

LEVEL OF SATISFACTION OF STUDENTS REGARDING HALL TUTORSHIP AT UNIVERSITY OF CAPE COAST.

This section seeks to ascertain the level of satisfaction of students regarding hall tutorship sessions in halls of residence at the University of Cape Coast. Please, indicate the extent to which you agree with the statements below. Please read carefully and indicate your responses as honest as possible, by ticking [√]: **[Very Satisfied - VS], [Satisfied - S], [Dissatisfied - D] and [Very Dissatisfied - VD].**

No.	Statement	VS	S	D	VD
19	Schedule for hall tutorship session is appropriate.				
20	One hour a week for the hall tutorship session is sufficient.				
21	Effective method of delivery at my hall tutorship session.				
22	Hall tutor is always available at our floor tutorship session.				
23	Discussions at tutorship sessions have generally been informative and educative.				
24	Hall tutor was easy to relate to.				
25	Hall tutorship sessions made me developed positive mind-set about university guidance and counselling services.				
26	Hall tutor does referrals to appropriate campus resources.				

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27	Effective follow ups are done by tutor on unresolved issues.				
28	Hall tutor handled my situation effectively.				
29	Hall tutor was knowledgeable about dealing with my situation.				

SECTION E

IMPACT OF HALL TUTORSHIP ON STUDENTS IN HALLS OF RESIDENCE IN UNIVERSITY OF CAPE COAST.

The aim of this section to get responses concerning impact of hall tutorship on students in halls of residence in UCC. Please, indicate the extent to which you agree with the statements below. Please read carefully and indicate your responses as honest as possible, by ticking [√]:

[Strongly Agree - SA], [Agree -A], [Disagree - D] and [Strongly Disagree - SD].

No.	Statement	SA	A	D	DA
30	Hall tutorship services helped me to improve my study habit and academic performance.				
31	I have had improvement in my academic, social and personal time management due to hall tutorship services.				
32	With the help of hall tutorship services, I have developed good relationships between their roommates, colleagues and tutors.				

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33	I benefited from hall tutorship services by way of managing my academic, personal-social life, anxiety and finances on campus.				
34	I have had improved understanding of interests, abilities, life goals and career goals due to hall tutorship services.				
35	My understanding of hall management system, university regulations, policies and procedures expanded due to hall tutorship services.				
36	I would say hall tutorship services helped me to balance my extra-curricular activities and programs with academic.				
37	Thanks to hall tutorship services I have developed critical thinking and independent decision-making skills to make my own social and academic decisions.				
38	Students are friendly and very co-operative because hall tutorship sessions address their needs and concerns.				
39	Hall tutorship sessions have me disciplined and focused.				

SECTION F

CHALLENGES FACED BY STUDENTS IN ATTENDING THE HALL TUTORSHIP AT UNIVERSITY OF CAPE COAST.

To each of the statement below, please tick [√] your response in the spaces provided.

40. Hall management or university authority has been encouraging students to see the hall tutor. Yes   [   ]   No [   ]

41. Which of these factors mostly prevents you from presenting your problems to your hall tutors?

    a. I was not aware of the hall tutorship meeting   [   ]

    b. Lack of confidentiality and trust in hall tutor   [   ]

    c. Evening lectures clashing with the meeting time   [   ]

    d. Hall tutor are not readily available and easily accessible [   ]

    e. Lack of facility for the hall tutorship services   [   ]

    f. My colleagues don't like attending hall tutorship services [   ]

    g. Lack of personal interest   [   ]

    h. lack of regular refreshment during sessions   [   ]

    i. The fear of other resident students knowing about my problems [   ]

    j. Hall tutorship services lacks effectiveness   [   ]

42. If any other reason state………………………………………………

    ……………………………………………………………………....

SECTION G

REMEDIES TO OVERCOME THE IDENTIFIED CHALLENGES IN ATTENTING THE HALL TUTORSHIP.

The following statements seek to ascertain the extent to which you agree concerning the remedies to overcome the identified challenges in UCC. Please, indicate the extent to which you agree with the statements below. Please read carefully and indicate your responses as honest as possible, by ticking [√]: **[Strongly Agree - SA], [Agree -A], [Disagree - D] and [Strongly Disagree - SD].**

No.	Statement	SA	A	D	DA
43	Increase publicity on hall tutorship for more awareness				
44	Hall tutors should be more available and accessible				
45	Hall tutors should do more follow ups on students assigned to him or her.				
46	Adequate facilities should be made available for the hall tutorship services				
47	Regular refreshment needed for side attraction				
48	Adequate support from authorities involved in the Hall tutors services				
49	Adequate encouragement for resident students to have more personal interest in the hall tutorship services.				
50	Hall tutorship services should not clash with my evening lecture so I could attend				
51	Giving students assurance of confidentiality and trust.				
52	Hall tutors should be friendly and easy to be approached				
53	Hall tutorship should close on time.				

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APPENDIX B

INTRODUCTION OF LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DGC/L.2/Vol.1/ 125
Your Ref:

May 29, 2020

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Stephen Ekow Essel a student pursuing an M.Phil Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Thesis on the topic: *"students' Assessment of Hall Tutorship at University of Cape Coast".* We are by this letter affirming that, the information he will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide him the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

APPENDIX C

ETHICAL REVIEW BOARD

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v4/20-43

Date: 22nd June, 2020

Your Ref: ....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Stephen Ekow Essel, Reg. No. EF/GCP/18/0007 is an M.Phil. / Ph.D. student in the Department of Guidance and Counselling in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Students' assessment of hall tutorship at the University of Cape Coast.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)