

ADMINISTRATION OF STUDENT SERVICES AT THE UNIVERSITY OF SCIENCE & TECHNOLOGY, KUMASI, GHANA.

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ABSTRACT

This paper looks at the issue of student services at the University of Science and Technology (UST) at Kumasi, Ghana. It reviews the operation and administration of these services in relation to what pertains in American institutions of higher learning. The nature of these services and the calibre of personnel charged with this responsibility are all considered. The paper acknowledges the peculiarity of the situation at UST in relation to the provision of such services and the fact that student service personnel as a profession is yet to take roots at UST and Ghana, for that matter. This fact notwithstanding, the paper contends that with the increasing demands of today's college student development, the changes and reforms taking place in Ghana's tertiary educational system and the expectations of society of a purposeful education from educational institutions, it is about time the University considered a review of its "in loco parentis" relationship with its students and the corresponding form and administration of student services.

KEYWORDS: Students, Student Services, College Student Personnel, "in loco parentis", Residential, Tutorials.

INTRODUCTION

The provision, the proper functioning and the efficient administration of student services in many a residential higher educational institution like the University of Science and Technology (UST) plays an important role in the life and development of many a college student. This stems from the view that the pursuit of knowledge goes beyond the mere imparting of knowledge and takes into account the growth and development of the person to enable the person to be more functional and to use the knowledge so acquired for self-development and the good of society [16].

This view evolves from the student development theory which, according to Caple [3], explains the development that occurs over the human span and the various attempts that foster the development of college students. It is in this regard that higher educational insti-

tutions develop or create offices or student affairs departments and recruit professionals for the conduct of same.

Though the nature and rationale for such services may appear to be the same, the type, the nature of administration and the calibre of personnel for the discharge of such responsibilities may differ from institution to institution. The culture of the community and institution, the environment, the nature of the students and financial constraints all come into play in determining the type of student services that should be in place. UST provides student services in various forms and has personnel manning these services. The general superintendence of these services falls under the purview of the Academic and Student Affairs Department of the Registrar's Office. However, there are no separate or independent offices like Office of Student Activities or Office of the Dean of Students as pertains in most American Universities responsible for such activities. Also, the personnel handling these services are not necessarily college student service professionals. How the university is able to conduct itself in this specialized endeavor and how the personnel cope with the conduct of their responsibilities need to be considered.

The purpose of this paper, therefore, is to look at the nature of these services; how they are administered at UST; and, what provisions or recommendations could be made to ensure their proper functioning and delivery. Since the paper limits itself to the administration of these services, an in-depth description of the content of these services would not be considered. Instead, attempts would be made to provide a fairly detailed summary of the services in place at UST to allow for the proper understanding of what goes on there.

SIGNIFICANCE OF THE STUDY

This study is significant in the face of new developments taking place in the country in the area of higher education. In 1988, the government of Ghana appointed a committee, the University Rationalization Committee, to conduct a review of the country's tertiary education and provide the basic information and recommendations needed for a medium term university sector development plan for Ghana. Among others, the Committee was to examine, in particular detail, non-departmental activities such as municipal services and the cost performance implications of alternative ways of financing these; make a detailed study of student financing and the possibilities and implications of removing the feeding subsidy; charging accommo-



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dition; and, in the context of national educational reforms, assess the role of university education as an element of the tertiary level of education [19].

A government White Paper (White Paper, 1990) accepted the committee's recommendations, among which the following were listed: that students should be required to pay a uniform maintenance charge to cover food, accommodation and recreational facilities; all students should be eligible for loans sufficient to cover their maintenance cost and repayable over the first ten years of their working life after graduation; scholarships covering the full cost of tuition and maintenance may be awarded to students of "exceptional" academic promise; and, (the most far-reaching of all) the universities should divest themselves of the catering services. Thus, such services should be contracted out to private organization and that residential halls should be converted into hostels under the direct supervision of business managers, as a self-finance commercial venture [19].

These reforms which were to be carried out within the next couple of years, signify a radical transformation of a fee-free, all encompassing tertiary education into self-supporting and sponsorship-laded higher education for the country, for parents, for students and for administrators. What all this means for the University is that it is moving or departing from a traditional situation of "in loco parentis" and provider of all things, gratis, to a new concept of relationship with students, the dimensions and dynamics of which need serious review and reconsideration.

With students paying for every service provided, the focus will be on the University to ensure a corresponding program of activities that will promote their total development. All this calls for a review of its services and the administration of such services so as to avoid unhealthy conflicts, frictions and confrontations which have become commonplace in the country's tertiary institutions. By considering the administration of these student services in the light of these new developments, the study hopes to bring to the fore the consequences and effects that would arise and the changes that need to be in place to ensure a proper functioning of this all-important sector of student development.

THE UNIVERSITY AND ITS ADMINISTRATIVE STRUCTURE

To enable us to understand the workings of the system, it is important that one gets a clear view of the University and its Administrative set-up. UST was established by an Act of Parliament in 1961 (University Calendar, 1984-86) to succeed the then Kumasi College of Technology. Like its two sister universities, the University of Ghana and the University of Cape Coast, UST occupies a central place in the development and modernization of Ghana.

Within the general systems of higher education in the country, UST is charged with the special responsibility of promoting scientific and technological development of the country through the provision of higher educa-

tion, dissemination of knowledge and the fostering of relationships with outside persons and bodies in accordance with principles set forth in the Act. Thus, it is expected to make contribution to the training and production of higher level scientific and technological manpower in the fields of architecture, pharmacy, agriculture, engineering, industrial art, agro-forestry and forest management, medical sciences and development planning. In pursuant of the above, UST has six faculties, namely Agriculture, Environmental and Development Studies, Art, Pharmacy, Science and Social Sciences; two schools - School of Medical Sciences and that of Engineering; two institutes - Mining and Mineral Engineering and Renewable Natural Resources; and four research and allied units - Land Administration Research Center, Bureau of Integrated Rural Development, Technology Consultancy Center and the Center for Cultural Studies that offer courses of study, conduct research, provide consultancies, disseminate research findings and promote knowledge in their respective areas of specialization.

THE ADMINISTRATIVE STRUCTURE

UST exhibits some diversity in its internal administrative structures. The structures reflect the degree of autonomy that it enjoys and prevents it from direct management by government or state agencies. The administration of the University operates through an elaborate system of hierarchical structures and committees [8]. This system is to ensure grassroots participation of all members of the University. Whether or not this operates in practice is another matter altogether and not the subject under discussion.

At the apex of the administrative hierarchy is the University Council (Board of Trustees). The body undertakes the policy-making function of the University. Thus, it is a regulatory body charged with the making of rules and regulations for the conduct of the University. The membership of Council is made up of government nominees (including the chairman), two student representatives, and other academic and non-academic members of the University as well as representatives of allied institutions in the country. The Council, among others, thus serves as the body corporate representing the public interest and ensuring the social responsibility of the University.

The above notwithstanding, Council designates the day-to-day administration of the University to the Vice-Chancellor (President), who, by statute, is responsible for the day-to-day governance of the University as the administrative and academic head as well as the chief disciplinary officer of the University. By this very arrangement, it is ensured that the academic and administrative activities of the University are supportive of its major functions.

As stated earlier, the University operates on the committee system with the Academic Board being responsible for the academic policy of the University. By Statute, the Vice-Chancellor is chairman of all committees though he delegates most of this responsibility to faculty and other senior members of the

University. The Vice-Chancellor also works in close collaboration with the non-teaching (administrative) principal officers of the University, namely the Registrar (who is also Secretary to Council), the Finance Officer (Treasurer), the Director of works and Physical Planning, the Internal Auditor, and the Director of University Medical Services.

Central to all the administrative structures is the Registrar's Office. It serves as the focal point of general administration and coordination with the Registrar as the nerve center. The Registrar is assisted by other senior administrative personnel who serve and man the various committees and administrative machinery. To allow for effective monitoring, coordination and general superintendence, the Registrar's Office is sub-divided into three departments with each department dealing with an aspect of administration. These, headed by Deputy Registrars, are the Academic and Student Affairs, the Personnel and Welfare, and General Administration. Seen in this light, the Registrar's Office becomes the bureaucratic arm of the University charged with the responsibility of ensuring the proper functioning of the University's day-to-day administration.

Central to the University's communication and information system is also the Registrar's Office. It coordinates and ensures that the respective organisational lines and lines of communication are effected and followed. This is not to say that the Faculties, Departments and Students do not have direct access to the Vice-Chancellor. These lines exist and are well coordinated. The Registrar, however, facilitates and ensures a uniformity of the administrative machinery.

In our review of the administrative set-up, it must be stated that the structure does not show absolute vertical or horizontal system of administration. Rather, there is a mix in which distinct activities are grouped together. While heads of department and units work autonomously and have direct access to the Vice-Chancellor, it is essential that the Registrar, as the focal point, is kept duly informed of all activities [8].

One cannot complete a discussion of the administrative system without mention of who constitutes the make-up of the University and how each relates with the other. The University Statutes provide four classifications. These are senior members made up of faculty and senior administrative personnel and who by their appointment are members of convocation; senior staff comprising administrative and technical support staff; junior staff including clerical staff, janitors, messengers and labourers; and junior members who are students *in statu pupillari*, under the tutelage of the University (University of Calendar, 1984-86).

STUDENTS AND STUDENT SERVICES

Statute One of the University designates students as junior members of the University *in statu pupillari*. The Handbook for Students, "Regulations for Students",

defines the term "student" as applying to any person enrolled in the University of Science and Technology for a course of study (Student Regulations, 1990). By designating students as junior members *in statu pupillari*, one's understanding is that the University's relationship with its students is one of "in loco parentis", which, according to Fenske (1989), signifies that the University acts in place of parents for the student. Thus, students by that very definition are under the care and tutelage of the University for their intellectual, social, moral and spiritual development during the period of their studentship. This relationship is built upon the British system from which Ghana's universities were founded.

The average Ghanaian student enters the University with a lot of responsibilities and expectations. By the time the student enters the University, the student is assumed to have a clear view of what he or she is coming to pursue. The University admits a student to a particular course of study which he or she must pursue for the rest of the student life. The expectations are that of the family, society and his or her own and it is this social and self-responsibility that dictates the student's life and development. Most of them enter the University at the age of 18 or 19, at most 20, and fully in control, most of the time, of what they are there for.

Students consider themselves as the conscience of society and, therefore, are highly politicized. A government of the day cannot disabuse its mind of the voice of students since the fall of some governments have been prompted by students. This is not an isolated case since students in the West African subregion, notably, Nigeria, Togo, Ivory Coast and Sierra Leone, have been involved in student demonstrations demanding the resignations of governments. This is the kind of student who comes to be *in statu pupillari* for the period of studentship.

In the University milieu, students maintain a key element in the life of the University. This comes out of the general belief that the entire University system exists for and revolves around the student. Thus, the student occupies a central place. This notion evolves on the premise that without students there cannot be a university. There is, however, an exception to this rule since it could be argued that the university, being a center of learning and research, the teaching of students might be only a small part of the total picture of the University function. Thus, it is possible for a university to exist and carry out its other aspects of its role in the society without necessarily teaching students. Since UST does not fit into the latter category as a wholly research institution the place and function of students in its set-up is, therefore, paramount.

To provide for their own welfare and a forum to address their own concerns and that of society and the University, the students at UST, like their counterparts elsewhere, have a student union called the Student Representative Council (SRC). The SRC, with its various committees, is recognized by the University as the official representative of the student

body and transacts business with the University and other identifiable groups on behalf of students. At the national level is the National Union of Ghana Students with a central committee made up of representatives of the respective SRC's of the member bodies. The National Union of Ghana Students represents the students of higher institutions and promotes their interests nationally and internationally.

Aside the SRC, there are other local or campus student organisations approved by the University that provide extracurricular and professional services to their members. They organize a host of programs regularly for their members and the general student body. Students are encouraged to belong to one or more of these organisations since the social life of the students and the University is centered around these activities. Each society or organization is managed by its own officers elected by its active members. They do not rely on the University for funding. To function as a campus organization, however, there must be a senior member as its advisor. The role of the SRC and other organisations in the administration of student services will be dealt with in detail when we come to consider the administration of student services in general.

To ensure the proper functioning of students, the University's Handbook for Students sets out the dos and don'ts. These regulations are handed to students during Freshman Matriculation (the day set aside for the formal admission of freshmen to the University as students *in statu pupillari*). It is at this time that the Matriculation Oath is administered and students made to sign the Maticula, the register of attendance at the University. Each student is expected to know these rules and apply them to their student life since ignorance of them is no acceptance for a breach of the University discipline.

STUDENT SERVICES

UST is a fully residential institution with halls of residence which have developed a strong tradition of communal life. To ensure the total development of the student, intellectually, socially, morally and spiritually, many facilities exist for the convenience of students. These services include sports and recreational facilities; academic services including library and computing services; health services; hostel services including the hall tutorial system, catering and welfare services; municipal services; student publications; chaplaincies for religious services; club house and student snack center; and, admissions, examinations and general student services.

In trying to understand the operation of these services, it is important that we understand what one means by student services. In particular, at every university there exists a department or division of student affairs or student services, which handles such things as financial aid to students; counselling services; student accommodation; student activities and career placement. On a wider scale, student services may be extended to include institutional support services; maintenance and operation of capital plant; such

services as health facilities; utilities like electricity and water; roads, communication; and teaching facilities.

Student Services in Ghana, like that of Kenyan higher education, reflect a blend of available resources, university priorities, educational traditions and innovation in response to local needs [7]. As in the United States, services and approaches vary from institution to institution. The Kenyan situation, as espoused by Hughes [7], mirrors the state of the art in Ghana. Compared to universities in the United States, greater responsibility is placed on the shoulders of individual Ghanaian students. There are no learning skills laboratories at UST; there are minimal tutorial services and a less developed mechanism for identifying and intervening with dropouts and potential dropouts. This may be due to what was stated earlier as the general calibre and the more mature age of entering students. Of importance is the intrusive role of the family in the African culture and for that matter in the life of the student. Like in Kenya, students remain integrally involved with their extended families, making families an active part of student lives and any solution to their problems.

Financing the university education and for that matter the provision of these services is the responsibility of the central government. UST operates on government subvention with very little money coming from its consultancy and other income-generating activities. Looked at in that perspective, most of the services offered in the United States may either be superfluous or fiscally impossible for a Ghanaian university. Also, given the near absent or minimum of private fund raising or support services in Ghana, the impetus for the development of alumni services that would have supported the provision of such facilities do not exist.

In spite of the financial predicament of the University to support a large-scale students services, the UST campus, like its counterparts, has a rich tradition of student-initiated social and academic activities. As indicated earlier, the varied student organizations provide program of activities to augment whatever services are in place. These student activities have often become the vortex of activism on the campus. The campus activism mirrors that of the United States in the late 1960s and early 1970s and provide an invaluable understanding of the value of dialogue and negotiation useful in the African context [6].

ADMINISTRATION OF STUDENT SERVICES

Though student services are provided and administered by various departments of the University, the Academic and Students Affairs Department of the Registrar's Office provides general superintendence and coordination. In keeping with University tradition, the University Statutes set out committees and bodies responsible for dealing with student welfare and academic life. These bodies are the Academic Board, the Welfare Services Board and the Residence Committee of the Academic Board. The Academic and Student Affairs Department has specific subsections and heads dealing with various aspects of the

administration of student services. These are Academic, Admissions, Examinations, Students and Residence Affairs, and Sports and Recreation. How each of these affects the body-politic of the services would be considered in relation to the service being administered.

Academic Services

These include faculty advising, field study and practical training, course of study and guidelines, library and computing services. As the body charged with the responsibility for the academic policy of the University, the Academic Board provides the general framework and regulation for the administration of these services provided mostly at the faculty level. Each student has an academic advisor who guides the student in the direction of his or her studies. They provide counselling and career guidance for the student. Faculty or Departmental officers are appointed to be responsible for field trips and practical training programs. These facilities exist but in practice, the current financial malaise facing the universities have affected their efficient administration. Academic Departments vie for the limited funds to keep their Departments moving. Thus, the viability or otherwise of these services depend by and large on how much government is able to give to the University and how much the University's allocation is for such services.

The other important service in the life of the student is teaching facilities, namely lecture halls and laboratories. With the increase in student intake without a corresponding increase in infrastructural facilities the provision of these facilities poses a great dilemma for the administrator. In addition, more demands than necessary are made on teaching staff and laboratory technicians who are more often than not made to do more extra work. The end result is that the University is made to pay for the extra time, thus causing high expenditure at a time when austerity is the order of the day.

Counselling and Placement Services:

Balderston [1] states that the student's academic business includes admission procedures, payment of tuition and fees, maintenance of records, resolution of delinquency and discipline problems, counselling and advising, administration of financial aid and student part-time work where the University is the employer and, at the end of the line assistance in job placement. To perform all these functions demands from the University administrator a high degree of involvement and keen interest both in the student and as an individual with a distinct personality. Unfortunately, counselling and advising under the University system, as organized and provided by an independent body is non-existent. Forms of it are done in the faculty and in the halls of residence under the Faculty/Hall tutorial system. There are no, strictly speaking, trained or professional counsellors or centers at UST to offer that kind of service as demanded by Balderston and found

in most American Universities. With the increasing number of students and the economic problems facing students, faculty and administrators, not much credence is given to this otherwise important element of student services.

Residential Facilities

One cannot talk of student services without mention of accommodation or student residential facilities. UST is a predominantly residential institution. The University's Residence Committee is charged with the responsibility of keeping the hall system under review and also to make adequate provision for supervision and the welfare of the student body. To this end, the University provides for each Hall to have its own facilities, students committee and senior members of staff who are assigned to the Halls as either tutors or fellows. Each Hall has a Hall Council which takes decisions on matters affecting the Hall.

The administration of the Hall is vested in the Hall Master and the Senior Tutor under the authority of the Hall Council. The Hall Council is made up of the Hall Master, the Senior Tutor, two student representatives, four Senior Members representing Fellows of the Hall and the Hall Bursar who represents staff in the Hall. They are responsible for Hall policy in relation to the general University policy for the administration of the Halls of Residence. The Hall tutorial system, which allows for student counselling and general welfare, makes it possible for each student to be assigned to a tutor who meets with students on days specified for that purpose. The system affords tutors to meet students individually to discuss matters dealing with their general welfare. Tutors are paid responsibility and entertainment allowances to enable them to hold tutorial parties or coffee sessions for their students.

Though of great benefit, students of late do not patronize tutorial services and some tutors are also not just there to meet their students. The funds provided are also woefully inadequate for the provision of such services. In the end, few tutors are appointed to large number of students, making the effort unwieldy. Were this to be effective and efficiently run, formal counselling services which are absent would have been augmented by the tutorial system.

Tied to the residential services is the provision of meals for students. Prior to the change caused by the 1989 tertiary education reforms, the University was responsible for the provision of meals for students. As of now, private catering services are operated on campus with the University having no responsibility for the feeding of students. Most students prefer to do their own catering in their dormitories, while a few patronise these private dining halls. The health hazards and implications the threat of fire out-break resulting from faulty electrical appliances and overheating in dormitories not built for these purposes are common place. Feeding has always been a source of scorn and many a problem for students and administrators. How the new arrangements fit into the University's

role as "in loco parentis" and students as "in statu pupillari" will be considered later.

Health Services

Student health services are provided by the University Hospital under the superintendence of the Director of Medical Services. The Health Services Committee with two student representatives has the responsibility of keeping under review the functioning of the University Hospital and Health Services and making recommendations to the Welfare Services Board.

Students do not have a separate clinic or health center solely for themselves. The services provided them are tied in with that of other members of staff. They enjoy free medical care and, therefore, do not pay for their hospital bills. Though priority is accorded students who attend the hospital, problems are in vogue in the proper delivery of the service.

Financial Aid

The University does not provide financial aid assistance to students except in very exceptional cases. Where this occurs, the application must be supported by the student's Tutor and the Senior Tutor. The operation of this facility is hampered by the lack of adequate funds to meet University needs. The central government provides mechanisms and security for student financial aid and scholarships. Under the Student Loan Scheme, administered by the Social Security and National Insurance Trust, the government guarantees each student a certain amount of money each year. The value of the money changes each year. Repayment is spread over a period of ten years during the working life of the student after graduation. Apart from feeding the banks with a list of students qualified for the loan, the University has nothing to do with their administration.

GENERAL OVERVIEW

Having looked at the nature of student services and how they are administered at UST, it is important to relate all to the theories in vogue relating to the student service profession. This will enable us to make appropriate recommendations for the provision and proper handling of student services at UST and Ghana for that matter. The review of the UST situation brought to the fore certain issues. Paramount among them is the nature of the personnel handling student services. The student service profession as exists in the United States is absent at UST and for that matter, Ghana. Though there are personnel handling various aspects of students services, they do not consider themselves as professionals nor do they profess to have professional qualification in college student personnel. This is not to mean that they do not have any form of training. Most of them hold higher degrees in their areas of specialization.

Nonetheless, with the changes taking place as the current reforms take root in Ghana, the relationship between the University and the student will have to be redefined. Thus, there is a need for student service personnel to be provided with training that imbues in them the general philosophies and theories guiding the recent developments of the profession. It is generally believed by student development theorists that student affairs work is designed to help students achieve continued development [2].

According to the self-organization theory [9] significant change for development results in movement toward non-equilibrium and less stability. Thus, as he indicates, of particular importance to professionals is the achievement of increased autonomy over system boundaries so that professionals may help students to create new and more connecting points and become increasingly open to further change. All this calls for programs oriented toward providing services and other physical facilities supportive of these changes. To understand and appreciate such a philosophy demand proper training in the vagaries of the profession. As some University staff are trained in the United States and Canada, it is hoped that they will be able to bring some of the impetus to bear on the profession to allow for the expected changes. Though much of what is appropriate in America may be inappropriate in Ghana, nonetheless, with its active professional training and history of students affairs, American institutions through informational exchanges of faculty visits, could serve as an effective resource and organizing impetus for the eventual development and training of the profession.

OFFICE OF DEAN OF STUDENTS

UST does not have a Dean of Students nor an independent office charged with the general administration of student services. Tied in with this is a Department of Career and Placement and that of Guidance and Counselling. Touching on the restructuring of education in Ghana, the Secretary of Education and Culture said, among others, that education is not merely going to school or University; rather, it should help make the man or woman fulfil his or her mission in life in the discharge of his or her responsibilities (Ministry of Education Paper, 1988). What this means is that schools and colleges should be organized and oriented as to produce men and women imbued with social values, discipline, selflessness, dedication and responsibility towards their country and fellow citizens. To achieve all this demands a system that ensures the total development of the student. Such facilities must, therefore, be put in place and made to serve their purpose.

One of the functions of university counselling centers is to aid groups in the university environment [10]. Purry [11] has suggested that staff development should be a high priority for student personnel administrators. This is because, as indicated by Shaffer [17], the student personnel staff faces current challenges since a person cannot help other people grow if the person himself or herself has stopped growing. As people

charged with the responsibility for stimulating, leading and facilitating the personal growth of the student, it is important that facilities exist for their development. Putting in place these facilities ensures that the training of the student will not only be academic but social, moral and spiritual as well. With all this in place, the ideal espoused by the then Secretary for Education will not be a far cry. Support services must be in place and with them the necessary financial outlay to ensure their proper functioning.

RESIDENTIAL AND CATERING SERVICES

The reforms taking place in Ghana pose a number of challenges for the University in its relations with students. What will be the status of the student in relation to the University? Will it be one of an apprentice understudying a master in the hope of becoming one some day; that of a client and thus maintaining a professional relationship; a customer requiring some services that can be purchased; or a member of the University with rights and responsibilities like others in the University community? Whichever way one looks at the issue, by divesting itself of catering services and other related matters, the University needs to ensure that correspondingly reliable facilities exist for the provision of such facilities without cost and hazards coming back to the University in other forms like high electricity bills, turning dormitories into kitchens and unwarranted fire outbreaks. The less said about health hazards the better. The Hall Tutorial System, which deals principally with the communal and social life of the student, must not die with the introduction of the hostel system.

RECOMMENDATIONS

The provision of student services and the efficient administration of these services contribute immensely to the growth and development of the student. Be that as it may, it is important that these services are not only in place but that the personnel are adequately trained for their delivery and that funds are also in place to support them. While praising the existing facilities and the personnel providing the services, it is important to look into the future and relate it to the demands that will be put on the University in keeping with its responsibilities as a place of learning.

Consideration must, therefore, be given to the issues raised particularly the following:

Office of the Dean of Students

The University's Academic and Student Affairs Department must be split into two, namely, Academic Affairs and Student Affairs. The Academic Affairs Section must remain at its present base dealing mainly with all academic matters of the University. An Office of the Dean of Students must be created to take charge of all student affairs. This should include the Sports Section; the Guidance and Counselling Unit; Student Chaplaincy; Residence Life; Liaison with the Student Representative Council (SRC); Student Clubs

and Associations and the like. The Office headed by a senior member of high standing and with a crop of professionals in student services should be a coordinating body and also serving as liaison between the Student Representative Council and the University. The Dean of Students must be represented on all Committees that deal with student matters. In addition, the Dean should be paid the appropriate responsibility and entertainment allowances to facilitate greater output and efficiency. This is not a novelty as it has proven to be worthwhile and of significance in Europe and America and in our sister University - University of Ghana at Legon.

University Funding

Governmental support as it stands now is paramount for the efficient provision and administration of student services. Nonetheless, the University should explore other areas of funding to meet its responsibilities. One area is the services to its Alumni. The lack of adequate Alumni Services has denied the University of a potential source of funding. The University must not only establish a full-fledged Alumni Office but also initiate a drive towards maintaining relations with Alumni and getting them involved in the life and programs of their alma mater. A homecoming program is one way of bringing them back home to share in the life of what used to be and is still theirs and together rethink of how to maintain and improve the status quo.

University Programs Committee

Student participation is very important if programs are to meet the needs of the target group. The University must open its doors to students by ensuring their involvement in committees of the University. A University Programs Committee needs to be set up to ensure the provision of programs for the community. The situation where activities are left to students should be reviewed. Thus, while students should be encouraged to evolve and put forward their own programs, the University must also be interested in the social life and integration of members of the community.

Student Services Personnel Development

All said and done, the calibre of personnel in charge of student services will determine the performance of these services. It is, therefore, necessary for the University to provide adequate training for such personnel in the area of college student development. This will enable them to marry theory with practice in the performance of their duties and the delivery of services as student personnel professionals.

CONCLUSION

One needs to address oneself once again to the words of the then Secretary for Education and Culture on the restructuring of education in Ghana.

"...Education is not merely going to school or university. It should help make the man or woman who will, in the discharge of his or her responsibilities, fulfil his or her mission in life Out of our educational institutions should come mature, confident Ghanaians who find happiness and contentment in service to their fellow men and women (Min. of Education Paper. 1988).

These are words of value and of much food for thought in our understanding of education. To this end, if the provision of university education, and education for the matter, has to do with the training of the whole person (mind, body and soul) in order to produce in the person a calibre of citizenship that responds to the needs and aspirations of the people and of society, then the University and all those responsible for the provision of purposeful higher education must put in place the requisite mechanisms for same.

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