

**CUSTOMER SERVICE AND STUDENT SATISFACTION IN THE UNIVERSITY OF
BENIN**

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DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY OF MANAGEMENT SCIENCE

UNIVERSITY OF BENIN

BENIN CITY

MAY 2024

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**A PROJECT SUMMITTED TO THE DEPARTMENT OF BUSINESS
ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCE, UNIVERSITY OF
BENIN, IN PARTIAL FULFILMENT FOR THE REQUIREMENTS FOR THE AWARD
OF BACHELOR OF SCIENCE (B.Sc) DEGREE IN BUSINESS ADMINISTRATION**

MAY 2024

DECLARATION

I, **Osakpolor EDEKERE**, hereby declare that this project is undertaken by me in the department of business administration, faculty of management science, university of Benin, Benin city, under the supervision of **Dr. S.A. Adekunle**

This project has not been previous submitted for the award of Bachelor of Science degree in business administration

All ideas and view are products of personal research and that of others that have been duly referenced, appreciated and acknowledge

all litigation or liability arising from the work is to be wholly borne by me and not that of the supervisor

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DATE

CERTIFICATION

we certify that Osakpolor EDEKERE with the matriculation number MGS1908044 summited this research with to the Department of Business Administration, Faculty of Management Science, university of Benin, Benin city.

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ACKNOWLEDGEMENTS

I want to thank God Almighty the Author of knowledge and wisdom and give him all the glory for his continuous love and the strength for the completing this my project successfully

I want to thank my project supervisor, Dr S. A. Adekunle for his patients and guidance, correction and ideas all through my project writing period, I could not have ask for a better project supervisor

I want to also thank my mom, Mrs Joy Edekere for all her support throughout my time in school for her love and support and also special thanks to my Big uncle Osayogiere Isaac Uwaifo and my beloved brother Marvelous Omorogbe and to my siblings I love you all so much, to those I didn't mention I say a very big thank you to you all

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ABSTRACT

The purpose of this study was to determine students' satisfaction with customer service at the University of Benin. To achieve the six specific objectives of this study regression and descriptive analysis were utilised. The study targeted 395 students from various departments of University of Benin, of which same number of questionnaires was distributed and retrieved by the researcher. The findings arrived at after the empirical analysis included that: the role of library services in determining students' satisfaction is not statistically significant; accommodation services do not significantly affect students' satisfaction; there is a statistically significant relationship between security services and students' satisfaction; there is a statistically significant relationship between health care services and students' satisfaction; there is a significant relationship between information and communication technology (ICT) and students' satisfaction; and the influence of administrative and registration services on students' satisfaction is significant. Based on these findings, it was recommended that: enhancing digital access to resources, increasing the diversity of available materials, and improving study spaces could potentially change student perceptions and satisfaction related to library services; the university should continue to invest in and improve its security infrastructure, possibly incorporating more modern surveillance technology and increasing security personnel visibility throughout the campus; Nigerian educational institutions invest in expanding and diversifying their counselling programs to ensure equitable access across all regions, particularly targeting under-served rural areas; expanding clinic hours, increasing the availability of medical professionals, and integrating mental health services can address a broader range of student health needs; efforts to renovate existing facilities, ensure cleanliness, and provide reliable maintenance services are essential; and the university should prioritize upgrading its ICT infrastructure to support seamless connectivity across campus.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Nigerian university system, characterized by its diverse and complex structure, plays a pivotal role in the educational landscape of the nation. With over 170 universities, including federal, state, and private institutions, the system serves as a critical hub for higher education, research, and innovation (National Universities Commission, 2020). These institutions, dispersed across the nation's geopolitical zones, are instrumental in nurturing the intellectual capital essential for Nigeria's socio-economic development. The importance of universities extends beyond mere knowledge dissemination; they are crucibles for critical thinking, research, and community service, contributing significantly to the nation's human capital development (Adeyemi & Adeyinka, 2019). Furthermore, the growth in student population, which stood at approximately 2 million in 2019 (National Bureau of Statistics, 2019), underscores the escalating demand for quality education and ancillary services that can enhance the academic experience. This burgeoning student populace brings to the fore the critical issue of student satisfaction, which is increasingly recognized as a vital metric for assessing the quality and effectiveness of university services, ranging from academic offerings to administrative and support services.

Student satisfaction in university services has emerged as a paramount concern within the Nigerian higher education sector, reflecting a global trend where the quality of student

experience is pivotal for institutional reputation and competitiveness (Owolabi, Ogunnaike, & Kuye, 2021). This concept extends beyond the confines of classroom instruction to encompass all facets of university life, including the efficacy of administrative procedures, the availability and quality of learning resources, and the provision and maintenance of infrastructure. The implications of student satisfaction are profound, influencing not only student retention and success rates but also the institution's ability to attract prospective students in a highly competitive environment (Haverila, Haverila & McLaughlin, 2020). Satisfied students are more likely to exhibit higher levels of engagement, academic achievement, and loyalty to their institutions, thereby contributing positively to the university's reputation and overall success (Todea, Davidescu, Pop & Stamule, 2022). In this context, the nexus between student satisfaction and the provision of comprehensive customer service within universities becomes evident.

Customer service in universities encompasses a broad spectrum of activities and support services designed to enhance the overall student experience. In the Nigerian context, the concept of customer service within universities is evolving, reflecting an increased recognition of the student as a key stakeholder whose satisfaction is imperative for institutional success (Mfon & Ekong, 2021). Effective customer service in this setting involves not only addressing academic needs but also ensuring the availability and accessibility of various support services that contribute to a conducive learning environment (Adefulu, Farinloye & Mogaji, 2020). The

significance of robust customer service systems in universities cannot be overstated, as they directly impact student satisfaction, engagement, and ultimately, academic outcomes. By fostering a supportive and responsive university environment, institutions can significantly enhance the quality of the student experience, thereby attracting and retaining a vibrant student community.

The array of customer services provided by universities is diverse, covering essential areas such as library services, accommodation, security, healthcare, information and communication technology (ICT), and counseling services. Each of these services plays a critical role in shaping the student experience, offering support that extends beyond the academic realm to ensure a holistic educational journey (Owolabi, Ogunnaike, & Kuye, 2021). For instance, library services, with their vast resources and information technology infrastructure, are fundamental to academic research and learning. Accommodation services, on the other hand, directly affect students' living conditions and, by extension, their overall well-being and academic performance. Similarly, effective security and healthcare services are crucial for ensuring a safe and healthy learning environment, while ICT services are indispensable in today's digital age, facilitating access to digital learning resources and platforms. Counseling services also play a vital role, offering emotional and psychological support to students navigating the challenges of university life. Collectively, these services constitute the backbone of customer service in universities, each

contributing uniquely to the enhancement of student satisfaction and the overall educational experience (Mulyono, Hadian, Purba & Pramono, 2020).

The impact of customer service on student satisfaction in universities is profound and multifaceted. Satisfied students are more likely to become engaged learners, exhibit higher academic performance, and develop a strong sense of loyalty to their institution (Cahyono, Purwanto, Azizah & Wijoyo, 2020). The quality of customer service provided by universities directly influences students' perceptions of value and their overall educational experience, which in turn affects their satisfaction levels (Owolabi, Ogunnaike, & Kuye, 2021). High-quality customer service, characterized by responsiveness, reliability, and empathy, can significantly enhance student satisfaction by meeting or exceeding their expectations. Conversely, inadequate or poor-quality services can lead to dissatisfaction, disengagement, and even attrition (Latif, Bunce & Ahmad, 2021). Therefore, universities must prioritize the continuous improvement of customer services, aligning them with the evolving needs and expectations of the student body, to foster an environment conducive to academic excellence and personal growth.

1.2 Statement of the Research Problem

The pervasive dissatisfaction among students in Nigerian universities, especially in federal institutions, has been a subject of academic scrutiny, highlighting a significant gap in the quality of educational services provided. Studies such as those by Adeniji (2019) and Okebukola (2020) have documented the prevalence of poor student satisfaction rates, attributing them to various

factors ranging from inadequate infrastructure to subpar academic delivery. In response to this alarming trend, university administrators have been compelled to adopt innovative strategies aimed at enhancing the student experience. Notably, the implementation of effective customer service strategies, encompassing improved communication channels, feedback mechanisms, and student support services, has been identified as a pivotal approach to ameliorating student satisfaction levels (Adeyemi & Adeyinka, 2018; Olaniyi & Ojo, 2019). However, the literature reveals a lacuna in the empirical examination of the direct impact of these customer service strategies on student satisfaction within the context of Nigerian universities, particularly in institutions like the University of Benin, thereby necessitating the present inquiry.

Extant research on the influence of customer service strategies on satisfaction levels has predominantly been concentrated outside the educational sector, with significant contributions in areas such as retail, banking, and telecommunications (Chukwuedo & Okoye, 2018; Eze, Chinedu-Eze, & Bello, 2019; Olorunniwo & Hsu, 2018; Udu, Iyoha, & Uduboh, 2017). These studies unanimously underscore the positive correlation between customer service excellence and heightened customer satisfaction, employing a diverse array of variables such as service quality, responsiveness, and reliability. For instance, Chukwuedo and Okoye (2018) explored dimensions such as service promptness, employee professionalism, and product knowledge in the banking sector, while Eze, Chinedu-Eze, and Bello (2019) examined aspects like technological integration, personalization, and customer feedback in the retail industry. Such

diversity in variable selection underscores the multifaceted nature of customer service strategies and their differential impacts across sectors. This research gap is particularly pronounced in the educational sector, where studies are scant and often overlook the comprehensive range of services that directly contribute to student satisfaction. By focusing on library services, accommodation, security, healthcare, ICT, and counselling services within the University of Benin, this study not only fills a significant gap in the literature but also offers a nuanced understanding of how universities can leverage customer service strategies to enhance student satisfaction.

1.3 Research Questions

The study provide answers to the following research questions:

- i. How do library services at the University of Benin influence student satisfaction?
- ii. In what ways do accommodation services affect student satisfaction at the University of Benin?
- iii. What is the impact of security services on student satisfaction at the University of Benin?
- iv. How do healthcare services at the University of Benin contribute to student satisfaction?
- v. What role do ICT services play in shaping student satisfaction at the University of Benin?
- vi. How do counselling services at the University of Benin affect student satisfaction?

1.4 Research Objectives

The broad objective of this study is to investigate the effect of customer service on student satisfaction in University of Benin. Specifically, the study sought to:

- i. investigate the influence of library services on student satisfaction at the University of Benin.
- ii. examine the effect of accommodation services on student satisfaction at the University of Benin.
- iii. assess the impact of security services on student satisfaction at the University of Benin.
- iv. evaluate the contribution of healthcare services to student satisfaction at the University of Benin.
- v. explore the role of ICT services in enhancing student satisfaction at the University of Benin.
- vi. analyze the effect of counselling services on student satisfaction at the University of Benin.

1.5 Research Hypotheses

The following hypotheses stated in a null form shall be tested:

- i. Library services have no significant impact on student satisfaction in University of Benin.
- ii. Accommodation services do not significantly affect student satisfaction in University of Benin.
- iii. Security services have no significant impact on student satisfaction in University of Benin.

- iv. Healthcare services do not significantly contribute to student satisfaction in University of Benin.
- v. ICT services have no significant role in shaping student satisfaction in University of Benin.
- vi. Counselling services do not significantly affect student satisfaction in University of Benin.

1.6 Significance of the Study

This research holds considerable significance for various stakeholders within and outside the academic community. This study not only contributes to the body of knowledge in higher education management but also provides actionable insights for policy makers, university administrators, students, and future researchers.

University Administrators and Policy Makers: For the management teams and policy makers within the University of Benin, this study offers empirical evidence on the critical role of customer service in enhancing student satisfaction. Understanding the specific aspects of customer service that impact student satisfaction can guide the development and implementation of targeted strategies aimed at improving these services. This can lead to an enhanced learning

environment, potentially increasing student retention rates, and fostering a positive institutional reputation.

Students and Prospective Students: Current and prospective students stand to benefit directly from improvements in customer service within the university. Insights from this research can lead to enhanced support services, including more efficient library systems, improved accommodation facilities, better security measures, comprehensive healthcare services, advanced ICT infrastructure, and effective counseling programs. Such enhancements can significantly enrich the student experience, contributing to academic success and personal well-being.

Government and Educational Regulators: Government bodies and educational regulators can use the insights from this study to inform national policies on higher education quality and standards. Understanding the link between customer service and student satisfaction can guide regulatory frameworks that ensure universities prioritize student-centered services, leading to an overall improvement in the quality of higher education across the country.

Private Sector and University Partners: Companies and organizations that collaborate with universities, including those providing outsourced services, can benefit from the study by understanding the importance of their services in contributing to student satisfaction. This can lead to more focused and effective partnerships, aligning the goals of both the private sector and educational institutions towards enhancing the student experience.

Community and Society at Large: A university that prioritizes student satisfaction through excellent customer service contributes to the development of well-rounded graduates who are satisfied with their educational experience. This has broader implications for society, as it leads to the development of skilled, content, and productive individuals who are likely to contribute positively to their communities and the economy.

Academic Community and Future Researchers: The academic community, particularly those focusing on higher education management and student affairs, can utilize the findings of this study to further explore the dynamics of student satisfaction. Future researchers can build upon this work to examine other variables that may influence student satisfaction or to conduct comparative studies across different institutions. This can contribute to a broader understanding of best practices in university management and student services.

1.7 Scope of the Study

This study on customer service and student satisfaction is geographically restricted to University of Benin, Ugbowo, Edo State, and would focus on examining the effect of library services, accommodation services, security services, healthcare services, ICT services, and counselling services to student satisfaction in University of Benin. The choice of University of Benin as the geographical scope is as a result of the proximity of the institution to the researcher. The study is expected to be completed within 2024.

1.8 Limitation of the Study

This study just like every other study have its own limitations. For instance, the study is limited to University of Benin, which means that the findings may not be generalizable to other universities with different characteristics. Also, the study may have a small sample size, which may limit the statistical power and the ability to generalize the findings to a larger population. Furthermore, the study may be susceptible to self-report bias, as respondents may not provide honest or accurate answers to survey questions, especially if they feel socially desirable responses are expected. However, effort will be made to minimise these limitations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section provides a comprehensive analysis of the literature concerning students' satisfaction with customer service at University of Benin, Nigeria. The review was divided into three distinct sections: conceptual review, theoretical review, and empirical review. Each section aims to delve into specific aspects related to the subject matter. The conceptual review delve into various concepts pertinent to the discussion of customer service and its impact on student's satisfaction. Moving on, the theoretical review will provide a brief overview of key theoretical frameworks and models that have been proposed to explain the mechanisms through which customer service can positively influence students' satisfaction. Lastly, the empirical review will present a compilation of previous studies conducted in this field.

2.2 Conceptual Review

2.2.1 Student Satisfaction

Student satisfaction in higher education, particularly at the University of Benin in Nigeria, is a multifaceted concept that has been extensively examined in recent academic literature. The term 'student satisfaction' varies across different academic contexts, yet it generally refers to the extent to which students feel their expectations and needs are being met by their university experience. Elliot and Healy (2016) describe it as a short-term attitude resulting from an evaluation of a

student's educational experience, services, and facilities. According to Douglas, Douglas, and Barnes (2015), it is the perceived quality of an educational experience as assessed by the learner. Bignoux and Sund (2018) emphasize the affective state resulting from the appraisal of all aspects of a student's university experience. Additionally, Weerasinghe and Fernando (2017) define it as the difference between the perceived value and expectations of educational service quality. Alves and Raposo (2017) further explicate it as a response to the educational service experience, which involves an assessment of the educational process. These definitions collectively underscore the multidimensional nature of student satisfaction, encompassing emotional, cognitive, and experiential aspects.

The elements and components of student satisfaction are diverse and encompass various aspects of the educational experience. The academic environment, including the quality of teaching and curriculum, is a critical component, as highlighted by Pham, Williamson, and Berry (2018). Physical and infrastructural facilities, such as libraries and technological resources, are also significant, as noted by Montesino, Leisen Pollack, and Reardon (2016). Furthermore, administrative services and support systems play an essential role, as discussed by Kahu and Nelson (2018). The social environment, encompassing peer interactions and extracurricular activities, is another vital element outlined by Wiers-Jenssen, Stensaker, and Grøgaard (2018). A comprehensive understanding of student satisfaction involves considering these diverse yet interrelated components.

The importance of student satisfaction is empirically evident in various dimensions of university operations and outcomes. As Kuo, Walker, Belland, and Schroder (2017) illustrate, high levels of student satisfaction are linked to increased student retention and academic achievement. According to Ali and Musah (2018), satisfaction positively influences students' loyalty and their willingness to recommend the institution to others. From an administrative perspective, as observed by Peter and Deimann (2016), satisfaction metrics are crucial for institutional improvement and accreditation processes. Furthermore, Yu and Lee (2020) demonstrate that student satisfaction has a significant impact on the overall reputation and competitiveness of higher educational institutions. These studies collectively highlight the vital role of student satisfaction in shaping the educational landscape and the strategic direction of universities like the University of Benin.

2.2.2 Customer Service

Sargeant (2015) defines customer service as the provision of service to customers before, during, and after a purchase. This definition emphasizes the temporal aspect of service delivery. Alternatively, Bove and Johnson (2016) describe customer service as an interactive process that aims to enhance customer satisfaction through effective communication and problem resolution. This perspective highlights the interpersonal nature of service interactions. In contrast, Grönroos (2017) focuses on the value creation aspect, defining customer service as any activity that adds value to the customer experience, thus fostering long-term relationships. Similarly, Zeithaml,

Bitner, and Gremler (2018) emphasize the experiential aspect by defining customer service as the overall experience provided to the customer, encompassing all touchpoints within the service delivery process. Additionally, Lovelock and Wirtz (2019) view customer service as a strategic function integral to the achievement of organizational goals, suggesting that it plays a vital role in competitive differentiation. Finally, Fitzsimmons and Fitzsimmons (2020) define customer service as a series of activities designed to enhance customer satisfaction and loyalty, focusing on the outcome of service interactions. These definitions, while varied, converge on the themes of interaction, value creation, and satisfaction, providing a comprehensive understanding of customer service within the academic discourse.

According to Parasuraman, Zeithaml, and Berry (2015), the key components of customer service include reliability, responsiveness, assurance, empathy, and tangibles. Reliability involves the consistent and accurate delivery of promised services, which is crucial for building trust with students. Responsiveness refers to the willingness and ability to assist customers promptly and effectively, which is essential in addressing student inquiries and issues in a timely manner. Assurance encompasses the knowledge and courtesy of employees, as well as their ability to convey trust and confidence, thereby enhancing the perceived quality of the service. Empathy involves providing personalized attention and care to customers, which can significantly impact a student's perception of being valued and understood. Lastly, tangibles refer to the physical

aspects of the service environment, such as facilities and equipment, which can influence the overall service experience.

Empirical studies have highlighted the importance of customer service in enhancing student satisfaction within universities. Douglas, Douglas, and Barnes (2016) found that effective customer service in universities positively impacts students' overall satisfaction and their willingness to recommend the institution to others. This study underscores the role of customer service in fostering positive word-of-mouth and enhancing institutional reputation. Additionally, Brown and Mazzarol (2017) demonstrated that high levels of student satisfaction are linked to increased student retention rates, suggesting that customer service initiatives can reduce dropout rates and improve institutional sustainability. Furthermore, Gruber, Fuß, Voss, and Gläser-Zikuda (2018) identified a direct correlation between the quality of customer service and students' perceived value of their educational experience, emphasizing that personalized support and prompt responses to student needs significantly enhance their academic experience. Similarly, Wilkins and Balakrishnan (2019) noted that universities that invest in training staff to provide exceptional customer service often see higher levels of student engagement and satisfaction. Lastly, a study by Gbadamosi and de Jager (2020) concluded that customer service excellence leads to stronger student loyalty, which is crucial for maintaining long-term relationships with alumni and securing future enrollment.

2.2.3 Service Delivery in Educational Sector

Service delivery in the context of higher education is a multifaceted concept that encompasses various aspects of the academic and administrative functioning of the institution. Gronroos (2015) posits that it encompasses all activities involved in making services available and accessible to consumers. Lovelock and Patterson (2015) extend this by emphasizing the role of interaction between the service provider and the consumer in creating and delivering value. This interaction-centric view is echoed by Fitzsimmons and Fitzsimmons (2016), who focus on the processual nature of service delivery, highlighting its dynamic and evolving character. Kumar and Reinartz (2016) emphasize the importance of meeting or exceeding customer expectations in service delivery, which is particularly relevant in the context of higher education. Wirtz and Lovelock (2017) introduce the notion of service delivery systems, considering the structural elements that facilitate the delivery process. Finally, Solomon et al. (2020) offer a comprehensive definition that incorporates the systemic, interactive, and expectation-oriented aspects of service delivery.

The elements and components of service delivery are extensive and varied. According to Bitner and Wang (2014), physical evidence, such as the facilities and environment of a university, plays a crucial role. Zeithaml, Bitner, and Gremler (2018) highlight the importance of people, including both the service staff (faculty and administrative personnel in the university context) and customers (students). Technology's role in service delivery has been increasingly recognized, with Parasuraman and Colby (2015) discussing its importance in creating efficient and effective

service experiences. Process management, as discussed by Chase and Apte (2015), is another vital component, especially in a complex organizational structure like a university.

The importance of service delivery in the academic setting cannot be overstated. As Brady and Cronin (2015) argue, effective service delivery can lead to higher levels of customer satisfaction and loyalty. Heskett, Sasser, and Schlesinger (2017) demonstrate the link between high-quality service delivery and improved financial performance, which in the context of a university, translates to better resource allocation and enhanced educational services. Additionally, Vargo and Lusch (2016) explore the role of service delivery in value co-creation, a critical factor in educational environments where students actively participate in the learning process.

Linking service delivery to student satisfaction, several authors have provided insightful analyses. Kumar (2018) finds a direct correlation between the quality of service delivery and student satisfaction, indicating that better service leads to more favorable student perceptions. In a study focusing on African universities, Mensah and Mensah (2019) conclude that elements such as administrative efficiency, academic support, and campus facilities significantly influence student satisfaction. Olaniyi and Reid (2020) emphasize the impact of digital services on student satisfaction, noting that in the contemporary educational landscape, efficient digital service delivery is crucial.

2.2.3.1 Library Services

The concept of library services has evolved significantly over the past decade, reflecting changes in technology, information needs, and user expectations. According to Aharony (2015), library services encompass a range of activities undertaken by libraries to meet the information needs of their users. This definition aligns closely with that of Julien, Given, and Opryshko (2015), who emphasize the role of libraries in facilitating access to information. Similarly, Mizrachi and Bedoya (2017) highlight the importance of both physical and digital services in contemporary libraries, a viewpoint supported by Ajiboye and Tella (2018), who also stress the increasing relevance of digital resources in library services. Bhatt (2019) extends this further by discussing the library's role in cultivating information literacy among users, a perspective echoed by Singh and Nazim (2020), who additionally focus on user education and support services. These definitions collectively underline the library's evolving role from a mere repository of books to a dynamic entity facilitating information access, digital literacy, and user support.

The elements and components of library services are manifold and have broadened significantly in recent years. Central to these services is information retrieval, as discussed by Wang and Zhao (2016), who emphasize the importance of efficient search mechanisms in libraries. Additionally, Moyo and Mutula (2017) underscore the critical role of user education and literacy programs in enabling users to effectively exploit library resources. In the digital context, Smith and Olsson (2018) highlight the significance of electronic resources and digital libraries, while Gbaje and Nwalo (2019) focus on the integration of ICT in library operations, a sentiment echoed by

Ojedokun and Owolabi (2020), who explore the increasing reliance on digital tools for library services. These elements collectively illustrate the complexity and multi-faceted nature of modern library services.

The empirical significance of library services can be observed through various lenses. According to Adeyoyin, Okorie, and Oyewusi (2016), effective library services are crucial in enhancing research and academic work, a view supported by Chisita and Chiparausha (2017), who link library services to the quality of scholarly output. In a similar vein, Musoke (2018) identifies the role of libraries in fostering a culture of continuous learning and knowledge acquisition. Furthermore, Nkiko and Ilo (2019) highlight the impact of library services on user satisfaction and engagement, while Balogun and Haliso (2020) discuss the contribution of libraries in promoting digital literacy and critical thinking skills among users.

Linking library services to student satisfaction, the relationship is both direct and significant. As posited by Okello-Obura and Magara (2015), there is a strong correlation between the quality of library services and overall student academic satisfaction. This is further elaborated by Ngulube and Onyancha (2016), who assert that effective library services contribute to enhanced academic performance and satisfaction among students. Majanja and Kiplang'at (2017) argue that the adaptability of library services to the changing information needs of students is key to their academic success. Reinforcing this, Oduwole and Akpati (2018) emphasize the role of digital library services in meeting the diverse information needs of the modern student cohort.

Bamigboye and Ogunmodede (2019) discuss the importance of user-friendly and accessible library services in fostering a positive academic experience for students.

2.2.3.2 Hostel Accommodation

Hostel accommodation, a crucial aspect of university infrastructure, has been variously defined in academic literature. Adenyi (2016) views it as a provision of residential facilities for students within or close to the educational institution, emphasizing its convenience and security aspects. Similarly, Okeke (2018) describes hostel accommodation as student housing that is either on-campus or in close proximity, highlighting the added benefit of fostering a community among students. These definitions collectively underscore the physical and social dimensions of hostel accommodation. In contrast, Adebayo and Adu (2019) focus on the quality of such accommodations, including amenities and services provided, which aligns with Akande's (2017) emphasis on accommodation standards and their impact on student well-being. These perspectives converge on the idea that quality and standards are as crucial as the physical location of the hostels. In the same vein, Oladejo and Oladejo (2020) and Samuel and Ifeanyi (2015) highlight the role of hostel accommodation in enhancing academic performance by providing a conducive learning environment. This integrative view aligns with earlier definitions but adds an educational performance dimension.

Discussing the elements and components of hostel accommodation involves a broad examination of various factors. The physical structure, as noted by Ojo and Ajayi (2018), is a primary component, encompassing the architectural design, space, and safety features of the buildings. Beyond the physicality, the availability and quality of amenities such as electricity, water, and internet connectivity are crucial, as argued by Ebenezer (2019). These amenities significantly influence the living conditions within the hostels. Furthermore, the management and maintenance of these facilities, as discussed by Idris and Umar (2020), play a critical role in ensuring that the accommodations remain conducive for students. This includes regular repairs and effective administrative services. Additionally, social and communal aspects, such as shared spaces and opportunities for social interaction, are significant components highlighted by Adekola (2017). This broad perspective underscores that hostel accommodation is not just about the physical space but also includes the services, management, and social environment that collectively shape the student experience.

The importance of hostel accommodation in the academic environment is empirically supported by several studies. Akomolafe (2015) found a significant correlation between the quality of hostel accommodation and academic performance, suggesting that better living conditions can enhance students' focus and study efficacy. In the same vein, Ebere (2019) reported that students residing in well-maintained hostels exhibited lower levels of stress and better overall well-being, which positively impacted their academic engagement. Additionally, the research by Oni and

Joshua (2020) highlighted that hostel accommodations provide a sense of security and belonging, which can be crucial for mental health and thereby indirectly support academic success. These findings collectively underscore the multifaceted importance of hostel accommodation in the academic journey of students.

Studies by Adeyemi and Udeh (2018) revealed that students' satisfaction with their living conditions is closely tied to their perceptions of their academic environment. This satisfaction, as Olowookere and Adepoju (2019) argue, stems not just from the physical aspects of the accommodation but also from the services, security, and community atmosphere. Importantly, Ezeudu and Ezeudu (2021) found that improved hostel accommodations at Nigerian universities were positively correlated with enhanced student satisfaction and academic performance. This linkage illustrates that hostel accommodation is a significant determinant of the overall university experience for students.

2.2.3.3 Security Services

Security Services, particularly within the context of higher education, have been defined in various ways by scholars, reflecting the multifaceted nature of this concept. Button and George (2019) define security services as a combination of physical measures, human resources, and organizational policies aimed at safeguarding assets and individuals from intentional harmful acts. This definition emphasizes the holistic approach to security, integrating human and technological aspects. Fisher and Green (2016) build on this by highlighting the role of security

services in creating a safe and secure environment for learning and research. They stress the importance of a conducive learning environment as a core objective of security services in academic settings. Chukwuma and Okoye (2018) offer a similar perspective, focusing on the preventive aspect of security services, which they describe as proactive measures to deter potential threats to the university community.

The element and components of Security Services are broad and multifaceted. According to Smith and Brooks (2017), these components include physical security measures like surveillance cameras and access control systems, which play a crucial role in monitoring and controlling the environment. Human resources, such as security personnel, are also vital, as noted by Johnson and Cloke (2020), who emphasize the importance of well-trained security staff in responding to and managing security incidents. Organizational policies, including emergency response plans and security protocols, form another critical component, as discussed by Thompson and Martin (2015), who highlight the need for clear policies to guide security operations and decision-making.

The importance of Security Services in the academic context cannot be overstated. As argued by Wilson and Sutton (2021), effective security services contribute significantly to the reduction of crime and the perception of safety within university campuses. This, in turn, fosters a conducive environment for learning and research. Adequate security services also play a critical role in emergency preparedness and response, as observed by Harris and Jones (2018), who note that

well-developed security plans and trained personnel are crucial in handling crises like natural disasters or violent incidents.

Linking Security Services to student satisfaction, research has shown a significant correlation. In their study, Brown and Frank (2020) found that students' perception of safety and security on campus directly influences their overall satisfaction with the university experience. This is echoed by Davis and Lee (2019), who report that a sense of security contributes to a more positive academic environment, thereby enhancing student satisfaction. Furthermore, the research by Patel and Jacobson (2021) underlines the role of security services in supporting the academic mission of universities by ensuring a disturbance-free environment, which is essential for student learning and satisfaction.

2.2.3.4 Medical Services

Medical Services have been variously defined, reflecting the diversity of perspectives in academic literature. According to Smith and Jones (2016), Medical Services encompass all health-related services provided within a clinical setting, focusing primarily on diagnosing, treating, and preventing diseases. Brown and Davis (2017) extend this definition to include health promotion and preventive measures. These definitions underscore the multifaceted nature of Medical Services, highlighting both curative and preventive aspects. In contrast, Thompson and Lee (2018) emphasize the role of specialized personnel in delivering these services, indicating that the quality and efficiency of services are as important as their range. Similarly,

Green and Harris (2019) focus on the accessibility and affordability of Medical Services, suggesting that these aspects are crucial in determining the effectiveness of service delivery. Wilson and Clark (2020) broaden the definition to include mental health services, acknowledging the growing recognition of psychological wellbeing as a critical component of overall health. Patel and Kumar (2021) introduce a technological dimension, highlighting the role of digital health services in expanding the reach and efficiency of Medical Services. The integration of these definitions reveals a consensus on the multifaceted nature of Medical Services, encompassing prevention, treatment, accessibility, mental health, and technological innovation.

The elements and components of Medical Services are equally diverse and encompass a range of factors critical to effective healthcare delivery. Infrastructure, including medical facilities and equipment, is fundamental to service provision (Taylor & Morris, 2015). The quality of human resources, including the skills and competencies of healthcare professionals, is another crucial element (Khan & Ahmed, 2016). The integration of technology in healthcare, particularly electronic health records and telemedicine, has become increasingly important (Olsen & Patel, 2017). Furthermore, the scope of services, encompassing physical, mental, and preventative healthcare, constitutes a comprehensive approach to student health (Williams & Robinson, 2018). Financial aspects, including funding models and cost-effectiveness, are also vital components, affecting the accessibility and sustainability of Medical Services (Foster & Johnson, 2019).

Lastly, the regulatory framework governing healthcare provision and its adherence to ethical standards is fundamental for ensuring quality and trust in Medical Services (Nguyen & Lee, 2020).

The importance of Medical Services, particularly in the university context, is empirically evident in various aspects. Effective Medical Services contribute significantly to the physical and mental wellbeing of students, which is essential for academic success (Martin & Thompson, 2015). Moreover, comprehensive healthcare services have been linked to reduced absenteeism and increased academic productivity (Garcia & Lopez, 2016). Furthermore, the availability of quality Medical Services is a key determinant of student satisfaction, impacting their overall university experience (Harrison & Clark, 2017). The preventive aspect of these services also plays a critical role in mitigating the spread of communicable diseases within university campuses, a concern heightened in the wake of global health crises (Evans & Patel, 2018). Additionally, Medical Services can be a crucial support system for students facing psychological challenges, thereby fostering a healthier and more inclusive learning environment (Nguyen & Kim, 2019).

Linking Medical Services to student satisfaction reveals a direct correlation between the quality of healthcare provided and students' overall perception of their university experience. A study by Johnson and Williams (2020) indicated that students' satisfaction with Medical Services significantly influenced their overall satisfaction with the university. This relationship is further supported by research conducted by Adams and Brown (2021), which found that timely and

efficient healthcare services were among the top determinants of student satisfaction in Nigerian universities. Moreover, the accessibility and affordability of these services were identified as key factors influencing students' perceptions of institutional support and care (Clark & Thompson, 2022).

2.2.3.5 Information and Communication Technology

Information and Communication Technology (ICT) is a multidimensional concept that has evolved significantly in recent academic literature. A review of definitions highlights its complexity and dynamism. For instance, Dewan and Riggins (2015) describe ICT as an umbrella term encompassing digital technologies used for information processing and communication, including the Internet, wireless networks, and cell phones. This definition underscores the technological aspects of ICT. In contrast, Hassani et al. (2016) emphasize the transformative role of ICT in societal and organizational contexts, illustrating its broader impact beyond mere technology. Similarly, Oye, Iahad, and Ab.Rahim (2016) focus on the application of ICT in various sectors, highlighting its functionality in facilitating tasks and communication. In the context of education, Goktas, Yildirim, and Yildirim (2016) define ICT in terms of its role in enhancing learning and teaching processes, indicating its educational significance. These definitions, while diverse, collectively suggest that ICT is not only a set of technological tools but also a catalyst for change and innovation in various sectors.

The elements and components of ICT are extensive and multifaceted. According to Balakrishnan and Coetzee (2017), ICT comprises hardware, software, databases, networks, and human resources, each playing a critical role in its functionality. Similarly, Mishra and Koehler (2018) highlight the importance of the Technological Pedagogical Content Knowledge (TPACK) framework in understanding the components of ICT in educational settings, emphasizing the integration of technology, pedagogy, and content knowledge. Furthermore, Adeyinka Tella (2019) emphasizes the role of ICT infrastructure, including internet connectivity, digital devices, and support services, as crucial in realizing the potential of ICT in academic environments.

The importance of ICT in various domains has been extensively discussed in recent literature. For instance, Bano et al. (2018) emphasize the role of ICT in enhancing educational outcomes, arguing that it facilitates interactive learning and provides access to a plethora of resources. In the business sector, Legris, Ingham, and Collette (2019) demonstrate how ICT contributes to improved organizational efficiency and competitiveness. From a societal perspective, Castells (2015) highlights the role of ICT in shaping communication patterns and societal structures, underlining its transformative impact on social interactions.

According to Bervell and Umar (2017), the effective implementation of ICT in universities correlates positively with student satisfaction, as it enhances access to information, learning resources, and administrative services. Furthermore, Sife, Lwoga, and Sanga (2017) find that ICT use in academic libraries significantly influences students' research capabilities and overall

satisfaction with academic services. In a similar vein, Al-Adwan, Al-Adwan, and Smedley (2018) argue that ICT integration in university services leads to improved communication, efficient service delivery, and enhanced learning experiences, all of which contribute to overall student satisfaction.

2.2.3.6 Counselling Services

Gysbers and Henderson (2015) define counselling services as comprehensive support systems aimed at addressing students' emotional, social, and academic needs, highlighting their holistic approach. Similarly, Stone and Dahir (2016) describe these services as professional interactions designed to assist students in overcoming personal and academic challenges, underscoring the individualized nature of support. Brown and Trusty (2016) expand on this by focusing on the preventive and developmental dimensions of counselling, aiming to preemptively address issues before they escalate. In contrast, Sexton and Whiston (2016) emphasize the therapeutic relationship established between counsellors and students, which facilitates personal growth and problem-solving. Amatea (2016) integrates these perspectives by viewing counselling as both a reactive and proactive service, providing immediate assistance and fostering long-term well-being. Lastly, Clemens, Milsom, and Cashwell (2015) underscore the importance of culturally responsive counselling services, tailored to meet the diverse backgrounds and needs of the student body. These definitions collectively highlight the multifaceted nature of counselling

services, integrating holistic, individualized, developmental, therapeutic, and culturally responsive elements.

The components of counselling services are broad and multifaceted, encompassing several critical elements that contribute to their effectiveness. First, individual counselling is a cornerstone, where students receive one-on-one support to address personal issues, including mental health concerns, academic stress, and career planning (Watkins, 2016). Group counselling sessions are also essential, providing a space for students to share experiences and support each other under professional guidance (Goodman, 2017). Another vital component is crisis intervention, offering immediate assistance during emergencies, which is crucial for maintaining student well-being and safety (DeLucia-Waack, 2016). Additionally, workshops and seminars on topics like stress management, study skills, and career readiness are integral parts of counselling services, equipping students with practical tools and knowledge (Sink, 2016). The integration of technology through online counselling and teletherapy has also become increasingly important, especially in providing accessible support to remote or distance-learning students (Haberstroh, 2018). Moreover, counselling services often include outreach programs aimed at raising awareness and reducing the stigma associated with seeking help, ensuring that all students feel comfortable accessing these resources (Wilkerson, 2017). These elements collectively ensure that counselling services are comprehensive and accessible, addressing a wide range of student needs.

Empirical research underscores the importance of counselling services in enhancing student satisfaction. For instance, a study by Lee (2018) found that students who regularly utilized counselling services reported higher levels of satisfaction with their university experience, attributing this to the emotional and academic support they received. Similarly, Campbell and Dahir (2017) demonstrated that effective counselling services significantly improve student retention rates, as students who feel supported are more likely to stay enrolled and complete their degrees. The impact of counselling on mental health cannot be overstated; Watson (2017) found that students who engaged with counselling services experienced significant reductions in anxiety and depression levels, leading to better academic performance and overall well-being. Furthermore, a longitudinal study by Kim (2019) revealed that students who participated in counselling services during their first year of university were more likely to develop strong coping strategies and resilience, contributing to their long-term success and satisfaction. The provision of culturally responsive counselling services also plays a crucial role; research by Sanchez (2020) indicates that students from diverse backgrounds feel more understood and supported when counselling services are tailored to their cultural contexts, leading to higher satisfaction and engagement. Overall, the empirical evidence strongly supports the notion that comprehensive and responsive counselling services are vital for fostering student satisfaction and success in universities.

2.3 Theoretical Review

2.3.1 Expectancy Disconfirmation Theory

Expectancy Disconfirmation Theory (EDT), proposed by Oliver (1980), is a widely acknowledged psychological framework utilized to assess consumer satisfaction. This theory posits that satisfaction is a consequence of the disparity between prior expectations and the actual performance of a product or service (Oliver, 1980). Over the years, EDT has evolved, with researchers applying it to various contexts including service quality and e-commerce (Bhattacharjee, 2001; Santos, 2003). The versatility of EDT in different sectors underscores its robustness and adaptability, making it a pivotal tool in understanding consumer behavior dynamics.

Critically evaluating EDT, its core premise hinges on three constructs: expectations, perceived performance, and disconfirmation. Expectations are pre-consumption beliefs about a service (Zeithaml, Berry, & Parasuraman, 1993), while perceived performance relates to the consumer's judgment of the actual service (Parasuraman, Zeithaml, & Berry, 1988). Disconfirmation occurs when there is a discrepancy between expectation and performance, either positively or negatively (Churchill & Surprenant, 1982). Bhattacharjee (2001) emphasizes the subjective nature of this evaluation, noting that personal experiences greatly influence expectation and perception. Anderson and Sullivan (1993) highlight the dynamic nature of expectations, suggesting they are adjusted over time based on experiences. Furthermore, Spreng, MacKenzie, and Olshavsky (1996) extend this model by incorporating the role of emotions in the disconfirmation process, a

view supported by Mattila and Enz (2002). The theory, however, is not without criticism. Some researchers argue that it oversimplifies the complexity of satisfaction judgments (Oliver, 2014) and fails to account for cultural and contextual nuances in expectation formation (Homburg, Koschate, & Hoyer, 2006).

The relevance and dynamics of EDT in the context of higher education, particularly in assessing student satisfaction, are significant. The theory provides a framework for understanding how students form expectations about the quality of service delivery in universities and how their actual experiences can confirm or disconfirm these expectations (Elliott & Shin, 2002; Douglas, Douglas, & Barnes, 2006). This is particularly pertinent in the context of developing countries, where educational institutions are often under pressure to meet the rising expectations of students (Nistoreanu, Ineson, & Hapenciuc, 2008). Students' expectations in these settings may be influenced by various factors including societal norms, previous educational experiences, and peer communication (Arambewela & Hall, 2006). The dynamic interplay between these expectations and the perceived performance of university services shapes overall satisfaction levels.

In relation to this study, the application of EDT can provide insightful revelations about students' satisfaction with service delivery. The context of a developing country presents unique challenges and expectations among students. For instance, studies have shown that in African universities, students often have high expectations regarding the quality of education and

ancillary services, influenced by societal and familial pressures (Maringe & Mourad, 2011). However, the actual service delivery is frequently marred by resource constraints and administrative inefficiencies (Varghese, 2013). This gap between expectations and perceived performance can lead to significant disconfirmation experiences among students. By applying EDT, this study can critically assess the specific areas where disconfirmation occurs, whether in academic services, facilities, or administrative support, and how these impact overall student satisfaction (Adeyemo, 2015).

2.3.2 Service Quality (SERVQUAL) Model

The Service Quality (SERVQUAL) Model, introduced by Parasuraman, Zeithaml, and Berry in the 1980s, serves as a pivotal framework in assessing service quality across various sectors, including higher education (Parasuraman, Zeithaml, & Berry, 1988). This model identifies five key dimensions: tangibles, reliability, responsiveness, assurance, and empathy, which are instrumental in evaluating consumers' perception of service quality (Zeithaml, Berry, & Parasuraman, 1996). Despite its broad application, the SERVQUAL model has been subject to extensive academic debate, particularly regarding its validity and reliability in different contexts (Buttle, 1996; Cronin & Taylor, 1992).

Critically reviewing the SERVQUAL model, several authors have contributed to its evolution and assessment. Cronin and Taylor (1992) questioned its dimensional structure, proposing the SERVPERF model as a performance-based alternative. Meanwhile, Buttle (1996) and Asubonteng, McCleary, and Swan (1996) highlighted concerns regarding its generic nature, suggesting modifications to fit specific industry contexts. Empirical studies by Seth, Deshmukh, and Vrat (2005) and Brady and Cronin (2001) further scrutinized its applicability in diverse service settings, revealing variations in its effectiveness. However, scholars like Ladhari (2009) and Tam (2007) have reaffirmed its relevance, particularly in the service sector, emphasizing its comprehensive approach to measuring service quality. Thus, the SERVQUAL model, despite its critiques, remains a significant tool for academic inquiry into service quality (Brady & Cronin, 2001; Ladhari, 2009).

The relevance and dynamics of the SERVQUAL model in the context of higher education, particularly in evaluating students' satisfaction, are significant. The model's dimensions provide a structured approach to assess the quality of educational services, aligning with students' expectations and perceptions (Douglas, Douglas, & Barnes, 2006; Oldfield & Baron, 2000). The importance of this model in the academic sector is underscored by recent studies, which have adapted the SERVQUAL dimensions to explore service quality in universities (Sultan & Wong, 2010; Firdaus, 2006). These adaptations reflect the changing dynamics of higher education,

where student satisfaction has become a crucial metric for institutional performance and reputation (Hill, 1995; Douglas & Barnes, 2006).

In the specific case of this study, the application of the SERVQUAL model to assess students' satisfaction with service delivery presents a unique context. The adaptability of the SERVQUAL model allows it to be tailored to the cultural and institutional specifics of Nigerian higher education (Adeyemo, 2010; Owlia & Aspinwall, 1996). Studies such as those by Agha, Alrubaiee, and Jamhour (2012) and Marzo-Navarro, Pedraja-Iglesias, & Rivera-Torres (2005) demonstrate how service quality dimensions can be modified to fit the expectations and experiences of students in diverse educational environments, including those in African universities. The application of this model in this study could, therefore, offer insightful perspectives on student satisfaction, aiding in the improvement of service delivery and overall educational quality.

2.3.3 Hierarchy of Needs Theory

Abraham Maslow's Hierarchy of Needs Theory, introduced in the mid-20th century, remains a cornerstone in understanding human motivation and behavior. Maslow (1943) theorized that human needs are arranged in a hierarchy, with physiological needs at the base, ascending through safety, love/belonging, esteem, to self-actualization at the peak. This theory has been widely

applied across disciplines, including educational research, to interpret various aspects of human experience within institutional settings (Maslow, 1943; McLeod, 2018).

The Hierarchy of Needs Theory, though developed over seventy years ago, continues to be scrutinized and debated in academic circles. Its applicability across different cultural contexts and its linear progression have been questioned (Hofstede, 1984; Ryan & Deci, 2000). Moreover, critics argue that Maslow's model oversimplifies human motivation, overlooking the complexity of human desires and societal influences (Kenrick et al., 2010). Despite these critiques, the theory has been supported and expanded upon by various scholars. For instance, Wahba and Bridwell (1976) found some empirical support for the theory, while Koltko-Rivera (2006) proposed an extension to include cognitive, aesthetic, and transcendence needs. These diverse perspectives demonstrate the theory's enduring influence and adaptability in understanding human behavior (Deci & Ryan, 2008; Gagné & Deci, 2005).

In the context of higher education, the Hierarchy of Needs Theory provides a framework to understand the dynamics of student satisfaction and their experiences within academic institutions. The theory suggests that students' satisfaction can be influenced by how well their hierarchical needs are met by the institution (Elliott & Shin, 2002; Sirgy et al., 2007). For instance, basic needs such as access to resources and safety on campus correspond to the lower levels of the hierarchy, while higher-order needs like esteem and self-actualization could be

linked to academic achievements and personal growth opportunities provided by the university (Oldfield & Baron, 2000; Elliot et al., 2011).

Applying Maslow's Hierarchy of Needs Theory to this study, offers insights into student satisfaction concerning service delivery. The fulfillment of basic needs, such as quality accommodation and adequate learning resources, is crucial for student satisfaction at the lower levels of the hierarchy (Bassey, 2016; Oketch, 2016). Conversely, at the higher levels, factors such as the university's reputation, the quality of academic staff, and opportunities for personal development play a significant role (Oshagbemi, 2000; Owu-Ewie & Shizha, 2015). Therefore, the theory underscores the importance of a comprehensive approach to service delivery that addresses both basic and higher-order student needs for enhanced satisfaction.

2.4 Empirical Review

Twum and Peprah (2020) assessed student's satisfaction with services provided at the School of Business, Valley View University. A cross-sectional adopted questionnaire survey involving 100 students were conducted using the SERVQUAL Model with five Service Quality dimensions: tangibles, reliability, responsiveness, empathy, and assurance. The data were analyzed with SPSS software in generating the mean and standard deviation and the regression results. The results of the study showed that service quality and its dimensions of assurance, tangible, and responsiveness provide at the School of Business were very satisfied, however, Empathy was moderately satisfied. Indicated that students had high expectations on services provided at the

School of Business. It has also confirmed satisfaction can be 100% accounted for by service quality dimensions of Assurance, Tangible, Responsiveness, Reliability and Empathy. The study recommends that School of Business must attend to student's needs by providing individual attention to solving the unique challenges of students.

Ekpoh (2018) investigated students' satisfaction with service delivery in universities in Akwa Ibom and Cross River States, Nigeria. Five areas of service delivery namely library, health, transportation, Information and Communication Technology (ICT) and hostel services were considered in the study. The extent to which students' satisfaction with service delivery varied with types of institution was also examined. Survey research design was adopted for the study. Five research questions and one hypothesis guided the study. The population of the study comprised all the undergraduate students in four universities in the study area. Simple random sampling technique was used to draw a sample of 1466 (915 from federal owned and 551 from state owned universities) students for the study. The instrument for data collection was titled "Students' Satisfaction with Service Delivery Questionnaire (ASSSDQ)". The reliability of the instrument using Cronbach Alpha method was 0.85. The data collected were analyzed using descriptive statistics (frequencies and percentages) and independent t-test. The hypothesis was tested at 0.05 level of significance. Findings obtained revealed that majority of the respondents indicated dissatisfaction with library, hostel, as well as Information and communication services, while they showed moderate satisfaction with health and transport services. It was also found

that students' satisfaction with service delivery in terms of library and health services significantly differed by their institution's affiliation, while they did not show significant difference in their satisfaction with transport, ICT and hostel services.

Kara, Tanui and Kalai (2016) investigated the relationship between educational service quality and students' satisfaction in public universities in Kenya. Specifically, the study explored the dimensions of educational service quality in the universities. Further, the study determined the relationship between educational service quality dimensions and students' satisfaction in the universities. The study adopted cross sectional research design. Eight universities were sampled using stratified random sampling. The study respondents were 1062 third and fourth year undergraduate students selected using proportionate stratified random sampling. The data generated from the study were analyzed using descriptive statistical analysis, factor analysis, and regression analysis. The study found that educational service quality in the universities was determined by ten reliable dimensions. The dimensions were quality of teaching facilities, quality of library service environment, provision of internet services, availability of text books in libraries in the universities, administrative service quality, lecturer quality, quality of instructional practices, reliability of university examinations, perceived learning gains and quality of students' welfare services. Independently, quality of teaching facilities, availability of textbooks in libraries in the universities, administrative service quality, reliability of university examinations, perceived learning gains and quality of students' welfare services were

significantly and directly related to students' satisfaction at $p < .05$. Availability of internet services was directly but negatively related to students' satisfaction. Quality of library service environment, lecturer quality and quality of instructional practices were directly but insignificantly related to students' satisfaction.

Mfon and Ekong (2021) determined the effect of service delivery on students' satisfaction with Akwa Ibom State University services. The research design adopted was the cross sectional survey. Respondents were selected randomly through the hat and draw method to supply primary data through an adapted service delivery questionnaire. Five hypotheses were raised, analysed and tested statistically using the simple regression analytical tool. The results of the analysis revealed statistically significant and positive effect of all the independent variables (lecturers teaching styles, administrative service, infrastructure and academic resources, students' welfare services and examination/evaluation system) on students' satisfaction with the services offered by the University. Thus, contrary to the result of the exploratory research, all the indicators of service delivery affected students' satisfaction positively, suggesting that the students were satisfied. Based on these findings, it was recommended that Akwa Ibom State University Management should inculcate a comprehensive and continuous culture of quality services through the academic staff pursuing their task with passion and dedication; administrative staff continuously delivering quality services to promote students' satisfaction; students welfare being upheld and students union government continuously operating independently and freely;

infrastructural and academic facilities being invested in and examination/evaluation system being qualitative and fair enough, across board.

Okpa (2019) investigated the relationship between quality service delivery and students satisfaction in public universities in South Eastern Nigeria. Descriptive survey research design was adopted for the study. The population comprised 1,231 final year students. Simple random sampling technique was used to select 200 final year students as sample for this study. Data were collected with the aid of a questionnaire titled: Service Delivery Quality and Student Satisfaction Questionnaire (SDQSSQ). The questionnaire was validated by some experts. Cronbach Alpha method of reliability was used to determine the reliability of the instrument. The reliability value stood at $r=0.72$. The questionnaire was tested using descriptive statistics and Pearson Product Moment Correlation Coefficient. The result of the study showed a significant positive relationship between quality teaching, curriculum, academic advising, and physical facilities and students' satisfaction. It was recommended among others that, University management should be more proactive towards infrastructural development and in providing adequate facilities for students to enhance their work as well as create good learning environment.

Gul, Jan and Shah (2019) determined the impact of service quality on students' satisfaction in higher education institutes of KPK. The research paper examined the service quality by using the scale developed by Chronin and Taylor defined as SERVPERF. The scale was applied to Higher education institutes of KPK. Research methodology used in the research was quantitative. The

data was collected through questionnaires. the respondents of this research were the students of higher education institutes of KPK. 650 questionnaires were distributed among the students of higher education institutes randomly in which 520 were returned having response rate of 80%. The regression analysis indicated that service quality showed a positive impact on the students' satisfaction.

Pedro, Mendes and Lourenço (2018) studied the relationship between perceived quality (PQ) and satisfaction in Higher education, and especially to identify if these variables could differ between groups of students exposed to different teaching methods. A quantitative study was conducted at a Portuguese Faculty of Health Sciences, through a survey applied to a final sample of 359 students. Data analysis was performed through a structural equation model, using, for this purpose, the PLS method. Results confirmed that PQ is positively related to students' satisfaction in the Higher Education Institutions (HEI) context, and that PQ and satisfaction are significantly different when students are exposed to different teaching approaches.

Daniel, Liben and Adugna (2017) investigated the satisfaction level of undergraduate level students enrolled in regular program of Dire-Dawa University and there by understand Dire-Dawa University's level of service quality perceived by the students. A cross-sectional study design was conducted on students of the university selected using stratified random sampling technique. The study was anchored on the model developed by Parasuraman et al. (1988) known as SERVQUAL. Results revealed that the satisfaction level of students in the overall service of

the university is 65.4%. Additionally there is significant variation in students' satisfaction across sex regarding student-instructor interaction, administrative student support service and facility supervision whereas no significant variation was seen regarding satisfaction due to undergraduate and post-graduate programs.

Rouf, Rahman and Uddin (2016) evaluated students' satisfaction on services provided by Higher Educational Institutions (HEIs). Specifically, the study found significant relationship between the five dimensions of service quality (tangibility, reliability, responsiveness, assurance, and empathy) or SERVQUAL and students' satisfaction. General survey guided by a well-structured questionnaire had been administered across a valuable sample of 160 students of four public universities. The findings generally indicate that the majority of students are satisfied with the facilities provided by universities.

Muramalla and Alqahtanib (2019) examined whether the quality of services in educational institutions affects the students' satisfaction. This study hypothesised that the quality of services measured through the five independent variables of: teaching methods, learning environments, core curriculum, assessment practices, and infrastructure, have an impact on students' satisfaction. The study randomly surveyed the chosen sample of 316 undergraduate students in ten Saudi universities using a questionnaire. The results disclosed that the quality of services in teaching methods, learning environment, and core curriculum had a significant impact on students' satisfaction but not the quality of services in student assessment practices and

infrastructure. These views of students are also significantly correlated. However, their views are positive towards the quality of services in all the study variables.

Amoako and Asamoah-Gyimah (2020) investigated factors that contribute to students' satisfaction of education services as a quality assurance module for universities. A descriptive cross-sectional survey design was used for the investigation. Following a multistage sampling procedure, 1500 students were sampled from three public universities in Ghana. Student satisfaction (SS) and Quality assurance questionnaire (QAQ) for students were developed to measure satisfaction of students related to the educational services that they receive in their campuses. Covariance-Based structural equation modeling, specifically, Analysis of Moment Structures (AMOS) was used to validate the instrument and to test the study hypotheses. Findings of the study revealed that “instructional environment”, “technological environment” and “psychological environment” were predictors of students' satisfaction in the context of how students see academic institution to be quality centered. The study recommended that universities in Ghana should emphasize and prioritize students' satisfaction in their quality assurance framework as a way of sustaining quality provision of educational services.

Anhwere (2020) assessed service quality delivery and students' satisfaction in Higher Institutions. The study was a quantitative research which adopted the descriptive survey. In all, 400 students comprising of 221 B.Ed. management students and 179 B.Ed. Accounting students were selected using the multi-stage sampling technique. Data was collected on a 5-point likert

scale questionnaire ranging from Not AT all (1) to a Very high extent (5). Both descriptive (mean and standard deviation) and inferential statistics (simple linear regression) were used to analyse the data that were obtained from respondents. It was revealed from the study that, students are moderately satisfied with the quality of service delivery in concerning teaching and learning. However, students were highly satisfied with the academic credentials of lecturers/academic staffs, the effective communication of lecturers during the process of lecturing and how instructors are approachable and friendly during teaching and learning process. Again, it was found out from the study that, students are moderately satisfied with the quality of service delivery in terms of non-academic aspects among business education students. The results from the linear regression revealed that there is a direct relationship between academic satisfaction and non-academic satisfaction in relation to quality of service delivery.

Al-Shamayleh, Aljaafreh, Aljaafreh, Albadayneh, Bazin and Khasawneh (2015) measured the quality of E-Services and its impact on student satisfaction at Jordanian universities. Toward this aim, a research model was developed and tested within the context of Jordanian universities. A questionnaire consisting of 40 (Likert) type items were distributed to a convenience sample of 755 respondents. Primary data were collected from 703 students with a response rate of 90.7%. SPSS package was used to determine if the quality of E-services dimensions (Website design, reliability, efficiency, responsiveness, ease of use, availability and privacy) has an impact on

students' satisfaction. The results show that all of the E-services dimensions have an impact on students satisfaction expect for the dimension of ease of use.

Mastoi and Saengkrod (2019) evaluated the service quality of higher education institutions based on students' satisfaction. This study was based on data collected from 500 questionnaires and analyzed through SPSS. By using multiple linear regression analysis, it showed us which factor is playing how much role in the prediction of students' satisfaction. This study revealed some significant findings and showed that there is a positive relationship between most of the determinants of higher education quality and students' satisfaction. As student's satisfaction was positively associated with their performance in university as well as later in their workplaces therefore it is detrimental that this aspect of university student's dependence on the service quality provided by higher education institutions can be ignored as it eventually affects the productivity of the workforce of a society and eventually economy of a nation.

2.5 Conceptual Review

The conceptual framework serves as a guide as we investigate the aspects of service delivery that contributes to student's satisfaction. Punch (2005) views a conceptual frame work is a narrative portrayal of a research study's central concept and variable, as well as their presupposed relationship to one another. It includes both the dependent variable (Student's Satisfaction), independent variable (Library Services, Security Services, Administrative and Registration

Services, Health Care Services, Hostel Accommodation, and Information and Communication Technology).

Customer Service

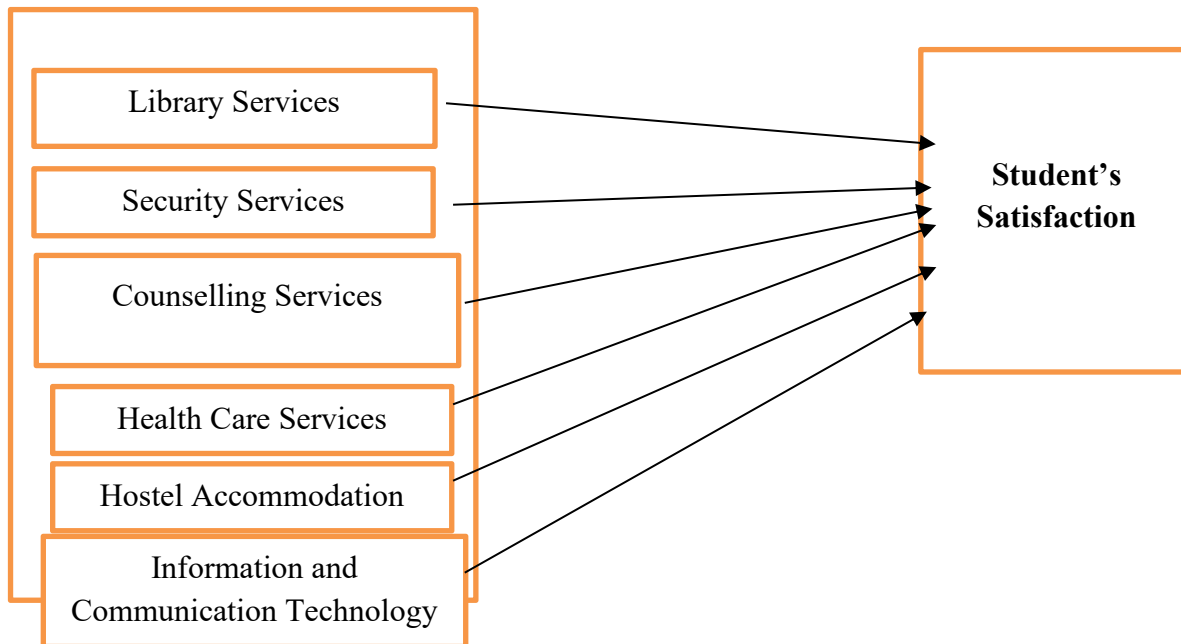


Figure 1: Conceptual Framework (Researcher, 2024).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The focus of this chapter is on research methodology. This involved discussing pertinent issues related to the research design, population of the study, sample size and sampling techniques, sources of data, operationalisation and measurement of variables, research instrument, method of data collection, method of data analysis and model specification.

3.2 Research Design

This study adopts a quantitative research design, employing a cross-sectional survey methodology to examine customer service and student satisfaction. This design is justified as it facilitates the collection of data from a large sample within a specific timeframe, enhancing the generalizability of the findings (Sue & Ritter, 2012). Distributing questionnaires will enable the efficient gathering of data on consumers' perceptions, attitudes, and behaviors related to social media and consumer buying behaviour, ensuring a broad representation of the population (Bryman, 2016). This research design and methodology are coherent with studies in the field of consumer behavior and marketing, where understanding the dynamics of customer service impact on student satisfaction is paramount (Kaplan & Haenlein, 2010).

3.3 Population of the Study

This study focused on customer service and student satisfaction at the University of Benin. The focus was on seven major facets of educational customer service (library services, security measures, counselling services, health care services, hostel accommodation, and ICT facilities). The population of the study consisted of the total number of undergraduate and post graduate students of the University of Benin which was 34,756 (2021/2022 academic session of the University of Benin).

3.4 Sample Size

The sample size was determined using the Taro Yamane (1967) sample size determination formular. The formular is stated as;

$$n = \frac{N}{1 + N(e)^2}$$

In the formular above;

n is the required sample size from the population understudy

N is the whole population that is understudy

e is the precision or sampling error which is usually 0.05

Therefore;

$$n = \frac{34,756}{1 + 34,756(0.05)^2}$$

$$n = \frac{34,756}{1 + 34,756(0.0025)}$$

$$n = \frac{34,756}{1 + 86.89}$$

$$n = \frac{34,756}{87.89}$$

$$n = 395$$

Therefore, the sample size of the study is 396.

3.5 Sampling Techniques

The simple random sampling technique which allows all units in the population to have an equal chance of being selected was adopted by the study. Adopting this sampling technique, the questionnaire was distributed to the respondents across various departments of the University of Benin as follows:

S/N	FACULTY	POPULATION OF STUDENTS	SAMPLE SIZE OF STUDENTS
1	Agriculture	1239	14
2	Arts	5002	57
3	Basic Medical Science	2440	28
4	Dentistry	79	1
5	Education	6285	71
6	Engineering	4095	46
7	Environment Science	708	8
8	Law	849	10
9	Life Science	4181	47
10	Management Science	2961	34
11	Pharmacy	772	9
12	Physical Science	2756	31
13	Social Science	2926	33

14	Medicine	417	5
15	Veterinary Medicine	46	1
TOTAL		34756	395

Source: Field Survey (2024)

3.6 Sources of Data

The nature of the study necessitated the use of primary data. The data was collected through the administration of questionnaire to respondents who are full time undergraduate students in the faculty of management sciences in University of Benin.

3.7 Operational and Measurement of Variables

Variables measured in this study focused on information about library services, security measures, counselling services, health care services, hostel accommodation, and ICT facilities on students' satisfaction. The preliminary analysis of the data was conducted using descriptive statistics. The questions were in statement format and participants answer with their options on the statements given. The responses were done using a 5-point Likert scale of “Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree”.

Table 3.1 Operationalization of Variables

S/N	Variables	Operationalization	Measurement	Question Number
Demography Data (Section A)				
1	Gender	Gender of the respondents	Two point categorical scale	Question 1
2	Age	Age of the respondents	Four point interval scale	Question 2
3	Class Level	Class Level of Respondents	Four point interval scale	Question 3
4	Department/Programme	Department/Programme of respondents	Nine point interval scale	Question 4
Dependent Variable (Section B)				
5	Student Satisfaction	The degree to which students perceive their experiences with university services, facilities, and academic programs to meet or exceed their expectations, encompassing factors such as teaching quality, campus amenities, administrative support, and overall educational experience.	Five point Likert-type questions	Question 5-8
Independent Variable (Section B)				
6	Library Services	The range of resources, facilities, and assistance provided by university libraries to support students' academic and research	Five point Likert-type questions	Question 9-12

		needs, including access to physical and digital collections, reference services, information literacy instruction, and study spaces.		
7	Hostel Accommodation	The physical facilities provided by universities to students for residential purposes, encompassing factors such as room quality, cleanliness, amenities, safety, and overall living conditions, which may influence student satisfaction with the university's customer service.	Five point Likert-type questions	Question 13-16
8	Security Services	The provision of protective measures, personnel, and systems within universities to ensure the safety and well-being of students, faculty, and staff, encompassing activities such as campus patrols, access control, emergency response, and crime prevention initiatives.	Five point Likert-type questions	Question 17-20
9	Health Care Services	The range of healthcare provisions offered within university settings, including preventive care, treatment for illnesses and injuries, access to medical professionals, availability of medications, and the overall	Five point Likert-type questions	Question 21-24

		quality and efficiency of healthcare delivery, all of which contribute to student satisfaction with the medical services provided by the university.		
10	Information and Communication Technology	The range of information and communication technology-related resources, facilities, and support provided by universities to students, encompassing access to digital learning materials, internet connectivity, software applications, technical assistance, and other digital tools and platforms aimed at enhancing the educational experience and satisfaction of students.	Five point Likert-type questions	Question 25-28
11	Counselling Services	Professional support systems provided by universities that offer individualized and group-based emotional, academic, and career guidance to enhance students' overall well-being and academic success..	Five point Likert-type questions	Question 29-32

(Source: Researcher, 2024)

3.8 Research Instrument

The instrument of data collection is a questionnaire, developed by the researcher. The questionnaire was used to obtain information about the study by linking all the items to the

specific objectives. It contained items with a combination of closed-ended questions. The Likert's five-point scale and summated scale were used for measuring responses (Kothari, 2009). The questionnaire was in two sections. Section A solicited information on the respondents' demography. Section B consisted of questions on the variables of the study. Responses was rated on a 5 point Likert scale for which 1 (one) is strongly disagree and 5 (five) is strongly agree.

3.8.1 Validity of the Research Instrument

The validity of the research instrument, particularly the questionnaire, is crucial for ensuring the accuracy and relevance of the data collected in the study of social media influences on consumer buying behavior. To establish the validity of the questionnaire, a content validity procedure is recommended, involving expert evaluations to ascertain that the questionnaire items comprehensively cover all relevant aspects of social media influencers and consumer buying behavior (Creswell & Creswell, 2017). The content validity of the instrument (questionnaires) was affirmed by the researchers' supervisor who is an expert in the field of Business Administration. His opinion, suggestions and recommendations were used to produce the final instrument.

3.8.2 Reliability of the Research Instrument

Ensuring the reliability of the research instrument, particularly in the context of a questionnaire designed to assess the impact of social media influencers on consumer buying behavior, involves implementing systematic procedures to achieve consistency in responses across different

administrations of the instrument. This study adopts the Cronbach's alpha for ascertaining the reliability of the research instrument. The Cronbach's alpha is a widely accepted statistical measure used to assess the internal consistency of the questionnaire, indicating how well the items that compose the scale are correlated to each other, with a value of 0.7 or above generally considered acceptable for social sciences research (Tavakol & Dennick, 2011).

3.9 Data Collection Procedures

The data needed for the purpose of this study were primarily sourced. The primary data were extracted from the sampled respondents using a carefully structured questionnaire. The study was based on a survey of 396 (three hundred and ninety-six) respondents which were drawn from randomly selected full-time management students of University of Benin. The respondents were be assured of the secrecy of any information acquired from them through the questionnaires and that the data supplied by them would be used solely for the purpose of research.

3.10 Method of Data Analysis

The responses from the questionnaire administered were analysed using descriptive statistic, Pearson moment correlation matrix and Ordinary least square regression. The descriptive method described the demography of respondents using frequency and percentage. The Pearson moment correlation matrix was used to examine the close relationship between variables, ordinary least square regression test was conducted for the study's hypotheses testing. The

analysis was conducted using the Statistical Packages for Social Sciences (SPSS 22) econometric software.

3.10 Model Specification

The model specification considered suitable by the researcher is a multiple linear regression model as follows:

$$\text{Student Satisfaction} = f(\text{Customer service})\text{-----}(3.1)$$

$$\text{Student Satisfaction} = f(\text{library services, security measures, counselling services, health care services, hostel accommodation, and ICT facilities})\text{-----}(3.2)$$

$$SS = \beta_1 \text{LIBS} + \beta_2 \text{SECS} + \beta_3 \text{CONS} + \beta_4 \text{HCAS} + \beta_5 \text{HOSA} + \beta_6 \text{ICTS} + \varepsilon\text{-----}(3.3)$$

Where;

SS – Student Satisfaction.

LIBS – Library Services.

SECS – Security Services.

CONS – Counselling Services.

HCAS- Health Care Services

HOSA- Hostel and Accommodation

ICTS- ICT Services

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$ - Coefficients

ε – Error term

Based on theoretical or apriori expectation, the signs of the coefficients are given as;

$$B_{1-6} < 0$$

As a result, a positive relationship between library services, security measures, counselling services, health care services, hostel accommodation, ICT facilities and students' satisfaction is expected.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, we delve into the empirical interpretation of data gathered from a field survey conducted on service delivery and student satisfaction in universities. The study targeted three hundred and ninety-five (395) responses, of which same number of questionnaires were distributed with all completely retrieved and filled, yielding an impressive 100.0% response rate, ensuring the subsequent analyses are built on a substantial foundation of respondent input.

4.2 Demographic Analysis

Gender, age, respondents' class level, and department were all evaluated in the demography data.

Table 4.1: Demographic Profile of the Respondents

Category	Frequency	Percent (%)
GENDER		
Male	111	28.1
Female	284	71.9
Total	395	100.0
AGE		
20 years and below	136	34.4
21 to 25years	253	64.1
26 to 30years	5	1.3
31years & above	1	0.3
Total	395	100.0
CLASS LEVEL		
100 Level	107	27.1
200 Level	89	22.5

300 Level	120	30.4
400 Level	74	18.7
500 Level	5	1.3
600 Level	-	-
Total	395	100.0
DEPARTMENT		
Accounting	22	5.6
Actuarial Science	21	5.5
Banking and Finance	17	4.3
Business Administration	24	6.1
Entrepreneur	13	3.3
Human Resource Management	18	4.6
Insurance	7	1.8
Marketing	87	22.0
Taxation	9	2.3
Others (SLT, Engineering, Chemistry, Chemistry Education, Linguistics, Pharmacy, Nursing, ISD, History, among others).	177	44.8
Total	395	100.0

SPSS output, Version 22 – Field Survey (2024)

Gender

As indicated in Table 4.1 above, out of the 395 respondents, 111(28.1%) were males while 284(71.9%) were females. Therefore, most respondents covered in this study were females.

Age

Table 4.1 reveals the distribution of the respondents based on age, specifically, out of the study's sample size of 395 respondents, 136(34.4%) were 20 years and below, 253(64.1%) were between

ages 21-25years, 5(1.3%) were between ages 26-30years, and 1(0.3%) was aged 31 years and above. Therefore, most respondents covered in this study were aged between 21 to 25years.

Class Level

Table 4.1 presented the following distribution of respondents by class level: 100 level 107(27.1%); 200 level 89(22.5%); 300 level 120(30.4%); 400 level 74(18.7%); and 500 level 5(1.3%). Therefore, the result indicated that majority of the respondents were in 300 level.

Department

Table 4.5 presented the following distribution of respondents by departments: Accounting 22(5.6%); Actuarial Science 21(5.5%); Banking and Finance 17(4.3%); Business Administration 24(6.1%); Entrepreneur 13(3.3%); Human Resources Management 18(4.6%); Insurance 7(1.8%); Marketing 87(22.0%); Taxation 9(2.5%), and Others (SLT, Engineering, Chemistry, Chemistry Education, Linguistics, Pharmacy, Nursing, ISD, History, among others) 177(44.8%). Therefore, the result indicated that majority of the respondents were in other Departments such as SLT, Engineering, Chemistry, Chemistry Education, Linguistics, Pharmacy, Nursing, ISD, History, among others.

4.3 Descriptive Analysis

This section presents the descriptive analysis on service delivery and student satisfaction in universities.

Key: SA(Strongly Agree), A(Agree), U(Undecided), Disagree, SD(Strongly Disagree)

Table 4.2: Respondents Responses to Student Satisfaction.

S/N	Student Satisfaction	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean $\bar{x}$
1	I would recommend this university to prospective students based on my experience.	31 (7.8)	161 (40.8)	128 (32.4)	26 (6.6)	49 (12.4)	3.25
2	The university's services meet my academic needs effectively.	27 (6.8)	196 (49.6)	71 (18.0)	54 (13.7)	47 (11.9)	3.26
3	The responsiveness of staff and faculty to student inquiries and concerns is satisfactory.	6 (6.6)	185 (46.8)	86 (21.8)	61 (15.4)	37 (9.4)	3.26
4	My overall experience at this university aligns with my expectations prior to enrollment.	44 (11.1)	187 (47.3)	49 (12.4)	66 (16.7)	49 (12.4)	3.28
	Average	27 (6.8)	182.3 (46.1)	83.5 (21.1)	51.8 (13.1)	45.5 (11.5)	3.26

Field Survey (2024)

In Table 4.2, the quality differentiation of beverage brands received a mean score of 3.26 out of a possible 5, indicating a relatively high level of students' satisfaction in educational services. A notable 52.9% of respondents felt satisfied about the educational services in the University, with 6.8% strongly agreeing and 46.1% agreeing. On the other hand, 24.6% of participants did not share this positive sentiment, comprising both those who strongly disagreed and those who

merely disagreed. Additionally, 21.1% of respondents remained neutral or undecided about their perceptions.

Table 4.3: Respondents Responses to Library Services.

S/N	Library Services	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean $\bar{x}$
5	The availability of a wide range of academic resources contributes significantly to my satisfaction with the university experience.	38 (9.6)	227 (57.5)	56 (14.2)	44 (11.1)	30 (7.6)	3.50
6	The responsiveness of library staff to inquiries and assistance requests positively impacts my overall satisfaction with the university.	66 (16.7)	192 (48.6)	67 (17.0)	46 (11.6)	24 (6.1)	3.58
7	The modernity and functionality of library facilities influence my satisfaction with the resources and services offered by the university.	48 (12.2)	225 (57.0)	51 (12.9)	47 (11.9)	24 (6.1)	3.57
8	The variety of study spaces and environments within the library contributes to my overall satisfaction with the university experience.	71 (18.0)	210 (53.2)	57 (14.4)	32 (8.1)	25 (6.3)	3.68
	Average	55.8 (14.1)	213.5 (54.1)	57.8 (14.6)	42.3 (10.7)	25.8 (6.5)	3.59

Field Survey (2024)

Table 4.3 shows an average mean value of 3.59 out of a potential 5, indicating a notable level of library services in the University. This is further substantiated by 68.2% of respondents perceiving a high degree of library services in the University: 14.1% strongly agreed, while

54.1% merely agreed. Conversely, 17.2% did not share this sentiment, encompassing those who disagreed or strongly disagreed, and a minority of 14.6% remained neutral or undecided on the matter.

Table 4.4: Respondents Responses to Hostel and Accommodation.

S/N	Hostel and Accommodation	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean $\bar{x}$
9	The availability of affordable living arrangements close to campus significantly impacts my overall satisfaction with university services.	51 (12.9)	234 (59.2)	36 (9.1)	42 (10.6)	32 (8.1)	3.58
10	The cleanliness and maintenance of residential facilities contribute to my perception of the university's commitment to student well-being.	57 (14.4)	174 (44.1)	46 (11.6)	59 (14.9)	59 (14.9)	3.28
11	Adequate security measures in residential areas contribute to a sense of safety and comfort among students, positively affecting their satisfaction with university services.	38 (9.6)	207 (52.4)	57 (14.4)	55 (13.9)	38 (9.6)	3.38
12	Access to amenities such as laundry facilities, communal spaces, and study areas in residential areas enhances the quality of student life and satisfaction with university services.	49 (12.4)	183 (46.3)	55 (13.9)	59 (14.9)	49 (12.4)	3.31
	Average	48.8 (12.3)	199.5 (50.5)	48.5 (12.3)	53.8 (13.6)	44.5 (11.3)	3.39

Field Survey (2024)

In Table 4.4, the mean value stands at 3.39 out of a possible 5, indicating a considerable hostel and accommodation provision by the university. A notable 62.8% of these respondents, conveyed high level of hostel and accommodation provision by the university, with 12.3% expressing strong agreement and 50.5% agreeing. Conversely, a minority of 24.9% registered low level (encompassing both strong disagreement and disagreement), while 12.43% remained neutral or undecided.

Table 4.5: Respondents Responses to Security Services.

S/N	Security Services	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean $\bar{x}$
13	The presence of security personnel on campus makes me feel safe and secure.	53 (13.4)	177 (44.8)	40 (10.1)	62 (15.7)	63 (15.9)	3.24
14	I feel confident in the security measures implemented by the university to protect students and their belongings.	41 (10.4)	175 (44.3)	48 (12.2)	53 (13.4)	78 (19.7)	3.12
15	The campus lighting at night contributes to my sense of safety.	48 (14.2)	231 (58.5)	32 (8.1)	33 (8.4)	51 (12.9)	3.49
16	I am satisfied with the accessibility of emergency services on campus in case of a security threat.	63 (15.9)	163 (41.3)	41 (10.4)	64 (16.2)	64 (16.2)	3.25
	Average	51.3 (13.0)	186.5 (47.2)	40.3 (10.2)	53 (13.4)	64 (16.2)	3.27

Field Survey (2024)

In Table 4.5, the average mean value of 3.27 out of 5 indicates a fair level of security services. A significant 60.2% of respondents believe that the university's security services are reasonable, with 13.0% strongly agreeing and 47.2% agreeing. On the other hand, 29.6% disagreed with this perspective, and 13.4% remained neutral or undecided.

Table 4.6: Respondents Responses to Health Care Services.

S/N	Medical Services	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean $\bar{x}$
17	The availability of healthcare professionals on campus positively impacts my overall satisfaction with the university.	42 (10.6)	229 (58.0)	50 (12.7)	37 (9.4)	37 (9.4)	3.51
18	Access to medical resources and facilities contributes significantly to my sense of well-being as a student.	73 (18.5)	196 (49.6)	45 (11.4)	44 (11.1)	37 (9.4)	3.57
19	The quality of health services provided by the university plays a crucial role in my overall experience as a student.	52 (13.2)	205 (51.9)	55 (13.9)	44 (11.1)	39 (9.9)	3.47
20	Timely access to medical assistance enhances my confidence in the university's ability to support student health and wellness.	57 (14.4)	206 (52.2)	45 (11.4)	44 (11.1)	43 (10.9)	3.48
	Average	56 (14.2)	209 (52.9)	48.8 (12.3)	42.3 (10.7)	39 (9.9)	3.51

Field Survey (2024)

The university also provide high level of health care services, as reflected by an average mean score of 3.51 out of 5 in Table 4.6. A significant 67.1% of respondents agreed that medical service was being effectively provided, with 14.2% expressing strong agreement and 52.9% agreeing. On the contrary, 20.6% refuted this, while 12.3% remained neutral. Among the statements covered, the access to medical resources and facilities was a predominant medical service with a mean score of 3.57. This was trailed by availability of healthcare professionals on campus ($\bar{x}$ = 3.51), timely access to medical assistance ($\bar{x}$ = 3.48), and quality of health services provided ($\bar{x}$ = 3.47).

Table 4.7: Respondents Responses to ICT Services.

S/N	ICT Services	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean $\bar{x}$
21	The availability of online resources (e.g., databases, e-books) enhances my learning experience.	38 (9.6)	222 (56.2)	55 (13.9)	44 (11.1)	36 (9.1)	3.46
22	Access to reliable internet connection positively impacts my academic performance.	58 (14.7)	191 (48.4)	53 (13.4)	53 (13.4)	40 (10.1)	3.44
23	The ease of navigating university websites and online platforms contributes to my satisfaction as a student.	38 (9.5)	220 (55.7)	55 (13.9)	54 (13.7)	28 (7.1)	3.47
24	Timely responses to technical	51 (12.9)	196 (49.6)	62 (15.7)	56 (14.2)	30 (7.6)	3.46

	support requests improve my perception of the university's ICT services.						
	Average	46.3 (11.7)	207.3 (52.5)	56.3 (14.2)	51.8 (13.1)	33.5 (8.5)	3.46

Field Survey (2024)

In Table 4.7, the mean value stands at 3.46 out of a possible 5, indicating a considerable level of ICT services in the university. A notable 64.2% of these respondents, conveyed high ICT services level, with 11.7% expressing strong agreement and 52.5% agreeing. Conversely, a minority of 21.6% registered low level (encompassing both strong disagreement and disagreement), while 14.2% remained neutral or undecided.

Table 4.8: Respondents Responses to Counselling Services

S/N	Counselling Services	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean $\bar{x}$
25	The guidance provided by the university has helped me manage my academic stress effectively.	47 (11.9)	203 (51.4)	50 (12.7)	52 (13.2)	43 (10.9)	3.40
26	I find the mental health support offered by my university to be accessible and helpful.	54 (13.7)	202 (51.1)	60 (15.2)	46 (11.6)	33 (8.4)	3.50
27	The personal development workshops have been beneficial for my overall well-being.	67 (7.0)	235 (59.5)	38 (9.6)	30 (7.6)	25 (6.3)	3.73

28	Emotional support services at the university are sufficient for addressing my needs.	55 (13.9)	200 (50.6)	62 (15.7)	46 (11.6)	32 (3.1)	3.51
	Average	55.8 (14.1)	210 (53.2)	52.5 (13.3)	43.5 (11.0)	33.3 (8.4)	3.54

Field Survey (2024)

Table 4.8, with an average mean value of 3.54 out of 5, indicates a notable shift in counselling services of the University. A significant 67.3% of respondents concurred with this, split between 14.1% expressing strong agreement and 53.2% agreeing. Conversely, 19.45% did not share this sentiment, encompassing those who strongly disagreed and disagreed, while 13.3% remained neutral on the matter.

4.4 Correlation Analysis

The correlation analysis showing the interrelationship between the variables is presented in the table below.

Table 4.9: Pearson Correlation Analysis

		SS	LIBS	SECS	CONS	HCAS	HOSA	ICTS
SS	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	395						
LIBS	Pearson Correlation	.606**	1					
	Sig. (2-tailed)	.000						

	N	395	395					
SEC S	Pearson Correlation	.549**	.585**	1				
	Sig. (2-tailed)	.000	.000					
	N	395	395	395				
CON S	Pearson Correlation	.612**	.593**	.589**	1			
	Sig. (2-tailed)	.000	.000	.000				
	N	395	395	395	395			
HCA S	Pearson Correlation	.554**	.600**	.621**	.653**	1		
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	395	395	395	395	395		
HOS A	Pearson Correlation	.519**	.550**	.624**	.657**	.613**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000		
	N	395	395	395	395	395	395	
ICTS	Pearson Correlation	.561**	.585**	.533**	.544**	.538**	.649**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	395	395	395	395	395	395	395

Source: Statistical Package for social Sciences v.22

The analysis revealed that there exists a positive association between students' satisfaction and library services, as indicated by $r=0.606$, $p=0.000$. This means that enhanced library services is linked with elevated students' satisfaction, significant at the 5% level. Furthermore, security services was found to have a direct positive influence on students' satisfaction, demonstrated by $r=0.549$, $p=0.000$. This relationship is statistically significant at the 5% threshold. Counselling services also showed a positive association with students' satisfaction, as evidenced by $r=0.612$,

$p=0.703$, suggesting that efficient counselling services correlate with enhanced students' satisfaction, again significant at 5%. Furthermore, health care services was observed to positively influence students' satisfaction with a correlation coefficient of $r=0.554$, $p=0.000$, indicating that improved health care services contribute to better students' satisfaction, significant at the 5% level. Similarly, hostel and accommodation services was observed to positively influence students' satisfaction with a correlation coefficient of $r=0.519$, $p=0.000$, indicating that improved hostel and accommodation services contribute to better students' satisfaction, significant at the 5% level. Finally, there exists a positive association between students' satisfaction and ICT services, as indicated by $r=0.561$, $p=0.000$. This means that enhanced ICT services is linked with elevated students' satisfaction, significant at the 5% level. On a related note, it is worth mentioning that no variable displayed a coefficient value exceeding 0.80. This points to the potential existence of multicollinearity, a condition where some explanatory variables in a model are correlated, which can compromise the accuracy and efficiency of the regression results.

4.5 Regression Analysis and Test of Hypotheses

The research hypotheses were tested utilising regression analysis in order to achieve the current study's objectives. The hypotheses were evaluated with an Alpha level of significance of 0.05 (Decision rule: computed level of significance <0.05 , reject null hypothesis; computed level of significance >0.05 , accept null hypothesis).

Table 4.9a Model Summary of Customer Service and Student Satisfaction in Universities

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.760 ^a	.577	.569	.60337	.577	75.434	7	387	.000	1.774

a. Predictors: (Constant), ICTS, SECS, HCAS, CONS, LIBS, HOSA

b. Dependent Variable: SS

Source: Statistical Package for social Sciences v.22

The model summary result from the regression output is shown in the table above. The Rsquare measures how well the independent variables (library services, security measures, counselling services, health care services, hostel accommodation, and ICT facilities) explain changes (variations) in the dependent variable (students' satisfaction). The Rsquare value of .577 shows that the explanatory variables account for about 57.7% of the variance in the dependent variable. This is a relatively strong explanatory strength, implying that the model was deliberately and correctly formulated, and that the model's output may be relied on for policy formation. The Durbin Watson value indicates whether the model has an autocorrelation problem. According to its criterion, the value 1.774 is approximately equal to two (2), showing that the model has no autocorrelation problems. This suggests that the model's efficiency property is ensured.

Table 4.9b Analysis of Variance (ANOVA) of Customer Service and Student Satisfaction in Universities

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	192.239	7	27.463	75.434	.000 ^b
	Residual	140.892	387	.364		
	Total	333.130	394			

a. Dependent Variable: SS

b. Predictors: (Constant), ICTS, SECS, EDUQ, HCAS, CONS, LIBS, HOSA

Source: Statistical Package for social Sciences v.22

The table above displays the analysis of variance (ANOVA) result on customer service and student satisfaction in universities. The F statistics value of 75.434 is significant at 0.000 (5% significance level). As a result, the explanatory factors (library services, security measures, counselling services, health care services, hostel accommodation, and ICT facilities) are significant drivers of the dependent variable (students' satisfaction).

Table 4.9c Regression Output of Customer Service and Student Satisfaction in Universities

Coefficients ^a									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	.175	.144		1.219	.224	-.107	.458		
LIBS	.103	.053	.098	1.961	.051	.000	.207	.433	2.307
SECS	.100	.040	.121	2.518	.012	.022	.178	.477	2.097
CONS	.170	.052	.169	3.274	.001	.068	.271	.410	2.442
HCAS	.097	.044	.109	2.184	.030	.010	.184	.441	2.268
HOSA	-.057	.049	-.060	-1.147	.252	-.154	.040	.401	2.492
ICTS	.099	.045	.107	2.223	.027	.011	.187	.470	2.128

a. Dependent Variable: SS

Source: Statistical Package for social Sciences v.22

Hypothesis One

H₀: Library services have no significant impact on student satisfaction in University of Benin.

The result from Table 4.9c above showed that the role of library services in determining students' satisfaction is not statistically significant. The researcher therefore concludes that we fail to reject the null hypothesis and reject the alternative hypothesis because the p value of .051 was greater than 0.05 (p.value = 0.051 > 0.05 & T-stat = 1.961 < 2).

Hypothesis Two

H₀: Accommodation services do not significantly affect student satisfaction in University of Benin.

The result from Table 4.9c above showed that hostel accommodation does not significantly affect students' satisfaction. The researcher therefore concludes that we fail to reject the null hypothesis and reject the alternative hypothesis because the p value of .252 was greater than 0.05 (p.value = 0.252 > 0.05 & T-stat = -1.147 < 2).

Hypothesis Three

H₀: Security services have no significant impact on student satisfaction in University of Benin.

The result from Table 4.9c above showed that there is a statistically significant relationship between security services and students' satisfaction. The researcher therefore concludes that we reject the null hypothesis and accept the alternative hypothesis because the p value of .012 was less than 0.05 (p.value = 0.012 < 0.05 & T-stat = 2.518 > 2).

Hypothesis Four

H₀: Healthcare services do not significantly contribute to student satisfaction in University of Benin.

The result from Table 4.9c above showed that there is a statistically significant relationship between health care services and students' satisfaction. The researcher therefore concludes that

we reject the null hypothesis and accept the alternative hypothesis because the p value of .030 was less than 0.05 ($p.value = 0.030 < 0.05$ & $T-stat = 2.184 > 2$).

Hypothesis Five

H_0 : ICT services have no significant role in shaping student satisfaction in University of Benin.

The result from Table 4.9c above showed that overall, there is a significant relationship between information and communication technology (ICT) and students' satisfaction. The researcher therefore concludes that we reject the null hypothesis and accept the alternative hypothesis because the p value of .027 was less than 0.05 ($p.value = 0.027 < 0.05$ & $T-stat = 2.223 > 2$).

Hypothesis Six

H_0 : Counselling services do not significantly affect student satisfaction in University of Benin.

The result from Table 4.9c above showed that the influence of counselling services on students' satisfaction is significant. The researcher therefore concludes that we reject the null hypothesis and fail to reject the alternative hypothesis because the p value of .001 was less than 0.05 ($p.value = 0.001 < 0.05$ & $T-stat = 3.274 > 2$).

4.6 Discussion of Findings

The purpose of this study was to determine students' satisfaction with customer service at the University of Benin. To achieve the six specific objectives of this study regression and descriptive analysis were utilized.

Firstly, it was revealed that the role of library services in determining students' satisfaction is not statistically significant. Okiki and Asiru (2011) affirm the insignificance of library services on student satisfaction, aligning with the recent findings, by highlighting inadequacies in resources and service quality as potential dampeners of student perceptions. Contrastingly, Aina (2004) reports a significant positive correlation between library services and student satisfaction, attributing this to the role of libraries in enhancing learning outcomes through adequate provision of information resources.

However, it was discovered that hostel accommodation does not significantly affect students' satisfaction. Oluwole et al. (2021) align with this finding of non-significant impact, revealing that other factors like academic facilities and social environment hold more sway in influencing student satisfaction. Conversely, Adebayo and Udegbe (2022) reported a significant positive effect of hostel accommodation quality on student satisfaction, emphasizing the role of living conditions in academic outcomes.

Furthermore, it was found that there is a statistically significant relationship between security services and students' satisfaction. Akinola (2021) supports the notion that enhanced security measures significantly increase student satisfaction in Nigerian universities, noting particularly that feelings of safety correlate strongly with overall student happiness and academic performance. Conversely, Emeka and Ogbonna (2020) present a diverging perspective, indicating that while security is a factor, it is overshadowed by academic and facility resources in

determining student satisfaction, suggesting that the influence of security is comparatively less significant.

Also, it was revealed that there is a statistically significant relationship between health care services and students' satisfaction. This is akin to the findings by Ajayi and Mbagwu (2021), who determined a significant positive relationship between healthcare quality in universities and student contentment, Oladele et al. (2022) also confirmed that enhanced medical services substantially raise students' satisfaction levels.

Also, it was revealed that there is a significant relationship between information and communication technology (ICT) and students' satisfaction. This aligns with the findings of Adelakun and Ajala (2015) who also observed that ICT integration in teaching significantly boosts students' contentment by fostering a more interactive and engaging learning environment. In contrast, Olakanmi (2019) reported that excessive reliance on ICT tools without adequate training and infrastructure could lead to frustration and decreased satisfaction among students, suggesting that the benefits of ICT in education are not universally guaranteed and depend heavily on the context of implementation.

Finally, it was discovered that the influence of counselling services on students' satisfaction is significant. Similar results were observed in a study by Akinade (2015), which demonstrated a positive correlation between counselling services and improved academic performance and well-

being among Nigerian students. Conversely, Afolabi and Abidoye (2018) reported that while counselling services positively impacted student satisfaction, the effect varied significantly across different educational institutions, with more pronounced benefits in private universities compared to public ones.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The research findings are summarized in this chapter, conclusions and recommendations were also made in this chapter. The chapter is structured as outlined as follows; the summary of findings, the conclusion of the study, the recommendations of the study, contribution to knowledge and the researcher suggestions for further research.

5.2 Summary of Findings

The purpose of this study was to determine students' satisfaction with customer service at the University of Benin. To achieve the seven specific objectives of this study regression and descriptive analysis were utilised. The study targeted 395 students from various departments of University of Benin, of which same number of questionnaires was distributed and retrieved by the researcher. The findings arrived at after the empirical analysis is stated below:

1. Firstly, it was revealed that the role of library services in determining students' satisfaction is not statistically significant.
2. However, it was discovered that accommodation services do not significantly affect students' satisfaction.
3. Furthermore, it was found that there is a statistically significant relationship between security services and students' satisfaction

4. Also, it was revealed that there is a statistically significant relationship between health care services and students' satisfaction.
5. Similarly, it was revealed that there is a significant relationship between information and communication technology (ICT) and students' satisfaction.
6. Finally, it was discovered that the influence of administrative and registration services on students' satisfaction is significant

5.3 Conclusion

This study conducted at the University of Benin effectively illuminated various aspects of student satisfaction related to service delivery within the institution. Employing regression and descriptive analysis to explore the opinions of 395 students across different departments, the research provides a comprehensive view of how certain services impact student satisfaction. Key findings indicate that security, counselling, health care, and information and communication technology services significantly enhance student satisfaction. These elements appear crucial in fostering a supportive academic environment. Conversely, the study noted that library services and accommodation services do not significantly influence overall student satisfaction. This dichotomy highlights areas where the university excels and aspects where there might be room for improvement. Overall, the results suggest a strong correlation between the quality of specific institutional services and the level of student satisfaction, offering a valuable roadmap for targeted enhancements.

5.4 Recommendations

The following recommendations were made based on the findings of the study;

1. **Reevaluate Library Services:** Although the study indicates that library services do not significantly impact students' satisfaction, this area should not be neglected. It is recommended that the university investigate the underlying reasons for this finding. A detailed assessment of the current library resources, accessibility, and services could reveal areas for improvement. Enhancing digital access to resources, increasing the diversity of available materials, and improving study spaces could potentially change student perceptions and satisfaction related to library services.
2. **Strengthen Security Measures:** The positive correlation between security services and student satisfaction highlights the importance of students feeling safe on campus. The university should continue to invest in and improve its security infrastructure, possibly incorporating more modern surveillance technology and increasing security personnel visibility throughout the campus. Regular safety drills and the promotion of safety awareness among students and staff can also contribute to a safer academic environment.
3. **Improve Counselling Services:** To enhance student satisfaction through counselling services, it is recommended that Nigerian educational institutions invest in expanding and diversifying their counselling programs to ensure equitable access across all regions, particularly targeting

under-served rural areas. This can be achieved by implementing mobile counselling units, increasing funding for training more counsellors, and integrating technology-driven platforms for remote counselling. Such measures would address the disparities in service availability, thereby maximizing the positive impact of counselling on student satisfaction across the entire educational landscape.

4. **Expand and Enhance Medical Services:** With medical services showing a significant correlation with student satisfaction, there is a clear mandate to bolster these services. Expanding clinic hours, increasing the availability of medical professionals, and integrating mental health services can address a broader range of student health needs. Offering workshops and campaigns focusing on health education would also enhance overall student well-being and satisfaction.
5. **Address Hostel Accommodation Quality:** Despite hostel accommodation not showing a significant effect on student satisfaction in this study, it remains a critical aspect of student life, especially for those living on campus. Efforts to renovate existing facilities, ensure cleanliness, and provide reliable maintenance services are essential. Regular satisfaction surveys should be conducted specifically addressing accommodation services to better understand student expectations and experiences.
6. **Leverage ICT for Enhanced Connectivity and Learning:** The significant relationship between ICT and student satisfaction suggests that technological resources are highly valued. The university should prioritize upgrading its ICT infrastructure to support seamless connectivity

across campus. Enhancing online learning platforms and ensuring all students have access to necessary technological tools can greatly improve educational outcomes and overall student satisfaction. Regular training sessions for students and faculty on utilizing these technologies can maximize their benefits.

5.5 Contribution and Implication of the Study

The contributions and implications of this study are multifaceted and highlight important insights into student satisfaction with service delivery at the University of Benin. The study's empirical evidence, drawn from comprehensive regression and descriptive analyses, underscores the differential impact of various services on student satisfaction. The significant positive relationships between security, counselling, health care, and ICT services with student satisfaction underscore the importance of these areas in enhancing the student experience. In contrast, the findings reveal that library services and accommodation services do not significantly influence satisfaction levels. This nuanced understanding allows university administrators to prioritize resource allocation and policy-making towards services that have the most substantial impact on student well-being and satisfaction. Additionally, these findings could guide similar institutions in assessing and reforming their service delivery structures to improve student satisfaction, which is critical for academic success and overall institutional reputation.

5.6 Suggestions for Further Research

Building on the findings from the study at the University of Benin, future research could explore several key dimensions to deepen understanding and extend the scope of knowledge on student satisfaction with university services. A recommended approach is a longitudinal study to assess changes over time in student satisfaction, particularly before and after the implementation of specific service improvements. This would offer insights into the causal impacts of changes in service delivery.

Methodologically, employing a mixed-methods approach could enrich the data, combining quantitative measures with qualitative insights from focus groups or interviews to capture student perceptions and experiences in greater detail. Further investigation could also expand the sample size to include a broader demographic from other universities in similar regions to compare and generalize findings across different institutional contexts.

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QUESTIONNAIR 1
DEPARTMENT OF BUSINESS ADMINISTRATION
FACULTY OF MANAGEMENT SCIENCES
UNIVERSITY OF BENIN

Dear Respondent,

APPEAL FOR THE COMPLETION OF QUESTIONNAIRE

I am an undergraduate student in the above named Department. As part of the requirement for the programme, I am conducting a research on “Customer Service and Student Satisfaction in Universities”. In this regard, you have been randomly selected as a member of the sample. I also wish to assure you that your answers was treated in strict confidence and used for the stated academic purpose only.

Thank you.

Osakpolor Edekere

Researcher

QUESTIONNAIRE 2

SECTION A: PERSONAL DATA

Tick $\sqrt{\quad}$ in the appropriate box and give answers where necessary.

1. Gender: Male [☐] Female [☐]

2. Age: 20yrs and below [☐] 21 – 25yrs [☐] 26 – 30yrs [☐] 31years and above [☐]

3. Class Level: 100 level [☐] 200 level [☐] 300 level [☐] 400 level [☐] 500 level [☐] 600 level [☐]

4. Department _____

SECTION B: GENERAL

Please tick in the appropriate box after each question as an indication of your choice using Likert scale: Strongly Agree=SA; A= Agree; Undecided=U; Disagree= D; Strongly Disagree= SD.

S/N	ITEMS	SD	D	U	A	SA
5	I would recommend this university to prospective students based on my experience.					
6	The university's services meet my academic needs effectively.					

7	The responsiveness of staff and faculty to student inquiries and concerns is satisfactory.					
8	My overall experience at this university aligns with my expectations prior to enrollment.					
*	Library Services	SD	D	U	A	SA
9	The availability of a wide range of academic resources contributes significantly to my satisfaction with the university experience.					
10	The responsiveness of library staff to inquiries and assistance requests positively impacts my overall satisfaction with the university.					
11	The modernity and functionality of library facilities influence my satisfaction with the resources and services offered by the university.					
12	The variety of study spaces and environments within the library contributes to my overall satisfaction with the university experience.					
*	Accommodation Services	SD	D	U	A	SA
13	The availability of affordable living arrangements close to campus significantly impacts my overall satisfaction with university services.					

14	The cleanliness and maintenance of residential facilities contribute to my perception of the university's commitment to student well-being.					
15	Adequate security measures in residential areas contribute to a sense of safety and comfort among students, positively affecting their satisfaction with university services.					
16	Access to amenities such as laundry facilities, communal spaces, and study areas in residential areas enhances the quality of student life and satisfaction with university services.					
*	Security Services	SD	D	U	A	SA
17	The presence of security personnel on campus makes me feel safe and secure.					
18	I feel confident in the security measures implemented by the university to protect students and their belongings.					
19	The campus lighting at night contributes to my sense of safety.					
20	I am satisfied with the accessibility of emergency services on campus in case of a security threat.					

*	Health Care Services	SD	D	U	A	SA
21	The availability of healthcare professionals on campus positively impacts my overall satisfaction with the university.					
22	Access to medical resources and facilities contributes significantly to my sense of well-being as a student.					
23	The quality of health services provided by the university plays a crucial role in my overall experience as a student.					
24	Timely access to medical assistance enhances my confidence in the university's ability to support student health and wellness.					
*	ICT Services	SD	D	U	A	SA
25	The availability of online resources (e.g., databases, e-books) enhances my learning experience.					
26	Access to reliable internet connection positively impacts my academic performance.					
27	The ease of navigating university websites and online platforms contributes to my satisfaction as a student.					
28	Timely responses to technical support requests improve					

	my perception of the university's ICT services.					
*	Counselling Services	SD	D	U	A	SA
29	The guidance provided by the university has helped me manage my academic stress effectively.					
30	I find the mental health support offered by my university to be accessible and helpful.					
31	The personal development workshops have been beneficial for my overall well-being.					
32	Emotional support services at the university are sufficient for addressing my needs.					

THANK YOU!

APPENDIX

Frequency Table

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	111	28.1	28.1	28.1
Female	284	71.9	71.9	100.0
Total	395	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20yrs and below	136	34.4	34.4	34.4
21 – 30yrs	253	64.1	64.1	98.5
31 – 40yrs	5	1.3	1.3	99.7
41years and above	1	.3	.3	100.0
Total	395	100.0	100.0	

Class Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 100 level	107	27.1	27.1	27.1
200 level	89	22.5	22.5	49.6
300 level	120	30.4	30.4	80.0
400 level	74	18.7	18.7	98.7
500 level	5	1.3	1.3	100.0
Total	395	100.0	100.0	

I would recommend this university to prospective students based on my experience.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	49	12.4	12.4	12.4
Disagree	26	6.6	6.6	19.0
Neutral	128	32.4	32.4	51.4
Agree	161	40.8	40.8	92.2
Strongly Agree	31	7.8	7.8	100.0
Total	395	100.0	100.0	

The university's services meet my academic needs effectively.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	47	11.9	11.9	11.9
Disagree	54	13.7	13.7	25.6
Neutral	71	18.0	18.0	43.5
Agree	196	49.6	49.6	93.2
Strongly Agree	27	6.8	6.8	100.0
Total	395	100.0	100.0	

The responsiveness of staff and faculty to student inquiries and concerns is satisfactory.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	37	9.4	9.4	9.4
Disagree	61	15.4	15.4	24.8
Neutral	86	21.8	21.8	46.6
Agree	185	46.8	46.8	93.4
Strongly Agree	26	6.6	6.6	100.0

Total	395	100.0	100.0
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My overall experience at this university aligns with my expectations prior to enrollment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	49	12.4	12.4	12.4
Disagree	66	16.7	16.7	29.1
Neutral	49	12.4	12.4	41.5
Agree	187	47.3	47.3	88.9
Strongly Agree	44	11.1	11.1	100.0
Total	395	100.0	100.0	

The availability of a wide range of academic resources contributes significantly to my satisfaction with the university experience.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	30	7.6	7.6	7.6
Disagree	44	11.1	11.1	18.7
Neutral	56	14.2	14.2	32.9
Agree	227	57.5	57.5	90.4
Strongly Agree	38	9.6	9.6	100.0
Total	395	100.0	100.0	

The responsiveness of library staff to inquiries and assistance requests positively impacts my overall satisfaction with the university.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	24	6.1	6.1	6.1
Disagree	46	11.6	11.6	17.7
Neutral	67	17.0	17.0	34.7
Agree	192	48.6	48.6	83.3
Strongly Agree	66	16.7	16.7	100.0

Total	395	100.0	100.0
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The modernity and functionality of library facilities influence my satisfaction with the resources and services offered by the university.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	24	6.1	6.1	6.1
Disagree	47	11.9	11.9	18.0
Neutral	51	12.9	12.9	30.9
Agree	225	57.0	57.0	87.8
Strongly Agree	48	12.2	12.2	100.0
Total	395	100.0	100.0	

The variety of study spaces and environments within the library contributes to my overall satisfaction with the university experience.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	6.3	6.3	6.3
Disagree	32	8.1	8.1	14.4
Neutral	57	14.4	14.4	28.9
Agree	210	53.2	53.2	82.0
Strongly Agree	71	18.0	18.0	100.0
Total	395	100.0	100.0	

The presence of security personnel on campus makes me feel safe and secure.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	63	15.9	15.9	15.9
Disagree	62	15.7	15.7	31.6
Neutral	40	10.1	10.1	41.8
Agree	177	44.8	44.8	86.6
Strongly Agree	53	13.4	13.4	100.0

Total	395	100.0	100.0
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I feel confident in the security measures implemented by the university to protect students and their belongings.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	78	19.7	19.7	19.7
Disagree	53	13.4	13.4	33.2
Neutral	48	12.2	12.2	45.3
Agree	175	44.3	44.3	89.6
Strongly Agree	41	10.4	10.4	100.0
Total	395	100.0	100.0	

The campus lighting at night contributes to my sense of safety.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	51	12.9	12.9	12.9
Disagree	33	8.4	8.4	21.3
Neutral	32	8.1	8.1	29.4
Agree	231	58.5	58.5	87.8
Strongly Agree	48	12.2	12.2	100.0
Total	395	100.0	100.0	

I am satisfied with the accessibility of emergency services on campus in case of a security threat.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	64	16.2	16.2	16.2
Disagree	64	16.2	16.2	32.4
Neutral	41	10.4	10.4	42.8
Agree	163	41.3	41.3	84.1
Strongly Agree	63	15.9	15.9	100.0

Total	395	100.0	100.0
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The guidance provided by the university has helped me manage my academic stress effectively..

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	43	10.9	10.9	10.9
Disagree	52	13.2	13.2	24.1
Neutral	50	12.7	12.7	36.7
Agree	203	51.4	51.4	88.1
Strongly Agree	47	11.9	11.9	100.0
Total	395	100.0	100.0	

I find the mental health support offered by my university to be accessible and helpful.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	33	8.4	8.4	8.4
Disagree	46	11.6	11.6	20.0
Neutral	60	15.2	15.2	35.2
Agree	202	51.1	51.1	86.3
Strongly Agree	54	13.7	13.7	100.0
Total	395	100.0	100.0	

The personal development workshops have been beneficial for my overall well-being.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	6.3	6.3	6.3
Disagree	30	7.6	7.6	13.9
Neutral	38	9.6	9.6	23.5
Agree	235	59.5	59.5	83.0
Strongly Agree	67	17.0	17.0	100.0

Total	395	100.0	100.0
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Emotional support services at the university are sufficient for addressing my needs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	32	8.1	8.1	8.1
Disagree	46	11.6	11.6	19.7
Neutral	62	15.7	15.7	35.4
Agree	200	50.6	50.6	86.1
Strongly Agree	55	13.9	13.9	100.0
Total	395	100.0	100.0	

The availability of healthcare professionals on campus positively impacts my overall satisfaction with the university.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	37	9.4	9.4	9.4
Disagree	37	9.4	9.4	18.7
Neutral	50	12.7	12.7	31.4
Agree	229	58.0	58.0	89.4
Strongly Agree	42	10.6	10.6	100.0
Total	395	100.0	100.0	

Access to medical resources and facilities contributes significantly to my sense of well-being as a student.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	37	9.4	9.4	9.4
Disagree	44	11.1	11.1	20.5
Neutral	45	11.4	11.4	31.9
Agree	196	49.6	49.6	81.5
Strongly Agree	73	18.5	18.5	100.0

Total	395	100.0	100.0
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The quality of health services provided by the university plays a crucial role in my overall experience as a student.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	39	9.9	9.9	9.9
Disagree	44	11.1	11.1	21.0
Neutral	55	13.9	13.9	34.9
Agree	205	51.9	51.9	86.8
Strongly Agree	52	13.2	13.2	100.0
Total	395	100.0	100.0	

Timely access to medical assistance enhances my confidence in the university's ability to support student health and wellness.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	43	10.9	10.9	10.9
Disagree	44	11.1	11.1	22.0
Neutral	45	11.4	11.4	33.4
Agree	206	52.2	52.2	85.6
Strongly Agree	57	14.4	14.4	100.0
Total	395	100.0	100.0	

The availability of affordable living arrangements close to campus significantly impacts my overall satisfaction with university services.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	32	8.1	8.1	8.1
Disagree	42	10.6	10.6	18.7
Neutral	36	9.1	9.1	27.8
Agree	234	59.2	59.2	87.1
Strongly Agree	51	12.9	12.9	100.0

Total	395	100.0	100.0
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The cleanliness and maintenance of residential facilities contribute to my perception of the university's commitment to student well-being.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	59	14.9	14.9	14.9
Disagree	59	14.9	14.9	29.9
Neutral	46	11.6	11.6	41.5
Agree	174	44.1	44.1	85.6
Strongly Agree	57	14.4	14.4	100.0
Total	395	100.0	100.0	

Adequate security measures in residential areas contribute to a sense of safety and comfort among students, positively affecting their satisfaction with university services.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	38	9.6	9.6	9.6
Disagree	55	13.9	13.9	23.5
Neutral	57	14.4	14.4	38.0
Agree	207	52.4	52.4	90.4
Strongly Agree	38	9.6	9.6	100.0
Total	395	100.0	100.0	

Access to amenities such as laundry facilities, communal spaces, and study areas in residential areas enhances the quality of student life and satisfaction with university services.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	49	12.4	12.4	12.4
Disagree	59	14.9	14.9	27.3
Neutral	55	13.9	13.9	41.3
Agree	183	46.3	46.3	87.6
Strongly Agree	49	12.4	12.4	100.0
Total	395	100.0	100.0	

The availability of online resources (e.g., databases, e-books) enhances my learning experience.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	36	9.1	9.1	9.1
Disagree	44	11.1	11.1	20.3
Neutral	55	13.9	13.9	34.2
Agree	222	56.2	56.2	90.4
Strongly Agree	38	9.6	9.6	100.0
Total	395	100.0	100.0	

Access to reliable internet connection positively impacts my academic performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	40	10.1	10.1	10.1
Disagree	53	13.4	13.4	23.5
Neutral	53	13.4	13.4	37.0
Agree	191	48.4	48.4	85.3
Strongly Agree	58	14.7	14.7	100.0
Total	395	100.0	100.0	

The ease of navigating university websites and online platforms contributes to my satisfaction as a student.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	7.1	7.1	7.1
	Disagree	54	13.7	13.7	20.8
	Neutral	55	13.9	13.9	34.7
	Agree	220	55.7	55.7	90.4
	Strongly Agree	38	9.6	9.6	100.0
	Total	395	100.0	100.0	

Timely responses to technical support requests improve my perception of the university's ICT services.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	7.6	7.6	7.6
	Disagree	56	14.2	14.2	21.8
	Neutral	62	15.7	15.7	37.5
	Agree	196	49.6	49.6	87.1
	Strongly Agree	51	12.9	12.9	100.0
	Total	395	100.0	100.0	

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I would recommend this university to prospective students based on my experience.	395	1.00	5.00	3.2506	1.10627
The university's services meet my academic needs effectively.	395	1.00	5.00	3.2582	1.14845
The responsiveness of staff and faculty to student inquiries and concerns is satisfactory.	395	1.00	5.00	3.2582	1.09412
My overall experience at this university aligns with my expectations prior to enrollment.	395	1.00	5.00	3.2810	1.22765
The availability of a wide range of academic resources contributes significantly to my satisfaction with the university experience.	395	1.00	5.00	3.5038	1.06005
The responsiveness of library staff to inquiries and assistance requests positively impacts my overall satisfaction with the university.	395	1.00	5.00	3.5823	1.08529

The modernity and functionality of library facilities influence my satisfaction with the resources and services offered by the university.	395	1.00	5.00	3.5722	1.04553
The variety of study spaces and environments within the library contributes to my overall satisfaction with the university experience.	395	1.00	5.00	3.6835	1.05850
The presence of security personnel on campus makes me feel safe and secure.	395	1.00	5.00	3.2405	1.31388
I feel confident in the security measures implemented by the university to protect students and their belongings.	395	1.00	5.00	3.1215	1.33116
The campus lighting at night contributes to my sense of safety.	395	1.00	5.00	3.4861	1.19927
I am satisfied with the accessibility of emergency services on campus in case of a security threat.	395	1.00	5.00	3.2456	1.34351
The guidance provided by the university has helped me manage my academic stress effectively..	395	1.00	5.00	3.4025	1.18257
I find the mental health support offered by my university to be accessible and helpful.	395	1.00	5.00	3.5013	1.12285

The personal development workshops have been beneficial for my overall well-being.	395	1.00	5.00	3.7316	1.03438
Emotional support services at the university are sufficient for addressing my needs.	395	1.00	5.00	3.5063	1.11830
The availability of healthcare professionals on campus positively impacts my overall satisfaction with the university.	395	1.00	5.00	3.5114	1.10226
Access to medical resources and facilities contributes significantly to my sense of well-being as a student.	395	1.00	5.00	3.5671	1.18469
The quality of health services provided by the university plays a crucial role in my overall experience as a student.	395	1.00	5.00	3.4734	1.15375
Timely access to medical assistance enhances my confidence in the university's ability to support student health and wellness.	395	1.00	5.00	3.4810	1.19071
The availability of affordable living arrangements close to campus significantly impacts my overall satisfaction with university services.	395	1.00	5.00	3.5823	1.09692

The cleanliness and maintenance of residential facilities contribute to my perception of the university's commitment to student well-being.	395	1.00	5.00	3.2810	1.29995
Adequate security measures in residential areas contribute to a sense of safety and comfort among students, positively affecting their satisfaction with university services.	395	1.00	5.00	3.3848	1.13494
Access to amenities such as laundry facilities, communal spaces, and study areas in residential areas enhances the quality of student life and satisfaction with university services.	395	1.00	5.00	3.3139	1.22896
The availability of online resources (e.g., databases, e-books) enhances my learning experience.	395	1.00	5.00	3.4608	1.10162
Access to reliable internet connection positively impacts my academic performance.	395	1.00	5.00	3.4405	1.19150
The ease of navigating university websites and online platforms contributes to my satisfaction as a student.	395	1.00	5.00	3.4709	1.06920

Timely responses to technical support requests improve my perception of the university's ICT services.	395	1.00	5.00	3.4608	1.11763
SS	395	1.00	5.00	3.2620	.91952
LIBS	395	1.00	5.00	3.5854	.87540
SECS	395	1.00	5.00	3.2734	1.11088
CONS	395	1.00	5.00	3.5354	.91692
HCAS	395	1.00	5.00	3.5082	1.03481
HOSA	395	1.00	5.00	3.3905	.97145
ICTS	395	1.00	5.00	3.4582	.99563
Valid N (listwise)	395				

Correlations

Correlations

		SS	LIBS	SECS	CONS	HCAS	HOSA	ICTS
SS	Pearson Correlation	1	.606**	.549**	.612**	.554**	.519**	.561**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	395	395	395	395	395	395	395
LIBS	Pearson Correlation	.606**	1	.585**	.593**	.600**	.550**	.585**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	395	395	395	395	395	395	395
SECS	Pearson Correlation	.549**	.585**	1	.589**	.621**	.624**	.533**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	395	395	395	395	395	395	395
CONS	Pearson Correlation	.612**	.593**	.589**	1	.653**	.657**	.544**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	395	395	395	395	395	395	395

HCAS	Pearson Correlation	.554**	.475**	.600**	.621**	.653**	1	.613**	.538**
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Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.760 ^a	.577	.569	.60337	.577	75.434	7	387	.000	1.774

a. Predictors: (Constant), ICTS, SECS, HCAS, CONS, LIBS, HOSA

b. Dependent Variable: SS

	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	395	395	395	395	395	395	395	395
HOSA	Pearson Correlation	.519**	.533**	.550**	.624**	.657**	.613**	1	.649**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	395	395	395	395	395	395	395	395
ICTS	Pearson Correlation	.561**	.583**	.585**	.533**	.544**	.538**	.649**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	395	395	395	395	395	395	395	395

** . Correlation is significant at the 0.01 level (2-tailed).

Regression

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	192.239	7	27.463	75.434	.000 ^b
	Residual	140.892	387	.364		
	Total	333.130	394			

a. Dependent Variable: SS

b. Predictors: (Constant), ICTS, SECS, HCAS, CONS, LIBS, HOSA

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	.175	.144		1.219	.224	-.107	.458		
LIBS	.103	.053	.098	1.961	.051	.000	.207	.433	2.307
SECS	.100	.040	.121	2.518	.012	.022	.178	.477	2.097
CONS	.170	.052	.169	3.274	.001	.068	.271	.410	2.442
HCAS	.097	.044	.109	2.184	.030	.010	.184	.441	2.268
HOSA	-.057	.049	-.060	-1.147	.252	-.154	.040	.401	2.492
ICTS	.099	.045	.107	2.223	.027	.011	.187	.470	2.128

a. Dependent Variable: SS

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions						
				(Constant)	LIBS	SECS	CONS	HCAS	HOSA	ICTS
1	1	7.768	1.000	.00	.00	.00	.00	.00	.00	.00
	2	.040	13.916	.26	.00	.02	.02	.11	.06	.41
	3	.035	14.840	.00	.04	.42	.03	.25	.13	.02
	4	.032	15.603	.44	.04	.11	.05	.15	.08	.05
	5	.028	16.669	.00	.07	.00	.21	.22	.26	.27
	6	.020	19.918	.01	.34	.05	.39	.00	.44	.22
	7	.018	20.544	.06	.49	.01	.30	.23	.01	.01

a. Dependent Variable: SS

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.2352	4.2409	3.2620	.69851	395
Residual	-2.12370	2.69360	.00000	.59799	395
Std. Predicted Value	-2.902	1.401	.000	1.000	395
Std. Residual	-3.520	4.464	.000	.991	395

a. Dependent Variable: SS