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P U B L I S H I N G

Assessment of Supporting Facilities in Selected Private Universities in Ogun State, Nigeria

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Abstract

The study was set out to assess the adequacy of supporting facilities provided in private Universities Ogun State from the users' perspective. To achieve the aim, five objectives were set and resolved, These include ascertainment of the characteristics of students in the private Universities, identification of the basic supporting facilities available in the a private Universities, investigation of the students' perception of the adequacy of supporting facilities, determination of the student's level of satisfaction with the available supporting facilities and finally, examination of the relationship between the student's characteristics and their satisfaction level with the adequacy of supporting facilities. The population for the study comprised of the students of private Universities (Covenant University, Ota, Bells University of Technology, Ota and Babcock University, Ilisan-Remo). Data for the study was collected with the aid of structured questionnaires which were distributed to three hundred and sixty (360) students in the three (3) selected private Universities out of which two hundred and seventy one (271) representing 75% of the total distributed questionnaires were retrieved and found useful. The data obtained from the retrieved questionnaires were computed with the aid of SPSS (version 20.0) and subsequently analyzed using percentages, mean, RII and multiple linear regression and presented in tables. Findings from the study indicated that amongst the

pre-listed support facilities, 23% of the respondents attested to the availability of special facilities for the physically challenged. The study also revealed that students perceived inadequacy in the ambulance response time, number of buses available for transportation, provision of restroom for shoppers, prompt attendance to students in the cafeteria and number of rest rooms available. However, the study showed the students overall level of satisfaction with medical (RII = 0.6768), transportation (RII = 0.6777), shopping mart (RII = 0.6443) and cafeteria (RII = 0.6681). Furthermore, the study discovered a strong relationship between students characteristics and medical facilities (P = 0.000), transport facilities (P = 0.022) and cafeteria facilities (P = 0.001) in one (1) of the sampled private Universities. The study recommends that Management of the sampled Universities carry out regular facilities evaluation and also the provision of more shuttle ambulance, transportation buses, restrooms in the shopping mart and the cafeteria and special facilities that cater to the physically challenged.

1. Introduction

Education sector is expanding very rapidly all over the world in recent years (Butt & Rehman, 2010). In Nigeria, private universities continue to increase in number across the nation as the customer base population increases therefore being a competitive sector in the Nigerian economy. According to the National Universities Commission (NUC) 2018 directory, Nigeria presently have 210 Tertiary institutions consisting of 43 federal universities, 47 state universities, 75 private universities and 45 monotechnics and polytechnics. Nigerian private universities are concentrated in the South-West, South-South, and South-East (NUC) 2018 directory). Educational facilities are given to guarantee a comfortable learning atmosphere in which students are educated and to improve the procedures of teaching and learning. Studies have demonstrated a close relationship between the physical setting and the students' academic performance (Nwagwu, 1978; Ogunsaju. 1980; Asiabaka, 2008). Hence, the quality of education received by students is directly related to the availability or absence of physical equipment and the general atmosphere of teaching. These facilities include, among others, laboratories, recreation halls, classrooms, lecture theaters and libraries. In addition to being adequately provided, facilities are expected to be able to meet the students ' needs if the best is to be appropriated from them.

Among facilities usually expected to be provided in educational institutions, are facilities that though their uses are not typically academic in nature, nevertheless their presence is needed to complement the services provided by the academic facilities. These facilities are often referred to as the non-core academic facilities. In this era of stiff competition between universities and other tertiary institutions for students' admission, satisfaction surveys of students are essential tools for performance measurement and it

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shows the students that their views are important and their responses in the survey will inspire change within the University. Several studies have been carried out in line with the foregoing on the satisfaction of students with the residential facilities/ housing services (Amole, 2009; Adewunmi, Omirin Famuyiwa and Farinloye 2011) and University facilities (Academic facilities) (Manjunatha and Shivalingaiah, 2004; Seneviratne, 2006; Osundu and Solomon-Uwakwe, 2010; Kannappanavar and Swamy 2012, Oluwunmi 2014 and Oni et al 2019). However, majority of the studies in Nigeria and other regions of the globe are on academic facilities. The purpose of this study is to measure consumer satisfaction as represented by the students in this research with the adequacy of support facilities in private universities located in Ogun state. Measuring student satisfaction can be useful in helping the management of the institution by pinpointing their strengths and also identifying the areas for work enhancement as well. Satisfaction ratings go beyond narrowly focused teaching assessments, which are to cover broader aspects and elements of the student learning experience. It is not enough to understand the degree to which students are satisfied to grasp the complexity of that learning experience, it is important to understand the factors that contribute to student satisfaction.

Parasuraman, Zeithaml and Berry (1988) and Ayedun et al (2018) contend that service quality (SERVQUAL) will indicate where the positive or negative gaps in customer satisfaction lie, thereby enabling executives and managers to identify the strengths and weaknesses of the support facilities and service, and to alter service processes accordingly such as seeing the student as the consumer, as the students will be operating from a customer satisfaction point of view.

Therefore, the institution is seen as a retailer of educational and other related support services within the school environment and is to treat the students as valued customers, and note that all service providers and employees from buildings and grounds staff of the institution must be trained for positive customer service.

Research finding notes that providing facilities that meets the needs and expectations of the users, which in this case are the students is the key factor in facilities management. However, most researchers have focused on the students' satisfaction with academic facilities and few supporting facilities such as the student hostel facilities, thus limiting the data available on the entire university environment. For instance in Sawyerr and Yusof (2013) undertook a research on Student satisfaction with hostel facilities in Nigerian polytechnics, Oluwunmi, Durodola, Iroham and Ajibola (2017) examined quality of academic facilities in private universities in Nigeria, Amole (2009) examined the satisfaction level of students' and the factors which predicted residential satisfaction and in India Maheswari (2016) conducted a study which investigated the availability of academic and non-academic facilities in higher educational institutions. This has created a need for other supporting facilities contributing largely to the way students perceives the environment and satisfaction with it to be researched on. It is against this background that this study was carried out with a view to examine the perception of the students with

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the adequacy of supporting facilities and services in private universities in Ogun State, Nigeria.

2. Review of Relevant Literature

The support facilities which are also known as non-academic facilities offer good centralized room for additional support systems, which assist to maintain operations of all organizational programs and operations. Some of these support facilities include computer-based telecommunications and processing, store services, general storage and supply, storage of vehicles, central services (e.g. printing and duplication, mailing, delivery and receiving, testing or tracking of the environment, drycleaning or food supplies), and hazard materials areas (CMU 2017). Longman (2000) explained adequacy as a scenario where sufficient resources are available to satisfy a specific goal. Mapaderum (2002) claimed that in an organization the satisfactory condition of resources is adequate. Opining on the significance of adequate teaching resources Ajayi and Ogunyemi (1990) stressed that when facilities are supplied in an appropriate amount to satisfy the specific needs of a school environment, students will not only have access to the teacher's reference materials during the lessons, but will also learn at their own speed. The overall impact of this is to increase the entire student's general academic performance. The failure of students can be said to be caused by insufficient and inadequate teaching facilities and equipment (Ahmed, 1999). According to the researcher, a cursory look at most government schools in Nigeria shows that nothing excellent can come from most schools because they lack adequate equipment and sufficient human resources to prepare West African School Certificate Examination (WASCE) applicants. Likewise, Okwo (2003) was of the opinion that Curriculum Reforms in Nigeria (CRN) of failing to mobilize appropriate resources (human, material and monetary) to prosecute and turn the scheme (plan) into practice.

The National Teachers Institute (2002) stated that the problem of facilities and materials and also equipment for teaching physical education in schools and colleges has long been a problem in Nigerian educational institutions that the quantity of facilities and materials for the growth of physical education in schools and universities has usually been inadequate. To a resourceful teacher the students are also seen as resources to them. In generating certain local materials, the teacher can use their inherent abilities and ingenuity to be used as teaching aid. However, Umeoduagu (2000) recommended that facilities for efficient school learning should be supplied in quality and quantity. Mapaderum (2002) and Ogunde et al (2018) stressed the need for the accessibility and adequacy of learning facilities and equipment to support efficient teaching and learning operations in classrooms because their inadequacy has a negative impact on academic performance.

One of the structures that form the basis of education is the academic facilities

themselves, of which the support facilities has a significant role to play. The capacity of support facilities and services play a major role in the delivery of educational services to the end users in the best way possible. For an academic facility to effectively meet its mandate in the educational sector, the determination of the adequacy of its support facilities needs to be done within the framework of certain scientific studies. Support facilities in Educational institutions that are vital for the effective learning need to be addressed in a specific policy context.

Without availability, adequacy and utilization of the facilities Functional education cannot be accomplished. This is because facilities are a very significant resource for educational achievement. Mgbodile (2004) warned that the quality and amount of classroom equipment accessible and used influences the amount of communication between educators and students. Adeyemo (1985) believed that if facilities are adequate in accordance with the student population ratio, it would greatly facilitate the success of learners in self-esteem and involvement.

The effectiveness and excellence of interaction offered by appropriate equipment will allow learners to accomplish enduring academic targets. Omoregie (2005) asserted that the availability and provision of resources in the correct amount will promote efficient learning and teaching in schools since facilities have been noticed to do with quality. Therefore, the accessibility, adequacy and use of equipment should be of interest to stakeholders and owners. It is on this premise that numerous researches have been carried out in the world's developed and developing countries to examine adequacy of facilities within an academic environment.

Wanjiku (2013) also researched the accessibility and use of academic resources to influence the performance of students in Mbeere South, Embu County, Kenya, secondary schools. The research used a survey design approach. The sample of the research consisted of 3 male, 4 females boarding and 8 mixed day secondary schools. Data collection was carried out using questionnaires, lesson observation plan and checklist. Using the (SPSS) data was coded and stored in the computer for analysis. Using descriptive statistics such as averages, percentages, mean and range, qualitative and quantitative data were analyzed. The research discovered that textbooks were not enough but there was no adequate supply as a textbook would be shared by a significant amount of students in all school categories and it also discovered that the use of library facilities was hampered by the absence of libraries and inadequate teaching equipment. Inadequate laboratories and facilities limited the use of laboratories, which made teachers show to the students rather than students conducting experiments without supervision, particularly in mixed day schools. Inadequate instructional resources, among other variables, may have led to bad results, particularly in mixed day schools. It was discovered that government financing was insufficient.

Nwankwo, Nwogbo, Okorji and Egboka (2015) researched the adequacy of learning equipment in secondary schools in Anambra State to implement an entrepreneurial

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education program. It was a descriptive study conducted in Nigeria's Anambra State. The study was guided by a research question and one hypothesis. The survey population included all 3,286 teachers and 252 principals in all the state's government secondary schools. The research sample consisted of 585 selected teachers using stratified sampling method. In data collection, a scientist created a tool known as CALF (Checklist for Adequacy Learning Facilities) was used. The tool was administered by the scientists along with six (6) study assistants. Simple proportion was used to answer the research question while chi square statistics were used to test the hypothesis at 0.05 confidence level. Study findings stated that teaching facilities are insufficient to implement the state's entrepreneurship education program.

Oluwunmi, Ajibola, Iroham, and Eluyele (2017) carried out a research that evaluated the students' level of satisfaction with respect to the private universities academic facilities in Ogun State, Nigeria by studying the variations in students' satisfaction with the following facilities; library, ICT laboratory and classroom facilities in the following four universities, Covenant University (CU), Babcock University (BU), Bells University (BUT) and Crescent University (CRE) in Ogun State. To achieve the aim of the study seven hundred and seventy (770) questionnaires were administered to the selected students out of which five hundred and twenty-two (522) were returned and considered useful for the study. Using the frequency distribution and weighted mean for data analysis, the study revealed that students were not satisfied with the number of escape routes and workstations, aesthetics and water supply in the toilets of their libraries. The paper recommended amongst others based on these findings that, the managements should prioritise the improvement of the facilities that low level of students' satisfaction were recorded in the analysis and also the management of the university should carry out a routine check feedback system to enable them evaluate the level of satisfaction the students derive from the facilities.

3.   Study Area

The spatial setting of this study is Ogun State, Nigeria. The state is located in the southwestern geopolitical Zone of the country. The state was created on 3rd of February, 1976 from the old Western State with its capital being Abeokuta and largest city in the state. It is located at 7°00' N 3°33' E with a total area of 16, 980.55 km^2 (6, 55623sq.mi) with a density of 220/km^2 (570/sq. mi). The 2006 National Census figures put the population of Ogun State at 3,751,140. It borders the state of Lagos to the south, the state of Oyo and Osun to the north, the east of Ondo and the west of the Republic of Benin. Ijebu Ode, Ijebu Imusin, Ijebu Igbo, Sagamu, Ogere Remo, Iperu, Ikenne, Ilisan Remo, Ilaro, Ayetoro, Agbado, Akute and Ota are other cities and towns in Ogun State.

The State has thirteen (13) private universities registered, which is the highest of any state in Nigeria. Amongst others are Babcock University in Ilisan-Remo, which was the first

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private university in the country, Bells University of Technology in Ota and Covenant University also in Ota.

Babcock University is located at Ilishan-Remo owned and operated by the Seventh-day Adventist Church with nine schools (Agriculture and Industrial Technology, Basic and Applied Science (Formerly Science and Technology), Babcock Business School, Computing and Engineering Sciences, Education And Humanities, Law and Security Studies, Nursing, School of Public and Applied Health and Post Graduate Studies).

Bells University of Technology (BUT) in Ota, also known as Bells Tech is the first private university of technology established in Nigeria. It was set up in 2004, and began admitting students from the academic session of 2005/2006. Bells University of Technology (BUT) is made up of seven Colleges and thirty-five Departments. Due to restructuring some colleges were merged and from 1 August 2016 BUT has three Colleges: College of Engineering and Environmental Sciences, College of Natural and College of Management Sciences and Applied Sciences.

Covenant University is a private Christian based University that has been operating in Ota, Nigeria since 2002 structured into four colleges (comprising of Business and Social Sciences; Leadership and Development Studies; Engineering, and Science and Technology). The University was named as the best private university in Nigeria as at 2018 rankings of The Nigerian Universities Commission and the 6th best university overall in Nigeria.
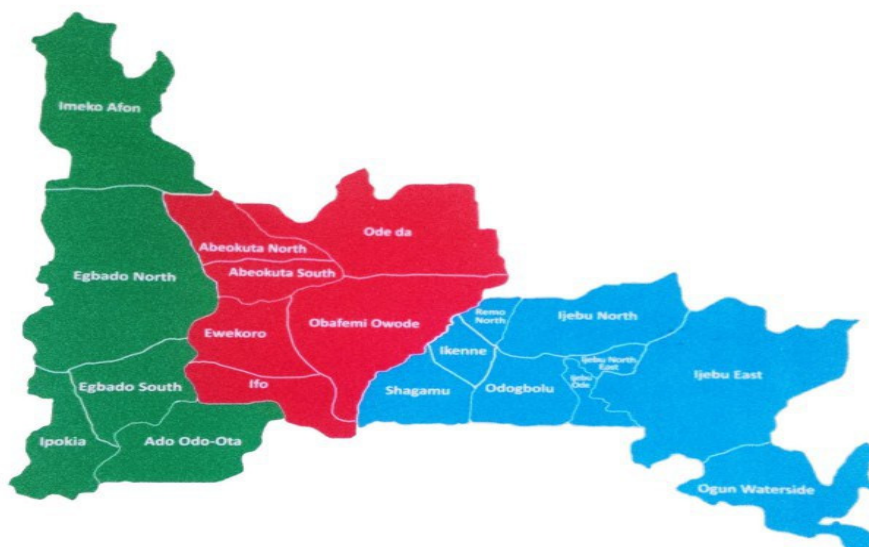

Fig 1.1: Map of Ogun showing LGAs
Source: Google maps 2018

4. Research Methods

The sample population for the study comprised of the students of private Universities (Covenant University, Ota, Bells University of Technology, Ota and Babcock University, Ilisan-Remo). Data for the study was collected with the aid of structured questionnaires which were distributed to three hundred and sixty (360) students in the three (3) selected private Universities out of which two hundred and seventy-one (271) representing 75% of the total distributed questionnaires were retrieved and found useful for this study. The data collected via the retrieved questionnaires were subsequently analyzed using descriptive statistics such as percentages, mean, RII and multiple linear regression and presented in tables.

4.1 Data Presentation and Analysis

Information gathered were analyzed as shown in following tables.

Table 1: Questionnaire Distribution and Retrieval Rate

S/N	Name of University	Questionnaires Administered	Questionnaires Collected	Percentage (%) Collected
1	Babcock University, Ilishan	122	81	66
2	The Bells University, Ota	116	95	82
3	Covenant University, Ota	122	95	78
	Total	**360**	**271**	**75**

Table 1 shows that out of three hundred and sixty (360) questionnaires distributed to the respondent students, two hundred and seventy-one (271) of the administered questionnaires were returned by the respondent students which represents 75% retrieval success rate. Babcock University, Ilishan have the lowest return rate of 66% which was due to the problem of inability to gain access to the students to be able to have an audience with them due to their examination during the period of questionnaire administration.

4.2 The General Characteristics of the Respondent Students

The profile of the respondent students were obtained, this is necessary as the respondent's background information is important in a research study of this nature as part of the objectives of this study is to ascertain the characteristics of the students and to establish if there is a relationship between the students characteristics and their level of satisfaction with the adequacy of the supporting facilities provided. In order to achieve

the first objective of the study, the students' characteristics were analysed and presented in Table 2.

Table 2: General Characteristics of the Respondent Students in the sampled Three (3) Private Universities

S/N	Characteristics of Respondents	Sub-headings (Options)	BU F (%)	BUT F (%)	CU F (%)	Mean %
1.	Sex of Respondent	Male	43 (53)	62 (65)	31 (33)	50
		Female	38 (47)	33 (35)	64 (67)	50
2.	Age of respondent	< 16 Years	0 (0)	9 (10)	5 (5)	5
		16-20 Years	41 (51)	63 (66)	50 (53)	57
		21-25 Years	39 (48)	22 (23)	39 (41)	37
		26-30 Years	1 (1)	1 (1)	1 (1)	1
3.	Level of Study	100 Level	4 (5)	12 (13)	3 (3)	7
		200 Level	8 (10)	59 (62)	8 (9)	27
		300 Level	43 (53)	5 (5)	20 (21)	26
		400 Level	22 (27)	6 (6)	60 (63)	32
		500 Level	4 (5)	13 (14)	4 (4)	8
4.	Nationality	Nigerian	81 (100)	92 (97)	91 (96)	98
		Non-Nigerian	0 (0)	3 (3)	4 (4)	2
5.	Religion	Christian	75 (93)	75 (79)	92 (97)	90
		Muslim	6 (7)	18 (19)	1 (1)	9
		Traditional	0 (0)	2 (2)	2 (2)	1
6.	Marital Status	Single	81 (100)	94 (99)	92 (97)	98
		Married	0 (0)	1 (1)	1 (1)	1
		Others	0 (0)	0 (0)	2 (2)	1

(Note: F stands for Frequency and the figures in brackets are percentages of responses)

Table 2 shows the respondent students' demographic characteristics in the three (3) sampled private universities classified under six (6) key characteristics. The analysis of the data revealed that there are 47%, 35% and 67% female respondents from BU, BUT and CU respectively while the male respondents are 50% of the total population. BUT had the highest male respondent of 65% and the female respondent of 35% while CU had the highest female respondent of 67% and the male respondent of 33%.

The table further shows that 57% of the respondents are within the age bracket of 16-20 years which is the largest group in the sample, 16% of the respondent fall within the age of less than 16 years while 37% of the respondents are within the age bracket of 21 and 25 years and 1% of student respondents are between the ages of 26 - 30 years. From the age spread of the student respondents, one can infer that the reason most respondents are within the age bracket of 16 and 20 years is due to the educational

system in Nigeria and entry level trend in the society.

The analysis of the data shows that the highest respondents in BU are in 300 level (53%) while in BUT they are 200 level students (62%) and in CU are in 400 level (63%). Analysis of the data from BU showed that 5%, 10%, 53%, 27% and 5% of its student respondents are in 100 level, 200 level, 300 level, 400 level and 500 level respectively while BUT have 13%, 62%, 5%, 6% and 14% of its student respondents in 100 level, 200 level, 300 level, 400 level and 500 level respectively and CU has 3%, 9%, 21%, 63% and 4% of its student respondents in 100 level, 200 level, 300 level, 400 level and 500 level respectively. On the average, 32%, 27%, 26%, 8% and 7% of student respondents are in 400 level, 200 level, 300 level, 500 level and 100 level respectively.

Data on nationality of the respondents shows that 98% of the students are from Nigeria and 2% are Non-Nigerian and with 100% of the students in BU being Nigerians. However, 3% and 4% of BUT and CU are Non-Nigerians. The table also shows that most (90%) of the respondents in the three universities are Christians. This could be as a result of two of the selected private universities out of the three being owned by Christian organisations.

Finally, with regards to the respondent's marital status, the result shows that most of the respondents are single as they account for 98% of the total respondents while the remaining 2% which are either married or otherwise. Basic Support Facilities in the Selected Private Universities

4.3 Basic Support Facilities in the Three (3) Sampled Private Universities Analysis.

In order to ascertain the support facilities available in the three (3) Universities, a list of basic support facilities was compiled in the questionnaire administered to the respondent students and assigned 1 and 2 to 'Available' and 'Unavailable' respectively, in an attempt to meet the second objective of the study. The data obtained was analyzed and presented in Table 3.

Table 3: Analysis of the Basic Support Facilities in the Three (3) Sampled Private Universities

S/N	Support Facilities	Sub-headings (Options)	BU F (%)	BUT F (%)	CU F (%)	Mean %
1.	Hostel Accommodation	Available	81 (100)	95 (100)	95 (100)	100
		Unavailable	0 (0)	0 (0)	0 (0)	0
2.	Sporting Facilities	Available	81 (100)	88 (93)	94 (99)	97
		Unavailable	0 (0)	7 (7)	1 (1)	3
3.	Lodging facilities	Available	80 (99)	88 (93)	95 (100)	97
		Unavailable	1 (1)	7 (7)	0 (0)	3

S/N	Support Facilities	Sub-headings (Options)	BU F (%)	BUT F (%)	CU F (%)	Mean %
4.	Medical Facilities	Available	80 (99)	95 (100)	95 (100)	99
		Unavailable	1 (1)	0 (0)	0 (0)	1
5.	Cafeteria	Available	78 (96)	92 (97)	95 (100)	98
		Unavailable	3 (4)	3 (3)	0 (0)	2
6.	Shopping Mart	Available	80 (99)	68 (73)	95 (100)	90
		Unavailable	1 (1)	26 (27)	0 (0)	10
7.	Buttery	Available	58 (72)	87 (92)	95 (100)	89
		Unavailable	23 (28)	8 (8)	0 (0)	11
8.	Worship Center	Available	80 (99)	57 (60)	95 (100)	86
		Unavailable	1 (1)	38 (40)	0 (0)	14
9.	Laundry Service	Available	79 (98)	90 (95)	93 (98)	97
		Unavailable	2 (2)	5 (5)	2 (2)	3
10.	Internet Facilities	Available	64 (79)	48 (51)	95 (100)	77
		Unavailable	17 (21)	47 (49)	0 (0)	23
11.	Gardens and parks	Available	75 (93)	39 (41)	90 (95)	75
		Unavailable	6 (7)	56 (59)	5 (5)	25
12.	Student Counselling	Available	80 (99)	46 (48)	88 (93)	79
		Unavailable	1 (1)	49 (52)	7 (7)	21
13.	Work Study Programmes	Available	80 (99)	61 (64)	91 (96)	86
		Unavailable	1 (1)	34 (36)	4 (4)	14
14.	Career and guidance	Available	71 (88)	41 (43)	80 (84)	71
		Unavailable	10 (12)	54 (57)	15 (16)	29
15.	Special facilities for the physically challenged	Available	42 (52)	15 (16)	4 (4)	23
		Unavailable	39 (48)	80 (84)	91 (96)	78
16.	Transportation	Available	77 (95)	82 (86)	95 (100)	94
		Unavailable	4 (5)	13 (14)	0 (0)	6
17.	Security	Available	78 (96)	85 (90)	95 (100)	95
		Unavailable	3 (4)	10 (10)	0 (0)	5

(Note: F stands for Frequency and the figures in brackets are percentages of responses)

Table 3 shows the number of students who agree with the availability of the 17 listed support facilities in their respective universities while others were of the contrary opinion. According to the analysis, the entire respondents (100%) attested to the availability of hostel accommodation which is as a result of the on campus living policy of the three (3) sampled private universities therefore the school provides accommodation for the entire student body.

In the three (3) sampled private universities, 97% of the respondents confirmed the availability of sporting facilities in the school against 3% in BUT and CU.

In the three (3) sampled private universities, 97% of the student respondents attest to the availability of lodging facilities for visitors within the school environment as against

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3% in BU and BUT who attest to the unavailability of lodging facilities within their academic environment.

The table show that 99% of the respondent students in the three (3) sampled private universities confirmed the availability of medical facilities in the school as against 1% in BU while 98% of the students in the three (3) sampled private universities agree to the availability of cafeteria in the school as against 2% in BU and BUT and 90% of the student respondents in the three (3) private universities attest to the availability of a shopping mart in the school as against 10% in BU and BUT, which is majorly as a result of the respondents in BUT (27%).

In the three (3) sampled private universities 86% of the students agreed that there is the availability of worship center in their schools against 14% in BU and BUT who disagrees with the availability while 97% of the respondents in the three (3) private universities agree to the availability of laundry service in the school against 2% in BU, 5% in BUT and 2% in CU which make up 3% of the respondents that disagree with the availability.

The table also shows that 77% of the students in the three (3) sampled private universities attest to the availability of an internet service in the school against 23% in BU (21%) and BUT (49%) who disagrees with the availability while 75% of the respondents in the three (3) private universities attest to the availability of garden & parks in the school as against 7% in BU, 59% in BUT and 5% in CU which make up the 25% of the student respondents that disagree with the availability of gardens and parks. However, the three (3) sampled private universities have 79% of the student respondents attest to the availability of student counselling in the school except 1% of respondent in BU, 52% in BUT and 7% in CU which sum up to 21% of the respondents that disagree with the availability. The table indicated that 86% of the respondents in the three (3) private universities agree to the availability of work study programmes in the school as against 1% in BU, 36% in BUT and 4% in CU which sum up to 14% of the respondents that disagree with the availability while 71% of the student respondents in the three (3) sampled private universities attest to the availability of career and guidance in the school against 12% in BU, 57% in BUT and 16% in CU which make up 29% of the respondents that disagree with the availability.

Analysis of the data from the three (3) sampled private universities shows that 52% of the students in BU, 16% in Bells and 4% in CU which make up 23% of the respondents agree to the availability of special facilities for the physically challenged in the school while 48% in BU, 84% in Bells and 96% in CU which make up the 78% of the respondents, disagree with the availability. Finally, the analysis in the table shows that 94% of the respondents in the three (3) sampled private universities attest to the availability of transportation in the school while 6% of the total sampled population disagreed with the availability and 95% of the respondents attest to the availability of security in the school as against 4% in BU and 10% in BUT which make up the 5% of the respondents that disagree with the availability of security.

4.4 Students' Perception of the Adequacy of Supporting Facilities.

To ascertain the students' perception about the adequacy of the four (4) selected support facilities which are; medical facilities, transport facilities, shopping mart facilities and cafeteria facilities. Their opinions were sought in relation to the factors they believe as influencing adequacy and functionality. This is with a view to achieving the third objective of the study. The subsequent analysis provides details of the respondents' opinion on these factors.

4.4.1 Adequacy of Supporting Facilities

In determining what the students' perception of the adequacy, the researcher assigned 5, 4, 3, 2 and 1 scale to 'Strongly Agree (SA)', 'Agree (A)', 'Indifferent (I)', 'Disagree (D)' and 'Strongly Disagree (S.D)' respectively. The results are subsequently ranked using relative importance index (RII). Responses for each university are detailed in Appendix C - F while a summary of the three (3) universities is shown in Table 4 to Table 8.

Table 4: Students' Perception of the Adequacy of Medical Facilities in the Three (3) Selected Private Universities

Variables	BU	BUT	CU	Avg.	Ranking
	RII	RII	RII	RII	
Medical Facilities					
Ambulance shuttles response time	0.7308	0.6484	0.5115	0.6302	6th
Medical staff are response time (waiting period)	0.6691	0.7178	0.5284	0.6384	5th
Adequate medical facilities	0.8148	0.7094	0.5621	0.6954	2nd
Adequate bed space	0.8123	0.6947	0.5768	0.6946	3rd
Furniture in waiting room	0.7679	0.6421	0.5957	0.6685	4th
Number of medical staff	0.8049	0.7094	0.6042	0.7061	1st

Table 4 shows the students' perception of the adequacy of medical facilities across the three (3) selected private universities. It was observed that majority of the respondents' agreed with the number of available staffs which ranked 1st with an average relative importance index (RII) score of 0.7061, adequacy of the medical facilities which is ranked 2nd with an average relative importance index (RII) score of 0.6954 and the adequacy of bed spaces available ranked 3rd with an average relative importance index (RII) score of 0.6946. However, the students low opinion with furniture in the waiting room which is ranked 4th with an average relative importance index (RII) score of 0.6685, the medical staff response time (waiting period of the patient) ranked 5th with an average relative importance index (RII) score of 0.6384 and the ambulance shuttles response time ranked 6th with an average relative importance index (RII) score of 0.6302 as they ranked the least. It can therefore be deduced that the three (3) private

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universities have adequate medical staff to run the medical facilities, adequate medical facilities and adequate bed spaces for patients.

Table 5: Students' Perception of the Adequacy of Transportation Facilities in the Three (3) Selected Private Universities

Variables	BU	BUT	CU	Avg.	Ranking
	RII	RII	RII	RII	
Transportation Facilities					
Bus shuttle response time	0.7604	0.6526	0.5873	0.6667	3rd
Transport (Trip) fare	0.7753	0.7052	0.7431	0.7412	1st
Adequate number of buses	0.7530	0.6084	0.6168	0.6594	4th
Adequate comfortability and convenience	0.7728	0.6189	0.6357	0.6758	2nd

The above table shows the students' perception of the adequacy of transportation facilities in the three (3) sampled private universities. It can be seen that most of the student respondents' agreed that the transport (trip) fare ranked 1st with an average relative importance index (RII) score of 0.7412, the Adequacy of comfortability and convenience was ranked 2nd with an average relative importance index (RII) score of 0.6758 across the three (3) private schools unlike the bus shuttle response time which ranked 3rd with an average relative importance index (RII) score of 0.6667 and the adequate number of buses which ranked 4th with an average relative importance index (RII) score of 0.6594 which ranked the least across the three (3) selected private universities. It can therefore be concluded based on the student's ranking that most of the students' in the three (3) private universities have a moderate transport fare per trip and the comfortability and convenience of the available buses and they are least agreeable with the number of buses available and with the bus shuttle response time which is the waiting period of the riders.

Table 6: Students' Perception of the Adequacy of Shopping Mart Facilities in the Three (3) Selected Private Universities.

Variables	BU	BUT	CU	Avg.	Ranking
	RII	RII	RII	RII	
Shopping Mart facilities					
Adequate shopping facilities (shopping basket and display shelves)	0.8024	0.4694	0.6736	0.6484	1st
Adequate space for shoppers	0.8419	0.4757	0.5684	0.6286	3rd
Adequate number of staff	0.7728	0.52	0.6252	0.6393	2nd
Adequate number of restrooms	0.8123	0.4273	0.5284	0.5893	4th

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In table 6 the data on students' perception of the adequacy of shopping mart facilities in the three (3) sampled private universities result shows that majority of the student respondents' agree with the following; Adequate shopping facilities (shopping basket and display shelves) which ranks 1st with an average relative importance index (RII) score of 06484, the adequate number of staff available which is ranked 2nd with an average relative importance index (RII) score of 0.6393. The result also revealed that majority of the respondents are least agreeable with the adequacy of space for the shoppers and number of restrooms which ranked 3rd and 4th with average relative importance index (RII) scores of 0.6286 and 0.5893 respectively.

Table 7: Students' Perception of the Adequacy of Cafeteria Facilities in the Three (3) Selected Private Universities

Variables	BU	BUT	CU	Avg.	Ranking
	RII	RII	RII	RII	
Cafeteria Facilities					
Adequate number of Cafeterias	0.7728	0.6821	0.6547	0.7032	3rd
Adequate size of Cafeterias	0.7950	0.64	0.7263	0.7204	2nd
Adequate furniture	0.8197	0.6484	0.6989	0.7223	1st
Adequate lightening and ventilation	0.8024	0.6231	0.6294	0.6849	4th
Adequate in prompt attendance	0.7536	0.6336	0.5263	0.6378	6th
Adequate number of staff	0.80	0.64	0.5789	0.6729	5th
Adequate number of restrooms	0.7407	0.5473	0.6126	0.6335	7th

Table 7 shows students' perception regarding the adequacy of cafeteria facilities provided within the three (3) selected private universities. The ranking revealed that student respondents' agree with; the Adequacy of furniture which ranks 1st with an average relative importance index (RII) score of 0.7223, the adequacy of the size of cafeteria which is ranked 2nd with an average relative importance index (RII) score of 0.7204, the adequacy of the number of cafeteria available to the students which ranked 3rd with an average relative importance index (RII) score of 0.7032, the adequacy of cafeterias lightening and ventilation which ranked 4th with an average relative importance index (RII) score 0.6849 and the adequacy of the number of staffs ranked 5th with an average relative importance index (RII) score of 0.6729. The ranking also revealed that majority of the respondents' did not agree with the adequacy of the promptness of being attended to which ranked 6th with an average relative importance index (RII) of 0.6378 and the adequacy of the number of available restroom which ranked 7th with an average relative importance index (RII) score of 0.6335 with the lowest relative importance index (RII) score of 0.5473 from Bells and the highest from BU with a relative importance index (RII) score of 0.7407.

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4.5 Assessment of the Students' Overall Satisfaction with the Support Facilities

This section has to do with the interpretation and analysis of questions relating to students overall level of satisfaction with the selected supporting facilities. The researcher assigned 5, 4, 3, 2 and 1 scale to 'Very Satisfied (VS)', 'Satisfied (S)', 'Indifferent (I)', 'Dissatisfied (D)' and 'Very Dissatisfied (S.D)' respectively. Responses for each university are detailed in Appendix E while a summary of the three (3) universities is shown in Table 8.

Table 8: Assessment of Students' Overall Level of Satisfaction with Supporting Facilities

Facilities	BU	BUT	CU	Avg. RII	Ranking
	RII	RII	RII		
Medical	0.7802	0.7157	0.5347	0.6768	2nd
Transportation	0.7827	0.6547	0.5957	0.6777	1st
Shopping Mart	0.8320	0.5157	0.5852	0.6443	4th
Cafeteria	0.7876	0.6610	0.5557	0.6681	3rd

Table 8 shows the overall ranking of the level satisfaction of students with the four (4) supporting facilities across the three (3) selected private universities. The analysis of the ranking of the supporting facilities with the aid of weighted means scores reveals that the respondents are satisfied with the transport facilities ranked 1st with an average relative importance index (RII) score of 0.6777 with an individual relative importance index (RII) score across the three (3) schools are 0.7827, 0.6547 and 0.5957for Babcock (BU), Bells (BUT) and Covenant (CU) respectively and they are also satisfied with the medical facilities ranked 2nd with an average relative importance index (RII) of 0.6768 with an individual relative importance index (RII) score across the three (3) schools are 0.7802, 0.7157 and 0.5347 for Babcock (BU), Bells (BUT) and Covenant (CU) respectively. On the other hand they are least satisfied with the Cafeteria facilities ranked 3rd with an average relative importance index (RII) score of 0.6681 with an individual relative importance index (RII) score across the three (3) schools as 0.7876, 0.6610 and 0.5557 for Babcock (BU), Bells (BUT) and Covenant (CU) respectively and also with the shopping mart facilities with an average relative importance index (RII) of 0.8320 with an individual relative importance index (RII) score across the three (3) schools are 0.8320, 0.5157 and 0.5852 for Babcock (BU), Bells (BUT) and Covenant (CU) respectively.

5. Conclusion and Recommendations

The major findings from the study include the fact that amongst the studied support facilities which include Hostel Accommodation, Sporting Facilities, Lodging facilities,

Medical Facilities, Cafeteria, Shopping Mart, Buttery, Worship Center, Laundry Service, Internet Facilities, Gardens and parks, Student Counselling, Work Study Programmes, Career and guidance, Special facilities for the physically challenged, Transportation and Security. Special facilities for the physically challenged recorded the lowest availability of 23% across the three (3) private universities.

Secondly, finding from the three (3) sampled private universities revealed that the students were of the opinion that the adequacy of their medical centers met their needs except with the ambulance shuttle response time to call which was ranked lowest. Their needs were also met with regard to the transport system except with the number of available buses provided by the school which ranked the lowest across the three (3) sampled private universities. The shopping mart affirmed to be adequate except with the provision of number of restrooms made available for the shoppers. Also, the cafeteria was rated well except in the area of prompt attendance to the students and provision of adequate number of restrooms. With respect to the students' overall satisfaction with the support facilities in their individual schools, the study showed that the BU students were highly satisfied with the adequacy of all the selected facilities unlike CU students who in majority are dissatisfied with the adequacy of the all the selected facilities except the shopping mart facilities while BUT students are moderately satisfied with the adequacy of the selected facilities and dissatisfied with the shopping mart facilities.

Based on the findings from the study, the need by the management of the private universities to always carry out regular survey and inspections of the students support facilities so as to be able to find out from the students if the support facilities and services provided are meeting their expectations and adequate.

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