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

Caleb Abiodun Ayedun1*
Jennifer Anwurika Utom1
Adedamola Oluwunmi2
Dare Ojo Omonijo2
Omolade Adedoyin Akinjare2

1Department of Estate Management, College of Science and Technology, Covenant University, Ota, Nigeria
2Student Industrial Work Experience (SIWES) Unit, Covenant University, Ota, Nigeria
*Corresponding Author

DOI: https://doi.org/10.36941/jicd-2021-0002

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, Ilishan-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.

Keywords: Assessment, Supporting Facilities, Private Universities, Nigeria

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
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
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. Omorogie (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
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 km² (6,55623sq.mi) with a density of 220/km² (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
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, Ilishan-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 (%) | BUT (%) | CU (%) | 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   | BUT  | CU  | 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  | BUT  | CU   | 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      | Available              | 42 (52) | 15 (16)  | 4 (4)   | 23     |
|     | physically challenged            | 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
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 RII | BUT RII | CU RII | Avg. RII | Ranking |
|-------------------------------------|--------|---------|--------|----------|---------|
| Medical Facilities                  |        |         |        |          |         |
| Ambulance shuttles response time    | 0.7308 | 0.6484  | 0.5115 | 0.6302   | 6th     |
| Medical staff are response time     | 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
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. RII | Ranking |
|----------------------------------|--------|--------|--------|----------|---------|
| **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. RII | Ranking |
|----------------------------------|--------|--------|--------|----------|---------|
| **Shopping Mart facilities**     |        |        |        |          |         |
| Adequate shopping facilities     | 0.8024 | 0.4694 | 0.6736 | 0.6484   | 1st     |
| (shopping basket and display shelves) |        |        |        |          |         |
| 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     |
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 a 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 0.6484, 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 RII | BUT RII | CU RII | Avg. RII | Ranking |
|--------------------------------------|--------|---------|--------|----------|---------|
| 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.
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 |
|------------------|------|------|------|----------|---------|
| Medical          | 0.7802 | 0.7157 | 0.5347 | 0.6768   | 2<sup>nd</sup> |
| Transportation   | 0.7827 | 0.6547 | 0.5957 | 0.6777   | 1<sup>st</sup> |
| Shopping Mart    | 0.8320 | 0.5157 | 0.5852 | 0.6443   | 4<sup>th</sup> |
| Cafeteria        | 0.7876 | 0.6610 | 0.5557 | 0.6681   | 3<sup>rd</sup> |

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 1<sup>st</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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. On the other hand they are least satisfied with the shopping mart facilities with an average relative importance index (RII) score 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.

References

Abdulrahman, M. A. (2013). “Historical Development of Universities in Nigeria: Chronology and the Journey so Far.” *African Journal of Higher Education Studies and Development* 1 (2): 54–72.

Adeogun, A. A., Subair, S. T. & Osifila, G. I. (2009). Deregulation of University Education in Nigeria: Problems and Prospects. *Florida Journal of Educational Administration & Policy*, 8.

Adepoju, S. O., Oluwatola, I. K. & Abomoge, S. O. (2015). *Perception of Secondary School Administrators towards School Library Development and Use in Akinyele Local Government, Moniya Ibadan*, Nigeria.

Adewunmi, Y., Omirin, M., Famuyiwa, F. & Farinloye, O. (2011). Post-occupancy evaluation of postgraduate hostel facilities. *Emerald Group Publishing Limited*, 149-168.

Adeyemo, P. O. (1985). *Principles of education and practice of education*. Ado-Ekiti: Omolayo Standard Press.

Ahmed, U.B. (1999). Mass Failure will continue until... Nigeria Tribune, Thursday 25 Nov.

Ajadi, T. O. (2010). Private Universities in Nigeria – the Challenges Ahead. *Afe Babalola University Repository*. Retrieved from http://www.eurojournals.com/ajsr.htm
Ajayi, K. & Ogunyemi, B. (1990). The relationship between instructional resources and students’ academic performance in selected secondary schools in Ogun State. *Journal of Educational Advancement* 25 (2).

Akpochofo, W.P. (1997). Higher education in Nigeria. In P.O. Itedjere (ed.) History of education. Benin City: Osasu Publishers.

*The American Heritage Dictionary of the English Language* (2011). Fifth edition. (First edition 1969; Fifth edition 2011). Eds. of the American Heritage Dictionaries. Boston: Houghton Mifflin Harcourt Publishing Company.

Amole, D. (2009). Residential satisfaction in students' housing. *Journal of Environmental Psychology* 29 (1), 76-85.

Asiabaka, I. P. (2008). The need for effective facility management in schools in Nigeria. *New York Science Journal*, http://www.sciencepub.org, ISSN 1554-0200.

Asika, N. (2004). *Research Methodology: A Process Approach*. Shomolu, Lagos: Mukugamu and Brothers Enterprises.

Asika, N. (2005). Research Methodology in Behavioral Sciences: Lagos: Longman Publishing Limited Banks.

Asiyai, R. (2012). Assessing School Facilities in Public Secondary Schools in Delta State, Nigeria. *African Journals Online (AJOL)*.

Ayedun, C.A., Durodola, D.O, Oloyede, S.A., Akinjare, O.A. & Oni, S.A. (2019). An Empirical Evaluation of the Factors Militating Against Valuation Accuracy in Nigeria. *International Journal of Civil Engineering and Technology*, 9(8) PP. 752-762.

Ayuba, P., Abdul, C. I., & Abdulrahman, M. E.-H. (2018). Post-Occupancy Evaluation of Students Hostel Facilities in Federal Universities in North Central, Nigeria. *Architecture Research p-ISSN: 2168-507X e-ISSN: 2168-5088*, 123-128.

Babarinde, K. (2012). Evolution, Development, Challenges and Prospects of Nigeria Higher Education System. AYCNU Consultative Policy Dialogue with Trust Africa on the Future and Relevance of Nigerian Universities and other Tertiary Institutions: Towards Higher Education Transformation, CVC, Secretariat, Abuja, 6-7.

Bou-Hamad, I., Anouze, A. L., & Larocque, D. (2016). An Integrated Approach of Data Envelopment Analysis and Boosted Generalized Linear Mixed Models for Efficiency Assessment. *Annals of Operations Research*, 253(1), 77-95.

Butt, B. Z. & Rehman, K. u. (2010). A Study Examining the Students Satisfaction in Higher Education. *Procedia - Social and Behavioral Sciences* 2(2):5446-5450.

Carneige Mellon University (CMU) (2017). Campus space, facilities and services. Retrieved from: https://cmu.edu/ira/factbook/pdf/facts2015/campus-space-facilities-and-services.pdf

Education Encyclopedia (2019). Residential Colleges: Defining residential colleges and related terms, the classic residential college, benefits of residential colleges. Retrieved from https://education.stateuniversity.com/pages/2367/residential-colleges.html

Gabriel, A. O. & German, I. O. (2006). Revitalizing University Education in Nigeria: The Private Sector Perspective (1999-2005). *African Journal of Historical Science in Education*, pp. 55-64.

Gersberg, N. & Nenonen, S. (2007). The Higher Education Learning Environment: A Finnish Technology Hub. *Higher Education Facilities: Issues and Trends*, pp: 5 - 10.
Itumeleng, P. M., Malcolm, W., & Anis, M. K. (2014). An Evaluation of User Satisfaction with Library Services at the University of Limpopo, Medunsa Campus (Medical University of Southern Africa). Oman Chapter of Arabian Journal of Business and Management Review, 41-58.

Johnson, T. W. (1975). Role ambiguity, role conflict, and satisfaction: Moderating effects of individual differences. Journal of Applied Psychology, 60(3), 329-333. Retrieved from https://psycnet.apa.org/doi/10.1037/h0076752

Kannappanavar, B. U. & Swamy, H. C. (2012). User Education in Agricultural Science University Libraries in India with Special reference to South India. Library Philosophy and Practice (e-journal). Retrieved from https://digitalcommons.unl.edu/libphilprac/720/

Kara, A., Tanui, E. & Kalai, J. (2016). Educational Service Quality and Students’ Satisfaction in Public Universities in Kenya. International Journal of Education and Social Science, 3(10), pp.37-48. Retrieved from www.ijessnet.com

Knezevich, S. J. (1975). Administration of Public Education. New York: Harper and Row, Publishers.

Kotler, P. (2008). Principles of Marketing. Pearson Education, 2008.

Kumar, A. (2014). A Study of Key Factor Affecting Customer Relationship towards Shopping Mall. International Journal of Business Quantitative Economics and Applied Management Research ISSN: 2349-5677.

Longman (2000) Longman Dictionary of Contemporary English. Pearson Education Limited England.

Maheswari, D. V. (2016). A Study on Available Academic and Non-Academic Facilities in Higher Educational Institutions. International Journal of Management Research & Review, 6(11).

Makinde, K. J. (2010). The Audacity of Knowledge: Private Universities as Agent Provocateurs for African Development. 8th Convocation of Babcock University. Ilishan-Remo.

Manjunatha, K. & Shivalingaiah, D. (2004). Customer’s Perception of Service Quality in Libraries. NISCAIR Online Periodicals Repository, 145-151.

Mapaderun, O. (2002). Teaching Methods for Business, Science, Social Sciences and Technical Education. Ibadan: Holyem Communication.

Marmolejo, F., Gonzalez, R., Gersberg, N., Nenonen, S. & Calvo-Sotelo, P. C. (2007). Higher Education Facilities: Issues and Trends, PEB Exchange, Programme on Educational Building. Retrieved from https://www.oecd-ilibrary.org/education/higher-education-facilities_260546082436

Mgbodile, T. (2004). Fundamentals in Educational Administration and Planning. Enugu: Magnet Business Enterprise.

Motiang, I. P., Wallis, M. & Karodia, A. M. (2014). An Evaluation of User Satisfaction with Library Services at The University of Limpopo, Medunsa Campus (Medical University of Southern Africa). Arabian Journal of Business and Management Review (OMAN Chapter), 3(11).

Najib, N. M., Yusof, N. A. & Abidin, N. Z. (2011). Student Residential Satisfaction in Research Universities. Journal of Facilities Management, 9(3), 200-212,

National Teacher Institute (2002). Nigeria certificate in education course book on physical and health education, Kaduna.

National University Commission List of accredited private Universities Retrieved from http://nuc.edu.ng/nigerian-universities/private-universities/

Nwagu, N. A. (1978). Primary School Administration. Lagos: Macmillan Nigerian Publishers.
Nwankwo, I. N., Nwogbo, V. N., Okorji, P. N. & Egboka, P. (2015). Adequacy of Learning Facilities for Implementing Entrepreneurship Education Programme in Secondary Schools in Anambra State. IJIRD ‘International Journal of Innovative Research & Development’.

Nwoye, Z. I. (2002). Human research development: biological and economic implications. In M. A. Akele (ed). Science, Technology and Mathematics Education in Africa. 43rd annual conference of SAN an Inaugural Conference CASTME African proceeding.

Obasi, I. N. (2007). Analysis of the Emergence and Development of Private Universities in Nigeria (1999–2006). Journal of Higher Education in Africa / Revue de l’enseignement supérieur en Afrique, 5(2-3), 39-66.

Obasi, I. N. (2007). Analysis of the Emergence and Development of Private Universities in Nigeria (1999–2006). Journal of Higher Education in Africa / Revue de l’enseignement supérieur en Afrique, 5(2-3), 39-66.

Odia and Omofonmwan. (2007). Educational System in Nigeria Problems and Prospects. J. Soc. Sci., 14(1), 81-86.

Ogba, F. N. & Odo, E. E. (2013). Availability, Adequacy and Utilization of Learning Facilities for Teaching of Entrepreneurship Education in Secondary Schools in Ebonyi State. Journal of Educational Research (EBSCOEIJER).

Ogunba, O. (1998). A Study of Valuation and Pricing Practices in the Market for Residential Property in Lagos Metropolis. Journal of the Nigerian Institution of Estate Surveyors and Valuers. 21(2):19-24.

Ogunde, A.O., Ademola, A., Omuh, I., Owolabi, D., Ayedun, C.A., & Ogunde, A. (2018). Integration of Software to Improve Quality of Project Delivery: How Effective? International Journal of Mechanical Engineering and Technology, 9(8) PP. 660-668

Ogunsaju, S. (1980). Some Aspects of School Management. Ibadan, Nigeria.

Ojo, R. & Akande, S. (2005). Students Assess, Usage and Awareness of Electronic Information Resources at the University College Hospital, University of Ibadan, Nigeria. Lagos Journal of Library and Information Science 3(1), 16-24.

Okojie, J. A. (2008). Licencing Accreditation and Quality Assurance in Nigerian Universities: Achievement and Challenges. Paper presented at a session of the 2008 council for Higher Education Accreditation (CHEA) Summer Workshop.

Okolie, B. E., & Okorie, O. O. (2015). Adequacy of Material Resources Required for Effective Implementation of Upper Basic Education Business Studies Curriculum in Ebonyi State, Nigeria. African Journal of Teacher Education (AJOTE), 4(1).

Okwo, F.A. (2003). Utilization of Instructional Media in Public Primary Schools: Significance, Problems and Improvements. The Nigerian Universal Basic Education Journal, 2 (1), 36-43.

Olawore, O. P., & Ajayi, T. B. (2016). The Emergence of Private Universities in Nigeria. Journal of Applied Information Science and Technology, 9(1).

Oloyede, H. & Adekola., B. (2010). Prospects and Challenges of Private Universities in Nigeria; in Fifty Years of University Education in Nigeria.

Oluwunmi, O. (2014). Students’ Satisfaction with Academic Facilities in Private Universities in Ogun State. Nigeria. Unpublished Ph.D. Thesis of the Department of Estate Management, Covenant University, Ota, Ogun State.

Oluwunmi, A., Durodola, O., Iroham, C., & Ajibola, M. (2017). Quality of Academic Facilities in Private Universities in Nigeria: Are Students’ Needs Met? In ICERI (Ed.), International Conference of Education, Research and Innovation. Seville, Spain.
Oluwunmi, Ajibola, M., Iroham, C., & Eluyele, P. (2017). Students' satisfaction with major academic facilities in private universities in Ogun State, Nigeria. *Covenant Journal of Business and Social Sciences* 8 (1).

Omomia, O. A., Omomia, T. A. & Babalola, J. A. (2014). The history of private sector participation in university education in Nigeria (1989-2012). *Research on Humanities and Social Sciences*, 4(18). Retrieved from http://www.iiste.org/

Omorogbie, N. (2005). Re-packaging Secondary Education in Nigeria for great and Dynamic Economy. *2nd Annual National Conference of Association for Encouraging Qualitative Education in Nigeria (ASSEQEN)*.

Oni, A.S., Oloyede, S.A., Durodola, D.O., Ayedun, C.A., & Akinjare, O. (2019). Estate Surveyors and Valuers’ Involvement in Outdoor Adverising Billboards Valuation in Lagos, Nigeria. *International Journal of Civil Engineering and Technology*, 10(1) PP. 1672-176

Onyesom, M. & Okolocha, C. (2013). Assessment of the Adequacy of Instructional Resources in Business Education Programmes Relative to NCCE Standards for Colleges of Education in Nigeria. *Journal of Education and Learning*. Retrieved from http://www.ccsenet.org/journal/index.php/jel

Osagie, A. U. (2009). Changes and Choice: The Development of Private universities in Nigeria. Benin City. *Rawtune Resources*, 1-18.

Osundu, M. C., & Solomon-Uwakwe, B. (2010). *Positioning Library and Information Services for User Satisfaction through ICT Policy Formulation in Nigeria*. Retrieved from http://www.irma-international.org: http://www.irma-international.org/viewtitle/45410/

Owoeye, J. (2012). The Place of Private Universities in Nigeria’s Educational System. *Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). Servqual: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality. Journal of Retailing; Greenwich, 64(1).*

Robinson, K. (2010). Changing education paradigms. Speech. Youtube. RSA.14. Oct. Web.9 Mar.2011.

Sawyerr, P. T. & Yusof, N. (2013). Student Satisfaction with Hostel Facilities in Nigeria Polytechnics. *Journal of Facilities Management*. Retrieved from emeraldinsight.com

Seneviratne, D. (2006). Measuring user satisfaction: a case study at the PGIM Branch Library at Peradeniya. *Journal of the University Librarians Association of Sri Lanka* (10).

Turner, B. L., Kasperon, R. E., Matson, P. A., McCarthy, J. J., Corell, R. W., Christensen, L., Eckley, N., Kasperon, J. X., Lovers, A., Martello, M. L., Polsky, C., Pulsipher, A. & Schiller, A. (2003). A framework for vulnerability analysis in sustainability science. *Sustainability Science DGS*.

Ukpai, U.E. (2012). Bridging the gap in the implementation of social studies curriculum for sustainable development. Sule, R.J. (ed). TSU journal of arts and social sciences. 2(1), 29-40.

Ukpai and Ereh. (2016). Current Challenges and the Needed Competences in the Management of University Education in Nigeria. British Journal of Education 4(2), 74-86.

Umar, I. Y. & Ma’aji, A. S. (2010). Repositioning the Facilities in Technical College Workshops for Efficiency: A Case Study of North Central Nigeria. *Journal of sTem Teacher Education*, 63-85.

Umeoduagu, J.N. (2000). Resources utilization for effective teaching of science technology and mathematics in new millennium 41st annual conference proceedings of science teachers association of Nigeria, 38-41.

Uzoechina, G. O. (2013). Analysis of school- community relationship in secondary schools in Anambra Atate. *Global academic group online resources*. Retrieved from http://www.globalacademicgroup.com/journals/nard/Gladys.pdf.
Walliman, N. (2011). *Research Methods: The Basics*. New York: Routledge.

Wanjiku, N. W. (2013). Employee Factors and Perceived Service Quality in the Hotel Industry in Narrobi, Kenya.

Weerasinghe, S. & Fernando, R. (2018). Critical factors affecting students' satisfaction with higher education in Sri Lanka. *Emerald Publishing Limited EJ1169315*, 251-267.

Yount, R. (2006). *Research Design and Statistical Analysis for Christian Ministry*.

Zikmund, W. G. (2003). *In Business Research Methods (7th Edition)*. Ohio: South-Western.