

**PERCEPTIONS OF STAKEHOLDERS ON PROVISION AND
MANAGEMENT OF WELFARE AND SOCIAL SERVICES IN FEDERAL
UNIVERSITIES IN NORTH-WEST GEOGRAPHICAL ZONE, NIGERIA**

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AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

NOVEMBER, 2021

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

NOVEMBER, 2021

DECLARATION

I, Ahmad Sirajo Muhammad, hereby declare that the work in the Thesis titled, “Perceptions of Stakeholders on the Provision and Management of Students’ Welfare and Social Services in Federal Universities in North-West Geographical Zone, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another Degree or Diploma at this or any other Institution.

AHMAD Sirajo Muhammad

Date

CERTIFICATION

This Thesis titled, “Perceptions of Stakeholders on the Provision and Management of Students’ Welfare and Social Services in Federal Universities in North-West Geographical Zone, Nigeria by AHMAD Sirajo Muhammad meets the regulations governing the award of the Doctoral Degree in Educational Administration and Planning of the Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This Thesis is dedicated to my Parents, May Allah reward them abundantly, Ameen.

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All praises are due to Allah, the creator, the sustainer and the lord of the universe. I am most grateful to Allah for sparing my life and making my dream a reality. The researcher would like to express his deepest gratitude to the members of supervisory committee; Prof. B. A. Maina, Dr. M.I. Harbau and Prof. A.A Ayenbe for their attentive efforts, criticism, pieces of advice, encouragement and guidance throughout the period of my studies they have helped in shaping the researcher and research. Appreciation goes to Prof. D. O Otu, Dr. M.M Ibrahim, Dr. Fatima Kera, Dr, R.S Ahmad, Dr. Abdulmutalib, Dr. A. A. Dada, Dr. A. M Jumare, Dr. E. I. Makoju (late), Dr. M. S. Hussain, Dr. S. Isma'il, Mal. Dahiru Abdullahi, and Dr. Magaji Sirajo, for their comments/observations in shaping the researcher and research work. The researcher would like to acknowledge the support and assistance from other lecturers in the Department of Educational Foundations and Curriculum.

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ABSTRACT

This study examined the Perceptions of Stakeholders on Provision and Management of Welfare and Social Services in Federal Universities in North-West Geographical Zone, Nigeria. The study identified seven objectives, which include among others to: determine the Perceptions of Stakeholders on Provision and Management of Hostel Accommodation Services in Federal Universities of North-West Zone, find out the Perceptions of Stakeholders on Provision and Management of Health Services in Federal Universities of North-West Zone. Seven research questions in line with the stated objectives were raised. Seven null hypotheses were formulated and tested. Relevant and related literatures were reviewed. The study used descriptive survey design. The population involved 42 management staff, 6447 teaching staff, 12344 non-teaching staff and 287 students from Representative Councils in the seven Federal Universities in the Zone which gave a sum total of 19120. Research advisors (2006) was used to determine the sample size required for the study which stood at 557 namely, 28 management staff, 129 teaching staff, 248 non-teaching staff and 152 students at 95 percent confidence level and 5 percent margin error. The instrument used for data collection was a Likert-five-point questionnaire adapted from Maina (2016), which is tagged Questionnaire on Opinions of Stakeholders on the Provision and Management of Students' Welfare and Social Services in Federal Universities in North-West Zone, Nigeria. The questionnaire was pilot tested, using test-re-test method and subjected to Pearson Product Moment Correlation Test in order to determine the reliability coefficient of the instrument. The reliability coefficient of 0.89 was obtained at 0.05 level of significance. The Bio data of respondents were analyzed using frequency counts and percentages while the research questions were answered using frequency counts, means and standard deviations. All the null hypotheses were tested at 0.05 level of significance, using ANOVA. Findings revealed that, Students' Hostel Accommodation was fairly provided and managed, and that Health Services were effectively provided and managed in Federal Universities in North-West Zone, Nigeria among others. From the findings, it was recommended that more Students' Hostel Accommodation should be built with enough facilities for students' comfort and convenience, among others. However, the existing ones should be adequately maintained and the existing health facilities in Federal Universities in North-West Zone, Nigeria should be maintained and improved upon, among others.

TABLE OF CONTENTS

Cover Page	i
Title Page	ii
Declaration	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xiii
Operational Definition of Terms	xvii
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	7
1.3 Objectives of the Study	9
1.4 Research Questions	10
1.5 Research Hypotheses	11
1.6 Basic Assumptions	12
1.7 Significance of the Study	13
1.8 Scope of the Study	14
CHAPTER TWO; REVIEW OF RELATED LITERATURE	
2.1 Introduction	16

2.2	Conceptual Framework	16
2.2.1	Concept of Welfare and Social Services	16
2.3	Hostel Accommodation Services in Nigerian universities	22
2.4	Health Services in Nigerian University	39
2.5	Internet Services in Nigerian University	44
2.6	Transport Services in Nigerian University	49
2.6.1	The Importance of Transportation in the Achievement of the MDGs	58
2.7	Catering Services in Nigerian Universities	60
2.8	Extra-curricular Services in Nigerian Universities	72
2.8.1	Benefits of Extracurricular Activities to Students	82
2.9	Guidance and Counseling Services in Nigerian Universities	84
2.9.1	Objectives of Guidance and Counselling in a University	86
2.9.2	Guidance and Counselling Services Needed by University Students'	87
2.10	Theoretical Framework	96
2.10.1	The Scientific Management School of Thought	97
2.10.2	The Behavioral Management School of Thought	100
2.11	Empirical studies	101
2.12	Summary	108
CHAPTER THREE: RESEACH METHODOLY		
3.1	Introduction	110
3.2	Research Design	110
3.3	Population for the Study	111

3.4	Sample and Sampling Procedure	112
3.5	Instrumentation	113
3.5.1	Pilot Study	114
3.5.2	Reliability of the Instrument	115
3.6	Procedure for Data Collection	115
3.7	Methods for Data Analysis	116

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1	Introduction	117
4.2	Analysis of Personal Data (Bio-data) of the Respondents	118
4.3	Answers to Research Questions	119
4.3.1	Research Question One: What are the Perceptions of Stakeholders on Provision and Management of Accommodation Services in Federal Universities of North-West Geographical Zone, Nigeria?	119
4.3.2	Research Question Two: What are the Perceptions of Stakeholders on Provision and Management of Health Services in Federal Universities of North-West Geographical Zone, Nigeria?	123
4.3.3	Research Question Three: What are the Perceptions of Stakeholders on Provision and Management of Internet Services in Federal Universities of North-West Geographical Zone, Nigeria?	128
4.3.4	Research Question Four: What are the Perceptions of Stakeholders on Provision and Management of Transport Services in Federal Universities of North-West Geographical Zone, Nigeria?	132
4.3.5	Research Question Six: What are the Perceptions of Stakeholders on provision and Management of Food Services in Federal Universities of North-West Geographical Zone, Nigeria?	137

4.3.6	Research Question Seven: What are the Perceptions of Stakeholders on Provision and Management of Extra-Curriculum Services in Federal Universities of North-west Geographical Zone, Nigeria?	141
4.3.7	Research Question Eight: What are the Perceptions of Stakeholders on Provision and Management of Guidance and Counseling in Federal Universities of North-West Geographical Zone, Nigeria?	146
4.4	Hypotheses Testing	150
4.4.1	Hypothesis I	151
4.4.2	Hypothesis II	152
4.4.3	Hypothesis III	153
4.4.4	Hypothesis IV	154
4.4.5	Hypothesis V	155
4.4.6	Hypothesis VI	158
4.4.7	Hypothesis VII	159
4.5	Summary of Hypotheses Testing	160
4.6	Summary of Major Findings	163
4.8	Discussions of the Findings	164
CHAPTER FIVE; SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Introduction	168
5.2	Summary	168
5.3	Conclusions	169
5.4	Recommendations	170
5.5	Suggestions for further studies	171
5.6	Contributions to Knowledge	172

References	174
Appendices	191
Appendix 1 Questionnaire for Data collection	192
Appendix 11 List of universities used for the study	206

LIST OF TABLES

Table 3.1	Population of the study	111
Table 3.2	Sample Distribution	113
Table 3.3	Number of Stakeholders Involved in the Pilot Study	115
Table 4.1	Bio-Data of Respondents	118
Table 4.2	Mean Scores of respondents on Perceptions of Stakeholders on Provision and Management of Accommodation Services in Federal Universities of North-West Geographical Zone, Nigeria	120
Table 4.3	Mean Scores of Respondents on Perceptions of Stakeholders on Provision and Management of Health Services in Federal Universities of North-West Geographical Zone, Nigeria	124
Table 4.4	Mean Scores of respondents on Perceptions of Stakeholders on Provision and Management of Internet Services in Federal Universities of North-West Geographical Zone, Nigeria	128
Table 4.5	Mean scores of respondents on Perceptions of Stakeholders on Provision and Management of Transport Services in Federal Universities of North-West Geographical Zone, Nigeria	132
Table 4.6	Mean scores of respondents on, Perceptions of Stakeholders on Provision and Management of Food Services in Federal Universities of North-West geographical zone, Nigeria	137
Table 4.7	Mean scores of respondents on Perceptions of Stakeholders on Provision and Management of Extra-curriculum Services in Federal Universities of North-West Geographical Zone, Nigeria	141
Table 4.8	Mean scores of respondents on, Perceptions of Stakeholders on Provision and Management of Guidance and counseling in Federal Universities of North-West Geographical zone, Nigeria	146
Table 4.9	Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (Mgt staff, Teaching staff, Non-tech. staff, Students) on Provision and Management of Accommodation Services in universities of North-West Geographical Zone, Nigeria.	151

Table 4.10	Summary of the One Analysis of Variance (ANOVA) on Perceptions of Stakeholders (respondents) on the Provision and Management of health Services in Universities of North-West Geographical Zone, Nigeria.	152
Table 4.11	Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on Provision and Management of Internet Services in Universities of North-West Geographical Zone, Nigeria	153
Table 4.12	Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on Provision and Management of Transport Services in Universities of North-West Geographical Zone, Nigeria	154
Table 4.13	Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on provision and Management of catering activities in Universities of North-West Geographical Zone, Nigeria.	155
Table 4.14	Summary of Scheffe Multiple Comparisons Test on the opinions of the respondents, on provision and Management of catering Services in Universities of North-West Geographical Zone, Nigeria	156
Table 4.15	Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on Provision and Management of Extra-Curriculum Services in Universities of North-West Geographical Zone, Nigeria.	158
Table 4.16	Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on provision and Management of guidance and counseling service in Universities of North-West Geographical Zone, Nigeria.	159
Table 4.17	Summary of Tested Null Hypotheses	160

Operational Definition of Terms

Provision: the action of providing or supplying something for use in Universities

Management: Involves getting work accomplished through the coordinated effort of other people in Universities.

Perception: The way you notice things especially with the sense in Universities.

University: a high level educational institution in which students study for degrees and academic research is done.

Services: a system supplying a public need such as transport, health, accommodation and other utilities in Universities.

Stakeholders: A person or company that is involved in a particular organization, project, system and so forth in universities.

State: An organized political community forming part of a country.

Zone: One of the areas that a large area is divided into for the purpose of organization.

Welfare is a type of government support for the citizens of that society. Welfare may be provided to people of any income level, as with social security, but it is usually intended to ensure that people can meet their basic human needs such as food and shelter in universities.

Social services are a range of public services provided by the government, private, profit and non-profit organizations in universities.

Health service is the maintenance or improvement of health via the prevention, diagnosis, treatment, recovery, or cure of disease, illness, injury, and other physical and mental impairments in people.

Hostel accommodation service is a form of low-cost, short-term shared sociable lodging where guests can rent a bed, usually a bunk bed in a dormitory, with shared use of a lounge and sometimes a kitchen.

Internet service is an organization that provides services for accessing, using, or participating in the Internet

Transport service is a service that enables trade between people, which is essential for the development of civilizations.

Guidance Counseling Services is to encourage students' academic, social, emotional and personal development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Universities are tertiary institutions established to achieve a wide variety of goals which include teaching and imparting knowledge, seeking and discovering truth, disseminating research findings so that mankind may shed the shackles of ignorance and want, and developing manpower to induce change and progress in the society. Universities play major roles in national development especially in the development of high level manpower. University education is the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as the institutions are key mechanisms increasingly recognized as wealth and human capital producing industries. University educational provision enables the citizens to acquire skills and techniques which are ploughed into human productivity, creativity, competence, initiative, innovation and inventiveness.

Higher education must address the basic personal needs of students' by providing a comprehensive set of out-of-classroom students' services and programmes commonly referred to as welfare and social services. These efforts should be designed to enable and empower students to focus more intensely on their studies and their personal growth and maturation, both cognitively and emotionally. They should also result in enhanced students' learning outcomes. Another important rationale for these efforts is economic, because investments in students' and welfare and social services

provide a healthy return to national economies as the investments help to ensure students' success in higher education and their subsequent contributions to the national welfare.

For quality education to be achieved, an institution must train its staff members in a way that it creates a sense of facilitation by means of coordination, cooperation, compassion and empathy. Attention should also be given to identifying the dynamic needs of the students for purposes of their satisfaction. Several issues have resulted in a lot of controversies at several academic level over the effectiveness of Nigerian learners in the universities in relation to their counterparts in the developed world, with particular focus on the provision and management of welfare and social services. Students' welfare and social services are a mark that distinguishes one institution from the other.

Welfare issues in the context of university education are those services, processes and procedures whose primary purpose is to motivate, maintain and enhance the physical, social, intellectual and emotional well-being of students', Welfare services are all activities beyond the production and delivery of course materials that assist in the academic progress of students'. Welfare service is one of the wide range of services put in place by school authority, to ensure sound learning of students' in the campus. Accommodation, counselling, career information, support from tutor, course information, students' unionism, bursary award/scholarship, degree marketability and transportation as the basic welfare services that would serve the

entire students' populace in any higher institution of learning. The National Universities Commission (NUC) (2013) identified students' social services in universities to include health services, cafeteria, hostels, financial aid, counselling services, library, classroom facilities, instructional materials, and municipal services.

Akuchie (2008) observed that most of the medical centers in the campuses are at best referred to as mere consulting clinics because of inadequate staff personnel, and non-availability of drugs, including common routine drugs. Equally water and power supply is epileptic in most of the universities as well as transportation of students' and staff from outside and within the campuses. The buses and taxis are not enough and most of the universities do not permit commercial motorcycles (motor bikes) to operate within the campuses and so the staff and students' of Nigerian universities are stressed by poor transportation within the campuses Akuchie (1998), Students' activities and movement are not effectively monitored hence the universities, the cities they are located and their surrounding suburbs continually record incidents of cult activities, and murder. Equally students are known to have been involved in robbery activities within the universities and on the high ways. This is because the students are not known and are not offered counselling services (Chukwu 2001).

The state of students' welfare and social services in Nigerian universities made Chukwu (2001) to carry out a study on the problems of students' accommodation. The situation equally made some of the universities to set up task forces on students'

welfare and social services in which recommendations informed the introduction of double-bunk beds in hostel rooms, the repair and regular maintenance of such students' welfare services as spoilt toilets and bathrooms, spoilt/blocked sewage and broken - down boreholes. The recommendations of the task force equally informed the supply of water to the hostels by water tankers, the renovation of hostels and hostel facilities, and the holding of regular fore to talk to students' on how to manage their environment and their lives Chukwu 2001). Some of the universities even set up vigilante groups to beef-up security (Okolie, 2001).

From the above assertions it appears that something is lacking in the quality and quantity of students' welfare and social services in Nigerian public universities. This was not the case when Nigeria had very few universities, and very few candidates seeking admission. Such factors as increase in the number of candidates seeking admission, and the expansion of academic programmes may probably have contributed to the present state of welfare services in Nigerian universities [Nwagwu 2006). The present state of students' welfare services is apparently affecting the students' in many ways, and all the strategies adopted by the universities so far to arrest the situation appear to be yielding no significant results. Welfare and social service programmes are aimed at achieving some predetermined objectives mostly to facilitate the process of teaching and learning in university setting. The administration of welfare programmes in the tertiary institutions, particularly universities, border on the number of persons and activities that are administered through a number of governmental programmes and universities governing policies coordinated by the

Students' Affairs Unit. Social services in the conglomerate of social welfare in universities are provided by stakeholders of the institution which include government, employers, current students, academic and administrative staff, institutional managers, prospective students' and their parents, taxpayers, funding organizations, parents, accreditation organizations, professional associations, and the boards of universities. The roles of the stakeholders in the provision and management of welfare and social services are inevitable in the university system Akinsanya (2007). The government is the stakeholder mostly held with the responsibility of providing the greater percentage of these services. The public sector is the major provider and financier of education in Nigeria since it took over most of the schools in the country from primary to tertiary level in the mid-70s (Afolayan 2015). Government policies and budget allocation to education sector determine the degree to which these services are made available to universities by the government.

Each of the stakeholders has different view which is influenced by own interest in higher education on provision and management of the welfare and social services. In the provision and management of the welfare and social service process, internal and external stakeholders who may have different roles are identified Mainardes (2010). The external stakeholders are mainly concerned with the provision and assessment of the welfare and social service so that it meets an appropriate and required standard. They are concerned with the control of quality, whereas the emphasis of internal stakeholders is on provision and management of the welfare and

social service and also quality enhancement. This aims at improving in the actual quality of teaching and learning and service delivery.

Management can be viewed as harnessing both human and material resources within an integrated system for the attainment of educational goals through an organized structure that is characterized by management functions such as planning, organizing, directing, supervision and evaluation (Hinjari 2007). Management of welfare services involves initiating actions, monitoring activities and demanding results on the bases of allocated resources as well as policy making, control and supervision in the attainment of educational goals is the major functions and responsibility of the students' affairs unit.

One of the most difficult activities of mankind all over the world is management according to (Sheldreke2014) because it has to do with getting things done through and with people (Nwachukwu2016). The onus of managing welfare and social services therefore fall on the management policies of the university stakeholders which is expected to manage the university resources effectively with little or no challenge (Meenyinkor2014). Effective and efficient management of students' welfare and social services in universities are not only important but necessary for the achievement of the desired educational goals of inculcating the right type of values, attitudes, skills, and development of mental and physical abilities as equipment for producing good quality citizens for Nigeria (Federal Republic of Nigeria, 2004). The

importance attached to students' welfare and social services implies that they should not only be adequately provided but should also be well managed.

The provision and management of welfare and social services in universities determine the quality of education of a nation as well as the economic development of the nation. This research intends to assess the perception of stakeholders on the provision and management of welfare and social services in universities of North-West Zone, Nigeria.

1.2 Statement of the Problem

In the face of growing enrolment of students' in tertiary education globally, students' welfare and social services such as: hostel accommodation, guidance and counselling, library service, health service, transport service cafeteria service, extra-curricular activities and internet service have become major teething problems faced by universities in developing countries context (Sharma, 2012). Those services in the universities are uncondusive and deplorable and this affects the academic performance of students' and their all-round development (Akuchie, 2014). As a result of limited government resources, governments in developing countries are unable to adequately meet the services demand for all public universities. Over the past two decades, governments in many developing countries have involved private organization providers to participate in building hostels and halls of residence for students' in order to meet the demand for more accommodation infrastructure (Nimako, 2012). This has

attracted many private individuals into investment in students' hostel accommodation and other welfare and social services.

Welfare and social services are basic needs in all societies and fundamental right of every student in the university. In advanced countries, Welfare and social services are more accessible to all categories of students including the poor and the needy as a result of subsidies from the government. The situation is not the same in developing countries of the world. In Nigeria, for example, accessibility to welfare and social services by the poor is quite a difficult situation which is worsened by the harsh economic conditions and poor enabling environment. Likewise, accessing Welfare and social services facilities by Nigerian students' is no exception, especially where such university operates a non-residential policy. The experiences of students' in tertiary institutions in sourcing and securing for their own welfare and social services around university communities are likely to be interesting and significant.

Increase in the enrolment of students in the universities of North-West Geographical Zone, Nigeria as well as provision and management of facilities in the North-West universities may affect the students towards not achieving their goals and objectives as this may be reflected through poor academic performance of the students'. Therefore, it is against the background of the above problems that the researcher will assess the perception of stakeholders on provision and management of welfare and social services in universities of North-West Geographical Zone, Nigeria.

1.3 Objectives of the Study

The study was set to:

1. Determine the Perceptions of Stakeholders on Provision and Management of Hostel Accommodation Services in Federal Universities of North-West Geographical zone, Nigeria;
2. Ascertain the Perceptions of Stakeholders on Provision and Management of health Services in Federal Universities of North-West Geographical zone, Nigeria;
3. Examine the Perceptions of Stakeholders on Provision and Management of Internet Services in Federal Universities of North-West Geographical zone, Nigeria;
4. Investigate the Perceptions of Stakeholders on Provision and Management of Transport Services in Federal Universities of North-West Geographical zone, Nigeria;
5. Determine the Perceptions of Stakeholders on Provision and Management of Catering Activities in Federal Universities of North-West Geographical Zone, Nigeria;
6. Identify the Perceptions of Stakeholders on Provision and Management of Extra-curricular services in Federal Universities of North-West Geographical Zone, Nigeria; and

7. Investigate the Perceptions of Stakeholders on Provision and Management of Guidance and Counseling Services in Federal Universities of North-West Geographical Zone, Nigeria.

1.4 Research Questions

This study sought answers to the following questions:

1. What are the perceptions of Stakeholders on Provision and Management of Hostel Accommodation Services in Federal Universities of North-west Geographical Zone, Nigeria?
2. In what ways do Stakeholders Perceive the Provision and Management of Health Services in Federal Universities of North-west Geographical Zone, Nigeria?
3. What are the perceptions of Stakeholders on Provision and Management of Internet Services in Federal Universities of North-west Geographical Zone, Nigeria?
4. In what ways Stakeholders perceived the Provision and Management of Transport Services in Federal Universities of North-west Geographical Zone, Nigeria?

5. In What ways Stakeholders perceive the Provision and Management of Catering Activities in Federal Universities of North-west Geographical Zone, Nigeria?
6. What are the perceptions of Stakeholders on Provision and Management of Extra-curriculum Services in Federal Universities of North-west Geographical Zone, Nigeria?
7. In what ways Stakeholders perceived the Provision and Management of Guidance and Counseling in Federal Universities of North-west Geographical Zone, Nigeria?

1.5 Research Hypotheses

The following hypotheses were formulated for the study.

- Ho₁ There is no Significant Difference in the Perceptions of Stakeholders on Provision and Management of Hostel Accommodation Services in Federal Universities of North-west Geographical Zone, Nigeria;
- Ho₂ There is no Significant Difference in the Perceptions of Stakeholders on Provision and Management of Health Services in Federal Universities of North-west Geographical Zone, Nigeria;

Ho₃ There is no Significant Difference in the Perceptions of Stakeholders on Provision and Management of Internet Services in Federal Universities of North-west Geographical Zone, Nigeria;

Ho₄ There is no Significant Difference in the Perceptions of Stakeholders on Provision and Management of Transport Services in Federal Universities of North-West Geographical Zone, Nigeria;

Ho₅ Ho₆ There is no Significant Difference in the Perceptions of Stakeholders on Provision and Management of Catering Activities in Federal Universities of North-west Geographical Zone, Nigeria;

Ho₆ There is no Significant Difference in the Perceptions of Stakeholders on Provision and Management of Extra-Curriculum Services in federal universities of North-West Geographical Zone, Nigeria; and

Ho₇ There is no Significant Difference in the Perceptions of Stakeholders on Provision and Management of Guidance and counseling Service in federal Universities of North-west Geographical Zone, Nigeria.

1.6 Basic Assumptions

For the purpose of this, the following assumptions were made:

1. Adequate provision and management students' hostel accommodation plays a vital role in achievement of university objective;

2. Good health care facilities enhance students' participation in university activities;
- 3 Effective provision of welfare and social services has a significant impact on students' performance;
- 4 Effective guidance and counseling services ensures improved chance in career choice;
- 5 Extracurricular activities play a vital role in improving students' skills;
- 6 Adequate transportation services may drastically reduce the problem of students late coming to school; and
- 7 Provision and management of internet service improve student's access to online information; and

1.7 Significance of the Study

This study will foster team spirit and co-operation among the stakeholders; government, policy makers, educational administrators, their staff and students' in the realization of university goals and objectives. The study will create awareness among stakeholders on the planning and execution processes of providing and managing welfare and social services within the university setting.

Finally, the study is expected to encourage university administrators to make recommendations that will encourage the stakeholders especially the government to protect the university facilities and also amend educational policies and budget allocation so as to improve the learning environment which will hitherto improve

students' performance. The provision and management of welfare and social services in North-West federal universities will improve the standard of education, aid economic development of Nigeria and hence create a perfect comparison between Nigeria universities and foreign universities.

1.8 Scope of the Study

The respondents of the study included, university management staff, teaching staff, non-teaching staff and students' representatives' council. North-West federal universities considered in this study are Ahmadu Bello University, Zaria, Usmanu Danfodio University, Sokoto, Bayero University Kano, Federal University Birnin-Kebbi, Federal University Dutse, Federal University Dutsin-Ma and Federal University Gusau.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the review of related literature on the perception of stakeholders on the provision and management of welfare and social services in federal universities of the North west Geographical Zone. The main thrust of this review is to examine the perception of stakeholders on provision and management of welfare and social services in universities of North-West zone, Nigeria. Neuman (2013) and Ukeje (2015) note that the purpose of reviewing literature is to acquire a knowledge base, insight and background regarding the topic under study and to avoid duplication. Literature review is useful in terms of informing, educating and enlightening researchers as the production of new knowledge is fundamentally dependent on past knowledge. This chapter focuses on the following areas; Introduction, Conceptual Framework, Concept of Welfare and Social Services, Accommodation Services in Nigeria Universities, Health Services In Nigeria Universities', Internet Services In Nigeria Universities', Transport Services, In Nigeria Universities', Library Services In Nigeria Universities', Catering Services, Extracurricular Services in Nigeria universities, Guidance and Counseling Services in Nigeria universities, ,Theoretical Framework, Management Theories ,The Scientific Management School of Thought, The Behavioral Management School of Thought, Empirical studies and summary of the chapter.

2.2 Conceptual Framework

The purpose of the conceptual framework is to clarify concept and propose relationship among the concepts in the study. It also provides logical structure of meaning that guide the development of the study. It describes and the names of object or phenomenon, thus providing it with a separate identity and meaning. The concepts to considered are, welfare and social services such as accommodation services, health services, transportation services, guidance and counseling services, cafeteria services, internet services, library services, and extra-curricular activities.

2.2.1 Concept of Welfare and Social Services

Welfare provision serves mainly the physical and material interests of recipients. Interests are linked both with people's needs, which are socially defined, and with what people want. The idea of 'welfare' refers to 'well-being', or what is 'good' for people. It can be taken to refer to the provision of social services - principally health care, housing, social security, education and social work. The purpose of social services is, ideally, altruistic - 'doing good' to people.

Townsend (2013) suggests that 'social services are those means developed and institutionalized by society to promote ends which are wholly or primarily social'. The social services can be seen as a way to achieve equality or social justice, an instrument of social change and a means of maintaining social order. According to Nwoba (2015), social services represent services which are official to individuals, groups or

communities either by the government or by non-governmental agencies in order to cope with social problems and to enhance the welfare of the people individually and collectively and are justified outside the free-market mechanism. It is those services provided to foster integration and discourage alienation among the members of society.

In all universities, the quality of teaching is critical to students' satisfaction, and is closely associated with the provision of students' services. While a 'service' entails a system that provides something that the public needs (OALD, 2004), the concept of 'students' welfare and social service' in this study refers to services provided to students' that ensure their well-being on campus. However, some studies have referred to these services as 'students' services,' 'students' support services,' 'students' support systems' or 'students' development services' (Arambewela 2016). The term 'students' welfare and social service' has been adopted in this study.

The students' welfare services are concerned with meeting students'' non-academic needs. The main function of these services is, therefore, to ensure that a students' stay at a university is intellectually, economically, ecologically, socially, politically and religiously conducive in all aspects. It is no wonder Simpson (2014) defines students' welfare services in the broadest terms as all activities beyond the production and delivery of course materials that assist in the academic progress of students.

Students' welfare and social service, according to Akuchie (1998), are those services and functions that complement classroom instruction for the total development of the individual. The services emphasize the intellectual, social, emotional, cultural and physical development of the individual and equally help to build the curriculum, improve methods of instruction, and develop programmes. Students' welfare and social service are tools in guiding and directing students' to improve their personal substance in the pursuit of their careers. The provision of these services is therefore meant to meet the different aspects of human development and adjustment (Francis, 2012).

The general objectives of students' welfare and social services are to assist students' to attain maximum self-realization, become effective in their social environment, and complement the academic programmes of the institution. Specifically students' welfare and social services seek to provide orientation for students to facilitate adjustment to campus life, perform individual inventory and testing to aid towards self-knowledge and self-realization, perform individual and group counseling, provide placement and follow-up services, provide adequate assistance to students' on finance, health, food, and housing, provide variety of co-curricular activities, approve and monitor activities of recognized students' organizations, implement students' code of conduct and recommend the appropriate disciplinary action to the proper school authorities (Ejeh,2016). Welfare and social services which universities provide are numerous and these vary from one institution to the other. Some selected welfare and social services in this study are

accommodation services, health services, internet services, transport services, library services, catering services, extra curriculum services and guidance and counseling services.

Social service, also called welfare service or social work, any of numerous publicly or privately provided services intended to aid disadvantaged, distressed, or vulnerable persons or groups. The term social service also denotes the profession engaged in rendering such services. The social services have flourished in the 20th century as ideas of social responsibility have developed and spread.

The basic concerns of social welfare poverty, disability and disease, the dependent young and elderly are as old as society itself. The laws of survival once severely limited the means by which these concerns could be addressed; to share another's burden meant to weaken one's own standing in the fierce struggle of daily existence. As societies developed, however, with their patterns of dependence between members, there arose more systematic responses to the factors that rendered individuals, and thus society at large, vulnerable.

Religion and philosophy have tended to provide frameworks for the conduct of social welfare. The edicts of the Buddhist emperor Aśoka in India, the sociopolitical doctrines of ancient Greece and Rome, and the simple rules of the early Christian communities are only a few examples of systems that addressed social needs. The Elizabethan Poor Laws in England, which sought relief of paupers through care services and workhouses administered at the parish level, provided precedents for

many modern legislative responses to poverty. In Victorian times a more stringent legal view of poverty as a moral failing was met with the rise of humanitarianism and a proliferation of social reformers. The social charities and philanthropic societies founded by these pioneers formed the basis for many of today's welfare services. Due to perceived needs and the ability to address them determine each society's range of welfare services, there exists no universal vocabulary of social welfare. In some countries a distinction is drawn between "social services," denoting programs, such as health care and education, that serve the general population, and "welfare services," denoting aid directed to vulnerable groups, such as the poor, the disabled, or the delinquent. According to another classification, remedial services address the basic needs of individuals in acute or chronic distress; preventive services seek to reduce the pressures and obstacles that cause such distress; and supportive services attempt, through educational, health, employment, and other programs, to maintain and improve the functioning of individuals in society. Social welfare services originated as emergency measures that were to be applied when all else failed. However, they are now generally regarded as a necessary function in any society and a means not only of rescuing the endangered but also of fostering a society's ongoing, corporate well-being.

The majority of personal social services are rendered on an individual basis to people who are unable, whether temporarily or permanently, to cope with the problems of everyday living. Recipients include families faced with loss of income, desertion, or illness; children and youths whose physical or moral welfare is at risk;

the sick; the disabled; the frail elderly; and the unemployed. When possible, services are also directed toward preventing threats to personal or family independence. Social services generally place a high value on keeping families together in their local communities, organizing support from friends or neighbors when kinship ties are weak. Where necessary, the services provide substitute forms of home life or residential care, and play a key role in the care and control of juvenile delinquents and other socially deviant groups, such as drug and alcohol abusers.

Family violence and child abuse, irregular attendance or no enrollment in school, alcohol and drug abuse, and crime and delinquency. Not all poor families, however, make heavy demands on social welfare services; indeed considerable hardship could be alleviated through more efficient use of existing services. Over time, social workers have acquired a special responsibility for people whose particular needs fall outside the aegis of other professions and agencies. Apart from the requirements of individuals and families with serious long-term social and emotional problems, personal social services meet a wide spectrum of needs arising from the more routine contingencies of living. Inevitably, personal social services are primarily concerned with reacting to a crisis as it occurs, but today much effort is being invested in preventive work and in the enhancement of welfare in the wider community. In this respect comparison can be made with the traditional aim of social security the reduction of poverty and the more ambitious objective of income maintenance.

The organization of personal social services in different societies is extremely variable. Ethnicity and urban deprivation have added new dimensions to need that cut across the traditional client categories of families, children, youth, the sick and handicapped, the unemployed, the aged, and the delinquent. Nevertheless, there are continuities and consistencies in the pattern of needs that characterize these major client groups.

Services are intended to provide constructive outlets for the energies of young people, there remain many destructive influences in society. Social services have directed increasing attention to the problem of delinquency in an effort to provide alternatives to the traditional juvenile court/institutional methods of control. In some urban areas so-called street workers approach the problem at its source. Recognition of the importance of peer groups in youth behavior has led to the use of group therapy in many correctional institutions and in communities as a preventive service or as an adjunct to parole.

2.3 Accommodation Services in Nigerian Universities

In the face of growing enrolment of students' in tertiary education globally, students' accommodation has become one of the teething problems faced by universities in developing country context (Sharma, 2012). Hostel accommodations in the universities are uncondusive and deplorable and this affects the academic performance of students' and their all-round development (Akuchie, 2014). As a result of limited government resources, governments in developing countries are unable to

adequately meet the accommodation demand for all public universities. Over the past two decades, governments in many developing countries have involved private hostel providers to participate in building hostels and halls of residence for students' in order to meet the demand for more accommodation infrastructure (Nimako, 2012). This has attracted many private individuals into investment in students' hostel accommodation.

Housing is a basic human need in all societies and fundamental right of every individual. In advanced countries, housing is more accessible to all categories of people including the poor and the needy as a result of subsidies from the government. The situation is not the same in developing countries of the world. In Nigeria, for example, accessibility to housing by the poor is quite a difficult situation which is worsened by the harsh economic conditions and poor enabling environment. Likewise, accessing housing facilities by Nigerian students is no exception, especially where such university operates a non – residential policy.

The experiences of students' in tertiary institutions in sourcing and securing for their own accommodation around university communities are likely to be interesting and significant. Hence, this study examines the access to housing among the students of Lagos State University, Nigeria. In 1984, Lagos State University in Nigeria was established under the leadership of Governor Lateef Jakande, as a non-residential tertiary institution. The students' population as at inception in 1984 was 341. The students' enrolment increased from 341 in 1984 to 15,334 in 2007/2008 session (Lagos State Academic Planning Unit, 2009). This astronomical rise in students'

population is likely to bring pressure on housing facilities available around the university, as most students would desire accommodation not too far from the university. The astronomical rise in student's population made the university change its original policy on hostel accommodation and had since built one block of hostel to accommodate only 200 female students. This, however, is inadequate when compared to the teeming population of the students.

Therefore, filling the gap created by shortage of housing by the university are the private developers around the university. These private developers built, fixed rent prices and let out accommodation to students. Their roles in providing accommodation to the students' population are critical and important to the students in particular and to the university in general. A reciprocal relationship is therefore created between the university and the adjoining communities through provision of housing to university students. Generally, securing accommodation in Lagos metropolis is a Herculean task to prospective house seekers, especially women, in the category of single girls (Omoluabi, 1999). Women generally, suffer inadequate access to housing. Various strategies and struggles are usually adopted in order to ameliorate their hardship in accessing accommodation. Furthermore, the housing situations in Nigeria are deficient in quality and quantity, (Oyebanji 2016). There are arbitrarily and outrageous increases in house rents, a rapidly deteriorating urban environment and the sheer physical expansion of the cities (Arimah, 1997). Also the highly patriarchal nature of Nigerians, and other intervening factors are likely to pose challenges to individuals, more in the categories of students as they source for their housing needs. The main

objective of this study, therefore, was to examine access to housing among tertiary students using of the Lagos State University as a case study. In order to address the identified problems, the following research questions underlie the focus of the study, what are the different strategies employed by students' in sourcing and solving their accommodation problems? Which of the gender do the landlords/landladies prefer in letting out accommodation to and what are the reasons for their preference? What are the forms of discriminatory practices experienced by students' in solving their housing needs and how do they cope with such practices? what type of relationships exists between the students' – tenants and the community landlords/landladies, what are the role(s) of the University in solving student's accommodation problems? What are the other challenges thrown up by the non – residential nature of the university to the students.

Housing being one of the basic human needs is an aspect of development economics and it is therefore of topical interest to all sectors of all societies. Although it is regarded as an aspect of pupil personnel management in education and thus not directly in the primary assignments of educational administrators with respect to instruction, it is basically true that academic performance must necessarily be influenced by the quality and quantity of the residential accommodation (an aspect of the learning environment) of students.

It is apparent from the paucity of literature on hostel accommodation for students in universities in Nigeria that not much attention has been given to the

problem in the past in spite of its enormity and sensitivity. Ubong (2001), had observed that hostel accommodation has not been receiving adequate attention in Nigeria although it is an important component of students' personnel management (Ukeje, Akabogu, & Ndu, 1992; Husen & Postlethwaite, 1985). This might be due to the national indifference arising from the people being used to general poor performance of social services. For instance, Olotuah (2000), in a study of the suburban housing situation in Akure, Ondo State of Nigeria, indicated that in spite of the evident poor housing, conditions in some areas of that capital city, residents did not complain because of their low expectations with respect to public social services. The knotty problem of maintaining good hostels at 'near zero' (Okoh, 2004), charge to the users or charging realistic fees to enable the schools maintain the hostels and risking violent demonstrations by students and possibly the Nigeria Labor Congress must have informed the directive by the Federal Minister of Education, Prof Fabian Osuji to the Hostel administrator in 2004. He directed that schools must immediately withdraw from the management of students' hostels and hand them over to private operators who will determine the rent to charge to those who are willing to pay. The thinking apparently is that if the rates are high, and the services are low, the students will confront the operators rather than the Management of the schools and the governments that own the schools. Whether this is true beyond the legal angle has not been thought out. However, the opinion of the Honorable Minister and by extension the Federal Government is that a private management arrangement will free the

administrators from the problems associated with hostel accommodation so that they can concentrate their efforts in managing other aspects of schools' life.

Those who have lived in hostels provided by schools will attest to the usefulness of the facility for students. Some of the benefits of hostel accommodation include but are not limited to the following:

1. Facilitating Reading/Learning - at any level of education (primary, secondary, university including postgraduate work), staying in the hall of residence or hostel does enhance the desire to read. There are fewer distractions, there can be control (as in forced 'prep' classes in secondary schools), and the activities of studious colleagues can force less serious ones to read. It is also easier to relate colleagues who are close by or teachers where a student has a difficulty on a subject matter. Akpan has shown quantitatively that a more optimal policy option in funding education is increased student income support (as in bursary payments) going along with improved facilities if academic performance is to be enhanced. According to him, the time that students are willing to put into studies depends on the level of income support, expected income gains upon employment (psychic income), as well as on the level of development of the study environment, which includes the library, laboratory, classrooms, hostel facilities, recreational and health facilities among other things.
2. Co-curricular Activities - students in hostels have a greater opportunity of participating in sports, games, club, and social activities that are expected to

make them more rounded individuals and citizens than those living off-campus who may, find themselves forced into domestic activities once they are at home.

3. Security - Students are indeed more secure on campus than off-campus in spite of the menace of cult activities in secondary schools in Nigeria. This is because institutions maintain security personnel on campus and do monitor the activities of students. Some private schools are known to lock, their gates early and to insist on students obtaining exit permits before they travel home.
4. Moral Training - persons from secondary schools are graduated based on satisfactory performance 'in character and in learning'. Moral training includes individual behavior in group situations as in hostels. All schools have Codes of Conduct that guide and regulate student behavior in hostels.
5. Private Relationships - private relations in hostel rooms could blossom into live-time positive relationships that would be beneficial to both parties.
6. Students Personnel Management (SPM) - housing of students is one of the aspects of SPM, which is indeed a statutory function of schools (Ukeje, et al, 1992; Husen, et al, 1985). Not only parents but also the society at large expect the administrations of schools to provide this service to students.

Hostel accommodation for students particularly those that are on campus are desirable as earlier argued. Proponents of greater funding of education by government which includes accommodation argue, according to Okoh (2001), schools education aims at meeting the manpower needs of the country aside from being beneficial to the

learners, that high fees would be discriminatory and would limit access to education for the poorer citizens; that uneducated citizens could pose a problem to national security; and that if misappropriated funds were put in the education sector, there would be less need for high fees. Those who believe that appropriate fees should be charged argue that many parents are paying high fees in private schools; that charging appropriate fees would make resources available for purchase of more and better quality facilities and for research; that students who pay high fees are likely to be more serious with their studies; and that government revenue from crude oil will dry up one day, among other arguments. Specifically, on hostel accommodation, Okoh states that the near-zero accommodation fee that attracts resale by university students is exploitative and fraudulent on the part of students and should be stopped. Meanwhile, the students could as well be living with their parents or be accommodated by them as a filial responsibility.

Can the use of privately owned houses in the communities that are located generate benefits to the communities? Although Okwor (2001), in a study of the impact of the University of Nigeria on the Nsukka community mentioned the economic effects, the study did not highlight the effect of rents on personal houses occupied by staff and students of the University on personal incomes of the indigenes of Nsukka University. Rather, it is stated that the indigenes expect the University to build houses for the people of the community. One can however not doubt the fact a large student and staff population can have an impact on rental income from houses in the community in which a school is located. Government is apparently aware that a

few schools are already benefiting from the 'freedom' and peace associated with private arrangements for hostel accommodation for students. A good case is that of Imo State University where there is a gigantic structure contiguous to the schools owned by a private developer. The building was evidently constructed with students in mind. The secondary schools do not own hostels and is not involved in the running of the hostels owned by private persons. Even where there is hostel accommodation on-campus and the school is to run it, Okoh (2004), argues for adoption of one of the funding paradigms in other countries. According to him, the four paradigms in funding education are cost sharing between the government, students, and private organizations; full cost recovery that involves charging economic or commercial rates with respect to board, lodging and utilities even if tuition is free; students' loans programmes; and financial diversification in which the schools seek several sources of funding for its operations. A fifth paradigm is indeed the free education option that very few countries go for. Australia, Austria, China, Chile, Japan, Netherlands, South Africa, Vietnam and Portugal practice full cost recovery. The Nordic countries of Norway, Sweden, Finland, and Denmark practice free higher education but students bear the full cost of room and board which are said to be high in those countries. The scenario is clear: hostels in universities in Nigeria are in short supply; demand far outstrips supply, reason is that there is overcrowding, collapsing facilities in the hostels and fraudulent sale of bed space by students to fellow students; the governments that own the public secondary schools indicate that they are financially unable to increase the stock of hostels and cannot fund maintenance of existing ones;

any attempt to increase charges for bed space by government or the institutions so as to raise funds to maintain the hostels meet stiff opposition- from students, The best option or best way out of the imbroglio in the opinion of the Federal Government is to hand over the hostels to private managers who will maintain them and charge appropriate fees to those who accept their offer. Government would thus know peace; turn attention to other aspects of education funding that cannot be privatized (such as staff salaries, research by the teachers, and provision of teaching/learning facilities cum materials). Certain issues remain controversial, which can be put in question form thus:

- i. Assuming that private estate agents take over the hostels by December 2004 as directed by the Federal Minister of Education, rehabilitate the hostels (hopefully), and charge 'appropriate' fees, what happens to indigent students from communities outside that which the school is based and who can thus not live with members of his/her family?
- ii. Will the private operators permit 'attachments' by those who have paid and would want to assist a less privileged colleague?
- iii. Where students decide to seek accommodation in cheaper locations that are far away from the school, how will they commute to and from school and what impacts will that make on their performance?
- iv. Can the hostels on campus be sold to private operators; if yes, how will such transaction be legally handled? This is one of the perceived problems in the quest for 'monetization' of benefits in which residential houses within the

premises of government-owned school are expected to be sold to the current occupiers.

- v. Is there a possibility of joint ownership of hostels - including those off-campus - by private developers and school when the Honorable Minister is totally against any direct involvement of the school in the management of hostels?
- vi. Who manages the social problems that are often found in hostels - cultism, keeping of hostel rules such as duration of stay of visitors of the opposite sex, fighting, and others? In essence, who manages and enforces sanctions associated with Code of Conduct of students in halls of residence?

According Ry-burn (2001) the demand for university education is growing day by day. The people are realizing that if a child's education ends at the age of 13-14, it will be like buying the foundation of a house and stopping there for there is no guarantee that a child is prepared for life in the complex and ever changing world if his formal education ends at 14, the most critical and dangerous periods of his life. Secondly, education for all is a natural corollary of elementary education for all. This will mean more tertiary education, but it is also felt that schools should be well equipped and as comprehensive as possible, it must be remembered, cannot be opened anywhere and everywhere. Such type of school will have to be established at some central places to cater for the needs of a number of villages. It is obvious that the distance from the home to the school in many cases will be quite considerable to allow daily coming and going between home and schools. Some suitable arrangement for

board and lodging in the form of a hostel will have to be made by the school to facilitate the proper education of the child. Marafa (2014) affirms that there is need for hostel for those Students whose home environment is unhealthy and unhappy. Also, there are students whose parents are frequently transferred from one place to another leading to a serious disruption of their studies. For such students, hostel is very necessary. School having hostels facilities are one of great value to those parents who do not find good schools in the neighborhood and are anxious that their children should get good education. Site of the hostel, Marafa (2014) urges that the hostels should be constructed at a small distance from the school neither too far nor too close. It should have necessary and hygienic condition.

According to Akpan (2001) in a school the spirit of corporate living, unity and safe-reliance is inculcated in the students and they are made to develop their personalities in such a way that they may live happily without harming others. The hostel should not be regarded merely as a living place for the students. The hostel should help realize the ideals of the school and provide an opportunity to the students to develop the spirit of corporate living. The hostel should be arranged in such a way that the student may get an opportunity to put into practice the ideals he is taught in the school.

An ideal hostel helps to maintain discipline and teaches the students the lesson of co-operation and self-reliance. It is necessary for the achievement of the aims of the hostel that it should be well organized and managed. The personality of the hostel

superintendents always exerts a great influence over the inmates of the hostel and also on its organization. A teacher in the school is normally put in charge of. the school library but this teaching load is not reduced, similarly a teacher is put in charge of a hostel without having his teaching work reduced. Under this plan the ideals of the hostel cannot be achieved because such a superintendent of the hostel does not take sufficient interest in the activities of the hostel. Intact the hostel superintendent should be a person who can devote all his time to managing the hostel(Marafa2014)

All the students of a school do not come from one place or locality, but from different places. The students carry with them the influence of their environments. Students who come from long distance make private arrangements for their residence near about the school. On such students their guardians have no control. The students of new stages need to be under the control of their guardians, in a hostel proper control may be had over the students and a suitable environment is created for their physical- and mental development. The discussion below focuses on the utility of the hostel life

1. First of all, as we have already mentioned, the spirit of co-operation is inculcated in the students in a hostel. In the hostel there should be a system of self-government and it should be organized in such a way that the student may learn to be self-reliant.
2. In the hostel a student lives as a member of one family. He treats others with love and sympathy and develops the virtue necessary for living in a society. He gets an opportunity to become an ideal social being, and he comes to realize

that only his individual inclination and convenience not to be always considered.

3. By creating a proper environment in the hostel the students may be made to feel at home and may be treated with love.
4. This helps in disciplining students. There is no possibility of the students becoming indolent, rude and undisciplined, because the students try to observe the regulations of the hostel.
5. In the hostel the students do not remain narrow-minded. There they may be provided facilities for games and studies according to their individual taste and inclination. This may broaden their outlook.
6. The student realizes his responsibility in each sphere and learns to adjust his expenditure with his parental help. The hostel superintendent should take care that the student does not spend his money uselessly, but it does not mean that the student should be made to feel dependent upon others. In fact, the students should feel complete freedom in the hostel, for then only their proper development will be brought about.
7. There should be complete democracy .in a hostel and there should be no class distinctions. The poor and the rich should be treated alike

Some good servants should also be employed in the hostel to maintain cleanliness. These servants should be men of good character and treatment and should have the capacity to discharge their duties well. The superintendent should entrust each one of these servants with the responsibility of taking a particular job at a fixed

time. The superintendent has to pay special attention towards the cleanliness of the hostel because uncleanness is the main cause of all diseases (David, 2010).

Regular inspection of the entire hostel is a must. These should be regularly cleaned every day. He should see that the students do occasionally hang out their cloths in the sun. The superintendent should also see that students do not keep their rooms in a disorderly manner. He should check, to the cleanliness of the kitchen and the, dining hall. For all this it will be better that he solicits the co-operation of the students.

There should be a small dispensary for the school and the hostel. The hostel should be occasionally disinfected in order to prevent the spread of infectious diseases. The students should be inoculated and other precautionary measures should be adopted to keep them safe and sound. Each hostel should have two or three separate rooms in which the students suffering from infectious disease may be lodged. Medicines, which may be given to the inmate, by way of first aid, should be stored in the hostel. The superintendent should, with the help students and other teachers and principal, frame out certain general rules for good health and other desirable habits, which should be observed by each inmate of the hostel. These rules should be few and only the essential ones rigidly followed by the students. The hostel must have some rules regarding the method of living of the students. In the hostel a system of tradition which will be greatly helpful towards a peaceful, healthy and happy life should be adopted. Besides these superintendent should also see that there is a proper

arrangement for the studies of the students and for fresh air and light. The windows in the rooms should be kept open in the night so that fresh air may enter the rooms (David, 2010).

Marafa (2014) opines that games should be an essential part of the method of living in a hostel. Mental and physical developments are interdependent and the development of the different aspects of a 'student's personality is interrelated. During games the various muscles come into operation and the lungs work with greater rapidity. Thus the flow of blood is increased and the lungs get more fresh air. All these affects health of the students. Therefore, games are very necessary for sound health. In this way it may be said that games and physical work help in studies, because through these activities, mental fatigue is driven away. Through games other such virtues are created in the students, which are very- useful for their future life and to make them ideal citizens. Through games the spirit of cooperation, singleness of purpose, self-reliance, and dutifulness, honesty and such others are learnt. Through games they learn to face reality, because they have to put up with success and defeat. They learn to obey their leaders. In this way games help in the maintenance of discipline.

The playground should be near the hostel. The hours for games should be fixed, and the necessary equipment should be available in the hostel. There should be such an arrangement for games that each inmate of the hostel may get an opportunity to play some games every day. Captains or leaders should be appointed for various games, in every hostel there should be an arrangement for football, volleyball, cricket,

hockey, badminton, basketball, kabaddi and others, and occasional matches should be held. Besides, indoor games like carom, chess and table tennis, etc. should also be organized. In games the individual taste of the students should be encouraged. A committee of students for the proper management and organization of all the activities in the hostel should be formed. Their cooperation is essential to manage the hostel well.

According to Akpan (2001), the hostel building should be such that the students may live comfortably and the superintendent may also be there to manage and inspect the hostel. The building should be such that the hostel gates may be shut and the students may not go out at will. For this it will be better if the hostel has a square building and is single storied. The room or the residence and office of the superintendent should be near the main gate. The hostel should not be on a busy road, or far off from the school. In every room of the hostel there should be a sufficient number of windows so that the light and air may enter the rooms. In each room there should be sufficient space for the students, and the cupboards for books, the room should be such as to accommodate the student's bedding, table and chair etc. and yet leave sufficient space. The flooring should be cemented and there should be a good arrangement for water to flow out. Besides this, there' should be one reading room in the hostel, playground and kitchen etc. the latrines should be behind the main building at some distance and the bathroom should not be very far away from it. The latrines should be clean at all times. Gardens and parks should also be attached to the hostel building.

Akpan (2001) the internal management of the hostel should be done through the students or the committees of the students. This should include the method of the living of the student's cleanliness and daily work. There should be in the hostel a fixed place for each student and it should be seen that no student changes this place. The student should keep his bed and cloths well arranged. The articles should be purchased and games etc., arranged with the help of the students through their committees, which should consist of duly, elected student members.

The superintendent should chalk out a suitable timetable for the hostel and affix this on the notice board. Through this timetable the hours for exercise and meals etc. should be fixed. It is necessary for the superintendent to remember that along with the timetable the other rules and regulations of the hostel should also be pasted on the notice board or somewhere else. These regulations for good management should be as few as possible.

2.4 Health Services in Nigerian University

This service is an asset in the learning process as it ensures sound health (wellness) of an individual. This is mainly done through periodic medical examinations, developing a programme of helping students' in physical hygiene, providing remedies to patients and maintaining the health record of students'. Health service is aimed at promoting the health of students to achieve the goals of Education for All. The promotion of the health of students in universities is a critical step towards quality achievement in education; therefore, implementation of the School

Health Programme (SHP) is core to the realization of the goal. Health services include prevention services, education, emergency care, referral, and management of acute and chronic health conditions. It is designed to promote the health of students', identify and prevent health problems and injuries, and ensure care for students'. Health service provides an approach for facilitating access to primary health care through screening and referral from the school-based clinics, (Abodunrin 2014). Health, according to World Health Organization of United Nations (2012) is been described as a state of physical, mental and social well-being. Not merely the absence of disease or infirmity health definitions cannot be attained through the effects of medicine and public health alone, for where medicine and public health are things for people, the great need is to inform and motivate the young and be able to bring to situation and decision making in life, the very best for which they are capable in mind body and spirit for the good of others.

Health education is a teaching/learning process directed at a learner acquiring knowledge, positive attitude and skill or practice for the well-being of him and others School health services is a component of school health education, referred to as school health programme or education. School health education programmes comprises of school health instruction by which health education purpose is achieved. The school health services are directed at the well - being and health of the school community (learners, teachers and non - teachers) and the school healthy living environment meant to cater for preventive health of the school community. The school health service is meant to promote the health of the school community. Without it there will

be drastic reduction in learning. This is because learning is a factor of physically, mental and social well-being. It is only with this, that intelligence, absorptive and retain memory is developed. Towards this, the federal ministry of education, Nigeria in 2006, approved the national school health policy, with the mission statement indicated thus: To put in place adequate facilities, resources and programmes, that will guarantee physical and mental health, social well-being and the safety and security of the school community which will promote the learning outcomes of the child. (National School Health Policy 2006). The school community is made up of students, teaching and non-teaching personnel. National School Health policy (2006) defined school community to mean "all the people living /working within the school premises including pupils/students, the teaching and non-teaching staff as well as members of their families. (Udoh, Fawole, Ajala, Okafor, Nwana and Obayan (200) stated that the cardinal objective of school health service as a component of school health programme is to promote and maintain the health of the students and the school personnel. The National School Health Policy (2006) specifically states that school health aims to help students at tertiary institution to achieve the maximum health possible to obtain full benefit from their education".

Very often it was observed by this researcher that some students may not care very much about their health as they often take to drinking, smoking and even keeping late nights. Others may not register in the university health facility. Others may not report at the health facility when sick. The question is often asked: Do students know much about school health services available to them? The rationale of the study is to

know how much students know of the school health services available to them, as to form the basis for guiding and counseling of students. The focus of this study was to assess student's benefits of school health services in term of their knowledge, attitude and practice of health, and to make comparison between health education students in their knowledge, attitude and practice (skills) and their social studies education counterpart. The statement of problem in the study was simply put at: Do students' school health services practice in Delta state university justify the aims and objectives of school health services towards strengthening national health status'.

An individual health status is the ranking of the absence or presence of the determinant of health, which according the world health organization (1948), include, the level of physical, mental, and social well-being plus the absence of disease or infirmity. But what determines an individual's health status? Ajala (2015) stated that the overall health status of a population or of the individual is not a simple task. He stated further that many factors must be considered. Factors relating to mortality. Such as life expectancy, mortality rate, both total and cause of specific mortality: infant mortality and maternal mortality which are frequently used to assess the health of the people in an area. (Ajala 2005).s Towards this, school health services include pre-entry medical screening, routine screening examination; school health records; sickbay, first Aid and referral services. (NSHP, 2006). Also included is the provision of advisory and counseling services for the school community and parents. The objectives are to provide basic services for disease prevention and management of injuries in the school and build capacity of the school community to identify, treat and

manage simple illness, injuries infections and infestation (NSHP 2006). Personnel for school health services include; medical Doctors, Nurses, Health Educators, Environmental Health Officers, School Guidance and Counselors, Community Health Workers, Dietitians, Nutritionists, School Teachers and Social Workers (NSHP, 2006).

Various studies have been conducted on school health services. Ademiju and Ayanlaja (2006) assessed teachers' perception of school health services and concluded that public primary school teachers are aware of school health services and their benefits to pupils and the school community and that non- provision of varied services by school. School Health Services are preventive and curative services provided for the promotion of the health status of learners and staff. The purpose of the School Health Services is to help children at school to achieve the maximum health possible for them to obtain full benefit from their education. (WHO, 2012)

School Health Services shall include pre-entry medical screening; routine health screening/examination; school health records; Sick bay, first Aid and referral services. It shall also provide advisory and counseling services for the school community and parents. Personnel for School Health Services shall include Medical Doctors, School Nurses, Health Educators, Environmental Health Officers, School Guidance Counselors, Community Health Workers, Dieticians, Nutritionists, School Teachers and Social Workers.

Provision of health services like immunization, counseling, sick-bay and school dispensaries are not new to Nigeria. These support services contributed to the high quality of education in Nigeria. There is a need therefore to resuscitate the School Health Programme in Nigeria, and provide a legal framework for its implementation.

This School Health Policy is aimed at promoting the health of learners to achieve the goals of Education for All (EFA), outline roles of relevant line ministries like Education, Health, Environment, Water Resources, Information and other stakeholders.

John (2002) asserts that the home and family carry the primary responsibility for providing the total health of the child, but the school has a vital role to play in contributing to the health development and total health education of each child. The school must recognize and assume its responsibilities for providing an environment and experience planned with need of growing and developing children. It must accept the responsibility for a deeper understanding of the role of health in living and learning to live. John (2012) stressed further that, the school is in a unique position for promoting constructive value, setting example and teaching children and youth the skills which enable them to enjoy, obtain and maintain optimum fitness for living today and tomorrow worth while.

2.5 Internet Services in Nigerian University

The Internet has an impact in many areas, including the higher education system. The Internet is an inseparable part of today's educational system. The

academic community increasingly depends on the Internet for educational purposes. Increasingly, university students are using the Internet as an information resource while in search of information for academic assignments, playing online games, streaming videos, online shopping and such others. The emergence of the Internet has had a profound impact on society in general and on library and information services in particular (Allison, 2016). The majority of academic and research institutions provide Internet service to students to enhance teaching and learning.

Students use the Internet for social communication, which helps them expand and build new relationships. According to the literature, students use the Internet more than 5 hours per day, more than 25% of those are in their 20's, and they rather browse the Internet on their smartphones, than on laptops or school property computers (Allison *et al.*, 2016). Internet usage is a staple of instructive educational experience; students utilize the Internet to speak with professors and schoolmates, to do research, and to get access to library materials. The Internet serves as a useful tool in support of the various educational activities that ranged from research to teaching. Anderson and Reed (2008) note that the Internet technology and computers has made it possible for students' to be active learners and allowed instructors to be facilitators. Jackson, (2011) remarks that the Internet will level the educational playing field due to its availability to everyone, everywhere, and any time, irrespective of gender, race/ethnicity, income or other socio-demographic characteristics. Thus, the Internet is a vital tool that will propel university education to greater heights as the world move further into the knowledge-based economy. Universities worldwide now invest a lot

on internet access because it reduces the time between the production and utilization of knowledge; improves co-operation and exchange of ideas with fellow researchers in other institutions, regions or countries, furthers the sharing of information; and promotes multidisciplinary research.

Bon (2013) states that the Internet can substitute for expensive hardcopy libraries, by availing students access to scholarly information resources. Today, survival in academics without the Internet is hardly imaginable. The Internet has found useful applications in online data repositories, library catalogues, journals, news services, student and financial administration systems, online supported or solely online conducted teaching, as well as in digital communication with fellow students' and lecturers. Other contemporary uses of Internet by students include purchasing, entertainment, and even dating. The investigation of how the internet fits into the daily life of staff and students at educational institutions is worthwhile when one considers the ubiquitous and all pervasive communications tool features of the internet. Consequently, studies have been carried out in many places to understand how university students' and staff use the Internet, the purposes for which the students' and staff use the Internet, the search engines used, their internet skills as well as problems that hinder efficient internet use among other. The internet is very useful to university students' and staff in Nigeria because it enables them to have access to timely, accurate and relevant information that cannot be obtained from library shelves. Chan and Fu (2015) note that Internet searching helps university students to boost their intellectual development and job preparation. Due to the endless nature of information

resources on the Internet, libraries are increasingly investing in provision of Internet services and resources to enable their clients have better access to the information. However, Aguolu (2012) asserts that resources may be available in the library and sometimes there may be identified bibliography relevant to one's area of interest, but the user may not be able to locate the material. The students revealed in the interview that the slow Internet connections increased the time spent on Internet and invariably the cost of usage is increased. Furthermore, they assert that the non-provision of free Internet facilities for them in the University unlike their counterparts in some neighborhood universities that enjoy their intuitional Internet free of charge is a very serious impediment. (International Journal of Academic Research and Reflection). Similar constraints have been identified by other researchers in varying degrees (Omotayo, 2016; Luambano and Nawe, 2014). Omotayo (2016) found that the major barriers to efficient Internet use by students include slowness of the server and payment for the access time. Luambo and Nawe (2004) also observe that the slow Internet connections attributable to small bandwidth is a major factor hindering Internet access and use in Africa. Aguolu and Aguolu (2002) therefore identified five major possible types of inaccessibility which include conceptual, linguistic, critical, bibliographic, and physical inaccessibility. However, availability of information does not imply that such information is readily accessible for utilization by users who need them.

University education is geared towards the production of a complete - intellectual, capable of independent learning and research. Prior to the use of

Information and Communications Technology (ICT) for acquisition, processing and dissemination of information, university research, teaching and learning were restricted to information due to materials available to students' dominical institutions library or by extension, those materials made available through inter-lending. However, with globalization through the Internet, Carbo (2013) informs that the world is shrinking resulting to immediacy of information.

Thus, multimedia resources can be created, and information can be communicated instantaneously. The mode of acquiring and disseminating information for university education changed from physically available prints to e-materials with virtual reality. As a result of that Akintunde (2012), asserts that any attempt to have meaningful academic communication can be successful only by the use of ICT which presents information in real time and space. Youngsters especially students' and researchers spend most of their time in cyber café and because this is not available in the university community, they risk travelling a further distance to transact one business or another on the internet. These members of the university community use the Internet for the resources it provides which according to Ikoru (2012), include e-mailing, world wide web browsing, telephoning, and telex/video conferencing and others. Available also in the internet are audio broadcasting, news and discussion/chart group, face-book YouTube and twitter resources. Using those resources available on the internet, Cisse (2014) noted that students' and researchers are disposed to access maximum information and communicate at world level. Thus they can debate democratically and freely while being exposed to happenings in their fields of

activities as well as other subjects. Chifwepa (2013) discovered a high use of internet by the staff of the University of Zambia where 35 out of 37 staff made use of internet. Their major motivation for such use was convenience (82.91%); usefulness (80.05%); free access to information and software (71.4%); and ease of use (68.6%). In Nigeria, (Jagdoro2014) in his own research ascertained that 45.2% of graduate students access the Internet at the cyber café in the university where only 8.2% used the library Internet facilities. A greater percentage (38.24%) did that only on monthly basis where 39.7% spent one hour on each visit.

2.6 Transport Services in Nigerian University

Transport plays a fundamental role in achieving social equity (Francis 2012). Transport is considered to be one of the fundamental factors in human life, which impacts access to life functions and their successful performance. Within transport, two elements have a critical role: mobility and accessibility. In today's society, automobiles are considered the main means of transport. Students' transportation may affect students' health and well-being. Issues of safety and health while traveling to school can have an impact on a students' attendance and her overall academic performance. Furthermore, students' transportation can have a substantial effect on the quality of a students' education and the composition of her peer group. Transportation of students' and staff from outside and within the campuses in many universities is epileptic. The buses and taxis are not enough and most of the universities do not permit commercial motorcycle (motor bike) to operate within the campuses and so the

staff and students of Nigerian universities are stressed by poor transportation within the campuses (Ejeh *et al.*, 2016)

Adefolalu, (2013) stresses that students transport is the transporting of people (boys and girls) to and from university and school events. School transport can be undertaken by university students themselves on bike, cars and campus shuttles. Neslon (2010) stresses some mode of transportation used by university students these modes are as follows:

- a.** General public transport: this mode of transport is the most common means for student' in many countries (Nigeria in particular). Sometimes the parents or the students get rein burst when they buy public transport tickets.
- b.** Buses: student transport cause specially designed school buses, many districts in Canada and united state use specially built and equipped school buses, painted school bus yellow and equipped with various forms of safety devices specified to them while in Nigeria and some other part of the world, the buses use of transporting student tend to be more general purpose buses types than their counterparts of north America.
- c.** Car: parent transportation of student in the family automobile, sometimes termed the “school run” is increasing due to perceived hazards in unaccompanied student. Older students in some countries are able to drive themselves to school.

- d. Cycling and walking: the walk to school campaign and work buses promotes the benefits of walking to school.

A 2004 report based on Nigeria Road Safety Statistics found that traveling to school by bus is;

- i. Seven (7) times less likely to cause serious injury or death than being driven in a family car.
- ii. Thirty-one (31) times less likely to cause the same than walking.

The transport sector is the main mover of the Nigeria economy and indeed of any economy. The importance of mobility to a nation's economic base cannot be overemphasized. Specifically, transport is central to the developmental process of a healthy economy and societal growth. This is due to the fact that transport influence and is by other sectors that make up, not only the total urban system, but the entire human settlements as well (Daramola, 2003).

Transport is also significant to the society in promoting national unity and social economic integration, generating sense of togetherness, and mutual understanding in a diversified society like Nigeria. The importance of transport is further evident in the fact that the world's biggest cities are found in transport routes- rail, water, road and air with the growing demands on the road as a major mode of transport, the highway management and administration could not function efficiently due to stress and neglect of traffic education and training programmes for the operators/drivers and the managers most especially in the developing countries like

Nigeria. Traffic education entails the conscious training of all road users' most especially drivers of major.

The Millennium Development Goal (MDG) is an embodiment of development issues adopted by member nations of the United Nation Organization to accelerate the rate of development in their countries. In specific terms, a country such as Nigeria can be said to aggregately experience development only when there is improvement in both individual and collective well-being of her populace. In this trajectory, we realize that transportation is pivot to human activities and wealth creation. Based on the foregoing, this discourse dwells on the Millennium Development Goals (MDG), as a global blueprint for improving the lot of mankind.

Adefolalu, (2013) stresses that students transport is the transporting of children and teenagers to and from schools and school events. School transport can be undertaken by school students themselves (on food bicycle or perhaps horse back or for older students by cars) they may be accompanied by family members or care givers or the transport may be organized collectively using buses or taxis.

Nelson, (2004) opines that some modes of transportation used by university students' incudes those listed below:

- a. General Public Transport: - This mode of transport is the most common means for students in many countries (Nigeria in particular). Sometimes the parents or the students get rein burst when they buy public transport tickets.

- b. Buses: - Students transport can use specially designed school buses. Many districts in Canada and united state use specially built and equipped school buses, painted school bus yellow and equipped with various forms of safety devices specific to them while in Nigeria and some other part of the world, he buses use for transporting students tend to be more general purpose buses types than their counterparts of north America
- c. Cars: - Parental transportation of students in the family automobiles, sometimes termed the "school run" is increasing due to perceived hazards in unaccompanied children. Older students in some countries are able to drive themselves to school.
- d. Cycling and walking: The walk to school campaign and work buses promotes the benefits of walking to school

Transport is also significant to the society in promoting national unity and social economic integration, generating sense of togetherness, and mutual understanding in a diversified society like Nigeria. The importance of transport is further evident in the fact that the world's biggest cities are found in foci of transport routes - rail, water, road and air with the growing demands on the road as a major mode of transport, the highway management and administration could not function efficiently due to stress and neglect of traffic education and training programmes for the operators/drivers and the managers most especially in the developing worlds like

Nigeria. Traffic education entails the conscious training of all road users, most especially drivers of motor.

The Millennium Development Goal (MOG) is an embodiment of development issues adopted by member nations of the United Nations Organization to accelerate the rate of development in their countries. As adopted in Nigeria, it aims at the eradication of extreme poverty and hunger; achievement of universal primary education or eradication of illiteracy promotion of gender equality and empower women; reduction of child mortality, maternal health improvement: combating of HIV/AIDS malaria and other diseases: ensuring environmental sustain ability; and the development of global partnership for development These objectives are incorporated into the development agenda of the various member states and are facilitated through human interaction, availability of appropriate infrastructural facilities and good governance.

In every human society, interaction is unavoidable. This is more so when a defined geographical space (such as Nigeria) is variedly endowed with human and material resources in significant quantities. Such condition necessitates exchange among individual and group components of the society, thus implying transport-demand Munby (2008) attests that transportation is an indispensable need of every human society no matter its mode of operation It, therefore, becomes imperative that state planners and policy-makers must lend ample consideration to the means and modes of both human and material mobility. Transportation is not sought after for the

purpose of mere movement. Relocation of materials and labour impact on economic values of items are also Involved. This fact is underscored by Adefolalu (2007), who identified transportation as a phase in the production process. In his view, production process is complete only when the goods produced get to the final consumer. Odugbemi and Ajiboye (1998) recognized the vital role transportation plays in achieving effective distribution or logistic chain. In this connection, commerce and other economic activities often largely account for transport-demand. By extension, it can be established that the quantum of economic activities in a society significantly impacts on the general well-being of its members

In specific terms, a country such as Nigeria can be said to aggregately experience development only when there is improvement in both individual and collective well-being of her populace. In this trajectory, we realize that transportation is pivot to human activities and wealth creation. Based on the foregoing, this discourse dwells on the Millennium Development Goals (MDGs), as a global blueprint for improving the lot of mankind. It is the extent to which this blueprint addresses transportation and transport development that this paper seeks to inquire. Specific focus is on Nigeria. The MDG document is appraised in the light of deliberate and specific statements that large transport infrastructural development.

Transport-Need and Transport Development in 21st Century Nigeria with a landmass of over 900,000 square kilometers. Nigeria's topography is suitable for all modes of transport. Water, rail, road, air and pipeline modes that dot parts of the

country are majority, legacies that represent neo-colonial exploitation. Ports were developed to serve as western and eastern inroads/gateways for agro-based raw materials in and out of Nigeria to Europe, especially. Rail network was designed to complement colonial transport plan of linking the hinterland of the northern parts with the coasts of Lagos and Port-Harcourt. Fifty-two years after independence, these transport infrastructures still remain primary in Nigeria's transport system. While the maritime sector has been developed in terms of capacity and fair country-wide spread, the rail sector continues to be bogged by systemic neglect. It is to this rail transport sector that discourse now turns.

Although the Nigerian railway system has been in existence since decades ago. The Act establishing the Nigerian Railway Corporation (NRC) was instituted in 1955. The 1955 Act forbids any organization, individual or group to carry out any railway activity. In other words, railway operation in Nigeria is an exclusive prerogative of the federal government. This legislation, sadly, accounts for the near-moribund state the NRC finds itself today. While the road and air modes sectors were developed in the post-civil war infrastructural development agenda, the rail sector development was neglected. The result of this trend is the near-comatose state the rail system finds itself in Nigeria. However, there are committed moves made by the current government to review the Act. Presently, the bill in that respect has received a second reading in the national assembly (Nigerian Pilot, 2012). As a proactive measure, the federal government has embarked on a 25-year strategic vision of repositioning and modernizing the existing rail system.

Considering the Millennium Development Goals (MDGs) as a long-term developmental agenda, transportation is crucial to almost every sector this agenda seeks to address. Again, the satiability objective which the MDGs roadmap holds can be largely achieved through effective and efficient transport provision every sector this agenda seeks to address. The eradication of extreme poverty and hunger is a two-pronged initiative. Hunger and poverty are mutually inclusive socio-economic phenomena. From a holistic perspective, Goal 1 is directed at food security. By inference, agro-based and agro-allied activities and production are involved. The importance of transportation in agricultural production is expressed by Ajiboye (2011). Transport efficiency and effectiveness affect the basic functions of production, distribution, marketing and consumption. From the foregoing, it is clear that both hunger and poverty alleviation (and possibly. eradication) can be achieved when efficient transportation infrastructure is provided and made accessible. It must be stated here that agricultural transport-needs vary widely because of seasonality and the nature of products. Abumere and Oluwasola (2001) are of the opinion that losses that could arise from lack of appropriate transport facility, and product spoilage can be curtailed once transportation inadequacies are addressed.

The second goal is focused on education. More so, children form the nucleus of targeted beneficiaries and, as a persuasive public policy, incentives for acceptance and compliance are imperative. Various government gestures such as free school feeding, stipends, free textbooks and uniforms (among others) aimed at encouraging primary school enrolment and attendance can only be complemented by transport

provision. Access to school facilities, especially in rural communities, is marked by long distances to some homesteads. The lack (or inadequacy) of appropriate transport means for the rural school students, who are part of the over seventy percent of the 140 million citizens can be a great impediment to achieving the target of ensuring that adult (everywhere) will be able to complete a full course of tertiary institution.

Provision of adequate means of transportation serves as ample motivation to students, teachers and other school staff. Besides, it provides the relaxed platform learners and teachers require for pre-classroom and post-classroom engagements. It is in this enabling teaching and learning conditions that the benefits of education can be maximally attained for development.

2.6.1 The Importance of Transportation in the Achievement of the MDGs

Transportation, no doubt, is a vital factor for human interaction and communication. A country such as Nigeria, which is variedly endowed with resources, will naturally stimulate interaction among locations where there are surpluses and lack. The Millennium Development Goals (MDGs) Declaration was signed by 189 countries, including 147 Heads of States, in September 2000 as a global policy agenda, targeted toward ensuring an overall objective of sustainable mankind development. The MDGs have targets that are inter-related. These Goals and targets represent partnership between developed countries and developing countries. According to the Declaration, such partnership is determined toward creating an environment - at national and global levels - conducive to development and

elimination of poverty Partnership objective of this magnitude inevitably involves trade and commerce. Thus, transportation becomes crucial.

Relevant Goals targets and indicators for monitoring their progress imply transportation infrastructure requirements in order to achieve and assess them. Yet no deliberate pronouncement of transportation development is in the agenda Such acts of omission, in Killik's (1983) view, form the sources of weaknesses in plan implementation. Other sources Killik identifies include deficiencies in plan documents: institutional and bureaucratic weaknesses (including inadequate planning resources]: exogenous shocks; and political factors. No doubt, the lack of emphasis on transport infrastructure and service development in the Declaration is a deficiency in the plan document of MDGs.

However, with almost three years to the MDGs fulfillment target time (2015), some indicators for monitoring the Goals' progress continue to largely depend on transportation elements. For instance, the proportion of population living below (1 us dollars) per day can be reduced if adequate rural road infrastructure is available for agro-product evacuation since about 70% of the Nigerian population is agrarian. In the same vein, scholars such as Egbuna (2001) as well as Ajiboye and Afolayan (2009) identified dearth of transport infrastructure and services as major factors militating against food production and circulation in developing world. Access to healthcare facilities in order to reduce infant and maternal mortality rates, as well as accessing skilled.

2.7 Catering Services in Nigerian Universities

In the hospitality industry the greatest challenge faced by service providers is to reconcile the quality of service actually offered with that perceived by the customer. The food service industry includes restaurants, hospitals, schools and other specialized operations. In this industry, quality customer service is the goal of both profit oriented and non-profit making organizations (Benhura *et al.*, 2012). Food plays an important role in people's life. People require nutrition in order to maintain their health and provide energy for their activities. Likewise, students significantly need a proper meal which provides enough required nutrition in order to help them maintain and develop their capability of learning. Developing university cafeteria quality will increase students' satisfaction as well as students' retention. An attractive cafeteria will also become a pleasant space for students to improve their social need.

According to Malhotra (2006), university cafeterias and restaurants are considered to be a crucial factor. Dollah *et al.* (2012) found that studies from universities also show that food service providers are asked to bring diversity in menu, fresh ingredients, health-promoting food items, and food deliciousness to students. Andaleeb and Caskey (2007) mentioned in their study that, in certain cases, food choices can be influenced by religion and ethnicity which also consequently affect customers' satisfaction. University cafeterias should promote diversity in food menu as well as improve food quality in order to create a pleasant and attractive atmosphere for students'. This may result in increasing university reputation and students'

retention (Aderinto, 2015). The control of quality must focus on the food itself, the people involved in the production of the food and the equipment used (Kent, 2015). However, the overall quality of the food entails the training employees have, sanitation standards, handling and storage conditions.

Food is a basic necessity for human living. It is the major source from which body nutrients are derived and when eaten can be absorbed into the body to be used as energy source, build body tissues, repair worn out tissue and nourish the body. The consumption of food is as good as food itself because the rate at which people eat would determine how vibrant they would be in their day to day activities in order to satisfy their social, economic, psychological needs and of course to satisfy hunger (Kent 2015). Nigeria in her diversity has people of diverse culture with peculiar foods/cuisines that can be regarded to as regional favorites. In respect to food diversity in Nigeria, various foodservice or hospitality outlets such as hotel, restaurants, fast-food restaurants, bars and lots of others have been established to provide different foods in different places and at different times to satisfy people's hunger and meet with their gastronomic wants. As afore-mentioned, a lot of food are served in foodservice outlets, these include: intercontinental dishes such as pasta, egg meals, pottages, different types of soups, salads, fillets and pastry products, local foods such as iyan, amala, eba, lafun, fufu (peculiar to the Yorubas), akpu, ji-akpu, gari, osikapa, ede, (peculiar to the Ibos),ema, usi (peculiar to the Benins), suya, kilisi, tuwo (peculiar to the Hausas), these foods are ready to eat, exist in different amount of varieties, and served with varieties of soup peculiar to the people and their culture.

Advantages of patronizing and consuming foods offered by the foodservice outlets are not farfetched because they offer a wide range of food varieties, are easily and readily available, provide a dining experience away from home, have characteristic tastes and aroma and are served in clean and hygienic environments. In the same vein, disadvantages include the fact that food preparation and handling practices can expose foods to microbial contamination which can expose people to dietary diseases because of some additives/preservatives used, it can also lead to malnutrition in the sense that food nutrients might be altered. This necessitates the present study.

Catering service systems are the businesses, institutions and companies that are responsible for any meal prepared outside the home. The industry includes restaurants, school and hospital cafeteria, catering operation and many other formats. Food service systems have developed over recent years and are aimed to overcome the shortage of skilled labour and reducing operational costs. Consumer demand for convenience has led to these prepared meals being adapted for the rapidly growing 'home meal replacement sector'. The continual growth and development of food provision services are dynamic because a food service unit is scientifically planned and operated to provide a successful and effective food provision service.

Fast food also known as Quick Service restaurant is the term given to foods that can be prepared and served very quickly while any meal with low preparation time can be considered to be fast food, typically the term refers to food sold in

restaurants or stores with preheated or cooked ingredients (CDC, 2009). The concept of ready cooked food for sale is closely connected with urban development. In ancient Rome, cities had street stands that sold bread and wine. In the French-speaking nations of West Africa, roadside stands in and around the larger cities continue to sell as they have done for generations, a range of ready to eat, char-grilled meat sticks known locally as brochettes. A British form of fast food is the sandwich, popularized by John Montagu in 1962 when he wrapped dried meat in bread so as not to interrupt his work.

In 2006, the global fast food market grew by 4.8% and reached a value of 102.4 billion and a volume of 80.3 billion transactions. In 2008 a study was conducted worldwide counting the number of fast foods restaurants per person. Thus, United Kingdom has claimed this title with Australia second and the United States third. England alone accounted for 25% of all fast foods. However, fast food chains have come under criticism over concerns such as claims of negative effects and claims of cultural degradation via shifts in people's pattern away from traditional foods. While it is clear that fast food is generally unhealthy, it is not obvious a priority that changes in the availability of fast food should be expected to have an impact on health. Fast food is sold in various food service outlets such as restaurants, bistros, convenience stores of filling stations with the commonest being fast food restaurant. Nearly from its inception, fast food has been designed to be eaten 'on the go'. Today, many people eat fast food instead of home-made-foods; the reason is that fast food is fast, cheap and convenient. Some fast food restaurants are located and operate worldwide. Below is a list of some fast food restaurants: McDonald's- located in 126 countries and on 6

continents and operates over 31,000 restaurants in the world; Burger King- has more than 11,100 restaurants in more than 65 countries, located in 25 countries; Subway- with approximately 39,129 restaurants in 90 countries; Pizza hut- located in countries with 100 locations in China, Taco Bell has 278 restaurants located in 14 countries aside the United States, Mr. Biggs- located across Nigeria are Captain cook, Tantalizers and Chicken Republic

As more consumers have gradually moved toward healthy living, fast-food restaurants (the providers and handlers) want to be able to accommodate them. Fast-food restaurants' addition of healthy menu items has helped the industry get back on its feet post-recession and regardless of how it is branded, healthy alternatives will increase due to consumer demand (Anderson, Bell, Adamson and Moynihan, 2001). Awareness may also shift in relationship to new information and/or new educational messages, as indicated by the decrease in mentions of fiber as a dietary factor associated with cancer and the increase in mentions of fruits and vegetable (Guthrie, et al. 2009). In addition, the gender construct created by society has led to the division of roles played by men and women within a family where women are given the responsibility of food provision which entails planning, purchasing, storing, preparation and disposal. Overall, there is strong empirical evidence that women possess more cooking competence required for several stages of the home food production chain.

At younger ages, the acquisition of cooking knowledge and skills is mainly through mothers, other family members and cooking classes; but as people get older, their learning source shifts to cooking books. Furthermore, as one gets older, his or her techniques and confidence of cooking competence increases and improves (Aderinto, 2015). To emphasize how cooking experiences, assist nutrition knowledge in achieving healthy diets, it can be useful to view nutrition knowledge as the 'what to eat' and the cooking knowledge as the 'how to make it'. This clearly shows the relationship between the two factors towards dietary behavior. In a study of young adults, 23% of males and 18% of females reported that lack of cooking competence created a barrier to food preparation. If one knows what foods are healthy to eat, or what preparation techniques are healthier (fried egg versus poached egg) but is unable to make that healthy meal, his or her knowledge cannot be fully realized. Because nutrition is a relationship between food preparation and health, there is the need for foodservice providers to have adequate nutritional knowledge so as to prepare food in a way that the nutritional content would not be lost. However, not many food service providers are trusted to have adequate nutrition knowledge and food handling practices and this has led to the conclusion that fast foods or foods eaten in hotels are not nutritious or healthy. In the same vein, researches have been carried out and revealed that consumers are now aware of the nutritional implication of food that are not prepared properly, hence the need for food service providers to put the knowledge of nutrition into practice if they want to remain in the business.

Kent (2008) pointed out that the chemical reactions that occur during cooking vary as the item(s) being cooked and the conditions under which the cooking takes place are put into consideration. The things we cook (the animals and/or plants or their products) and the additives that are included in the production of the food we get (if any) are in most cases, complex organic compounds; and there can be a lot of different compounds in just one type of food. Much of the chemistry of cooking relates to the application of heat to these compounds, and heat generally has a tendency to affect nutritional contents of foods. It is against this backdrop, that a study was designed to investigate nutrition knowledge among food service providers in Osogbo capital city, Osun state of Nigeria. The objective of the study was to assess the food service providers' attitudes towards nutrition in Osogbo, Osun State, Nigeria. Specific objectives the study assessed the nutritional and hygiene knowledge of food service providers, investigated the sources of nutrition knowledge of food service providers, ascertained the awareness of foodservice providers on the health implication of food additives used and determined food preparation and handling practices among foodservice providers. Significant relationships between socio-economic characteristics, attitude towards nutrition and food handling practices of foodservice providers. School Feeding Service. The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. Schools have a responsibility to help

students and staff establish and maintain lifelong, healthy eating patterns. Well-being and well-implemented school nutrition programmes have shown positive influence on learners' eating habits.

A nutrition service programme includes a food service programme that employs well-prepared staff who efficiently serve appealing choices of nutritious foods; a sequential programme of nutrition instruction that is integrated within the comprehensive school health education curriculum and coordinated with the food service programme; and a school environment that encourages students to make healthy food choices.

In Nigeria, poor nutritional habit is usually attributable to poverty, lack of information on good diet and negligence on the part of food handlers and parents. Poor nutrition has also been shown to be an underlying cause *for* poor attendance, retention and achievement in education among children of school age. Poor food handling and storage often lead to the presence of intestinal parasites in school children with serious implication for absorption and utilization of nutrients and the consequent poor growth and development.

The school feeding service is recognized as a strong means of improving enrolment, attendance, retention, completion and learning achievement among pupils, therefore, to assist with the realization of Universal Basic Education (UBE) and attainment of Millennium Development Goals (MDGs) in Nigeria and to show government commitment to this cause, the Home-Grown School Feeding and Health

Programme (HGSFHP) was launched in September, 2005 by the President of the Federal Republic of Nigeria.

To improve the nutritional status of school children, the Federal Government launched the Home-Grown School Feeding and Health Programme in September 2005 under the coordination of the Federal Ministry of Education. The programme aims to provide a nutritionally-adequate meal during the school day (UNICEF, 2006). The pilot phase (Sept, 2005-July, 2006) has involved twelve (12) States in the six geopolitical zones namely Bauchi, Edo, Enugu, Federal Capital Territory (FCT), Imo, Kano, Kogi, Nassarawa, Niger, Ogun, Yobe and Osun States.

According to the Federal Government's directive, the Federal, State and Local Government' were to fund the programme with State and Local Government providing the bulk. Up to February 2010, a total sum of "N2, 881, 271, 987.00 has been spent on feeding, deworming, equipment and materials; out of which the Federal Government has released only N8, 788,460 (HGSFHP, 2010). The focus of the program in the state is to:

- get every student fed with a quantitatively and qualitatively adequate meal each school day;
- ensure provision of healthy and inviting school environment;
- Provision of health facilities to take care of students health needs and problems; and

- The program is also aimed at boosting food production and farmers' income since all food must be purchased from the locality where the schools are based.

Programme Set-up/Facilities

The school environment had to be made conducive first by upgrading the infrastructures. New blocks of classrooms were to be constructed through the intervention of the Universal Basic Education Commission (UBEC). There will be well equipped and well-furnished programme secretariat. Committees as stipulated in the National Program Framework were to be inaugurated at the State, Local Government and the School levels. The Permanent Secretary Ministry of Education was to serve as the chairman of the State steering committee (HGSFHP, 2010).

According to Garram University (2010) feeding contributes to the education and well-being of children. A hungry child does not grow, cannot learn as well and faces many health risks in the future. School feeding can bring students into school and out of hunger. School feeding responds directly to the Millennium Development Goals (MDGs) related to hunger and poverty (MDG 1), education (MDG 2) and gender equality (MDG 3), and indirectly to child mortality and maternal health (MDGs 4 and 5) (Table 1).

School feeding leads to outcomes that are mutually reinforcing, helping to lift households out of poverty to end the inter-generational cycle of hunger. It also facilitates education and particularly for girls, leads to improved food security, health and nutrition, the effects of which all contribute to ending hunger.

Providing food for consumption at school can relieve immediate short-term hunger which is very beneficial for learning. Alleviating short-term hunger among students at school helps to improve performance on school tests and promote normal progression from grade to grade in completing education. School feeding helps close the gender gap in schools and helps to empower women by increasing their probability of employment.

SFPs can address some of the nutrition and health problems of school-age children. SFPs and other school-based nutrition and health programmes can also motivate parents to enroll their children in school and to see that they attend regularly. Experience has shown that properly designed and effectively implemented SFPs can do the following:

Alleviate short-term hunger in malnourished or otherwise well-nourished school students. This helps to increase the attention and concentration of students producing gains in cognitive function and learning.

Motivate parents to enroll their children in school and have them attend regularly. When programmes effectively reduce absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) improve.

Address specific micronutrient deficiencies in students. Most important of these are iodine and iron, which directly affect cognition. Meeting the iron and iodine needs can translate into better school performance.

Increase community involvement in schools, particularly where programmes depend on the community to prepare and serve meals to students. Schools with their communities behind them are more effective than schools with less community involvement.

Garram University (2010) reported that feeding programmes help keep students in school and create markets for poor food farmers. Thus, it is linking school feeding directly with agricultural development. The scheme, officially known as the Home-Grown School Feeding Program, insists on buying from local farmers' the rice, beans, wheat, dairy and other ingredients used to prepare the food students are given in schools. It therefore reduces malnutrition while providing local farmers with the opportunity to sell their produce to participating schools. This provides market incentives to farmers to grow more. They may also save money as they do not have to travel far to markets. Schools are the center of many villages and communities. School meals connect teachers, parents, cooks, student's, farmers, and the local market. Furthermore, it can serve as a platform for Essential Package Interventions; water, sanitation, nutrition, health and hygiene education, school gardens, improved environmental technologies and practices that will be fed into the programme to ensure sustainability. SFPs have been practiced in many developed and developing

countries for several decades. As already indicated, it is therefore a worthwhile exercise in Nigeria so as to enhance nutritional status, increase cognition and learning outcomes, increase enrollments, and reduce absenteeism

2.8 Extra-curricular Services in Nigerian Universities

Extra-curricular activities are defined by Ahmad (2011) as programmes or out of class activities, supervised and/or financed by the school, which provides curriculum related learning and character building experiences. Also called co-curricular activities, they are voluntary, not part of the regular school curriculum, not graded and do not earn credits. Co-curricular activities mean activities conducted on or off school premises by clubs, associations, and organizations sponsored by university management. They include associations like drama clubs, sports association, cultural grouping, debating clubs and quiz groups. These activities help to develop various facets of the personality development of the students. For cultural development of the students', there is a need of emotional, physical, spiritual and moral development that are complemented and supplemented by extra-curricular activities. Onuka (2014) states the importance of extra-curricular activities to include: Enabling students to express themselves freely through debates. Games and sports, help a child to be fit and energetic, help to develop the spirit of healthy competition. These activities guide students' on how to organize and present an activity, how to develop skills, how to cooperate and coordinate in different situations – all these help in leadership qualities. They provide avenues for socialization, self-identification and self-assessment when

the child comes into contact with organizers, fellow participants, teachers, people outside the school during cultural activity. Inculcate the values to respect others views and feelings, and make students' perfect in decision making and develop a sense of belonging.

Kera (2014) sees sport and athletics as an integral part of the total education process, it is also a field of human endeavor that has its aim in the development of physically, mentally, emotionally and socially fit citizens. Through these medium physical activities are carefully planned and selected with a view to realizing the outcomes. To a great extent, theoretical knowledge obtained in the classroom gets strengthened when a relevant extra-curricular activity organized is related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished in the classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values and creativity. are supported by extra-curricular activities.

The primary goals of Extra Curricular Activities (ECA) were to focus on the individual (student) level, institutional level, and broader community level. The development of an individual is the principal goal of extracurricular activities on faculties and in university campuses; the numerous experiences these activities afford positively impact the students' emotional, intellectual, social, and inter-personal development. Through working with others, students' can learn to negotiate, communicate, manage conflict and lead. Taking part in these out-of-the-classroom

activities helps students to understand the average student to the student-on-the-brink of dropping out of school. "ECA are part of students' everyday life; they play important roles in students' lives. ECA have positive effects on students' life by improving behavior, school performance, school completion, individual aspects (prepare successful adults) and social aspects.

Clegg *et al.* (2009) research has directly addressed the question of what constitutes ECA; the extent to which students' should engage in ECA; and how students' experience and conceptualize the benefits from such engagements. This research sought to address these questions from a cultural capital approach. This research explores issues of inter-generational capital that might shape both the capacity to participate and how students understand the benefits.

Ayeni (2012), conducted a study on the athlete student at division III school on academic performance, campus involvement and growth. Their sample study contains 219 senior students' (a board spectrum of student-athletes). The result of their study revealed that athletic participation did not impede academic success, did not prevent involvement in most other ECA or with non-athletic. Also, athletes' personal growth positively correlated with the time spent with teammates in games and practice. Another study conducted by Sharm (2012) on the effect of Extra Curricular Activity Participation (EAP) on the academic performance of male and female high school students'. This study examined whether EAP enhances the academic performance of high school students'. The analysis carried out on the 123 students' who played

interscholastic soccer revealed that EAP does not affect, and may enhance academic performance (Male athletes showed in-season improvement in academic performance). Moreover, another research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and drop out (Elechi, 2008). If participation in extracurricular activities can lead to success in school, then the availability of these activities to students of all backgrounds becomes an important equity issue. This study briefly examines the relationship between extra-curricular participation and student engagement in school.

Taiwo (2012), studied out-of-class experiences associated with student learning and personal development. This survey of 149 students explored learning from out-of-class college experiences such as leadership, peer interaction, faculty contact, work and travel. It found that many different experiences potentially contribute to valued college outcomes, that sex and ethnicity did not explain differences in students' activities and outcomes, and that institutional type and context influence learning and personal development. Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation and discussion. Working outside of the classroom with diverse groups of individuals allows students' to gain more self-confidence, autonomy, and appreciation for others' differences and similarities.

Many authors have discussed ECA; Kent (2015) describes the role of ECA and their possible positive effects on students of all kinds ranging from the above- average student to the student-on-the-brink of dropping out of school. "ECA are part of students'' everyday life; they play important roles in students'' lives. ECA have positive effects on students'' life by improving behavior, school performance, school completion, individual aspects (prepare successful adults) and social aspects. Agis (2009) research has directly addressed the question of what constitutes ECA; the extent to which students' should engage in ECA; and how students' experience and conceptualize the benefits from such engagements. This research sought to address these questions from a cultural capital approach. This research explores issues of inter-generational capital that might shape both the capacity to participate and how students understand the benefits. Bryson (2004), conducted a study on the athlete student at division III school on academic performance, campus involvement and growth. Their sample study contains 219 senior students' (a board spectrum of student-athletes). The result of their study revealed that athletic participation did not impede academic success, did not prevent involvement in most other ECA or with non-athletic. Also, athletes' personal growth positively correlated with the time spent with teammates in games and practice.

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Kent (2015), studied out-of-class experiences associated with student learning and personal development. This survey of 149 students' explored learning from out-of-class college experiences such as leadership, peer interaction, faculty contact, work and travel. It found that many different experiences potentially contribute to valued college outcomes, that sex and ethnicity did not explain differences in students' activities and outcomes, and that institutional type and context influence learning and personal development. Moreover, there were many studies on ECA in Arabic regions. For example, Al-Subaie (2005) studied ECA in King Saud University. His study showed that the reality of student participation in student activities at the University of King Saud is weak in general. Also, that the most practiced at the university student activities are social activities with mean (8.81), followed in second place with an overall average sports activities 5.84, cultural activities and came in, and ranked last in average of 3.50. Additionally, the study tested many hypotheses about the ECA in the

university. Onuka (2012), studied the Arabic educational institutions and reported the relationship between students and their source of learning. The study showed that the source of learning was limited to their teachers' curriculum. Hence, curriculum was the only source. A student can only learn by being in a certain place with an assigned teacher at a definite time. However, due to the nature of technical development in life and evolution of communication, knowledge is now available in several ways other than attending classes, and through other people other than their teachers, at different times without limitation in school or university. Learning is now divided into curriculum and extracurricular. ECA must be a free activity chosen individually or by a group without any barrier; freedom of choice of these activities within the standards of the society and the institution must be acknowledged. The students should have the liberty to choose any activity, which may be connected or related to their major field of study.

In conclusion, Onuka (2014) reported that educational institutions seek to produce students that make up vital pillar of the community within the framework of scientific and stabilized standards to insure the final objectives derived from the philosophy of education in the Arabic Islamic societies. Achieving these objectives was by different ways and methods. One of the fixed objectives was the belief in the importance of extracurricular activities or extra academic activities. ECA can be identified as: free activities chosen by the students, which include several events that cover many aspects of sport, culture, social, and different academic activities. The main objective of this study is to examine whether ECA has any effects on the GPA of

the students' in King Abdulaziz University, Faisaliah Campus (Fc), and to also determine the students' satisfaction on the ECAs in the campus. Generally, it is believed that the major function of the school is to impart knowledge and intellectual discipline to students, while others argue that after school or extra-curricular activities are largely wastes of students' time. Regardless, it is apparent that extra-curricular activities have become as much as a part of the student's requirements as textbooks

Anwana (1998) states that extra-curricular activities are an activity that is not within the school curriculum. There are many factors such as culture of a particular area, economic situations, socio-economic status of family that influence the type or nature of activities which students engage in after school and those which school leavers engage in before either entering the tertiary institutions choosing a vocation.

For the purpose of this study, six extra curriculum activities have been identified and they are:

- a. Athletics: Athletics represent a legitimate of a sound physical education programme and probably represent the greatest challenge for the administrator. An advantage of athletics includes physical efficiency and opportunities for leadership and character formation.
- b. Student Union activities: These activities provide opportunities for students to practice leadership skills and to participate in decision making.
- c. Clubs and Societies: This aspect of extra activities is critically dependent upon student interest and upon willingness.

- d. Performing Football, games, school band courts and schools' debates.
- e. Publications: These usually include school newspapers, a literacy magazine and annual or year book. Indeed, the outlined extra-curricular activities are in the forefront of what exactly constitutes extra-curricular activities today in schools. However, a great deal of these activities may be disrupted in one way or the other due to lack of effective personnel to handle them or lack of adequate facilities to allow for student full participation. Indeed, apart from keeping the students busy, developing their latent skills, inspiring the spirit of sport-man ship, they provide realistic out let for improving written expression and sources of valuable information about the school and encourage literacy as the case of publications and other quiz or debating programmes.

According to Wood and Walter (2007) Athletics represent a legitimate of a sound physical educational programme and probably represent the greatest challenge for the administrators. Advantage of athletics includes physical efficiency and opportunity for leadership and character formation.

According to Walter (2009) the objective of athletics is to contribute to the educational purpose of the schools by providing participants the following:

- a. opportunity to learn new game improvement in playing skills
- b. development of physical vigor and disable habit in health sanitation safety
- c. opportunity to make real friendship with equal members
- d. opportunity to meet and visit people in different communities.

- e. develop and observe good sportsmanship
- f. association with athletic coaches, contest officials, team mates and opponents
- g. a chance to enjoy one of the greatest heritages of youth the right to play.
- h. the general public participation as spectators can enjoy wholesome recreational activities.

Idion (1999) in his lecture note asserts that, extra-curricular activities or after school activities means those activities of secondary school which they perform everyday rightly from the time students dismiss from school till the next school day. These activities are distinct from academic proceedings of the classroom. These activities as pointed out by Udoka et al (1991) holds that games, sport and clubs or social life are so important like that they are given places on the time table. Equally important are recreational periods for relaxations, self-enjoyment and fresh air games and sports. According to Idion (1991) the activities generally makes the children to be fit and strong.

Extra-curricular activities therefore reinforce every aspect of children's/child development physically, emotionally, socially and intellectually. The physical effect of running, jumping, twisting, falling down and getting up are meant to help the children accept the stress of life so respond to its demand and emergencies.

(Marafa, 2014) would rightly say, extra-curricular activities are in for the preparation of physical fitness in old age and it is in early childhood that maximum benefits of this achievements are realized.

2.8.1 Benefits of Extracurricular Activities to Students

Academics are an important part of each student's schools' years, especially since high grades in school play an integral role in the child's performance. Parents spend a lot of time encouraging their children to study more and play less in the pursuit of this goal. They believe that devoting a great deal of time to studying guarantees the child's success in future.

However, there is another more playful component of a well-rounded education outside the regular academic program that may positively impact student's success. These activities offer opportunity for students to learn the value of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the considered part of a well-rounded education.

Extracurricular activities are found at all levels of schools in many different forms. They can be sports, music, clubs, debate, drama, fine art, school publications, student's council, and other social events. A student's future can be determined in the things that they do in the hours after and before their parents get home. This article describes the role of extracurricular activities and the benefits that they can have on students of all status ranging from the above average student to the student that is on the brink of dropping out of school. Research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to

their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn, 1993).

Extracurricular activities are part of student's everyday life. They play important roles in students' lives. As parents and teachers, we need to be aware of the effects that extracurricular activities have on education. Extra-curricular activities help to develop the whole student. We cannot just produce one -dimensional students in our schools. Many students use their skills in extra-curricular activities like athletics or sports and their academic ability to gain athletic or sports scholarships ([http://en.wikipedia.org/wiki Athletic scholarship](http://en.wikipedia.org/wiki/Athletic_scholarship)) to various universities. Numerous students from many Nigerian secondary schools have been granted athletic scholarships to American universities in this way.

Massoni, (2011) have listed many benefits derived from participation in extra-curricular activities at school, he includes the following. Students who are involved in extra-curricular pursuits tend to improve their academic grades as well. This may be due to increased self-esteem, motivation and better time management. They become better organized in the classroom. They demonstrate a reduction of at-risk behavior and a heightened sense of belonging, resulting in better behavior. They learn useful new skills from their chosen activity, and in integrating these activities into their everyday school lives, they learn time management, critical thinking, teamwork and social skills. They develop life-long relationships with their peers and learn how to lead others. These skills will be beneficial in later life and in the workplace. Extra-

curricular activities also foster a sense of commitment to a cause or purpose and they reduce selfish behavior. Students become more marketable in the workplace. Through the avenue of extra-curricular activities students find it much easier to gain admission into universities. Modern universities are more interested in recruiting students who have something to offer besides academic qualifications. They seek out students who can make a contribution in other areas to the university and the society at large. Many universities and some schools make money and gain prestige through their extra-curricular engagement in various arenas. Hopefully more parents and students will see the importance of extra-curricular activities and diversify and deepen their interests and hobbies.

2.9 Guidance and Counseling Services in Nigerian Universities

The meaning of Guidance and Counselling: There are different opinions in the definition of guidance and counselling. It has been defined clearly by different authors. The Oxford Advanced Learners Dictionary defines guidance counseling as a help or advice that is given to somebody especially by somebody older or with more experience. According to Bakare (2003) guidance and counselling is defined as number of processes having problems in any phase of life so that he can be more effective, satisfied and useful to the society in which he lives. Guidance is the process of helping an individual understand himself and his world. The word guide means to direct, watch over, know, pilot and manage. Guidance aims at aiding the recipient to grow in a person's independence and ability to be able to be responsible for oneself.

Guidance is found in all phases of life in the home, business, industry, government social life and hospital, in fact it is present where there are people who desire help. As might be expected, this concern has led to research in the area and numerous theories with respect to how individuals make their career choice. Before the introduction of the western system of education, vocational guidance on the choice of a career could be given to children by a grown up member of the family or community to prepare them for future.

According to Osagie (2015) there was vocational guidance in the traditional African society. Vocational training in traditional society was largely run on the apprenticeship system and is a time honored device for educating millions of African youths and adults. Usually the children are not yet trained by parents, but by relatives, masters, and crafts men or friends in particular fields in order to ensure discipline and concentration. As Bryson (2014) describes it, vocational education is vast apprentice training system which began as part of wider education process through which the indigenous societies of Nigeria passed on their cultural heritage from one generation to another. Consequently, the sisters invited professionals who knew more about the emerging world of work to direct course of study for the outgoing students' in their career opportunities.

Otuka (2014) indicates that College of Education Ibadan was established and started by a team of professionals to assist the people in need for problem solving skills in learning. Ayeni (2004) remarks that through guidance and counseling services

the school will understand the needs of individual students' and what can be done for individual improvement. According to Dobni (2013), some of the problems found amongst university students' as identified are academic problem, vocational problem and personal, social and psychological problems. Guidance and counselling services enables the students to understand that what they are doing in school today will likely determine what they will do after graduation from the university. Jones (2015) observed that for the students to realize these needs, lecturers and parents should be assisted. The average Nigeria parents want sound education for his/her child as a means of social mobility amongst other reasons.

2.9.1 Objectives of Guidance and Counselling in a University

The following are the objectives of guidance and counselling in a university:

1. To help students understand themselves in terms of personal ability, interest, motivation and potentials.
2. To alter maladaptive behaviors
3. To assist students in moving towards the direction of fulfilling their potentials or in achieving an integration.
4. To provide students with skill, awareness and knowledge which will enable them to confront social inadequacies

5. To help students gain insight in the origins and development of emotional difficulties leading to an increased capacity to take rational control over their feelings and actions

2.9.2 Guidance and Counselling Services Needed by University Students

The choice of university course is vast from the onset. Educational counselling is vital especially when decisions have to be made regarding enrolment of major courses. According to Olayinka (2013) guidance services frequently found in a university include the following;

Guidance and counseling services are very important tools in human development. The service is intended to establish a trust relationship between guidance workers and the students' in which the former attempt to assist the latter in achieving educational, vocational and personal social development. Counseling service involves an interview or a series of interviews in order to help crystallize the problem at hand and reach a reasonably satisfactory solution.

According to Bark (2003), guidance and counseling services are the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. In addition, Braddock (2001) states that, the purpose of guidance and counseling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of

conflict resolution skills, and decrease school dropouts. Without sound guidance and counseling, many students' loose direction and engage themselves in bad behaviors such as drug abuse and alcohol indulgence, missing classes, dropping out and so on; as a result, they lack both focus and direction resulting to total failure in life (Eliamani *et al.*, 2014). In this regard, students need guidance and direction to study and choose careers.

Various definitions of guidance and counseling abound in professional and academic literature. However, it is a known fact that these twin activities have the ultimate aim of assisting people to overcome their diverse problems. The word guidance can be viewed from its root word "guide" which means to direct, pilot, manage, steer, aid, assist, lead, inform interact and many others, it is from this view that many uninformed persons see the counselor as one who steers or directs children into certain actions or vocations.

Salawu (2014) defined guidance as the process of helping individuals to understand themselves and their world. Having seen, guidance as a student management service, it could be strongly asserted that these services exist in most of the nation's secondary schools in general and those in the area of the study in particular.

Guidance services do not exist in a vacuum in a school system. Many other services form part of it. Major among them are the following: -counseling service,

information service, placement and follow-up services, appraisal service, orientation and referral services.

Counseling is said to be a learning process in which individuals learn about themselves (personal characteristics), their interpersonal relationship, their attitude, values and behaviors that help them in their development (Okoh, 2004 & Bulus, 2006) view counseling as a human relationship, a warm relationship in which the counselor fully and completely without anything or but accepts the client as a worthy person. It could then be deduced that it is both a process and a relationship. A process in which a concerned attention is given by both counselor and client to the problems and concerns of the student in a setting of warmth privacy, mutual acceptance and confidentiality. And as a relationship it is characterized by trust, confidence, intimacy in which the student gains intellectual and emotional stability from which he can resolve his difficulties and make plans and realize greater self-fulfillment. All these definitions are generally referring, to a private and confidential relationship that is expected to exist between the counselor and client to realize his potentialities and come out of his present predicament to function as a normal individual.

Oladele (2006) outlines three major areas upon which Counseling should be based and these are: Vocational counseling, academic counseling and personal Counseling. According to him vocational counseling deals with problems of selection and training for adjustment to occupations, it is a systematic study of each school leaver with a view to suggesting possible career or jobs. It aims at helping young

people to come to a clearer realization of their aptitudes, attainments, interest dispositions and circumstance in the light of occupational demands.

Academic counseling consists of problems of learning, teaching and education generally. It aims at assisting the student to make the best use of his educational opportunities. Thus, educating him towards becoming a cultivated individual and at the same time preparing him for participating in a life activity, which will be socially useful and personally satisfying.

Personal-social Counseling aims at dealing with interpersonal problems and problem of life adjustment with fellow students, parents, and teachers. Bulus (2006) identifies that counseling service is aimed at smoothening the transition of children from home to school and also the immaturity of children and youth require adult guidance and direct with changing concepts and philosophies there is need for formal incidental services structured to stimulate the individual towards great achievements and aid him in his development. Thus teaching become more effective as students benefit from the counseling relationship as he gains insights and improves understanding, which transfer to the classroom Information services being crucial one has been defined as usable and valid data on educational, vocational and personal-social issue.

Malami (2009). In discussing information service, adds that three major areas are vital - occupational, educational and personal-social information. Occupational information relates to positions, jobs, and occupation including duties, requirements

for entrance, condition of work, reward offered, advancement pattern, existing and predicted supply of and demand for workers. Educational information, also includes all types of present and probably future educational or training opportunities and requirement. Lastly, persona-social information relates to the opportunities and influence of the human beings which will help a student to understand himself better and to improve his relations with others (Ipaye,2001).

Placement service is interpreted as the satisfactory adjustment of the student to the next situation that confronts him whether in the educational or the vocational track Adesina, (1990). On the other hand, Bulus, and Lar, (2004) see placement service as the total organized effort to provide assistance for individuals preparing to the next step in the personal, educational and socio-economic development. This could be in terms of whether to further their education or to get a job. On this note follow-up service is seen as relate or an extension of placement service.

Appraisal service is another student service of information of the child in the school setting. It involves the collection and analyzing of quantitative and qualitative data on the individual. In doing this both test and non-test techniques are used (Ipaye, 2001). It gives a total picture of the individual counselor in terms of his capabilities and potentialities, his relationship with the world of work and with the world of leisure, his attitude to people, things and events, his perception of himself and the others.

Bulus, (2006) summarize the main purpose of the appraisal service as follows:

- a. to determine pupil achievement level and progress,
- b. gain data for diagnostic purposes,
- c. ascertain attitudes,
- d. provide for the identification of interests,
- e. improve instruction,
- f. determine existing self-concepts and attitudes and
- g. ascertain social adjustment.

Orientation services concern itself with those activities or approaches through which pupils are given assistance in making plans and adjustment to school (Oladeie, 2006). The purpose of orientation is to help pupils feel emotionally secured and better adjusted in a new environment, especially during critical transition periods from one class to another or one school to another, it assists the students to get used to his new school surrounding, know the staff and old students to understand better, their role in the school, its history, its traditions, its rules and policies and vast opportunities.

Lastly, referral service means the counselor teacher reference of the counselee on some cases to the appropriate agencies at the right time and place for further extent knowledge and specialized attention and consultation psychotherapy (Malami, 2009). This is out of the belief that the counselor is not a master of all and should not be seen as such. There are cases that are out of his professional competencies. As such the only thing he can do to help a client is to refer such case to a professional who is competent to treat such a case. Guidance and Counselling is one of the- educational services. Educational services as contained in the National Policy in Education (2014)

are to "facilitate the implementation of the educational policy, the attainment of policy goals and the promotion of collectiveness of educational system". Again the third goal of the educational goal is to "make learning experiences more meaningful for children", based on these, goals (the guidance and counsel in activities in schools are financial because what the counselors working with students in secondary) schools guide them thoroughly to help them succeed in their educational pursuit.

The terms guidance and counseling have been conceived internationally in different ways. Makinde (1987) defined them as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment. Guidance and counseling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behavior patterns in the interests of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of common purpose. Hendrikz (1986) stressed that teachers and schools have the responsibility of ensuring that each pupil matures steadily along his own personal line. This means that they are responsible for planning the learning experiences, activities, attitudes and relationships so that as much as possible, each pupil's basic psychological needs are satisfied through the medium of education.

The role of guidance and counseling in the administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counseling services was still wanting in helping curb indiscipline in schools, which was increasing. Infractions that require guidance and counseling include assault, arson, fighting, theft, vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives. In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9%). This increased to 187 (7.2%) in 1990 (Simatwa, 2007). These cases have continued to increase unabated to the extent that, in 2001 the Ministry of Education introduced guidelines on safety in schools. Thus, in 1998, 26 girls at Bombolulu Girls Secondary School were burnt to death; in 1999, 17 girls at St. Kizito Secondary School were killed and 70 raped; at Nyeri Boys High School, four prefects were burnt to death in their dormitory; and in 2001, 67 boys at Kyanguli High School were burnt to death by their colleagues (East African Standard Team, 23rd April, 2001).

Although, the Ministry of Education Science and Technology made a move to curb the destructive tendencies in schools by enacting the Children's Act in the year 2001, which provides that a child should be entitled to protection from physical and

psychological abuse by any person, the unrest in schools is still being reported in large numbers (Ramani, 2002). This move led to the need for a new approach to education to be formulated and a new management strategy of how order is to be created in schools. This need together with the escalating destructive tendencies is what Stoops, Raffer and Johnson (1981) maintain that, many student discipline problems that occur in secondary schools might not exist if guidance and counseling services were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in the management of student discipline in schools. This call can also be realized from the words of Oliva (1989) that, what is lacking is a type of discipline, which empowers an individual to take responsibility for his action in a socially acceptable way.

As a result, there was need to scrutinize how guidance and counseling services were used in schools in Kisumu District in Kenya to promote student discipline. The current obstacles of guidance and counseling in schools since 1999, when guidance and counseling departments were established in schools in Kenya to address academic career and discipline issues are negative attitudes by parents and students towards guidance and counseling services and incompetence among the heads of department of guidance and counseling who are merely appointed by the Teachers Service Commission without proper training and in-service training to enhance their competence.

2.10 Theoretical Framework

This study was deeply rooted in Maslow's hierarchy of needs Theory and Management theories, cited in Manga (2014) Maslow clearly explained in his theory that human beings always have needs which they want to satisfy and he categorized human needs in to five different levels, and arranged the needs in hierarchy. According to Maslow as one lower need is satisfied, another higher need will emerge and become operative in one's life. Educational managers must therefore ensure the needs of their clients are satisfied from the basic level to the higher level of needs in order to use the satisfaction of those needs as form of motivation to students to perform better. Cited in Manga (2014) Maslow's theory of needs states that needs are divided into groups: self-actualization needs, esteem needs, acceptance needs, safety needs and physiological needs. According to Maslow if any one of this needs are deprived for a very long time it can negatively affect the life of the individual and all other needs will recede to the background and fail to appear. These needs must be gratified by the individual before he/she can move to the next level.

Going by the content of the theory, the theory recognized satisfaction of human needs such as provision of food, health service, transportation services, accommodation, and extracurricular activities (exercise). All these are needs which have to do with the survival of individuals, students inclusive. As explained earlier this study seeks to assess the perception of stakeholders on the availability of basic needs (services) which are perquisite for university student's success and for the attainment

of the goals of the universities. Similarly, the theory also stresses the need for guidance and counseling which is supposed to give students an insight on how to integrate or identify themselves within and outside the community (acceptance needs).

2.10.1 The Scientific Management School of Thought

Frederick Winslow Taylor is generally acknowledged the father of scientific management. Ukeje (1992) observed that Taylor's main concern was the achievement of efficiency of human beings. In his view, excellent management resides in "knowing exactly what you want men to do and then seeing that they do it in the best cheapest way". He pronounced six management principles, which Peretomode (1996) summarized as:

1. Time-study principle,
2. Piece-rate principle,
3. Separation of planning – from – performance,
4. Scientific method of the work principle,
5. Management-control principle; and
6. Functional management principle.

Smits (2016), in his book provides the following as guides for the best type of management:

A large Daily Task: Each person in the establishment, high or low should have a clearly defined daily task.

Standard Condition: The worker should be given such standardized conditions and appliance as will enable him to accomplish his task with certainty.

High Pay for Success: The worker should be sure of high pay when he accomplishes his task.

Loss in Case of Failure: When the worker fails, he should be sure that sooner or later he would be the loser for it.

Furthermore, Taylor provided a base upon which much of the current thinking about on modern management can still be felt in various areas of management functions such as personnel training, posting and placement. Other writers who contributes to the development of scientific management were Ujeh B, Gilbert, Yaro and U Fayol among others. Peretomode (1996) noted that among these prominent proponents of scientific management theory, Fayol was among the first to `formulate a universal list of good management actions. These principles were referred to as classical principles of management. They are:

1. Division of labor,
2. Parity of authority and responsibility,
3. Discipline,

4. Unity of command,
5. Unity of direction,
6. Subordinate of individual interest to common goal,
7. Remuneration,
8. Centralization,
9. Scalar chain,
10. Order,
11. Equity,
12. Stability of personnel,
13. Initiative and
14. 14 Espri de corps

Fayol concentrated much of his effort on the top management and saw Taylor's work as complementary to his own. Fayol was also the first management theorist to present a breakdown of function of management, which he listed as planning, organizing, commanding, coordinating and controlling. Gulick and Urwick expanded Fayol's five management functions to seven and came up with an acronym "POSDCORB" – planning, organizing, staffing, directing, coordinating, reporting and budgeting, (Ukeje, 1992). All the foregoing implies that managers must plan for the

future, organize, direct the activities of the employees and control the overall organization's operations towards the achievement of a common goal. The emphasis is on the determination of the aims and goals of the organization, planning how to achieve such aims and objectives and coordinating all the efforts of the people involved towards the successful achievement of the desired goal. A major operation in the university organization is effective resource management. It is, therefore, the duty of the university management to ensure the provision and prudent use of available human, financial and material resources (welfare and social services).

2.10.2 The Behavioral Management School of Thought

Behaviorism as a formal school of psychology was established by John B. Watson (1878-1958) as a reaction against the scientific management point of view. This school of thought found that the classical approach did not always achieve total efficiency and work place harmony. This approach concentrates more on the human aspects of management with emphasis on the need for managers to understand people (Olatunji, 2012), it focuses especially on motivation, leadership, group influence and other psychological aspects of people at work. From expositions above, we have an insight into the evolution of management thought of some early management theories. Some of the management activities like planning, organizing, communicating and supervising proposed by the theorists are relevant to this study. Management is therefore vital in every university for effective implementation of its programmes.

2.11 Empirical studies

This section reviewed studies that are related to the topic under investigation.

This study reviews empirical studies conducted by other researchers which are related to this research topic. Mohammed, (2017) carried out a research on management students' personal services in state universities of North West Zone Nigeria. It had a descriptive research design. The instrument used for data collection was questionnaire. The data collected were analyzed using frequency count, percentage and mean scores. The following are the major findings of the study:

1. Decentralized administration in universities has immensely contributed to efficient student personal management service in school.
2. Unionism system was found to be vital component towards facilitating proper student personal management service in universities.
3. Facilities for various extra- curricular activities were lacking and their necessity for improvement of student personal service in universities indispensable.
4. Guidance and counselling service rendered in universities were satisfactory in spite of the numerous financial, materials and personal problems affecting the rendering of the service.

The study showed fairly provision of student services in the school. The study is

significant to all stakeholders. If such services are provided and well managed will enhance teaching and learning process in the universities.

The similarities between current research and the research under review are both researches focused on provision and management of student welfare and social services in the universities of north west geographical zone. The major difference in the research under focused on secondary schools while this one concentrated on universities the research differs in geographical location the work under review was conducted at North central while current work was conducted in North West.

The study conducted by Mahadi (2009) focused on “An assessment of the management of students’ Welfare services in universities in three Geo-Political Zones in Northern part of Nigeria” The study was specifically interested in finding out the types of welfare services available in the system and the impact they have on the students’ behaviour. The inadequate provision of the students, welfare facilities and their management were assumed by the stakeholders and members of the public as factors militating against students’ peaceful behaviour in the university system. The objectives of the study therefore were to identify the types of students’ welfare services, to assess the availability as well as to examine the impact of each welfare service on the students’ social and academic behaviour. The critical areas examined were social, academic, medical and environmental services. Twenty (20) hypotheses were postulated to find out the significant differences in the opinions of the three groups of respondents. The researcher reviewed relevant literature to establish the

theoretical base for the study. The descriptive and survey methods were adopted for investigations, identification and collection of data. The total population of subjects was two hundred and twenty-six thousand nine hundred and forty-six (226,946), made up of 206,948 students, 19,448 service staff and 450 top management staff, in the sixteen Universities in the three Geo-Political Zones in Northern part of Nigeria. Through random sampling Technique, five universities; Ahmadu Bello University, Zaria, Bayero University Kano, University of Maiduguri, University of Jos and Usmanu Dan Fodiyo University sokoto, were selected, being one third of the sixteen universities, in the three Geo Political Zones in Northern part of Nigeria. Out of the total of one hundred and thirteen thousand two hundred and eight (113,208) subjects consisting of 109,774 students 3,389 service staff and 45 top management staff in the five sampled Universities, 770 respondents were used. Out of the 770 copies of the questionnaire designed and administered by the researcher, 463 copies were returned. The questionnaire as the basic instrument was vetted by the experts in Educational Administration and Planning and Educational Statistics Sections and subjected to pilot study in Federal College of Education, Zaria. The Analysis of Variance (ANOVA) and Scheffe's statistical tests were used to test the Null hypotheses. Eight out of twenty hypotheses were retained, while twelve were rejected. The twelve were subjected to Scheffe's test to determine the extent of significant difference in the respondents' opinions. The major finding of the research indicated that the social, academic, medical and environmental students' services were available but not adequate in the universities. It was also discovered that some services had positive impact on students'

behavior and academic performance. Recommendations such as the need for improved fund allocation to the universities by the government were offered for better provision, management and improvement of students' welfare services for peaceful social and academic performance by students in the universities. A model for effective and efficient management of the students' welfare services was also developed by the researcher. Finally, suggestions were also made for further research into the area of students' welfare services in the university system in Nigeria in general.

Ugonma (2015) carried out a research on management of students services in Nigerian universities through the application of information and communication technology. The study used descriptive survey. The population of the study comprises of 1,294 respondents made up of 763 personnel in federal and 531 personnel in the state secondary schools out of the population, sampled of 448 respondents made up of 281 personnel in federal and 167 personnel in state schools were selected by random sampling technique. The instrument used for data collection was a 28 item questionnaire data collected was analyzed using mean scores, standard deviation and the test. The findings of the study show that ICT knowledge can applied in the areas of accessing result online, filling of student's personal data and communication it was also reveals that application of ICT can be improved through the training of students and personnel in use of ICT, provision of ICT facilities and funding of ICT project in secondary schools in Nigeria. It was recommended that government should supply all the necessary ICT equipment's to all secondary schools in the country.

Roseline, (2015) carried out a research on management of student personnel services in public institution in Enugu education zone for sustainability of quality human resources for national development. Descriptive survey research was used Data was collected using 24 item questionnaire responded to by all Management staff, Teaching staff and Student of the higher institutions in the zone. A sample size of 250 were used, data from 3 research questions were analyzed using mean and standard deviation results revealed that there was no effective management of student welfare and social services the strategies proffered were agreed upon by the respondents, finally it was found that proper management of student personal services at the school level has positive influence on realization sustainable future based on the above , some recommendations were made like heads of institution/government in the zone should beef up their strategies on provision and management of student welfare and social services.

A study conducted by Aluko (2011) was on assessing the student housing condition in University of Lagos, aimed at the assessment of the state and condition of students housing. Descriptive survey research was used. A total number of 400 questionnaires were administered in the entire student hostels and data collected were presented through the use of Tables, graphs, photographs and simple multiple regression. The study revealed that there is a level of dissatisfaction with the poor state and condition of available student housing facilities, the inadequacy of the existing facilities which has created high occupancy ratio has invariable led to over utilization of the available resources putting the facilities in deplorable conditions.

Ejeh, Okenjom, and Chizi-Woko (2016) investigated the management of student personnel services in tertiary institutions in Nigeria, four research questions and four null hypotheses guided the study. A 20-item questionnaire was administered to 1,320 respondents, comprising 120 senior administrative staff, and 1200 students drawn from 16 tertiary institutions selected for the study. A student personnel services observation schedule was used for the on-the-spot assessment of the student personnel services that are observable. Real limit of numbers was used to interpret the results while the z-test statistics was used to test the null hypothesis. The study found that all the 20 student personnel services studied were available except financial assistance, even though most of them are of poor quality. Factors responsible for the poor quality of student personnel services include: increase in students' enrolment without proportionate increase in student services; poor funding of education, poor attention to students' services. The present quality of student services affected students in many ways such as exposing students to hazards, and causing lateness to lectures. Some strategies that could be adopted to improve on the management of student services include: the government giving special grants to tertiary institutions for the provision of student services, appealing to individuals and corporate bodies to help in the provision of student services. Based on the findings, the researcher recommended that the education sector should be adequately funded, the private sector should be encouraged to participate actively in the provision of students services and admission of students into tertiary institutions should follow approved guidelines of student personnel services.

Osakwe (2011) carried out a survey on students' services in a university in Edo state. The study used a descriptive survey method. Questionnaire was used for data collection. The study found out that school students in Edo state were faced with meals that are frequently badly managed or badly prepared, lack of good health facilities and irregular supply of water and electricity in the schools.

Afolabi and Osakwe (2008) carried out a research on the impact of student's services on colleges academic performance in Ekiti state, Questionnaire was used as the instrument for data collection. Teachers and students were used as samples. The study revealed that the major problems faced by boarding students include overcrowding in student hostels, in adequate and low quality food, scarcity of water and lack of extra-curricular services which leads to poor academic performance of students.

Ramoni, Phillips and Sikiru (2010). Carried out a study on public universities in South-Western Nigeria with different characteristics, such as curriculum focus, year of establishment, ownership and residential statuses. Using a descriptive survey research design, the target population for the study was the final-year undergraduate students drawn from three faculties and a college using multi-stage, stratified and simple random sampling techniques. The SWESAQ (students' welfare service assessment questionnaire) instrument was administered on 800 students that constituted the sample frame. The major findings among others were that provision of welfare services in all universities was inadequate and seemed to be responsible for

learners' low level of satisfaction and poor motivation to learning. Consequently, the implications of these findings for students' personnel management practice were discussed and necessary suggestions were given.

Another study was conducted by Nwite and Nwuche (2016). The purpose of the study was to investigate evaluation of students' services in colleges of education in Nigeria. The descriptive survey design was adopted; three research questions and two null hypotheses guided the study. The population comprised 6184 and 8,569 staff and students of federal and state colleges of education respectively. A stratified random sampling technique was used to draw a sample of 770 staff and students from federal and state colleges of education in South-East geo-political zone of Nigeria. Evaluation of student personnel services questionnaire (ESPSQ) was used for data collection. Data collected were analyzed using t-test statistics to test the null hypotheses at 0.05 level of significance. The findings showed that there was low extent of adequacy of student personnel services in both colleges. There was no significant difference on the extent of availability of student personnel services in both types colleges of education. Educational implications and conclusion were drawn.

2.12 Summary

The uniqueness of the study is that it found out the perception of stakeholders and the provision and management of welfare and social services in federal universities of North West Geographical zone. Such will help to ascertain among other things provision of adequate Accommodation Services, Health Services, Internet

Services, Transport Services, Library Services, Catering Services, Extra-curricular Services, Guidance and Counseling Services, as well as effective maintenance all the above mention. The theoretical framework provides a link between the study and existing models.

Relevant and related literature was compiled on welfare and social services. Some related concepts were treated which include: theoretical Framework, Concept of Welfare and Social Services, Accommodation Services, Health Services, Internet Services, Transport Services, Library Services, Catering Services, Extra-curricular Services in Nigeria universities, Guidance and Counseling Services in Nigeria universities, Management Theories, the Scientific Management School of Thought and Empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the overall research procedure employed by the researcher to obtain data, analyze interpret it and make generalization/conclusions. The components of this chapter includes; Research Design, Population for the Study, Sample Size and Sampling Procedure, Instrumentation, Validity of the Instrument, Pilot Study, Reliability of the Instrument, Procedure for Data Collection, Methods for Data Analysis

3.2 Research Design

The researcher adopted descriptive survey research design for the study. The design describes what is in existence in respect to conditions or variables that are found in a given situation. Otuka (2004) observes that a descriptive survey design approach is concerned “with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing”. The main idea for justifying the use of the design is that the design is used in behavioral and social science researches to gather factual information with regard to a particular population (Yabo 2007). The research design afford the researcher an opportunity to investigate various issues with regards to perceptions of stakeholders in attaining the provision and management of welfare and social services in federal universities of North-West geographical Zone, Nigeria. In this study, the

survey method was selected as suggested by Olayiwola (2002). This enabled the researcher to administer questionnaire to many respondents at the same time.

3.3 Population of the Study

The population of the study is 19120, which comprised 42 management staffs, 6447 teaching staff, 12344 non-teaching staff and 287 students' representatives in all federal universities in North West states Nigeria. The distribution of the population is as shown in Table 3.1.

Table 3.1 population of the study

S/ N	Universities	Management staff	Teaching staff	Non- teaching staff	Students' representa tives	total
1	Ahmadu Bello University, Zaria	6	2,363	4,356	68	6787
2	Bayero University, Kano	6	1,225	2,099	43	3367
3	Federal University, Birnin- Kebbi	6	334	856	32	1222
4	Federal University, Dutse	6	372	758	32	1162
5	Federal University, Dutsin-Ma	6	445	912	34	1071
6	Federal University, Gusau	6	352	679	34	1071
6	Usmanu Danfodio, University Sokoto	6	1,356	2684	44	4090
7	Total	42	6,447	12,344	287	19120

Source: Respective Universities Human Resources in North-West Geographical Zone

2019.

Table 3.1 above showed the total population of federal universities in north west zone of Nigeria. ABU Zaria has a total number of 6 management staff, 2363 lecturers, 68 students' representatives and 4356 non-teaching staff. Then Bayero University Kano had a total number of 6 management staff, 1225 lecturers, 43 students' representatives and 2099 non-teaching staff. Federal University Birnin Kebbi had 6, 334 teaching staff, 32 students' representatives and 856 non-teaching staff. While Federal University Dutse had 6 management staff, 372 lecturers, 32 students' representatives and 758 non-teaching staff. Moreover, Federal University Dutse had ma 6 management staffs, 445 lecturers, 34 students' representatives and 912 non-teaching staff in addition, Also, Federal University Gusau had 6 management staffs, 352 lecturers, 34 students' representatives and 9679 non-teaching staff. And lastly Usmanu Danfodiyo University Sokoto had 6 management staffs, 1356 lecturers, 44 students' representatives and 2684 non-teaching staff.

3.4 Sample and Sampling Procedure

The sample size for the study is 557 comprising 129 teaching staff, 248 non-teaching staff, 152 students' representatives and 28 management staff. This sample was derived from the Table of sample determination by Research Advisor [2006] the distribution of the samples based on categories of respondents and institution is as shown in the Table 3.2

Table 3.2 Sample Size

S/N	Universities	Management staff	Teaching staff	Non-teaching staff	Students' representatives	Total
1	Ahmadu Bello University, Zaria	4	47	88	36	175
2	Bayero University, Kano	4	25	42	23	94
3	Federal University, Birnin-Kebbi	4	7	17	17	45
4	Federal University, Dutse	4	7	15	17	43
5	Federal University, Dutsin-Ma	4	9	18	18	49
6	Federal University, Gusau	4	7	14	18	43
7	Usman Danfodio University, Sokoto	4	27	54	23	108
	Total	28	129	248	152	557

Source: Research Advisors Table of Population and Sample (2006)

3.5 Instrumentation

Instrumentation in research writing refers to any method or device the researcher used to collect information on his research (Jumare, 2017). A closed ended questionnaire adapted in Maina [2016] was used to generate the relevant data for the study. Questionnaire titled “Questionnaire on the Perception of Stakeholders on Provision and Management of Welfare and Social Services in Federal Universities of North-West Zone, Nigeria (QPSPMWSS). According to Best and Khan (2010) a questionnaire is used when factual information is desired. The advantages of using

questionnaire in descriptive surveys include: giving a researcher an opportunity to establish rapport, it is cost effective and does not waste time (Manga,2016).

The 5- point Likert's scale was used as Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) Undecided (U). The responses were coded as follows: Strongly Agreed=5, Agreed=4, Disagreed=3, Strongly Disagreed =2 Undecided=1.

3.5.1 Pilot Test

In order to ascertain the reliability of a research instrument, a try out procedure is very essential. This claim is recommended by the words of Kerlinger and Howard (2000) and Borg and Gall (1971). The main purpose of this pilot study is to confirm the suitability of the questionnaire for its adequacy and effectiveness.

The reliability of the Questionnaire for Evaluating Stakeholders' perceptions (QPSPMWSS) was established by administering the instrument on randomly selected management staff (8), teaching staff (20), students' (20), non- teaching staff (12), all in Federal University, Jos and Sokoto State University (Table 3.3). The researcher decided to use these institutions because they shared similar characteristics with the sample of interest in the study. This selection is in congruence with Balarabe (2004) who opines that "a pilot test is done with a limited number of individuals.

Table 3.3 Number of Stakeholders Involved in the Pilot Study

S/No	University	Management Staff	Teaching Staff	Non-Teaching Staff	Students Representatives	Total
1.	Federal University Jos	4	10	6	10	30
2.	Sokoto State University	4	10	6	10	30

3.5.2 Reliability of the Instrument

The data obtained from the pilot test using test re-test method were subjected to Pearson Product Moment Correlation test in order to determine the reliability Coefficient of the study, $P < 0.05$. The reliability coefficient of 0.89 was obtained at 0.05 levels of significance. The instrument is therefore declared reliable.

3.6 Procedure for Data Collection

The collection of data was done through personal administration and employment of seven [7] research assistants in the respective universities of the North West geographical zone. The researcher requested for a letter of introduction from the Head of Department of Educational Foundations and Curriculum which was given to the universities before the administration of the instrument. The exercise lasted for 7 weeks.

3.7 Methods of Data Analysis

The purpose of statistical analysis of data collected was to answer the research questions and to test the null hypotheses earlier formulated in chapter one. The description statistics: frequency count and percentages were used for bio-data of the respondents and decision mean of 3.0 was used to determine acceptance or rejection of the item statement as structured in the instrument to answer the research questions. Inferential statistics of Analysis of variance (ANOVA) was used to test the eight null hypotheses at 0.05 level of significance. The hypothesis was rejected if the calculated p value is less than the alpha value at 0.05 level of significance and they were retained as the p value was greater than 0.05.

CHAPTER FOUR

DATA PRESENTATION, ANALYSES AND DISCUSSIONS

4.1 Introduction

This chapter deals with the presentation and analysis of the data collected, and discussion of findings. The data were analyzed and presented based on the respondents' opinions on each item statement. A total of 28 copies of the questionnaire were distributed to management staff and all the 28 copies were retrieved, 129 copies of the questionnaire were distributed to teaching staff but only 118 copies were returned, 248 copies of questionnaire were distributed to non-teaching staff and 235 were retrieved; while 157 copies of the questionnaire were distributed to student representatives and all the 143 copies were retrieved. Hence in total of 557 copies of the questionnaire were distributed to the respondents, but only 524 copies were retrieved.

The analysis was, therefore, based on the data gathered from the above mentioned number of the questionnaire returned. The bio-data of the respondents were presented in simple percentage and frequencies in tabular form. The research questions were answered using weighted mean of 3.0. Moreover, the research hypotheses were tested using One Way Analysis of Variance (ANOVA). Major findings and the general discussions of the findings were presented based on the results of the data analyzed.

4.2 Analysis of Personal Data (Bio-data) of the Respondents

Table 4.1 showed the distribution of personal data of the respondents in frequencies and percentages.

Table 4.1: Bio-Data of Respondents

S/N	Bio-Data	Category of Respondents	Frequency	Percentage %	Cumulative Percentage
1	Status	Mgt staff	28	13.1	13.1
		teaching staff	129	29.4	42.5
		Non-teaching. staff	248	28.9	71.4
		Students rep.	152	28.6	100
2	Gender	Male	220	58.8	58.8
		Female	152	40.6	100
3	Qualification	NCE	55	14.7	14.7
		B. ED/B.SC/HND	90	24.1	38.8
		M.ED/M.SC	121	32.3	71.1
		PhD	86	22.9	94
		Others	20	5.3	100

Table 4.1 showed that 28 Management Staff, 129 Teaching staff, 248 non-teaching and 152 students representing 13.1 %,29.4 %, 28.9 % and 28.6 % respectively took part in the study. A total of 220 respondents representing 58.8 % were male while 152 representing 40.6% were females. On qualification 55 had NCE, 90 had B. ED/BSC/HND, 121 had M. ED/MSC, 86 had PhD and 20 other qualifications with respective percentages as 14.7 %, 24.1 %, 32.3 %, 22.9 %, and 5.3%.

4.3 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the item statement. Therefore, a mean score of 3.0 and above indicates positive responses to the item statement and showing acceptance; while a mean score below 3.0 indicates negative response implying rejection. This is shown below.

SA = 5 points,

A= 4 points,

UD= 3 points,

D= 2 points,

SD= 1 point.

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

4.3.1 Research Question One

What are the Perceptions of Stakeholders on the Provision and Management of Accommodation Services in Federal Universities of North-West Geographical Zone, Nigeria?

This section is related to items 1-14 in the Questionnaire. Responses of all stakeholders were collected, analyzed and presented in a table 4.2 revealed the details.

Table 4.2: Mean Scores of Respondents on their Perceptions on Provision and Management of Accommodation Services in Federal Universities of North-West Geographical Zone, Nigeria.

S/N	Item statements	Category of Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	Mean
1	There is adequate provision of students' accommodation in the University	Mgt staff	20	8	-	20	1	49	3.5
		Teaching staff	54	-	1	25	30	110	3.2
		Non-teaching. staff	55	26	-	27	-	108	3.9
		Students	5	46	-	47	9	107	2.9
2	The University provided enough rooms for students	Mgt staff	6	10	6	22	8	49	2.8
		Teaching staff	35	20	-	86	20	110	4.0
		Non-teaching. staff	19	20	-	63	16	108	2.4
		Students	6	27	-	64	10	107	2.5
3	There is regular supply of water in the university	Mgt staff	5	11	1	23	9	49	2.5
		Teaching staff	39	-	-	55	17	110	2.9
		Non-teaching. staff	41	41	-	9	7	108	3.6
		Students	54	13	-	35	5	107	3.7
4	The University provided enough security personnel in the hostels	Mgt staff	14	28	-	4	3	49	3.9
		Teaching staff	28	58	5	10	15	110	3.8
		Non-teaching. staff	55	20	-	13	10	108	3.6
		Students	80	10	-	15	2	107	4.4
5	There is regular supply of electricity in the hostels	Mgt staff	10	10	-	28	1	49	3.0
		Teaching staff	15	63	5	19	9	110	3.5
		Non-teaching. staff	61	21	1	20	3	108	4.0
		Students	54	12	-	39	2	107	3.7
6	There are good toilet facilities in the students Hostel in the Universities	Mgt staff	10	18	-	11	10	49	3.5
		Teaching staff	60	20	-	23	8	110	3.9
		Non-teaching. staff	30	35	3	18	19	108	3.2
		Students	74	10	-	22	1	107	3.6
7	There is burglar proof to enhance security in the hostel	Mgt staff	20	10	-	8	11	49	3.4
		Teaching staff	40	41	3	18	8	110	3.4
		Non-teaching. staff	54	25	-	29	-	108	3.8
		Students	62	14	5	22	2	107	3.9
8	University provided bunks and mattresses for students	Mgt staff	17	20	-	8	3	49	3.7
		Teaching staff	54	21	1	30	25	110	4.0
		Non-teaching. staff	53	15	2	31	7	108	2.3
		Students	78	10	-	12	7	107	3.2

Table 4.2 contd.

9	The Students' accommodation is well maintained	Mgt staff	22	6	-	18	4	49	3.0
		Teaching staff	52	19	-	25	15	110	3.5
		Non-teaching. staff	62	15	5	25	1	108	4.8
		Students	63	30	-	10	4	107	3.3
10	The rooms in the students' hostels are well managed	Mgt staff	20	17	-	10	1	49	3.9
		Teaching staff	40	50	1	15	5	110	3.6
		Non-teaching. staff	30	50	-	14	11	108	2.9
		Students	46	44	-	11	6	107	4.0
11	The bunks and mattresses are regularly replaced when spoiled	Mgt staff	6	10	6	21	8	49	2.8
		Teaching staff	35	10	-	96	20	110	3.7
		Non-teaching. staff	10	-	-	43	5	108	4.1
		Students	8	17	5	74	3	107	3.5
12	The water facilities are promptly repaired when necessary	Mgt staff	16	10	1	13	9	49	2.7
		Teaching staff	29	50	-	14	17	110	3.3
		Non-tech. staff	61	31	-	9	7	108	3.8
		Students	54	16	-	25	11	107	3.0
13	The electricity supply are instantly fixed when the need arises	Mgt staff	14	28	-	4	3	49	3.6
		Teaching staff	28	58	5	5	15	110	3.3
		Non-teaching. staff	55	20	-	13	10	108	3.0
		Students	67	10	-	28	2	107	2.9
14	The toilet facilities are well managed	Mgt staff	20	10	-	17	1	49	3.2
		Teaching staff	15	68	5	14	9	110	3.0
		Non-teaching. staff	61	21	2	20	3	108	2.9
		Students	54	11	-	39	3	107	3.0

Table 4.2 revealed the views of Management staff, Teaching staff, Non-teaching staff and students on provision and management of accommodation services in federal universities of North-West geographical zone. Item 1 showed the responses of respondents on whether there is adequate provision of students' accommodation in the University. From the responses of the respondents, the item statement was accepted by the respondents with the mean score of 3.5, 3.2, 3.9 and 2.9 respectively.

Item 2 showed the responses of respondents on whether the University provides enough rooms for students. The mean scores of the respondents show that the item was accepted by the respondents with the mean scores of 2.8, 4.0, 2.4, and 2.5 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 3 was on whether there is regular supply of water in the university. The responses of the respondents showed that two of category of the respondents accepted the item statement while the other two rejected it that is Management staff 2.5, Teaching staff 2.9, Non-teaching staff 3.6 and Students 3.7. Item 4 was on whether the University provided enough security personnel in the hostels. The mean scores of 3.9, 3.8, 3.6 and 4.4 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 5 is on whether there is regular supply of electricity in the hostels. The item was also accepted by the respondents with the mean scores of 3.0, 3.5, 4.0 and 3.7 for Management staff, Teaching staff, Non-teaching staff and Students. Similarly, item 6 was accepted by the respondents with the mean scores of 3.5, 3.9, 3.2 and 3.6 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 7 was to find out whether There is burglar proof to enhance security in the hostel. The mean scores showed that the item was accepted by all the respondents; with the decision mean of 3.4, 3.4, 3.8 and 3.9 for Management staff, teaching staff, non-teaching staff and Students respectively. Item 8 was on whether University provided bunks and mattresses for students. The item statement was accepted by the respondents with the mean scores of 3.5, 3.4, 3.3 and 3.2 respectively. From item 9, the decision mean of the respondents were found

to be 3.0, 3.5, 4.8 and 3.3, meaning the item was accepted by the respondents. Item 10 was on whether the rooms in the students' hostels are well managed. The item was accepted by the respondents with the mean score of 3.9, 3.6, 2.9 and 4.0 respectively. Item 11 was on whether The bunks and mattresses are regularly replaced when spoiled. The item statement was accepted by the respondents with the mean scores of 3.5, 3.4, 3.3 and 3.2 respectively. From item 12, the decision mean scores of the respondents were found to be 2.7, 3.3, 3.8 and 3.0, meaning the item was accepted by the respondents. Item 13 was on whether the rooms in the students' hostels are well managed. The item was accepted by the respondents with the mean scores of 3.6, 3.3, 3.0 and 4.0 respectively. Item 14 was also accepted by the respondents with mean scores of 3.2 3.0, 2.9, 3.0.

From the analysis of Table 4.2 it was revealed that students hostel accommodation is provided and managed but is grossly inadequate in federal universities North-West Geographical Zone, Nigeria

4.3.2 Research Question Two

What are the perceptions of stakeholders on the provision and management of Health Services in Federal Universities of North-West Geographical Zone, Nigeria?

This section is related to items 15-28 in the Questionnaire. Responses of all stakeholders were collected, analyzed and presented in a table 4.3 revealed the details.

Table 4.3: Mean Scores of Respondents on their perceptions on Provision and Management of Health Services in Federal Universities of North-West Geographical zone, Nigeria.

S/N	Item statements	Category of Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	Mean
15	functional clinic is provided to the students' in the University	Management staff	22	18	-	8	1	49	4.0
		Teaching staff	65	-	5	11	29	110	3.5
		Non-teaching. staff	45	42	2	12	7	108	3.9
		Students	80	-	2	19	8	107	3.4
16	University provides drugs all the time	Management staff	19	10	-	10	10	49	2.8
		Teaching staff	34	60	12	-	5	110	3.5
		Non-teaching. staff	70	4	-	32	8	108	3.8
		Students	23	54	-	28	2	107	3.2
17	ventilated rest rooms is provided in university clinic	Management staff	24	10	-	12	3	49	4.2
		Teaching staff	60	20	-	20	11	110	3.5
		Non-teaching. staff	80	20	-	12	2	108	4.0
		Students	66	10	-	30	1	107	3.6
18	Doctors are available in the university clinic all the time.	Management staff	20	18	1	10	-	49	4.0
		Teaching staff	26	40	7	31	3	110	3.8
		Non-teaching. staff	54	40	-	20	-	108	3.9
		Students	72	6	-	22	7	107	4.4
19	University provides effective health care facilities	Management staff	22	14	-	10	3	49	3.6
		Teaching staff	59	35	1	5	20	110	3.0
		Non-teaching. staff	8	42	2	55	7	108	2.8
		Students	88	2	-	10	7	107	2.2
20	There are Professional Nurses in the clinics	Management staff	10	17	-	18	4	49	3.0
		Teaching staff	63	15	-	30	2	110	3.1
		Non-teaching. staff	65	22	-	13	8	108	3.4
		Students	70	5	4	21	4	107	3.0
21	Test equipment are provided in the Universities.	Management staff	15	16	-	16	2	49	3.9
		Teaching staff	60	40	1	5	5	110	3.3
		Non-teaching. staff	25	46	2	44	4	108	3.0
		Students	2	4	4	8	2	107	2.8

Table 4.3 contd.

22	University clinic is always clean.	Management staff	18	6	-	25	4	49	2.6
		Teaching staff	2	20	8	80	-	110	3.0
		Non-teaching. staff	10	49	7	28	20	108	3.7
		Students	13	4	-	87	3	107	4.2
23	The University's clinic is well managed	Management staff	20	10	-	19	-	49	4.2
		Teaching staff	25	5	1	20	59	110	3.7
		Non-teaching. staff	4	62	-	41	7	108	3.7
		Students	10	24		71	2	107	2.8
24	The drugs provided in the University are well utilized	Management staff	17	13	1	10	8	49	4.1
		Teaching staff	37	35	7	21	17	110	4.8
		Non-teaching. staff	34	41	-	31	6	108	3.9
		Students	10	16	-	72	9	107	3.3
25	The rest rooms in the University are well maintained	Management staff	11	18	-	19	1	49	3.8
		Teaching staff	50	5	-	26	29	110	3.5
		Non-teaching. staff	30	57	2	12	7	108	3.9
		Students	10	20	2	62	15	107	3.4
26	The management supervises the activities of the doctors and nurses	Management staff	19	10	-	10	10	49	2.8
		Teaching staff	64	-	12	30	5	110	3.5
		Non-teaching. staff	60	14	-	32	8	108	3.8
		Students	17	60	-	28	2	107	3.2
27	The health care facilities are well managed	Management staff	24	10	-	14	2	49	4.2
		Teaching staff	60	5	-	35	11	110	3.5
		Non-teaching. staff	80	20	-	12	2	108	4.0
		Students	66	10	-	30	1	107	3.6
28	The management supervises the nurses in the clinic	Management staff	20	7	1	10	11	49	4.0
		Teaching staff	36	20	7	41	3	110	3.8
		Non-teaching. staff	54	40	-	20	-	108	3.9
		Students	12	6	-	87	-	107	4.4

Table 4.3 revealed the views of Management staff, teaching staff, Non-teaching staff and Students on perception of stakeholders on provision and management of health services in federal universities of North-West Geographical Zone, Nigeria. Item 15 showed the responses of respondents on whether functional

clinic is provided to the students' in the University. From the responses of the respondents, the item statement was accepted by the respondents with the mean score of 3.5, 3.2, 3.9 and 3.4 respectively. Item 16 revealed the opinions of respondents on whether University provides drugs all the time. The mean scores of the respondents showed that the item was accepted by the respondents with the mean scores of 2.8, 3.5, 3.8, and 3.2 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 17 was on whether ventilated rest rooms are provided in university clinic. The responses of the respondents showed that the item statement was accepted i.e. Management staff 4.2, teaching staff 3.5, non-teaching staff 4.0 and Students 3.6, mean scores respectively. Item 18 was on whether Doctors are available in the university clinic all the time. The mean scores of 4.0, 3.8, 3.9 and 4.4 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 19 was on whether University provides effective health care facilities. The item was also accepted by three categories the respondents with the mean scores of 3.6, 3.0, 3.8 for Management staff, Teaching staff, Non-teaching staff and but rejected by Students with mean score of 2.8. Similarly, item 20 was accepted by all categories of respondents with the mean scores of 3.0, 3.1, 3.4 and 3.0 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 21 was to find out whether test equipment's are provided in the Universities. The mean scores showed that the item was accepted by all the respondents; with the decision mean of 3.9, 3.3, 3.0 for Management staff, Teaching staff, Non-teaching staff and but rejected by with a mean score of 2.8. Item 22 was on

whether University clinic is always clean. The item statement was accepted by the respondents with the mean scores of 3.6, 3.0, 3.7 and 4.2 respectively. From item 23, the decision mean of the respondents were found to be 4.2, 3.7, 3.7 and 2.8, meaning the item was accepted by the respondents. Item 24 was on whether The drugs provided in the University are well utilized. The item was accepted by the respondents with the mean score of 4.1, 4.8, 3.9 and 3.3 respectively. Item 25 was on whether the rest rooms in the University are well maintained. The item was accepted by the respondents with the mean score of 3.8, 3.5, 3.9 and 3.4 respectively. Item 26 was on whether the management supervises the activities of the doctors and nurses. The item was accepted by the respondents with the mean score of 2.8, 3.5, 3.8 and 3.2 respectively. Item 27 was on whether the health care facilities are well managed. The item was accepted by the respondents with the mean score of 4.2, 3.5, 4.0 and 3.6 respectively. Item 28 was on whether the management supervises the nurses in the clinic. The item was accepted by the respondents with the mean score of 4.0, 3.8, 3.9 and 4.4, respectively.

From the analysis of Table 4.3, it was revealed that health services are effectively provided and managed in Federal Universities in North-west Geographical Zone, Nigeria.

4.3.3 Research Question Three

What are the Perceptions of Stakeholders on Provision and Management of Internet Services in Federal Universities of North-West Geographical Zone, Nigeria.

This section is related to items 29-42 in the Questionnaire. Responses of all stakeholders were collected, analyzed and presented in Table 4.4.

Table 4.4: Mean Scores of Respondents on Perceptions of Stakeholders on Provision and Management of Internet Services in Federal Universities of North-West Geographical Zone, Nigeria.

S/N	Item statement	Category of Respondent	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	Mean
29	There is Internet service in the University	Management staff	22	5	1	22	-	49	3.6
		Teaching staff	13	90	8	-	-	110	4.0
		Non-teaching. staff	17	80	3	-	14	108	3.9
		Students	82	10	-	7	-	107	4.3
30	The internet service works every day for the benefit of students	Management staff	12	19	-	8	10	49	3.3
		Teaching staff	21	80	-	5	5	110	4.0
		Non-teaching. staff	53	15	2	37	7	108	3.8
		Students	50	37	-	12	8	107	4.0
31	The university internet is used for research by students to improve their academic achievement.	Management staff	20	10	-	8	11	49	3.4
		Teaching staff	60	41	4	6	-	110	4.4
		Non-teaching. staff	58	27	7	12	8	108	4.1
		Students	56	34	4	9	4	107	4.2
32	University makes provision for free wireless in the campus	Management staff	13	22	-	12	3	49	3.6
		Teaching staff	60	10	7	30	4	110	3.8
		Non-teaching. staff	62	30	-	20	2	108	4.3
		Students	65	17	-	22	2	107	4.1
33	University provides modem to students to enable them get access to the Internet service.	Management staff	6	3	1	37	2	49	2.6
		Teaching staff	5	20	11	73	2	110	2.5
		Non-teaching. staff	10	30	-	70	4	108	2.2
		Students	28	5	-	54	10	107	2.3

Table 4.4 contd.

34	The University internet is easily accessible.	Management staff	20	8	-	10	11	49	3.3
		Teaching staff	54	-	1	25	30	110	3.2
		Non-teaching. staff	55	32	-	27	-	108	4.2
		Students	85	6	-	9	7	107	4.4
35	The University is linked to internet service	Management staff	6	10	4	10	19	49	2.4
		Teaching staff	100	10	-	31	20	110	4.5
		Non-teaching. staff	43	2	-	13	4	108	2.3
		Students	66	7	-	34	10	107	4.0
36	Students are patronizing e-library for their research.	Management staff	16	10	1	13	9	49	3.2
		Teaching staff	39	50	-	6	17	110	3.8
		Non-teaching. staff	61	27	-	9	7	108	4.0
		Students	84	6	-	12	5	107	4.4
37	The internet service is well managed	Management staff	14	28	-	4	3	49	3.9
		Teaching staff	28	58	5	5	15	110	3.7
		Non-teaching. staff	51	30	-	23	-	108	3.8
		Students	87	10	-	8	2	107	4.5
38	The management supervises the internet facilities regularly	Management staff	10	20	-	17	2	49	3.3
		Teaching staff	15	63	5	19	9	110	3.5
		Non-tech. staff	61	3	6	40	3	108	3.8
		Students	44	45	-	16	2	107	4.0
39	Spoiled facilities are replaced promptly	Management staff	12	19	-	8	10	49	3.3
		Teaching staff	21	50	-	20	20	110	3.3
		Non-teaching. staff	40	10	2	55	7	108	3.3
		Students	57	30	-	12	8	107	4.0
40	The computers in the E-Library are well maintained	Management staff	20	10	-	19	-	49	3.6
		Teaching staff	60	31	4	6	10	110	4.1
		Non-teaching. staff	40	27	7	30	8	108	3.6
		Students	46	44	4	9	4	107	4.1
41	The internet facilities are regularly updated	Management staff	13	22	-	12	3	49	3.6
		Teaching staff	65	10	7	30	4	110	4.0
		Non-tech. staff	62	30	-	10	6	108	4.2
		Students	65	1	-	32	9	107	3.7
42	There is regular replacement of broken down internet facilities	Management staff	10	16	1	22	-	49	3.2
		Teaching staff	13	35	8	40	15	110	2.9
		Non-teaching. staff	17	62	3	18	14	108	3.6
		Students	52	10	-	38	7	107	3.5

Table 4.4 revealed the views of Management staff, Teaching staff, Non-teaching staff and Students on provision and management of internet services in federal universities of North-West Geographical Zone. Item 29 revealed opinions of the respondents on whether There is Internet service in the University. From the responses of the respondents, the item statement was accepted by the respondents with the mean scores of 3.6, 4.0, 3.9 and 4.3 respectively. Item 30 showed the views of respondents on whether the internet service works every day for the benefit of students. The mean scores of the respondents showed that the item was accepted by the respondents with the mean scores of 3.3, 4.0, 3.8, and 4.0 for Management staff, teaching staff, non-teaching staff and Students respectively. Item 31 was on whether the university internet is used for research by students to improve their academic achievement. The opinions of the respondents showed that the item statement was accepted that is Management staff had a mean score of 3.4, Teaching staff 4.4, Non-teaching staff had 4.1 and Students had 4.2. Item 32 was on whether university makes provision for free wireless in the campus. The mean scores of 3.6, 3.8, 4.3 and 4.1 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 33 is on whether University makes provision for free wireless in the campus. The item was also accepted by the respondents with the mean scores of 3.6, 4.5, 4.2 and 3.0 for Management staff, Teaching staff, Non-teaching staff and Students. Similarly, item 34 was accepted by the respondents with the mean scores of 3.3, 3.2, 4.2 and 4.2 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 35 was to find out whether the

University is linked to internet service. The mean score showed that the item was accepted by all the categories of the respondents with the decision means of 3.3, 3.3, 3.9 and 3.2 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 36 was on whether Students are patronizing e-library for their research. The item statement was accepted by the respondents with the mean scores of 3.2, 3.8, 4.0 and 4.4 respectively. From item 37, the decision mean of the respondents were found to be 3.9, 3.7, 3.8 and 4.5, meaning the item was accepted by the respondents. Item 38 was on whether the management supervises the internet facilities regularly, the Item was accepted by all the respondents with the mean scores of 3.6, 4.0, 4.2 and 3.7 respectively. Item 39 was on whether spoiled facilities are replaced promptly. The item was accepted by all the respondents with the mean scores of 3.3, 3.5, and 4.0 respectively. Item 40 was on whether The computers in the E-Library are well maintained. The item was accepted by the respondents with the mean scores of 3.6, 4.1, 3.6 and 4.1, respectively.

From the analysis of Table 4.4, it was established that internet services are provided in most of the Federal Universities of North-West Geographical Zone, Nigeria.

4.3.4 Research Question Four

What are the Perceptions of Stakeholders on Provision and Management of Transport Services in Federal Universities of North-West Geographical Zone, Nigeria?

This section is related to items 43-56 in the Questionnaire. Responses of all stakeholders were collected, analyzed and presented in Table 4.5

Table 4.5: Mean Scores of Respondents on their Perceptions on Provision and Management of Transport Services in Federal Universities of North-West Geographical Zone, Nigeria.

S/N	Item statements	Category of Respondents	Agreed Strongly	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	MEAN
43	There is functional bus service department in University	Management staff	10	15	-	11	13	49	2.9
		Teaching staff	65	10	-	16	20	110	3.7
		Non-teaching. staff	50	40	2	19	7	108	4.2
		Students	22	47	-	30	8	107	3.4
44	The buses shuttle every day for the benefit of students	Management staff	20	17	-	10	2	49	3.8
		Teaching staff	68	21	1	20	-	110	4.2
		Non-teaching. staff	65	2	-	39	8	108	3.8
		Students	66	40		21	2	107	4.5
45	The University buses are used for conveyance of students to hostel, sport and education visit	Management staff	25	5	4	13	2	49	3.7
		Teaching staff	28	95	13	50	15	110	4.5
		Non-teaching. staff	80	20	2	5	6	108	4.5
		Students	29	55	-	22	1	107	3.8
46	All the buses used for transporting students are road worthy.	Management staff	22	15	1	5	11	49	3.9
		Teaching staff	56	40	7	1	3	110	4.2
		Non-teaching. staff	24	50	2	38	-	108	3.1
		Students	12	64	-	22	9	107	3.4

Table 4.5 contd.

47	University provides waiting station for students'	Management staff	21	14	-	11	3	49	3.7
		Teaching staff	59	35	1	11	5	110	4.2
		Non-teaching. staff	48	-	4	55	7	108	3.4
		Students	51	31	-	12	15	107	3.9
48	New buses are provided to students regularly	Management staff	10	2	-	43	4	49	1.8
		Teaching staff	13	10	-	84	4	110	2.4
		Non-teaching. staff	30	29	2	52	1	108	2.8
		Students	13	3	-	74	17	107	2.0
49	The buses are available all the time in the University.	Management staff	20	8	-	10	11	49	3.3
		Teaching staff	63	17	1	30	-	110	4.0
		Non-teaching. staff	10	47	-	50	1	108	3.1
		Students	64	24	-	14	9	107	4.2
50	Transport fare is considerable	Management staff	10	11	-	28	-	49	3.0
		Teaching staff	50	44	-	5	10	110	3.9
		Non-teaching. staff	60	12	-	30	12	108	3.8
		Students	73	5	-	18	1	107	3.9
51	The buses service department is well managed	Management staff	10	22	-	10	2	49	3.3
		Teaching staff	27	68	1	40	-	110	4.4
		Non-teaching. staff	17	53	-	41	7	108	3.5
		Students	6	74	2	25	2	107	3.5
52	Management regulate the shuttle activities every day	Management staff	20	17	1	11	-	49	3.9
		Teaching staff	28	70	7	5	7	110	4.1
		Non-teaching. staff	54	42	2	10	6	108	4.3
		Students	42	54	-	9	2	107	4.1
53	The buses use for conveyance of students are well maintained	Management staff	25	5	4	13	2	49	3.7
		Teaching staff	28	95	13	50	15	110	4.5
		Non-teaching. staff	80	20	1	5	6	108	4.5
		Students	69	5	-	32	1	107	4.0
54	University services the buses regularly.	Management staff	22	15	1	5	11	49	3.9
		Teaching staff	51	30	7	1	18	110	2.8
		Non-teaching. staff	20	50	2	41	1	108	3.5
		Students	12	64	-	29	2	107	3.5

Table 4.5 cont.

55	Management replaces the soiled part instantly	Management staff	21	14	-	11	3	49	3.7
		Teaching staff	54	30	1	31	5	110	4.5
		Non-teaching. staff	48	15	4	40	7	108	3.6
		Students	50	38	-	11	8	107	4.0
56	Management supervises the drivers regularly to ensure safety of student	Management staff	10	12	-	23	4	49	3.0
		Teaching staff	53	10	-	44	4	110	3.6
		Non-teaching. staff	40	29	2	42	1	108	3.7
		Students	13	53	-	34	7	107	3.2

Table 4.5 revealed the view of Management staff, Teaching staff, Non-teaching staff and Students on provision and management of transport services in federal universities of North-West Geographical Zone, Nigeria Item 43 showed the responses of respondents on whether there is functional bus service department in the University. From the responses of the respondents, the item statement was accepted by the respondents with the mean score of 2.9, 3.7, 4.2 and 3.4 respectively. Item 44 indicated views of the respondents on whether the buses shuttle every day for the benefit of students. The mean scores of the respondents showed that the item was accepted by the all the respondents with the mean scores of 3.8, 4.2, .3.8 and 4.5 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 45 was on whether the University buses are used for conveyance of students to the hostels, sporting activities and educational visits. The responses of the respondents showed that the item statement was accepted where Management staff had 3.7, Teaching staff had 4.5, Non-teaching staff has 4.5 and Students had 3.8 mean scores. Item 46 was on whether all the buses used for transporting students are road worthy.

The mean scores of 3.9, 4.2, 3.1 and 3.9 were obtained from the respondents, implying that the respondents accepted the item statement. Item 47 was on whether University provides waiting station for students. The item was also accepted by the respondents with the mean scores of 3.7, 4.2, 3.4 and 3.9 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Similarly, item 48 was accepted by the respondents with the mean scores of 3.8, 4.4, 4.0 and 3.5 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 49 sought to find out whether the buses are available all the time in the University. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.3, 4.0, 3.1 and 4.2 for Management staff, teaching staff, non-teaching staff and Students respectively. Item 50 was on whether Transport fare is considerable.

The item statement was accepted by the respondents with the mean scores of 3.0, 3.9, 3.8 and 3.9 for Management staff, teaching staff, non-teaching staff and Students respectively. From item 51, the decision mean of the respondents were found to be 3.3, 4.4, 3.5 and 3.5, meaning the item was accepted by all the respondents. Item 52 was on whether management regulates the shuttle activities every day. The item was accepted by the respondents with the mean score of 3.9, 4.1, 4.3 and 4.1 respectively. Item 53 was on whether the buses use for conveyance of students is well maintained. The item was accepted by the respondents with the mean score of 3.7, 4.5, 4.5 and 4.0 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 54 was on whether university services the buses regularly. The item

was accepted by the respondents with the mean score of 3.9, 2.8, 3.5 and 3.5 for Management staff, Teaching staff, Non-teaching staff and Students respectively.

Item 55 was on whether management replaces the soiled part instantly. The item was accepted by the respondents with the mean score of 3.7, 4.5, 4.6 and 4.1 respectively.

Item 56 was on whether management supervises the drivers regularly to ensure safety of student. The item was accepted by the respondents with the mean score of 3.0, 3.6, 3.7 and 3.2 for Management staff, Teaching staff, Non-teaching staff and Students, respectively.

From the analysis of Table 4.5, it was revealed that there are well organized transport services for staff and students in the federal universities in North-West geographical zone, Nigeria.

4.3.5 Research Question Six

What are the Perceptions of Stakeholders on Provision and Management of Food Services in Federal Universities of North-West Geographical Zone, Nigeria?

This section is related to items 57-70-83 in the Questionnaire. Responses of all stakeholders were collected, analyzed and presented in Table 4.7

Table 4.6: Mean Scores of Respondents on their Perceptions on Provision and Management of Cafeteria Services in Federal Universities of North-West Geographical Zone, Nigeria.

S/ N	Item statements	Category of Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	MEAN
71	Cafeteria services are provided in the University	Management staff	6	11	-	28	4	49	3.7
		Teaching staff	25	31	-	10	45	110	3.7
		Non-tech. staff	43	50	2	16	4	108	4.3
		Students	2	67	5	4	3	107	2.8
72	Private individuals provides cafeteria services	Management staff	30	3	1	14	1	49	3.9
		Teaching staff	39	65	-	-	6	110	4.1
		Non-tech. staff	44	45	-	17	8	108	4.0
		Students	11	56	-	30	5	107	3.2
73	The price of food is affordable	Management staff	14	28	3	1	3	49	4.0
		Teaching staff	30	35	11	31	4	110	3.5
		Non-tech. staff	62	40	-	6	6	108	4.5
		Students	72	10	-	18	7	107	4.1
74	Food provided to students is of high quality.	Management staff	10	10	3	12	13	49	2.7
		Teaching staff	20	43	-	23	25	110	3.1
		Non-tech. staff	14	24	1	15	4	108	1.8
		Students	54	21	6	17	9	107	3.8
75	The meals are prepared under hygienic condition	Management staff	22	14	-	10	3	49	3.8
		Teaching staff	69	30	1	11	-	110	4.4
		Non-tech. staff	58	38	1	20	7	108	4.5
		Students	43	43	2	13	6	107	3.9
76	University management inspects cafeteria regularly	Management staff	13	12	-	20	4	49	3.2
		Teaching staff	52	40	-	14	4	110	4.1
		Non-tech. staff	52	7	-	35	20	108	3.5

Table 4.7 contd.									
		Students	53	35	-	14	7	107	4.1
77	Chairs and tables are provided for students' comfort	Management staff	18	18	-	10	3	49	3.7
		Teaching staff	31	23	11	21	24	110	3.1
		Non-tech. staff	25	45	-	31	7	108	3.4
		Students	14	54		34	7	107	3.3
78	Students patronized the cafeteria regularly	Management staff	24	10	-	13	2	49	3.6
		Teaching staff	55	15	-	30	11	110	3.6
		Non-tech. staff	80	20	-	6	2	108	4.5
		Students	49	31	-	17	10	107	3.8
79	The University's cafeteria is well managed	Management staff	22	5	1	10	11	49	3.3
		Teaching staff	56	20	11	-	23	110	3.7
		Non-tech. staff	34	40	5	11	20	108	3.5
		Students	52	44	-	9	2	107	4.2
80	The University management supervises the private individuals in the cafeteria	Management staff	10	15	-	20	4	49	3.0
		Teaching staff	52	19	-	35	5	110	2.9
		Non-tech. staff	60	24	-	20	10	108	3.8
		Students	33	23	-	34	18	107	3.0
81	The price of food is control by the management	Management staff	6	11	-	28	4	49	2.4
		Teaching staff	20	81	-	10	-	110	3.0
		Non-tech. staff	43	32	2	34	4	108	4.1
		Students	28	60	5	4	110	107	3.3
82	The management inspects the quality of the food provided	Management staff	30	3	1	3	11	49	4.0
		Teaching staff	39	50	-	10	11	110	3.8
		Non-tech. staff	44	30	-	32	8	108	3.0
		Students	54	36	-	12	5	107	3.0
83	Chairs and tables are well maintained	Management staff	14	28	3	1	3	49	3.7
		Teaching staff	30	35	11	31	4	110	3.8
		Non-tech. staff	40	40	-	16	14	108	3.2
		Students	22	50	-	28	7	107	3.3
84	The meal are checked by university health personnel promptly	Management staff	10	22	3	12	2	49	3.1
		Teaching staff	20	8	-	45	40	110	3.0
		Non-tech. staff	46	24	1	33	4	108	3.0
		Students	44	37	-	17	36	107	3.3

Table 4.7 revealed the views of Management staff, Teaching staff, Non-teaching staff and Students on provision and management of food services in federal universities of North-West Geographical Zone, Nigeria. Item 71 revealed the opinions of the respondents on whether cafeteria services are provided in the university. From the responses of the respondents, the item statement was accepted by the respondents with the mean scores of 3.7, 3.7, 4.3 and 2.8 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 72 showed the opinions of respondents on whether private individuals provide cafeteria services. The mean scores of the respondents show that the item was accepted by the respondents with the mean scores of 3.9, 4.1, 4.0, and 3.2 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 73 was on whether the price of food is affordable. The opinions of the respondents showed that the item statement was accepted as Management staff had 4.0, Teaching staff had 3.5, Non-teaching staff had 4.5 and Students had 4.1 mean scores respectively. Item 74 was on whether food provided to Students is of high quality. The mean scores of 3.7, 3.1, 1.8 and 3.8 were obtained from the opinions of Management staff, teaching staff, Non-teaching staff and Students of the respondents, implying that the respondents accepted the item statement. Item 75 was on whether the meals are prepared under hygienic condition. The item was also accepted by the respondents with the mean scores of 3.8, 4.4, 4.5 and 3.9 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Similarly, item 76 was accepted by the respondents with the mean scores of 3.2, 4.1, 3.5 and 4.1 for Management staff, teaching staff, non-teaching staff and

Students respectively. Item 77 was to find out whether chairs and tables are provided for students' comfort. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.7, 3.1, 3.4 and 3.3 for Management staff, teaching staff, non-teaching staff and Students respectively. Item 78 was on whether Students patronized the cafeteria regularly. The item statement was accepted by the respondents with the mean scores of 3.6, 3.6, 4.5 and 3.8 by Management staff, Teaching staff, Non-teaching staff and Students respectively. From item 79, the decision mean of the respondents were found to be 3.3, 3.7, 3.5 and 4.2, meaning the item was accepted by the respondents. Item 80 was on whether the University management supervises the private individuals in the cafeteria. The item was accepted by the respondents with the mean score of 3.0, 2.9, 3.8 and 3.0 respectively. Item 81 was on whether the price of food is control by the management. The item was accepted by three groups of e respondents with the mean score of 3.0, 4.1 and 3.3 respectively but rejected by management staff with a mean scores of 2.4. Item 82 was on whether the management inspects the quality of the food provided. The item was accepted by the respondents with the mean scores of 4.0, 3.8, 3.0 and 3.0 by Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 83 was on whether cchairs and tables are well maintained. The item was accepted by the respondents with the mean score of 3.7, 3.8, 3.2 and 3.2 respectively. Item 84 was on whether the meal is checked by university heath personnel promptly. The item was accepted by the respondents with the mean score of 3.0, 2.9, 3.8 and 3.0 respectively.

From the analysis of Table 4.7 it was revealed that there are adequate cafeteria services in the federal universities in North-West Geographical Zone, Nigeria

4.3.6 Research Question Seven

What are the Perceptions of Stakeholders on the Provision and Management of Extra-Curriculum Services in Federal Universities of North-West Geographical Zone, Nigeria?

This section is related to items 71-84 in the Questionnaire. Responses of all stakeholders were collected, analyzed and presented in Table 4.8

Table 4.6: Mean Scores of Respondents on their Perceptions on Provision and Management of Extra-Curriculum Services in Federal universities of North-West Geographical Zone, Nigeria.

S/N	Item statements	Category of Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	MEAN
85	University has provision for extracurricular activities	Management staff	10	22	-	10	2	49	3.2
		Teaching staff	27	63	1	-	20	110	3.5
		Non-teaching. staff	17	67	-	21	7	108	3.8
		Students	26	31	2	28	22	107	3.4
86	Students are participating in school extra-curricular	Management staff	20	17	1	11	-	49	3.2
		Teaching staff	28	30	7	25	17	110	3.9
		Non-teaching. staff	54	52	2	-	6	108	3.5
		Students	62	14	-	27	2	107	3.0
87	There is sports equipment's in the University	Management staff	25	5	4	13	2	49	4.0
		Teaching staff	28	95	13	50	15	110	3.0
		Non-teaching. staff	80	20	3	5	6	108	4.1
		Students	49	25	-	25	8	107	3.8
88	Clubs and societies are available in the University	Management staff	22	15	1	5	6	49	4.0
		Teaching staff	56	10	7	21	13	110	4.0
		Non-teaching. staff	24	50	2	38	-	108	4.3
		Students	12	64	-	29	2	107	4.2
89	University is organizing debate	Management staff	21	14	-	11	3	49	4.3
		Teaching staff	59	45	1	1	5	110	3.2
		Non-teaching. staff	48	-	4	55	7	108	3.4

	Table 4.8 contd.	Students	48	41	-	12	8	107	2.1
90	There are athletics sports in the University	Management staff	20	17	1	11	-	49	2.7
		Teaching staff	28	30	7	25	17	110	4.3
		Non-teaching. staff	54	52	2	-	6	108	3.0
		Students	62	14	-	27	2	107	3.8
91	Students organize sport competition in the University	Management staff	25	5	4	13	2	49	3.9
		Teaching staff	28	95	13	50	15	110	3.6
		Non-teaching. staff	80	20	3	5	6	108	3.3
		Students	49	25	-	25	8	107	3.3
92	Students visit sister institutions for sport activities	Management staff	22	15	1	5	6	49	2.8
		Teaching staff	56	10	7	21	13	110	3.8
		Non-teaching. staff	24	50	2	38	-	108	3.4
		Students	12	64	-	29	2	107	3.0
93	The Extracurricular activities in the university are well managed	Management staff	21	14	-	11	3	49	3.2
		Teaching staff	59	45	1	1	5	110	3.7
		Non-teaching. staff	48	-	4	55	7	108	3.9
		Students	48	41	-	12	8	107	3.5
94	Equipment for extracurricular activities are well maintained	Management staff	10	12	-	23	4	49	4.2
		Teaching staff	73	10	-	24	4	110	3.6
		Non-teaching. staff	58	11	2	42	1	108	3.8
		Students	13	73	-	21	-	107	3.6
95	The management control clubs and society in the university	Management staff	6	11	-	28	4	49	4.0
		Teaching staff	25	31	-	10	45	110	3.0
		Non-teaching. staff	43	50	2	16	4	108	4.1
		Students	2	67	5	4	3	107	3.8
96	Athletics facilities are well maintained	Management staff	30	3	1	14	1	49	4.0
		Teaching staff	39	65	-	-	6	110	4.0
		Non-teaching. staff	44	45	-	17	8	108	4.3
		Students	11	56	-	30	5	107	4.2
97	University management supervises the sports activities	Management staff	14	28	3	1	3	49	4.3
		Teaching staff	30	35	11	31	4	110	3.2
		Non-teaching. staff	62	40	-	6	6	108	3.4
		Students	2	10	-	8	-	107	2.1
98	The management leads student to competition outside the university	Management staff	10	10	3	12	13	49	2.7
		Teaching staff	20	43	-	23	25	110	4.3
		Non-teaching. staff	14	24	1	15	4	108	3.0
		Students	54	217	-	17	9	107	3.8

Table 4.8 revealed the view of Management staff, Teaching staff, Non-teaching staff and Students on perception of stakeholders on provision and management of extra-curriculum services in federal universities of North West Geographical Zone, Nigeria. Item 85 showed the opinions of respondents on whether university has provision for extracurricular activities. From the views of the respondents, the item statement was accepted by the respondents with the mean scores of 3.2, 3.5, 3.8 and 3.9 respectively. Item 86 revealed the opinions of respondents on whether students are participating in school extra-curricular. The mean scores of the respondents showed that the item was accepted by the respondents with the mean scores of 3.2, 3.9, 3.5, and 3.0 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 87 was on whether there is sports equipment's in the University. The responses of the respondents shows that the item statement was accepted as Management staff had 4.0, teaching staff had 3.0, non-teaching staff had 4.1 and Students had a mean score of 3.8 respectively. Item 88 was on whether clubs and societies are available in the University. The mean scores of 4.0, 4.0, 4.3 and 4.2 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 89 was on whether University is organizing debate. The item was also accepted by the respondents with the mean scores of 4.3, 3.2, 3.4 for Management staff, teaching staff and non-teaching staff but was rejected by Students who had a mean score of 2.1 respectively. Similarly, item 90 was accepted by the respondents with the mean scores of 4.3, 3.0 and 3.8 for Teaching staff, and Non-teaching staff and Students respectively. But rejected by management who had a mean

score of 2.7 respectively. Item 91 was to find out whether students organize sport competition in the university. The mean scores showed that the item was accepted by all the respondents; with the decision mean of 3.9, 3.6, 3.3 and 3.3 for Management staff, teaching staff, non-teaching staff and Students respectively. Item 92 was on whether students visit sister institutions for sport activities. The item statement was accepted Teaching staff, Non-teaching staff and Students the respondents with the mean scores of 3.8, 3.4 and 3.0 respectively, but was rejected by management staff with a mean score of 2.8. From item 93, the decision mean of the respondents were found to be 3.2, 3.7, 3.9 and 3.5, for Management staff, Teaching staff, Non-teaching staff and Students, meaning the item was accepted by the respondents. Item 94 was on whether equipment for extracurricular activities are well maintained. The item was accepted by the respondents with the mean score of 4.2, 3.6, 3.8 and 3.6 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 95 was on whether the management control clubs and society in the university. The item was accepted by the respondents with the mean scores of 4.0, 3.0, 4.1 and 3.8 by Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 96 was on whether athletics facilities are well maintained. The item was accepted by the respondents with the mean scores of 4.0, 4.0, 4.3 and 4.2 by Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 97 was on whether university management supervises the sports activities. The item was accepted by the respondents with the mean score of 4.3, 3.2 and 3.4 for Management staff, Teaching staff, Non-teaching but rejected by students with a mean score of 2.1 respectively.

Item 98 was on whether the management leads student to competition outside the university. The item was accepted by the respondents with the mean score of 4.3, 3.0 and 3.8 for Teaching staff, Non-teaching staff and Students but rejected by management staff with a mean score of 2.7 respectively.

From the analysis of Table 4.8 it was revealed that extra-curricular services are provided and effectively managed in most federal universities in North-West Geographical Zone, Nigeria.

4.3.7 Research Question Eight

What are the Perceptions of Stakeholders on the Provision and Management of Guidance and Counseling Services in Federal Universities of North-West Geographical Zone, Nigeria?

This section is related to items 85-98 in the Questionnaire. Responses of all stakeholders were collected, analyzed and presented in Table 4.9

Table 4.7: Mean Scores of Respondents on their Perceptions on Provision and Management of Guidance and Counseling in Federal Universities of North-West Geographical Zone, Nigeria.

S/N	Item statements	Category of Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	MEAN
99	The university provides functional guidance and counseling office	Management staff	10	22	-	10	2	49	2.4
		Teaching staff	27	68	1	40	-	110	3.0
		Non-tech. staff	17	53	-	41	7	108	4.1
		Students	6	74	2	25	2	107	3.3
100	Students are patronizing guidance and counseling office in University	Management staff	20	17	1	11	-	49	4.0
		Teaching staff	28	70	7	5	7	110	3.8
		Non-tech. staff	54	42	2	10	6	108	3.0
		Students	42	54	-	9	2	107	3.0
101	There is a guidance and counseling personnel's in the University	Management staff	25	5	4	13	2	49	3.7
		Teaching staff	28	95	13	50	15	110	3.8
		Non-tech. staff	80	20	1	5	6	108	3.2
		Students	69	5	-	32	1	107	3.3
102	University encourages guidance and counseling activities	Management staff	22	15	1	5	11	49	3.1
		Teaching staff	51	30	7	1	18	110	3.0
		Non-tech. staff	20	50	2	41	1	108	3.0
		Students	12	64	-	29	2	107	3.3
103	The university provides enlightenment campaign for carrier choice in the University.	Management staff	21	14	-	11	3	49	3.6
		Teaching staff	54	30	1	31	5	110	4.5
		Non-tech. staff	48	15	4	40	7	108	4.8
		Students	50	38	-	11	8	107	3.0

Table 4.9 contd.

104	The university provides access to guidance and counseling services.	Management staff	10	12	-	23	4	49	3.2
		Teaching staff	53	10	-	44	4	110	3.7
		Non-tech. staff	40	29	2	42	1	108	3.8
		Students	13	53	-	34	7	107	3.4
105	Guidance and Counseling office offers orientation service in the University.	Management staff	6	10	4	10	19	49	4.0
		Teaching staff	100	10	-	31	20	110	3.4
		Non-tech. staff	43	2	-	13	4	108	3.2
		Students	66	7	-	34	10	107	4.0
106	There are enough Guidance and Counseling materials in the University.	Management staff	16	10	1	13	9	49	4.0
		Teaching staff	39	50	-	6	17	110	3.9
		Non-tech. staff	61	27	-	9	7	108	4.0
		Students	84	6	-	12	5	107	4.3
107	The university's guidance and counseling's office is well managed	Management staff	14	28	-	4	3	49	4.5
		Teaching staff	28	58	5	5	15	110	3.3
		Non-tech. staff	51	30	-	23	-	108	3.0
		Students	87	10	-	8	2	107	4.1
108	The university's guidance and counseling's office is well utilized	Management staff	10	20	-	17	2	49	3.0
		Teaching staff	15	63	5	19	9	110	2.9
		Non-tech. staff	61	3	6	40	3	108	3.8
		Students	44	45	-	16	2	107	3.0
109	The management inspect guidance and counseling's office	Management staff	12	19	-	8	10	49	2.4
		Teaching staff	21	50	-	20	20	110	3.0
		Non-tech. staff	40	10	2	55	7	108	4.1
		Students	57	30	-	12	8	107	3.3
110	The University manages guidance and counseling activities	Management staff	20	10	-	19	-	49	4.0
		Teaching staff	60	31	4	6	10	110	3.8
		Non-tech. staff	40	27	7	30	8	108	3.0
		Students	46	44	4	9	4	107	3.0

111	The management organizes enlightenment campaign regularly	Management staff	13	22	-	12	3	49	3.7
		Teaching staff	65	10	7	30	4	110	3.8
		Non-tech. staff	62	30	-	10	6	108	3.2
		Students	65	1	-	32	9	107	3.3
112	Guidance and counseling materials are well managed	Management staff	22	10	3	12	2	49	3.1
		Teaching staff	20	2	-	53	35	110	3.0
		Non-tech. staff	14	16	1	23	4	108	3.0
		Students	44	47	-	14	2	107	3.3

Table 4.9 revealed the view of Management staff, teaching staff, non-teaching staff and Students on provision and management of guidance and counseling in federal universities of North-West Geographical Zone, Nigeria. Item 99 showed the responses of respondents on whether the university provides functional guidance and counseling office. From the views of the respondents, the item statement was accepted by the respondents with the mean scores of 3.0, 4.0 and 3.3 Teaching staff, Non-teaching staff and Students respectively but rejected was rejected by management staff with a mean score of 2.4. Item 100 showed the responses of respondents on whether students are patronizing guidance and counseling office in University. The mean scores of the respondents show that the item was accepted by the respondents with the mean scores of 4.2, 3.8, 3.0, and 3.0 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 101 was on whether there is a guidance and counseling staff in the University. The responses of the respondents showed that the item statement was accepted as Management staff 3.7, Teaching staff had 3.8, Non-teaching staff had 3.2 and Students had 3.3. Item 102 was on whether university encourages guidance and counseling activities. The mean scores of 3.1, 3.0, 3.0 and

3.3 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 103 was on whether the university provides enlightenment campaign for career choice in the University. The item was also accepted by the respondents with the mean scores of 3.6, 4.5, 4.8 and 3.0 for Management staff, teaching staff, non-teaching staff and Students. Similarly, item 104 was accepted by the respondents with the mean scores of 2.9, 3.3, 3.4 and 3.6 for Management staff, teaching staff, non-teaching staff and Students respectively. Item 105 was to find out whether Guidance and Counseling office offers orientation service in the University. The mean scores showed that the item was accepted by all the respondents; with the decision mean of 4.0, 3.4, 3.2 and 4.0 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 106 was on whether there are enough Guidance and Counseling materials in the University. The item statement was accepted by the respondents with the mean scores of 4.0, 3.9, 4.0 and 4.3 respectively. Item 107 was on whether the guidance and counselling office is well managed, from item 107, the decision mean of the respondents were found to be 4.5, 3.3, 3.0 and 4.1, meaning the item was accepted by the respondents. Item 108 was on whether the guidance and counseling office is well utilized. The item was accepted by the respondents with the mean score of 3.0, 2.9, 3.8 and 3.0 respectively. Item 109 was on whether the university's guidance and counseling office. The item was accepted by the respondents with the mean scores of 3.0, 4.1 and 3.3 respectively, by Teaching staff, Non-teaching staff and Students but was rejected by the management staff with a mean score of 2.4. Item 110 was on whether the university manages the guidance and

counseling office. The item was accepted by the respondents with the mean score of 4.0, 3.8, 3.0 and 3.0 respectively. Item 111 was on whether the manages organizes enlightenment campaign regularly. The item was accepted by the respondents with the mean score of 3.7, 3.0, 3.0 and 3.3 respectively. Item 112 was on whether the university's guidance and counseling's material are well managed. The item was accepted by the respondents with the mean scores of 3.1, 3.0, 3.8 and 3.3 respectively.

From the analysis of Table 4.9 it was revealed that there was adequate provision of facilities for guidance and counselling services in Federal Universities North-West Geographical Zone, Nigeria.

4.4 Hypotheses Testing

This section is concerned with all the results and outcome of the null hypotheses raised and tested in line with the objectives of this study. Data obtained as responses from the respondents (Management staff, Teaching staff, Non-teaching staff and Students) from the questionnaire administered were tested. The hypotheses were tested using One Way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and Statistical Package for Social Sciences (SPSS) was used to analyse the data. In all, eight hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study at 0.05. Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

4.4.1 Hypothesis I

Hypothesis I (HO₁): There is no significant difference in the Perceptions of Stakeholders (Management staff, Teaching staff, Non-tech. staff, Students) on Provision and Management of Accommodation Services in Universities of North-West Geographical Zone, Nigeria.

Items covering this section were collected from items 1-14 of the questionnaire.

Details are in Table 4.10.

Table 4.8: Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (Management staff, Teaching staff, Non-tech. staff, Students) on Provision and Management of Accommodation Services in Universities of North-West Geographical Zone, Nigeria.

Compromise	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.983	3	.661	0.413	0.736
Within Groups	583.873	372	1.613		
Total	585.856	374			

From Table 4.10, the F-value is 0.413 and the P-value is 0.736 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of respondents on provision and management of accommodation services in federal universities of North-West Geographical Zone, Nigeria.

4.4.2 Hypothesis II

Hypothesis II (HO₂): There is no significant difference in the Perceptions of Stakeholders (respondents) on Provision and Management of Health Services in Universities of North-West Geographical Zone, Nigeria.

Items covering this section were collected from items 15-28 in the questionnaire. Details are captured in Table 4.11.

Table 4.9: Summary of the One Analysis of Variance (ANOVA) on Perceptions of Stakeholders (respondents) on the Provision and Management of Health Services in Universities of North-West Geographical Zone, Nigeria.

Collaboration	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.808	3	2.936	2.035	0.062
Within Groups	522.136	372	1.442		
Total	530.944	374			

From table 4.11, the F-value is 2.035 and the P-value is 0.062 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of respondents on perception of stakeholders (respondents) on the provision and management of health services in universities of North-West geographical zone, Nigeria.

4.4.3 Hypothesis III

Hypothesis III (HO₃): There is no significant difference in the Perceptions of Stakeholders (respondents) on Provision and Management of Internet Services In Universities of North-West Geographical zone, Nigeria.

Items covering this section were collected from items 29-42 in the questionnaire. Details are shown in table 4.12.

Table 4.10: Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on Provision and Management of Internet Services in Universities of North-West Geographical zone, Nigeria.

Dialogue	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9.558	3	3.186	2.211	0.085
Within Groups	496.960	372	1.373		
Total	506.518	374			

From table 4.12, the F-value is 2.311 and the P-value is 0.085 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of respondents on Perception of Stakeholders (respondents) on Provision and Management of Internet services in universities of North-West geographical zone, Nigeria.

4.4.4 Hypothesis IV

Hypothesis IV (HO₄): There is no significant difference in the Perceptions of Stakeholders (respondents) on Provision and Management of Transport Services in Universities of North-West Geographical Zone, Nigeria.

Items covering this section were collected from items 43-56 in the questionnaire. Details are captured in table 4.13.

Table 4.11: Summary of the One Analysis of Variance (ANOVA) on the Perception of Stakeholders (respondents) on Provision and Management of Transport Services in Universities of North-West Geographical Zone, Nigeria.

Negotiation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.226	3	2.409	1.238	0.210
Within Groups	589.956	372	1.630		
Total	597.182	374			

From table 4.13, the F-value is 1.238 and the P-value is 0.210 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of respondents on Perception of Stakeholders (respondents) on Provision and Management of Transport services in universities of North-West geographical zone, Nigeria.

4.4.6 Hypothesis V

Hypothesis VI (HO₆): There is no significant difference in the Perceptions of Stakeholders (respondents) on Provision and Management of Catering Activities in Universities of North-West Geographical Zone, Nigeria.

Items covering this section were collected from items 71-83 in the questionnaire. Details are captured in table 4.15.

Table 4.12: Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on Provision and Management of Catering Activities in Universities of North-West Geographical Zone, Nigeria.

Reconciliation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13.636	3	4.345	2.941	0.033
Within Groups	559.461	372	1.545		
Total	573.098	374			

From table 4.16, the F-value is 2.941 and the P-value is 0.033 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected. Thus, there is significant difference in the opinions of respondents on perception of stakeholders (respondents) on provision and management of catering activities in federal universities of North-West Geographical Zone, Nigeria.

Table 4.13: Summary of Scheffe Multiple Comparisons Test on the opinions of the Respondents, on Provision and Management of Catering Activities in Universities of North-West Geographical Zone, Nigeria

Multiple Comparisons						
Dependent Variable: Food						
Scheffe						
(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Mgt staff	Teaching staff	.23974	.13639	.379	-.1433	.6228
	Non-tech. staff	.16532	.13678	.692	-.2188	.5494
	Students rep	-.37997	.13698	.054	-.7647	.0047
Teaching staff	Mgt staff	-.23974	.13639	.379	-.6228	.1433
	Non-tech. staff	-.07443	.10757	.923	-.3765	.2277
	Students rep	-.61971	.10782	.000	-.9225	-.3169
Non-tech. staff	Mgt staff	-.16532	.13678	.692	-.5494	.2188
	Teaching staff	.07443	.10757	.923	-.2277	.3765
	Students rep	-.54529	.10831	.000	-.8495	-.2411
Students rep	Mgt staff	.37997	.13698	.054	-.0047	.7647
	Teaching staff	.61971	.10782	.000	.3169	.9225
	Non-tech. staff	.54529	.10831	.000	.2411	.8495

The mean difference is significant at the 0.05 level.

From Table 4.17; the respondents' mean difference on first row shows that differences exist between teaching staff and non-teaching staff, implying that the difference between the respondents was significant. As shown in the second column of the first row, teaching staff had -0.2394 and non-teaching staff had 0.16532 mean differences. In the second row the non-teaching staff and students' representative differed in their opinions with respective mean difference of -0.07443 and -0.601917.

However, in the third row, the teaching staff and students' representative differed too in their opinions with the mean differences of 0.07443 and -0.5529. In the last row, difference only exist between teaching staff and non-teaching staff with the mean difference of 0.61971 and 0.54529.

4.4.7 Hypothesis VI

Hypothesis VII (HO₇): There is no significant difference in the Perceptions of Stakeholders (respondents) on Provision and Management of Extra-Curriculum Services in Universities of North-West Geographical Zone, Nigeria.

Items covering this section were collected from items 84-98 in the questionnaire. Details are captured in table 4.16.

Table 4.14: Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on Provision and Management of Extra-Curriculum Services in Universities of North-West Geographical Zone, Nigeria.

Avoidance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.636	3	3.542	1.941	0.142
Within Groups	569.461	372	1.515		
Total	581.098	374			

From Table 4.18, the F-value is 1.941 and the P-value is 0.142 at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of respondents on perception of stakeholders (respondents) on provision and management of extra-curriculum services in universities of North-West geographical zone, Nigeria.

4.4.8 Hypothesis VII

Hypothesis VII (HO₈): There is no significant difference in the Perceptions of Stakeholders (respondents) on provision and Management of Guidance and Counseling Service in Universities of North-West Geographical Zone, Nigeria.

Items covering this section were collected from items 99-112 in the questionnaire. Details are captured in table 4.17.

Table 4.15: Summary of the One Analysis of Variance (ANOVA) on the Perceptions of Stakeholders (respondents) on Provision and Management of Guidance and Counseling Service in Universities of North-West Geographical Zone, Nigeria.

Confrontation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.636	3	4.345	2.331	0.103
Within Groups	460.461	372	1.345		
Total	471.098	374			

From Table 4.19, the F-value is 2.331 and the P-value is 0.103 at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of respondents on perception of stakeholders (respondents) on provision and management of guidance and counseling services in Federal universities of North-West Geographical Zone, Nigeria.

4.5 Summary of Hypotheses Testing

The summary of the Eight Null Hypotheses tested for this study is hereby presented in

Table 4.20.

Table 4.16: Summary of Tested Null Hypotheses

S/ N	H0 Statement	Statistical Tool Used	Result	Level of Sig.	Decision
1	There is no significant difference in the perception of stakeholders; (Management staff, Teaching staff, Non-tech. staff, Students) on provision as and management of accommodation services in universities of North-West geographical zone, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 0.413, While the p-value is 0.736	0.05	H ₀₁ was retained. this mean that there is no significant difference in the opinions of respondents
2	There is no significant difference in the perception of stakeholders (respondents) on provision and management of health services in universities of North-West geographical zone, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 2.035, While the p-value is 0.062	0.05	H ₀₂ was retained. this mean that there is no significant difference in the opinions of respondents
3	There is no significant difference in the perception of stakeholders (respondents) on provision and management of internet services in universities of North-West geographical zone, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 2.211, While the p-value is 0.085	0.05	H ₀₃ was retained. this mean that there is no significant difference in the opinions of respondents
4	There is no significant difference in the perception of stakeholders (respondents) on provision and management of transport services in universities of North-West geographical zone, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.238 While the p-value is 0.210	0.05	H ₀₄ was retained. this mean that there is no significant difference in the opinions of respondents
5	There is no significant difference in the perception of stakeholders (respondents) on provision and management of library services in universities of North-West geographical zone, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.229, While the p-value is 0.026	0.05	H ₀₅ was rejected. this mean that there is significant difference in the opinions of respondents

Table 4.20 cont.

6	There is no significant difference in the perception of stakeholders (respondents) on provision and management of catering activities in universities of North-West geographical zone, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 2.941, While the p-value is 0.033	0.05	H ₀₆ was rejected. this mean that there is significant difference in the opinions of respondents
7	There is no significant difference in the perception of stakeholders (respondents) on provision and management of extra-curriculum services in universities of North-West geographical zone, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.941, While the p-value is 0.142	0.05	H ₀₇ was retained. this mean that there is no significant difference in the opinions of respondents
8	There is no significant difference in the perception of stakeholders (respondents) on provision and management of guidance and counseling service in universities of North-West geographical zone, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 2.331, While the p-value is 0.103	0.05	H ₀₈ was retained. this mean that there is no significant difference in the opinions of respondents

Table 4.20 indicates there is no significant difference in the perception of stakeholders; (Management staff, Teaching staff, Non-tech. staff, Students) on provision as and management of accommodation services in universities of North-West geographical zone, Nigeria. F-ratio is 0.413, While the p-value is 0.736 H₀₁ was retained. this mean that there is no significant difference in the opinions of respondents. Item 2 there is no significant difference in the perception of stakeholders (respondents) on provision and management of health services in universities of North-West geographical zone, Nigeria. F-ratio is 2.035, While the p-value is 0.062. H₀₂ was retained. this mean that there is no significant difference in the opinions of respondents. Item 3 There is no significant difference in the perception of stakeholders (respondents) on provision and management of internet services in universities of North-West geographical zone, Nigeria. F-ratio is 2.211, While the p-value is 0.085 H₀₃ was retained. This mean that there is no significant difference in the opinions of

respondents. Item 4 there is no significant difference in the perception of stakeholders (respondents) on provision and management of transport services in universities of North-West geographical zone, Nigeria. F-ratio is 1.238 While the p-value is 0.210. H_{04} was retained. This mean that there is no significant difference in the opinions of respondents. Item 5 there is no significant difference in the perception of stakeholders (respondents) on provision and management of library services in universities of North-West geographical zone, Nigeria. F-ratio is 1.229, While the p-value is 0.026. H_{05} was rejected. This mean that there is significant difference in the opinions of respondents. Item 6 there is no significant difference in the perception of stakeholders (respondents) on provision and management of catering activities in universities of North-West geographical zone, Nigeria. F-ratio is 2.941, While the p-value is 0.033 H_{06} was rejected. This mean that there is significant difference in the opinions of respondents. Item 7 there is no significant difference in the perception of stakeholders (respondents) on provision and management of extra-curriculum services in universities of North-West geographical zone, Nigeria. F-ratio is 1.941, While the p-value is 0.142 H_{07} was retained. This mean that there is no significant difference in the opinions of respondents. Item 8 there is no significant difference in the perception of stakeholders (respondents) on provision and management of guidance and counseling service in universities of North-West geographical zone, Nigeria. F-ratio is 2.331, While the p-value is 0.103. H_{08} was retained. This mean that there is no significant difference in the opinions of respondents.

4.6 Summary of Major Findings

The major findings of the study are as follows:

1. Students' hostel accommodation was provided and managed but grossly inadequate in federal universities in North-West Geographical Zone, Nigeria and there is no difference in the opinions of stakeholders regarding this[p=0.736];
2. Health services were adequately provided and managed in federal universities in North-West Geographical Zone, Nigeria and there is no difference in the opinions of stakeholders regarding this[p=0.062];
3. Internet services were provided in the federal universities, but there were issues of inadequate maintenance of the facilities in federal universities of North-West Geographical Zone, Nigeria and there is no difference in the opinions of stakeholders regarding this[p=0.085];
4. There were well organized transport services for staff and students in the federal universities in North-West Geographical Zone, Nigeria and there is no difference in the opinion of stakeholders regarding this[p=0.210];
5. There were adequate cafeteria services in the federal universities in North-West Geographical Zone, Nigeria and there is difference in the opinions of stakeholders regarding this[p=0.033];
6. Extra-curricular services (Debates, football, cycling, basketball and etc) were provided and effectively managed in the federal universities in

North-West Geographical Zone, Nigeria and there is no difference in the opinions of stakeholders regarding this[p=0.142]; and

7. There was adequate provision of facilities for guidance and counselling services in federal universities in North-West Geographical Zone, Nigeria and there is no difference in the opinion of stakeholders regarding this[p=0.103].

4.7 Discussions of the Findings

It was established by the findings of this study that students' hostel accommodation is provided and managed but was grossly inadequate in federal universities in North-West Geographical Zone, Nigeria. This was obtained from the responses of respondents to the structured questions given to them. There was a unanimous acceptance of all the item statements on research question one that students' hostel accommodation is provided and managed but is grossly inadequate in federal universities; among which are, there is regular supply of electricity in the hostels; There are good toilet facilities in the students' hostel in the universities; there is burglar proof to enhance security in the hostel; university provided bunks and mattresses for students

It was established by the findings of this study that health services are effectively provided and managed in federal universities in North-West Geographical Zone, Nigeria. This was obtained from the responses of the respondents to the structured questions given to them. There was a unanimous acceptance of all the item statement on research question two that Health services are effectively provided and

managed in federal Universities; among which are, functional clinic is provided to the students' in the university; university provides drugs all the time; ventilated rest rooms is provided in university clinic; doctors are available in the university clinic all the time; university provides effective health care facilities

It was revealed by the findings of this study that Internet services are provided in most of the federal universities, but there are issues of inadequate maintenance of the facilities in federal universities of North-West Geographical Zone, Nigeria. This was obtained from the responses of the respondents to the structured questions given to them. There was a unanimous acceptance of all the item statements on research question three that Internet services are provided in most of the federal universities, they also showed that there is inadequate maintenance of those facilities; among which are, There is Internet service in the University; The internet service works every day for the benefit of students; The university internet is used for research by students to improve their academic achievement; university makes provision for free wireless in the campus

It was revealed by the findings of this study that there are well organized transport services for staff and students in the Federal universities in North-West Geographical Zone, Nigeria. This was obtained from the responses of the respondents to the structured questions given to them. There was a general acceptance of the item statement on research question four that there are well organized transport services for staff and students in most of the federal universities; among which are, there is functional bus service department in university; the buses shuttle every day for the

benefit of students; the university buses are used for conveyance of students to hostel, sport and education visit; all the buses used for transporting students are road worthy. It was revealed by the findings of this study that there are adequate cafeteria services in the federal universities in North-West Geographical Zone, Nigeria. This was obtained from the responses of the respondents to the structured questions given to them. There was a general acceptance of the item statement on research question six that; cafeteria services are provided in the university; privates individuals provide cafeteria services; the price of food is affordable; food provided to Students is of high quality; the meals are prepared under hygienic condition

It was revealed by the findings of this study that those extra-curricular services are provided and effectively managed in most federal universities in North-West Geographical Zone, Nigeria. This was obtained from the responses of the respondents to the structured questions given to them. There was a general acceptance of the item statement on research question seven that those extra-curricular services are provided and effectively managed in most federal universities; among which are; university has provision for extracurricular activities; Students are participating in school extra-curricular; there is sports equipment's in the university; clubs and societies are available in the university; university is organizing debate; there are athletics sports in the university.

It was revealed by the findings of this study that, there is adequate provision of facilities for Guidance and Counselling Services in federal universities North-West Geographical Zone, Nigeria. This was obtained from the responses of the respondents

to the structured questions given to them. There was a general acceptance of the item statement on research question eight, that, there is adequate provision of Facilities for Guidance and Counselling Services in federal universities. Among which are; the university provides functional guidance and counseling office; students are patronizing guidance and counseling office in university; there is a guidance and counseling personnel' in the university; university encourages guidance and counseling activities; the university provides enlightenment campaign for career choice in the university.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is presented under the following sub-headings:

5.2 Summary;

5.3 Conclusions;

5.4 Recommendations; and

5.5 Suggestions for further study.

5.2 Summary

This study was conducted on Perception of Stakeholders on Provision and Management of Students' Welfare and Social Service in Federal Universities of North-West geographical Zone, Nigeria. In order to achieve the objectives of the study, eight specific objectives were raised and in line with these objectives, eight research questions, eight null hypotheses and eight basic assumptions were formulated. Relevant and related literatures were extensively reviewed along with four (4) empirical studies. Descriptive statistic research design was adopted for the study, a total of 385 respondents were sampled from the total population of 19,127. A structured questionnaire was used to collect data from the respondents. The data collected were presented in Table and were analysed using weighted mean score to answer the research questions. The eight hypotheses were tested using one-way analysis of variance (ANOVA) at 0.05 alpha levels of significance. Descriptive statistics were used to analyse the bio- data of the respondents. The study has the

following major findings; Students hostel accommodation is provided and managed but is grossly inadequate in federal universities of North-West Geographical Zone, Nigeria; Health services are effectively provided and managed in Federal Universities in North-West Geographical Zone, Nigeria; Internet services are provided in most of the federal universities, but there are issues of inadequate maintenance of the facilities in federal universities of North-West Geographical Zone, Nigeria; there are well organized transport services for staff and students in most of the Federal Universities in North-West Geographical Zone, Nigeria; library and its facilities are provided and maintained in the federal universities in North-West Geographical Zone, Nigeria; there are adequate cafeteria services in the federal universities in North-West Geographical Zone, Nigeria; those extra-curricular services are provided and effectively managed in federal universities in North-West Geographical Zone, Nigeria; adequate provision of facilities for Guidance and Counselling Services in Federal Universities North-West Geographical Zone, Nigeria

5.3 Conclusions

Stakeholders in the area of coverage of this research perceived the provision and management of students' welfare and social services as very important to the development, wellbeing and academic performance of students in Federal Universities of North-West geographical Zone, Nigeria. The study therefore concluded that:

1. Students hostel accommodation was provided and managed but is grossly inadequate in Federal Universities North-West Geographical Zone, Nigeria;

2. Health services are effectively provided and managed in Federal Universities in North-West Geographical Zone, Nigeria;
3. Internet services were provided in most of the federal universities, but there are issues of inadequate maintenance of the facilities in Federal Universities of North-West Geographical Zone, Nigeria;
4. There were well organized transport services for staff and students in most of the Federal Universities in North-West Geographical Zone, Nigeria.
5. Library and its facilities were provided and maintained in the Federal Universities in North-West Geographical Zone, Nigeria;
6. There were adequate cafeteria services in most of the Federal Universities in North-West Geographical Zone, Nigeria and
7. Extra-curricular services (Debates, football, cycling, basketball and such others) are provided and effectively managed in most Federal Universities in North-West Geographical Zone, Nigeria; and There was adequate provision of Facilities for Guidance and Counselling Services in Federal Universities North-West Geographical Zone, Nigeria

5.4 Recommendations

In view of findings, the following recommendations were made:

1. More students' hostel accommodation should be built with state of the art facilities for students' comfort and convenience. However, the existing ones should be adequately maintained;

2. The existing health facilities in Federal Universities in North-West Geographical Zone, Nigeria should be maintained and improved upon;
3. There should be regular maintenance of existing internet facilities in Federal Universities in North-West Geographical Zone, Nigeria;
4. Transport services should be improved upon in terms of adequacy and security check;
5. Cafeteria services are adequate in federal universities in North-West Geographical Zone, Nigeria, but there should be room for improvement in terms quality service delivery;
6. Extra-curricular activities should be encouraged and improved upon through adequate provision of essential facilities in terms of quality and efficiency in federal universities in North-West Geographical Zone and
7. Guidance and counselling services occupy important position in the lives of university students, as such, should be seen to be given adequate attention and accessibility in federal universities in North-West Geographical Zone, Nigeria.

5.5 Suggestions for Further Studies

The researcher suggested the following areas for further studies:

1. A replica of this study should be conducted in other zones in the country. This will help to identify if there is adequate provision and management of students' welfare and social services in universities in those regions;
2. Perception of stakeholders on provision and management of students' accommodation in public secondary schools in Nigeria. Considering the fact

that is student's hostels are one of the most important aspect that help students to have easy access to their class room as well the comfortability for achieving their objectives;

3. Influence of internet service on students' academic performance in Nigerian Universities. This will help how to know often students make use of internet in the process of their studies. These include: writing assignments, research projects and improve their skills on how to access network;
4. Assessment of the impact of Guiding and Counselling services on student academic achievement in private universities. This will immensely help students in their career choice;

5.6 Contributions to Knowledge

The results of the study have generated important ideas on the views of stakeholders on the provision and management of student welfare and social services in universities of North West Geographical Zone. And has come up with the following contribution:

1. In spite of the fact that, there were huge challenges on welfare and social services in the universities, adequate provision and proper maintenance will play a vital role in the achievement of university objective;
2. The study will foster team spirit among various stakeholders in the area of provision and management of welfare and social services for the attainment of university goals and

3. Periodic review of budget allocation of funds to university to enable them in procuring of facilities and proper management.

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APPENDIX I

Questionnaire on Perception of stakeholders on provision and management of students' welfare and social service in Universities of North West geographical zone Nigeria.

Department of Educational
Foundation, Faculty of
Education & Extension service
Ahmadu Bello University Zaria.

Dear Respondent,

Collection of Data

I am a postgraduate student of Ahmadu Bello University, Zaria, currently conducting a doctoral research work titled: PERCEPTION OF STAKEHOLDERS ON PROVISION AND MANAGEMENT OF STUDENTS'S WELFARE AND SOCIAL SERVICES IN THE FEDERAL UNIVERSITIES OF NORTH WEST GEOGRAPHICAL ZONE, NIGERIA.

The attached questionnaire is intended to solicit information from your vast knowledge and experience on provision and management of students' welfare and social services. I would be very grateful and appreciate if you will answer the question therein. I assure you that any information provided will be used strictly for academic purpose and will also be treated with utmost confidentiality.

Thanks in anticipation of your early response.

Yours Sincerely

Ahmad Sirajo Muhammad

(Researcher)

APPENDIX II

QUESTIONNAIRE ON PERCEPTION OF STAKEHOLDERS ON THE PROVISION AND MANAGEMENT OF STUDENTS' WELFARE AND SOCIAL SERVICES IN FEDERAL UNIVERSITIES OF NORTH WEST GEOGRAPHICAL ZONE, NIGERIA.

Section A: Bio Data:

Please tick [] in the appropriate box that relates to you

1. Status
 - i. Management staff []
 - ii. Teaching staff []
 - iii. Non-teaching staff []
 - iv. Student representatives []
2. Gender
 - i. Male []
 - ii. Female []
3. Year of working experience
 - i. 0-5 years []
 - ii. 6-10years []
 - iii. 11-15 years []
 - iv. 16- 20 years []
 - v. 21-years and above []

Please tick [✓] in the columns that relates to your opinions from section B- I

SECTION B: Perception of stakeholders on the provision and management of accommodation Services in the Universities of North West Geographical Zone, Nigeria.

S.N	Items statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	There is adequate provision of students' accommodation in the University					
2.	The University provided enough rooms for students					
3.	There is regular supply of water in the university					
4.	The University provided enough security personnel in the hostels					
5.	There is regular supply of electricity in the hostels					
6.	There are good toilet facilities in the students Hostel in the Universities					
7.	There is burglar proof to enhance security in the hostel					
8.	University provided bunks and mattresses for students					
9.	The Students' accommodation is well maintained					
10.	The rooms in the students' hostels are well managed					
11.	The bunks and mattresses are regularly replaced when spoiled					
12.	The water facilities are promptly repaired when necessary					
13.	The electricity supply are instantly fixed when the need arises					
14.	The toilet facilities are well managed					

15. Provide the list of facilities that are provided not well maintained in the school

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SECTION C: Perception of stakeholders on the provision and management of Health Service in the University of North West Geographical Zone, Nigeria.

S.N	Items statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	functional clinic is provided to the students' in the University					
2.	University provides drugs all the time					
3.	ventilated rest rooms is provided in university clinic					
4.	Doctors are available in the university clinic all the time.					
5.	University provides effective health care facilities					
6.	There are Professional Nurses in the clinics					
7.	Test equipment are provided in the Universities.					
8.	University clinic is always clean.					
9.	The University's clinic is well managed					
10.	The drugs provided in the University are well utilized					
11.	The rest rooms in the University are well maintained					
12.	The management supervises the activities of the doctors and nurses					
13.	The health care facilities are well managed					
14.	The management supervises the nurses in the clinic					

15. Provide the list of facilities that are provided not well maintained in the school

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SECTION D: Perception of stakeholders on the provision and management of Internet Service in the University of North West Geographical Zone, Nigeria.

S.N	Items statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	There is Internet service in the University					
2.	The internet service works every day for the benefit of students					
3.	The university internet is used for research by students to improve their academic achievement.					
4.	University makes provision for free wireless in the campus					
5.	University provides modem to students to enable them get access to the Internet service.					
6.	The University internet is easily accessible.					
7.	The University is linked to internet service					
8.	Students are patronizing e-library for their research.					
9.	The internet service is well managed					
10.	The management supervises the internet facilities regularly					
11.	Spoiled facilities are replaced promptly					
12.	The computers in the E-Library are well maintained					
13.						

14. Provide the list of facilities that are provided but not well maintained in the university

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SECTION E: Perception of stakeholders on the provision and management of Transportation services in the University of North West Geographical Zone, Nigeria.

S.N	Items statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	There is functional bus service department in University					
2.	The buses shuttle every day for the benefit of students					
3.	The University buses are used for conveyance of students to hostel, sport and education visit					
4.	All the buses used for transporting students are road worthy.					
5.	University provides waiting station for students'					
6.	New buses are provided to students regularly					
7.	The buses are available all the time in the University.					
8.	Transport fare is considerable					
9.	The buses service department is well managed					
10.	Management regulate the shuttle activities every day					
11.	The buses use for conveyance of students are well maintained					
12.	University services the buses regularly.					
13.	Management replaces the soiled part instantly					
14.	Management supervises the drivers regularly to ensure safety of student					

15. Provide the list of facilities that are provided not well maintained in the school

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SECTION F: Perception of stakeholders on the provision and management of cafeteria Services in the Federal Universities of North West Geographical Zone, Nigeria.

S.N	Items statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Cafeteria services are provided in the University					
2.	Privates individuals provides cafeteria services					
3.	The price of food is affordable					
4.	Food provided to Students is of high quality.					
5.	The meals are prepared under hygienic condition					
6.	University management inspects cafeteria regularly					
7.	Chairs and tables are provided for students' comfort					
8.	Students patronized the cafeteria regularly					
9.	The University's cafeteria is well managed					
10.	The University management supervises the private individuals in the cafeteria					
11.	The price of food is control by the management					

12.	The management inspects the quality of the food provided					
13.	Chairs and tables are well maintained					
14.	The meal are checked by university heath personnel promptly					

15. Provide the list of facilities that are provided not well maintained in the school

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Section G: Perception of stakeholders on the provision and management of Extracurricular Activities in the University of North West Geographical Zone, Nigeria.

S.N	Items statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	University has provision for extracurricular activities					
2.	Students are participating in school extra-curricular					
3.	There is sports equipment's in the University					
4.	Clubs and societies are available in the University					
5.	University is organizing debate					
6.	There are athletics sports in the University					
7.	Students organize sport competition in the University					
8.	Students visit sister institutions for sport activities					
9.	The Extracurricular activities in the university are well managed					
10.	Equipment for extracurricular activities are well maintained					
11.	The management control clubs and society in the university					
12.	Athletics facilities are well maintained					
13.	University management supervises the sports activities					
14.	The management leads student to competition outside the university					

SECTION H: Perception of stakeholders on the provision and management of Guidance and Counselling service in University of North West Geographical Zone, Nigeria.

S.N	Items statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The university provides functional guidance and counseling office					
2.	Students are patronizing guidance and counseling office in University					
3.	There is a guidance and counseling personnel's in the University					
4.	University encourages guidance and counseling activities					
5.	The university provides enlightenment campaign for carrier choice in the University.					
6.	The university provides access to guidance and counseling services.					
7.	Guidance and Counseling office offers orientation service in the University.					
8.	There are enough Guidance and Counselling materials in the University.					
9.	The university's guidance and counseling's office is well managed					
10.	The university's guidance and counseling's office is well utilized					
11.	The management inspect guidance and counseling's office					
12.	The University manages guidance and counseling activities					

13.	The management organizes enlightenment campaign regularly					
14.	Guidance and counseling materials are well managed					

17. Provide the list of facilities that are provided not well maintained in the school

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APPENDIX

List of universities used for the study

1. Ahmadu Bello University, Zaria
2. Bayero University Kano
3. Federal University Birnin-Kebbi
4. Federal University Dutse
5. Federal University Dutsin-Ma
6. Federal University Gusau
7. Usmanu Danfodiyo University Sokoto