

A COMPARATIVE STUDY ON STUDENT SATISFACTION: THE CASE OF SOME SELECTED UNIVERSITIES IN NIGERIA

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Abstract

This paper has empirically examined the level of satisfaction students derive from the services offered to them in Nigerian universities. The research employed a qualitative and comparative approach. To achieve the objective of the study survey questionnaire was administered to 120 students through non-probability sampling. ABU, Nsukka, BUK, NUN, Baze and Bingham were selected as a case study and data was collected from 20 students from each university, the data was analyzed using SPSS 18 Software. The constructs used are instructional guidance/counselling of students, study arrangements, studying, student evaluation, mindset in the direction of students, premises, cleaning services, catering/canteen services, library, teaching and coaching (content and methods), and realistic training period. Data analysis revealed that the students are to some extent satisfied with the services and the facilities offered to them while others are dissatisfied therefore, the study recommends that policy makers should restructure the services they provide to the students to match with their expectations.

Keywords: *Students' Satisfaction, Universities, Qualitative Approach, Nigeria.*

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1. Introduction

This study seeks to examine the level of satisfaction students studying in Nigerian universities derive. Actually, the issue of student satisfaction is not always taken into consideration as an issue of importance by the university authority nor considered as a problem of survival by universities.

The choice of this topic was informed by the fact that the effect of educational services given in the Nigerian universities on the level of satisfaction derived by the students has generally been an area that remains untapped or unexplored.

It tends to be convincingly contended that student satisfaction with tangible and intangible offering at universities is imperative for them to get those skills and abilities that can satisfy the necessities of those next in the chain i.e. employers and society at large (Abbasi et al, 2011).

In Nigeria, universities are under immense pressure and at this juncture it is imperative to look at the historical evolution of education in Nigeria particularly university education thus,

The history of tertiary education in Nigeria can be traced back to the Elliot Commission of 1943, which resulted in the establishment of University College Ibadan (UCI) in 1948. UCI was an offshoot of the University of London (Ike, 1976). Ibukun (1997) additionally argues that the UCI was saddled with numerous issues at initiation starting from rigid constitutional provisions, poor staffing, and low enrolment to high dropout rate.

In April 1959, the Federal Government commissioned an inquiry (the Ashby Commission) to advise it on the higher education needs of the nation for its initial two decades. Prior to the submission of the report, the Eastern Region government established its own university at Nsukka (University of Nigeria, Nsukka in 1960). The usage of the Ashby Report prompted the establishment of University of Ife in 1962 by the Western region, Ahmadu Bello University, Zaria in 1962 by the Northern Region and University of Lagos in 1962 by the Federal Government.

According to Babalola et al (2007) the University College, Ibadan became a full- fledged university in 1962. This implied UCI, Ibadan and University of Lagos were the first two government universities in Nigeria, the other three universities remained regional. In 1970, the newly created Midwestern region decided on a university known as University of Benin. The six universities that were established in 1960-1970 are still known as the first-generation universities. Babalola et al (2007) commented that amid this period, universities in Nigeria were under the close observation of the government.

Around 1975-1980 i.e. in the Third National Development Plan the federal government established seven universities rather than the four proposed in the plan, and furthermore assumed control four regional universities in the year 1975. These were Universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Ado Bayero University, Kano all these universities are referred to as the second-generation universities (Otonko, 2012).

More so, between 1980 and early 1990 the third-generation universities were established. These universities include: The Federal Universities of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. While state universities were found in Imo, Ondo, Lagos, Akwa- Ibom, Oyo and Cross-River states (Nwangwu, 2003). The fourth-generation universities are those established between 1991 and the present date. They incorporate more state universities, Nigerian open universities and many private universities (Nwangwu, 2003).

Presently in Nigeria, according to the National Universities Commission (NUC), there are 49 Federal Universities, 59 State Universities, and 111 Private Universities.

Therefore, the broad objective of this research is to find out whether Nigerian students are satisfied with the administrative, academic, and logistics support provided by their various universities. To examine the personal satisfaction university students derive, this research has been initiated to empirically measure the phenomenon by using six universities in Nigeria as a case study i.e. the 1st generation universities Ahmadu Bello University Zaria and university of Nigeria Nsukka established between 1960 to 1970, the 2nd generation universities Bayero University established between 1975-1980 and the fourth generation universities Nile University of Nigeria, Baze University and Bingham University established between 1991 to date to include private universities.

2. Literature Review

Wilkins and Balakrishnan (2013) found that there exists a significant relationship between student satisfaction levels and the quality of lecturers, the accessibility of resources and the effective utilization of technology in the United Arab Emirates. In Palestinian university system, academic programs have a noteworthy effect on student satisfaction levels (Kanan and Baker, 2006).

Martirosyan (2015) studied student satisfaction levels in Armenia and found that deeming program curricula and faculty services are the key determinants of student satisfaction levels. Furthermore, he found out that a negative relationship exists between student satisfaction levels and faculty teaching styles and graduate teaching assistants.

However, in the context of Malaysia, teaching and learning were ranked as the most essential parts of student satisfaction levels; however the importance of physical facilities in a university on student satisfaction levels was not evident (Douglas et al., 2008).

Weerasinghe and Dedunu (2017) found that an indirect relationship exists between the quality of the academic staff and the student satisfaction levels through the university image in the context of Sri Lanka. Indirect impacts were not explored in this research. In Sri Lanka, reliability and empathy were found to be the most persuasive and significant factors affecting student satisfaction levels (Pathmini, et al., 2014). While in New Zealand, accommodation, socializing and sense of community, safety and culture are the most critical factors affecting the location of a university (Andrea and Benjamin, 2013).

Malik et al. (2010) highlighted that cooperation, kindness and responsiveness of administrative staff play an indispensable role in deciding student satisfaction levels in higher education. Further, Elliott and Shin (2002) also highlighted that general students' satisfaction levels is significantly influenced by the excellence of instruction, the quality of instruction and the clearness and unprejudiced treatment by the non-academic staff.

Nasira et al. (2008) introduced an extensive discussion on the significance of international ranking and its effect on student mindset while choosing a college or university for higher education. They have recommended that college or university ranking ought not to be the main criteria to choose any institution for tertiary education rather student must gather other basic information before making the final decision on which school to select.

Kara (2004) used empirical data and conceptual model to demonstrate that students' college experience is related positively with their satisfaction and intentions to remain at college or university. Prior, Keaveney and Clifford (1997) provided a student's satisfaction and retention model. As per this model, faculty, advising staff and class room facilities regularly shape student practical college experience and therefore viewed as the main components of satisfaction and retention.

Hanif et al. (2008) analyzed the utilization of balance scorecard to improve accountability and performance in higher education institutions, they concluded that long-term vision through logical performance assessment is the way to improve performance in higher education.

Reid (2008) made a comparison between higher education in Scotland and Pakistan, he found industry to the source of assessment parallel to internal assessment system. In addition, he proposed an increase in the quantity of PhD qualified teachers all through the nation. Owais and Akber (2008) remarked on how to enhance research/PhD education in the nation.

Aurangzeb (2008) introduced a work integrated learning model for students. The Model recommends the role of three key educational players i.e. students, higher education institutions, and industry to enhance education and student satisfaction in the nation.

3. Methodology

Based on literature reviewed above, well-structured questionnaire was designed in order to understand the level of satisfaction Nigerian students derive from different universities both Undergraduate and postgraduate students currently enrolled in the selected universities were considered as unit of analysis. However, questionnaires were administered through non-probability sampling. Data have been collected from students during the 2021/2022 session.

Research Design

Research design has been defined as the structure of research” (Kombo and Tromp, 2006). In other words, research design implies “how data collection and analysis are structured in order to meet the research objectives through empirical evidence” (Cooper and Schindler, 2006). “The research design indicates how the overall parts of the research work together in order to answer the research question. The researcher used qualitative research design which provides a clear explanation of the topic under study. The design was suitable to understand the level of satisfaction students derive from universities in Nigeria. However, the study employed the use of questionnaire to in order to gather data that will enable the researcher to achieve the objectives of the research.

Ethical Considerations

Researchers who carry out researches involving human beings as participants are often faced with ethical issues (Kvale, 1996). However, social research involves some ethical agreements, which are harm to participants, voluntary participation, confidentiality and anonymity and deception Bogdan and Biklen (1982), all these ethical issues were dealt with in the process of data collection.

Target Population

Population is a very large number of persons or objects or things which is not possible to manage. A population is a group of persons, objects, or items from which samples are drawn for measurement. For research purpose a part of the population is to be selected.

The population was chosen based on its suitability to provide information on the level of satisfaction students derive from universities in Nigeria. The target population for the research was basically Nigerian population, to be selected from six universities in Nigeria i.e. the researcher collected information from students that were selected from the selected universities in Nigeria.

Study Sample

Sampling is the process by which a relatively small number of people, objects or an event is selected in order to find out something about the entire population from which it was selected (Kathori, 2004). The study is restricted to six universities in Nigeria and the population of the study is the Nigerian population (students) who will provide information on the topic so as to achieve the objective of the research.

A sample was selected since Nigeria has about 165 universities. To achieve the research objective, the selected samples were six universities namely; Ahmadu Bello University, University of Nigeria Nsukka, Bayero University, Nile University of Nigeria, Baze University and Bingham University. The main aim of this is to achieve the objective of the research and to go deeper to find out how satisfied these students are with their learning environment, therefore, it is imperative to administer questionnaires to the students so as to understand better their views on the subject matter. Because finding out their views on the subject matter will assist policy makers to put in place appropriate measures that will enhance the learning ability of the students.

Sample Size

120 participants were selected and the sample plan was such that 20 students from each university were administered the well-structured questionnaire until much information was gathered on the topic which added richness to the data collected.

Sampling Technique

Non-probability sampling was employed for the study as it is often used for qualitative research, however, the researcher does not choose participants randomly but the researcher chooses the sample that is relevant to the research questions (Bryman, 2012). This implies that the researcher selects participants and case that are relevant to the research.

Validity and Reliability

The questionnaire used was tested for validity by scrutinizing it with the help of experienced scholars who expressed their views regarding the constructs being used to measure concepts were valid. The reliability of the questionnaire was achieved by employing pilot study to test the reliability of the questions, where the reliability of the instrument was achieved after subjecting 10-15 students under study, SPSS version 18 was used to test the reliability. The Cronbach's alpha of 92% was more than 0.70% which showed that the questionnaire was reliable. "Researchers generally consider an alpha of 0.7 as a minimum, although a lower coefficient may be acceptable depending on the research objectives" (Hair et al., 2003:172).

Data collection

Questionnaire was administered in order to examine the level of satisfaction students derive from Nigerian universities. The confidentiality of the respondents was strictly ensured. The questionnaires were implemented in the format of structured questionnaires. The questionnaire is a convenient data collection mechanism and it is most commonly used in a survey strategy (Oppenheim, 1992; Sekaran, 2003; Saunders et al., 2003). Questionnaire however, focuses on the scope rather than depth, which helps the researcher to collect large amount of data, this explains why the research employed the use of questionnaire in order to quantitatively measure the level of satisfaction students derive from universities in Nigeria.

The data was collected in November–December 2022, with questionnaires distributed to students through survey monkey web link by the researcher. A total of 120 questionnaires were administered, and 120 completed questionnaires were processed for the analysis.

Figure 1: Questionnaire Constructs



Pilot Test

To ensure the reliability of the questions, the researcher employed the use of 10-15 participants that were not included in the actual sample size i.e. pre-test using test- retest on the sample. This implies that the test was carried on ten-fifteen non-sampled target population who were taken to be knowledgeable on the subject matter.

4. Data Analysis

The responses of the respondents from the questionnaire was analyzed using SPSS 18 software. Frequency distributions and percentages were used in this research, they have been employed to summarize the responses of each question and to produce information on the data collected.

DATA ANALYSIS AND RESULTS

GENDER		
INSTITUTION	MALE	FEMALE
UNN	40%	60%
ABU	55%	45%
BUK	60%	40%
NUN	25%	75%
BAZE	55%	45%
BINGHAM	45%	55%

AGE RANGE				
INSTITUTION	18-24	25-34	35-44	45+
UNN	70%	60%	-	-
ABU	65%	35%	-	-
BUK	50%	35%	15%	-
NUN	70%	15%	10%	5%
BAZE	95%	5%	-	-
BINGHAM	75%	25%	-	-

LEVEL						
INSTITUTION	100	200	300	400	500	POSTGRADUATE
UNN		5%	35%	60%	-	-
ABU	10%	15%	15%	60%	-	-
BUK		5%	10%	65%	-	20%
NUN	5%	40%	10%	10%	-	35%
BAZE	10%	40%	30%	20%	-	-
BINGHAM		40%	30%	30%	-	-

S/N	NAME OF UNIVERSITY
1	University of Nigeria Nsukka
2	Ahmadu Bello University
3	Bayero University
4	Nile University
5	Baze University
6	Bingham University

CHOICE OF FIELD		
INSTITUTION	YES	NO
UNN	100%	-
ABU	95%	5%
BUK	100%	-
NUN	100%	-

BAZE	100%	-
BINGHAM	100%	-

INFORMATION		
INSTITUTION	THE UNIVERSITY HAS A GOOD REPUTATION	THEY GOT ENOUGH ADVANCE INFORMATION ABOUT THE UNIVERSITY
UNN	75% of them completely agree	70% of the students completely agree
ABU	55% completely agree, 20% generally agree, 25% slightly agree	40% completely agree, 20% generally agree, 40% slightly agree
BUK	60% completely agree, 10% generally agree, 30% have no experience on the topic	55% completely agree, 15% generally agree, 30% have no experience on the topic.
NUN	35% completely agree, 35% generally agree, 20% slightly agree, 5% do not agree and 5% have no experience on the topic	30% generally agree, 30% slightly agree, 20% completely agree, 10% do not agree and 10% have no experience on the topic
BAZE	30% completely agree, 40% generally agree, 15% do not agree, 10% slightly agree and 5% have no experience on the topic	55% completely agree, 25% generally agree, 15% slightly agree, 5% do not agree
BINGHAM	20% completely agree, 20% generally agree, 60% slightly agree	10% completely agree, 40% generally agree, 5% slightly agree, 45% do not agree

SOURCE OF INFORMATION							
INSTITUTION	FRIENDS	INTERNET	FAMILY	NEWSPAPER	EMPLOYER	MANAGEMENT	HIGH SCHOOL
UNN	100%						
ABU	55%	5%	30%	5%			5%
BUK	60%						
NUN	60%	15%	5%		5%	5%	10%
BAZE	100%						
BINGHAM	80%	20%					

EDUCATIONAL GUIDANCE/COUNSELLING		
INSTITUTION	THEY HAVE THE OPPORTUNITY TO GET GUIDANCE FOR THEIR LEARNING DIFFICULTIES	THEY GET SUFFICIENT INFORMATION ABOUT MATTERS RELATED TO THEIR STUDIES
UNN	45% generally agree, 30% completely agree and 25% slightly agree	50% generally agree, 45% completely agree, 5% slightly agree on the issue
ABU	45% completely agree, 20% generally agree, 25% slightly agree, and 10% do not agree	25% completely agree, 45% generally agree, 25% slightly agree, 5% do not agree

BUK	65% completely agree, the remaining 35% generally agree	50% completely agree, 20% general agree and 30% slightly agree
NUN	30% completely agree, 15% generally agree, 30% slightly agree, 20% do not agree and the remaining 5% have no experience on the topic	25% completely agree, 35% generally agree, 20% do not agree, 15% slightly agree and 5% have no experience on the topic
BAZE	40% slightly agree, 30% completely agree, 25% generally agree and 5% have no experience on the topic	40% slightly agree, 35% generally agree and 25% completely
BINGHAM	60% completely agree, 25% slightly agree and 15% generally agree	65% generally agree, 20 slightly agree and the remaining 15% agree

STUDYING ARRANGEMENTS			
INSTITUTION	THERE ARE ENOUGH TOOLS AND EQUIPMENT	THE INSTITUTIONS TOOLS AND EQUIPMENT WORK PROPERLY	CLASSROOM ARRANGEMENTS ARE WELL ORGANIZED
UNN	60% generally agree, 35% slightly agree on the issue	40% generally agree, 30% completely agree, 20% do not agree and 10% slightly agree.	50% generally agree, 30% completely agree, 20% do not agree
ABU	10% completely agree, 35% do not agree, 25% slightly agree, 25% generally agree, and 5% have no experience on the topic	30% do not agree, 35% slightly agree, 20% completely agree, 10% generally agree, and 5% have no experience on the topic	35% do not agree, 25 % slightly agree, 20% generally agree, and 20% completely agree.
BUK	50% completely agree, 50% generally agree	60% completely agree, 10% generally agree, and 30% slightly agree	55% completely agree, 45% generally agree
NUN	40% generally agree, 35% completely agree, 20% slightly agree and 5% do not agree	40% generally agree, 35% completely agree, 15% slightly agree, 10% do not agree	60% completely agree, 25% generally agree, 5% slightly agree, 10% do not agree
BAZE	40% generally agree, 40% slightly agree, 10% completely agree, 5% do not agree and 5% have no experience on the topic	45% generally agree, 25% completely agree, 15% slightly agree and 15% do not agree	35% completely agree, 25% generally agree, 20% slightly agree, 20% do not agree
BINGHAM	55% completely agree, 30% generally agree, and 15% slightly agree	70% generally agree, 30% of the remaining responses completely agree	50% do not agree, 25% completely agree, 20% generally agree and 5% slightly agree.

STUDYING			
INSTITUTION	THEY HAVE ACHIEVED THE OBJECTIVES THAT THEY SET FOR THEIR LEARNING	THEY HAVE THE OPPORTUNITY TO GIVE TEACHERS FEEDBACK ON COURSES	THE INSTITUTION PROVIDES OPPORTUNITIES TO PARTICIPATE IN INTERNATIONAL ACTIVITIES
UNN	60% generally agree, 40% completely agree	60% of the students generally agree, 40% completely agree	45 % of the students slightly agree, 30% completely agree, 20%

			do not agree and 5% generally agree
ABU	50% percent of respondent slightly agree, 20% completely agree, 20% generally agree, 10% do not agree	45 % generally agree, 15% completely agree, 20% slightly agree, 15% do not agree, and 5% have no experience on the topic	30% generally agree, 25% slightly agree, 20% completely agree, 20% do not agree, and 5% have no experience on the topic
BUK	70% generally agree, 30% completely agree	55% of respondent generally agree, 45% completely agree	45% of respondent completely agree, 15% generally agree and 40% slightly agree
NUN	50% generally agree, 25% completely agree, 20% slightly agree, 5% have no experience on the topic	35% completely agree, 35% slightly agree, 25% generally agree, and 5% do not agree.	40% completely agree, 30% slightly agree, 20% do not agree, 5% generally agree, and 5% do not agree.
BAZE	40% slightly agree, 35% generally agree, and 25% completely agree	40% generally, 30% completely agree, 20% slightly agree, 10% do not agree	30% slightly agree, 25% completely agree, 15% generally agree, 10% do not agree and 20% do not agree.
BINGHAM	55% generally agree, 25% completely agree, 20% slightly agree	65% completely agree, 30% generally agree, and 5% slightly agree	70% do not agree, 25% slightly agree and 5% completely agree

STUDENT ASSESSMENT		
INSTITUTION	THE ASSESSMENT CRITERIA OF COURSES HAVE BEEN EXPLAINED TO THEM AT THE BEGINNING OF THE COURSE	THEY GET ASSESSMENT RESULTS/MARKS WITHIN A REASONABLE PERIOD OF TIME
UNN	50% slightly agree, 30% completely agree, the remaining 20% generally agree	40% do not agree, 30% completely agree, 25% generally agree, 5% slightly agree on the issue.
ABU	40% completely agree, 20% generally agree, 20% slightly agree, 20% do not agree	35% completely agree, 30% generally agree, 25% slightly agree, and the remaining 10% do not agree
BUK	65% completely agree, 35% generally agree	55% generally agree, 40% completely agree, 5% slightly agree
NUN	45% completely agree, 40% generally agree, 10% slightly agree, 5% do not agree	40% completely agree, 40% generally agree, 10% slightly agree, 10% do not agree.
BAZE	40% completely agree, 35% generally agree, 20% slightly agree, 5% do not agree	35% completely agree, 35% slightly agree, 20% generally agree, 5% do not agree, and 5% have no experience on the topic.
BINGHAM	50% completely agree, 50% generally agree	60% slightly agree, 35% do not agree, 5% generally agree.

ATTITUDE TOWARDS STUDENTS

INSTITUTION	THEY ARE TREATED RESPECTFULLY BY THE LECTURERS	THEY ARE TREATED RESPECTFULLY BY THE NON-TEACHING STAFF
UNN	55% slightly agree, 35% completely agree on the issue	45% generally agree 30% completely agree, 20% slightly and 5% do not agree.
ABU	55% generally agree, 25% slightly agree, 10% completely agree, 10% do not agree.	65% slightly agree 20% generally agree, 10% do not agree, 5% completely agree
BUK	55% completely agree, 45% generally agree.	65% completely agree, 35% generally agree
NUN	40% completely agree, 30% generally agree, 15% slightly agree, and 15% do not agree.	40% completely agree, 25% generally agree, 25% slightly agree, and 10% do not agree
BAZE	50% completely agree, 35% slightly agree, 15% generally agree.	40% slightly agree, 30% generally agree, 25% completely agree, 5% do not agree
BINGHAM	50% generally agree, 30% completely agree, 20% slightly agree.	85% slightly agree, 10% generally agree, 5% completely agree

PREMISES			
INSTITUTION	THEY WERE AWARE OF THE PARKING ARRANGEMENTS	IT IS EASY FOR PHYSICALLY DISABLED PEOPLE TO ENTER THE AREA AND BUILDINGS	THEIR BELONGINGS ARE SAFE AND SECURE AT THE INSTITUTION.
UNN	60% generally agree, 35% slightly agree and 5% do not agree.	50% slightly agree	100% generally agree
ABU	45% completely agree, 35% generally agree, 10% slightly agree, 5% do not agree, 5% have no experience on the topic	70% slightly agree, 25% do not agree, 5% have no experience on the topic	65% do not agree, 30% slightly agree, 5% generally agree.
BUK	60% agree, 40% generally agree.	70% completely agree, 30% generally agree	65% of respondent completely agree, 35% generally agree
NUN	50% completely agree, 20% generally agree, 15% slightly agree, 10% do not agree, and 5% have no experience on the topic.	40% generally agree, 30% slightly agree, 15% completely agree, and 15% do not agree.	40% completely agree, 25% generally agree, 25% slightly agree, and 10% do not agree.
BAZE	40% completely agree, 25% generally agree, 25% have no experience on the topic, and 10% slightly agree.	35% completely agree, 25% do not agree, 20% generally agree, 15% slightly agree, 5% have no experience on the topic.	55% completely agree, 20% generally agree, 20% slightly agree, 5% do not agree.
BINGHAM	35% completely agree, 35% do not agree, 20% generally agree, 10% slightly agree.	75% do not agree, 25% slightly agree.	55% do not agree, 45% slightly agree.

CLEANING SERVICES		
INSTITUTION	THE UNIVERSITY PREMISES ARE TIDY	THE EXTERNAL AREAS OF THE INSTITUTION ARE TIDY
UNN	65% generally agree, 35% completely agree.	60% slightly agree, 30% completely agree and 10% generally agree.
ABU	50% completely agree, 35% generally agree, 10% slightly agree and 5% do not agree.	50% completely agree, 35% generally agree and 15% slightly agree
BUK	40% completely agree, 40% do not agree and 20% generally agree	35% do not agree, 30% have no experience on the topic, 20% completely agree and 15% slightly agree
NUN	60% completely agree, 25% generally agree and 15% do not agree	50% completely agree, 20% generally agree, 20% slightly agree and 10% do not agree
BAZE	30% general agree, 25% completely agree, 20% do not agree, 15% slightly agree and remaining 10% have no experience on the topic	30% general agree, 25% completely agree, 20% do not agree, 15% slightly agree and remaining 10% have no experience on the topic
BINGHAM	50% slightly agree, 25% do not agree, 20% generally agree and 5% completely agree	45% do not agree, 30% slightly agree, 20% generally agree and 5% completely agree

CANTEEN				
INSTITUTION	THE CANTEEN PREMISES ARE TIDY	THE CANTEEN/CATERING SERVICES FUNCTION WELL	THE OPENING HOURS SUITS THEM	THERE IS ENOUGH FOOD
UNN	35% slightly agree, 35% generally agree and 30% completely agree.	55% generally agree, 35% completely agree and 10% slightly agree on the issue.	40% slightly agree, 30% completely agree, the other 30% generally agree on the issue.	35% generally agree, 30%, 20% slightly agree 10% do not agree
ABU	45% slightly agree, 40% generally agree, 5% completely agree, 5% do not agree and the other 5% have no experience on the topic	45% slightly agree, 30% generally agree, 10% completely agree, 10% do not agree and the other 5% have no experience on the topic	45% generally agree, 40% completely agree, 10% do not agree and 5% have no experience on the topic	35% slightly agree, 30% do not agree, 15% generally agree, 10% completely agree and the remaining 10% have no experience on the topic
BUK	30% completely agree, 30% have no experience on the topic, 25% do not agree,	45% completely agree, 30% do not agree, 15% generally agree and 10% slightly agree	70% completely agree and 30% generally agree	, 60% completely agree, the remaining 40% generally agree

	and 15% generally agree			
NUN	45% completely agree, 30% generally agree, 20% slightly agree and 5% have no experience on the topic that	35% completely agree, 30% slightly agree, 25% generally agree, 5% do not agree and the remaining 5% have no experience on the topic	45% completely agree, 30% generally agree, 20% slightly agree, 5% do not agree	35% generally agree, 25% slightly agree, 20% completely agree, 10% do not agree and 10% have no experience on the topic
BAZE	35% generally agree, 30% completely agree, 15% do not agree, 10% slightly agree and 10% have no experience on the topic	30% slightly agree, 30% do not agree, 15% completely agree, 15% have no experience on the topic and 10% generally agree	40% slightly agree, 20% completely agree, 15% do not agree, 15% have no experience on the topic and 10% generally agree	30% slightly agree, 25% completely agree, 20% do not agree, 15% have no experience on the topic and 10% generally agree
BINGHAM	35% generally agree, 30% completely agree, 15% do not agree, 10% slightly agree and 10% have no experience about the topic	30% slightly agree, 30% do not agree, 15% completely agree, 15% have no experience on the topic and 10% generally agree	40% slightly agree, 20% completely agree, 15% do not agree, 15% have no experience on the topic and the remaining 10% generally agree	30% slightly agree, 25% completely agree, 20% do not agree, 15% have no experience on the topic and 10% generally agree

LIBRARY		
INSTITUTION	THE SUPPLY OF BOOKS IS SUFFICIENT	THE LIBRARY OPENING HOURS SUITS THEM
UNN	35% completely agree, 30% generally agree, another 30% slightly agree on the issue	60% generally agree, 35% completely agree, 5% slightly agree
ABU	40% slightly agree, 25% do not agree, 20% generally agree, 15% completely agree.	50% generally, 20% completely agree, 20% do not agree, 10% slightly agree
BUK	55% completely agree, 15% generally, and 30% slightly agree	60% completely agree, 40% generally agree
NUN	50% completely agree, 25% generally agree, 15% slightly agree, 5% do not agree, 5% have no experience on the topic.	55% completely agree, 20% generally agree, 15% slightly agree, 10% do not agree
BAZE	40% completely agree, 25% generally agree, 20% do not agree, 15% slightly agree.	40% completely agree, 30% generally agree, 30% slightly agree.

BINGHAM	70% generally agree, 10% completely agree, 20% slightly agree.	50% generally agree, 30% completely agree, 20% slightly agree
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TEACHING AND LEARNING		
INSTITUTION	THE LEARNING OBJECTIVES OF THE STUDIES WERE EXPLAINED TO THEM	THAT THE ASSESSMENT CRITERIA FOR THE STUDIES WERE EXPLAINED TO THEM AT THE BEGINNING OF THE SCHOOL YEAR
UNN	60% generally agree, 30% completely agree and 10% do not agree on the issue.	35% completely, 35% generally agree, 30% slightly agree on the issue
ABU	35% completely, 25% generally agree, 35% slightly agree, 5% do not agree.	50% completely agree, 25% generally agree, 20 slightly agree, 5 do not agree
BUK	60% completely, 40% generally agree	60% completely agree, 40% generally agree
NUN	45% generally agree, 25% slightly agree, 20% completely agree, 10% do not agree.	35% generally agree, 30% completely agree, 25% slightly agree, 10% do not agree.
BAZE	60% generally agree, 15% completely agree, 25% slightly agree.	60% completely agree, 25% generally agree, 10%slightly agree, 5% do not agree
BINGHAM	50% generally agree, 40% completely agree, 10% slightly agree.	40% completely agree, 40% generally agree, and 20% slightly agree.

PRACTICAL PERIOD		
INSTITUTION	THEY KNEW WHAT THEY WERE SUPPOSED TO LEARN DURING THE PRACTICAL LEARNING PERIOD	THEY BELIEVE PRACTICAL LEARNING WILL PROMOTE MY FURTHER EMPLOYMENT OPPORTUNITIES
UNN	50% generally agree, 30% completely agree, 20% slightly agree on the issue.	35% generally agree, 35% slightly agree, 30% completely agree.
ABU	40% completely agree, 35% generally agree, 20% slightly agree, 5% do not agree.	60% completely agree, 20% generally agree, 15% slightly agree, 5% have no experience on the topic
BUK	65% generally agree 35% completely agree.	65% completely agree, 35% generally agree
NUN	30% completely agree, 30% generally agree, 25% slightly agree, 10% do not agree, 5% have no experience on the topic.	75% completely agree, 15% generally agree, 10% slightly agree
BAZE	30% Completely agree, 25% generally agree, 25% slightly agree, 20% do not agree.	60% completely agree, 25% generally agree, 15% slightly agree.
BINGHAM	55% completely agree, 45% generally agree.	70% completely agree, 20% generally agree, 10% slightly agree.

5. Conclusion and Recommendations

The findings based on the survey data collected. Data analysis reveals that to some extent some of the students are satisfied with the services provided by their universities while some are not satisfied. Based on the findings, it is recommended that both policy makers and university management should restructure the services they provide to the students to match with their expectations. The academic staff of each university should reexamine their teaching and evaluation methods so as to increase the interest of the students and at the same time increase their level of satisfaction. For students in the public universities it is important for the policy makers to invest resources so as to provide facilities like labs, classrooms, cafeterias, hostel facilities etc. The library is very important and can be improved by buying additional books, e-resources in order to aid the learning process of the students.

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