AN ASSESSMENT OF THE MANAGEMENT OF STUDENTS' WELFARE SERVICES IN UNIVERSITIES IN THREE GEOPOLITICAL ZONES IN NORTHERN PART OF NIGERIA

BY

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DECLARATION

I hereby declare that this dissertation on “An Assessment of the Management of students’ welfare services in the Universities in the three geopolitical zones in the Northern part of Nigeria”, has been written by me as an account of my personal research work. It has never been presented anywhere for the purpose of the award of same higher degree. All quotations and sources of information from other works have been indented and properly acknowledged by means of references.

Asta Abdullahi Mahadi (Mrs)

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CERTIFICATION

This dissertation entitled “An Assessment of the Management of students’ welfare services in the Universities in the three geopolitical zones in the Northern part of Nigeria” by Asta Abdullahi Mahadi (Mrs.) meets the requirements governing the award of the degree of Doctor of Philosophy (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my children to encourage them in the pursuit of knowledge and to the memory of my parents who never lived to taste the fruit of my educational struggle.

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ABSTRACT

This study 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 behavour in the University system. The objectives of the study therefore were to identify the types of students' welfare services and 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 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 (113208) subjects consisting of 109,774 students 3389 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 test 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' opinion. 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' behaviour 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.

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ABBREVIATIONS, ACRONYMS AND INITIALS

MIS	-	Management Information Service
ABU	-	Ahmadu Bello University
NCAST	-	Nigerian College of Arts, Science and Technology
NPE	-	National Policy on Education
POSDCORB	-	Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting.
LASU	-	Lagos State University
UI	-	University of Ibadan
Rtd	-	Retired
NUC	-	National Universities Commission
ABUTH	-	Ahmadu Bello University Teaching Hospital
FASU	-	Federation of African University Sports
FISU	-	Federation of International University Sports
WAUG	-	West African University Games
STDs	-	Sexually Transmitted Diseases
HIV/AIDS	-	Human Immune/Deficiency Virus/Acquired Immune Deficiency Syndrome
SARS	-	Severe Acute Respiratory Syndrome
ASUU	-	Academic Staff Union of Universities
NUGA	-	National University Games Association
HMC	-	Hall Management Committee
SRA	-	Student Representative Assembly
MSS	-	Muslim Students Society
FCS	-	Fellowship of Christian Students

OPERATIONAL DEFINITION OF TERMS

Accommodation: This refers to the bed spaces and other living facilities provided to students in the purposefully designated hostels with the view to settling them down and taking care of their needs conveniently so that they face their academic activities smoothly.

Communication Network: This refer to channels designed and provided by the University to enable students and staff get well informed about what happens around them both inside and outside the walls of the university. Such network equipment include newspapers, magazines, electronics, telephone booths, computers, website, humans and notice boards.

Students' welfare: This refers to the basic facilities or amenities like feeding accommodation, classrooms, libraries, medicine etc. provided by the universities to students to enhance and ensure their comfortable survival and conducive atmosphere for learning.

Management: This refers to the ability of the university management to effectively procure, control, monitor and maintain the available welfare resources allocated for the students' upkeep in the university system.

CHAPTER ONE

Background to the Study

1.1 Introduction

The success of any organization whether private or public depends largely on the ability for it to acquire and maintain the human and physical resources for its existence. In the University system anywhere, the strongest element or ingredient that initiates, sustains and promotes its existence and productivity is the student body. Based on this reasoning the University must come to grips with the proper acquisition and proper management of all affairs related to students. That is to say, giving the students the necessary love, care, guidance and protection, so as to sustain them. This has to be so, if the University is to promote its own final goals and objectives of proper teaching, learning and research as well as to produce happier, healthier, well groomed and adjusted graduates.

Basically, the presence of learners is crucial to the existence of all the components of the University. Substantially, the presence of the students in the University is to acquire knowledge which they say “is power”. It has also been noted that learning is a continuous process. This process can only be meaningful and successful with healthy and determined minds of both the learners, teachers (Lecturers) and all that combine to energise the institution known as the University (Adesina, 1981:86).

Records show that in the 1950s to 1970s most universities in the three geo-political zones in the Northern part of Nigeria as well as all universities in

Nigeria could effectively provide welfare facilities and services like feeding, hostel and classroom accommodation, medical and library facilities, as the population of students was relatively manageable. Universities could not complain of inadequate funding since they were few. But with the steady increase in the number of the universities, from the only one University College, Ibadan an offspring of Yaba Higher College, to six 'Ashby' or first generation universities; Nsukka (1960), Ile Ife (1961), Akoka Lagos (1962), Ahmadu Bello (1962), Ibadan (1962), UniBenin (1970) then followed by second generation universities at Jos, Kano, Maiduguri, Sokoto, Ilorin, Calabar and Port Harcourt in 1975 and to about 48 Federal and State Universities with a student population of 526,780 the provision and maintenance of student welfare services can no doubt be very cumbersome. (Okebukola 2002:3-8).

For instance when Ahmadu Bello University took off in 1962 the welfare of students from all indications was given serious attention. There was a well coordinated arrangement for decent feeding and accommodation. This was perhaps due to small population of students which stood at 400 at inception, coupled with the excitement, desire and anxiety to initiate and provide a University education particularly being one of the first generation universities in the Country and the first of its type in the Northern part of Nigeria then. In Mahadi's (1998:20) words there was a feeling of "new brooms sweep the cleanest". Some services stood out. In those days feeding was free and each student had a whole room to himself or herself, laundry services and all cleaning materials were served free.

However as the population increased gradually over the years, from 400 in 1962 to about 8,000 in 1970, 12,000 in 1980 and to over 14,000 in 1986 to about 20,000 in the 2001/2002 session, (Mahadi 1988:20), Mohammed (1989:15) and Management and Information Services (MIS) (2001), the University's capacity to continue providing the basic welfare services such as feeding, decent accommodation and basic facilities which could enhance learning became a problem as these were impinging on the universities level of funding. Similarly, University of Maiduguri one of the second generation universities established in 1975 had a student population of sixty-four (64) at inception and increased to 1,825 in 1979/80 session. This number was very easy to feed and accommodate. With the increase to over 20,000 in the preceding sessions provision of adequate student welfare in terms of accommodation, feeding and other facilities and amenities became stressful and impossible.

Bayero University Kano had same phenomenon. When it took off in 1977 as full fledged University it could conveniently cope with a student population of 846 students. Although the feeding was Pay-As-You-Eat with 10k for breakfast and 20k for lunch and dinner, students felt satisfied. Gradually when the students' population exploded to over 3,000 in the 1980's the students' welfare facilities started degenerating. The story was the same all over the universities and this situation was viewed as a big threat to the smooth management of the students' welfare services in the University system.

In Kwanashe's view (1999:586) Universities in Nigeria in general have been frustrated by various constraints "ranging from crisis of students'

population, crisis of funding, crisis of relevance, disruption of students' and staff unions to crisis of confidence". And due to inadequate fund and poor planning there was a total breakdown in the provision and management of basic facilities and amenities, particularly facilities for students' welfare services.

In May 1978 a meeting of the Chairman of Council and Vice-Chancellors of all Universities in Nigeria with the Chief of Army Staff, Supreme Headquarters was held in Lagos. At that meeting some of the crucial decisions taken included the government's' intention to withdraw the subsidy on University students' feeding and allow an increase in University Boarding and lodging fees from ₦150 to ₦490 per session. The simple reason given for the withdrawal of feeding subsidy as reported in the Nigerian Herald of Friday 19th May 1978 was that "the primary responsibilities of the Universities are teaching and learning and not students' catering". Consequently, all Universities were advised to arrange means of managing the students' feeding as from 1978 to date.

This decision sparked off protests and massive demonstrations on all campuses which led to open confrontation with the police and military and massive destruction of lives and property. Sequel to the chaotic rampage, it was later resolved that in the interest of peace and harmony "a new schedule of fees for the Universities was to be reviewed and recommended from previous decision of ₦490.00". A new schedule of ₦90.00 per bedspace and 50k per meal was recommended and approved. In 1981/82 session due to the inability of the universities to find enough funds to maintain even this arrangement, the Federal Government withdrew the feeding subsidy and discontinued putting more

structures for accommodation in the Universities. Consequently, the universities were advised by the government to arrange for students' feeding and try to house at least one third of the students' population. This was the beginning of yet another trying experience in student's lives throughout the nation. Hence more violent and devastating riots ensued by students in 1981.

It is on the basis of this prevailing predicament that the study sought to examine the provision and management of types of students' welfare services in the universities in the three geopolitical zones in the Northern part of Nigeria.

1.2 Statement of the Problem

It is generally accepted that students' welfare services are indispensable for the effective and efficient management of any university in the world. Towards realizing these objectives, the Government and University Management must uphold the need to seriously provide all the necessary welfare services to students at all times. To stress this point, scholars like Kwanashie (1999.5), Oladapo (1987.75), Adamu, (2003: 16-17) and Okebukola, (2002) revealed that all Universities in Nigeria in the 1950s were funded adequately by the Government towards the upkeep of the University education, particularly for the improvement and management of students' welfare. Based on the availability of adequate funds to take care of the manageable size of students' population then, students' welfare services in terms of feeding subsidy, Hostel accommodations, academic facilities and other facilities were taken care of properly.

However, with the rapid increase in student's population in the late 1970s and 1980s the Government could no longer cope with allocating adequate funds

to the University sector. Subsequently, Government withdrew feeding and declined in putting up more students' hostel, and accommodation structures on the University campuses. Consequent upon this development, students' hostels and academic structures as well as other facilities became chocked up, overstretching the facilities there in. This prevailing state of affairs coupled with the unending increase in students' admission with little or no increase in the welfare facilities seemed to have contributed to the rampant students' unrest, uprisings, crises, violent demonstration, cultism and general deteriorating standard of morality and academic performance as exerted by stakeholders and even members of general public.

This conviction was further supported by Ifade, (1988) that the management of students' welfare services in Nigerian Universities 'has deteriorated so much so that problems resulting from lack of adequate basic amenities which constitute students' welfare has a far reaching implication, which may consequently contribute immensely to students' untold hardships, physical and emotional distress, frustration, persistent conflicts, unrest and general depressing academic conditions. Under such poor and unconducive atmosphere students cannot perform academically well.'

It is against this background that the researcher was motivated to direct this study towards exploring, assessing and establishing the level of commitment of the government and the University Management in the provision and management of the social, academic, medical and environmental services to students for enhancement of better performance in students' social and

academic pursuits, in the Universities in the Three Geo-Political Zones in the Northern part of Nigeria.

1.3 Objectives of the Study

The main objectives of this study were to

1. Identify the types of students' welfare services available in the Universities categorized as social services, academic services, Medical/Health services and Environmental service.
2. To determine the availability and adequacy of each category of the services.
3. To examine the impact of the diverse services on students' welfare services in the Universities in the three geopolitical zones in the Northern part of Nigeria in respect of social, academic, medical/health and environmental services. These are:
    i. The impact of feeding on students' welfare services.
    ii. The impact of hostel accommodation on students' welfare.
    iii. The impact and effect of Guidance and Counselling services on students' welfare.
    iv. The impact of sports and recreation services on students' welfare.
    v. The impact of security and communication services on students' welfare.
    vi. The impact of transportation services on students' welfare.
    vii. The impact of religious services on students' welfare.

viii. The impact of bank and telecommunications services on students' welfare.

ix. The impact of library services on students' welfare.

x. The impact of classroom, lecture halls, laboratories, workshops, field works etc services on students' welfare.

xi. The impact of Information Technology services on students' welfare.

xii. The impact of Medical/Health services on students' welfare.

xiii. The impact of environmental services and

xiv. To seek to know and recommend perceived strategies for effective provision and management of students' welfare services in the Universities in the three geopolitical zones of Northern part of Nigeria.

1.4 Research Questions

The study attempted to find answers to the following questions.

1. What types of students' welfare services are available in these Universities?
2. What are the degrees of adequacy of the various types of services in terms of social academic, Medical and Health and environmental services in these Universities?
3. What is the impact of feeding services on students' welfare?
4. What is the impact of Hostel accommodation services on students' welfare?

5. What is the impact and effect of Guidance and Counselling services on students' welfare?
6. What is the impact of sports and recreation on students' welfare?
7. What is the effect of security and communication services on students' welfare?
8. What is the impact of transportation services on students' welfare?
9. What is the impact of religious services on students' welfare?
10. What is the impact of Banking and telecommunication services on students' welfare?
11. What is the impact of Library services on students' welfare?
12. What are the impacts of classroom, lecture halls, workshops, field trips services on students' welfare?
13. What is the influence of Information Technology on students' welfare?
14. What is the impact of Medical and Health services on students' welfare?
15. What is the impact of environmental services on students' welfare?
16. What strategies could be used for effective provision and management of students' welfare services in these Universities?

1.5 Hypotheses

The following hypotheses were postulated for the study:-

HO_1 There is no significant difference in the opinions of students, service staff and top management staff with respect to the types and availability of Students' Welfare services in these Universities.

HO_2 There is no significant difference in the opinions of the students, service staff and top management staff in respect of the availability and adequacy of social services in these Universities.

HO_3 There is no significant difference in the opinions of the students, service staff and top management staff in respect of the availability and adequacy of academic services in these Universities.

HO_4 There is no significant difference in the opinions of students, service staff and top management staff in respect of the availability and adequacy of Medical/Health services in these Universities.

HO_5 There is no significant difference in the opinions of students, service staff and top management staff in respect of the availability and adequacy of Environmental services in these Universities.

HO_6 There is no significant difference in the opinions of the students, service staff and top management staff with respect to the impact of the provision and management of diverse services in terms of social, academic, medical/health and environmental services on students' welfare in these Universities.

HO_7 There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of feeding on students' welfare services in these Universities.

HO_8 There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of Hostel accommodation on students' welfare services in these Universities.

HO_9 There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of Guidance and Counselling services on students' welfare services in these Universities.

HO_{10} There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of sports and recreation on students' welfare services in these Universities.

HO_{11} There is no significant difference in opinions of students, service staff and top management staff in respect to the impact of security and communication services on students' welfare services in these Universities.

HO_{12} There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of transportation services on students' welfare services in these Universities.

HO_{13} There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of Religious services on these Universities.

HO_{14} There is no significant difference in the opinions of students, service staff and top management staff in respect of the Banking and telecommunication services on the students' welfare services in these Universities.

HO_{15} There is no significant difference in the opinions of students, service staff and top management staff with regards to the impact of Library services on students' welfare services in these Universities.

HO_{16} There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of classroom, laboratories, workshops, field trips facility on students' welfare services in the these Universities.

HO_{17} There is no significant difference in the opinions of students, service staff and top management staff with respect to the impact and influence of Information Technology services on students' welfare in these Universities.

HO_{18} There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of Medical/Health services on students' welfare services in these Universities.

HO_{19} There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of Environmental services on students' welfare services in these Universities.

HO_{20} There is no significant difference in the opinions of students, service staff and top management staff in respect of the application of the perceived strategies for effective management of students' welfare services in these Universities.

1.6 Basic Assumptions

The following assumptions were made for the study:-

- It is assumed that the types of welfare services provided to students in these Universities are inadequate.

- It is assumed that lack of effective management of students' welfare services such as social, academic, medical and environmental services in these Universities have great impact on students' performance and behaviour.
- It is assumed that the University being a complex system should apply some strategies for effective management of students' welfare services.

1.7 Significance of the Study

The significance of the study is to provide information and guide the University administration in these Universities, particularly the Student Affairs Division with an insight into promoting and combating the factors responsible for the problems encountered in the management of the students' welfare services in the Universities. It will also form the basis for further study and stimulate individuals and administrators alike to investigate and formulate constructive strategies with a view to reducing or eliminating the problems of management of students' welfare services in the Universities in general.

1.8 Scope and delimitation of the Study

The research concentrated on four broad groups. These are:

a. Social services like feeding, accommodation, sports and recreation, guidance and counseling, security matters, transportation, religious activities etc.
b. Academic services comprising, classroom facilities and equipment, library and laboratory, information technology services etc.

c. Medical/Health services such as Health centers, health care delivery etc and

d. Environmental services made up of all service actions, behaviours done to making a conducive atmosphere for academic activities in all sixteen (16) conventional Federal and State Universities. The study is limited to five (5) selected Universities in the three geopolitical zones in the Northern part of Nigeria because of time and geographical factors and limited financial resources of the researcher. The sampling is unbiased due to the understanding that all the conventional universities in the country share the same structure and characteristics since they are controlled and financed by the Federal Ministry of Education routed through the National Universities Commission (NUC) or the State Board of Higher Education and are under the same umbrella. The sampled Universities are Ahmadu Bello University, University of Maiduguri, Bayero University, Kano, University of Jos and Usmanu Dan Fodiyo University, Sokoto.

CHAPTER TWO

Review of related Literature

2.1 Introduction

This chapter examined relevant literature on the problem of the provision and management of students' welfare services in the Universities in the three geopolitical zones in the Northern part of Nigeria. Although some work has been done in the areas of students' crisis, violence and general problems experienced by students in the course of their studies in the university, this study on the assessment of the provision and management of students' welfare facilities to enhance optimum stability and higher performance and productivity is a new ground.

As the background to the study, relevant Literature from all generations of universities and other institutions of middle and higher learning in both developed and developing nations has been utilized in conceptualizing the problems faced in the procurement and management of the students' welfare services in these Universities. The review specifically centered on the following issues raised in Chapter one:

1. The concept and theories of Management.
2. The concept and types of students' welfare services provided by the Universities in and outside the geopolitical zones.
3. The impact of welfare services categorized into social, academic, medical/health and environmental services and their influence on

students' behaviour in the Universities in the three geopolitical zones in the Northern part of Nigeria.

4. The use of effective Management strategies for the students' welfare services in these Universities in the three geopolitical zones in the Northern part of Nigeria.

2.2 The concept and theories of Management

Several schools of thought have defined Management in different ways but no single definition is accepted as superior and final. The definitions are as numerous as those engaged in it. While the classical scientific management theorists like Federic Taylor (1900-1930s), Henry Fayol (1841-1925) and others define Management as "getting things done through the process of planning, organizing, staffing, directing, coordinating, reporting, controlling and budgeting, the Human Relations school of thought like Mary Follett (1868-1933), Chester Bernard (1938), Herbert Simon (1947) and others, taking cognizance of the human aspect of managerial function, define management as an activity that largely reflects the willingness of members of an organization to work hard towards planned allocation of resources.

However, prominent writers on management like Drucker (1954) and Baron (1978) share the same opinion with the classical scientific management where they postulate that "management is an activity that is associated with the goals of an organization which involves setting up strategies that could be employed in achieving goals with minimum difficulties". This definition is also echoed by Hellriegel (1986:10) and Lester, (1985:487) who simply see

Management as “getting things done through other people. This stresses the processes of planning, coordinating and organizing of resources through teamwork”. To them Management is a network of interrelated functional responsibilities of an organization. It is both an academic and professional discipline which recognizes the presence of intuitive, subjective and skills in the management process and verified knowledge as a guide to management decisions and actions.

Others like Knowels in Lester, (1985:2692) also see management as a “process of activating and integrating the capacities of an enterprise to attain optimum results with minimum expenditure or resources”. To them Management is concerned with the definition of goals and strategic planning, Policy formulations and decisions affecting the lives and growth of human and material resources in the organization as a whole. Similarly, Smith (1982:28) advocated that, management is a “methodology by which organization plans, operates and controls its activities and utilizes the human and material resources, information and money in order to meet its goals and objectives”.

In whatever way management is defined, the basic and embracing fact is that it is the most important human activity that permeates all organizations, where people work together for attainment of predetermined goals and objectives. Infact there is no single human activity that doesn’t require management for its proper functioning. Administrative and business managers have to recognize, appreciate and register the efforts and contributions made by human resources as well as realizing the needs of the organization. All what they

do, have to be done through same type of managerial functions of POSDCORB as advocated by the theorists of Management.

In the context of this study the definition of management by Ibukun in Imam (2000:19) sounds more appropriate when he says "management is the ability to effectively control, monitor and maintain the available welfare resources allocated for the different segments" of the university system. This is to say that apart from the management of the material resources, the university is faced with the provision and management of diverse affairs of the interest groups like the staff, stakeholders (parents) and students, around which all activities revolve. Hence the skill and methodology of the provision and effective management of the welfare resources and facilities designated to students mean 'peace' to the university.

Just as every complex or simple organization is characterized by various goals and objectives, the University system has its own uniqueness and numerous conflicting peculiarities to grapple with in order to achieve its set goals and objectives. Thus, based on the foregoing management theories the university can strive to adopt most or all of them to maximize production of relevant, competent, knowledgeable, skilful, creative and dedicated future scholars and leaders in the area of science, engineering, technology, and arts, to meet the rapid growing manpower demands and challenges in a scientific, technological and nuclear society. In the process of producing such group of individuals the university is well guided by the Human Relations school of thought to apply the mandate of prioritizing the provision and management of the basic

needs of the studentship in its domain, so that the ultimate goals and objectives of teaching, learning and research are fully utilized.

2.3 The concept and types of students' welfare services

According to Adesina (1981:86) students welfare services are "Services concerned with needs and interest of the students' populace". To him, of all services rendered to groups in the school or university system, that of the students should be a priority. This is so, because a university is set for students and not primarily for subsequent groups. Hence without students, a university will never exist.

Jacob, (1768:923) in the New Encyclopedia Britanica also sees students' welfare services as "services provided to students particularly disadvantaged, distressed and invulnerable persons or group". Ventareswarlu in Oni (1999:227), views that students' welfare services include not only 'growth' of facilities but also security, sustainability, equity, prudence and justice in its provision". And according to Lawal, (1999:39) students' welfare services comprise health matters, accommodation, feeding, sports and recreation.

However, for the purpose of this study, students' welfare services can be defined as the basic needs provided to students by the university for ensuring survival, comfort and conducive atmosphere for academic concentration and better performance. These services include among others good feeding, decent accommodation, sports and recreational facilities, guidance and counselling, health and other social amenities, sound academic activities i.e teaching and learning facilities and conducive environment.

The university has the mandate to give students all the necessary attention, care and services they deserve within the scope of the university so that the students' aims and objectives of being in the university system are achieved. Towards this reasoning the Nigerian Government like any other Government has the greatest concern over the welfare and development of their youths in the universities. This has been implied in the National Policy on Education, (2004): page 7 Section 1, Paragraph 3 which says “the quality of instruction at all levels has to be oriented towards inculcating:

- respect for the worth and dignity of the individuals,
- faith in man’s ability to make rational decisions,
- promotion of the Health of all children,”

  And on Page 22 Section 5 Paragraph 32, University education as higher education is said to aim at:

  - “the acquisition, development and inculcation of the proper value orientation for the survival of the individuals and the society,
  - the development of the intellectual capacities of individuals to understand and appreciate their environment……...”
  - Also on Page 24 Section 5 Paragraph 38 it assures that “the education of higher professionals will continue within the university system and will be rooted in a broad-based and strong scientific background”.

The Nigerian Constitution (1999 P.8 ed.) has summed up this strong philosophy of Education since it has taken the pains to express protection of students interest. It sees students as having the equal rights based on social order when it says:

Paragraph 14, 2 (b) The security and welfare of the people shall be the primary purpose of the Government, and

Paragraph 16, 2 (d) that suitable and adequate shelter, suitable and adequate food and welfare are provided for all citizens and

Paragraph 17, 2(a) "In Furtherance of the social order – as every citizen shall have equality of rights obligations and opportunity before the law;"

(b) the sanctity of the human person shall be recognized and human dignity shall be maintained and enhanced……..

Paragraph 3(d) There are adequate medical and health facilities for all persons, ……..and

(f) children, young persons and aged are protected against any exploitation whatsoever, and against moral and material neglect."

Similarly, section S5.5(2) (h) University of Ibadan Act 1962 as amended, holds that "the supervision of the welfare of students at the university and the regulation of their conduct is vested in the senate" (Ojo 1995:17).

In the opening speech of the Principal of the North East College of Arts and Science in 1974, which metamorphosed to University of Maiduguri the following year, emphasis was seriously laid on students' welfare as he rightly said:

"for students to be properly educated morally and culturally oriented, committed to their studies, devoid of rioting and rebellious behaviour, they must be provided with maximum supply of welfare facilities for extra curricular activities, sporting, games, athletics, accommodation, medical services and conducive environment for academic activities". (University of Maiduguri calendar 1975-1985:74). Against this backdrop the university administration placed high premium on students' welfare. There was a strong conviction that students' welfare was paramount. Moreso, decree No. 83 (1971) establishing the university conferred power on the administration to provide for students' discipline and welfare. It specifically enjoins the Senate to be "responsible for provision, control, supervision and formulation of students' welfare policies".

In Usmanu Dan Fodiyo University, the Vice Chancellor, Professor A.S. Mikailu in a welcome address to fresh students in the 1998/99 session assured all students about the universities' concern on their welfare. He said, "we would do everything within our resources to improve your welfare so that your period of stay in the university will be a fruitful one".

It is very clear that these excerpts alone stress the concern and regards by the management and the Government for the universal principles underlying the complete welfare of students, particularly the philosophy underlying the

principles of health, dignity and worth of children which cannot be achieved without the provision of adequate basic welfare facilities. The realization of this philosophy for a meaningful education therefore relies to a large extent upon the ability of the university to provide and manage whatever human and material resources at its disposal tagged for students' welfare.

In the reasoning of Ifadi (1988:11) the neglect of the responsibility of the welfare of the young, particularly, students "culminates into moral decadence, chaos, and unrest in the university. For instance the Ahmadu Bello University 'Rice crisis' in 1981 where students demanded the removal of the Catering Manageress over the non-inclusion of rice in the main menu of students' feeding as one of the causes of riot which resulted to lost of two lives and destruction of property worth over ₦151,620.68, Aliyu, (1981:3). In January 1977 Bayero University, Kano students demonstrated on poor quality of food, inexperienced kitchen staff and unhygienic kitchen condition. They boycotted the dining room and matched enmasse to the Registrar's house demanding for buses to go and eat in town. Similarly, the students' unrest of 1971, when students of Nnamdi Azikiwe hall of University of Ibadan (UI) wanted the removal of Mrs. Apamkpa, the hall catering officer then, due to poor quality of food and inadequate supply of drinks and which consequently, escalated to clashes between the Students Union and the Police resulting in the death of one Adekunle Adepeju (Lawal, 1999). These events can attest as some of the best examples of students' crisis tied to problem of students' welfare. This clearly goes without saying that when what belongs to students are not managed and given to them properly, peace,

stability and conducive environment will not reign for effective teaching, learning and research to take place.

In the University system, some of the most crucial and relevant welfare services students cannot do without can be classified into four and their impact on students' behaviour can be discussed at length. These are:

- **Social Services:** These are students' feeding, hostel accommodation, guidance and counseling, sports and recreation, security, transportation, religious, clubs and societies, banking and shopping services, adequate electricity and water supply.
- **Academic Services:** These are classroom and lecture hall accommodation, library facilities, laboratory equipment, teaching and learning equipments, information and communication technology such as websites, computers, internet cafes, telephones, handsets, bookshops, printing press, field and practical trips and work and students adviser advisee services.
- **Students Medical/Health Services:** These include health and sanitation, clinics and medical centers, hospitals, treatment of diseases, inoculations and vaccination against diseases HIV Aids treatment, curative and preventive supplements or drugs and campaigns on various health problems.
- **Environmental Services:** Facilitation of conducive campus, free of crisis environment for effective teaching and learning i.e. free and suitable noise free institutional climate.

Student –Lecturer and student-student good relationship, cordial relations between gender, cultivation of atmosphere of belongingness and self-confidence.

Clean beautiful environment with flowers, gardens, walkways, parks and gardens.

- **Perceived Management Strategies:** These are prominent devices, which contribute to effective management of the services. They include Funding, Role of Student Affairs Division, Students' Welfare Management Board, Donor Agencies, Linkages and Alumni base.

Committee Systems such as Accommodation allocation, Students' Hall Committees, Market Management Committee, Student Union activities and its control etc.

2.3.1 Social Services

2.3.1.1 Students' feeding

Feeding can be defined as the supply of nourishing food or meal progressively and adequately to a person or group of persons, which, in the context of this study are the students of the Universities in the three geopolitical zones of Northern part of Nigeria. Although Nigerian Government as opined by Oladapo (1987:95), knew very well that even countries much richer and developed than it, "wisely regarded feeding and accommodation as not integral part of their university education and avoided them". Nigeria at National level took the risk by giving it top priority consideration without foreseeing their future burdensomeness.

Right from the inception of the Universities in these zones, the provision of students' feeding was considered a mandatory responsibility of the universities. As the population then was manageable the university could conveniently afford

a whole catering unit vested in the Student Affairs Division. The main objective of this unit was to provide adequate and reasonable food both in quantity and quality at a very subsidized cost. In the 1960s and 1970s all the Universities must have measured up to the expectation in the students' welfare service. This has been confirmed by some Ahmadu Bello University alumni like Dr. Halima, (2003) in her profile interview in the New Nigerian Newspaper of Wednesday 29th January 2003 No.1174 Page 16 Column 3 when she said "In the 1960s through 1970s to early 1980s we were well taught, things were very cheap, students were not hungry as the kitchens provided cheap and good meals. Especially when we moved into clinical hostel, our meals were like a buffet at only a cost of 15 pence then, now equivalent to 15 kobo".

The University Management through the student Affairs unit controlled the welfare services of the students so efficiently that, to Dr. Halima, besides decent catering services, they enjoyed free laundry services, scholarship and bursaries which they used for buying all the necessary books, stationery and clothes. They even had surplus with which they could assist their parents.

This remained stable until mid-1980s when students helplessly watched the withdrawal of feeding subsidy by the Federal Government and then contracted out to private caterers. Numerous demonstrations were staged by students in protest and rejection of the change, but the Government was adamant, mainly, because they could not cope with the financial predicament to continue providing the catering services to the rapid growing population of students due to the geometrical increase in students' admission.

It should be noted that as most Universities were receiving 33 kobo per plate of food, they charged 50 kobo per plate which was reasonable. But with the withdrawal of the subsidy and having handed the services to the private caterers finally in 1981/82 session the charges were hiked from 50 kobo to ₦1.00.

Following the investigation report into the students' violent riots in January, 1981, the ABU Council which is the highest decision making body in the University system finally resolved to disengage from students feeding in 1981/82 session. The same step was taken by all other Universities.

As for accommodation the council noted the Government directive that "each university should house a third of its total student population". But Ahmadu Bello University was housing a far larger percentage. Due to the increasing financial constraints, the universities were not in a position to put more accommodation structures for the fast growing population of students. In Ahmadu Bello University, the Council, ruled that:

> As from next session 1981-82 the University will not accommodate more than exact number of students for whom standard accommodation is available……..at ₦90.00 per session per student……. Additionally, because of financial constraints and other considerations students will be required to supply their own pillows, pillowcases, blankets, linen, mosquito nets, window blinds and brooms as well as to take care of their laundry services.

This development eventually gave birth to the idea of handing over or contracting out the kitchen services to private caterers. The sessions 1981/82 to 1983/84 were orientation and transitional periods for the private catering system until 1985 when the private catering arrangement became more pronounced and full-fledged ventures. In an address by the then Deputy Vice-Chancellor (DVC),

Prof. B.D. Musa at a matriculation ceremony of new students in January, 1985 he disclosed thus:

> To avoid cheating of students over feeding after the withdrawal of feeding subsidy, arrangements are made to give out feeding/cooking facilities free of rent to private contractors and the university is to assist them in securing essential commodities at controlled prices so as to avoid hardship over feeding. The new feeding policy was justified even though it was tasking on parents, guardians and sponsors. The huge annual feeding subsidy from the government had to be directed to those areas that needed improvement in order to enroll more qualified students. This is therefore a sacrifice for you to bear as your contributions to Education Growth in the country.

Although students no doubt took this decision with mixed feelings, it was evident that they had no option but to succumb to it, at best, in principle. They were asked to reckon with the open realities on the ground. The problem of rapid population growth of school goers in the country and the mandate of “equal educational opportunities” as spelt out by the objectives of the National Policy on Education were biting issues. The National Policy on Education (NPE), (2004 ed- Pg. 7 Sec1 item 2) holds the pledge of the desire that “Nigeria should be a free, just and egalitarian society and a land full of opportunities for all its citizens”, so that they can” generate a great and dynamic economy and grow into a united and self reliant nation”. These were the ultimate goals and objectives of the nation which call for involvement of every individual, the success of which is embedded in education.

Based on this premise, for the Government to continue giving maximum feeding and accommodation to fewer students would amount to strangulating the

financial capabilities and depriving others of the equal educational opportunities which is a basic human right.

Consequently, the private kitchen system came to stay and as a rule “he who controls the piper dictates the tune”. Despite the close supervision by the administration the private caterers pegged their meal at ₦1.00 per plate which was considered by students as exploitative coupled with its poor quality. The arrangement resulted in a complete distortion in students’ pattern of feeding. While a few rich ones could still afford the standard or usual three square meals a day popularly tagged by students as 1-1-1; Breakfast, Lunch and Dinner, majority went on 1-0-1 +breakfast, no lunch +dinner. But the poor ones could hardly afford beyond 0-1-0 -no breakfast, +lunch -no dinner. To the extremely poor ones feeding was an extremely unpredictable matter.

As for accommodation, it was the same story. Hostel and lecture halls were inadequate so much so that equipment and facilities were heavily overstretched.

Consequently, without alternative measures, students resorted to hardship which eventually frustrated their hopes and expectation of improved environment for learning. This situation could culminate to series of serious problems and crisis ranging from despondency, stress, conflicts, violence, destructions, vandalism, malpractices, thefts, armed robbery, cultism and related crimes. This state of hopelessness usually precipitate serious problems of students’ unrest in any institution.

A study conducted at Michigan State University by Beit-Hallahmi in Bello (1983:124-130) revealed that out of 91 percent of students interviewed, asked for university to provide facilities to reduce psychological problems faced by the students. It is strongly believed that the greatest problem of students was that of feeding and other welfare facilities.

The frustrations arising from the inadequate provision of welfare services coupled with the mismanagement of whatever little that was given added to the psychological, emotional and physiological stress which certainly had adverse effect on their academic standard and educational development of the universities in particular and the country in general.

In another research conducted by Bakare and Majasan (1974:13) on students' problems in Ibadan University, the research revealed that students experienced complex problems which they eventually coped up after orientation, but it was very difficult to cope with lack of feeding and accommodation as there was no substitute to them. They however concluded that the complete absence of feeding and accommodation could dislodge students' academic interest permanently or even cause physical and mental breakdown.

Ademuwayin, in Bello (1983:38) also conducted a study on the problem of Health of Students in University of Lagos and he identified some prominent problems plaguing the students studies which ranged from poor feeding, emotional, social instability, lack of proper accommodation and unhealthy living environment.

In another study by Arigbede (1980:8) on the problems experienced by students of Advanced Teachers' College (affiliated to Ahmadu Bello University and now Federal College of Education) Kano, it was discovered that about 17 percent of the students experienced high feeding problems and 50 % of those who failed the Nigerian Certificate in Education (NCE) examination were those who expressed "high" feeding problems. 30 percent of the students expressed high financial problems, which hindered their passing the Nigerian Certificate in Education (NCE) examination, 40 percent expressed high health problems and performed poorly. Majority of this group experienced serious accommodation problem. As a result none of the students with accommodation problem had Upper Credit.

Egba (1975:11) investigated the phenomenon of students' unrest in selected Post Primary institutions in Kaduna State and traced most of them to lack of proper feeding and poor environment. Similarly, Ezeomah (1975:47) also engaged himself in finding out the administrative cause of students' unrest in Nigerian Post Primary Schools and found out that poor feeding was a major cause. Ubani (1978:9) and Adegoke (1977:4) too conducted some research studies on factors influencing students' unrest and aggression in Post Primary Boarding institutions in Zaria and Ibadan respectively and the major causes were not far from lack of adequate feeding and relative problems. It is strongly believed that since Universities are also boarding institutions like these Secondary Schools where feeding and accommodation are the livewire of students' well-being on the campus, the inadequate supply or complete absence

of such welfare facilities can create problems of students' unrest. Hence people could not help sympathizing with students and their parents for their protests against the complete withdrawal of feeding subsidies from the University system.

Lamenting over the new feeding arrangement which became more pronounced in 1985, most students felt that the increase from 50 kobo to ₦1.00 was strangulating. They condemned the increase and the deplorable deterioration in the quality and quantity of food and blamed the University for making internal arrangement with the contractors/caterers without due consent and representation or supervision of the students for such operation.

Expressing their opinions on this arrangement, Olabisi Soji and Oladunni (1987) in an interview by Sunday Times of March 29, 1987 front page observed that feeding in the Nigerian Universities after the withdrawal of subsidy was becoming alarmingly detrimental to good health. Feeding was said to be deficient in both quality and quantity. Moreover, due to students' inadequate financial resources, "most operated irregular table of feeding of zero-one-zero to none at all". As a result some students were reported to have collapsed during lectures, in the Libraries or on the fields. On reaching the medical centers the victims would openly demand for a meal before treatment as they might not have eaten for days. Most of such cases recovered from the fit after eating two to three meals instead of medication.

Odemenas (1987) with exasperation in same interview, revealed that in Lagos State University (LASU) the private contractors exploited students, as a plate of "a standard meal then cost ₦2.50 while in the real sense the quality was

poorer than the ordinary meal". Akunrin (1987) a student of Law in the same University said "some students resorted to patronizing the Bukaterias scattered outside the campus taking the risk of food poisoning".

Chidi (1987:3) formerly a student of University of Benin in same interview remarked that although he was no longer a student he still "imagined the ordeal which students went through to keep soul and body together". He observed that a meal in University of Benin was 25 kobo per plate before the Government removed subsidy on feeding and was very adequate. After removal it became "PAY AS YOU EAT (PAYE) and with ₦1.50 one could hardly eat a good meal". Idris (1987:3) of University of Ibadan (UI) too lamented that students looked very emanciated and unhealthy, unlike those days when feeding was part of the university's responsibility.

The public, particularly parents also showed their concern. Chief Olusegun (1987:3) one time Commissioner during Governor Jakande's Administration in Lagos State in an interview by the same Sunday Times of same edition observed that the feeding pattern in his school days was "a lot better compared to what existed in the university at 1987". Apart from the awful and deplorable condition of sanitation in the Cafeterias or Bukaterias the food served was tasteless, stale and appalling. According to him a good variety of food should be served to students with the hope that they grow strong and become "healthy, brilliant and able leaders of tomorrow".

Makinwo in Ogunnika (1985:27) observed that majority of the students in the Universities are sons and daughters of the rural poor. Some of them "cannot

even produce enough crops for their existence let alone generate surplus to pay for their children's feeding and housing fees adequately which are mandatory in the Universities.

In a research conducted in Marte District of Borno State by the author it was revealed that the income of most rural farmers was less than ₦500.00 per annum. The children of such farmers if opportuned to go into university, can never survive under the new system. Consequently, this contributes to the educational imbalance between the rural and the urban elite, which definitely jeopardizes serious social stability in the country since rural population accounts for over 70 % of Nigeria's total population.

The comments from the university Administrators were also not palatable. While some showed lots of concern and disgust, others blamed the Government and the University Management for such a devastating change. To them it was unfortunate that the Government could be so uncaring, and ruthless as to refuse to feed its students despite the promising resources of the country. Those concerned also wondered why the university management could succumb so easily to the change that even when the subsidy was finally withdrawn the Management was shunning its responsibility of supervising the private contractors/caterers properly. Instead the caterers would cleverly "bribe their ways through, to dictate the prices of the meals even though the meals were deplorable".

Consequently, with the impending hardship which showed no hope, the students had to resign to learn through the hard way to either eat in the

cafeterias at the caterers' ever fluctuating prices or cook for themselves. Cooking in their bedrooms was seen by the Management of the universities as very dangerous as it could lead to rampant outbreak of fire. In Ahmadu Bello University for instance, when General Mamman Kontagora (Rtd) was appointed to restore order and peace in the already collapsed University in 1995, effort was made to ban cooking in students bedrooms particularly the use of electrical cooking appliances. Unfortunately, since there was no prompt substitute the rule was not effectively enforced. Up till today students are reported to be cooking in their rooms and cases of fire outbreak in the hostels have continued. In the 2001/2002 session more than ten cases of fire outbreaks and damages in students' halls have been reported. All these unnecessary damages and inconveniences have definitely been attributed to the withdrawal and lack of good management of students feeding.

2.3.1.2 **Hostel Accommodation**

The concept of accommodation in the University system can be both classroom and hostel which are very crucial to the meaningful and well-being of students on campus. In Maslow's view, (1954) shelter like food is a basic human requirement on earth. For a student, it is one thing to secure provisional admission into the university, it is quite another to get decent accommodation. Admission without accommodation to them is thus incomplete.

Information from Internet website revealed that in Universities like Curtin International College, Perth and University of Sydney Australia accommodation is so vital that they have standard arrangements for accommodation through

accommodation Agencies. The Universities assist Students to procure the most comfortable and appropriate accommodation available to suit their requirements at affordable fees depending on the location. All rooms are equipped with private bathrooms/toilets, broad band access to television, telephone and internet sets. Sydney University in particular which uses colliaging system has adequate accommodation for all categories of students by age, socio-economic background and gender.

In a memorandum by a one time Director of Welfare of Students Union Executive in Ahmadu Bello University for 1995/96 session, Mr. Olorunda, he reiterated the importance of hostel accommodation as one of the “cardinal principles of students on the campus” as the university’s belief is to “provide an environment that should assist students to develop their academic, social and political potentials to the fullest”. The provision of hostel accommodation in this regard is therefore considered as an integral part of the total educational enterprise and they should not be seen as merely places to sleep in but should be ‘home’ for students. This view was collaborated by Oladapo (1998:7) and Okebukola, (2003:3) who maintained that Nigerian Universities were established with the intention of providing comfortable "on campus hostel accommodation for all students. In the 1970^{s} when the total student population was put at 23,817 in 1974/75 session for instance, the number of available bedspaces was adequate enough for students." Almost all universities according to them were located on vast expanse of land, far away from developed towns so that they could afford to put up more structures for academic and hostel residence as funds were also

adequately available then. Unfortunately, this became more of a theory than sustained reality as there was a general twist in maintaining the policy of providing adequate hostel accommodation and feeding subsidy to students in all universities soon after it started working. The collapse of this policy can be attributed to the rapid growth in the universities and student population increase.

With this trend there has been a considerable debate both within and outside the university system as to what steps should be taken on the controversial survival or non-survival of the feeding and Hostel accommodation in the Universities. Sequel to this development, the National Universities Commission (NUC) was compelled in 1977 to set up a Committee known as Brigadier T.B. Ogundeko Committee to study the funding problems in the Nigerian University System and submit recommendations. Some of the findings of the committee as contained in the proceedings of National Universities Commission/Committee of Vice Chancellors International Seminar (1987), are:

- the rate of growth in student population and expansion in academic activities out-stripped the rate of development of classroom and teaching facilities.
- living accommodation for students was grossly inadequate and there was overcrowding in students' hostels.
- the subsidy on students meals was inadequate.
- universities provide free transportation to students for commuting between campuses and residential accommodation in town and in some cases for in-campus movement.

- the universities suffer from inadequate public facilities such as water, electricity, roads and other utilities.

Based on its findings, the Committee submitted its recommendations, some of which were:

- "Government policy that only 75% of university students should be housed on campus, should be continued and the need for these students to interact with the public is valid.
- In order to relieve the pressure on government finances in the areas of students' housing, the older universities should henceforth finance construction of student living accommodation with loans, while Government should finance one third of the students' accommodation required by the newer universities; the latter recommendation should put the newer universities at par with the older ones which have had at least one third of their students' accommodation requirements financed by Government. The students should contribute a substantial part of the repayment.
- The universities should employ the services of an Estate Agent to undertake a feasibility survey of the best avenues of raising loans from the many mortgage establishments, Insurance Companies, the Provident Fund and banks.
- Designs for students' hostels should be more modest, simple and functional, so that they can be within the means of students.

- Students should be charged ₦150.00 per session for lodging. The subsidy for additional hostel would come from lodging charged on existing buildings in older universities while only in newer universities would Government require to pay a subsidy until it has developed one-third of the accommodation required." (Okebukola 2003 :4)

As further pointed out by Okebukola (2002:19 and 55). This crucial nature of the inadequate hostel accommodation in the universities has even been attracting the serious attention and intervention of the present administration. The Presidential intervention started since February 2002 when the need was stressed for the private sector participation in students' hostel development so as to improve the quality and quantity of hostel accommodation on all campuses. It was observed that most of the first generation universities have not been able to accommodate more than 30% of their enrolled students with bed spaces.

Disturbed by this state of affairs, Mr. President was said to have convened a meeting of all the proprietors and management staff of the universities with the Chief Executive Officers of banks, multinational oil companies, insurance companies and other private operators to form a partnership with the universities and enter into workable agreement to build more hostel accommodation for students.

It can also be recalled that in its frantic effort to improve the general standard of universities welfare and facilities, the Government tried her best to gradually increase the recurrent grant to universities accordingly. For instance in

1972 ₦22 million was allocated. It increased to about ₦37 million in 1975/76, to about ₦85 million in 1977/78 and in 1983 it went up to ₦374 million (Oladapo (1988:94). The allocation doubled from millions to billions with about ₦4.4b in 1994 rising to ₦6.6b in 1996 and skyrocketing to ₦9.1b in 1998. This is said to represent 300 % increase in funding and in addition to locally generated income of about N1.0b by National Universities Commission (NUC). (Okebukola: 2002).

With all these calculations one is baffled at the financial starvation of the university system. However, there may be a reason to believe that though the gross allocations increased in value, the increase in the number and population of the universities and students respectively outstripped the finances, coupled with the phenomenon of over-dependence of the universities on Government without generating a revenue of their own. This gradual down trend in the inadequacy of funds to manage the university affairs properly, according to Okebukola, (2002) has impending consequences, particularly on the students' welfare services. All universities have bewildering and bleak experiences to tell.

For instance when Ahmadu Bello University was opened in 1962 with a student population of only 400, there was the need to provide them with decent hostel accommodation. Three hostels inherited from the Nigerian College of Arts, Science and Technology (NCAST) which were then Alexander, Ribadu and Amina halls on the Main Campus and a set of four hostels 1,2,3,4 Bedde and Sardauna halls in Kongo Campus were more than adequate to accommodate all the students. In the 1970s the population rose to about 8,000 students and there came the need to create more halls to meet the rising population. More halls

were thus brought to existence; some of these were Oba Akenzua hall, which was converted from its initial status of Intermediate and Junior Staff quarters in 1969, then ICSA and Ramat halls in 1970 following the students' demonstration on lack of enough accommodation. In 1973 Usmanu Dan Fodiyo hall was established as temporary structure. Then in 1974 Umar Suleiman hall came into existence.

On the Institute of Administration Kongo Campus, Tafawa Balewa and Ali Akilu also came into existence in 1979 and 1981 respectively. At the ABU Teaching Teaching Hospital (ABUTH) Tudun Wada there was Barau Diko hall constructed in 1972 for the clinical students. As there was further demand for more accommodation spaces due to the ever increasing agitation for increase in admissions yearly the halls were expanded from fewer to numerous blocks of many rooms. As at 1980 Umar Suleiman, now, one of the largest halls had fifteen (15) blocks of four floor storey building; while Ribadu, Alexander put together had six (6) blocks of same structure five (5) block three (3) floor storey building linked to the main blocks.

In Kongo, Ali Akilu, Tafawa Balewa, Hostels 1,2 and 3 fell in this category. All the other halls were blocks of bungalows. Ahmadu Bello University that could boast of accommodating most of its student population in the 1970^{s} could not accommodate up to 60% in the 1980^{s}, even though it was far over the National University Commission (NUC) stipulated figure of 33 percent. As at 1986/87 session out of over 14,000 thousand students, only a total of 7,452 students were

accommodated. The breakdown of the accommodation figure by hostels in the session under reference was as follows in table 2.2.

TABLE 2.I: The growth of hostels from 1962-1981 in Ahmadu Bello University

A. MAIN CAMPUS

S/NO	HALL	YEAR ESTABLISHED	STUDENTS ACCOMMODATED IN 1986/87 SESSION
1.	Alexander	1962	476
2.	Ribadu	1962	516
3.	Amina	1962	1043
4.	Akenzua	1969	453
5.	Ramat	1970	480
6.	ICSA	1971	576
7.	Usmanu	1973	1056
8.	DanFodiyo Umar Suleiman	1974	1240
		Sub Total	5840

B. KONGO CAMPUS

S/NO	HALL	YEAR ESTABLISHED	STUDENTS ACCOMMODATED IN 1986/87 SESSION
1.	Bedde	1962	98
2.	Hostel I	1962	112
3.	Hostel II	1962	109
4.	Hostel III	1962	80
5.	Hostel IV	1962	19
6.	Sardauna	1964	105
7.	Tafawa Balewa	1979	505
8.	Ali Akilu	1981	372
		Sub Total	1400

C. ABUTH

S/NO	HALL	YEAR ESTABLISHED	STUDENTS ACCOMMODATED IN 1986/87 SESSION
1.	Barau Diko	1972	213
		Grand Total	7453

Data Source: J.M. Baba [1962-1987 (P.229-231)].

With the subsequent expansion of the halls either by building more blocks or conversion of other existing structures capable of becoming bedrooms like the Cafeterias and Kitchenet in Usmanu Dan Fodiyo and Umar Suleiman and by introduction of double bunks into the rooms to increase the number of occupants, the accommodation figures in these halls have risen by one third as can be seen in Table 2

TABLE 2.2 Number of Bedspaces and students accommodated by Halls and session

S/NO	HALLS Main Campus	YEAR ESTABLISHED	SESSIONS 1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/2001	2001/2002	2002/2003
1.	Alexander	1962	636	-	636	636		786	830	842		
2.	Ribadu	1962	720	-	720	720		974	912	936		
3.	Queen Amina	1962	1536	-	1925	1925		2054	2054	2081		
4.	Akenzua	1969	578	-	578	574		482	482	482		
5.	Ramat	1970	707	-	707	660		732	720	720		
6.	ICSA	1971	990	-	990	751		1002	932	732		
7.	Usmanu Dan Fodiyo	1973	1248	-	1248	1444		1464	1422	1546		
8.	Umar Suleiman	1974	2212	-	1920	1920		2126	2726	2902		
		SUB TOTAL	8629	-	9126	9132		9620	9878	10241		

S/No	HALLS Kongo Campus	YEAR ESTABLISHED	SESSIONS 1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/2001	2001/2002	2002/2003
1.	Bedde	1962		-				224				
2.	Hostel I	1962		-				238				
3.	Hostel II & Ext.	1962		-				300				
4.	Hostel III & Ext.	1962		-				222				
5.	Hostel IV	1962		-				88				
6.	Sardauna	1964		-				216				
7.	Tafawa Balewa	1979		-				552				
8.	Ali Akilu	1981		-				796				
		SUB TOTAL		-				2636				

S/No.	HALLS	YEAR ESTABLISHED	SESSIONS 1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/2001	2001/2002	2002/2003
1.	Barau Diko	1972	389	-	389	389	405	405				
		GRAND TOTAL										
	TOTAL STUDENTS ENROLLMENT		24,035	23,000	20,230	17,200	17,536	18,831	18,268	19,111	19,900	

Source: Academic Office; Academic Planning and Information and Management Information Section (MIS) Ahmadu Bello University, Zaria

In Barau Diko the University has rented a block of storey building containing 326 bedspaces so as to reduce the accommodation shortages for clinical students. This arrangement was made in 1998 to date.

As for the University of Maiduguri it had undergraduate student population of 64 at the inception in 1975 as foundation students. The figure increased to 1,825 in 1979/80 session and to a total population of over 10,000 in the proceeding years. There were however six hostels namely: Murtala Muhammed, Sardauna, Tafawa Balewa and Ibrahim Imam halls for male students while Aisha hall accommodated female students and Kashim Ibrahim hall was for clinical students. These halls were believed to have housed students adequately in the 1970s to early 1980s. But when student population increased to over twenty thousand (20,000) in the mid-1980s to present, the halls can no longer accommodate them. More seriously the hostel facilities like electrical, water, beddings etc have been overstretched to a state of collapse.

In Bayero University, Kano which also took off fully in 1977 as one of the second generation universities it had a student population of 846 in 1977/78 session, 68% of which was accommodated in the two hostels it had then. But as the population increased to over 20,000 in the 1990s and over 25,000 in the millennium the facilities could no longer be adequate.

The Usmanu Dan Fodiyo University, Sokoto which took off in 1975 along with other second generation universities had an initial enrollment of ninety-three (93) undergraduate students. The university did well in providing adequate accommodation for them as the number was manageable. But with the gradual

increase up to over 16,000 presently the halls were chocked up and the facilities became over stretched.

At Jos University three campuses scattered at different locations could not accommodate all students. Bulk of the students reside in Naraguta and students village which is about 1.5 kilometres apart from where they shuttle to the old site at Bauchi road about 2 kilometres from lecture halls. The medical and clinical students travel for four kilometers to Murtala Muhammad hospital in the heart of the city. Students are reported to have been spending ₦10.00 on transport per trip as at 1987 or even trek exhaustively

Relatively the general increase in students' enrollment in all universities created acute shortage of Hostel accommodation which was a strange phenomenon to students who traditionally perceived admission as synonymous with accommodation. The increase of hostel fees by the Federal Government too made matters worse. This led students to resort to either seeking for off campus accommodation or to squat with the privileged ones. A room officially meant for two persons in the 1970s accommodated three to four persons in most universities and became jam-packed with over ten occupants as the four legal occupants would squat two to three friends each. Based on records from Accommodation Office in Ahmadu Bello University for example 1993-2002, this development opened way for exertive and strangulating pressure from students to secure bed spaces which they eventually commercialized. Apart from extorting squatters, some students even sold their bed spaces at exploitative rate to desperate students only to squat with other friends later. This practice became

rampant in the early 1990s. Although disciplinary measures were meted on the culprits who were caught by the university authorities by blacklisting them from subsequent allocation or by trying them before the students' Disciplinary Committee, the verdict of which often earned them suspension or warning, it was not easy to stop the practice completely. The excuse given by students for this behaviour was that they were either hungry and needed money for feeding or others were habitual rogues and fraudsters.

As this continued to mid-1990s, students openly and boldly engaged themselves in advertising for sale and buying of bedspaces, samples of the adverts can be seen in appendix B. Even some reckless staff who had the opportunity of requesting for a space and those close to the corridors of accommodation office were not left out. A bed space was reported to cost between ₦5,000 and ₦15,000 in Ahmadu Bello University, up to ₦20,000 in University of Maiduguri and University of Jos. In some universities according to Okebukola (2003:6) student resold a bedspace from ₦12,000 to ₦40,000. This development became very devastating to the students and the universities. For instance the year 1990-1995 was a trying period for Ahmadu Bello University due to massive and indiscriminate admission of students without corresponding increase in the accommodation facilities. Students were uncontrollably over-populated which eventually plunged the university into a state of emergency and insecurity.

2.3.1.3 **Guidance and Counselling**

Guidance and counselling has been defined in many ways by various authors. Okon, (1984:21) defines guidance as a total programme of “highly specialized activities implemented by all staff members to help individuals make wise and intelligent choices and decisions”.

Durojaiye (1972:8) views guidance and counseling in the context of total educational process as a “complex process which encompasses the total needs of the individual student to be directed or guided”. The guide is available to the individual in terms of educational, social, emotional, health, vocational and leisure time needs and for the individual’s preparation for a suitable occupation. That is the assistance may be educational, vocational, social, personal, emotional or moral and recreational aimed at helping individual to behave rationally and change his/her behaviour positively by solving their problems and full development through interaction with the counsellor who provides information.

However, Guidance and Counselling combined is a professional-helping-relationship which is unique. The concern of the individual in guidance and counselling is how to help such individuals grow and develop in such a way that he is useful to himself and the society. It is also concerned with how the individual behaves rationally and intelligently for making wise and useful decisions.

The inclusion of Guidance and Counselling as a programme in a school system is paramount as it will make students feel that they can be appropriately

assisted by the administrators, lecturers, teachers, trained counsellors and other service staff interacting directly or indirectly with students for enhancing their welfare.

In fact, the National Policy on Education (1981) has emphasized the inclusion of Guidance and Counselling programme as a compulsory service in both secondary and higher institutions of learning. Similarly, the Abisoye Panel following the 1986 ‘Ango Must Go crisis’ recommended the establishment of full Guidance and Counselling Unit in all higher institutions of learning and with particular emphasis on Ahmadu Bello University for the Unit to be under the Student Affairs Division.

Based on these recommendations Guidance and Counselling unit was fully established in all Nigerian Universities in 1986. Specifically, the unit has the mandate to cater for the guidance and counselling services as part of the welfare package for the students as well as the university communities.

The center should provide wide range of counselling and psychological services for students so as to enable them behave positively and pursue their educational goals and obligations. In achieving their goals and objectives the Guidance and Counselling unit perform three broad functions. These are the rehabilitative, the preventive and the growth functions.

The rehabilitative function is to help students who experience difficulties, while the preventive function is to assist students who anticipate problems and forestall difficulties. Then the growth function is meant to help the students derive

maximum benefit from their educational, social and vocational experiences to enable them discover and develop their potentials to the fullest.

Boraas, in Bello (1983:132) undertook a study of students' problems in St. Olaifo College in USA and found that the transition from home to the dependant College life posed problems for them. They lacked people to confide in and no guidance counsellors to guide them in the selection of courses. As a result they became disturbed. Similarly, Blanton in Bello (1983:133) conducted a study in Minnesota University on students problems generally. It was found out that 50 percent of the students had emotional problems that could influence their higher performance negatively. He concluded that the most disturbing difficulties of students were very much connected with lack of proper guidance and counseling as well as lack of general students' welfare facilities. As a result students "resorted to suicide, erratic behaviour that brought notoriety, marital breakdown, subtle inconspicuous but pressing problems in the life of the individual student.

Bello (1983:14) quoting yet other earlier studies, supported the classification of 400 problems pertaining to 500 students under two headings. Out of the 18 generalised areas of experiences some were specifically counselling problems can be seen in table 2.3.

Table 2.3: Lack of proper guidance and counseling

S/No.	Experiences	Score
1.	Problems related to courses i.e. study habits, improper preparation and subject disabilities rate	12 percent
2.	Problems involving religious problems	12 percent
3.	Problems relating to teachers	8 percent
4.	Procedure expectations	8 percent
5.	Economic problems	7 percent
6.	Use of library	6 percent
7.	Educational guidance and control	7 percent
8.	Personal students relationship	6 percent
9.	Athletics problems	4 percent
10.	Vocational problems	4 percent
11.	Rooming (accommodation) problem	8 percent
12.	Social and cultural problems (Amusement)	4 percent
13.	Problems relating to other colleagues, races etc	4 percent
14.	Parental relations	4 percent
15.	Physical and mental health problems	3 percent
16.	Problems related to special ability group	2 percent
17.	Problems related to Departmental, Pre, Professional	1 percent

Bello: (1983:14)

A cursory glance at the foregoing table shows that students suffered from very serious counselling problems which could mar their lives permanently or cause mental breakdown unless they are managed 'properly by guidance counsellors.' Similarly, the problem of Boarding and rooming (accommodation) which ranks to 8 percent and the financial problems which is part of their feeding accounting for 7 percent needed serious management as they could pose serious malfunction problem for students.

With the problems posed by these strategies, it becomes vital that the unit provides a wide range of psychological services for the students who are encountering difficulties in their private lives, in their relationship with others, in their pursuit of educational obligations and in their relationship with parents and families. According to Shertzer and Stone, (1976:38) guidance services are formalized actions when they are made operational and available to students. This can manifest by providing the guidance services to students through appraisal, informative, counselling, planning and placement, orientation and follow-up services. All services are provided to students based on their personal, interpersonal, social, educational and vocational needs as well as on their financial problems, courtship, accommodation, choice of room mates, and other related problems, so that at the end of the day all their undesirable behaviours could be changed positively and be self-actualized. For instance, information available from Internet website revealed that in Curtin and Sydney Universities, there are free standard counseling from 11am to 3pm. These assist students to fulfill their academic, individual and social goals. Speaking with Professional counselors is believed to help them see their problems clearly and try to move towards changing their habits for future success.

The Counseling Centres in the universities are not only expected to solve the problem but they should also keep tags with follow-up services through their lecturers, parents, partners adviser-advisee, religious leaders, as well as to give and coordinate career planning, career talks, recruitment interviews with public and private organizations such as oil companies and various governmental

ministries for employment and for State, Federal and International Scholarships and Bursary awards, coordination of part-time jobs for students to enhance their welfare. By so doing the Guidance and Counselling units in the university system will contribute immensely in moulding, disciplining and changing the lives of many students positively.

2.3.1.4 **Sports and Recreation**

While sports refer to a game or activity involving physical exercise especially out doors, in the fields, lanes, sky, mountains or water, recreation is a pleasurable occupation or amusement as Bulter in Lawal (1999:42) defines it as "an activity that is not consciously performed for the sake of any reward beyond itself, which one usually engages in during leisure and which offers man an outlet for physical, mental, creative powers and in which he engages his inner desire and not because of outer compulsion". Sports and Recreation have been as old as man's creation. Many History books revealed to us that the early man on earth was a sportsman as he chased wild life and gathered leaves and berries for livelihood. The Roman's and Spartans were great sportsmen, Kingfisher (1999:54-55). Apart from the role played in body building and physical fitness sports and recreation excite the mind. In line with this logic it is often said and believed that "An idle mind is the devil's workshop" or "All work and no play makes Jack a dull boy". These expressions preach and signify that neither inactivity nor excessive pressures, strains, stresses from the modern academic demand promotes positive wellbeing of the body and mind. Rather the individual

becomes physically unfit or lured into emotional instability and all sorts of fraudulent behaviour.

In the effort to neutralize these negative traits and break the monotonous and boring conditions of academic work and the difficult life of students arising from lack of good feeding, accommodation as well as the strangeness of the new environment, all universities should establish and maintain a verile programme on sporting and recreational activities under the supervision of full-time coaches.

The sports offices of the universities are mostly located in the Students Affairs Division and the Sports Office in each university is headed by the Director of Sports and many coaches whose duties are:

a) To be responsible for the arrangement of students participation in all sporting activities taking place internally, locally, nationally and internationally.

b) To advise the University Management on all aspects of sporting activities including the procurement and provision of sports equipment and facilities. There is also a sports Committees in all universities appointed by the Vice-Chancellors whose duties are to coordinate the sporting activities on the Campus and beyond. Similarly, there are the students' sports Committees which play active part in organizing students for participation in various games and competitions like inter hall and inter faculty sports competitions.

The sports and recreation facilities for students in the universities are expected to cover a wide range of activities to satisfy the diverse tastes, interest

and skills of students. These, are supposed to be distributed throughout the campuses.

The sports complexes are usually supposed to have varieties of sports fields, squash racket, badminton, basketball and volley ball courts, athletics and track field. There are also Basket and Volley Ball courts, Swimming pool and Lawn Tennis Courts. There are athletics, soccer, hockey and cricket fields, Judo and Taekwando, Chess fields. The students' halls of residence too should have sports and recreation facilities including table-tennis, badminton and indoor games like Ludo, Chess etcetera. These indoor games are usually encouraged as they offer good relaxation and recreational moments for less physically active students.

In the recent years there has been the believe that television and satellite viewing services have replaced most of the indoor games and have reduced the attendance of cinema. Unfortunately this has at the same time led to the decline of academic work performance in most universities as the students have found themselves spending more time before the television sets in common rooms, in their rooms or in the student centers than before their teachers and books. During leisure times students are supposed to visit parks, gardens, lawns and dam areas where one exists for recreational relaxations.

It should be noted that apart from maintaining a bilateral annual friendly competitions in sports within the universities, Universities in the three geopolitical zones in the Northern part of Nigeria are also members of the West African University Games (WAUG) the Federation of African Universities (FASU) and

Federation of International University Sports (FISU). These exposures and participation of students in sports open opportunities for them to win various scholarships and jobs after their graduations.

Thus with the important role sports has played in students' development the University Management should give priority importance to their coordination and management.

2.3.1.5 **Security Matters**

For the protection of lives and property of students and staff as well as to make the university campuses safe and conducive for teaching and learning, the services of security personnel are employed on all the campuses of the these Universities. As the structure of the universities is similar, the primary tradition of the security system and operation covered a wide range of responsibilities. These among others as spelt out in Student handbooks include;

- Maintenance of law and order as well as sustenance of peaceful atmosphere that is conducive for the pursuit of academic activities.
- Protection of lives and property and ensure that crime rate was brought to a manageable proportion.
- Receiving reports and vital information on criminal activities and carryout investigations.
- Issuance of identity cards to both staff and students, cover notes as records for lost items and documents as well as Gate Pass for lawful removal of genuine property through the university gates.

- Taking lawful and temporary custody of private property and release of same when desired by the owners. Seize stolen items or ones suspected to be stolen and to the rightful owners on proper identification.
- Arrest and detain suspects and criminals for interrogations.
- Fighting fire and its spread within the campus and staff quarters.
- Effective patrol of the campuses to detect crimes.

For effective security service on campus a well networked communication is essential. This package should have a free and favourable flow of information from the Management to the Security Division down to the students.

There should be usually twenty-four hour security service at important points or posts of the campus. At the gate there should be information centers from where visitors or new students introduce themselves to security men on duty for assistance, and guidance. And to promote the smooth effective and express communication, the universities should provide communication gadgets like walkie talkie, telephones and even handsets. This device make the security, the student and staff move about freer, more confident and enlightened about the campus life.

2.3.1.6 **Transportation services**

Transportation in the context of this study means all the necessary ways and means used to enable the students move from one place to another in the course of the pursuit of their studies. Most of the universities operate on two or more campus or a large campus where boarding areas are far from academic

and other service buildings and students have fear of covering considerable distance to the academic areas.

Although as maintained by Usmanu Dan Fodiyo University, Sokoto (Students Handbook 2003:55), Nigerian Universities in general do not have sole responsibility of providing students' transportation for movement within the campus and beyond. It is necessary that transportation arrangements are facilitated by the university to bring in private transport associations like the Okadas, Bus or Taxi service schemes/associations to operate on campuses with maximum control. Absence of such arrangement can likely cause unnecessary suffering to students. The crisis at University of Benin in 1976 according to Ojo (1995:19) was precipitated by the students' dissatisfaction over the intra-campus bus service. For instance in the Usmanu Dan Fodiyo University, there is the University Bus Management Committee which coordinates students' transport service in liaison with the University Transport Unit particularly, for field trips. Such arrangements should be made in other universities so that students can conduct their field practicals with less stress.

In Universities like the University of Western Sydney, based on Internet information, 2006. Students Unions organize and run shuttle buses on campuses. Time tables are usually provided at the student centers. Concession travels are also arranged for students wishing to travel by car, air and train outside the university.

Students who are from richer financial background often have their own cars, motorbikes and even bicycles, which they use for personal transportation.

To such persons the Universities do arrange for parking spaces for them, although at their own risks, should security surveillance fail.

2.3.1.7 Religious services

As Christianity and Islam are the predominantly recognized beliefs in most part of the three zones, the universities have also recognized the importance of religious beliefs in moulding the moral character of the individuals. Hence in the universities sampled for this study the respective management has allowed the full practice by providing the places of worship. These are Chapels, Churches for Christians and Mosques for Moslems with resident Chaplain and Imam. There are also religious societies as Christian Students' Society (CSS) and Moslem Students' Society (MSS) to which students become members. The universities have also included religious studies in the curriculum and students offer and major in them, at Bachelors and even Doctorate (Ph.D) level.

2.3.1.8 Banking and other services

To give students maximum monitoring, security and safeguard the university communities from rampant cases of theft and armed robbery, most universities have made provision for banking services on the campus. Some operate Community Banks while others have branches of the Nigerian conventional banks on or near their campus.

The students are encouraged to open savings accounts or bank transfer facilities.

Other services such as Mail and Postal services, Shops, Clubs and Societies are also provided to students on most campuses.

2.3.2 **Academic Services**

Academic services include all programmed activities, intentions, buildings, consumable/perishable and permanent materials or facilities, conditions methodologies and actions performed or provided for effective teaching and learning in the universities . Since all the universities in Nigeria are coordinated and controlled by the National Universities Commission (NUC) the structure of the Universities in the three geopolitical zones in the Northern part of Nigeria can be said to be similar. All the academic programmes are approved and monitored. Basically the common academic services provided to students in the universities should include classrooms, lecture halls, laboratories, libraries, Information Technology Services (ITS), teaching and learning equipments, Bookshops and Printing Press and the real student-teacher relationship.

2.3.2.1 **Library service**

A library is popularly defined by its users as a “store house of knowledge”, or “a wire house of printed and non-printed materials”. However it is generally defined as a place or building where printed and non-printed materials are kept for reading, consultation and research.

In his cardinal speech, Sir Ahmadu Bello said, “To attain the heights of academic standard and achievement” Libraries should be built in all Nigerian Universities.

Assessing the importance of libraries in a newspaper article, Idachaba (1987:2 Col. 1) emphasized that in any academic establishment “the provision of a library manned by adequate number of qualified staff to take charge of carefully

selected collections to support teaching and research is a necessary requirement". Hence he said 'University libraries are described as store houses of knowledge, the university's organ of academic body'.

To Okebukola (2002:1 – 11) libraries in the Universities under study just like all Universities in Nigeria have played a central role in the preservation and dissemination of cultural, historical and scientific information". In fact apart from written and non-written materials there, are now "electronic words existing in bits and bytes in computer memories". Internet technologies such as the internet world wide webs and telecommunication technologies, and halls all teamed up to create liberation from classification and location of unlimited copies of written books. With the electronic word, "there exists now very advanced search techniques and world wide distribution at the click of the mouse". He further expressed the fear that without the libraries the school or academic institutions are 'dead' in terms of knowledge generation and dissemination.

Stressing the importance of library in higher learning institutions he pointed out that "the Declaration of the 1998 World Conference on Higher Education emphasizes the important role of academic libraries in fostering relevance, quality, equity and access to higher education in the 21st Century".

To actualize this there has been the focus on "development of libraries in the direction of Virtual System in response to globalisation to boost improvements in Information and Communication Technology (ICT) as obtained in developed world".

However, Nigerian Government has consequently recognized and started addressing the development of Virtual libraries in the University system in the right direction.

Ideally, every library is supposed to be equipped with books, non-books, media, computer (hard & software) internet, postcards, calendars, photographs, charts, maps, slides, films, film strips, film loops, audio/video tapes. But unfortunately, it has been observed that Nigerian educational system libraries are in a deplorable state. In fact researches by UNESCO (1999) as reported by Okebukola (2002:1 App.C) revealed that although foreign interventions like the World Bank Assisted University Libraries Improvement Project have supplied such libraries with recent titles of books, most of the universities have backlog of poor quality, outdated books, journals and other materials. This has hampered researches due to “lack of awareness of current state of knowledge in the field and the use of date research paradigms and methodologies”. Furthermore, the contribution of Nigerian academics to world research output as documented by international journal, he lamented, has been declining steadily since 1988 as the consequence of outdated library resources.

Fortunately, the introduction of the Virtual Library in some of the University Library system which is right in the pipeline as initiated by the Honourable Minister of Education, Professor Aborishade Babalola marks a big stride to the advancement of knowledge and service for all. This unified and computerized electronic system will facilitate and provide multiple access to computer and

telecommunication technologies with wide range of information resources, networked or digitalized for users in all universities.

The universities will also share group purchasing power for licensing digital resources as the case may be. They will as well have the advantage of sharing and strengthening resources, staff expertise and prospects and problems.

When student are given proper service on the importance and use of library they will become very rich, well informed and better future scientists and technologists.

2.3.2.2 **Classroom (lecture halls) laboratories and technological workshops**

In Ojo's (1995:21) view the Universities anywhere are supposed to have adequate classrooms, facilities, science laboratories, lecture halls. "Proper academic environment has far-reaching effects on the learning process". As its absence, he says "leads to the gradual decay of the symbolic things that help to pattern students behaviour".

Students should have access to well ventilated classrooms or lecture halls, large enough to accommodate large number of students for large lectures. Science laboratories are supposed to be well equipped with science equipments for practicals.

According to Okebukola (2002:19), "because of large student numbers the space requirements for classrooms, lecture theatres, laboratories and workshops are hardly met in over 70% of the universities in Nigeria". He further presents

these facilities in the universities as “over-stretched, thus presenting a recipe for rapid decay in the face of dwindling funds for maintenance”.

Due to the poorly old fashioned equipment nature of the science and medical laboratories in the Universities, most people take the Nigerian Science graduates as ‘half-baked products’ compared to graduates from oversea universities. As elaborated by Okebukola (2002:51), Lack of access to current literature and replacement of obsolete equipment in the university laboratories “account for the rise of out-dated methodology in the conduct of research”. Many researchers he disclosed “are knowledgeable and skilled in only what they picked up during doctoral training in sophisticated laboratories overseas”.

To worsen the well functioning and performance of the laboratories and workshops in most Universities in Nigeria in general, the Nigerian Electric Power Authority (NEPA) supply is disappointingly unreliable and mean. They have even killed the zeal of the Nigerian Industry at large.

2.3.2.3 **Information and Communication Technology Services (ICTS)**

Tied to the Library service is the mandate of all universities to provide access to Information and Communication Technology (ICTS) to students.

According to Burch and Grundnitski in Okwori and Boyi (1998:51), Information refers to “data that have been put into meaningful and useful context and communicated to a recipient who uses it to make decision. It consists of data, images, text document and voice organized in a meaningful context”.

To Thioune (2003:11), Information Communication Technology (ICT) refers to the use of computing power which involves the ability of computers to

handle and store large amount of information in relatively small physical space and the ability to share the resources through a variety of communication device and network. This up-to-date technology and its associated methods and techniques reduce the time it takes for information to flow.

According to Okebukola (2002:9c), Many institutions of higher learning world wide have turned towards electronic networking in academic services. The establishment of NUNET in Nigeria is an example of such services. For maximum use of facilities and to take advantage of the information technology the establishment of an electronic library system across the universities will greatly enhance the provision of an enabling environment for the establishment of a Viral ICT-driven instructional and educational delivery system. It would also help promote use of information and communication technologies to deliver education to the doorsteps of those who yearn for it, particularly the students. That is to say the establishment of Virtual Libraries and internet centres will serve as infrastructures to search, collect, organize, store and distribute cultural, historical, economic, scientific and any other useful information in text, or even visual images or sound in all universities networked together. This system will also make it possible for “electronic books and journals to be accessible to an unlimited audience like the ever increasing population of students in the Universities, at sametime, anytime anywhere”. (Okebukola (2002: 3c).

Other very important aspects of academic services for students include the provision of adequate staff and well stocked Bookshops and Printing Presses on every campus where students can secure materials and print their

manuscripts without stress. The availability of teaching and learning materials no doubt assist in improving or blending staff-students relationship by teaching and learning faster.

The poor student-teacher relationship often erupts out of frustration, poor work and study ethics propelled by lack of teaching and learning materials as well as broken staff welfare. When staff are not cared for adequately, the negative consequences of their frustration are transferred on to students. We are all living witnesses to most Staff Union (ASUU, NASU, SSANU) strikes which hinder students progress, graduation on schedule and result to unwarranted waste of resources.

2.3.3 **Medical Services**

Next in the series of important students' welfare services which should be provided in the University system is Medical and Health services. Health is often said to be "next to godliness". It is a fundamental right of every individual, nation, community, people irrespective of religion, creed, sex, values and beliefs.

In a community like the university system where there are clusters of students and staff there has to be efficient and well coordinated team of Medical personnel entrusted with the responsibility of diagnosing, management, maintaining, preventing and curing the ever changing trend in disease technology.

The researcher noticed that on most campuses of the Universities in the three geopolitical zones in the Northern part of Nigeria, there are health centers referred to as Sickbays, University Clinics, Medical and Health Services Unit or

Department, Hospitals as the case may be. The functions of the University Health Centres should be:

- To provide comprehensive health centers equipped with sophisticated modern medical facilities for the promotion of comprehensive health care, high nutritional and recreational services as well as curative and preventive services.
- To provide welfare and development services including standard environmental sanitation and Community services.
- To propagate effective modern ornamental parks, flower gardens, orchards and tree protection strategies for good hygiene, sanitation, afforestation and tourist attraction.
- The University Health Centres should also be fully committed to offer free medical care, medical examinations, ante-natal care, child welfare services, family planning services, eye and dental care, immunization, laboratory services, free dispensation of drugs from Pharmacy sections.
- University Health Centres should be in the forefront in the campaign for preventive measures against epidemics and various diseases and habits such as:
    * Sexually Transmitted Diseases (STDs), which include Chlamydia infection, gonorrhea, genital herpes, syphilis, hepatitis, vaginitis and HIV/AIDS.

* Drug addiction and alcoholism: all stimulants such as amphetamines, LSD, Indian Hemp, Cocaine, alcoholic drinks that lead to addiction.
* Unwanted pregnancies, Personal hygiene and cleanliness in reducing exposure to mosquitoes, congested areas open and contaminated foods, water and immediate report to the medical centers on outbreak of any deadly disease such as Cerebrospinal meningitis, Cholera, Typhoid fever, Tuberculosis, Hypertension, Severe Acute Respiratory Syndrome (SARS), Chicken-pox and others.

There should also be a well-organized laboratory system with blood banks, functional operating theatres and good number of beds in well-ventilated admission rooms. The services rendered should also be on 24 hour basis with Doctors, Staff Nurses and Sisters always on Call Duty and on Shift basis.

Students do complain about poor medical services by the University health centers, despite the efforts the universities make towards meeting students medical expectations. As reported by Baba (1962-1967) the health center in Ahmadu Bello University for instance could boast of treating more than average of 500 student patients daily in 1972 to 1987 and over a total of 139, 677 in all the six clinics in the University in 2001.

In University of Maiduguri an average of over 500 patients both staff and students have been estimated to be treated daily. The figure exceeds that when the session is in full operation.

Due to the problems of general under-funding the centers no doubt face inadequate and outdated equipment, facilities and under utilization of manpower coupled with the "out-of-stock syndrome" in the pharmacy section of the health centres. That is to say there can be acute shortage of drugs, vaccines and equipment.

Whenever the centers become bankrupt and empty, the prescription services should continue and complex or emergency cases such as physically, psychologically/emotionally/mentally handicapped should be usually referred to the University Teaching Hospitals, General or Specialist hospitals for treatment. These hospitals are expected to teach, research and treat students promptly. To ease the medical problems of the students, the University Health Centres in conjunction with the Guidance and Counselling Centre make joint arrangement to coordinate the students Emergency referral voucher particularly, for complicated medical cases to the Teaching Hospitals respectively, after which the University settles certain percentage of the medical charges incurred accordingly.

Moreover due to the ever growing population of students every year the University health centers face enormous problems of satisfying all the patients. As a result students in particular, become so temperamental, volatile, impatient and trouble shooters with their uncivilized belief that the health centres have been established for them and every other person should take secondary position in the consideration of rights and privileges. Hence less attention should be given to staff, “as students are the sustainers of the Health Centres”.

As a result of this negative perception, they claim that they are forced to patronize the private clinics and chemists stores outside the university campus despite the high charges, high risk of fake drugs, unsterilized injection needles, unqualified doctors and personnel and the effect of hopeless, hazardous unhygienic state of the clinics. There is also the tendency for students to be pushed to self-medication without medical prescription, which can consequently lead to drug abuse and misuse.

In most Universities under study, the Health Centres are charged with the responsibility of sanitizing, beautifying and taking care of the general sanitary condition on the campus environment. Under this Unit there should be casual or permanent cleaners and labourers to do the cleaning jobs, planting and taking care of parks and gardens. This unit also should inspect the hygienic quality of food items prepared in the Cafeterias, Bukaterias, Canteens as well as the health of the food handlers.

2.3.4 **Environmental Services**

The environmental services include the ‘tone’: the total atmospheric climate of the University, which permits conducive climate for students’ “academic and other activities”. The University Campus is a unique environment and it should provide a rationale for attitudes and actions of students. It should most importantly provide intellectual atmosphere, which should liberate students from constraints of every day expectations and inculcate norms towards improving social intellectual and technological awareness. Campus life should

instill idea of academic habits, critical thinking and excellence as well as satisfying students' culture of intellectual curiosity.

According to Anderson (1971:55) teaching and learning do not take place smoothly in a campus that is infested with protests, demonstration, lack of adequate feeding, housing facilities and all what make up a good students' campus. It is therefore important to save guard the peace, tranquility, free health and friendly environment conducive for teaching and learning.

The environmental services, which should be harnessed in the University campus, should normally include:

- Conducive institutional climate that is to say peaceful, tranquil and suitable environment.
- Cordial Student-Lecturer, Advisor-Advisee relationship.
- An atmosphere of safety, confidence, adaptability and belongingness.
- A clean, beautiful, spacious and hazard free environment.

2.3.4.5 **Conducive Institutional Climate**

Factors which could influence a conducive environment for students' learning include school culture, the quality of staff, teachers expectation of students and vice versa, administrative policies, curriculum, peer influence and relationship. A peaceful tranquil and friendly campus environment is the most ideal and suitable for academic activities. Academic work is very challenging. Hence a healthy and friendly condition that can reduce tension and stress on students must be created. Usually in all universities under study or elsewhere

students, staff and management are the determinants of the institutional climate. Quite often conflicts evolve from lack of tolerance from students or staff or administration. The confusion arising from the conflicts creates tension and the atmosphere on the campuses becomes unbearable.

For instance the students' demonstration in 1973 over increase in school fees popularly tagged as 'Ali Must Go' then in 1976/1977 over the introduction of National Youth Service Corps (NYSC) during Gen. Gowon's regime, 'Ango Must Go' of Ahmadu Bello University in 1986, Students' participation in religious uprisings on campuses, religious sectarian clashes and clashes over elections, as well as the crisis from campus unions, the Academic Staff Union of Nigerian Universities (ASUU), the Senior Staff Association of Nigerian Universities (SSANU) and the Non-Academic Staff Union (NASU) are all examples of situations that breed violence, unfriendly atmosphere on campus. A more devastating violence that cannot be easily forgotten is the 1995-1996 Ahmadu Bello University Scenario which left the institution in an unbearable unconducive atmosphere for academic activities. This erupted mainly due to massive student admission and overblown student population. As a result students became insecure, staff became oversaturated, restive and violent. Instead of facing their primary duties, some of them engaged themselves in generating selfish political and ethnic vestages which made the University "degenerate into sustained paralysis". The University to most staff and students was no longer a safe institution for academic excellence and pursuits, rather it became a battle field. Consequently, the tense atmosphere led to the appointment of General Mamman

Kontagora (Rtd) a Military personnel as a Sole Administrator of the University in December, 1995. Although the general public was astonished by his appointment, he was able to restore peace and stability in the University. During his administration there ensued massive screening of students and massive retirements of staff. Admission figure was reduced by trimming student population from over 30,000 down to about 17,000 in 1998 to 24,000 in 2002, (M.I.S, 1998-2002). With this twist in events peace was once again restored and the environment became conducive for teaching, learning and even research.

2.3.4.6 **Cordial Student-Lecturer, Advisor-Advisee Relationship**

The cordial Student-Lecturer and Advisor-Advisee system in the universities should be emphasized and maintained. This practice in the universities should be seen as extension of the students' homes and parents. The University staff are not only there to teach students. They should be seen as surrogates and 'loco-parentis'. As a new environment to the students they should be guided, advised and encouraged to adapt to positive norms in the University system particularly adapt to the new reading, learning habits, tolerance and flexibility.

It is the duty of the advisors to assist students to deal with problems which may distract their attention from performing to expectation. Students should be properly guided on the choice of courses of study, study habits, time distribution, and social relationship.

Williams and Patterson in Bello (1983:16) conducted a study in which 278 faculty advisors consulted with 1028 students on an average of 3 times each and

isolated 3920 problems. In this study, it was revealed that 78 percent of the time spent by the advisors with the students was devoted to dealing with the following problems:

- Academic and school environment problems rated at 42.7 percent of the time
- Extra curricular problems accounted for 8.9 percent of the time
- Vocational problems accounted for 8.4 percent of the time
- Employment problems accounted for 6.4 percent of the time
- Graduate work accounted for 5.8 percent of the time
- Social relationship accounted for 5.5 percent of the time

It was however concluded that while over 50 percent of the students' problems ranked as personality academic and social problems, 40 percent was associated with lack of adequate environmental welfare services.

The case of available students' welfare services on the campus was also identified at Ohio State University in 1952 by Hood (1974:25). In this study students were provided with available information about various services in the campus. This information assisted them to solve some of their expressed problems so that they could settle down conveniently to face their studies and performed very well. The idea of freshmen orientation programmes for instance organized to assist students to be conversant with the daily activities, or movements in the university and acquaint themselves very well with the university environment and even beyond was emphasized by Hood's study.

2.3.4.7 An atmosphere of safety, confidence, adaptability and belongingness

There is a lot to learn about the university by a student particularly when he is very new to the environment. The most challenging one may be the physical adaptability and academic adjustment to the University life and community. A student has to know things around and orient himself and gradually gather self-confidence which makes him secure.

The concept of a university should be seen by all students as a place for pursuit of an advancement in learning. It is a place not only where one listens to lectures and takes notes or reads books but should also be seen as a place where one learns to live and share things with others and encounters social changes. He must feel part and parcel of the community and feels a sense of belongingness to the student body or group he identifies with, like positive peer groups, roommates, course mates, gender group and even religious clubs and State groups. This will give him full confidence and security when he interacts freely.

2.3.4.8 A clean, spacious, beautiful and hazard free environment

The choice of the site for establishing an institution for learning particularly a university must be influenced by a number of factors such as the site or location, availability of spacious land which can guarantee expansion and further developments, the topography or visual characteristics; not hilly, not swampy, of good soil type and free from erosion. It must be accessible to safe distance from main highways, far from noisy areas like railway station, airport, markets, motor parks and industries. There must be infrastructural connectivity (electricity, water

supply and telecommunications). It must have potentials for natural beauty and other physical facilities to meet the taste of time.

The universities should also maintain a cordial relationship with its surrounding neighbouring communities so as to avert unnecessary conflict, which can disturb the peaceful learning environment.

2.4 The Management strategies for Students' Welfare Services

2.4.1 The role of the Government and University Management

When people come to live together whether for common interest or complex entity, they have to be controlled, serviced and be satisfied. There has to be a method or strategy of defining and managing their activities or affairs relating to their needs, comfort, growth and survival by whoever is in control. In a university set-up the authority must be fully concerned with the welfare of both the students, staff and whoever works in it with whatever resources available. The university should harness some management strategies or approaches for a workable system for production of better results. These approaches include provision of adequate funds, formulation of good policies, laws, statutes, rules and regulations to facilitate good governance and realization of the ultimate goals and objectives of the university.

2.4.1.1 Funding

For the survival, management, execution and maintenance of any project in any organisation, availability of funds is the single most important resource. It is quite often said that “Get funding right and most other things will fall in place” Okebukola (2002:28). A major source of the Federal and State Government

university system in Nigeria in general is the Government. Funds are allocated as Capital and Recurrent grants. Unfortunately allocations made are more of theory on paper that what actually gets to the universities. And because most universities do not generate their own resources, the story is always 'no funds', Universities are starved, "they are collapsing," etc. However, from most indications, there is a general consensus by many writers that the unending controversial under-funding of the universities which has persisted without an improvement has been the greatest impediment for perfecting the management and governance in the University system, particularly, in the universities under study. Hence the commitment of the Government in general and the university in particular to the provision and management of the students' welfare services is heavily dependable on the availability and provision of adequate funding by the Government to the Universities and/or the ability of the university to generate revenue to supplement Government's subvention. As observed by Kwanashie (1999:5). When there were fewer universities in the 1950 to 1960s, the Federal Government could provide adequate funds to sustain all the universities and the students' welfare services were taken care of properly. But as Okebukola, (2003:7) alerted us the number of universities increased steadily, from the only one, University College, Ibadan, in 1948 to over thirty-one Federal and State universities in 1975 with a students population of 23,817 and in 2001 there was a total of twenty-four Federal Universities in the country with a total student population of 393,077. The funding of the university by the Government dropped drastically as the burden was too heavy on the already dwindling economy. The

drop in the Government subvention and the inability of the universities to generate funds resulted to diminishing students' welfare resources and services. Feeding could not continue, additional accommodation structures could not be feasible and even supply of teaching facilities became stagnant. Consenting on the collapsing condition of university funding, Kwanashie, (1999:6) further observed that the crisis of funding is one of the major crisis the Universities have been facing. The cost of running the universities has been on the increase due to the increase in the number of the universities and the population of students. Moreover the Government has continued to encourage the mush-rooming of more universities from a single University College Ibadan in 1948 to over forty-one universities in 1995, without an encouragement for corresponding increase in funding to cater for the infrastructure, maintenance of facilities and welfare of both staff and students.

Similarly, Dogo (1981:17) opined that the predicament of students' welfare system in the university boils down to inadequacy of funds on one hand and the problem of management of the scarce resources on the other. Based on this line of thought, some university authorities have been "accused of abuse of mismanagement of the meager resources allocated to them for disbursement, larger percentage of which are mostly diverted for selfish interest or allocated to areas of non-priority". That is to say that universities have not been making judicious use of the meager financial resources by prioritizing projects which benefit the students and the system. Sharing this view, unions in the Universities particularly Academic Staff Union of Universities (ASUU) are often convinced that

in many universities the problems faced are not solely that of lack of funds but that of misplacement of priority and wastage of resources. Quite often members of such union alert the authorities to address such problems for better management (Mahadi 1988:52-53).

According to the radical and conventional ASUU, the Government has starved the University system despite persistent hues and cries of Unions for Government to address the issue of providing enough Capital grant to the Universities for rehabilitation, stabilization and rehabilitation of adequate academic buildings like classrooms, laboratories, workshops, libraries, students' hostels as well as for procurement of teaching, learning and research equipments, recreational, environmental sanitation and aesthetic facilities, water, electricity, roads and all that is needed to make up a conducive place for teaching and learning.

Hence ASUU'S opinion on Government's idea to privatize students' hostels in all Nigerian Universities, including the Universities under study was devastating and suicidal.

It is however expected that inspite of the persistent underfunding of Universities by the Federal Government, a University should have very solid foundation for powerful decision making body as the Council, Senate and Committees which should make positive, relevant and viable decisions particularly on the improvement of funding. Moreover, the University should revitalize the policy of improving and transforming students' welfare services when there are enough funds. To improve the funding, universities should

engage in rigorous revenue generation through linkages particularly with foreign organizations like Mc Author, Carnegie, the Netherlands, World Bank etc. which some universities have started enjoying their assistance. Donor Agencies in Nigeria and abroad such as banks, businessmen, States, MTN, Associations, Companies etc., Alumni base, most of whom are parents and top Managers in government and private parastatals. Universities should also use collaborative research and consultancies through which revenue can be generated internally to augment government subventions. The issue of introducing course or school fees should be handled with care and understanding and whatever is charged should glaringly be used to improve students' wellbeing on the campus rather than mismanaging it.

For most effective management of students' welfare services, a university should view the importance of constituting a high pioneered students' welfare service Board with seasoned and qualified administrators and academic staff. Similarly, the appointment of highly qualified staff and personnel to handle students' welfare is crucial. The appointment of highly experienced and competent Dean of Students in particular and the recruitment of coaches, guidance counselors, library staff, securitymen and even the Doctors and Nurses is also vital and should be done with careful selection. The provision of quality and adequate modern materials like computers, television sets, communication gadgets such as telephone booths, cable satellites, mobile phones etcetera, in students' halls of residence, academic areas, sports section, libraries and relevant places should be the priority of a University authority. For instance, what

contributed to the huge success of the 2001 and 2002 Nigerian University Games Associations (NUGA) games, hosted by Ahmadu Bello University in April 2001 was due to the construction and commissioning of the new gymnasium complex with modern sports facilities of international standard, which became a pride to the students and the university in general. The recruitment of enough cleaners and casual labourers by the university authorities to clean the halls and the entire university environment is similarly of great importance. This will make the environment a conducive atmosphere for habitation and academic pursuit. Another most important mechanism for effective welfare of students is the ability of the university to provide adequate and regular supply of drinking water as well as for other purpose, particularly in students' halls, academic areas and residential quarters. Good sewage system and regular supply of electricity are vital. These are part of the administrative strategies which a university is expected to employ to improve students' welfare services so that they can feel more comfortable and happier to pursue their academic activities. With all the improved welfare services on the ground, students will be able to become relaxed, less hostile and dispirited which will divert their attention from antisocial behaviours such as cultism, fraud, and armed robbery to serious academic work.

Therefore, the Universities in three geopolitical zones in the Northern part of Nigeria should be committed to employ these administrative strategies for better results in students' welfare services.

2.4.2 The role of Student Affairs Division in Shaping students' welfare services

An effective Department of students' affairs should exist in any university. It is this Department that usually articulates and translates students' complaints and aspirations in a manner that would facilitate responsive and cost effective decisions by the University authority rather than just ignoring them.

As the Division is the custodian of the total welfare of the students, it demands a careful selection for the appointment of competent, dedicated, selfless and suitable persons as the Dean of Students by the University authority. The Dean should be a father who listens to students and accommodates their differences.

The Dean is responsible to the Top Executive (who is the Chairman of Students' Welfare Management Board) on matters affecting the Division, particularly students' matters. It is his responsibility to assign or delegate duties to able officers in the Division. Such important officers are the Accommodation Officer, the Career Officer, the Guidance Counsellor, the Finance Officer, the Sports Staff, Hall Supervisors, Store Officers, Maintenance Officers and Cleaners. He should also see that the right Private Caterers are recruited.

The Dean has to control, coordinate and supervise the procurement and provision of adequate and quality equipment and cleaning materials in the sports section, students' halls of residence, counselling centre and student union secretariat as may be prescribed by the Students' Welfare Board. He also has to coordinate incentives like Government and Private Scholarships, Bursary

Schemes, Medical Emergency referral voucher, student union matters, general sanitation and maintenance of the halls.

The successful management of the human and material resources in the Division therefore contributes immensely to the effective welfare services of the students.

2.4.2.1 The role of Committee System as a tool/strategy for effective Students' Welfare Services

Hick and Gullet in Daku (1999:32) define Committee as "a group of people who are appointed to meet by plan to discuss and make decisions for a particular subject". They are charged with the responsibility of some defined aspect of managerial functions, which can be for informational and advisory purposes to promote the coordination and management of such functions and facilitate effective communications, operations, high morals and greater commitment.

For liberal and effective management of any modern organization therefore, the role played by the committee system cannot be overemphasized. Committee system is a useful and democratic device for achieving better and flexible coordination of activities and pooling, sharing, exchanging of ideas and information amongst various departments and members for better formulation of decisions and policies governing the effective running of the organizations, (Daku, 1999:32). Effective use of committee system helps the management to avoid imprudent action or to blur responsibility. Equally important for the best result of a committee structure depends on the subject matter to be assigned and judicious selection of qualified, intelligent, mature, skilful and versatile membership.

A university is expected to have relevant and important committees, which directly relate to the management of students' welfare services which may include:

2.4.2.2 University Students' Welfare Management Board

The Council /Senate Committee should be responsible for advising and assisting the university in the formulation and making of policies and decisions relating to students' non-academic affairs in all sectors of the university. Specifically it advises on:

a. Procurement and provision of standard accommodation and catering service for students.
b. Provision of sports and recreational facilities.
c. Provision of other social amenities such as water, electricity, medical, security, and other social and religious activities.
d. Recognition of Students' Union including the approval of their constitution, associations and forums.
e. Rules and procedure governing administration of finances and disciplinary powers at Campus and hall levels.

2.4.2.3 Sports and Recreation Committee

The Sports Committee has the mandate of formulating policies and making decisions for the development of sports and intramural, recreational programmes and related activities. This is to enhance the quality of students' skills, spirit and development of their potentiality and interests in Campus and international games and sports. The Committee also makes recommendations,

on the financial needs and the types of games and sports to be established as well as identifying and advising on the procurement and provision of sporting materials and facilities.

2.4.2.4 The Central Accommodation Allocation Committee

This Committee is responsible for advising the Student Affairs Management on effective allocation of halls and bedspaces to bonafide students of the university. It also advises the Dean of Students on the coordination of procedures and guidelines, general residency regulation and living arrangements in the halls. The Committee formulates the guidelines for allocating students into rooms based on quota allocated to each faculty and level of students.

2.4.2.5 The Catering Service Committee

Prior to the disengagement of the University from students' feeding subsidy, this Committee had the responsibility of procuring and provision of foodstuff, utensils and other equipment used in all the cafeterias in all the Universities. This was considered as cumbersome and expensive.

With the withdrawal of meal subsidy and final transfer of the catering services to the private individuals the committee's responsibilities have been eroded. The Committee has been left with the responsibility of recruitment of private caterers and advising them on the sanitation, types of menu and rates per plate of food. This responsibility is usually shared with the University Market Management Committee.

2.4.2.6 Hall Management and Central Coordination Committee of Hall Management

In each student's hall of residence there should be Hall Management Committee (HMC), which is responsible for all matters of general policy, upkeep and administration of residential, social, athletic and intellectual activities in the halls. The Hall Committee "has powers to arrange its own social, cultural or intellectual activities designed to preserve, develop and enrich the traditions of the hall" and to make life interesting and worth-while to its residents.

For sustenance of uniformity in the policy formulation, the proceedings of each Hall Committee should be referred to the Central coordinating or Hall Management Committee of which the Dean must be the Chairman with Hall advisors, President of Students' Union, Students' Welfare Director and all Hall Administrators as members and Accommodation Officer as Secretary.

2.4.2.7 The Universities Market Management Committee (UMMC)

This Committee should be established in all Universities. It is one of the administrative strategies established to harness and promote students' welfare services. It is specifically responsible for the allocation, coordination and management of market stalls, cafeterias, restaurants, buffets, kiosks, laundries, shops and all commercial facilities and activities outside students' halls of residence. This Committee should also be charged with the responsibility of recommending the licencing of all persons or companies from outside who wish to operate commercial ventures in the campus. It is also to arrange for the maintenance of the facilities, waste collection and disposal as well as liaising with security for safeguarding of shops and all facilities. The role played by this

Committee is supposed to contribute tremendously to the sanity, comfort and general effective welfare of students.

Also there should be other academic Committees like Faculty Boards, Examination Committee and adhoc Committees like the task force on Student Union Government, Health Committees, Sexual Harassment Committee, Students' Victimization, Intimidation Committee as the case may be, which contribute immensely to the students' welfare services. And most importantly students should be well represented on almost all the committees.

2.4.4.3 **The role of Students' Union Government in the management of effective students' welfare services**

The activities and behaviour of the students and students' Union has an immense contribution on the welfare of the students' body. For the University to carry students along for its effective survival, it is paramount to involve them in the deliberation and formulation of decisions at various Committees on affairs that directly affect them. This should be rooted directly or through the Students' Union Government and/or through the Caretaker Committee whenever the Students' Union Government is inactive.

The Students' Union serves as an effective nerve in coordinating students' involvement in the management of the university as well as a training for responsible leadership. Specifically the Students' Union Government fosters and "manages the athletic intellectual, social and cultural interest of students" as well as "providing a forum of evolving policies that enhance students' welfare".

The Union should be guided by the Constitution the aims and objectives of which should be:

i. To protect and promote interest of students by promoting intellectual, social, moral, and cultural activities.

ii. To enhance the prestige of individual students and the university.

iii. Serve as a channel of communication or their mouthpiece between the union, the staff and the authorities over matters of mutual interest.

iv. To foster mutual co-existence and understanding amongst students and general public in order to promote and maintain national consciousness, unity, progress and independence.

Source: Student Union Constitution A.B.U Zaria (2000:3)

Within the Students' Union Government there are executive organs and positions, associations and committees for easy delegation of duties. These are, the President, Vice President, Secretary General, Assistant Secretary General, the Treasurer, Finance Secretary, the Public Relations Officer, Director of Welfare, the Director of Social and cultural activities, the Director of Food, Director of Sports, the Student Representative Assembly (SRA), Members of Parliament, Congress and Standing Committees made up of Hall Committees, Faculty and School Committees, Welfare and Food Committees, Publication Publicity, Sales, Social and Cultural Committees, Union Service, Account and Auditors Committees, Departmental and Course based Committees. There are also religious and organization based committees.

The functions of these committees are self-explanatory as their names imply. Generally, they are responsible for advising the union on the proper coordination enhancing, harnessing and promoting the management of activities relating to students' individual and general welfare services manifesting comfortable and relaxed atmosphere for their academic pursuit.

2.5 Summary

This chapter identified some important factors or variables which contribute to the problem of effective management of students' welfare service in the University system. The impact of each factor on the procurement, provision and management of the students' welfare services in the Universities in three geopolitical zones in Northern part of Nigeria has also been discussed extensively.

Relevant literature on the management of the welfare services to students in Post Primary, Universities and other institutions of higher learning in developing and developed countries with emphasis on Nigeria has been reviewed.

The theoretical framework attempted to provide some definitions and concepts of management, concept and types of students' welfare. The chapter also examined some administrative tools or strategies employed for effective management of the students' welfare services in Universities, in three geopolitical zones in Northern part of Nigeria.

CHAPTER THREE

RESEARCH DESIGN, METHODOLOGY AND PROCEDURE

3.1 Introduction

This chapter describes the research methodology and procedure used for collecting and analysing data for the study. Specifically, the chapter discussed the research design, the population, the sampling procedure, administration of instruments and method of data analyses.

3.2 Research Design

The descriptive and survey methods were adopted as a general method of investigation, identification of population, selection of samples, collection of comparable data, quantifiable generalization and description of situations, problems and prospects of the students' welfare services through the behaviour and opinion of the groups.

The one short-case-study design was also used. This design is symbolically represented as x……o. Where 'x' denotes the questionnaire to be distributed to the subjects and 'o' is the responses of the subjects to the questionnaire. This method enabled the researcher to collect data by using questionnaire from respondents and then observation was followed by evaluating and analysing the opinions of the respondents. From the findings conclusions were drawn.

3.3 The Population

Sixteen (16) Federal and State Universities in the three Geo-political zones in Northern part of Nigeria were considered for the study. The Zones

include, North Eastern, North Central and North Western Zones. The total maximum population of subjects in the universities were estimated at 226,846 made up of 206,948 students, 19,448 service staff and 450 top management staff.

The total population in the sampled universities stood at 113,208 ,made up of 109,774 students, 3,389 service staff and 45 top management.

3.4 Sample and Sampling Procedure

In view of the large population of the universities and the subjects, the Random Sampling Technique was adopted to select the five universities; Ahmadu Bello University, Zaria, Bayero University, Kano, University of Jos, University of Maiduguri and Usmanu DanFodiyo University, Sokoto. In this technique, two digits were assigned to the universities serially: 01, 02, 03, 04, 05 up to 16. The numbers were matched with random sampling table and five universities were finally selected to represent the whole universities. As all the Universities have hundred percent equal chance of being selected, the universities sampled took a high coincidence of being the conventional Federal Universities. This selection was appropriate because in all ramifications the Federal Universities are usually the most vulnerable to students' welfare services. The hat-draw method was adopted to select the five Universities. This technique involved assigning of some individuals to each university so that they can pick 'Yes' or 'No' folded papers heaped in a hat or container. A representative of any university who picks 'Yes' makes that university selected. Tables 3.4.1a and b give details.

Table 3.4.1a) Random sampling of Universities from the three geopolitical zones in Northern part of Nigeria.

01. Ahmadu Bello University, Zaria
02. Abubakar Tafawa Balewa University, Bauchi
03. Federal University of Technology, Yola
04. Bayero University, Kano
05. Federal University of Technology, Minna
06. University of Jos
07. University of Abuja
08. University of Ilorin
09. University of Agriculture, Makurdi
10. Benue State University - Makurdi
11. University of Maiduguri
12. Nigerian Defence Academy - Kaduna
13. Nasarrawa State University - Lafiya
14. Adamawa State University, Mubi
15. Usmanu Dan Fodiyo University, Sokoto
16. Kogi State University - Ankpa

Table 3.4 1b) – Sampled Universities

01 Ahmadu Bello University, Zaria
02 Bayero University, Kano
03 University of Jos

04 University of Maiduguri

05 Usmanu Dan Fodiyo University

For determining the sample size of the population of all the subjects in the sampled universities, Krejcie and Morgan's (1970). Table for determining sample size was used for all the groups of respondents; students service staff and the top management staff.

Thus by Krejcie and Morgan's (1970) Table any population up to 1,000,000 and above is 384. The sample size for the students respondents is therefore 384 while the sample size of service staff is 346. And the sample size for top management staff is 40.

To determine the sample size of students, service staff and top management staff in each university, proportionate sampling technique was applied. This technique was necessary to project the accurate representative figure of respondents as the students population in the universities ranged from 12,581 to 28,422, while the range for service staff is from 500 to 1,256 and for the top management the range is between 8 and 12. The respondents from sampled universities are shown in tables 3.4.2 to 3.4.4.

Table 3.4.2: Number and proportionate sample of students in the sampled Universities

S/No.	Name of University	Student Population	Proportionate Sample Size	%
1.	Ahmadu Bello University, Zaria	28,422	99.42	25.89
2.	Bayero University, Kano	25,247	88.31	22.99
3.	University of Jos	12,581	44.00	11.45
4.	University of Maiduguri	20,272	70.91	18.46
5.	Usmanu Dan Fodiyo University, Sokoto	23,252	81.33	21.17
	Total	109,774	383.97 (384)	99.96 (100)

Key: Sample Population of student = No. of Student in Universities x Total Sample e.g. A.B.U = 28,422 x 384 = 99.42
Total No. in Universities 109,774

Table 3.4.3: Number and sample size of service staff in the sample universities

S/No.	Name of University	Service Staff Population	Service Staff Proportionate Sample Size	%
1.	Ahmadu Bello University, Zaria	1,256	128	37
2.	Bayero University, Kano	500	51	15
3.	University of Jos	662	68	19
4.	University of Maiduguri	504	51	15
5.	Usmanu Dan Fodiyo University, Sokoto	467	48	14
	Total	3,389	346	100

Table 3.4:4 Number and sample size of Top agement staff in the sampled Universities

S/No.	Name of University	Top Management Staff Population	Proportionate Sample Size	%
1.	Ahmadu Bello University, Zaria	12	11	27.5
2.	Bayero University, Kano	08	7	17.5
3.	University of Jos	08	7	17.5
4.	University of Maiduguri	09	8	20.0
5.	Usmanu Dan Fodiyo University, Sokoto	08	7	17.5
	Total	45	40	100

The total sampled subjects for the study were as shown in Table 3.4.5 below.

Table 3.4.5: Total sampled subjects

Subjects	Population	Sample Size
Students	109,774	384
Service Staff	3,389	346
Top Management Staff	45	40
Total	113,208	770

To determine the sample size of students' respondents in each university, random sampling technique was used to select representative faculties. By this technique, names of faculties in each University were written on pieces of papers with 'Yes' or 'No' against the faculties. One third of the faculties in each university was considered as shown in Table 3.4.6.

Table 3.4.6: The Faculties sampled in each University showing respondents

Ahmadu Bello University, Zaria			Bayero University, Kano		University of Jos		University of Maiduguri		Usmanu Dan Fodiyo University, Sokoto	
S/N	Faculties (12)	Respondents	Faculties (8)	Respondents	Faculties (6)	Respondents	Faculties (10)	Respondents	Faculties (7)	Respondents
1.	Faculty of Administration	25	Faculty of Arts & Islamic Studies	29	Faculty of Medical Sciences	22	Faculty of Arts	24	Faculty of Arts & Islamic Studies	41
2.	Faculty of Education	25	Faculty of Law	29	Faculty of Environmental Sciences	22	Faculty of Education	23	Faculty of Veterinary Medicine	40
3.	Faculty of Social Sciences	25	Faculty of Management Sciences	30	-	-	Faculty of Engineering	24	-	-
4.	Faculty of Engineering	25	-	-	-	-	-	-	-	-
	Total	**100**		**88**		**44**		**71**		**81**

To determine the sample sizes of Service staff and Top Management respondents in each service units of each university, the proportionate sampling technique was applied. This technique brought out the accurate representative figure of the respondents in this category as shown in Table 3.4.7 and Table 3.4.8, respectively.

Table 3.4.7: No. of respondents in each service units of the sampled universities

S/No.	Name of University	Library		Student Affairs		UHS		Security		Estate		Total	
		Pop.	S	Pop.	S	Pop.	S	Pop.	S	Pop.	S	Pop.	S
1.	Ahmadu Bello University, Zaria	340	35	432	44	244	25	140	14	100	10	1256	128
2.	Bayero University, Kano	110	11	106	11	19	2	158	16	107	11	500	51
3.	University of Jos	140	14	142	14	94	9	231	24	55	6	662	68
4.	University of Maiduguri	118	12	101	10	63	7	142	14	80	8	504	51
5.	Usmanu Dan Fodiyo University, Sokoto	109	11	132	13	25	3	151	15	50	5	467	48

Key: Proportionate sample size for service staff of each University: **P =** Population **S** = Sample

$$\frac{\text{Pop. In Unit}}{\text{Total Pop. In University}} \times \text{Sample}$$

Table 3.4.8: No. of respondents in each Top Management unit of the sampled universities

S/No.	University	Library		Student Affairs Div.		UHS		Security		Estate		VC's Office		Others		Total	
		Pop.	S	Pop.	S	Pop.	S	Pop.	S	Pop.	S	Pop.	S	Pop.	S	Pop.	S
1.	Ahmadu Bello University, Zaria	1	1	1	1	1	1	1	1	1	1	3	2	4	3	12	11
2.	Bayero University, Kano	1	1	2	1	1	1	1	1	1	1	3	2	-	-	8	7
3.	University of Jos	1	1	2	1	1	1	1	1	1	1	3	2	-	-	8	7
4.	University of Maiduguri	1	1	2	1	1	1	1	1	1	1	3	2	1	1	9	8
5.	Usmanu Dan Fodiyo University, Sokoto	1	1	2	1	1	1	1	1	1	1	3	2	-	-	8	7

Key: Proportionate sample size for service staff of each University: **P =** Population **S** = Sample

$$\frac{\text{Pop. In Unit}}{\text{Total Pop. In University}} \times \text{Sample} \quad \text{(Example for ABU VC's Office} = \frac{3}{12} \times 11 = 2.35 = 2$$

3.5 Instrumentation

Likert's summated Rating Scale was constructed and administered. This design was to reduce the likelihood of missing information. It also eased the problem of tabulation classification, interpretation and summary since the group was relatively very large. The same questionnaire was developed for three categories. Category 'A' for students, randomly selected from each university using their proportionate samples.

Category 'B' was answered by the University service units i.e. the relevant units in Universities:

Category 'C'. This was for the Top Management Staff of the Universities.

Likerts summated Rating method involves the ordinal scale which contains a large number of both positive and negative statements regarding the opinions of the subjects on the factors affecting the procurement, provision and management of the students welfare services in the Universities in the three geopolitical zones in the Northern part of Nigeria.

The subjects indicated their position on each statement or question by inserting one of the alternative answers against the statements or questions. The questionnaire was in sequential order starting with personal data; 1) Name of University:_____, 2) Status: Student ( ), Service Staff ( ), Top Management Staff ( ), 3) Course_____, 4) Section where you work in the University.

The question was in 4 point-scale for part II rated as:

Very Adequate 4

Adequate 3

Not Adequate 2

Not provided 1

And 5 point scale for parts III & IV rated as:

Strongly Agree 4

Agree 3

Undecided 3

Disagree 2

Strongly disagree 1

3.6 Validation and reliability of Instrument

The method of instrumental validity has been recommended by Kerlinger (1973:457) and Gray (1976:88) that the contents of instrument should be subjected to experts' vetting so as to make it valid and reliable. Also Fox (1969:370) argues that the content validity is best done when experts are requested to critically examine the draft of the instrument so that corrections, adjustments, modifications and amendments can be made for valid and reliable instrument before it is used.

Based on these opinions and recommendations, the instruments for this study were given to experts for critical examination and necessary corrections. In addition, the instrument was subjected to Pilot study.

3.7 Pilot Study

A Pilot study was conducted for 25 Bachelor of Education (B.Ed) students and five service staff and Provost of the Federal College of Education (FCE) Zaria affiliated to ABU Zaria. The purpose of the pilot study was to practically:

a) validate the instrument especially the suitability of the instrument for both students, as the recipients of the welfare service and the service and top management staff.

b) to acquaint the researcher with the procedure involved in the administration, collection and analysis of data.

c) to determine the reliability, adequacy, consistency in the questions and opinions of the subjects.

The result of the Pilot study indicated that the use of ANOVA slated to test the Null hypotheses was suitable for comparing the scores in the opinions of the three groups of respondents for testing all the Null Hypotheses. The instruments were subjected to item analysis test via difficulty index. Here each item was scored over 4 or 5 points using Likert Summated Scale technique and the number of respondents who scored at least 3 out of 4 or 5 was a proportion of the overall respondents to get the item validity.

Items which scored below 30% were either discarded or readjusted. The final result however showed very high reliability co-efficient of 0.08. The instrument was therefore considered reliable and very safe for the use of the study.

3.8 Administration of Instrument

The questionnaires were distributed personally with the assistance of the Deans of Faculties or Heads of Departments and Units concerned. The administration of questionnaire was carried out at alternative or separate days and time.

3.9 Method of Data Analysis

The data on management of students' welfare services from students, of the universities, staff of the welfare service departments and top management in all universities were collected, tabulated, coded, described and analyzed manually and by computer.

The One Way Analysis of Variance (ANOVA) was used to test the Null Hypotheses at 0.05 level of significance so as to determine whether or not the responses of the subjects on the variable were related. The choice of ANOVA was appropriate as prominent statisticians like Borg and Gall (1983), Steel and Torrie (1960) are of the view that it is useful for determining whether or not the groups differ significantly among themselves in their opinions

Other statistical measurement used to present the data included Scheffe's test, frequency distribution, mean computations and percentages.

3.11. Rate of Return of Questionnaire

Though the detailed presentation and discussion of data will be presented in chapter four, the raw data indicating the rate of return of questionnaire administered and Bio-data of respondents are presented in Table 3.10.1 as follows:

Table 3.10.1: Showing the rate of return of questionnaire by groups and by universities

S/No.	Name of University	Students			Service Staff			Top Management			Total		
		No. Sent	No. Returned	% Rate of Return	No. Sent	No. Returned	% Rate of Return	No. Sent	No. Returned	% Rate of Return	No. Sent	No. Returned	% Rate of Return
1.	Ahmadu Bello University, Zaria	100	80	80	128	78	61	11	7	64	239	165	69
2.	Bayero University, Kano	88	52	59	51	26	51	7	4	57	146	82	56
3.	University of Jos	44	19	43	68	37	54	7	4	57	119	60	50
4.	University of Maiduguri	71	31	44	51	34	67	8	6	75	130	73	56
5.	Usman Dan Fodiyo University, Sokoto	81	53	65	48	28	58	7	2	29	136	83	61
	Total	384	235	61	346	203	45	40	23	58	770	463	60

Key:

$$\% \text{ Rate of Return (\% RR)} = \frac{RR}{\text{Group Total}} \times 100$$

i.e For Students $= \frac{80}{100} \times 100 = 80\%$

for % Rate of Return of students in Universities $= \frac{\text{Total RR}}{\text{Total}} \times 100$

$$= \frac{235}{384} \times 100 = 61\%$$

For % Rate of Return of all groups in each University $= \frac{\text{Total RR}}{\text{Total}} \times 100$

Rate for Students $= \frac{165}{239} \times 100 = 69\%$

There were 770 copies of questionnaire sent out to the field to be administered. The figure was based on the number of respondents in the five sampled Universities in the three geopolitical zones of Northern part of Nigeria.

As can be seen from the Table, 384 copies were to be answered by students in the five universities. Of the 100 copies administered in Ahmadu Bello University, Zaria 80 copies representing 80 percent were received while 52 copies out of 88 representing 59 percent were received from Bayero University. 44 copies were sent to University of Jos, out of which only 19 representing 43 percent were returned. Of the 71 copies administered at University of Maiduguri 31 representing 44 percent were returned. 81 copies were dispatched to Usmanu Dan Fodiyo and 53 representing 65 percent were returned. A total of 235 questionnaires representing 61 percent were returned.

As for service staff in all Universities, a total of 346 copies of questionnaires were supposed to be answered. Only 203 representing 45 percent were actually answered and returned. 128 copies were administered in Ahmadu Bello University, Zaria and 78 representing 61 percent were returned. 51 were administered in Bayero University, Kano only 26 representing 51 percent were returned. Out of 68 copies sent to University of Jos, 37 copies representing 54 percent were received. Out of 51 copies sent to University of Maiduguri, 34 copies representing 67 percent were returned and 28 out of 48 copies representing 58 percent were returned by Usmanu Dan Fodiyo University, Sokoto.

Out of the 40 copies administered to top Management respondents 23 copies representing 58 percent were answered and returned.

Out of 11 copies administered in Ahmadu Bello University, Zaria 7 copies representing 57 percent were returned. At Bayero University, Kano and University of Jos 7 copies each were administered and 4 copies representing 57 percent respectively were returned. 8 copies were sent to University of Maiduguri and 6 representing 75 percent were received, and out of 7 copies sent to Usmanu Dan Fodiyo University, Sokoto 2 representing 29 percent were returned.

On the whole the rate of return shows that the highest number of respondents is from Ahmadu Bello University, Zaria and the students' group tops the highest. While the lowest is from the top Management, particularly, from Usmanu Dan Fodiyo University, Sokoto. This lowest rate of return can be attributed to the low number of respondents in top Management group and also the low number of students, particularly in University of Jos.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter presents the analysis and discussion of data related to the issues raised in Chapter one. The issues were:

1. The availability and types of students' welfare services in the Universities in three geopolitical zones in Northern part of Nigeria.
2. The impact and influence of the social services on students' welfare and behaviour in the Universities under study.
3. The impact and influence of Academic services on students' welfare services in these Universities.
4. The impact and influence of medical and health services on students' welfare and behaviour in these Universities.
5. The impact and influence of environmental services on students' welfare and behaviour in these Universities.
6. The effect of the application of management strategies on students' welfare services in the these Universities.

The total summary of data using descriptive statistics is however presented in table 4.1.1.

Table 4.1.1 Descriptive Summary of Data

VARIABLES	Group	N	Mean	Std. Deviation	Std. Error
Social	Student	234	2.31	.468	.031
	Staff	200	2.26	.526	.037
	Managmet	23	2.25	.444	.093
	Total	457	2.29	.493	.023
Academ	Student	235	2.37	.553	.036
	Staff	198	2.32	.572	.041
	Managmet	23	2.32	.580	.121
	Total	456	2.35	.562	.026
Medical	Student	234	2.59	.630	.041
	Staff	199	2.44	.678	.048
	Managmet	23	2.47	.686	.143
	Total	456	2.52	.657	.031
Environment	Student	232	2.37	.597	.039
	Staff	197	2.16	.650	.046
	Managmet	23	2.10	.594	.124
	Total	452	2.26	.629	.030
Impact1	Student	235	3.654	.6066	.0396
	Staff	201	3.504	.6431	.0454
	Managmet	23	3.783	.5424	.1131
	Total	459	3.595	.6244	.0291
Impact2	Student	234	4.117	.5133	.0336
	Staff	196	3.989	.5871	.0419
	Managmet	23	4.104	.5423	.1131
	Total	453	4.061	.5503	.0259
Impact3	Student	235	3.83	.700	.046
	Staff	197	3.85	.639	.046
	Managmet	23	3.93	.561	.117
	Total	455	3.84	.667	.031
Impact4	Student	233	3.8368	.60461	.03961
	Staff	196	3.8997	.63147	.04511
	Managmet	23	3.9570	.55125	.11494
	Total	452	3.8702	.61369	.02887
Impact5	Student	234	3.345	.8556	.0559
	Staff	197	3.256	.7543	.0537
	Managmet	23	3.565	.6513	.1358
	Total	454	3.318	.8053	.0378

Transpot	Student	234	4.0759	.66396	.04340
	Staff	197	4.0495	.66223	.04718
	Managmet	23	4.1304	.39793	.08297
	Total	454	4.0672	.65158	.03058
Religion	Student	235	4.003	.5187	.0338
	Staff	197	3.892	.5950	.0424
	Managmet	23	4.165	.3601	.0751
	Total	455	3.964	.5504	.0258
Banking	Student	235	4.031	.5020	.0327
	Staff	197	4.009	.5312	.0378
	Managmet	23	4.174	.5056	.1054
	Total	455	4.029	.5151	.0241
Library	Student	231	3.873	.4906	.0323
	Staff	199	3.702	.5188	.0368
	Managmet	23	3.826	.7286	.1519
	Total	453	3.796	.5227	.0246
Classi	Student	233	4.246	.7063	.0463
	Staff	196	4.158	.7267	.0519
	Managmet	23	4.380	.4188	.0873
	Total	452	4.215	.7048	.0332
Infotech	Student	233	4.1277	.53645	.03514
	Staff	198	3.9874	.54595	.03880
	Managmet	23	4.0761	.42929	.08951
	Total	454	4.0639	.53909	.02530
Health	Student	234	3.30	.688	.045
	Staff	196	3.27	.668	.048
	Managmet	23	3.45	.808	.169
	Total	453	3.29	.685	.032
Enviromt	Student	233	4.413	.5475	.0359
	Staff	199	4.373	.5822	.0413
	Managmet	23	4.348	.6939	.1447
	Total	455	4.392	.5699	.0267
Strategy	Student	229	3.72	.602	.040
	Staff	195	3.86	.568	.041
	Managmet	22	4.04	.498	.106
	Total	446	3.79	.588	.028
Services	Student	235	2.3979	.46574	.03038
	Staff	202	2.2527	.56969	.04008
	Managmet	23	2.2848	.42672	.08898
	Total	460	2.3285	.51627	.02407
Impacts	Student	235	3.7344	.32867	.02144
	Staff	203	3.5661	.60255	.04229
	Managmet	23	3.8174	.29953	.06246
	Total	461	3.6644	.47603	.02217

4.2 Types of students' welfare services in the Universities under study

This section carried the analyses of the responses of the three categories of respondents using frequency tables and simple percentages. The responses of the respondents were based on the 32 items identified which serve as students' welfare services in the Universities.

The services were grouped into four categories marked 1,2,3,4. Items 1-12 under category 1, Social Welfare services attempted to establish the availability and level of adequacy of the services to students in the universities. Items 13 to 19 fell under Academic services. The researcher desired to find out whether or not the academic services such as classrooms, lecture halls, library facilities, teaching staff, laboratories, information technology gadgets and information dissemination facilities were available and their level of adequacy in the universities.

Items 21 to 27 in category 4 sought to establish the availability and the level of adequacy of Medical welfare services provided to students in the Universities under review. Lastly, items 28 to 32 under category 5 enabled the researcher to confirm whether or not the Environmental services were available and how adequately provided they were to students in these Universities.

4.2.1 Responses of respondents on the availability and degree of adequacy of Social Welfare services provided by the Universities to students

To explore and achieve the findings on the social services identified in chapter one the researcher collected and analyzed the responses of respondents as presented in Table 4.2.1

Table 4.2.1: Opinions of respondents on the social services for students in the Universities under study.

S/No	Item Statements	Category of Respondents	Responses											
			No. of missing observation		Very Adequate		Adequate		Not Adequate		Not Provided		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
A	**SOCIAL SERVICES**	No. of missing observations	-	-	-	-	1	50.0	-	-	1	50.0	2	0.4
1.	Catering, Cafeteria, Bukateria, Canteens, Restaurant	Students	44	18.7	25	10.6	65	27.7	79	33.6	22	9.4	235	50.8
		Service Staff	33	16.3	30	14.8	55	27.1	66	32.5	19	9.4	203	43.8
		Top Management	9	39.1	2	8.7	4	17.4	7	30.4	1	4.3	23	5.0
2.	Hostel Accommodation	No. of missing observations	-	-	-	-	1	50.0	-	-	1	50.0	2	0.4
		Students	2	0.9	3	1.3	158	67.2	49	20.9	23	9.8	235	50.8
		Service Staff	8	3.9	5	2.5	119	58.6	53	26.1	18	8.9	203	43.8
		Top Management	2	8.7	-	-	13	56.5	5	21.7	3	13.0	23	5.0
3.	Guidance and Counseling Services	No. of missing observations	1	50.0	-	-	-	-	-	-	1	50.0	2	0.4
		Students	8	3.4	23	9.8	92	39.1	83	35.3	29	12.3	235	50.8
		Service Staff	17	8.4	7	3.4	71	35.0	78	38.4	30	14.8	203	43.8
		Top Management	-	-	1	4.3	10	43.5	10	43.5	2	8.7	23	5.0
4.	Sports and Recreational facilities	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	3	1.3	5	2.1	108	46.0	83	35.3	36	15.3	235	50.8
		Service Staff	10	4.9	3	1.5	69	34.0	89	43.8	32	15.8	203	43.8
		Top Management	1	4.3	2	8.7	5	21.7	12	52.2	3	13.0	23	5.0
5.	Security Matters	No. of missing observations	-	-	-	-	-	-	1	50.0	1	50.0	2	0.4
		Students	5	2.1	2	0.9	81	34.5	107	45.5	40	17.0	235	50.8
		Service Staff	9	4.4	6	3.0	68	33.5	91	44.8	29	14.3	203	43.8
		Top Management	-	-	1	4.3	6	26.1	14	60.9	2	8.7	23	5.0
6.	Transport Services	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	4	1.7	23	9.8	123	52.3	67	28.5	18	7.7	235	50.8
		Service Staff	8	3.9	27	13.3	106	52.2	51	25.1	11	5.4	203	43.8
		Top Management	1	4.3	2	8.7	10	43.5	7	30.4	3	13.0	23	5.0

S/No	Item Statements	Category of Respondents	Responses											
			No. of missing observation		Very Adequate		Adequate		Not Adequate		Not Provided		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
7.	Banking	No. of missing observations	-	-	-	-	-	-	1	50.0	1	50.0	2	0.4
		Students	6	2.6	29	12.3	84	35.7	89	37.9	27	11.5	235	50.8
		Service Staff	11	5.4	26	12.8	64	31.5	83	40.9	19	9.4	203	43.8
		Top Management	1	4.3	1	4.3	9	39.1	12	52.2	-	-	23	5.0
8.	Religious Services	No. of missing observations	-	-	-	-	-	-	1	50.0	1	50.0	2	0.4
		Students	4	1.7	3	1.3	22	9.4	124	52.8	82	34.9	235	50.8
		Service Staff	6	3.0	4	2.0	22	10.8	108	53.2	63	31.0	203	43.8
		Top Management	-	-	2	8.7	19	82.6	2	8.7	-	-	23	5.0
9.	Clubs, Societies and Associations	No. of missing observations	-	-	-	-	1	50.0	-	-	1	50.0	2	0.4
		Students	9	3.8	8	3.4	36	15.3	130	55.3	52	22.1	235	50.8
		Service Staff	14	6.9	10	4.9	41	20.2	91	44.8	47	23.2	203	43.8
		Top Management	1	4.3	-	-	6	26.1	14	60.9	2	8.7	23	5.0
10.	Shopping and Marketing facilities, Student Centres	No. of missing observations	-	-	-	-	-	-	1	50.0	1	50.0	2	0.4
		Students	7	3.0	12	5.1	86	36.6	92	39.1	38	16.2	235	50.8
		Service Staff	6	3.0	9	4.4	52	25.6	87	42.9	49	24.1	203	43.8
		Top Management	-	-	1	4.3	8	34.8	11	47.8	3	13.0	23	5.0
11.	Electricity Supplies	No. of missing observations	-	-	-	-	1	50.0	-	-	1	50.0	2	0.4
		Students	3	1.3	6	2.6	165	70.2	47	20.0	14	6.0	235	50.8
		Service Staff	5	2.5	3	1.5	128	63.1	44	21.7	23	11.3	203	43.8
		Top Management	-	-	1	4.3	15	65.2	5	21.7	2	8.7	23	5.0
12.	Water Supplies	No. of missing observations	-	-	-	-	1	50.0	-	-	1	50.0	2	0.4
		Students	5	2.1	4	1.7	137	58.3	71	30.2	18	7.7	235	50.8
		Service Staff	7	3.4	4	2.0	111	54.7	57	28.1	24	11.8	203	43.8
		Top Management	-	-	1	4.3	15	65.2	3	13.0	4	17.4	23	5.0

On whether or not catering services existed and how adequate they were, two groups of respondents upheld that Catering, Cafeteria, Bukateria, Canteen and restaurants were adequately available in the universities. This was obtained in the consensus between the students and service staff with 38.6 percent and 41.9 percent, respectively. However, this view was not shared by 33.6 percent, 32.5 percent and 30.4 percent of students, service staff and top management; respectively. The 30.4 percent which agreed that cafeteria services were not adequate might be attributed to more catering joints introduced by Private individuals on the campuses.

As to whether or not university accommodation were adequately available, there was a general concur that hostel accommodation were adequate. This is shown by the 68.5 percent of students, 61.1 percent of service staff and 21.7 percent of top management staff who were in agreement. On the other hand 20.0 percent, 26.1 percent and 21,7 percent of students, service staff and top management staff respectively did not share this view. While 9.8 percent, 8.9 percent and 13.0 percent expressed the view that such facility did not exist in the universities. This might be attributed to the fact that some of the Universities did not provide hostel accommodation rather they were managed by Private individuals.

The opinion of the majority of respondents on the availability and adequacy of Guidance and Counselling in the university showed that Universities in the three geopolitical zones in the Northern part of Nigeria had seen the need for students' Guidance and Counselling as a means for giving students useful directions. This was revealed by the consensus of respondents with 48.9 percent, 38.4 percent and

47.8 percent of students, service staff and top management respectively. Although 35.5 percent, 38.4 percent and 43.5 percent of students, service staff and top management staff expressed the inadequacy and 12.3 percent, 14.8 percent and 8.7 percent revealed the non-availability of catering services, it is obvious from those on positive posture that most universities had adequate guidance counselling units.

With the divergent opinions of respondents on the adequacy, inadequacy and non-availability of sports and recreational facilities in the universities, some new games and sports in the contemporary world of sports might not have been introduced due to cost implications, trained expertise and novelty. This divergence of opinions was revealed by only 48.1 percent of students who expressed its availability and adequacy while 43.8 percent and 52.2 percent of service staff and Management staff respectively disagreed that the games and sports facilities were not adequate. Yet 15.3 percent, 15.8 percent and 13.0 percent of the students, service staff and top management claimed the non-existence of the facilities.

It can be concluded that some sports and games facilities were yet to be introduced and made adequate in the universities.

On Security as an important protective measure in any organization, there was a general consensus in the opinions of the respondents that it was not adequate in the system. This was revealed by 45.5 percent, 44.8 percent and 60.9 percent of the students, service staff and top management, respectively. Only 35.4 percent, 36.5 and 30.4 of students, service staff and top management claimed

adequacy while 17.0 percent, 14.3 percent and 8.7 percent revealed that the security was not provided.

Transportation services were believed to be available and adequate in the universities as agreed by 62.1 percent of students, 65.5 percent of service staff and 52.4 percent of top management. However 28.5 percent, 25.1 percent and 30.4 of students, service staff and top management, respectively were of the view that transportation was inadequate. Those that expressed the complete absence of this facility were negligible as represented by 2.7 percent, 5.4 percent and 13.0 percent of students, service staff and top management respectively. It is likely to be concluded that most universities have transportation facilities.

As to whether or not Banking services were available and adequately provided to students there was an agreement in the opinions of the students and service staff that this facility is adequately available. 48.0 percent and 44.3 percent of students and service staff seemed to confirm this while 52.2 percent of the top management disputed the claim, while 11.5 percent and 9.4 percent of students and service staff expressed not provided.

Item 8, which sought to find out the availability and adequacy of religious services to students as a welfare package. 52.8 percent and 53.2 percent of students and service staff were in complete agreement on the inadequacy of this facility. 91.3 percent of top management however, were of different view as they claimed that religious services were pretty adequate. 34.9 percent and 31.0 percent of students and service staff showed that religious services were absent in some universities.

On whether or not clubs, societies and associations were provided and how adequate, 55.3 percent, 44.8 percent and 60.9 percent of students, service staff and top management showed that such facilities were not adequate while 22.1 percent, 23.2 percent and 8.7 percent of students, service staff and top management respectively expressed not provided.

Item 10, which sought to know the provision and adequacy of shopping and marketing facilities, 47.7 percent of students, expressed its adequacy, while 42.9 percent and 47.8 percent of service staff and top management had same agreement on its inadequacy. However, 16.2 percent, 24.1 percent and 13 percent of students, staff and top management respectively revealed that shopping and marketing facilities were not provided.

In item 11, the availability and mode of provision of electricity, all the three groups agreed that it was adequately provided as shown by 72.8 percent, 64.6 percent and 69.5 percent of students, service staff and top management staff respectively. However, 20.0 percent, 21.7 percent and 21.7 percent of students, service staff and top management respectively did not share the opinion while 6.0 percent, 11.3 percent and 8.7 percent of the groups claimed that it was not provided.

On whether or not water supply services were available and the degree of its adequacy, of its supply as raised in item 12, 60.0 percent of students, 56.7 percent of service staff and 69.5 percent of top management staff shared same view that the supply was adequate. While 30.2 percent, 28.1 percent and 13.0 percent of students, service staff and top management staff expressed the opinion as not

adequate. However, 7.7 percent of students, 11.8 percent of service staff and 17.4 percent top management revealed that water supply services were not provided on the campus.

Water supply as basic amenity could not be said to be absent from campuses. It is possible to conclude that students were left at the mercy of wells, streams, which they shared with public and not specifically provided for the students by the universities.

4.2.2 Responses on the availability and degree of provision of Academic Welfare Services to students in the Universities

This section presented analysis of responses of the three groups of respondents obtained from items 13 to 20, featuring exclusively on facilities tagged as academic services which were actually the main mandate of the universities anywhere. The items attempted to ascertain the availability and degree of adequacy of the academic facilities provided by the universities to students. To achieve this, responses of all respondents were analyzed and presented in Table 4.2.2

Table 4.2.2: Opinions of respondents on the academic services for students in the Universities

S/No	Item Statements	Category of Respondents	Responses											
			No. of missing observation		Very Adequate		Adequate		Not Adequate		Not Provided		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
B	**ACADEMIC SERVICES**	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
13.	Classroom/Lecture hall accommodation	Students	1	0.4	2	0.9	157	66.8	56	23.8	19	8.1	235	50.8
		Service Staff	8	3.9	4	2.0	113	55.7	56	27.6	22	10.8	203	43.8
		Top Management	1	4.3	1	4.3	11	47.8	8	34.8	2	8.7	23	5.0
14.	Library facilities (Books, Seats, Materials etc)	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	-	-	4	1.7	101	43.0	97	41.3	33	14.0	235	50.8
		Service Staff	7	3.4	3	1.5	74	36.5	82	40.4	37	18.2	203	43.8
		Top Management	2	8.7	-	-	11	47.8	6	26.1	4	17.4	23	5.0
15.	Teaching Staff	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	4	1.7	2	0.9	113	48.1	79	33.6	37	15.7	235	50.8
		Service Staff	13	6.4	3	1.5	78	38.4	84	41.4	25	12.3	203	43.8
		Top Management	1	4.3	-	-	10	43.5	9	39.1	3	13.0	23	5.0
16.	Theatres and Laboratories	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	11	4.7	6	2.6	131	55.7	69	29.4	18	7.7	235	50.8
		Service Staff	13	6.4	4	2.0	107	52.7	61	30.0	18	8.9	203	43.8
		Top Management	1	4.3	2	8.7	9	39.1	10	43.5	1	4.3	23	5.0
17.	Information Technology services, Computers, Telephone system, Websites, Internet, E-mail etc	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	8	3.4	21	8.9	112	47.7	69	29.4	25	10.6	235	50.8
		Service Staff	9	4.4	14	6.9	82	40.4	72	35.5	26	12.8	203	43.8
		Top Management	1	4.3	1	4.3	12	52.2	5	21.7	4	17.4	23	5.0
18.	Information dissemination like Bulletin, Titwits, Newsletters, Notice Boards, Campus Magazines	No. of missing observations	1	5.0	-	-	-	-	1	50.0	-	-	2	0.4
		Students	5	2.1	8	3.4	88	37.4	95	40.4	39	16.6	235	50.8
		Service Staff	10	4.9	8	3.9	82	40.4	78	38.4	25	12.3	203	43.8
		Top Management	-	-	1	4.3	7	30.4	10	43.5	5	21.7	23	5.0

S/No	Item Statements	Category of Respondents	Responses											
			No. of missing observation		Very Adequate		Adequate		Not Adequate		Not Provided		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
19.	Teaching learning facilities – assignments, field trips, debates, symposiums, Teaching Practice, field work etc	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	5	2.1	8	3.4	105	44.7	86	36.6	31	13.2	235	50.8
		Service Staff	15	7.4	4	2.0	83	40.9	80	39.4	21	10.3	203	43.8
		Top Management	-	-	1	4.3	10	43.5	9	39.1	3	13.0	23	5.0
20.	Bookshops, Publication facilities, Photocopiers	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	8	3.4	13	5.5	83	35.3	92	39.1	39	16.6	235	50.8
		Service Staff	11	5.4	3	1.5	86	42.4	76	37.4	27	13.3	203	43.8
		Top Management	-	-	1	4.5	10	43.5	8	34.8	4	17.4	23	5.0

From the opinion of the three groups of respondents on item 13, it could be concluded that classrooms or lecture hall accommodation as an important segment of academic welfare service for students were adequately provided by the universities in the three geopolitical zones in Northern part of Nigeria unlike in the 1980^{s} when there was a general outcry and glaring experiences of inadequacy of the facilities. This positive conclusion was drawn by the general consensus of 67.7 percent of students, 57.7 percent of service staff and 52.2 percent of top management staff. However, 23.8 percent of students, 27.6 percent of service staff and 34.8 percent of the top management staff which were very negligible refused to share the popular view. They claimed that the facilities were not adequately provided. It was also evident that 8.1 percent, 10.8 percent and 8.7 percent of students, service staff and management staff, respectively claimed ignorance of the availability of the facilities in the system.

Item 14 which sought to explore whether or not library facilities were available and provided in the Universities, 44.7 percent of students and 47.8 percent of top management staff expressed positive consensus while majority of service staff group with 40.4 percent had divergent opinion. On the other hand the opinions of 14.0 percent of students, 18.2 percent of service staff and 17.4 percent of top management staff showed that library facilities were absent from the campuses. One wonders as to whether or not the respondents in this group were conversant with the location of the facilities which was presumed to be one of the most essential aspects of the academic activities.

From the submissions of the three groups of respondents on item 15 as to whether or not teaching staff were adequately provided, the two groups of

respondents; students with 49.0 percent and top management with 43.5 expressed consensus of opinions that teaching staff were adequately provided by the Universities. While majority opinion of the service staff with 41.4 percent refuted this stance. A negligible percent of students, service staff and top management staff who claimed ignorance of the provision of this facility might not be sincerely serious in their opinion which negated the availability of staff in the university system. It might be acceptable to infer that particular or relevant programmes to them were not run due to lack of qualified staff.

Responses on item 16 revealed high congruity in the opinions of students with 58.3 percent. Service staff with 54.7 and top management staff with 47.8 that theatres and laboratories were available and adequate in the Universities. However, very small percentage of respondents revealed the opposite view.

As to whether or not information technology services as identified in item 17 were available and adequately provided in these Universities, the three groups were resolute in their opinions that computers, telephones, websites internet, E-mail and handsets were available and provided on the campuses of the Universities. Although the opinions of 29.4 percent of the students, 35.5 percent of the service staff and 21.7 percent of the top management staff were not anchored to this conclusion, there was the strong belief that information have come on board on the campuses of the Universities in the millennium.

Item 18 which identified as to whether or not information dissemination like newspapers, magazines, notice boards, bulletins or Newsletters availed and were provided adequately, 40.8 percent of students and 44.3 percent of service staff shared similar opinion that the facilities were available and provided.

However, 43.5 percent of top management and 40.4 percent of students expressed contrary opinion.

The opinions of the majority of students accounting for 48.1 percent, service staff, 42.9 percent and top management staff with 47.8 percent were in absolute concord that teaching and learning facilities, field trips or works, debates, teaching practice, internship etcetera raised in item 19 were available in the Universities in the three geopolitical zones in Northern part of Nigeria. A small percentage maintained that there was inadequacy of facilities. Only a negligible percent of the respondents had, however, revealed negative opinion that the facilities were not provided.

As for the availability and provision of bookshops, photocopying and publication centers identified in item 20, opinions of majority of the respondents were in harmony on the availability and adequate provision. This position was revealed by the opinion of 40.8 percent of students, 43.9 percent of service staff and 47.8 percent of top management staff. The negligible percentage of respondents who disputed the availability of the facilities could be attributed to the fact that some universities might be relying on Private bookshops, Publication and photocopying centers instead of establishing their own outfits.

4.2.5 Responses on the availability and degree of provision of Medical and Health services to students in the Universities under study

This section carries the responses of three groups of respondents obtained from items 21 to 27 specifically on the availability and level of provision of Medical and health facilities to students as part of student welfare package. The responses are reflected in Table 4.2.3.

Table 4.2.3: Opinions of respondents on the medical/health services for students in the Universities

S/No	Item Statements	Category of Respondents	Responses											
			No. of missing observation		Very Adequate		Adequate		Not Adequate		Not Provided		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
C	**MEDICAL/HEALTH SERVICES**	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
21.	Sick bays (Clinics)	Students	3	1.3	4	1.7	112	47.7	84	35.7	32	13.6	235	50.8
		Service Staff	10	4.9	9	4.4	74	36.5	85	41.9	25	12.3	203	43.8
		Top Management	-	-	3	13.0	5	21.7	12	52.2	3	13.0	23	5.0
22.	Hospitals	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	8	3.4	34	14.5	86	36.6	80	34.0	27	11.5	235	50.8
		Service Staff	24	11.8	35	17.2	57	28.1	71	35.0	16	7.9	203	43.8
		Top Management	1	4.3	2	8.7	7	30.4	13	56.5	-	-	23	5.0
23.	Medical centres	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	14	6.0	30	12.8	108	46.0	59	25.1	24	10.2	235	50.8
		Service Staff	20	9.9	24	11.8	76	37.4	71	35.0	12	5.9	203	43.8
		Top Management	1	4.3	2	8.7	12	52.2	7	30.4	1	4.3	23	5.0
24.	Sanitation facilities	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	4	1.7	18	7.7	118	50.2	65	27.7	30	12.8	235	50.8
		Service Staff	10	4.9	10	4.9	93	45.8	65	32.0	25	12.3	203	43.8
		Top Management	1	4.3	1	4.3	10	43.5	11	47.8	-	-	23	5.0
25.	Vaccines/Inoculation	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	10	4.3	49	20.9	111	47.2	56	23.8	9	3.8	235	50.8
		Service Staff	14	6.9	18	8.9	87	42.9	69	34.0	15	7.4	203	43.8
		Top Management	1	4.3	3	13.0	6	26.1	12	52.2	1	4.3	23	5.0
26.	Drugs	No. of missing observations	-	-	1	50.0	-	-	1	50.0	1	50.0	2	0.4
		Students	12	5.1	30	12.8	145	61.7	36	15.3	12	5.1	235	50.8
		Service Staff	9	4.4	12	5.9	142	70.0	31	15.3	9	4.4	203	43.8
		Top Management	-	-	1	4.3	14	60.9	6	26.1	2	8.7	23	5.0

S/No	Item Statements	Category of Respondents	Responses											
			No. of missing observation		Very Adequate		Adequate		Not Adequate		Not Provided		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
27.	Curative and Preventive treatment	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	13	5.5	47	20.0	122	51.9	40	17.0	13	5.5	235	50.8
		Service Staff	23	11.3	19	9.4	93	45.8	64	31.5	4	2.0	203	43.8
		Top Management	2	8.7	-	-	12	52.2	8	34.8	1	4.3	23	5.0

From the consensus of opinions of the service staff and top management represented by 41.9 percent and 52.2 percent, respectively it was evident that sick- bays or clinics were not adequately provided in the universities. Although 49.4 percent of students disapproved of this opinion 13.6 percent of students, 12.3 percent of serving staff and 13.0 percent of top management believed that there was likelihood that most universities were not adequately provided with sickbays or clinics rather they depended on Government or private hospitals.

On whether or not hospitals raised as an issue on item 22 were adequately available, 51.1 percent of students and 45.3 percent of service staff expressed same consensus that they were adequately provided while 56.5 percent of the opinion of the top management claimed that the facilities were not adequate. This divergent opinions on the side of the management might be attributed by the small number of respondents, particularly, in some universities like Usmanu Dan Fodiyo University Sokoto with only 2 respondents out of 7.

The high consensus in the opinions of the three categories of respondents on the availability and adequacy of the provision of medical centers raised in item 23 seemed to suggest that students in universities got more medical attention in Private Medical centers or clinics. This was revealed by 58.8 percent, 49.2 percent and 60.9 percent of students, service staff and top management staff respectively. This consensus could not be a mere coincidence as all the respondents expressed access and treatment in Private Medical centers with less protocol though a bit expensive.

The opinions of the three groups of respondents were in complete harmony on the issue of the availability and level of adequacy of sanitation

facilities in the Universities. This was depicted by 57.9 percent of students, 50.7 percent of service staff and 47.8 percent of top management staff.

Although the opinion of the top management had parallel view with 47.8 percent, expressing not adequate, it was possible to conclude that sanitation facilities availed in most Universities under study for the better.

As to whether vaccines, innoculations etcetera were available and provided to students in these Universities as raised in item 25. 68.1 percent of students, 51.8 percent of service staff were glaringly in concordance while 52.2 percent of top management refused to share this view. With this high consensus of the students and service staff which constitute the largest number of respondents it could be concluded that availability and provision of these facilities to students in the Universities was adequate.

Item 26 which sought to establish whether or not drugs were available and provided to students in the Universities, 74.5 percent of students, 75.9 percent of service staff and 65.2 percentage of top management unanimously agreed that drugs were adequately provided to students in the Universities. This high congruence in the opinions of respondents on this item fully confirmed that all things being equal, drugs were available to be provided to students in the Universities. This opinion could not be devoid of the heavy medical fees charged on students in the Universities which probably were fully utilized to purchase relevant and necessary drugs for the ailing/sick students.

On whether or not curative and preventive treatments were adequately provided to students in the Universities there was high level of agreement in the opinions of respondents that these facilities were adequately provided to

students as evidenced from the responses of 71.9 percent of students, 55.2 percent of service staff and 52.2 percent of top management. There was a clear testimony that members of the Universities and other individuals were becoming more conscious of the application of both preventive and curative medical/health measures.

4.2.6 Responses on the availability and in Universities degree of provision of Environmental services to students in the three geopolitical zones of Northern part of Nigeria.

This section was designed to present analysis of responses of the three groups of respondents as depicted in items 28 to 32 under environmental services. The issues identified were to confirm the availability and degree of adequacy of provision of the environmental services rendered to students in these Universities. In achieving this the responses of respondents were analysed and presented in Table 4.2.4

Table 4.2.4: Opinions of respondents on the environmental services for students in the Universities

S/No	Item Statements	Category of Respondents	Responses											
			No. of missing observation		Very Adequate		Adequate		Not Adequate		Not Provided		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
D	**ENVIRONMENTAL SERVICES**	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
28.	Conducive environment for learning & conducive environment for teaching	Students	6	2.6	16	6.8	124	52.8	62	26.4	27	11.5	235	50.8
		Service Staff	7	3.4	8	3.9	73	36.0	83	40.9	32	15.8	203	43.8
		Top Management	1	4.3	-	-	6	26.1	13	56.5	3	13.0	23	5.0
29.	The tone or Institutional Climate	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	16	6.8	12	5.1	91	38.7	98	41.7	18	7.7	235	50.8
		Service Staff	21	10.3	10	4.9	53	26.1	96	47.3	23	11.3	203	43.8
		Top Management	1	4.3	-	-	2	8.7	18	78.3	2	8.7	23	5.0
30.	Medical centres	No. of missing observations	-	-	-	-	-	-	2	100.0	-	-	2	0.4
		Students	4	1.7	40	17.0	92	39.1	79	33.6	20	8.5	235	50.8
		Service Staff	15	7.4	7	3.4	69	34.0	89	43.8	23	11.3	203	43.8
		Top Management	-	-	-	-	8	34.8	11	47.8	4	17.4	23	5.0
31.	Student-teacher relationship	No. of missing observations	-	-	-	-	-	-	2	100.0	-	-	2	0.4
		Students	4	1.7	8	3.4	35	14.9	128	54.5	60	25.5	235	50.8
		Service Staff	21	10.3	4	2.0	50	24.6	98	48.3	30	14.8	203	43.8
		Top Management	1	4.3	-	-	4	17.4	13	56.5	5	21.7	23	5.0
32.	Sense of belonginess, privacy/freedom/safety etc.	No. of missing observations	-	-	2	100.0	-	-	-	-	-	-	2	0.4
		Students	8	3.4	26	11.1	83	35.3	78	33.2	40	17.0	235	50.8
		Service Staff	16	7.9	11	5.4	67	33.0	82	40.4	27	13.3	203	43.8
		Top Management	1	4.3	3	13.0	6	26.1	12	52.2	1	4.3	23	5.0

A cursory glance at the opinions of the three groups of respondents in item 28 revealed a divergent stance in the opinions of the groups. While 59.6 percent of students agreed that conducive environment for teaching and learning existed and were adequately provided for students' convenience, 40.9 percent of service staff and 56.5 percent of top management staff did not share the opinion. To them the facilities were inadequate. In the final analysis, the opinions of the three groups seemed to lean to positive conclusion that there was adequate provision of these facilities to students in the Universities under research.

The high consensus amongst the three groups of respondents on the inadequacy of the tone or institutional climate in these Universities was glaringly depicted by 41.7 percent of students, 47.3 percent of service staff and 78.3 percent of top management staff. Although 43.8 percent of students opined that it was adequate. This opinion was overshadowed by the majority opinion on inadequacy of the facilities.

As to whether or not the student-teacher relationship adequately existed in the universities in the three geopolitical zones in the Northern part of Nigeria as raised in item 30, 56.1 percent of students, 37.4 percent of service staff and 34.8 percent of top management agreed that it existed. However, 33.6 percent, 43.8 percent and 47.8 percent of students, service staff and top management, respectively shared negative view. However, negligible percent of the three groups expressed its complete absence.

Item 31 which attempted to find the opinions of the three groups of respondents on the presence of the students-student relationship in these Universities, the opinions of the three showed high congruity that relationship

from student to student was not positive. This was confirmed by the high percentage opinion of students with 54.5 percent and 48.3 percent service staff and 56.5 percent of top management staff. Negligible percent of the groups expressed presence and absence accordingly. Ordinarily one would have assumed that amongst students as comrades, peers and each other's keepers students should relate very well amongst themselves. The negative opinion might perhaps be attributed to the diversity of students in culture, socio-economic background, psychological complexity and intensity of work which left no time for them to relate adequately.

From the opinions of the three groups of respondents in item 32 which dwelt on sense of belongingness, privacy, freedom and safety of students in the Universities under study, 46.4 percent of students, 78 percent of service staff and 39.1 percent of top management staff shared the same opinion on the adequacy of the facilities while 33.2 percent of students, 40.4 percent of service staff and 52.2 percent of top management were on the contrary. Very negligible percent of the respondents had ignorance of the availability of the facilities. As there was no marked difference in the opinions of the groups it could be concluded that some universities might have the facilities while others did not have them adequately.

4.3 Impact of services on students' welfare in Universities in the three Geopolitical zones in Northern Part of Nigeria

4.3.1 Impact of social services on students' welfare services in the Universities

This section presented analysis of opinions of the three categories of respondents on the impact of the provision and management of all aspects of social services to students' welfare in the Universities under study. This was

done by the use of frequency tables and simple percentages as can be seen in Tables 4.3.1.1 to 4.3.1.8. The responses of respondents from items 33 to 72 was used. The items sought the opinions of respondents on eight (8) aspects of services identified as social services. These include feeding, hostel accommodation, guidance and counseling, sports and recreation, security and communication services, transport services, religious services, banking and telecommunication services.

4.3.1.1 **Impact of feeding on students' welfare**

This area dealt with the responses of respondents obtained from items 33 to 37 of the questionnaire. Items 33 and 35 sought the opinions of respondents on the consequence of the removal of feeding subsidy by the Federal Government in all the Nigerian Universities including universities in the three geopolitical zones in the Northern part of Nigeria, while items 34, 36 and 37 sought the views of respondents on the introduction, management and effects of Private catering system on the students' behaviour and academic performance. Responses of the respondents pertaining to the five items were analyzed and presented by the use of frequencies and percentages as shown in Table 4.3.1.

Table 4.3.1.1: Opinions of respondents on the impact of feeding (social services) on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
33.	There is a strong belief that the removal of feeding subsidy in Nigerian Universities by the Federal Government has consequent negative impact on the students' academic performance	No. of missing observations	1	50.0	1	5.0	-	-	-	-	-	-	2	0.4
		Students	144	61.3	51	21.7	15	6.4	15	6.4	10	4.3	235	50.8
		Service Staff	103	50.7	66	32.5	11	5.4	14	6.9	9	4.4	203	43.8
		Top Management	11	47.8	9	39.1	2	8.7	1	4.3	-	-	23	5.0
34.	The introduction of Private Catering system in Nigerian Universities is expensive for students and the quality and quantity of food served are deficient	No. of missing observations	-	-	-	-	1	50.0	-	-	1	50.0	2	0.4
		Students	120	51.1	80	34.0	19	8.1	13	5.5	3	1.3	235	50.8
		Service Staff	96	47.3	66	32.5	17	8.4	20	9.9	4	2.0	203	43.8
		Top Management	5	21.7	14	60.9	1	4.3	3	13.0	-	-	23	5.0
35.	Students' feeding subsidy was removed because it was one of the main sources of students' unrest in the Nigerian Universities	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	20	8.5	45	19.1	54	23.0	55	23.4	61	26.0	235	50.8
		Service Staff	23	16.3	47	23.2	25	12.3	58	28.6	40	19.7	203	43.8
		Top Management	5	21.7	6	26.1	3	13.0	5	21.7	4	17.4	23	5.0
36.	Lack of efficient management and supervision of students feeding, catering services by the Universities has chain reaction and adverse effect on the welfare of students and their academic performance	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	79	33.6	87	37.0	37	15.7	23	9.8	9	3.8	235	50.8
		Service Staff	43	21.2	73	36.0	33	16.3	44	21.7	10	4.9	203	43.8
		Top Management	5	21.7	16	69.6	1	4.3	1	4.3	-	-	23	5.0
37.	The Private Catering system on the Campuses is a time saving device for students and it allows students to feed on regular basis	No. of missing observations	2	100.0	-	-	-	-	-	-	-	-	2	0.4
		Students	42	17.9	84	35.7	32	13.6	62	26.4	15	6.4	235	50.8
		Service Staff	20	9.9	66	32.5	27	13.3	65	32.0	25	12.3	203	43.8
		Top Management	4	17.4	10	43.5	4	17.4	3	13.0	2	8.7	23	5.0

A cursory glance at the responses of the respondents revealed that the removal of the feeding subsidy in the Universities under research by the Federal Government in the early 80s had a negative impact on students' academic performance and behaviour as raised in item 33. This view was confirmed by the high consensus in the opinions of the three categories of respondents. To this, 195 out of 235 students, representing 83.0 percent, 165 out of 203 service staff, representing 83.2 percent and 20 out of 23 top management, representing 86.9 percent agreed with the statement. Only a few respondents had a contrary view.

The positive consensus in the opinion of respondents in item 33 was not surprising as it became evident that students, particularly those from poor economic background faced a lot of hardship sequel to the removal of feeding subsidy in the early 80s. Infact this view clearly confirmed the complaints by students that most of them could hardly afford one square meal a day, particularly, with the shift to private catering system. This established the belief that lack of good feeding could definitely impair students' academic performance and unpleasant behaviour.

On whether or not the introduction and management of private catering system could have positive or adverse effect on students' academic, moral and other behaviour, as raised in items 34, 36 and 37 the opinions of respondents showed high congruence in all the three items. Thus 200 out of 253 students, representing 85.1 percent, 162 out of 203 service staff, representing 79.8 percent and 19 out of 23 top management, representing 82.9 percent in item 34 agreed

that introduction of Private Catering system in the Universities was expensive for students, coupled with its deficiency in quality and quantity.

Item 35 sought the opinion of respondents on whether or not subsidy on students feeding was one of the causes of students' unrest in some of the Universities. Thus 116 out of 235 students, representing 49.4 percent, 98 out of 203 service staff and 9 out of 23 top management disagreed while 65 students representing 27.6 percent, 70 service staff representing, 39.5 percent and 11 top management representing 47.8 percent consented with item.

It was evident that lack of efficient management and supervision of the private catering services as raised in item 36 had chain reactions and adverse effect on students' academic performance. This had been established by the agreement in opinion of 166 out of 235 students, representing 57.2 percent and 21 out of 23 top management staff, representing 91.3 percent. Only very few and negligible percentage of the respondents showed negative view.

It could be concluded that as the private catering system was solely handled by private individuals, the University Management could not have direct control and supervision. Hence the system could be exploitative as the caterers dictated the prices of food depending on their resources and sources of procurement of food stuffs.

Item 37, which raised the issue of the Private Catering system as time saving for students. Majority of the respondents had anchored to this opinion as 126 out of 235 students, representing 57.7 percent, 86 out of 203 service staff,

representing 42.4 and 14 out of 23 top management, representing 60.9 percent reached this agreement.

Despite the cost, students found Private Catering more convenient and time saving than cooking by themselves in their rooms.

4.3.1.2 The impact of Hostel Accommodation on students' welfare in the Universities in the three geopolitical zones in the Northern part of Nigeria

This section presented the analysis of responses of the three categories of respondents obtained from items 38 to 42 on the effects of hostel accommodation on students' welfare. The five items attempted to investigate the importance, decency and general management of hostel accommodation. Item 38 attempted to enquire the state of hostel accommodation and its consequences on the academic performance and social potentialities of students in the Universities. Item 39 raised the provision of facilities while items 40 and 41 talked on the expansion of the hostel accommodation and relevant facilities for convenient pairing and sharing to students. This could avoid overcrowding which usually result in the outbreak of epidemics and other related inconveniences. Item 42 sought to establish the importance of hostel accommodation in these Universities.

The opinion of the three categories of respondents on the five items were analyzed by the use of frequencies and percentages in Table 4.3.1.2.

Table 4.3.1.2: Opinions of respondents on the impact of Hostel Accommodation on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
38.	The hostel accommodation provided to students in Nigerian Universities cannot be considered as decent and comfortable. This impinges on the academic performance and social potentialities of students	No. of missing observations	1	50.0	1	5.0	-	-	-	-	-	-	2	0.4
		Students	120	51.1	81	34.5	15	6.4	11	4.7	8	3.4	235	50.8
		Service Staff	76	37.4	91	44.8	17	8.4	10	4.9	9	4.4	203	43.8
		Top Management	13	56.5	6	26.1	3	13.0	1	4.3	-	-	23	5.0
39.	The facilities provided in the hostels are grossly inadequate to meet the needs of the over-crowded population of the students	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	162	68.9	58	24.7	10	4.3	2	0.9	3	1.3	235	50.8
		Service Staff	112	55.2	65	32.0	17	8.4	8	3.9	1	0.5	203	43.8
		Top Management	14	60.9	8	34.3	1	4.3	-	-	-	-	23	5.0
40.	There should be more efforts to expand students' residential halls as overcrowding or lack of accommodation is hazardous and vulnerable to epidemic outbreak and very devastating to students health	No. of missing observations	-	-	-	-	2	100.0	-	-	-	-	2	0.4
		Students	162	68.9	54	23.0	13	5.5	5	2.1	1	0.4	235	50.8
		Service Staff	128	63.1	50	24.6	15	7.4	3	1.5	7	3.4	203	43.8
		Top Management	12	52.2	8	34.8	1	4.3	2	8.7	-	-	23	5.0
41.	Pairing of more students in the rooms reduces accommodation problem for the students	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	35	14.9	60	25.5	27	11.5	61	26.0	52	22.1	235	50.8
		Service Staff	21	10.3	60	29.6	34	16.7	58	28.6	30	14.8	203	43.8
		Top Management	5	21.7	8	34.8	5	21.7	3	13.0	2	8.7	23	5.0
42.	Hostel accommodation rank very high and crucial to students well-being in the University. That is to say, academic activities without hostel accommodation is incomplete	No. of missing observations	-	-	2	100.0	-	-	-	-	-	-	2	0.4
		Students	129	54.9	79	33.6	19	8.1	6	2.6	2	0.9	235	50.8
		Service Staff	93	45.8	80	39.4	16	7.9	9	4.4	5	2.3	203	43.8
		Top Management	6	26.1	14	60.9	2	8.7	1	4.3	-	-	23	5.0

On whether or not the accommodation facilities provided in the Universities were decent and comfortable as to influence students' academic performance as raised in item 38, 85.6 percent of students, 82.2 percent of the service staff and 82.6 percent of top management were in concordance that the hostel accommodation provided in the universities were considered as indecent and uncomfortable and this was likely impinging on students' academic performance.

Item 39 sought the opinions of respondents on the grossly inadequate nature of the facilities provided in the hostels for the overcrowded students' population, 93.6 percent of students, 87.2 percent of service staff and 95.7 percent of top management were in complete agreement that the facilities were inadequate to meet the needs of the over-crowded population of students. This consensus in opinion confirmed the hues and cries by the stake holders that the Universities over-admitted students without considering the increase in hostel accommodation facilities.

Responses of the three categories of respondents were in harmony on the opinion raised in item 40 on the dire need and efforts to expand students' residential halls in the Universities as inadequate accommodation is hazardous and vulnerable to epidemic outbreak and devastating to the students' health. This agreement was revealed by 91.9 percent of students, 87.7 percent of service staff and 87.0 percent of top management staff. Only a negligible percent of the respondents had contrary view on the item.

It was agreed by 40.4 percent of students, 39.8 percent of service staff and 56.5 percent of top management that pairing of more students in the rooms reduced accommodation problems for students. However, 48.1 percent of students and 43.4 percent of service staff had a contrary view to this statement raised in item 41. It could be concluded that there was no amount of pairing more students in very small rooms that could reduce the accommodation problems. Infact, to students and service staff, this idea contributed to overcrowding which was bad for their health.

Item 42 sought the opinions of respondents on the fact that accommodation ranked high and crucial to students' academic performance. 208 representing 88.6 percent of students, 173 service staff representing 85.2 percent and 20 representing 87.0 percent of top management were in full agreement. Smaller number of respondents in each category were either in disagreement or undecided. The consensus in the opinions of the groups seemed to suggest that academic activities without hostel accommodation were not complete. Boarding accommodation would definitely motivate the students to perform better academically, particularly when they are well sheltered. Infact the desire for shelter is in complete agreement with Abraham Maslow's (1954) theory of five stages of basic human needs where shelter, a component of safety needs, ranks second in the hierarchy.

4.3.1.3 The impact of Guidance and Counselling

In this section the responses of the three categories of respondents obtained from items 43 to 47 were presented in Table 4.3.1.3. The five items attempted to find out the role and effect of Guidance and Counselling Unit on students' academic and moral behaviour on the campus and after graduation.

Table 4.3.1.3: Opinions of respondents on the impact of Guidance and Counselling on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
43.	The Counseling and Guidance unit in Nigerian Universities play a preventive role in anticipation of problems and forestalls difficulties that may confront the students.	No. of missing observations	-	-	1	50.0	1	50.0	-	-	-	-	2	0.4
		Students	73	31.1	108	46.0	27	11.5	16	6.8	11	4.7	235	50.8
		Service Staff	56	29.6	108	53.2	21	10.3	12	5.9	6	3.0	203	43.8
		Top Management	3	13.0	17	73.9	3	13.0	-	-	-	-	23	5.0
44.	The unit contributes in molding, disciplining and changing the lives and developing the potentials of many students positively.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	68	28.9	109	46.4	34	14.5	17	7.2	7	3.0	235	50.8
		Service Staff	48	23,6	102	50.2	38	18.7	9	4.4	6	3.0	203	43.8
		Top Management	3	13.0	18	78.3	2	8.7	-	-	-	-	23	5.0
45.	Guidance and Counseling services such as choice of educational career, career planning, career talks, co-ordination of interviews, recruitments by oil companies and various private and governmental ministries for jobs and scholarships, are some of the indicators of good welfare services provided to students.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	77	32.8	100	42.6	37	15.7	17	7.2	4	1.7	235	50.8
		Service Staff	57	28.1	102	50.2	28	13.8	11	5.4	5	2.5	203	43.8
		Top Management	5	21.7	14	60.9	3	13.0	1	4.3	-	-	23	5.0
46.	Guidance and Counseling services enable students to relate well and live happily with their roommates, colleagues and other associates on campus generally.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	89	37.9	110	46.8	22	9.4	12	5.1	2	0.9	235	50.8
		Service Staff	67	33.0	113	55.7	15	7.4	5	2.5	3	1.5	203	43.8
		Top Management	4	17.4	15	65.2	4	17.4	-	-	-	-	23	5.0
47.	The Guidance and Counseling unit does not offer enough assistance to discourage and combat some of the social vices on campuses such as cultism, robbery, examination anxiety and malpractices.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	50	21.3	89	37.9	34	14.5	41	17.4	21	8.9	235	50.8
		Service Staff	40	19.7	79	38.9	34	16.7	28	13.8	22	10.8	203	43.8
		Top Management	7	30.4	8	34.8	6	24.1	3	8.7	-	-	23	5.0

It was believed by 77.1 percent of students, 80.8 percent of service staff and 86.9 percent of top management as observed from their responses on item 43 that Guidance and Counselling Units in some Universities played both preventive and curative roles in anticipation of problems and difficulties. This opinion was not however, considered as true by very low percentage of the three categories who were either undecided or in disagreement. It was obvious that with students from different multi-cultural, racial, social and economic background the guidance counsellors have the task of orienting and sensitizing the students to develop a culture of tolerance, adaptability, understanding and love.

In the Universities under study, Guidance and Counselling Units have been contributing a lot in moulding, disciplining and changing the lives as well as developing the potentialities of many students positively, particularly students from bad family backgrounds. This view was from the responses of the majority of respondents on item 44 where 75.3 percent of students, 73.8 percent of service staff and 91.3 percent of top management consented harmoniously with the view. Only 10.2 percent, 7.4 percent of students and service staff objected to this view while 14.5 percent, 18.7 percent and 8.7 percent of students, service staff and top management respectively showed indecision.

As to whether or not counselling and guidance on educational career, career planning, career talks, coordination of interviews for scholarships by various private and State Governments were some of the indicators of good welfare services offered by the units to students as pointed by item 45. This

statement was supported by 75.4 percent of students, 78.3 percent of service staff and 82.6 percent of top management. However 20.9 percent of students, 7.9 percent of service staff and 4.3 percent of top management did not accept this view. It is obvious that many students had benefited from scholarships and had been recruited by Ministries and non Governmental Agencies for jobs. This achievement was as a result of the contributions of Guidance and Counselling particularly in coordinating interviews and sensitizing students on the matter.

It was submitted by 84.7 percent of students, 88.7 percent of service staff and 82.6 percent of top management staff that the services rendered by the Guidance and Counselling Units to students in some Universities enabled the students to relate and live happily with their room mates, colleagues and other associates. Only 6 percent of student and 4 percent of service staff disagreed with this view while 9.4 percent, 7.4 percent of service staff and 17.4 percent of top management staff were undecided with the view. The view of the majority, which showed consensus, suggested that students' behaviour changed for the better as they developed new colleagues, associates and friends different from the environments they came.

Item 47 which stated that Guidance and Counselling Units in the Universities do not offer enough assistance as to discourage social ills and vices like cultism, robbery, examination malpractice and anxiety. 59.2 percent of students, 58.6 percent of service staff and 65.2 percent of top management were in agreement while 26.3 percent, 24.5 percent of service staff and 8.7 percent of top management had contrary view. By and large this consensus in opinion

showed that the Guidance and Counselling units in the Universities had contributed a lot in combating and discouraging social ills and vices on the campuses in the Universities and even at larger societies.

4.3.1.4 The impact of Sports and Recreation on students' welfare in Universities in the three geopolitical zones in Northern part of Nigeria

This section shared the responses of the three categories of respondents by the use of the frequency table and percentages. Respondents' responses on items 48 to 53 were used to get the opinions of the respondents on the effects on sports and recreation on students' welfare as can be seen in Table 4.3.1.4.

Table 4.3.1.4: Opinions of respondents on the impact of sports and recreation on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
48.	There is the belief that the Universities in the three geopolitical zones in the Northern part of Nigeria have established and maintained a virile programme on sports and recreational activities under the supervision of full-time staff to facilitate students' welfare.	No. of missing observations	-	-	1	50.0	1	50.0	-	-	-	-	2	0.4
		Students	42	17.9	86	36.6	41	17.4	46	19.6	20	8.5	235	50.8
		Service Staff	35	17.2	101	49.8	37	18.2	26	12.8	4	2.0	203	43.8
		Top Management	6	26.1	10	43.5	2	8.7	5	21.7	-	-	23	5.0
49.	The sports and recreational facilities for students in Universities cover a wide range of activities to satisfy the diverse tasks, interests and skills of students.	No. of missing observations	-	-	1	50.0	1	50.0	-	-	-	-	2	0.4
		Students	41	17.4	107	45.5	36	15.3	37	15.7	14	6.0	235	50.8
		Service Staff	30	14.8	108	53.2	35	17.2	27	13.3	3	1.5	203	43.8
		Top Management	5	21.7	12	52.2	1	4.3	5	21.7	-	-	23	5.0
50.	Encouraging the participation of students in sports and recreation open opportunities for students to win various scholarships, bursary, fellowships, jobs etc even after graduation.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	65	27.7	108	46.0	24	10.2	33	14.0	5	2.1	235	50.8
		Service Staff	43	21.2	100	49.3	32	15.8	23	11.3	5	2.5	203	43.8
		Top Management	4	17.4	17	73.9	1	4.3	1	4.3	-	-	23	5.0
51.	Participation in games like West African Universities Games (WAUG), Federation of African Universities Sports (FAUS), universities Games Association (NUGA) etc, give them wide exposure.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	0.4	2	0.4
		Students	99	42.1	118	50.2	13	5.5	4	1.7	1	0.5	235	50.8
		Service Staff	89	43.8	96	47.3	13	6.4	4	2.0	1	-	203	43.8
		Top Management	8	34.8	14	60.9	-	-	1	4.3	-	-	23	5.0
52.	Provision of sports and recreational facilities on the campus reduces conflict and student crisis	No. of missing observations	-	-	1	50.0	1	50.0	-	-	-	-	2	0.4
		Students	65	27.7	110	46.8	26	11.1	30	12.8	4	1.7	235	50.8
		Service Staff	59	29.1	91	44.8	29	14.3	20	9.9	4	2.0	203	43.8
		Top Management	7	30.4	14	60.9	1	4.3	1	4.3	-	-	23	5.0

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
53.	Provision of adequate indoor games like chess, snookers, ludos, etc and television sets in common rooms and student centers, refresh students minds and brains as well as widening the scope of their academic pursuit.	No. of missing observations	-	-	1	50.0	-	-	1	50.0	-	-	2	0.4
		Students	85	36.2	117	49.8	20	8.5	9	3.8	4	1.7	235	50.8
		Service Staff	73	36.0	97	47.8	21	10.3	10	4.9	2	1.0-	203	43.8
		Top Management	5	21.7	14	60.9	1	4.3	3	13.0	-	-	23	5.0

Item 48 sought to confirm whether or not the universities in the three geopolitical zones in Northern part of Nigeria have established and maintained sports and recreational activities to facilitate students' welfare. 128 representing 54.6 percent of students, 136 representing 67 percent of service staff and 16 representing 69.6 percent of top management reached consensus that a virile programme on sports and recreation. However 66 representing 28.1 percent of students, 30 representing 14.8 percent of service staff and 5 representing 21.7 percent of top management had contrary opinion. Very few representing low percentage claimed indecision. By this high percentage of positive consensus of opinion, it could be concluded that Sports and Recreation were fully maintained and supervised so as to facilitate students' academic performance.

There was congruence in the opinion among the three categories of respondents that the sports and recreational facilities in the Universities can cover a wide range of activities to satisfy the diverse tasks, interests and skills of students as raised in item 49. This was confirmed by 62.9 percent of students, 68 percent of service staff and 73.9 percent of top management staff. While only 21.7 percent of students, 14.8 percent of service staff and 21.7 percent of top management staff disagreed with this opinion. Very negligible percent were undecided. It was very possible that the types of sports and recreational activities available in the universities have adequate infrastructural facilities particularly equipment like football, volleyball, hockey, track fields, balls, swimming pools etcetera. Since the universities host some national and international games it was proper that universities provided such facilities.

Item 50 believed that encouraging students to participate in sports and recreation would create opportunities for them to win various scholarships, bursary, fellowships and even easy access to job procurement. This view was strongly upheld by the consensus in the opinions of the three categories of respondents as 73.7 percent of students, 70.5 percent of service staff and 91.3 percent of top management staff were resolute. However, 16.1 percent of students, 13.8 percent of service staff and 4.3 percent of top management had contrary views while very negligible percent of respondents were undecided.

There was yet another view that students' participation in West African University Games (WAUG), Federation of African University Sports (FAUS), Nigerian Universities Games Association (NUGA) and many others provided them with wide exposure at home and abroad. It was not surprising that the majority opinion of respondents expressed concordance. Some well known individuals world over like Pele, J.J. Okocha, Andre Agassi, Tiger Woods, the William sisters, Jamba Jamba, Ronaldo and hosts of them have gained fame because of their exposure and performance in sports, games and recreation. Analyzing this 92.3 percent of students, 70.5 percent of service staff and 95.7 percent of top management were in full agreement of this view. Only a negligible percent of respondents held a contrary view.

Item 52 sought the opinions of individuals on whether or not provision of sports and recreational facilities on the university campuses reduced conflict and students' crisis in the Universities. 74.5 percent of students, 73.9 percent of service staff and 91.3 percent of top management staff were in full support. This

high consensus in their opinions seemed to suggest that students were likely to divert and burn their surplus energies on sports and recreation so that less exuberance would be left for any mischief making. Infact there would be “no idle minds for devils’ workshop”.

As for the view on the adequate provision of indoor games like chess, snookers, ludo, television sets in their common rooms and student centers, 86 percent of students, 83.8 percent of service staff and 82.6 percent of top management staff were in full support. Only very few had contrary view and very low percent were undecided. It is obvious that students should be given varieties of indoor activities especially to take care of those that could not afford to be on the field due to ill-health, deformity or excess work load. The indoor activities like viewing television, internets etcetera play a significant role in widening the scope of students’ academic awareness and pursuit.

4.3.1.5 The impact of Security and Communication services on students’ welfare

This section deals with the opinions of the three groups on the effects of security and communication services provided by the some Universities. The section covered statements from items 54 to 58 as shown in Table 4.3.1.5.

Table 4.3.1.5: Opinions of respondents on the impact of security and communication services on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
54.	The Universities have adequate and effective security personnel to assist and guide students' movement on the campus..	No. of missing observations	-	-	1	50.0	1	50.0	-	-	-	-	2	0.4
		Students	42	17.9	92	39.1	26	11.1	56	23.8	15	8.1	235	50.8
		Service Staff	35	17.2	81	39.9	18	8.9	59	29.1	10	4.9	203	43.8
		Top Management	4	17.4	11	47.8	3	13.0	4	17.4	1	4.3	23	5.0
55.	The security men are involved in active patrolling, surveillance and maintenance of law and order. They are also to receive and report important and vital information for peaceful coexistence on the campus.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	49	20.9	140	59.6	19	8.1	25	10.6	2	0.9	235	50.8
		Service Staff	61	30.0	106	52.2	18	8.9	14	6.9	4	2.0	203	43.8
		Top Management	5	21.7	13	56.5	2	8.7	3	13.0	-	-	23	5.0
56.	The security personnel are well equipped to fight crimes such as cultism, robbery etc on the campus.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	31	13.2	52	22.1	30	12.8	88	37.4	34	14.5	235	50.8
		Service Staff	14	6.9	30	14.8	23	11.3	100	49.3	36	17.7	203	43.8
		Top Management	4	17.4	6	26.1	6	26.1	6	26.1	1	4.3	23	5.0
57.	The recruitment of casual hunters is vital in augmenting the efforts of security in making the environment secure for academic activities.	No. of missing observations	-	-	1	50.0	-	-	1	50.0	-	-	2	0.4
		Students	44	18.9	84	35.7	46	19.6	38	16.2	23	9.8	235	50.8
		Service Staff	33	16.3	72	35.5	32	15.8	34	16.7	32	15.8	203	43.8
		Top Management	3	13.0	14	60.9	3	13.0	2	8.7	1	4.3	23	5.0
58.	Some Universities have dedicated, well enlightened and trained security system with improved technological gadgets.	No. of missing observations	1	50.0	-	-	-	-	1	50.0	-	-	2	0.4
		Students	38	16.2	78	33.2	76	32.3	29	12.3	14	6.0	235	50.8
		Service Staff	26	12.8	85	41.9	48	23.6	32	15.8	12	5.9	203	43.8
		Top Management	4	17.4	12	52.2	6	26.1	1	4.3	-	-	23	5.0

The importance of security and communication services as supported by the positive consensus in the opinions of the respondents did not need over emphasis. 57 percent of students, 57.1 percent of service staff and 65.2 percent of top management were in total support of the statement as contained in item 54. The university should have effective security personnel to guide students' movement on the campuses. Item 55 maintained that active patrolling, surveillance and maintenance of law and order, coordination of reports and vital information for peaceful coexistence on the campuses were major services offered by security personnel.

Item 56 which stated that the security personnel were well equipped to fight crimes such as cultism, robbery, etcetera, on the campuses was not accepted by the opinions of the majority of respondents. 122 representing 51.9 percent of the students and 136 representing 67 percent of service staff did not accept this view. 35.5 percent of students, 21.7 percent of service staff and 43.5 percent of top management agreed while only very few representing very low percent of the respondents in the three categories were undecided. This high consensus in opinion in disagreement of the view suggested that security staff were not equipped to rid the campuses of various crimes. The fact that they did not have access to guns to scare culprits away from crimes could not make them get rid of notorious and hardened student criminals.

The recruitment of hunters by some universities to augment the efforts of the security officers as raised in item 57 had very positive consensus in the opinions of the respondents. This was confirmed by 54.4 percent of students,

51.8 percent of service staff and 73.9 percent of top management staff who were in support of the statement. However, only 26 percent, 32.5 percent and 13 percent had contrary view. The percentage of the respondents that expressed indecision was very low. It could be concluded that since hunters employed by the university were permitted to carry and use locally made dane guns, they could shoot at sight to scare the intending criminals

Item 58 had the view that some universities had dedicated well-enlightened and trained security system with improved technological gadgets. 49.4 percent of students, 54.7 percent of service staff and 69.6 percent of management shared this view as opposed to the opinions of 18.3 percent of students and 21.7 percent of service staff. While 32.3 percent of students, 23.6 percent of service staff and 26.1 percent of top management were undecided.

It is possible that with the introduction of communication gadgets like walkie-talkies, handsets and even the existence of information centers in some universities the performance of security staff might be better than before.

4.3.1.6 The effects of Transportation services on students' welfare in the Universities.

On most university campuses students had to move from one axis to another particularly, when student hostels were a bit far from academic areas or the off campus students who had to get access to easy transport. Hence the researcher wanted to seek the opinions of the three groups of respondents on the state and effect of transportation system on the University campuses. To analyze the opinions of the respondents items 59 to 62 have been used as shown in Table 4.3.1.6.

Table 4.3.1.6: Opinions of respondents on the impact of transport services on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
59.	Ideal University campus should have an organized and well supervised transport facilities like express, buses, bicycles so as to facilitate students' movement from one point of lecture to another and/or from one faculty to another and vice versa.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	119	50.6	86	36.6	14	6.0	10	4.3	6	2.6	235	50.8
		Service Staff	97	47.8	77	37.9	16	7.9	9	4.4	4	2.0	203	43.8
		Top Management	10	43.5	11	47.8	1	4.3	1	4.3	-	-	23	5.0
60.	Lack of transport for departmental activities will contribute to students' missing lectures due to late coming.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	87	37.0	109	46.4	13	5.5.	19	8.1	7	3.0	235	50.8
		Service Staff	61	30.0	92	45.3	17	8.4	26	12.8	7	3.4	203	43.8
		Top Management	5	21.7	15	65.2	1	4.3	2	8.7	-	-	23	5.0
61.	The Universities do not have enough buses for students field trips, educational visits, practicals etc	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	110	46.8	91	38.7	19	8.1	10	4.3	5	2.1	235	50.8
		Service Staff	71	35.0	95	46.8	14	6.9	18	8.9	5	2.5	203	43.8
		Top Management	6	26.1	17	73.9	-	-	-	-	-	-	23	5.0
62.	Too many motorcycle businesses bring about security problems on the campus. There are problems of theft, over speeding and over crowding.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	65	27.7	92	39.1	32	13.6	40	17.0	6	2.6	235	50.8
		Service Staff	79	38.9	76	37.4	15	7.4	22	10.8	11	5.4	203	43.8
		Top Management	6	26.1	12	52.2	3	13.0	2	8.7	-	-	23	5.0

Item 59 maintained that an ideal university campus should have an organized and well-supervised transport facilities like Okada (Express), Buses and Bicycles so as to facilitate students' movements from students' halls to academic areas or from one academic area to another and vice versa. This view was agreed by 87.2 percent of students, 85.7 percent of service staff and 91.3 percent of top management staff. Only a negligible percent of respondents put together disagreed or were undecided. The availability of easy transportation would assist students to reach their destinations very easily without stress.

The posture by majority of respondents on lack of transport on campus for reaching academic areas which usually contributes to students missing lectures due to late coming confirmed that transportation on campuses was very crucial to academic performance of students. Without transport they would be missing lectures, experiments, demonstration and other vital functions. 83.4 percent of students, 75.3 percent of service staff and 86.9 percent of top management strongly shared this opinion.

The stance taken by most respondents on item 61 shows that most universities in the three geopolitical zones in the Northern parts of Nigeria did not have enough buses for students field trips, education visits, practicals, sports, excursions and journeys. This was supported by 85.5 percent of students, 81.6 percent of service staff and 100 percent of top management staff. Very negligible percent of students and service staff did not share the opinion while only few were undecided.

On whether the presence of too many motorcycles on university campuses brought about security problems as stressed by item 62, 66.8 percent of students, 76.3 percent of service staff and 78.3 of top management staff were in concord that the motorcyclists (Express or Okada) would constitute security problems as apart from overcrowding and over-speeding they contributed in increasing theft cases as they could bring dubious characters into the campuses.

4.3.1.7 The impact of Religious Services on students' welfare in the Universities in the three geopolitical zones in the Northern part of Nigeria

This section presents the responses of the three categories of respondents on items 43 to 47 as contained in table 4.3.1.7. The five items attempted to find out whether or not the religious facilities on the campuses contributed in shaping the moral and spiritual behaviours of students positively.

The data collected and analysed are presented in Table 4.3.1.7.

Table 4.3.1.7: Opinions of respondents on the impact of religious services on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
63.	The religious services provided on the campus help students tremendously in molding their moral and spiritual character.	No. of missing observations	-	-	2	100.0	-	-	-	-	-	-	2	0.4
		Students	138	58.7	80	34.0	9	3.8	7	3.0	1	0.4	235	50.8
		Service Staff	104	51.2	84	41.4	11	5.4	4	2.0	-	-	203	43.8
		Top Management	11	47.8	12	52.2	-	-	-	-	-	-	23	5.0
64.	The mosques and churches on campuses are adequate enough to serve students for observing their religious obligations.	No. of missing observations	-	-	2	100.0	-	-	-	-	-	-	2	0.4
		Students	86	36.6	103	43.8	15	6.4	25	10.6	6	2.6	235	50.8
		Service Staff	78	38.4	80	39.4	21	10.3	20	9.9	4	2.0	203	43.8
		Top Management	9	39.1	13	56.5	1	4.3	-	-	-	-	23	5.0
65.	Religious tolerance should be encouraged on the campus so as to avoid conflicts and uprisings emanating from religious beliefs.	No. of missing observations	1	58.0	-	-	-	-	1	50.0	-	-	2	0.4
		Students	139	59.1	78	33.2	16	6.8	1	0.4	1	0.4	235	50.8
		Service Staff	116	57.1	69	34.0	14	6.9	3	1.5	1	0.5	203	43.8
		Top Management	14	60.9	7	30.4	2	8.7	-	-	-	-	23	5.0
66.	Students from different faiths other than Islam and Christianity are not recognized and attended to in anyway on the campus	No. of missing observations	1	50.0	-	-	-	-	1	50.0	-	-	2	0.4
		Students	69	29.4	76	32.3	53	22.6	24	10.2	13	5.5	235	50.8
		Service Staff	50	24.6	59	29.1	44	21.7	33	16.3	17	8.4	203	43.8
		Top Management	3	13.0	11	47.8	6	26.1	3	13.0	-	-	23	5.0
67.	The proliferation of churches/denominations and sects on campus precipitates misunderstanding and security risks, thereby becoming a threat to peaceful and conducive teaching and learning environment	No. of missing observations	1	50.0	-	-	-	-	1	50.0	-	-	2	0.4
		Students	47	20.0	84	35.7	50	21.3	34	14.5	20	8.5	235	50.8
		Service Staff	34	16.7	59	29.1	46	22.7	38	18.7	26	12.8	203	43.8
		Top Management	3	13.0	15	65.2	4	17.4	1	4.3	-	-	23	5.0

On whether or not religious services provided on the campuses helped students tremendously in moulding their moral and spiritual character. 92.7 percent of students, 92.6 percent of service staff and 100 percent of top management reached a consensus that the religious services contributed a lot in moral upbringing of students on the campuses. This view was not supported by very negligible percentage of students and staff.

The contrary opinion by the respondents might have been influenced by students and service staff that were free thinkers or otherwise.

From the responses in item 64 which enquired as to whether or not churches and mosques on the campuses were adequate enough to serve students for observing their religious obligations. 80.4 percent of students, 77.8 percent of service staff and 95.6 percent of top management staff agreed with the statement. However, 13.2 percent of students, 11.9 percent of service staff did not share the view while very insignificant percentage were undecided. The high congruence in their positive opinion would suggest that religion is taken as very important in shaping the moral behaviour of students, more so when majority were from Islamic or Christian background where it is assumed that they have been used to the practice of the religious obligations.

The responses of the three groups of respondents were in support of the encouragement of religious tolerance on the campuses as to avoid conflicts and uprisings, emanating from the religious beliefs as raised in item 65. This was agreed by 92.3 percent of the students, 91.1 percent of service staff and 91.3 percent of top management. It is obvious that religious uprisings in our

universities as well as other institutions of learning, produced bitter experiences. Lives and properties were usually destroyed. For this reason it is very important that students need to develop the culture of tolerance amongst themselves and eschew religious bigotry.

From table 4.3.1.7 there seems to be concord of opinion among the respondents that students of different faiths other than Islam and Christianity do not usually receive recognition and treatment in any way as raised by item 66. 52.7 percent of students, 53.7 percent of service staff and 60.8 percent of top management staff agreed with the statement. It was evident that under the study, Islam and Christianity are the two prominent faiths in the three geopolitical zones in Northern part of Nigeria. Due to the small number of foreign students who might belong to other faiths like Hinduism, Judaism, Budism and even traditional faiths, the campuses were not sure of the type of facilities to provide for them. Few respondents had contrary opinion to this statement.

Responses of respondents on item 67, revealed that 55.7 percent of students, 51.8 percent of service staff and 78.2 percent of top management staff agreed that the proliferation of churches or denominations and sects on campuses in the Universities under study precipitated misunderstanding and serious security problems, thereby constituting threats to peaceful and conducive teaching and learning environment. It was obvious that the universities could not meet the demands of the many religious denominations and sects. Hence the misunderstandings and diversions from the religious beliefs which the University managements were likely to disapprove of.

4.3.1.8 The impact of Banking and Telecommunication services on students' welfare services in universities in three geopolical zones in Northern part of Nigeria

This section showed the analysis and presentation of responses of the three categories of respondents on items 68 to 72. The section generally aimed at finding out whether or not students required banking and telecommunication services on the university campuses. The responses in the opinions of respondents are shown in Table 4.3.1.8.

Table 4.3.1.8: Opinions of respondents on the impact of banking and telecommunication services on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
68.	Universities should have banking facilities so that students can save their money instead of keeping them in their rooms which encourages stealing amongst them.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	144	61.3	69	29.4	11	4.7	11	4.7	-	-	235	50.8
		Service Staff	128	63.3	60	29.6	13	6.4	2	1.0	-	-	203	43.8
		Top Management	13	56.5	9	39.1	1	4.3	-	-	-	-	23	5.0
69.	Adequate mail/post services are provided on or near the campus so as to enable students communicate with their parents and outside world regularly.	No. of missing observations	2	100.0	-	-	-	-	-	-	-	-	2	0.4
		Students	92	39.1	109	46.4	13	5.5	19	8.1	2	0.9	235	50.8
		Service Staff	82	40.4	102	50.2	13	6.4	6	2.0	-	-	203	43.8
		Top Management	11	47.8	12	52.2	-	-	-	-	-	-	23	5.0
70.	The introduction of the modern mobile phone technology has eased a lot of communication problems for students as they can communicate within and outside the walls of the Universities conveniently.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	154	65.5	65	27.7	11	4.7	4	1.7	1	0.4	235	50.8
		Service Staff	127	62.6	62	30.5	8	3.9	6	3.0	-	-	203	43.8
		Top Management	12	52.2	9	39.1	1	4.3	1	4.3	-	-	23	5.0
71.	The invention of mobile phones has brought with it more havoc than good as students spend most of the time meant for academic work on the phone talking.	No. of missing observations	-	-	2	100.0	-	-	-	-	-	-	2	0.4
		Students	91	38.7	99	42.1	23	9.8	17	7.2	5	2.1	235	50.8
		Service Staff	54	26.6	95	46.8	27	13.3	22	10.8	5	2.5	203	43.8
		Top Management	10	43.5	7	30.4	2	8.7	4	17.4	-	-	23	5.0
72.	The services of the banks to students are not adequate as they do not provide loan scheme to them.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	44	18.7	52	22.1	34	14.5	68	28.9	37	15.7	235	50.8
		Service Staff	24	11.8	49	24.1	33	16.3	66	32.5	31	15.3	203	43.8
		Top Management	8	34.8	5	21.7	3	13.0	7	30.4	-	-	23	5.0

As students were usually drawn from various distant areas internationally and nationally, it was assumed that they required banking facilities instead of keeping huge sums of money in their hostels which could be capable of encouraging stealing in their hostels. The banking system would allow them not only to save but also to transact activities like currency changing, money transfer etcetera. The need for banking system was expressed by the opinions of 90.7 percent of students, 92.7 percent of service staff and 95.6 percent of top management as can be seen in item 68.

However very negligible percent of respondents objected to this opinion or did not show any decision.

Item 69 was particular about the provision of mail or Post Office services on the University campuses so that students could communicate with their parents and friends easily. 85 percent of students, 90.6 percent of service staff and 100 percent reach positive consensus. This high consensus in agreement proved that since students had to communicate with the outside world the provision of post or mail office was paramount.

The invention and use of modern technological communication systems like mobile phones, speed posts, internet etcetera had tremendously eased students' communication problems. With these systems they could communicate easily and regularly with the outside world as raised in item 70. 93.2 percent of students, 93.1 percent of service staff and 91.3 percent of top management staff were in support of the statements. The various mode of communication used

would enhance students' academic orientation and widen their scope of general knowledge.

Respondents on item 71 were of the view that the invention of mobile phones had brought with it more havoc than good as students spent most of their time talking on phones rather than their academic work, which might likely lead to poor academic performance. This was supported by 80.8 percent of students, 73.4 percent of service staff and 73.9 percent of top management. The statement was however not agreed by 9.3 percent of students and 17.4 percent of service staff. While 9.8 percent of students, 13.3 percent of service staff and 8.7 percent of top management were undecided. With this high consensus in agreement, it could be concluded that students were married to their handsets more than their books. Even in toilets, bathroom, lecture halls, beds at dining tables the tendency could be higher to phone, receive phone calls, text or even fiddle with them.

40.8 percent of students, 35.9 percent of service staff and a majority opinion of top management representing 56.5 percent were in support of the statement raised in item 72 on the inadequate services of the banks, particularly when they were not able to provide bank loan scheme to students, the majority opinion of the students with 44.6 percent and service staff representing 47.8 percent did not share the view. They felt that the services were adequate. The view of this group seemed to suggest that students did not require bank loans which could never be free. The scholarships from Federal, State oil companies might be a better option.

4.3.2 Impact of Academic services on students' welfare services in the Universities in the three geopolitical zones in the Northern part of Nigeria

This section analysed the opinions of the three categories of respondents on the impact of the provision and management of all aspects and types of programmes that make academic services to enhance students' welfare in the Universities in the three geopolitical zones in Northern part of Nigeria. This was carried out by the use of frequency tables and simple percentages as presented in Tables 4.3.2.1 to 4.3.2.3 The Tables dealt with the responses of respondents from item 73 to 82. The academic services were classified into library services, classroom, laboratories, field trips, workshops and Information Technology. It should be noted that the academic services were very crucial to students' welfare since the primary reason of their being on campuses was for the pursuit of academic activities.

4.3.2.1 The impact of Library services on students' welfare

In this section the responses of the three categories of respondents obtained from items 73 to 76 are presented in Table 4.3.2.1 using frequencies and simple percentages.

Table 4.3.2.1: Opinions of respondents on the impact of Library services on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
73.	It is believed that provision of adequate libraries which are 'store houses of knowledge', is vital in any University so that students can tap enough knowledge for their studies.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	171	72.8	50	21.3	13	5.5	-	-	1	0.4	235	50.8
		Service Staff	145	71.4	49	24.1	5	2.5	3	1.5	1	0.5	203	43.8
		Top Management	13	56.5	9	39.1	1	4.3	-	-	-	-	23	5.0
74.	Relevant books are not adequately available for the ever growing population of students in the Universities in the three geopolitical zones in the Northern part of Nigeria.	No. of missing observations	-	-	-	-	1	50.0	1	50.0	-	-	2	0.4
		Students	106	45.1	102	43.4	18	7.7	5	2.1	4	1.7	235	50.8
		Service Staff	65	32.0	96	47.3	14	6.9	23	11.3	5	2.5	203	43.8
		Top Management	9	39.1	9	39.1	3	13.0	2	8.7	-	-	23	5.0
75.	Students get discouraged going to libraries because they are not assisted by staff to locate relevant materials which can help them carryout their assignments.	No. of missing observations	1	50.0	-	-	-	-	1	50.0	-	-	2	0.4
		Students	59	25.1	77	32.8	36	15.3	52	22.1	11	4.7	235	50.8
		Service Staff	24	11.8	39	19.2	38	18.7	66	32.5	36	17.7	203	43.8
		Top Management	5	21.7	7	30.4	4	17.4	6	26.1	1	4.3	23	5.0
76.	Students always get enough orientation on how to use the libraries.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	30	12.8	65	27.7	42	17.9	81	34.5	17	7.2	235	50.8
		Service Staff	30	14.8	98	48.3	23	11.3	44	21.7	8	3.9	203	43.8
		Top Management	4	17.4	10	43.5	3	13.0	4	17.4	2	8.7	23	5.0

Item 73 sought the opinion of respondents on the importance of the provision of library facilities relevant to curriculum of the universities in the three geopolitical zones in Northern part of Nigeria. Adequate provision of library facilities would allow students to tap enough knowledge for their studies. It was strongly agreed by 94.1 percent of students, 95.5 percent of service staff and 95.6 percent of top management staff that universities should provide libraries with adequate modern technological books and equipment to cater for the growing population of students on the campuses. Very few and negligible percent of respondents disagreed or were undecided on this view.

It was supported by 88.5 percent of students, 79.3 percent of service staff and 78.2 percent of top management that relevant books were not adequately available for the increasing population of students in the Universities as raised in item 74. This suggested that that as the books were not adequately stocked in the libraries, sharing slowed down students' learning process. Most students might not afford to buy personal copies as books, particularly books on science subjects are difficult to get and if they were available they were very expensive in the market.

The divergent opinions in item 75 seemed to suggest that the service staff would naturally defend themselves against the idea that they did assist students to locate materials in the library. This was evident in the responses of service staff with only 31 percent in agreement. While 57.9 percent of students agree and 52.1 top management staff were in support. 50.2 percent of service staff did not share the opinion as correct.

Item 76 sought to find out whether students could get enough orientation on the use of libraries. 41.7 percent of students did not share the view while 40.5 percent of them, 63.5 percent of service staff and 60.9 percent of top management were in congruence. Conclusion could be drawn that students needed more orientation on the use of libraries in these Universities.

4.3.2.2 Impact of classrooms, laboratories, field trips and workshops on students' welfare

This section presented the responses of the three groups of respondents as contained in items 77 to 80. The items wanted to find out the provision and importance of teaching and learning facilities in the university set up in these Universities. The items were analysed by the use of frequencies and simple percentages as in Table 4.3.2.2.

4.3.2.2: Opinions of respondents on the impact of classrooms, laboratories, field trips, workshops services on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
77.	Classroom and lecture halls are not enough to accommodate students during the lecture sessions.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	124	52.8	81	34.5	12	5.1	16	6.8	2	0.9	235	50.8
		Service Staff	83	40.9	86	42.4	15	7.4	14	6.9	5	2.5	203	43.8
		Top Management	9	39.1	13	56.5	1	4.3	-	-	-	-	23	5.0
78.	Teaching and learning facilities like laboratory equipments, workshop tools and even seating arrangements are inadequate to facilitate convenient learning environment for students.	No. of missing observations	2	100.0	-	-	-	-	-	-	-	-	2	0.4
		Students	103	43.8	93	39.6	29	12.3	7	3.0	3	1.3	235	50.8
		Service Staff	72	35.5	95	46.8	20	9.9	13	6.4	3	1.5	203	43.8
		Top Management	11	47.8	12	52.2	-	-	-	-	-	-	23	5.0
79.	Inmost cases students either shift or share the equipment in an overcrowded manner which leads to producing half-baked technologists and scientists.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	108	46.0	91	38.7	29	12.3	6	2.6	1	0.4	235	50.8
		Service Staff	75	36.9	88	43.3	27	13.3	10	4.9	3	1.5	203	43.8
		Top Management	12	52.2	10	43.5	1	4.3	-	-	-	-	23	5.0
80.	Learning can be adventurous for students with lots of well organized field trips/works and practicals.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	126	53.6	78	33.2	21	8.9	8	3.4	2	0.9	235	50.8
		Service Staff	90	44.3	87	42.9	18	8.9	5	2.5	3	1.5	203	43.8
		Top Management	11	47.8	9	39.1	3	13.0	-	-	-	-	23	5.0

Item 77 wanted to find out on whether or not classrooms and lecture halls were adequate to accommodate students at lecture hours. 87.3 percent of students, 83.3 percent of service staff and 95.6 percent of top management shared the same opinion that the classroom, laboratory, workshop and field trip facilities were inadequate in the universities. While some faculties had few lecture theatres to share, others had smaller classroom, which could not accommodate all the students with larger population particularly in general courses.

Looking at the responses of the respondents in item 78 there was a strong belief that teaching and learning facilities, equipment, tools and even seating arrangements were not adequate to facilitate better learning environment for students. Students were usually seen standing, squatting and even peeping through the windows particularly, during larger lectures. Such posture could not allow them to get full concentration. This view was seen in the opinions of 83.4 percent of students, 82.3 percent of service staff and 100 percent of top management. With this high consensus in positive agreement, there is the need for universities to provide more of these facilities.

Due to sharing of the limited learning, teaching and laboratory facilities in the overcrowded manner, some universities were said to be producing half-baked technologist and scientists. This opinion was shared by 84.7 percent, of students, 80.2 percent of service staff and 95.7 percent of top management as expressed by item 79.

The view of respondents on item 80 that learning could be as exciting as adventurous for students when relevant field trips, practical visits, tours and

excursions are well organized. This was supported by 86.8 percent of students, 87.2 percent of service staff and 86.9 percent of top management staff. Only a negligible percent could not share this opinion. It could be concluded that with well organized field practical work, students would get exposed face to face with realities and their level and scope of awareness could become widened.

4.3.2.3 The impact and influence of information Technology services on students' welfare

This section dealt with the provision of modern information technological devices such as computers, internet cafes, fax and publication equipment. These devices were seen as aids to faster and effective learning. Today, apart from computerization, networking and digitalization of sections in the university have been introduced so as to replace manual works and tap world events easily. Students could conveniently, get their assignments, projects, thesis processed without stress. Thus, items 81 to 84 present the opinions of respondents on this impact in frequencies and simple percentages as shown in Table 4.4.3.

Table 4.3.2.3: Opinions of respondents on the impact and influence of Information Technology service on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
81.	Students are supposed to get easy access to computers and Internet Cafes in order to get informed about world events.	No. of missing observations	-	-	1	50.0	1	50.0	-	-	-	-	2	0.4
		Students	170	72.3	57	24.3	7	3.0	1	0.4	-	-	235	50.8
		Service Staff	123	60.6	64	31.5	12	5.9	3	1.5	1	0.5	203	43.8
		Top Management	10	43.5	13	56.5	-	-	-	-	-	-	23	5.0
82.	Learning and teaching are made faster through the use of information technology devices.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	144	61.3	79	33.6	10	4.3	1	0.4	1	0.4	235	50.8
		Service Staff	102	50.2	80	39.4	15	7.4	6	3.0	-	-	203	43.8
		Top Management	12	52.2	11	47.8	-	-	-	-	-	-	23	5.0
83.	Most of the information technology services are provided by private individuals whose charges are very expensive and exploitative because they rent the accommodation spaces	No. of missing observations	1	50.0	-	-	-	-	-	-	1	50.0	2	0.4
		Students	99	42.1	104	44.3	16	6.8	12	5.1	4	1.7	235	50.8
		Service Staff	73	36.0	94	46.3	15	7.4	20	9.9	1	0.5	203	43.8
		Top Management	5	21.7	16	69.6	-	-	2	8.7	-	-	23	5.0
84.	Bookshops and publication services are adequately provided for students so that they can buy prescribed books and also their master piece published or printed without going outside the campus.	No. of missing observations	-	-	1	50.0	-	-	-	-	1	50.0	2	0.4
		Students	46	19.6	57	24.3	32	13.6	72	30.6	28	11.9	235	50.8
		Service Staff	25	12.3	64	31.5	18	8.9	74	36.5	22	10.8	203	43.8
		Top Management	2	8.7	11	47.8	2	8.7	8	34.8	-	-	23	5.0

It was with this view that item 81 expressed the need for universities to provide access for students to computers and internet cafes in order to get informed about world events. 96.6 percent of students, 92.1 percent of service staff and 100 percent of top management were strongly in support of the statement. Only very negligible percent were either undecided or in disagreement.

94.9 percent of students, 89.6 percent of service staff and 100 percent of top management staff reached a consensus that learning and teaching are made faster in the university system through the use of information technology devices as viewed by item 82. Information could be easily tapped and stored in computers particularly with the use of Laptop device, which were very handy and mobile. One could get access to information in one's bedroom or office without going far.

Though the universities could not provide all the devices, some services were usually provided by private business individuals at very expensive and exploitative charges. Hence poor students could not get the best service because of the expenses. This view was expressed by item 83 is supported by 86.4 percent of students, 82.3 percent of service staff and 91.3 percent of top management staff. This called for the universities to improve their services to students in this aspect.

Item 84 was of the view that bookshops and publication services were adequately provided for students so that they could buy prescribed modern books and their masterpiece could be published or printed without going outside university campuses. 43.9 percent of students, 43.8 percent of service staff and

56.5 percent of top management shared this view. 42.5 percent of students, 47.3 percent of service staff and 34.8 percent disagreed with the statement, while only few respondents in the three groups stood undecided. Students who were the users of this facility disagreed more in their opinions with the statement. It implied that students had to go out as they could not depend on the scarce facility provided within the campus.

4.3.3 The impact and influence of Medical or Health services on students' welfare in the Universities under study

This section presented the analysis of responses of the three categories of respondents obtained from item 85 to 88 on the positive or negative influence of the Medical or Health services on welfare of students. The four items attempted to investigate how medical facilities were managed and disbursed/administered to students so that they would be medically fit and well to perform better academically. The analysis of respondents were presented in frequencies and percentages as contained in Table 4.3.3.

Table 4.3.3: Opinions of respondents on the impact of Medical or Health services on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
85.	Adequate and free medical care in form of medical examination, ante-natal clinics, family planning services, first aid and other medical aids with broad based services exist in the University campuses.	No. of missing observations	2	100.0	-	-	-	-	-	-	-	-	2	0.4
		Students	25	10.6	50	21.3	39	16.6	65	27.7	56	23.8	235	50.8
		Service Staff	26	12.8	58	28.6	31	15.3	69	34.0	19	9.4	203	43.8
		Top Management	3	13.0	8	34.8	5	21.7	4	17.4	3	13.0	23	5.0
86.	The medical centers in the Universities are faced with enormous problems of coping with numerous patients which usually lead to lack of prompt medical attention and provision of adequate drug and manpower.	No. of missing observations	1	50.0	-	-	-	-	-	-	1	50.0	2	0.4
		Students	67	28.5	112	47.7	28	11.9	19	8.1	9	3.8	235	50.8
		Service Staff	57	28.1	102	50.2	23	11.3	17	8.4	4	2.0	203	43.8
		Top Management	7	30.4	10	43.5	2	8.7	4	17.4	-	-	23	5.0
87.	There is no need to upgrade and expand the medical facilities and manpower in the medical centers on campus for treatment of all forms of infirmity as arrangement are made to refer some cases to General, Specialist and Teaching hospitals for better treatment.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	33	14.0	49	20.9	28	11.9	74	31.5	51	21.7	235	50.8
		Service Staff	23	11.3	40	19.7	22	10.8	72	35.5	46	22.7	203	43.8
		Top Management	4	17.4	6	26.1	2	8.7	7	30.4	4	17.4	23	5.0
88.	The medical services given to students by medical centers on University campuses can be best described as inadequate and poor.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	75	31.9	110	46.8	26	11.1	19	8.1	5	2.1	235	50.8
		Service Staff	45	22.2	89	43.8	21	10.3	33	16.3	15	7.4	203	43.8
		Top Management	6	26.1	10	43.5	3	13.0	4	17.4	-	-	23	5.0

As can be seen in the analysis of item 85, 51.5 percent of students, 43.4 percent of service staff disagreed with the view that adequate and free medical care in form of antenatal clinics, medical examination, family planning services, first aid, other aids with broad based services existed in all universities in the three geopolitical zones in Northern part of Nigeria. Students felt that there was no free medical services in the universities, as apart from payment of medical fees by every student during registration, they paid for drugs and medication at hospitals and even bought drugs in private hospitals. However 31.9 percent of students, 41.4 percent of service staff and 47.8 percent of top management subscribed to the view while a negligible percent stood undecided. Item 86 stated that the medical centers in the Universities under study were said to be facing enormous problems of coping with numerous patients which usually led to lack of prompt medical attention and adequate drugs and manpower. As a result of this, students usually patronized private clinics and chemist stores outside the university where they could get prompt attention despite the charges and risk of fake drugs and unhygienic state of the clinics. This statement seemed to be supported by 76.2 percent students, 78. 3 percent of service staff and 73.9 percent of top management staff. However, the opinion had not been shared by 11.9 percent of students, 10.4 percent of service staff and 17.4 percent of top management staff, while 11.9 percent of students, 11.3 percent of service staff and 8.7 percent of top management staff were undecided.

The opinions of the three groups of respondents on item 87 which stated that there was no need to upgrade and expand the medical facilities and

manpower in University Medical centers since arrangements were usually made to refer sick students to General, Specialist and Teaching hospitals for better treatment were not in agreement. This was shown by the opinion of 53.2 percent of students and 58 percent of service staff. The opinions of top management however was 43.5 percent in agreement with the statement. The high percent of respondents who disagreed with the view could be based on the fact that some universities are naturally very far away from the Hospitals. The charges were also exorbitant. Even if there were financial arrangements the university might not settle all the bills. The patients paid three quarters or half. It could be a better option to upgrade and expand the medical facilities and manpower in the university medical centers on campuses for treatment of all forms of infirmity.

Item 88 was of the view that the medical services provided to students by medical centers, on university campuses could be described as inadequate and poor. 78.7 percent of students, 66 percent of service staff and 69.6 percent of top management staff supported this view, while only 10.2 percent of students, 23.7 percent of service staff and 17.4 percent of top management did not share the view. A negligible percent of the groups were undecided in their opinions. Due to ever growing population of students and staff of the universities, coupled with the problem of under-funding which made it difficult to procure enough drugs for the medical centers the performance of the medical centers could undoubtedly be inadequate as the opinions of respondents seemed to imply.

4.3.4 The impact and influence of Environmental services on students' welfare in Universities in three geopolitical zones in Northern part of Nigeria

This section presented the responses of respondents on 89 to 92 of the questionnaire. The items attempted to establish whether or not environmental factors provided in the universities under study influenced students' welfare for improved academic performance. The environmental welfare specifically talked on the conducive 'tone' of the universities emanating from relationships between students and staff, physical appearance and the tranquility of the universities. This finding is achieved by analysis in frequency table and simple percentages as seen in Table 4.3.4.

Table 4.3.4: Opinions of respondents on the impact of environmental services on students' welfare

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
89.	Good and neat environment, with adequate sanitation, street lights, parks, gardens, paths, walkways and flower sheds combine to stimulate students' standard of living, confidence and promotion of academic performance.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	135	57.4	87	37.0	12	5.1	-	-	1	0.4	235	50.8
		Service Staff	97	47.8	90	44.3	8	3.9	6	3.0	2	1.0	203	43.8
		Top Management	14	60.9	7	30.4	1	4.3	-	-	1	4.3	23	5.0
90.	Mutual understanding relationship between adviser-advisee, instill confidence in students for better academic performance.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	111	47.2	104	44.3	20	8.5	-	-	-	-	235	50.8
		Service Staff	77	37.9	110	54.2	13	6.4	3	1.5	-	-	203	43.8
		Top Management	11	47.8	10	43.5	1	4.3	1	4.3	-	-	23	5.0
91.	Conflicts, strikes and crisis-prone campus kill staff and students morale, resulting into unfriendly atmosphere for teaching and learning.	No. of missing observations	1	50.0	-	-	-	-	1	50.0	-	-	2	0.4
		Students	124	52.8	84	35.7	22	9.4	2	0.9	3	1.3	235	50.8
		Service Staff	101	49.8	82	40.4	8	3.9	9	4.4	3	1.5	203	43.8
		Top Management	7	30.4	15	65.2	-	-	1	4.3	-	-	23	5.0
92.	Effective teaching and learning are achieved in a noise-free, crime-free, spacious, well organized and beautiful environment.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	144	61.3	56	23.8	21	8.9	8	3.4	6	2.6	235	50.8
		Service Staff	131	64.5	53	26.1	11	5.4	5	2.5	3	1.5	203	43.8
		Top Management	12	52.2	9	39.1	1	4.3	1	4.3	-	-	23	5.0

As to whether or not good and neat environment with adequate sanitation, street lights, parks, gardens, paths, walkways and flower beds combined to stimulate students standard of living, confidence and academic performance raised in item 89. 94.4 percent of students, 92.1 percent of service staff and 91.3 percent of top management staff strongly agreed to the statement. Very negligible percentage of respondents did not share the opinion. It was very obvious that any clean and conducive environment could stimulate mental work. Overcrowded and filthy environment could not be synonymous with academic work. Item 90 sought to find out as to whether or not mutual understanding relationship between adviser-advisee instilled confidence in students for better academic performance in the University system. Based on simple psychology, learning is never achieved in a harsh, rigid and tense atmosphere. Renown psychologist like Skinner (1959), Pavlov (1929) etc had to establish good relationship between their rats and dogs to get good result in their experiments. This view seemed to be expressed by 91.5 percent of students, 92.1 percent of service staff and 91.3 percent of top management staff. The number and percentage of respondents who disagreed or stood undecided were very negligible.

In response to the statement that conflicts, strikes and crisis-prone campus kill staff's and students' morale, resulting into unfriendly atmosphere for teaching and learning raised by item 91, 88.5 percent of students, 90.2 percent of service staff and 95.2 percent of top management staff were in complete agreement. Based on nasty experiences many universities under study had at

one time or another been closed down indefinitely because of crisis, strikes and conflicts. Such closures had disrupted academic calendars and generated permanent psychological fear in students' minds.

It was supported by 85.1 percent of students, 90.6 percent of service staff and 91.3 percent of top management staff that effective teaching and learning could better be achieved in a noise-free, crime free, spacious, well-organized and beautiful environment as raised in item 92. This high consensus seemed to support the idea of building learning institutions very far from railway stations, market places, hotels, airports, industries and any other noisy place. Similarly, an institution should be spacious so as to accommodate all infrastructures and enough room for future expansion. A lot of academic achievement could usually be made in a well organized, beautiful and crime free academic environment.

4.4 Strategies for effective Management of students' welfare in Universities in three geopolitical zones in Northern part of Nigeria

This section presented the analysis of the opinions of respondents on some strategies generally identified for effective management of students' welfare services in Universities system. Seven item statements from 93 to 99 had been used for the section by the use of frequency and simple percentages. The analysis of opinions of respondents is presented in Table 4.4.1.

Table 4.4.1: Opinions of respondents on strategies for effective management of students' welfare in Universities in the three geopolitical zones in Northern part of Nigeria

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
93.	It is believed that shortage of funds is instrumental to the inability of the universities to manage and meet all the welfare needs of the teeming population of students.	No. of missing observations	1	50.0	-	-	1	50.0	-	-	-	-	2	0.4
		Students	106	45.1	94	40.0	23	9.8	7	3.0	5	2.1	235	50.8
		Service Staff	108	53.2	72	35.5	11	5.4	11	5.4	1	0.5	203	43.8
		Top Management	14	60.9	8	34.8	1	4.3	-	-	-	-	23	5.0
94.	The role of Students Affairs Division Accommodation Allocation Committee, Committee system, students welfare service-management board, sports committee are some strategies adopted by the University management that can help immensely in yielding results in students' welfare.	No. of missing observations	-	-	1	50.0	1	50.0	-	-	-	-	2	0.4
		Students	66	28.1	128	54.5	29	12.3	10	4.3	2	0.9	235	50.8
		Service Staff	58	28.6	122	60.1	18	8.9	4	2.0	1	0.5	203	43.8
		Top Management	11	47.8	10	43.5	1	4.3	1	4.3	-	-	23	5.0
95.	Good policies, laws and statutes, rules and regulation to facilitate effective and efficient management of students' welfare has been put in place by the University authorities.	No. of missing observations	-	-	1	50.0	-	-	1	50.0	-	-	2	0.4
		Students	32	13.6	83	35.3	52	22.1	60	25.5	8	3.4	235	50.8
		Service Staff	31	15.3	100	49.3	39	19.2	32	15.8	1	0.5	203	43.8
		Top Management	4	17.4	10	43.5	5	21.7	4	17.0	-	-	23	5.0
96.	Central accommodation allocation committee in the universities has eased the problem of bedspace allocation to students in all hostels.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	19	8.1	59	25.1	46	19.6	78	33.2	33	14.0	235	50.8
		Service Staff	15	7.4	69	34.0	42	20.7	60	29.6	17	8.4	203	43.8
		Top Management	5	17.4	7	30.4	6	26.1	5	21.7	1	4.3	23	5.0
97.	Security network and communication including market management committee are among mechanisms deviced to enhance students' welfare management.	No. of missing observations	1	50.0	1	50.0	-	-	-	-	-	-	2	0.4
		Students	32	13.6	128	54.5	58	24.7	15	6.4	2	0.9	235	50.8
		Service Staff	28	13.8	127	62.6	28	13.8	18	8.9	2	1.0	203	43.8
		Top Management	4	17.4	15	65.2	3	13.0	1	4.3	-	-	23	5.0

S/No	Item Statements	Category of Respondents	Responses											
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
98.	Efficient provision and supervision of social services including student union matters, religion and other sensitive issues that affect students' welfare are evidence of university administrations' commitment to students' welfare.	No. of missing observations	2	100.0	-	-	-	-	-	-	-	-	2	0.4
		Students	44	18.7	132	56.2	35	14.9	22	9.4	2	0.9	235	50.8
		Service Staff	45	22.2	121	59.6	23	11.3	11	5.4	3	1.5	203	43.8
		Top Management	6	26.1	10	43.5	6	26.1	1	4.3	-	-	23	5.0
99.	The use of casual labourers to clean the surroundings, public toilets, and maintenance of flowers, landscaping will enhance conducive environment for learning and research.	No. of missing observations	-	-	-	-	-	-	-	-	-	-	-	-
		Students	85	36.3	105	44.9	30	12.8	11	4.7	3	1.3	234	51.1
		Service Staff	81	40.1	91	45.0	17	8.4	8	4.0	5	2.5	202	44.1
		Top Management	10	45.5	8	36.4	4	18.2	-	-	-	-	22	4.8

There seemed to be a general consensus of opinion among the three categories of respondents in the belief that shortage of funds is instrumental to the inability of the universities to manage and meet the welfare needs of the teeming population of students. This view was expressed by the opinions of 85.1 percent of students, 88.5 percent of service staff and 95.7 percent of top management staff. This high consensus might be influenced by the constant hues and cries by campus unions, stake holders, parents and even individuals that universities have over the years been starved of funds, which made it difficult for the universities to carryout their mandate of teaching, learning and research. This complaint had been of serious concern, particularly to stake holders, as no achievement can be made without funds.

It was agreed by 82.6 percent of students, 88.7 percent of service staff and 91.3 percent of top management that the role of Students' Affairs Division, Accommodation Allocation Committee, University Committee system, Student Welfare Service Management Board, Sports Committee were seen as some of the useful strategies adopted by University Management under study to assist immensely in yielding positive results in students' welfare. Very negligible percentage of respondents however disagreed in their opinion with this view. The high percent in congruence seemed to uphold that multiple methodologies of managing a problem assisted tremendously. In the university system the use of committee system could give room for flexible exchange of ideas, democratic device for faster problem solving techniques.

Item 95 talked about application of good policies, laws, statutes, rules and regulations for facilitation of effective and efficient management of students' welfare by the university management. This opinion was submitted by 48.9 percent of students, 64.6 percent of service staff and 60.9 percent of top management staff. The importance of application and strict adherence to rule of laws, rules and regulation could contribute in no small measure to peaceful coexistence of inhabitants, particularly large groups like institutions and organizations. No society did exist without norms, values and standards which are tools for control and peace. According to 47.2 percent of students the Accommodation Allocation Committee had not eased any problem of bedspace allocation to students in all hostels as raised by item 96. However 41.4 percent of service staff and 47.8 percent of top management had a contrary opinion while 19.7 percent of students, 20.7 percent of service staff and 26.1 percent of top management stood undecided. The divergence in opinion could be contributed to the fact that a number of universities delegated the responsibility of allocating bedspaces to the hall administrators rather than through the Committee system. And where hostels were rented from third party by the university, such allocation of bedspaces might not require a committee.

There seemed to be a consensus of opinions among the three groups of respondents that security and communication network and other committees like Market Management Committee, Student Union Committees, Hall Management Committee etcetera are among the mechanisms devised to enhance students' welfare management in the Universities under study. This view raised in item 97

was submitted by 68.1 percent of students, 76.4 percent of service staff and 82.6 percent of top management. Generally their opinion suggested that the management of any affairs by application of as many relevant committees as could be found could give the best management result.

Efficient provision and supervision of social services including student union matters, religious and other sensitive issues that could affect students' welfare were evidence of university administrators' commitment to students' welfare in the university system. This was the popular view of 74.9 percent of students, 81.8 percent of service staff and 69.6 percent of top management as can be observed in items 98. Only very few respondents did not share the opinion and very negligible percent chose to be undecided. This consensus might be influenced by the fact that any activity that is well supervised normally produces better results and returns.

According to 81.2 percent of students, 85.1 percent of service staff and 81.9 percent of top management staff, the use of casual labourers to clean the surroundings, public toilets and maintenance of flowers and landscaping usually enhanced conducive environment for teaching, learning and research as identified by item 99.

It is evident that ever since the decision by some University Management in these universities under study to employ casual labourers to clean the university environment many university compounds have been sanitized. The opinions of the respondents seemed to conclude that casual workers perform better jobs than the permanent cleaners despite the meager wages earned by

the former. This seemed to suggest that universities could depend better on services of hired parties and casual labourers for cleaning their environments and even for improved security system.

4.5 Hypotheses Testing

Twenty hypotheses were formulated and tested for this study. The hypotheses were based on data collected on the items related to provision and management of students' welfare services in the universities under study. The testing was on all items or variables related to types and availability of students' services in terms of social, academic, medical or health and environmental services. Also the testing of hypotheses focused specifically on the impact of all the services; feeding, Hostel accommodation, Guidance and counselling, sports and recreation, security and communication, Transport Services, Religious services, Banking and Telecommunications, library services, classroom, laboratories and field trips. It also focused on Information Technologies, Health and Medical, Environmental, and strategies for effective management.

Analysis of variance and scheffe's test were used in testing the hypotheses. The level of significance set for the study is 0.05. By this, when the probability value is lower than the level of significance set for the study the hypotheses is rejected. And when the probability value was higher than the level of significance the hypothesis was retained.

Where the hypothesis was rejected, scheffe's test was used to determine the differences in respondents' opinions.

4.5.1 **Null Hypothesis 1**

There is no significant difference in the opinions of students, service staff and top management staff with respect to the types and availability of students' welfare services in universities in the three geopolitical zones in Northern part of Nigeria.

The data collected in respect of items 1 to 32 on all the four types of services classified into social, academic, medical and Environmental services in the questionnaire, were put together to analyse the opinions pertaining to the perceived types and the degree of availability of the services in the universities. The ANOVA statistical procedure was used to record the differences in respondents' opinions. The results of the test are presented in Table 4.5.1.

Table 4.5.1: One way analysis of variance (ANOVA) on the type and adequacy of students' welfare services in the universities

Source of variation	DF	Sum of squares	Mean squares	F. Ratio	Probability
Between groups	2	2.6996	1.3498	4.9446	0.0075
Within groups	458	125.0272	0.2730		
Total	460	127.7268			

F. Probability value < 0.05 => HO Rjd

As can be seen from Table 4.5.1 above the computed probability is 0.0075 and this is lower than the accepted P-value of 0.05 set for the study. Therefore, the HO was rejected. It can be concluded that there were significant differences in the opinions of the categories of respondents regarding the types and degree of availability of the students' services in the universities. To ascertain the extent

of the relationship in the opinions of the three categories of respondents, Scheffe's Test was carried out as presented in Table 4.5.2.

Table 4.5.2: Scheffe's Multiple Comparison Test on the opinions of students, service staff and top management on the types and adequacy of students' welfare services in the universities

Dependent Variable	(I) Status	(J) Status	Mean Difference (I – J)	Standard Error	Significance
Services	Student	Staff	.14524(*)	.04917	.013
		Managmet	.11313	.11195	.600
	Staff	Student	-.14524(*)	.04917	.013
		Managmet	-.03211	.11277	.960
	Managmet	Student	-.11313	.11195	.600
		Staff	.03211	.11277	.960

* Mean difference is significant at the .05 level

From the Scheffe's Multiple Comparison Test, it is clear that differences existed in the opinions of the respondents on the types and degree of availability of students' welfare services in the universities under study. The mean difference of service staff and student seemed to be more in agreement. However, there seemed to be significant difference of opinions of students compared with that of service staff and top management. Opinions of students as the consumers of the services disagreed with the top management who as managers claimed that the types of services were adequately provided by the universities. The students expected the management to facilitate the provision of more types of students' welfare service than what is obtained in the universities

The opinion of students desired prompt and critical examination as they saw directly with the realities on the ground being central to all types of the

services available. For their academic performance to be enhanced, all types of relevant services should avail in the university system.

4.5.2 Null Hypothesis 2

There is no significant difference in the opinions of students, service staff and top management staff in respect of the availability and adequacy of social services in universities in the three geopolitical zones in Northern Part of Nigeria.

To test this hypothesis, items 1 to 12 in the questionnaire were used to find out differences of respondents' opinions on the availability and adequacy of social services in the universities. Therefore to test the Null hypothesis, one way analysis of variance was used and the results are presented in Table 4.5.3 below.

Table 4.5.3: One way analysis of variance (ANOVA) on the availability and adequacy of social welfare services in universities under study

Source of variation	DF	Sum of squares	Mean squares	F. Ratio	F. Probability
Between groups	2	.7173	.3586	1.2565	0.2856
Within groups	458	130.7259	.2854		
Total	460	131.4432			

F/Probability value > 0.05 => HO Rtd.

It was evident from this table that F. probability which is 0.2856 is higher than the accepted P-value of 0.05 set for the study the HO was therefore retained. This implied that there were no significant differences in the opinions of students, service staff and top management staff in respect of the social service like feeding, hostel accommodation, guidance and counseling sports and

recreation, security matters, transportation services, Banking Religious services, clubs, societies, associations, shopping and marketing facilities student centers, electricity and water supplies. Most of these facilities and services were concluded to be adequately available. This consensus in opinions by the respondents could be attributed to the fact that at the time this study was conceived (1999) to the time respondents filled the questionnaire (2006) the universities might have likely improved or introduced some social welfare facilities on growing population and millennium demand. It is pertinent to emphasize that universities in these zones should face-lift and maintain the provision of social services to keep students abreast with world challenges, particularly sports, games communication and information technology services.

4.5.3 **Null Hypothesis 3**

There is no significant difference in the opinions of students, service staff and top management staff in respect of the availability and adequacy of academic services in the universities under study. The responses of respondents on items 13 to 20 under section 13 of part II were collected and analysed to find out the availability and adequacy of facilities that make up academic services in the university systems. The academic services included libraries, classrooms, theatres, laboratories, information technology, learning gadgets bookshops, e.t.c. In testing the hypothesis One Way Analysis of Variance (ANOVA) statistical procedure was used. This assisted in bringing out the differences of respondents' opinions on the availability and adequacy of the academic services as can be seen in Table 4.5.4

Table 4.5.4: One way analysis of variance (ANOVA) on the availability and adequacy of academic services in the universities

Source of variation	DF	Sum of squares	Mean squares	F. Ratio	F. Probability
Between groups	2	1.3714	.6857	1.8518	0.1581
Within groups	458	169.6012	.3703		
Total	460	170.9726			

F. Probability value > 0.05 => HO Rtd

Table 4.5.4 above shows that the computed F. probability from the test is 0.1581, which is higher than the accepted P-value of 0.05 adopted for the study. Therefore, the HO was retained. Based on this result one can conclude that there was no significant difference in the opinions of the students, service staff and top management staff in respect of the availability and adequacy of academic welfare services in universities under study. This consensus in opinions seemed to suggest that academic services which form crucial part of the main mandate of students' presence in the university were not adequate. It is very important that the facilities were provided. Infact, before students were usually admitted into the universities academic infrastructures should be put in place. So there was reason to believe that no university existed without classrooms, libraries, teaching staff, lecture halls and information services. Thus provision and adequacy of academic facilities should be a primary issue for the university management being the representative of the Federal Ministry of Education via National Universities Commission (NUC) or State Boards for Higher Education to give it a top priority.

4.5.4 **Null Hypothesis 4**

There is no significant difference in the opinions of students, service staff and top management in respect of the availability and adequacy of Medical/Health services in the Universities under study.

Items 21 to 27 of the questionnaire were used to enquire the differences of respondents opinions on the availability of services tagged as medical and health services in these universities. These among others included sick bays or clinics, medical centres sanitation facilities, Drugs, vaccines/inoculations, curative and preventive treatments and hospitals. Thus, to test the hypothesis, One Way Analysis of Variance (ANOVA) was used and the results are presented in Table 4.5.5 below:

Table 4.5.5: One way Analysis of variance (ANOVA) on the availability and adequacy of medical/Health services in the Universities in the three geopolitical zones in the Northern part of Nigeria

Source of variation	DF	Sum of squares	Mean squares	F. Ratio	F. Probability
Between groups	2	4.016	2.0458	4.1873	0.0158
Within groups	458	223.7618	.4886		
Total	460	227.8534			

F. Probability Value < 0.05 => HO Rjt

It is very clear from table 4.5.5 that the computed F. Probability which is 0.0158 is below the accepted P-value of 0.05 designed for the study. The HO was therefore rejected. It is, therefore, to be concluded that significant difference existed in the opinions of respondents regarding the availability and adequacy of medical and Health services in universities under study. To examine the

relationship in the opinions of respondents on the availability and adequacy of the medical and Health facilities in the Universities, scheffe's test was adopted and the results of the test are presented in table 4.5.6.

Table 4.5.6: Scheffe's Multiple Comparison Test on the availability and adequacy of medical and Health services in the universities

Dependent Variable	(I) Status	(J) Status	Mean difference (I – J)	Standard Error	Significance
Medical	Student	Staff	.156(*)	.063	.048
		Managmet	.126	.143	.678
	Staff	Student	-.156(*)	.063	.048
		Managmet	-.030	.144	.979
	Managmet	Student	-.126	.143	.678
		Staff	.030	.144	.979

*Mean difference is significant at the .05 level.

It is evident from scheffe's test that differences existed in the opinions of the three groups of respondents on the availability and adequacy of medical and health facilities in these universities. The mean difference of service staff and management seemed to agree while the opinion of students was significantly different as shown by their mean differences which are lower, particularly between students and service staff. This revealed the unconformity of students with the other two groups on the issue that relates to the availability of the medical and Health facilities in the system. Most students submitted that the facilities were lacking. This revealed that there was need to improve on the provision of medical and Health facilities in these Universities.

4.5.5 **Null Hypothesis 5**

There is no significant difference in the opinions of students, service staff and top management staff in respect of the availability and adequacy of environmental services in universities in the three geopolitical zones in the Northern part of Nigeria.

Data collected on the responses of respondents pertaining to the availability and adequacy of environmental services in universities were obtained from items 28 to 32 of the questionnaire. Specifically, the items included conducive environment for learning and teaching, the tone of the universities, student-teacher relationship, student-student relationship and sense of belongingness, freedom, safety etc. To test the hypothesis, One Way Analysis of Variance (ANOVA) statistical procedure was employed and differences of respondents' opinions were noted, recorded and summarized as contained in table 4.5.7.

Table 4.5.7: One way Analysis of variance (ANOVA) on the availability and adequacy of environmental services in universities in the three geopolitical zones in the Northern part of Nigeria

Source of variation	DF	Sum of squares	Mean squares	F. Ratio	F. Probability
Between groups	2	6.5729	3.2865	6.9430	0.0011
Within groups	458	216.7940	.4733		
Total	460	223.3669			

Probability value < 0.05 => HO Rjt

It could be observed in able 4.5.7 above that the computed F. probability is 0.0011. This is far below the accepted P-value 0.05 set for the study.

Therefore, HO was rejected. With this value, it could be concluded that there was significant difference in the opinions of respondents pertaining to the availability and adequacy of environmental services in these Universities.

To find out the degree of relationship in the opinions of respondents on the issue of the availability and adequacy of the environmental resources in the university system, scheffe's test was carried out and the results of the test are presented in table 4.5.8.

Table 4.5.8: Scheffe's Multiple Comparison test on the opinions of students, service staff and top management staff on the availability and adequacy of environmental services in universities in the three geopolitical zones in Northern part of Nigeria

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Significance
Environment	Staff	Managmet	.205(*)	.060	.003
		Student	.270	.136	.140
	Managmet	Staff	-.205(*)	.060	.003
		Student	.065	.137	.894
	Student	Managmet	-.270	.136	.140
		Staff	-.065	.137	.894

* Mean difference is significant at the .05 level

From the scheffe's test above, it is evident that differences existed in the opinions of respondents on the availability and adequacy of environmental facilities in these universities. Based on the mean differences in score of management and service staff there seemed to be an agreement in their opinions. However, significant difference on the opinion of students was eminent. This means that the students did not agree with the opinions of the two groups. Going by the opinions of the students who were also the beneficiaries of the facilities in the system, it could be concluded that the environmental services

were not adequately available in these universities. Hence, the need for the management to provide the services.

4.5.6 **Null Hypothesis 6**

There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of the provision and management of diverse services (social, academic, medical/Health and environmental services), on students' welfare services in these universities.

The data related to all the perceived types of students' welfare services, be it social, academic, medical and health and environmental as contained in items 33 to 92 of the questionnaire were used. The responses of the respondents were collected, and analysed to find out the consensus in the opinions of the respondents pertaining to the impact of the provision and management of all the aspects of the students' services on students' welfare in the universities in the three geopolitical zones in the Northern part of Nigeria. In testing the hypothesis, therefore, all items were used. One Way Analysis of Variance (ANOVA) statistical procedure was applied to record the result of differences in opinions of the respondents as presented in Table 4.5.9

Table 4.5.9: Analysis of Variance (ANOVA) on the impact of social academic Medical/Health Environment) on Students welfare services in Universities in three geopolitical zones in Northern part of Nigeria

Source of Variation	DF	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	3.3181	1.6591	6.7611	0.0013
Within groups	458	112.3861	0.2454		
	460	115.7042			

F. Probability < 0.05 => HO Rjt

Table, 4.5.9 above shows that the F probability is 0.0013, which is lower than the accepted P-value of 0.05 slated for the study. The HO was therefore rejected. In view of this result, it could be concluded that there is significant difference in the opinions of the three sets of respondents with respect to the impact of the provision and management of perceived students' welfare in these universities. To determine the extent of the relationship of three groups of respondents regarding the impact of the provision and management of the diverse students' welfare services in universities in the three geopolitical zones in Northern part of Nigeria, scheffe's test was employed and the outcome of the result is presented in Table 4.5.10.

Table 4.5.10: Scheffe's Multiple Comparison Test on the opinions of respondents with respect to the impact of provision and management of diverse services in term of social, academic, medical/health and environmental services on students' welfare services in universities in the three geopolitical zones in Northern part of Nigeria

Depend Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Signifi cance
Impacts of Diverse Services	Student	Staff	.16827(*)	.04491	.001
		Managmet	-.08301(*)	.10239	.020
	Staff	Student	-.16827(*)	.04491	.001
		Managmet	-.25128	.10311	.052
	Managmet	Student	.08301(*)	.10239	.020
		Staff	.25128	.10311	.052

* Mean difference is significant at the .05 level

From the position of the scheffe's Multiple Comparison Test as contained in Table 4.5.10, it could be noted that there were differences in the degree of

agreement of respondents' opinions as regards the impact of the provision and management of diverse student services on students' welfare in the universities under study. The mean difference of service staff and students seemed to show significant difference while the management opinion disagreed with the two groups particularly, the high gap between the student and the management. This could be attributed to the fact that since the top management had been involved in the provision and management of the facilities that make up students' services, they have the tendency to believe that the facilities were provided and well managed by them. In view of this reasoning, it is paramount that universality management in these universities should face the reality and provide as many varieties of students' services as can be found and managed so that the aims and objectives for the students' presence on the university campuses are achieved.

4.5.7 **Null hypothesis 7**

There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of feeding on students' welfare services in some universities.

Responses of respondents related to items 33 to 37 of the questionnaire were collected and analyzed to ascertain the degree of agreement of the respondents' opinions regarding the impact of feeding facilities on the students' welfare services in the university system. To test the hypothesis, One Way Analysis of Variance (ANOVA) statistical procedure was used to find out the

differences in the opinions of respondents. This was recorded and presented as shown in Table 4.5.11.

Table 4.5.11: **Analysis of Variance (ANOVA) on the impact of feeding on students welfare services in the Universities in the three geopolitical zones in Northern part of Nigeria**

Source of Variation	DF	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	4.7058	2.3529	5.3983	0.0048
Within groups	458	199.6226	0.4359		
	460	204.3283			

F. Probability < 0.05 => HO Rjt

From table 4.5.11, the computed F probability is 0.0048 which is lower than the accepted P-value 0.05 of set for the study. Therefore, HO is rejected. It could, therefore, be concluded that there was significant difference in the opinions of the respondents in respect of the impact of feeding services on the students' welfare in the these universities. To find out the extent of the relationships in the opinion of the three categories of respondents with regards to the impact of feeding on the students' welfare services in these universities, scheffe's test was carried out and the result is presented in Table 4.5.12

Table 4.5.12: Scheffe's Multiple Comparison Test on the Opinions of service staff and management staff with respect to the impact of feeding on students' welfare services in universities in three geopolitical zones in Northern part of Nigeria

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Significance
Impact (Feeding)	Student	Staff	.1500(*)	.0596	.043
		Managmet	-.1281(*)	.1355	.640
	Staff	Student	-.1500(*)	.0596	.043
		Managmet	-.2781	.1365	.127
	Managmet	Student	.1281(*)	.1355	.040
		Staff		.1365	.127

*Mean difference is significant at the .05 level

The result of Scheffe's Multiple Comparison Test in table 4.5.12 reveals that there was differences in the degree of opinions of the respondents regarding the impact of feeding on the students' welfare services in the universities under study. Significant difference is prominent between mean differences of services staff and students while management and service staff behaved together, students behaved differently in their opinions.

These differences in opinions could entail the hardships students faced when feeding subsidy was banned and private caterers were invited to handle the catering services to students. The arrangement was not easy for the management to supervise effectively. Hence the possibility of being ignorant of the type and quantity of meals prepared and amount charged per plate to students. The students were in the best position to know the repercussions of the withdrawal of feeding subsidy. Therefore, the marked difference in their opinion on the impact of feeding on students' welfare in the these universities entailed

that it had not been easy for them to cope with the new system of feeding, although they must have gradually learnt to adapt since there could never be any hope for lifting the ban on the withdrawal of the feeding subsidy by the Government.

However, the management could intervene intensively in the supervision of the menus provided by the private caterers to reduce the possible exploitation as perceived by students.

4.5.8 **Null Hypothesis 8**

There is no significant difference in the opinions of students, service staff and top management staff with respect to the impact of hostel accommodation on students' welfare in the universities under study.

Data related to this hypothesis were obtained from the responses of respondents from items 38 to 42 of the questionnaire to determine the level of agreement in the opinions of the categories of respondents pertaining to the impact of hostel accommodation on students' welfare in these universities. In testing this hypothesis, all the five items were used by adopting One Way Analysis of Variance (ANOVA) statistical procedure to determine the possible differences of respondents' opinions. The results of the test are presented in Table 4.5.13.

Table 4.5.13: Analysis of Variance (ANOVA) on the impact of hostel accommodation on students' welfare services in the Universities in three geopolitical zones in Northern part of Nigeria

Source of Variation	DF	Sum of Squares	Mean Squares	F Ratio	P Value
Between groups	2	7.0313	3.5156	6.2052	0.0022
Within groups	458	259.4867	0.5666		
	460	266.5180			

F. Probability < 0.05 => HO Rjt

It was glaringly evident from Table 4.5.13 that the computed F. probability is 0.0022. This was lower than the accepted P-value of 0.05 set for the study. Therefore, the HO was rejected. It could, therefore, be concluded that there were significant differences in the opinions of the respondents in respect of the impact of hostel accommodation on the students' welfare services in the universities under study. To determine the magnitude of the relationship in the opinions of respondents on these hypotheses, scheffe's test was employed and the outcome of the test is given in Tale 4.5.14.

Table 4.5.14: Scheffe's Multiple Comparison Test on the opinions of students, service staff and top management on the impact of hostel accommodation on students' welfare services in the universities in three geopolitical zones in Northern part of Nigeria

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Significance
Accommodation	Student	Staff	-.144(*)	.057	.040
		Managmet	-.323(*)	.130	.046
	Staff	Student	.144(*)	.057	.040
		Managmet	-.179	.131	.394
	Managmet	Student	.323(*)	.130	.046
		Staff	.179	.131	.394

*Mean difference is significance at .05 level

The scheffe's Multiple Comparison Test showed that differences existed in the opinions of the three sets of respondents on the impact of the hostel accommodation in these universities. The mean difference score showed significance agreement with one another. However, the mean difference of the management seemed to show wide difference in agreement with service staff. The lack of agreement in the opinions could be attributed to the peculiar nature of individual universities. While some had near adequate accommodation due to the manageable student population, others were assumed to have overshot their admission figures thereby congesting their campuses for more than the accommodation facilities. This condition called for their increase in the facilities or slash in the admission figure to commensurate with the facilities.

4.5.9 **Null Hypothesis 9**

There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of guidance and counselling services on students' welfare services in the universities.

Items 43 to 47 in the questionnaire were used to find out the differences in opinions of the respondents on the impact of the guidance and counselling services on the students' welfare in the universities under study. Thus, to test the hypothesis One Way Analysis of Variance (ANOVA) was adopted and the results are presented in Table 4.5.15.

Table 4.5.15: Analysis of Variance (ANOVA) on the impact of guidance and counselling services on students' welfare in Universities in three geopolitical zones in Northern part of Nigeria

Source of Variation	DF	Sum of Squares	Mean Squares	F Ratio	P Probability
Between groups	2	1.5601	.7801	1.2413	.2900
Within groups	458	287.8252	.6284		
	460	289.3853			

F Value > 0.05 => HO Rtd

It was evident from Table 4.5.15 that the computed F probability was 0.2900. This was higher than the accepted P-value of 0.05 set for the study. Therefore HO was retained. It is, therefore, to be concluded that significant difference did not exist in the opinions of the three groups of respondents in respect of the impact of guidance and counseling on students' welfare services in these universities. The consensus of opinions among the respondents revealed that guidance and counseling in these universities played significant role, particularly in moulding students' character and behaviour. It was perceived that the unit actively handled various individual and social problems ranging from family and peer group habits, financial predicament, environmental adaptability, study plans, psychological or mental instability, etcetera.

4.5.10 **Null Hypotheses 10**

There is no significant difference in the opinions of students, service staff and top management staff with respect to the impact of sports and recreation on students' welfare services in these universities.

Data related to this hypothesis were obtained from items 48 to 53 of the questionnaire to determine the level of agreement in the opinions of respondents

pertaining to the impact of sports and recreation services on welfare services in the universities. In testing the hypothesis all the items were used, by applying One Way Analysis of variance procedure to obtain the possible difference of respondents' responses. The results of the test are presented in Table 4.5.16.

Table 4.5.16: Analysis of Variance (ANOVA) on the impact of sports and recreation on students' welfare in the Universities

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Value
Between groups	2	0.8005	0.4003	0.6085	0.5446
Within groups	458	301.2596	0.6578		
	460	302.0601			

F Probability > 0.05 => HO Rtd.

As could be seen from Table 4.5.16, the computed F. probability was found to be 0.5446 and it was higher than the accepted P-value of 0.05. Therefore, the HO was retained. It could be concluded that there were no significant differences in the opinions of three groups of respondents in respect of the impact of sports and recreation on the students' welfare in these universities under study.

The consensus of opinions among the three groups of respondents could be attributed to the fact that as sports and recreation rank among the top most subjects in the school or university curriculum, management placed importance on the provision and management of varies types of games, sports and recreation activities in the system. Sports and recreation did not only play crucial role in physical development of students but also excited their minds for faster and effective learning. This means that sports and activities play very vital role in

students' academic performance in the university system under study. In view of the respondents' consensus of opinions it becomes very necessary to encourage management to uphold the provision and management of sports and recreation in these universities.

4.5.11 **Null Hypothesis 11**

There is no significant difference in the opinions of students, service staff and management staff in respect of the impact of security and communication service on students' welfare in universities under study.

Data collected in respect of the respondents' responses from items 54 to 58 in the questionnaire were used to analyze the extent of agreement in the opinions of the respondents in respect of the impact of the security and communication services on students' welfare in these universities. To lest this hypothesis the responses of respondents were analyzed, using One Way Analysis of Variance statistical procedure. The differences of the respondents' opinions were recorded and the results are presented in Table 4.5.17 below.

Table 4.5.17: Analysis of Variance (ANOVA) on the impact of security and communication service on students' welfare in the Universities

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	5.3512	2.6756	3.3639	0.0355
Within groups	458	364.2842	0.7954		
	460	369.6354			

F Probability < 0.05 => HO Rjt

In Table 4.5.17 above, it could be observed that the computed F. probability was 0.0355. This was below the accepted P-value of 0.05 set for the

study. Therefore, the HO was rejected. This means that there were differences at significant level in the opinion of the three groups of respondents in respect of the impact of the security and communication services on students' welfare in the universities.

To find out the extent of differences in agreement or otherwise of the three groups of respondents, scheffe's Multiple Comparison Test was applied and the results are shown in Table 4.5.18.

Table 4.5.18: Scheffe's Multiple Comparison Test on the opinions of students, service staff and management staff on the impact of security and communication service on students' welfare in the universities

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Signifi-cance
Security	Staff	Staff	.1895(*)	.1777	.001
		Managmet	-.2199	.1757	.457
	Staff	Student	-.1895(*)	.1777	.001
		Managmet	-.3094	.1771	.219
	Managmet	Student	.2199	.1757	.457
		Staff	.3094	.1771	.219

*Mean difference is significance at .05 level.

From the position of scheffe's Multiple Comparison Test as revealed in the table above, it would be noted that there are differences in the degree of agreement of the respondents' opinions regarding the impact of security and communication services on students' welfare in the universities. The mean difference between the students and service staff seemed to be in agreement. However, the mean score of management staff was in complete disagreement with views of the two groups. The position of the top management staff in respect of their opinions on the positive impact of security and communication services

on students' welfare services in the universities could be attributed to the fact that administrators in some universities have provided and managed security outfit to the best of their ability. The two groups seem to imply from their responses that with the springing up of cultism in these universities, problems of security had increased as cultists became blood thirsty and manifested nefarious activities such as theft, robbery, raping, fighting, etcetera, which are characteristics of their behaviour. It is imperative to state the need for management of the universities in general to beef up more security services, using modern communication gadgets to involve and sanitize all groups and individuals on security matters in the campuses for peace and smooth academic activities to manifest.

4.5.12 **Hypothesis 12**

There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of transportation services on the students' welfare in the universities.

Data related to items ranging from 59 to 62 in the questionnaire based on the responses of respondents were collected and analyzed to determine the level of agreement or otherwise in their opinions concerning the impact of transportation services on students' welfare in the universities under study. The hypothesis was tested using One Way Analysis of variance where respondents' differences of opinions were recorded and presented in Table 4.5.19.

Table 4.5.19: Analysis of Variance (ANOVA) on the impact of transport services on students' welfare in the Universities in the three geopolitical zones in the Northern part of Nigeria

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	2.1826	1.0913	1.6431	0.1945
Within groups	458	304.1789	0.6641		
	460	306.3614			

F Probability > 0.05 => HO Rtd

Table 4.5.19 above shows that the computed probability is 0.1945 and this is higher than the accepted P-value 0.05 designed for the study. The HO was therefore rejected. It could, therefore, be concluded that there was no significant difference in the opinions of the three groups of respondents in respect of the positive impact of transportation facilities on the students' welfare in the universities under study. This consensus among the respondents showed that improvement in transportation system generally in the country has eased the transportation problem. It is observed that the services of motorcyclists known as "okada", "achaba", "express" have come to ease transportation problems of members of the universities generally. For students who lived off campuses, taxis, buses and private cars could be available to transport them to the campuses. Where communicable buses were not allowed to go in the campuses, most universities had made convenient arrangements for the motorcyclists to convey people in and out of the campuses.

For excursions, field trips, sports and other outside visits, the managements usually made concrete arrangements to convey students to and

from without stress. It could, therefore, be concluded that students did not experience problem of transportation in their universities.

4.5.13 **Null Hypothesis 13**

There is no significant difference in the opinions of students, service staff and management staff in respect of the impact of religious services on the students' welfare services in universities under study.

Data collected from the respondents on their responses in respect of the impact of religious services on the students' welfare in these universities were based on items 63 to 67 in the questionnaire. One way analysis of variance (ANOVA) statistical procedure was used to test the null hypothesis. The differences of respondents' responses were noted, recorded and presented in a summary form in Table 4.5.20.

Table 4.5.20: Analysis of Variance (ANOVA) on the impact of religious services on students' welfare in the Universities under study

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	7.1192	3.5596	7.2968	0.0008
Within groups	458	223.4252	0.4878		
	460	230.5444			

F Probability < 0.05 => Rjd

From Table 4.5.20 above, it could be observed that the computed F probability is 0.0008. This is lower than accepted P-value of 0.05 set for the study. The HO was therefore rejected. It is, therefore, to be concluded that

significant difference existed in the opinions of respondents on the impact of religious services on students' welfare in the universities.

To examine the degree of relationship in the opinions of respondents on the impact of religious service on students' welfare in these universities. Scheffe's Multiple Comparison Test was adopted and the result is recorded and presented in Table 4.5.21.

Table 4.5.21: Scheffe's Multiple Comparison Test on the opinions of respondents on the impact of religious services on the students' welfare in universities under study

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Signif-icance
Religion	Student	Staff	.1110(*)	.0528	.111
		Managmet	-.1618(*)	.1195(*)	.041
	Student	Staff	-.1110	.0528	.111
		Managmet	-.2728	.1205	.078
	Managmet	Student	.1618 (*)	.1195(*)	.041
		Staff	.2728	.1205	.078

*Mean difference is significance at .05 level.

Based on the results of Scheffe's Multiple Comparison Test in table 4.5.21, it was evident that differences existed in the opinions of the three sets of respondents on the impact of religious services on students' welfare in these universities. The mean difference of students and management staff seemed to agree and it could mean that the students and management shared the same view on the impact of religious services on students' welfare. The mean score of service staff however, disagreed with both students and top management. This difference in opinion amongst the groups of respondents could suggest that the two predominant religious faiths; Islam and Christianity could be the only

religious faiths considered. Other beliefs, denominations and sects might not have been given the privileged facilities enjoyed by the two religious beliefs. It could be concluded that to condone various sets, denominations and shrines on the campuses, would tantamount to breeding crimes detrimental to the peaceful environment for academic pursuit.

4.5.14 **Null Hypothesis 14**

There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of banking and telecommunications services on students' welfare in universities.

Based on the respondents' responses on items 68 to 71 in the questionnaire, data were collected to find out the impact of banking and telecommunications services on students' welfare in the universities. In testing the hypothesis, One Way Analysis of Variance (ANOVA) statistical procedure was used and this assisted in bringing out the difference of respondents clearly on their opinions on the impact of banking and telecommunications services in these universities. The result of the test is given in Table 4.5.22.

Table 4.5.22: Analysis of Variance (ANOVA) on the impact of banking and telecommunication services on students' welfare in the Universities under study

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	3.0816	1.5408	3.3053	0.0376
Within groups	458	213.4960	0.4661		
	460	216.5775			

F Probability < 0.05 => HO Rtd

A cursory glance at the result of the test in Table 4.5.22 shows that the computed F probability is 0.0376. This is lower than the accepted P-value of 0.05. Therefore, HO was retained. This gives one the conclusions that differences were evident in the opinions of respondents on the impact of banking and telecommunication services on students' welfare in the universities.

To determine the extent of the relationship in opinions of the respondents, Scheffe's Multiple Comparison Test was conducted and the result is recorded and presented in Table 4.5.23.

Table 4.5.23: Scheffe's Multiple Comparison Test on the opinions of respondents on the impact of banking and telecommunication service on students' welfare services in universities in three geopolitical zones in Northern part of Nigeria

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Signifi-cance
Banking And Telecom	Student	Staff	.0215	.0498	.911
		Managmet	-.1433 (*)	.1125	.045
	Staff	Student	-.0215	.0498	.911
		Managmet	-.1648	.1135	.349
	Managmet	Student	.1433 (*)	.1125	.045
		STAFF	.1648	.1135	.349

*Mean difference is significant at .05 level.

From the Scheffe's Multiple Comparison Test above, it was evident that differences existed in the opinions of the three groups of respondents regarding the impact of banking and telecommunication services on students' welfare in the universities. The mean differences of students and top management seemed to be in agreement while that of the service staff disagreed with those of students and management. This lacked consensus in the opinions of the service staff and

the two groups of respondents could be attributed to the fact that the students as users, and the management who are providers of the facilities, could attest more to the provision of the facilities. There were assumptions that most university campuses had branches of commercial banks. Likewise post offices, speed post, e-mails, GSM, and internet were within the reach of the students. There is, however, the need to encourage the banking and telecommunication services to manifest on the campuses to reduce students' stress of traveling out for these services.

4.5.15 **Null Hypothesis 15**

There is no significant difference in the opinions of students, service staff and management staff in respect of the impact of library services on students' welfare in the universities.

Items 73 to 76 in the questionnaire were used to find out differences of respondents' opinions on the impact of library services on students' welfare in the universities. To test the hypothesis, One Way Analysis of Variance (ANOVA) was used and the results are presented in Table 4.5.24.

Table 4.5.24: Analysis of Variance (ANOVA) on the impact of library services on students' welfare in Universities in three geopolitical zones in Northern part of Nigeria

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	3.6800	1.8400	3.6157	0.0277
Within groups	458	233.0719	0.5089		
	460	236.7519			

F Probability < 0.05 => Rjt.

As can be seen in Table 4.5.24 the computed F probability is lower than the accepted P-value of 0.05 set for the study. The HO was rejected. It is, therefore, to be concluded that significant differences existed in the opinions of the respondents on the impact of library services on students' welfare in the universities. Thus, hypothesis stated in null form was rejected. To examine the extent of relationship in the opinions of respondents on the impact of the library services on students' welfare in these universities, Scheffe's test was adopted and the result is recorded and presented in Table 4.5.25 below.

Table 4.5.25: Scheffe's Multiple Comparison Test on the opinions of respondents on the impact of library service on students' welfare services in universities in three geopolitical zones in Northern part of Nigeria

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Signifi-cance
Library	Student	Staff	.1711(*)	.0500	.003
		Managmet	.0473	.1131	.916
	Staff	Student	-.1711(*)	.0500	.003
		Managmet	-.1238	.1139	.554
	Managmet	Student	-.0473	.1131	.916
		Staff	.1238	.1139	.554

*Mean difference is significance at .05 level

It is evident from this Scheffe's Multiple Comparison Test that differences existed in the opinions of the three groups on the impact of library services on students' welfare in the universities. The mean difference of students and top management seemed to agree while the mean difference of service staff seemed to disagree with that of the students and the management. This revealed that the conformity between students and management on the impact of the library service would imply that the provision and management of the library facilities

might not be the problem. The biting issue could be that the students were not assisted by the service staff in utilizing the services of the library effectively. There is, therefore, the need for the students to be oriented very well and the service staff should extend positive relationship to students on the use of library so as to enhance the academic performance of the former.

4.5.16 **Null Hypothesis 16**

There is no significant difference in the opinions of students, service staff and top management staff with respect to the impact of classrooms, laboratories workshops, field trips facility services on students' welfare in these universities.

Data collected on the responses of respondents regarding the impact of classrooms, laboratories, workshops, field trips facilities on students' welfare in Nigerian universities were from items 77 to 80. And to test the hypothesis One Way Analysis of Variance statistical procedure was used. The result of the test are presented in table 4.5.26.

Table 4.5.26: Analysis of Variance (ANOVA) on the impact of classroom, laboratory, workshop, field trip facilities on student welfare in the Universities

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	5.6231	2.8115	3.4322	0.0331
Within groups	458	375.1803	0.8192		
	460	380.8034			

F Probability < 0.05 => HO Rjt.

It is evident from table 4.5.26, that the computed F. probability is 0.0331. This is below the accepted P-value of 0.05 level of significance adopted for the study. The HO was rejected. Therefore, it is to be concluded that significant

differences existed in the opinions of respondents in respect of the impact of the classroom, laboratory, workshop and field work facilities on the students' welfare in the universities. To determine the degree of relationship in the opinions of the respondents on the impact of the classroom, laboratory, field trip, facilities and workshop on the students' welfare in the universities. Scheffe's test was adopted and the result was recorded and presented in Table 4.5.27 below.

Table 4.5.27: Scheffe's Multiple Comparison Test on the opinions of respondents on the impact of classrooms, laboratory, workshops and field trips etc on the students' welfare in universities

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Signifi-cance
Classroom, Labs, W/Shop, Field Trips Etc.	Student	Staff	.1875(*)	.1682	.0.14
		Managmet	-.1347	.1539	.682
	Staff	Student	-.1875(*)	.1682	.0.14
		Managmet	-.2223	.1552	.359
	Managmet	Student	.1347	.1539	.682
		Staff	.2223	.1552	.359

*Mean difference is significance at .05 level

It is glaring from the Scheffe's Multiple Comparison Test in table 4.5.27 that differences existed in the opinions of the three groups of respondents on the impact of classrooms, laboratories, workshops, field trips, etcetera on students' welfare in the universities. The mean scores of students and service staff were in agreement while the mean difference of top management disagreed with those of the two groups. The non conformity of top management opinion with that of the students and service staff could imply that the management claimed to have provided adequate structures and facilities for teaching and learning within the reach of their resources since the Federal Government did not provide enough

funds for putting up more structures at will. However, since the opinions of students and service staff showed that the facilities were not adequate, there is dire need for the government to provide more funds to the universities or the universities to generate revenue through Alumni, Donors, NGOs, Linkages etc. to put up more structures for the universities to achieve the objectives of teaching, learning and research.

4.5.17 **Null Hypothesis 17**

There is no significant difference in the opinions of students, service staff and top management with respect to the impact of information technology services on students' welfare in the universities under study.

The data collected in respect of items 81 to 84 in the questionnaire were used to analyse the extent of consensus in the opinions pertaining to the impact of information technology on students' welfare services in the universities. To test the hypothesis, therefore all the related items were subjected to One Way Analysis of Variance statistical procedure to record the differences of the respondents' opinions. The results of the test are presented in Table 4.5.28.

Table 4.5.28: Analysis of Variance (ANOVA) on the impact of influences of information technology services on students' welfare in the Universities under study

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	4.6379	2.3189	4.4095	0.0127
Within groups	458	240.8600	0.5259		
	460	245.4978			

F Probability < 0.05 => HO Rjd.

Table 4.5.28 above shows that the computed F. probability is 0.0127 which is lower than the accepted P-value of 0.05 percent significant level set for

the study. The HO was therefore rejected. In line with this, it could be concluded that there was significant difference in the opinions of the three sets of respondents in respect of the impact of information technology services on students' welfare in the universities.

To ascertain the extent of relationship in the opinions amongst the three groups of respondents regarding the impact of information technology on students' welfare in the universities, scheffe's Multiple Comparison Test was carried out. The outcome of the test is presented in Table 4.5.29.

Table 4.5.29: Scheffe's test on the opinions of respondents on the impact of information technology services on students' welfare in universities in three geopolitical zones in Northern part of Nigeria

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Standard Error	Signifi-cance
	Student	Staff	.14031(*)	.05180	.026
		Managmet	.05160	.11713	.908
Inform. Tech.	Staff	Student	-.14031(*)	.05180	.026
		Managmet	-.08871	.11806	.754
	Managmet	Student	-.05160	.11713	.908
		Staff	.08871	.11806	.754

*Mean difference is significant at .05 level

From the position of the Scheffe's Multiple Comparison Test above, it could be concluded that there were differences in the degree of respondents' opinions regarding the impact of information technology on the students' welfare in the universities. The mean differences of management and students seemed to be in agreement while the service staff disagreed in their opinions with that of the two groups. The similarity in the opinions of students and management could be attributed to the improved technological gadgets for easy communications. Most universities had provided computerized facilities, internet cafes, private and

departmental photocopiers, bookshops and publication service and with the giant breakthrough in mobile system of communication, gadgets like laptops and GSM, mobile phones, might have contributed immensely and positively to students academic performance.

4.5.18 **Null Hypothesis 18**

There is no significant difference in the opinions of students, service staff and top management in respect of the impact of medical/health services on students' welfare in the universities under the research.

The responses of respondents in items 85 to 88 in the questionnaire were used to analyse the extent of consensus in the opinions of respondents regarding the impact of medical/health services on students' welfare in the universities under study. To test the hypothesis, therefore, all the related items were used and the One Way Analysis of Variance statistical procedure was used to record the difference of the respondents' opinions. Thus, the results of the test are presented in Table 4.5.30.

Table 4.5.30: Analysis of Variance (ANOVA) on the impact of medical/health services on students' welfare in Universities in three geopolitical zones in Northern part of Nigeria

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	2.9355	1.4677	2.2821	0.1032
Within groups	458	294.5675	0.6432		
	460	297.5030			

F Probability > 0.05 => HO Rtd.

From Table 4.5.30, the computed F. probability of 0.1035 is higher than the accepted P-value of 0.05 designed for the study. Hence, HO was retained. Therefore, it could be concluded that there were no significant differences in the

opinions of the three groups of respondents relating to the impact of medical and health services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria. Perhaps, the lack of significant difference in the opinions of respondents as postulated on the impact of medical and health services on students' welfare in the universities could be attributed to the fact that some university management have introduced payment of medical fees by students to supplement what the management could afford to spend on medical facilities like drugs, inoculations, broad based services, like anti natal, post natal, medical examinations, medical consultation and check ups which could be often free of charge. Similarly, some of the universities made concrete arrangements with the hospital authorities in their domains or outside to give students special concessions which the management of such universities settled 50 percent of the medical fees charged. There were also some assumptions that some university clinics worked for 24 hours to alleviate students' suffering. In view of this perceived development there could be the dire need for the management of the universities to give optimum priority to the provision and management of medical and health services so that the students acquire the good health for the enhancement of better academic performance.

4.5.19 **Null Hypothesis 19**

There is no significant difference in the opinions of students service staff and top management staff in respect of the impact of environmental service on students' welfare in these universities.

Data related to items 89 to 92 in the questionnaire on the responses of respondents were collected and analyzed to ascertain the level of agreement in the opinions of respondents pertaining to the impact of environmental services on students' welfare in these universities. In testing the hypothesis, all the related items were used and with the application of One Way Analysis of Variance statistical procedure the differences of respondents' opinions were recorded and the results of the test are presented in Table 4.5.31.

Table 4.5.31: Analysis of Variance (ANOVA) on the impact of environmental services on students' welfare in Universities in three geopolitical zones in Northern part of Nigeria

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	0.8586	0.4293	0.7537	0.4712
Within groups	458	260.8621	0.5696		
	460	261.7207			

F Probability > 0.05 => HO Rtd.

From Table 4.5.31, it is evident that the computed F probability was higher than accepted P-value of 0.05 set for the study. The HO was therefore retained. It could be concluded from the result that there were no significant differences in the opinions of the three groups of respondents regarding the impact of the environmental services on the students' welfare in the universities. This lack of differences in the opinions of the respondents could be attributed to the relentless efforts most university managements were making to landscape, sanitize and beautify their campuses with tree and flower plantings. Also most universities had been sited outside townships devoid of noisy environments coupled with large piece of land for free ventilation and expansion in the event of need. The managements of the universities also preached good human relations

particularly amongst staff, between teachers, students and managements and the groups so that the atmosphere of the universities could be made conducive for human coexistence and students' academic performance. There is, therefore, the need for management to improve and maintain a conducive environment generally for enhancing students' academic performance.

4.5.20 **Null Hypothesis 20**

There is no significant difference in the opinions of students, service staff and top management staff in respect of the perceived strategies for effective management of students' welfare services in the universities under study.

Based on the responses of respondents on items 93 to 99 in the questionnaire data were collected to find out the influence of the perceived strategies for effective management of students welfare services in the universities. In testing the hypothesis, One Way Analysis of Variance (ANOVA) statistical procedure was employed. This assisted in bringing out the differences in respondents' opinions clearly on the influence of the perceived strategies on students' welfare services in these universities. The result of the test is given in Table 4.5.32.

Table 4.5.32: Analysis of Variance (ANOVA) on the perceived strategies for effective management of students' welfare services in Universities in three geopolitical zones in Northern part of Nigeria

Source of Variation	DF	Sum of Squares	Mean Squares	F Value	P Probability
Between groups	2	3.6114	1.8057	2.5787	0.0770
Within groups	458	318.6105	0.7002		
	460	322.2219			

F Probability > 0.05 => HO Rtd.

Table 4.5.32 above shows that the computed F. probability is greater than the accepted P-value 0.05 set for the study. Therefore, the HO was retained. This allowed one to conclude that significant differences were not evident in the opinions of respondents on the effects of the application of perceived strategies for effective management of students' welfare services in the universities. Perhaps, the lack of significant differences in the opinions of the respondents could be attributed to the fact that most organizations were assumed to survive effectively when relative strategies like laws, ordinances, edicts, policies, constitutions, rules and regulations are formulated to control and regulate them. The universities being complex communities need to be controlled by such strategies. Committees should be usually formed to assist in decision making process which is instrumental to the peaceful coexistence of subjects in the university communities.

In view of this observation there is the need for the Ministry of Education via National University Commission and the State Board for Higher Education for the management of the universities to ensure that relative and positive policies are formulated as well as enough funds for the universities to achieve their vision, mission, goals and objectives.

The summary of the tests of the hypothesis is described in table 4.6.1.

Table 4.5.3.3. **Summary of Hypothesis Testing**

No	Hypothesis Statement	Statistical Test Used	Result	Level of Significance	Conclusion
1	There is no significant difference in the opinions of students service staff and top management staff with respect to the types and availability of students' welfare services in the Universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's test	F ratio is 4.9446 and computed F probability is 0.0075	0.05	The hypothesis was rejected to mean that significant differences existed in the opinions of respondents.
2	There is no significant difference in the opinions of students, service staff and top management staff in respect of the availability and adequacy of social services in universities in three geopolitical zones in Northern part of Nigeria	Analysis of Variance (ANOVA)	F. Ratio is 1.2565 and computed F probability 0.2856	0.05	The hypothesis was retained to mean that no significant differences existed in the opinions of respondents.
3	There is no significant difference in the opinions of students services staff and top management in respect of the availability and adequacy of academic services in universities in three geopolitical zones in Northern part of Nigeria	Analysis of Variance (ANOVA)	F. Ratio is 1.8518 and computed F probability is 0.1581	0.05	The hypothesis was retained to mean that no significant differences existed in the opinions of respondents.
4	There is no significant difference in the opinions of students services staff and top management staff in respect of the availability and adequacy of medical health services in the	Analysis of Variance (ANOVA) and Scheffe's test	F. Ratio is 4.1873 and computed F. Probability is 0.0158	0.05	The hypothesis was rejected to mean that there was significance in the opinions of respondents

	universities in the three geopolitical zones in Northern part of Nigeria				
5	There is no significant difference in the opinions of students, service staff and top management staff in respect of the availability and adequacy of environmental services in universities in three geopolitical zones in Northern part of Nigeria	Analysis of Variance ANOVA and Scheffe's test	F. Ratio is 6.9430 and computed F probability is 0.0011	0.05	The hypothesis is rejected to mean that there was significant difference in the opinions of the respondents.
6	There is no significant difference in the opinions of students, service staff and top management staff with respect to the impact of the provision and management of diverse services interms of social, academic medical and health and environ mental services on students' welfare in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's test	F. Ratio is 6.7613 and computed F. probability is 0.0013	0.05	The hypothesis is rejected to mean that there was significant difference in the opinions of the respondents.
7	There is no significant difference in the opinions of students' service staff and top management staff in respect of the impact of feeding on students' welfare services in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's test	F Ratio is 5.3983 and computed F. Probability is 0.0048	0.05	The hypothesis was rejected to mean that there was significant difference in the opinions of the respondents.
8	There is no significant difference in the opinions of students, service staff and top management	Analysis of Variance (ANOVA) and	F. Ratio is 6.2052 and computed F. Probability is	0.05	The hypothesis was rejected to mean that there was significant

	staff in respect of the impact of hostel accommodation on students' welfare in universities in three geopolitical zones in Northern part of Nigeria.	Scheffe's test	0.0022		difference in the opinions of the respondents .
9	There is no significant difference in the opinions of students service staff and top management staff in respect of the impact of guidance and counseling services on students' welfare in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance	F. Ratio is 1.2413 and computed F probability is 0.2900	0.05	The hypothesis was retained to mean that there was no significant difference in the opinions of respondents.
10	There is no significant difference in the opinions of students, services staff and top management staff in respect of the impact of sports and recreation on students' welfare service in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA)	F. Ratio is 0.6085 and computed F Probability is 0.5446	0.05	The hypothesis was retained to mean that there was no significant difference in the opinions of respondents.
11	There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of security and communication services on students' welfare services in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's test	F. Ratio is 3.3639 and computed F. Probability is 0.0355	0.05	The hypothesis was rejected to mean that there was significant difference in the opinions of respondents.

12	There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of transportation services on students' welfare services in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA)	F. Ratio is 1.6431 and computed F. Probability is 0.1945	0.05	The hypothesis was retained to mean that there was no significant difference in the opinions of the respondents.
13	There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of religious services on students' welfare services in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's test	F. Ratio is 7.2968 and computed F Probability is 0.0008	0.05	The hypothesis was rejected to mean that there was significant difference in the opinions of the respondents
14	There is no significant difference in the opinions of students, service staff and top management in respect of the impact of banking and telecommunication on students' welfare services in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's test	F. Ratio is 3.3053 and computed F Probability is 0.0376	0.05	The hypothesis was rejected to mean that significant difference existed in the opinions of respondents.
15	There is no significant difference in the opinions of students service staff and top management in respect of the impact of library services on students' welfare in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's test	F. Ratio is 3.6157 and computed F. Probability is 0.0277	0.05	The hypothesis was rejected to mean that there was significant difference in the opinions of respondents.

16	There is no significant difference in the opinions of students, service staff and top management staff in respect of the impact of classrooms, lecture halls, laboratories workshops, field trips etc on students' welfare in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's test	F. Ratio is 3.4322 and computed F. Probability is 0.0331	0.05	The hypothesis was rejected to mean that there was significant difference in the opinions of respondents
17	There is no significant difference in the opinions students, service staff and top management staff in respect of the impact and influence of information technology services on students' welfare in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA) and Scheffe's tests	F. Ratio is 4.4095 and computed F. Probability is 0.0127	0.05	The hypothesis was rejected to mean that significant difference existed in the opinions of respondents.
18	There is no significant difference in the opinions of students, services staff and top management staff in respect of the impact of medical and health services on the students' welfare in universities in three geopolitical zones in Northern part of Nigeria.	Analysis of Variance (ANOVA)	F. Ratio is 2.2521 and computed F. Probability is 0.1032	0.05	The hypothesis was retained to mean that there was no significant difference in the opinions of respondents.
19	There is no significant difference in the opinions of students, service staff and top management in respect of the impact of environmental services on	Analysis of Variance (ANOVA)	F. Ratio is 0.7537 and computed F. Probability is 0.4712	0.05	The hypothesis was retained to mean that there was no significant difference in the opinions of respondents

	students' welfare in universities in three geopolitical zones in Northern part of Nigeria.				
20	There is no significant difference in the opinions of students, service staff and top management staff in respect of the application of perceived strategies for effective management of students' welfare in the universities in three geopolitical zones in Northern part of Nigeria	Analysis of Variance (ANOVA)	F. Ratio is 2.5787 and computed F Probability is 0.0770	0.05	The hypothesis was retained to mean that there was no significant difference in the opinions of respondents.

From the summary in table 4.6.1 above, it was observed that hypotheses 2, 3, 9, 10, 12, 18, 19 and 20 were retained while hypotheses 1, 4, 5, 6, 7, 8, 11, 13, 14, 15, 16 and 17 were rejected. With these results the hypotheses can finally be interpreted as:

i. There were significant differences in the opinions of students, service staff and top management in respect of the types and availability of students' welfare services in the universities in three geopolitical zones in Northern part of Nigeria.

ii. There were no significant differences in the opinions of students, service staff and top management in respect of the availability and adequacy of social services in the universities in the three geopolitical zones in Northern part of Nigeria.

iii. There were no significant differences in the opinions of students, service staff and top management staff in respect of the availability and adequacy of academic services in the universities in the three geopolitical zones in Northern part of Nigeria.

iv. There were significant differences in the opinions of students, service staff and top management staff in respect of the availability and adequacy of medical and health services in the universities in the three geopolitical zones in Northern part of Nigeria.

v. There were significant differences in the opinion of students, services staff and top management staff in respect of the availability and adequacy of environmental services in the universities in the three geopolitical zones in Northern part of Nigeria.

vi. There was a significant difference in the opinions of students, service staff and top management staff in respect of the impact of the provision and management of diverse services in terms of social, academic, medical health and environmental services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

vii. There were significant differences in the opinions of students, service staff and top management in respect of the impact of feeding on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

viii. There were significant differences in the opinions of students, services staff and top management in respect of the impact of hostel accommodation on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

ix. There was no significant difference in the opinions of students, services staff and top management staff on the impact of guidance and counseling services and students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

x. There were no significant differences in the opinions of students, service staff and top management staff in respect of the impact of sports and recreational activities on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xi. There were significant differences in the opinions of students, services staff and top management staff with respect to the impact of security and

communication services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xii. There were no significant differences in the opinions of students services staff and management staff in respect of the impact of transportation services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xiii. There were significant differences in the opinions of students, services staff and top management in respect of the impact of baking and telecommunication services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xiv. There were significant differences in the opinions of students, service staff and top management in respect of the impact of religious services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xv. There were significant differences in the opinions of students, services staff and top management in respect of the impact of library services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xvi. There were significant differences in the opinions of students, services staff and top management staff in respect of the impact of classrooms lecture halls, laboratories, workshops field trips on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xvii. There were differences in the opinions of students, services staff and top management staff in respect the impact and influence of information technology services on students' welfare services in the universities in three geopolitical zones in the Northern part of Nigeria.

xviii. There were no significant differences in the opinion of students, service staff and top management staff in respect of the impact of medical and health services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xix. There were no significant differences in the opinions of students, service staff and top management in respect of the impact of environmental service on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria.

xx. There were no significant differences in the opinions of students, service staff and top management staff in respect of the perceived strategies for effective management of students' welfare services in the universities in the three geopolitical zones in Northern part of Nigeria.

4.6 Discussions of the findings

4.6.1 Opinions of respondents on the types and adequacy of students' welfare services in universities in the three geopolitical zones in Northern part of Nigeria

The hypothesis which sought the opinions of respondents regarding the types of possible students' welfare services and their adequacy in the universities in the three geopolitical zones in Northern part of Nigeria revealed that majority of students did not agree that the services were available and adequate in the universities. In the contrary, majority of the service staff and management maintained that the services were adequate and available. The opinion of service staff and management compared with that of students could be interpreted to mean that though, there was a strong belief by the former that the 32 perceived services reflected in the list were available in the universities, the later, being the beneficiaries of those services, did not agree that the services were adequately provided and managed.

To show their solidarity, students had quite often demonstrated against the lack of provision of facilities/services for them by the university management. For instance, the students' riot in Ahmadu Bello University (ABU) in 1981 over the non inclusion of rice in their menu, the students' unrest in University of Ibadan in 1971 over poor quality of food, the ABU MSS and FCS religious clash in 1987; Bayero University, Kano (BUK) students' demonstration on the poor hygienic condition of inexperienced kitchen staff, and poor quality of inexperienced kitchen staff in 1977 and various demonstrations on the absence and poor water supply and electricity cut-offs were best examples of the

inadequacy and poor management of the types of students' welfare services in the universities in the three geopolitical zones in the Northern part of Nigeria.

4.6.2 Opinions of respondents on the availability and adequacy of social welfare services in universities under study

In hypothesis two, it was revealed that majority of the three groups of respondents agreed that the availability and adequacy of all services regarded as social welfare services for students, ranging from feeding, hostel accommodation, guidance and counseling, sports and recreation, security and information, transport, facilities, banking, religious services, clubs, societies and associations, shopping, marketing facilities, water and electricity supplies. These facilities were believed to be provided by the universities in relative terms with the move of some universities to invite private sector participation in the provision and management of some students' services, particularly, catering and hostel development. The facilities would be available even though the plate and rental charges could be more expensive for poor or average income students.

In case of water and electricity supplies some universities run generators and have smaller dams and/or bore holes.

It is assumed that since university management had quite often experienced that shortage or complete absence of social services for students, sparked students unrest more easily, they have attached more importance and priority to the provision of the social services to students in the universities so as to cultivate peaceful environment for teaching, research and learning.

4.6.3 Opinions of respondents on the availability and adequacy of academic welfare services in the universities under study

Analysis of hypothesis three which solicited the opinions of respondents on the availability and adequacy of the facilities which make up the academic services in terms of class rooms, lecture theatres, workshops, laboratories, field work/trips libraries, Bookshops, teaching staff, publication facilities, photocopiers and information technology revealed that majority of respondents reached a consensus that the facilities were available and adequate in the universities in the three geopolitical zones in Northern part of Nigeria. It is evident that the provision of all facilities that apply to students' academic services should be mandatory by the universities if the main goals and objectives of the institutions are to be achieved. Insufficient or inadequate provision of the academic structures and teaching and learning facilities would cause congestion and make teaching and learning difficult to manifest in the universities.

It was, therefore, implied by respondents that the universities should make the academic services available and adequate in the universities.

4.6.4 Opinions of respondents on the availability and adequacy of medical and health services in universities in the three geopolitical zones in Northern part of Nigeria

In attempt to analyse items relating to hypothesis four which solicited the responses of students on the availability and adequacy of medical and health services in the universities, the consensus indicated lack of significant differences in their opinions. This means that the three groups of respondents agreed that the medical and health facilities like clinics, health centres and

sickbays and general or teaching hospitals could be available but drugs, medication and inoculations might not be easily accessed by students. Health, which is often referred to as “next to godliness” is very essential to students and staff alike. Good health is a number one priority. This study needs to acknowledge and advocate the importance attached to the adequate provision of medical and health services on the campuses of the universities.

4.6.5 Opinions of respondent on the availability and adequacy of environmental services in the universities in the three geopolitical zones in Northern part of Nigeria

In hypothesis five opinions of respondents on the availability and adequacy of environmental services in the universities were sought. Although the opinions of the management and staff seemed to agree that environmental service was available, it is correct to conclude that the opinions of the students which disagreed with the fact that the environmental facilities were lacking should override since the services were in their favour. It is also true that some universities had improved conducive physical environment but the atmospheric condition and social or human relation of those living in them might be lacking. The relationship between lecturers and students in particular should be cordial so that the latter feel at liberty to relate very well with the former. This would facilitate their understanding and learning of what they are taught. Similarly, lecturers and other service staff should try to present themselves as surrogate parent for the students so that they feel at home with a spirit of love and care. In such an atmosphere there is the strong belief that students could perform better in their academic work.

4.6.6 Opinions of respondents on the impact of all services (social, academic, medical /health and environmental) on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria

Hypothesis six sought the opinions of respondents on the impact of all categories of diverse perceived services in these universities.

It was revealed that the opinions of service staff and management seemed to agree, perhaps to mean that all the categories of services were adequately provided and managed. The opinions of students however, disagreed with the opinions of the two groups. This lack of agreement seemed to suggest that the position of students in their opinions for positive impact of the services on their welfare was not satisfactory. The facilities might be available but as to whether or not they benefited from them adequately could be the controversy. It is however, logical to accept these differences of opinions as the positions of service staff and management as managers could never be the same with that of the beneficiaries.

4.6.7 Opinions of respondents on the impact of feeding on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria

Hypothesis seven demanded the opinions of respondents on the impact of feeding on students' welfare in the Universities in the three geopolitical zones in the Northern part of Nigeria. It was discovered that differences existed in the opinions of the three groups of respondents. This implied that ever since the

withdrawal of subsidy on students' feeding in the universities the condition of students catering services could not be the same as to provide consensus in opinions of the students, service staff and management. Management could find it difficult to involve themselves in the full management of the service since the private caterers were on their own. The lack of control or parternership of the management with the private caterers could constitute to the exploitation of students by the caterers. This observation could account for the divergent differences in opinions of respondents implying that significant differences existed in the impact of the feeding on the students' welfare in these universities.

4.6.8 Opinions of respondents on the impact of hostel accommodation on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria

Hypothesis eight tried to find out the opinions from the responses of the respondents on the impact of hostel accommodation on students' welfare in the universities. The findings revealed that the opinions of students and the management seemed to agree on the hypothesis which stated that there was no significant difference in the opinions of the students, service staff and management staff on the impact of the hostel accommodation on students' welfare in the universities. Non conformity of the service staff with this consensus seemed to confirm that because of the increase in the population of students in some of the universities to which additional provision for increase in hostel accommodation were not considered, students could be prone to congestion which could be hazardous to their health. It can be noted that in some of the Universities, students developed bad habits of selling bed spaces at exorbitant

prices particularly, to those who could not be privileged to secure a bed space and were desperately in need.

The findings of this hypothesis, therefore, concluded that there is need for the universities to either put more accommodation structures or invite private sectors, alumni, donor agencies etc. to invest or participate in university hostel accommodation.

4.6.9 Opinions of respondents on the impact of Guidance and counselling on students' welfare services in the universities in the three geopolitical zones in Northern part of Nigeria

In hypothesis nine the respondents' opinions were sought on the impact of Guidance and counselling services on the students' welfare services in the universities in the three geopolitical zones in Northern part of Nigeria. The findings from responses of the three categories of respondents indicated agreement on their opinions. This seemed to suggest that the respondents' position on the impact of guidance and counselling services offered to students was positively paramount. It could therefore, be concluded in this study that the important role played by the guidance and counselling units in the universities in the three geopolitical zones in the Northern part of Nigeria cannot be overemphasized particularly, their contributions to students' moral development.

4.6.10 Opinions of respondents on the impact of sports and recreation services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria

Analysis of hypothesis ten which solicited for opinions of respondents on the impact of sports and recreation on students welfare in the universities

revealed that consensus was reached on the opinions of the three categories of respondents as to whether or not sports and recreation services had influence on students' welfare in the universities in the three geopolitical zones in the Northern part of Nigeria. The consensus seemed to suggest that the role and contributions of sports and recreation on students' welfare in the university system cannot be underestimated. It could be noted that apart from training the minds and physiques of students, sports and recreation accorded them with a lot of local, national and international exposure and recognition.

4.6.11 Opinions of respondents on the impact of security and communication services on students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria

Hypothesis eleven demanded to enquire from the opinions of respondents regarding the impact of the security and communication services on students' welfare in these universities. The findings from the responses of respondents revealed that the opinions of students and staff were in agreement on the impact while the opinions of the management did not agree with the opinions of the two groups. The non–conformity in the management's opinion with the two groups could suggest that management felt they had done their best to provide security units even though the security personnel were not sufficiently equipped with defensive arms.

In the opinion of students, the security personnel seemed to be confrontational in their relationship with students. Ideally, this category of staff in the system were expected to be friendly as defenders and protectors of students' lives and properties. Students' opinions also seemed to suggest that the

university should provide modern security gadgets to the security personnel for effective surveillance and communication services.

4.6.12 Opinions of Respondents on the impact of Transport Services on Students' Welfare in the Universities in the three geopolitical zones in Northern part of Nigeria

In hypothesis twelve, respondents' opinions were sought to find out whether or not transport services had impact on students' welfare services. The findings from the responses of the three groups of respondents revealed that respondents did not differ on their opinions, suggesting that the transport services abound at students' disposal in the universities. This conclusion is attributed to the increased emergence of "okadas", express, taxis and buses" for easy transportation. It would also mean that the location of the universities would influence the availability and access of such transport facilities to students for the transport fare to be within their minimum reach.

4.6.13 Opinions of Respondents on the impact of Religious Services on Students' Welfare in the Universities in the three geopolitical zones in Northern part of Nigeria

Hypothesis thirteen solicited the opinions of respondents on the impact of religious services on students' welfare in the universities. It was revealed from the findings that there were discrepancies in the opinions of the three groups of respondents. While the students' opinion suggested that the religious services were limited to the two well recognized faiths; Islam and Christianity, the opinions of the service staff and management seemed to conclude that the religious services could be adequate. It could be noted that most university campuses

have mosques and churches where members could worship but hardly did one find a shrine on the campuses of the universities.

4.6.14 Opinions of Respondents on the impact of Banking and Telecommunications services on Students' Welfare

In hypothesis fourteen, respondents' opinions were demanded on the impact of banking and communication services on students' welfare in the universities. The result of the findings revealed that opinions of the respondents seemed to differ, although the opinions of students and management seemed to tally. There could be the tendency of the management and students to believe that the provision and use of the banks and telecommunication facilities were satisfactory in most of the universities. The opinions of the service staff which seemed to be different from the two groups could be attributed to the fact that they were neither the primary managers nor basic users.

4.6.15 Opinions of Respondents on the impact of Library Services on Students' Welfare in the Universities in the three geopolitical zones in Northern part of Nigeria

Hypothesis fifteen tried to find out from the opinions of the three categories of respondents on the effects or impact of the library services on students' welfare in the universities. From the findings of the study, it was revealed that divergent differences appeared between service staff and the two groups which seemed to share the same view. Thus, the opinions of students and management were observed as the same. The non-conformity of the opinions of service staff with that of the students and management could not be unconnected with the argument that service staff were shying away from their

responsibilities of guiding the students properly on the use of the libraries in the universities. Hence libraries could not fulfill the aims and objectives of their functions to students when orientation and assistance for their use by students seemed to be lacking.

4.6.16 Opinions of Respondents on the impact of Classrooms Lecture Halls, Laboratories, Workshops and Field Work on Students' Welfare in the Universities in the three geopolitical zones in Northern part of Nigeria

In hypothesis sixteen, the opinions of respondents on the impact of lecture halls, classrooms, laboratories workshops etc were solicited. From the findings it was revealed that the opinions of the service staff agreed with the opinions of the students. However, the opinions of the management were significantly different from those of the students or service staff. It was discovered that due to non-release of adequate funds by the government to put more academic structures in the universities to meet up with growing population of student, there seemed to be acute shortage of classrooms or laboratory spaces in the universities. In view of this acute shortage, students could be congested while some peep through the windows to receive lectures. Such condition was seen as detrimental to students' academic performance.

4.6.17 Opinions of respondents on the impact of Information Technology on Students' Welfare in the Universities in the three geopolitical zones in Northern part of Nigeria

Hypothesis seventeen solicited for the respondents' opinions on the impact of information technology on students' welfare in the universities in these zones. The findings revealed that the opinions of management and students

agreed while the service staff did not share the opinions of the two groups. The non-conformity of service staff with the students confirmed that the managers and recipients of the services of the information technology carried more weight. Similarly, it was accepted that the role and contributions of information technology to modern teaching and learning in all institutions of learning could not be over-emphasized.

4.6.18 Opinions of Respondents on the impact of Medical and Health Services on students' welfare in the Universities in the three geopolitical zones in Northern part of Nigeria

In hypothesis eighteen, the opinions of respondents on the impact of medical and health services in these universities were demanded. The findings from the responses of the three categories of respondents indicated agreement on their opinions. This seemed to suggest that the respondents' position on the role and contributions of medical and health services to students' welfare in the universities were paramount. It was in the direction of the importance of medical and health care that the government of Nigeria had recently introduced National Health Insurance Scheme (NHIS) in the federation of which universities are inclusive.

4.6.19 Opinions of Respondents on the impact of Environmental Services on Students' Welfare in the Universities in the three geopolitical zones in Northern part of Nigeria

Hypothesis nineteen sought the opinions of respondents on the impact of environmental services in these universities. It was discovered that the opinions of the three categories of respondents were not different on the impact of items identified as environmental services in the universities. By implication this means

that in the universities the role and importance of the conducive tone of the university environments has far–reaching importance on the students' welfare in the universities. It would be envisaged that when universality management creates conducive atmosphere in their campuses the morale of staff and students would usually rise up and both teaching and learning activities would become more productive.

4.6.20 Opinions of respondents on the effects of the perceived strategies for effective management of students' services in the Universities in the three geopolitical zones in Northern part of Nigeria

In hypothesis twenty, the opinions of respondents were solicited to determine the effects of applying perceived strategies for effective management of students' welfare services in the universities. The findings revealed that respondents shared the same opinions, implying that adequate funding, application of the right educational edicts, policies, reforms, laws, statutes, rules and regulations, use of committee system, contribution of Donor agencies, alumni, communication network, supervision etcetera, are believed to facilitate and contribute immensely to effective management of students' welfare services in the universities.

4.7 Summary

The research was arranged to analyze and discuss in details types, adequacy, impact and management strategies in respect of students' welfare services in the universities in the three geopolitical zones in the Northern part of Nigeria. The respondents used for the study were students, services staff and top management staff of these universities. Descriptive and inferential statistical

measurements were used for the study. Also frequencies and percentages were used to give a general description of the data obtained. One Way Analysis of Variance (ANOVA) statistical method was adopted to determine the opinions of each of the five main categories of respondents on the issues raised in the study. Twelve out of the twenty hypotheses were rejected and were subjected to Scheffe's Multiple Comparison Test to ascertain the extent of significant difference in the opinions of the respondents. The summary of the tests of the hypothesis was also provided.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.2 Summary of Findings

Based on the findings of the study the following summaries were made:

5.2.1 The Types and Availability of Students' Welfare Services in Respect of Social Services in the universities in the three geopolitical zones in Northern part of Nigeria

i. The catering, cafeteria, bukateria, canteens and restaurants were available though run by private individuals.
ii. Hostel accommodations were available but not adequate to meet the needs of the teeming population of students.
iii. Guidance and counselling services were available but not adequate in the universities.
iv. Sports and recreation facilities were available but not adequate to meet the challenges of modern sports and games.
v. Security matters and communication network were available but needed to be improved.
vi. Transportation services were adequately available.
vii. Religious services were available but did not cover other sects and denominations.
viii. Banking and telecommunications were available but not adequate.
ix. Shopping, marketing facilities and student centres were available but run by private individuals.
x. Clubs, societies and associations were available.

xi. Electricity and water supplies were available though the services needed stable supply.

5.2.2 The Types and Availability of Students' Welfare Services in Respect of Academic Service in the Universities in the three geopolitical zones in Northern part of Nigeria

i. Classrooms/lecture hall accommodation were available but not adequate to accommodate the growing number of students.

ii. The library facilities (books, seats, materials etc) were available but not adequate.

iii. Teaching staff were available but not adequate.

iv. Theatres and laboratories were available but not adequate.

v. Information technological facilities like computers, telephones, websites, internet, E-mail etc were available but not adequate.

vi. Information dissemination facilities like bulletins, newsletter, notice boards, and campus magazines were available.

vii. Teaching and learning facilities, field trips, teaching practice, debates etc were available but not adequate.

viii. Bookshops, publication facilities and photocopiers were available but were run by private business individuals.

5.2.3 The Types and Availability of Students' Welfare Services in Respect of Medical Health Services in the Universities in the three geopolitical zones in Northern part of Nigeria.

i. Sick bays/clinics were available.

ii. Hospitals were available but are either not adequate or too far from the campuses.

iii. Medical centres were available out side the campuses.

iv. Sanitation facilities were available and adequate.

v. Vaccines and inoculations were available though inadequate.

vi. Drugs were available though inadequate.

vii. Curative and preventive treatments were available and accessed by students.

5.2.4 Types and Availability of Students' Welfare Services in Respect of Environmental Services in the Universities in the three geopolitical zones in Northern part of Nigeria

i. Conducive environments for learning and teaching existed in the universities but not adequate.

ii. The tone or institutional climate existed but not adequate in the universities.

iii. Student-teacher relationship existed but cordiality needed improvement.

iv. Students' sense of belonging, privacy, freedom and safety obtained in the universities though not adequate.

5.2.5 Opinions of Respondents on impacts of Diverse Services on Students' welfare in the Universities in the three geopolitical zones in Northern part of Nigeria

5.2.5.1 Opinions of Respondents on Impact of Feeding

i. The three groups of respondents in all the five universities expressed negative consequence of the removal of feeding subsidy from the the universities by the Federal Government.

ii. The introduction of private catering systems in the universities was seen by the respondents as expensive and exploitative.

iii. The removal of feeding subsidy was not because it was seen as one of the sources of students' unrest in the universities.

iv. Lack of efficient management and supervision of students' catering services had adverse effects on students' academic performance.

v. Private catering system on campuses was seen as time saving for students.

5.2.5.2 Opinions of Respondents on impact of Hostel Accommodation

i. Students' hostel accommodations were considered as indecent and uncomfortable. This had adverse effects on students' academic performance in the universities.

ii. The facilities provided in the hostels were grossly inadequate for the overcrowded population of students.

iii. Students' residential halls should be expanded to avoid health hazards.

iv. Pairing of more students did not reduce accommodation problems.

v. Hostel accommodation ranked high and crucial and academic activities without accommodation was incomplete.

5.2.5.3 Opinions of Respondents on impact of Guidance and Counseling.

i. Guidance counseling units in the universities played important role in preventing problems and forestalling students' difficulties.

ii. Guidance and counseling units contributed in moulding, disciplining and changing students' lives positively.

iii. Some of the indicators of guidance and counseling services were educational, career choice and planning coordination of interviews for recruitments and scholarships.

iv. Guidance and counseling services enabled the students to relate well and live in harmony with their colleagues and associates.

v. Guidance and counseling units could not do enough to discourage all social vices like cultism, robbery examination anxiety and malpractice.

5.2.5.4 Opinions of Respondents on impact of Sports and Recreations

i. Universities in the three geopolitical zones in the Northern part of Nigeria maintained virile programme on sports and recreational activities with full supervision.

ii. Sports and recreational activities covered a wide range of activities to satisfy students.

iii. Sports and recreation opened opportunities for students to win various scholarships, bursaries, and even fellowship and jobs after graduation.

iv. Participation in various sports and games gave students wide exposure.

v. Provision of sports and recreational facilities reduced conflicts and students' crisis and unrest.

vi. Provision of indoor games refreshed students' minds and brains and widened their scope of academic pursuit.

5.2.5.5 Opinions of Respondents on the impact of Security and Communication

i. Universities have adequate security personnel to guide students' movements.

ii. Security personnel were engaged in active surveillance and maintenance of law and order and passing of useful information on the campuses.

iii. The security personnel were not well-equipped to fight various crimes on campuses.

iv. Recruitment of casual hunters augmented the efforts of security men in safe guarding the university environments.

v. Some universities had dedicated, well enlightened and trained security outfit.

5.2.5.6 Opinions of Respondents on impact of Transportation Services

i. Some university campuses had organized and well supervised transport services.

ii. Lack of transport for academic activities contributed to students' coming late or missing lectures completely.

iii. The universities did not have enough buses for students' field trips, educational visits and practical.

iv. Too many motorcycle businesses constituted to security problems on campuses. Such problems like theft, over-speeding accidents and overcrowding were eminent.

5.2.5.7 Opinions of Respondents on impact of Religious Services

i. Religious services provided on campuses assisted students in moulding their moral and spiritual character.

ii. Mosques and churches have been adequately provided on university campuses for students' religious obligations.

iii. Religious tolerances have been encouraged on campuses for avoidance of conflicts and uprisings.

iv. Religious faiths other than Islam and Christianity have not been recognized and attended to on the campuses.

v. Proliferation of churches/denominations and sects on campuses would precipitate misunderstanding and security risks detrimental to teaching and learning in the universities.

5.2.5.8 Opinions of Respondents on the impact of Banking and Telecommunication Services

i. These universities should have banking services on or near their campuses for students financial transactions.

ii. Adequate mail post offices were provided on or near campuses.

iii. The introduction of modern mobile phone technology had eased a lot of communication problems for students.

iv. Services of banks in respect of loan scheme to students were lacking.

v. The invention of mobile phones brought good tidings and has not in anyway hindered students' academic performance.

5.2.5.9 Opinions of Respondents on impact of library services

i. The provisions of libraries were vital in the universities.

ii. Relevant books were not adequately available to serve the ever growing population of students.

iii. Service staff did not share the opinion of the students and top management that students get discouraged to go to libraries because they were not assisted by staff to locate materials for their assignment.

iv. Students did not share the opinions with the service staff and top management that students received enough necessary orientation on the use of libraries. Hence students did not receive enough orientation on the use of library.

5.2.5.10 Opinion of Respondents on the impact of Classrooms, Lecture Halls, Laboratories Workshops and Field Trips Services

i. Classrooms and lecture halls were not enough to accommodate students during lecture sessions.

ii. Teaching and learning facilities like laboratories, equipment, workshop tools and seating arrangements were inadequate to facilitate convenient learning environment for students.

iii. In most cases students either shifted or shared the equipment in overcrowded manner which led to production of half-baked technologists and scientists.

iv. Learning could be adventurous for students with lots of well organized field trips/works and practicals.

5.2.5.11 Opinion of Respondents on the impact and influence of Information Technology Services

i. Students were supposed to get easy access to computers and internet cafes so as to be well informed about world events.

ii. Learning and teaching were made faster through the use of information technology.

iii. Most of the information technology services were provided by private individuals whose charges were very expensive and exploitative.

iv. Books and publication services were viewed by students and service staff as inadequate on the campuses for students' use.

5.2.5.12 Opinions of Respondents on the impact of Medical/Health Services

i. Medical and health care delivery in form of medical aids drugs, medical examinations ante natal clinics, family planning, consultation had been fairly adequate in some universities but not free in the universities.

ii. Medical centers in the universities have been faced with numerous problems of prompt medical attention, adequate drugs and manpower.

iii. The three categories of respondents disagreed with the view that there was no need to expand and upgrade medical facilities and manpower as arrangements were made with teaching or general specialist hospitals for better treatment.

iv. The medical services given to students by medical centres on campuses were grossly inadequate and poor.

5.2.5.13 Opinion of Respondents on the impact of Environmental Services

i. Good and neat environmental with adequate sanitation services, street lights, parks, gardens paths, walk ways and flower sheds existed to stimulate students' standard of living, confidence and promotion of academic performance in the universities.

ii. Mutual understanding and relationship between adviser advisee instilled confidence in students for better academic performance.

iii. Conflicts, strikes and crisis prone campus killed staff and students morale resulting into unfriendly atmosphere for teaching and learning.

iv. Responds supported that effective teaching and learning were achieved in a noise free, crime–free, spacious, well organized and beautiful environment.

5.1.5.14 Opinions of Respondents on Perceived Strategies for Effective Management of Students Welfare Services in the Universities in the three geopolitical zones in Northern part of Nigeria

i. Respondents shared the view that under funding of universities by Federal and State Government contributed tremendously to the inability of the universities to manage and meet all the welfare needs of the teeming population of students.

ii. Respondents agreed that Students Affairs Division, Accommodation Allocation Committee, Students Welfare Service, Management Board, Sports Committee etcetera played very important role in yielding positive results in students' welfare.

iii. Good policies, laws, statutes, rules and regulations facilitated effective and efficient management of students' welfare services in the universities.

iv. Central Accommodation Allocation Committee in the universities had not eased the problems of bed space allocation to students in the hostels.

v. Security network and communication including the services of Market Management Committee were agreed by respondents as good devices for enhancing students' welfare management.

vi. Efficient provision and supervision of social services including Students' Union matters, religious matters, water and electricity and other basic and sensitive issues that affect students' welfare were evidence of the commitment of university administration to students' welfare.

vii. The recruitment of casual laborers to clean the surroundings, public toilets and maintenance of flowers and landscaping by some universities had enhanced conducive teaching and learning environment.

5.3 Conclusions

From the analysis and the result of the findings of this study, it could be concluded that: some basic services for students' welfare in the universities in the three geopolitical zones in Northern part of Nigeria were available but were grossly inadequate to satisfy the needs of the ever increasing students' population;

Proper management of some facilities also presented problems due to lack of funds. It was also observed that the Federal and State Governments had

completely withdrawn from feeding arrangements and the university managements have transferred the catering system to private caterers.

There has been gross inadequacy of students' hostel accommodation particularly, in the first and second generation universities which could not accommodate beyond one third of the students' population;

The study also concluded that the universities have been grossly under funded by the federal government despite the far–reaching out-cries and suggestions made by various interest groups and stakeholders;

The repercussions of under funding had occasioned incessant strikes by staff on one hand and demonstrations, uprisings and unrest by students on the other. Due to large students' numbers, adequate space requirement like classrooms, lecture theatres, laboratories and workshops were hardly met.

Both teachers and learners become demoralized due to government lack of concern for the universities. This could definitely result in production of half baked graduates much talked about. It was however, noted that some universities landscaped and sanitized their campuses with beautiful flowers and well kept surroundings with parks and gardens, walk – ways producing conducive atmosphere for teaching research and learning;

The application of management strategies like laws, ordinances, policies, committee system statutes, rules and regulations in the management of students' matters have yielded positive results.

5.4 Recommendations

In line with the findings and conclusions of this study, it is pertinent to recommend that adequate funds should be allocated to the Universities by the Federal and State Governments so as to take care of their pressing needs, particularly, the welfare of students who are the central figure of the Universities.

Adequate welfare facilities like feeding arrangements, hostel and lecture hall accommodation, sports equipment, transportation and communication faculties, electricity and water supplies should be improved on campuses. Guidance and counseling units and good modern security system, and surveillance network should be properly improved and managed;

Cordial relationship should be cultivated amongst teachers, management and students, particularly between adviser-advisee, teacher and learner and even amongst students themselves.

Universities should engage in generating alternative source of revenue to augment government allocations. This can be done by soliciting the assistance from Non-Government Organisations, Donor Agencies, Alumni base, internal and foreign linkages, like the case of Carnegie and Mac Author Interventions Collaborating Researches and private participation in building hostel or classroom accommodation close to the universities for commercial or otherwise.

When enough funds avail, the university management should try to ensure that the resources realized should be used to satisfy students' demands so that the universities become riot or crisis free.

The cooperation of Students Unions and other Hall or Faculty Committees should be sought in checking excesses of students or even staff in misusing, abusing, destruction, vandalizing, pilfering and `don't care attitudes to university equipment and property. Universities should find ways and means of employing check and balances mechanism for the smooth utilization of resources meant for students' welfare.

Orientations and sensitization sessions should be organized for students particularly freshers so as to integrate them very well into the university system. Students' behaviour and activities should be monitored so as discourage vices such as robbery, cultism, harassments thefts and any action detrimental to aims and objectives of the universities. Proper and relevant statues, policies rules and regulations should be enforced and obeyed for peaceful campus coexistence.

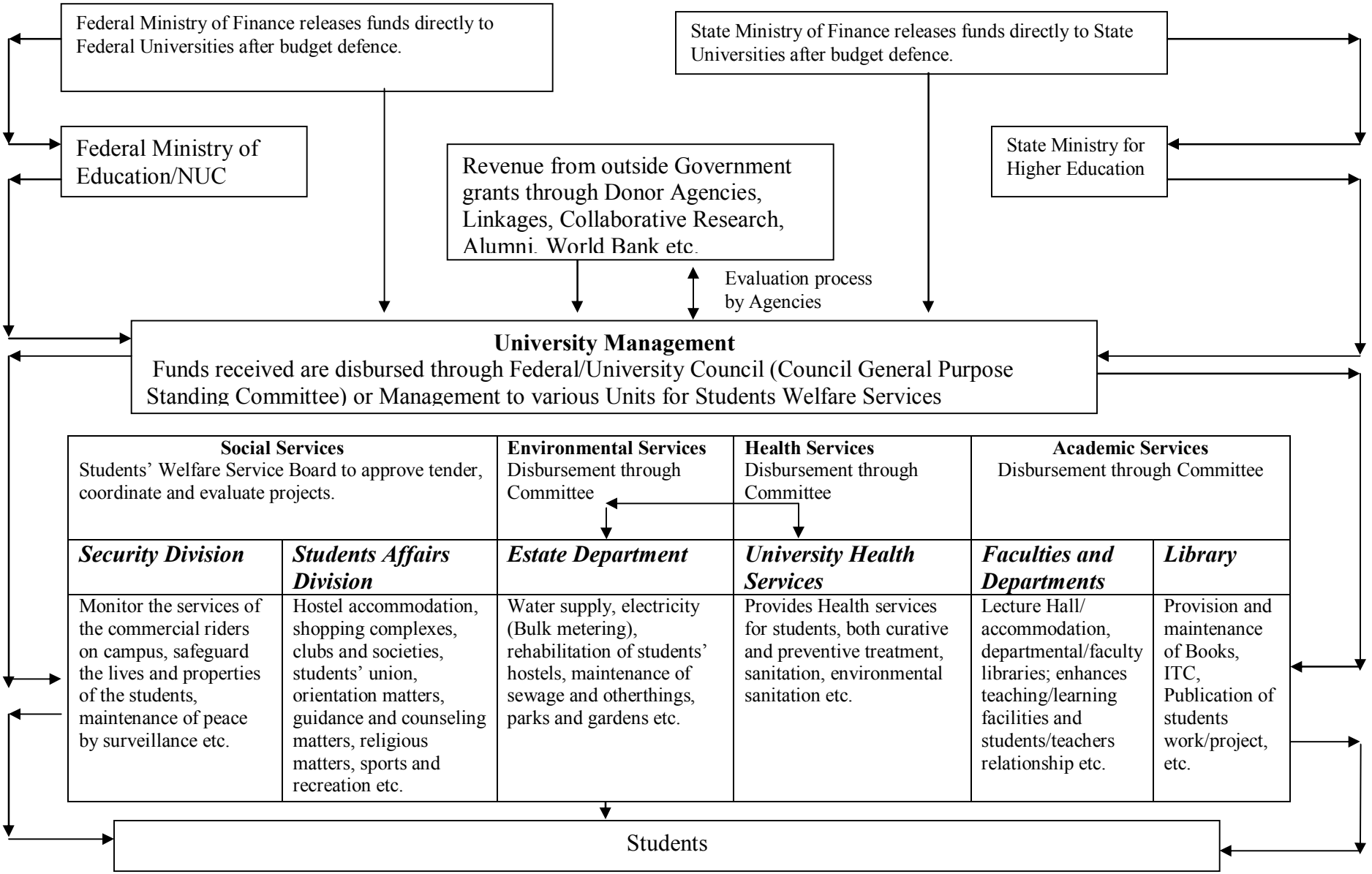
Universities should encourage the participation of private individuals in building accommodation compounds near the universities to rent to students so as to ease students' accommodation problems.

Nigerian universities in general and universities under study in particular should encourage religious and ethnic tolerance amongst students so as to avoid students' conflicts and unrest.

5.4.1 Suggested Model for Students' Welfare Services in the Nigerian University System

The researcher has developed a model as shown in Fig. 5.3.1 to guide the University Management and bodies which deal with the students' welfare services for effective and efficient provision, management and utilization of funds and resources meant for the welfare of students.

Fig. 5.3.1: Suggested Model for the effective provision and management of students' welfare services in the University system in Nigeria



Key: Left and Right arrows in the margin show evaluation process/students' welfare services in Federal and State Universities

Source: Developed by the Researcher (Mahadi, A.A. 2007)

The model presented in the Fig. 5.3.1 designed by the researcher has been as the result from the findings of the study. The researcher found it necessary to suggest this model so as to guide the tiers of Government and the University managements in realizing the ideal objectives of their commitment to the provision and management of the students' welfare services in the University system in the three geopolitical zones in Northern part of Nigeria and Nigerian universities in general.

Based on the structure of the model in Figure 5.3.1, there is the need for the Government and the University system in the three Geo- political zones in Northern part of Nigeria in particular and the Nigerian Universities in general to collectively devise means of arresting the problems arising from the provision and management of students' welfare services in the system.

Based on the calculation of this study, it has been established that lack of commitment given to the provision of adequate welfare services for the students by the Government and University managements culminate into untold hardship, general depressions, physical and emotional distress resulting to rampant conflicts, unrests, uprisings by students which disturbed teaching and learning.

To this effect the provision of the adequate funding from the two arms of Government to the Universities is considered as crucial to the solution of the nasty experiences from student uprisings bedeviling the Universities. It is therefore pertinent that funds budgeted for the universities should be released directly by the Federal and State Ministries of Finance to the universities for their

upkeep, particularly for the proper management of students welfare. This process will safeguard against the likelihood of the funds getting siphoned or pinched in transit when released through many bodies.

The University Management should disburse the funds received to various units which deal directly with students' welfare through relevant Boards and Committees.

The process of evaluation as reflected in the model for proper, effective and efficient utilization of the funds received for the student welfare be delivered through reports to the appropriate authorities - that is to say, reports or comments from students as the recipients of the services should reach the Units. The heads of the Units should send report to the Vice Chancellors who in turn report to the NUC Secretary/State Higher Education Board. The NUC Secretary should submit Reports to the Minister of Education on whether or not the funds released by the Ministry of Finance for the Universities unkeep has been effectively utilized. It is to be noted that the two bodies should be involved in the evaluation process.

Through this process the government /management should know whether or not to increase the subventions for adequacy. The effective and proper utilization of funds received from Donor Agencies, Alumni, Linkages etc. should also be evaluated by their agents or otherwise.

It is very important that the levels involved in the provision and managements of students' Welfare services make use of management strategies/policies through committee system for the effective disbursement,

provision utilization, management and evaluation of the funds and materials for students' services in the University system so as to achieve the goals and objectives of the students' social and academic performance.

5.3 **Suggestions for Further Studies**

Based on the findings and conclusions of this research the following suggestions were made for further studies.

i. The types and availability of services provided to students in the universities in the three geopolitical zones in the Northern part of Nigeria and their impacts on students behaviours and academic performance could not be exhaustive. There is the need, therefore, to explore and research on areas like relevant curriculum and lucrative courses for rapid development,

ii. The impact of western modernization on students' behaviour in the universities.

iii. The advantages and disadvantages of open/distant learning university systems in terms of welfare in the universities.

iv. The effects of the neighbouring communities on students' welfare in Nigerian universities.

v. Assessment or evaluation of other students services and areas like orientation, academic performance etc.

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APPENDIX A

DEPARTMENT OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA.

Date: 14th November, 2003

QUESTIONNAIRE ON ASSESSMENT OF THE MANAGEMENT OF STUDENTS' WELFARE SERVICES IN UNIVERSITIES IN THREE GEOPOLITICAL ZONES IN NORTHERN PART OF NIGERIA

TO WHOM IT MAY CONCERN

Dear Sir,

COLLECTION OF RESEARCH DATA

The bearer, Asta Abdullahi Mahadi (Mrs) is conducting a research in the field of Education and Planning, and is interested in assessing the Management of Students Welfare Services in the Universities in the three geopolitical zones in Northern Part of Nigeria for the degree of Ph.D Educational Administration and Planning, Faculty of Education. The Department of Education, Ahmadu Bello University will be grateful if you can permit her to collect the relevant, information/data from your University which is one of the 5 Universities she has sampled for the study.

Yours faithfully,

SGD

Ben Yunus
Head of Dept.

Department of Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

12th November, 2003

Dear Sir/Madam/Student,

Questionnaire on Students' Welfare Services in selected Nigerian Universities in three Geopolitical Zones in Northern part of Nigeria

Collection of Data

I am a Ph.D student studying Educational Administration and Planning in Ahmadu Bello University, Zaria. I am conducting a research on "An Assessment of the Management of University Students' Welfare services in the Universities in the three Geopolitical Zones in the Northern part of Nigeria".

It will be highly appreciated if you can kindly respond to the attached questionnaire which is designed to assist me find out how students' welfare services are managed in Universities in three geopolitical zones in Northern part of Nigeria. It is hoped that the study will enhance effective procurement and management of resources meant for students' services in the universities under study.

Please while you give honest and precise response, all information provided will be treated with maximum confidentiality.

Yours faithfully,

A. A. Mahadi (Mrs)

DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA.

QUESTIONNAIRE

General Instruction:

Please answer all questions freely, objectively and honestly. You are to indicate your response by ticking (√) or filling in the appropriate column or space provided to supply the required information. Maximum confidentiality and privacy is fully guaranteed.

PART I: BIO-DATA (Personal)

1. Name of the University_____

2. Status: Student ( ) Service staff ( ) Top Management staff ( )

3. Course:_____

4. Section where you work in the University:

i.	Vice Chancellors Office	☐
ii.	Registrars Office	☐
iii.	Student Affairs Division	☐
iv.	Student Hostel	☐
v.	Guidance and Counselling	☐
vi.	Sports and Recreation Section	☐
vii.	University Health Services	☐
viii.	Cafeteria	☐
ix.	Bukateria	☐
x.	Security Division	☐
xi.	Restaurant	☐
xii.	Bookshop	☐
xiii.	Printing Press	☐
		☐

xiv. Mail Office/Post Office

xv. Library ☐

xvi. Any other: Please State_____

_____

_____

_____

_____

PART II

Instruction: In the list below, please indicate the availability and degree of adequacy of the following student welfare services in your University by ticking the appropriate column provided. The abbreviations used are:

VA = Very Adequate

A = Adequate

NA = Not Adequate

NP = Not Provided

Types of student welfare services available in the Universities in the three geopolitical zones in the Northern part of Nigeria

	TYPES OF SERVICES	**VA**	**A**	**NA**	**NP**
A. **S/NO** 1.	**Social Services:** Catering, Cafetaria, Bukateria, Canteens, Restaurant				
2.	Hostel Accommodation				
3.	Guidance & Counselling services				
4.	Sports and Recreational facilities				
5.	Security Matters				
6.	Transportation services				
7.	Banking				

8.	Religious services				
9.	Clubs, Societies & Associations				
10.	Shopping & Marketing facilities, Student Centers				
11.	Electricity supplies				
12.	Water supplies				
B.	**Academic Services:**				
13.	Classroom/Lecture hall accommodation				
14.	Library facilities (Books, Seats, Materials etc)				
15.	Teaching staff				
16.	Theatres and Laboratories				
17.	Information Technology services, Computers, Telephones, System websites, Internet, E-mail etc.				
		VA	**A**	**NA**	**NP**
18.	Information dissemination like Bulletin, Titwits, Newsletters, Notice Boards, Campus magazines				
19.	Teaching learning facilities – Assignments, field trips, debates, symposiums, Teaching Practice, field–work etc				
20.	Bookshops, Publication facilities, Photocopiers.				
C.	**Medical/Health Services:**				
21.	Sick bays (Clinics)				
22.	Hospitals				
23.	Medical Centres				
24.	Sanitation facilities				
25.	Vaccines/Inoculation				
26.	Drugs				
27.	Curative & Preventive treatments				
D.	**Environmental Services:**				
28.	Conducive environment for learning Conducive environment for teaching				

29.	The tone or institutional climate				
30.	Student-Teacher relationship				
31.	Student-Student relationship				
32.	Sense of belonginess, Privacy/freedom/safety etc				

E. List other student welfare services which you feel should be provided for but are not provided.

1. _____
2. _____
3. _____
4. _____
5. _____

Part III

Instruction: Please indicate your agreement with each statement of the five point scale by ticking (√) in the appropriate column opposite each statement. The abbreviations used in the columns are explained as follows:-

SA means Strongly Agree

A means Agree

U means Undecided

D means Disagree

SD means Strongly Disagree

Section I: The impact of the provision and management of diverse social services on student welfare

1.1 Impact of feeding on students welfare

		SA	A	U	D	SD
33.	There is a strong belief that the removal of feeding subsidy in the Universities by the Federal Government has consequent negative impact on the students academic performance.					
34.	The introduction of Private Catering system in the Universities is expensive for students and the quality and quantity of food served are deficient.					
35.	Student feeding subsidy was removed because it was one of the main sources of students' unrest in the Universities.					
36.	Lack of efficient management and supervision of students feeding, catering services by the Universities has chain reaction and adverse effect on the welfare of students and their academic performance.					
37.	The Private Catering system on the Campuses is a time saving device for students and it allows students to feed on regular basis.					

1.2 Impact of Hostel Accommodation

		SA	A	U	D	SD
38.	The hostel accommodation provided to students in the Universities cannot be considered as decent and comfortable. This impinges on the academic performance and social potentialities of students.					

39.	The facilities provided in the hostels are grossly inadequate to meet the needs of the over-crowded population of the students.					
40.	There should be more efforts to expand students' residential halls as overcrowding or lack of accommodation is hazardous and vulnerable to epidemic outbreak and very devastating to students health.					
41.	Pairing of more students in the rooms reduces accommodation problem for the students.					
42.	Hostel accommodation rank very high and crucial to students well-being in the University. That is to say, academic activities without hostel accommodation is incomplete.					

1.3 Impact of Guidance and Counselling

		SA	**A**	**U**	**D**	**SD**
43.	The Counselling and Guidance unit in the Universities play a preventive role in anticipation of problems and forestalls difficulties that may confront the students.					
44.	The unit contributes in moulding, disciplining and changing the lives and developing the potentials of many students positively.					
45.	Guidance and Counseling services such as choice of educational career, career planning, career talks, co-ordination of interviews, recruitments by oil companies and various private and governmental ministries for jobs and scholarships are some of the indicators of good welfare services provided to students.					

46.	Counseling and Guidance services enable students to relate well and live happily with their room-mates, colleagues and other associates on campus generally.					
47.	The Guidance and Counseling Unit does not offer enough assistance to discourage and combat some of the social vices on campuses like cultism, robbery, examination anxiety and malpractice.					

1.4 The impact of Sports and Recreation

		SA	A	U	D	SD
48.	There is the belief that the Universities in the three geopolitical zones in the Northern part of Nigeria have established and maintained a virile programme on sports and recreational activities under the supervision of full time staff to facilitate students welfare.					
49.	The sports and recreational facilities for students in Universities in the three geopolitical zones in the Northern part of Nigeria cover a wide range of activities to satisfy the diverse tasks, interests and skills of students.					
50.	Encouraging participation of students in sports and recreation open opportunities for students to win various scholarships, Bursary, Fellowships, Jobs etc even after graduation.					
51.	Participation in games like West African Universities Games (WAUG), Federation of African Universities Sports (FAUS), Nigerian Universities Games Association (NUGA) etc give them wide exposure.					

52.	Provision of sports and recreational facilities on the campus reduces conflict and student crisis.					
53.	Provision of adequate indoor games like chess, snookers, ludos etc and television sets, in Common Rooms, and student centers refresh students minds and brains as well as widening the scope of their academic pursuit.					

1.5 Impact of Security and Communication services

		SA	**A**	**U**	**D**	**SD**
54.	The Universities have adequate and effective security personnel to assist and guide students' movement on the campus.					
55.	The security-men are involved in active patrolling, surveillance and maintenance of law and order. They are also to receive and report important and vital information for peaceful coexistence on the campus.					
56.	The security personnel are well equipped to fight crimes such as cultism, robbery etc on the campus.					
57.	The recruitment of casual hunters is vital in augmenting the efforts of security in making the environment secure for academic activities.					
58.	Some universities have dedicated, well enlightened and trained security system with improved technological gadgets.					

1.6 Transport Services

		SA	A	U	D	SD
59.	Ideal University campus should have an organized and well-supervised transport facilities like Express, Buses, Bicycles so as to facilitate student movement from one point of lecture to another and/or from one faculty to another and vice versa.					
60.	Lack of transport for Departmental academic activities will contribute to students missing lectures due to late coming.					
61.	The Universities do not have enough buses for students field trips, educational visits, practicals etc.					
62.	Too many motorcycle businesses bring about security problems on the campus. There are problems of theft, over speeding and overcrowding.					

1.7 Impact of Religious Service

		SA	A	U	D	SD
63.	The religious services provided on the campus help students tremendously in moulding their moral and spiritual character.					
64.	The mosques and churches on campuses are adequate enough to serve students for observing their religious obligations.					
65.	Religious tolerance should be encouraged on the campus so as to avoid conflicts and uprisings emanating from religious beliefs.					

66.	Students of different faiths other than Islam and Christianity are not recognized and attended to in anyway on the campus.					
67.	The proliferation of churches/denominations and sects on campus precipitates misunderstanding and security risks thereby becoming a threat to peaceful and conducive teaching and learning environment.					

1.8 Banking and Telecommunication services

		SA	**A**	**U**	**D**	**SD**
68.	Universities should have banking facilities so that student can save their money instead of keeping them in their rooms which encourages stealing amongst them.					
69.	Adequate mail/post office services are provided on or near the campus so as to enable students communicate with their parents and the outside world regularly.					
70.	The introduction of the modern mobile phone technology has eased a lot of communication problems for students as they can communicate within and outside the walls of the universities conveniently.					
71.	The services of the banks to students are not adequate as they do not provide loan scheme to them.					
72.	The invention of mobile phones has brought with it more havoc than good as students spend most of the time meant for academic work on the phone talking.					

Section II: The impact of Academic Services on Students Welfare

2.1 Impact of Library Facilities

		SA	A	U	D	SD
73.	It is believed that provision of adequate libraries, which are "store houses of knowledge", is vital in any University so that students can tap enough knowledge for their studies.					
74.	Relevant books are not adequately available for the ever growing population of students in the Universities in the three geopolitical zones in the Northern part of Nigeria.					
75.	Students get discouraged going to libraries because they are not assisted by staff to locate relevant materials which can help them carryout their assignments.					
76.	Students always get enough orientation on how to use the libraries.					

2.2 Impact of Classrooms, Laboratories, Workshops, field trips on student welfare

		SA	A	U	D	SD
77.	Classroom and lecture halls are not enough to accommodate students during the lecture sessions.					
78.	Teaching and learning facilities like laboratory equipments, workshop tools and even seating arrangements are inadequate to facilitate convenient learning environment for students.					

79.	In most cases students either shift or share the equipment in an overcrowded manner which leads to producing half-baked technologists and scientists.					
80.	Learning can be adventurous for students with lots of well organized field trips/works and practicals.					

2.3 Influence of Information Technology service on student welfare

		SA	A	U	D	SD
81.	Students are supposed to get easy access to computers and Internet Cafes in order to get informed about world events.					
82.	Learning and teaching are made faster through the use of information technology devices.					
83.	Most of the information technology services are provided by private individuals whose charges are very expensive and exploitative because they rent the accommodation spaces.					
84.	Bookshops and publication services are adequately provided for students so that they can buy prescribed books and also their master piece published or printed without going outside the campus.					

Section: III Impact of Health or Medical Services on students welfare

		SA	A	U	D	SD
85.	Adequate and free medical care in form of medical examination, ante-natal clinics, family planning services, first aid and other medical aids with broad based services exist in all University campuses in the three geopolitical zones in the Northern part of Nigeria.					
86.	The medical centers in the Universities are faced with enormous problems of coping with numerous patients which usually lead to lack of prompt medical attention and provision of adequate drug and manpower.					
87.	There is no need to upgrade and expand the medical facilities and manpower in the medical centers on campus for treatment of all forms of infirmity as arrangement are made to refer some cases to General, Specialist and Teaching hospitals for better treatment.					
88.	The medical services given to students by medical centers on University campuses can be best described as inadequate and poor.					

Section: IV Impact of Environmental Services on students welfare

		SA	A	U	D	SD
89.	Good and neat environment, with adequate sanitation, street lights, parks, gardens, paths, walkways and flower sheds combine to stimulate students standard of living, confidence and promotion of academic performance.					
90.	Mutual understanding relationship between adviser-advisee, instill confidence in students for better academic performance.					

91.	Conflicts, strikes and crisis-prone campus kill staff and student morale, resulting into unfriendly atmosphere for teaching and learning.					
92.	Effective teaching and learning are achieved in a noise-free, crime-free, spacious, well organized and beautiful environment.					

Part IV

Perceived Strategies for effective Management of Student Welfare services in Nigerian Universities.

		SA	A	U	D	SD
93.	It is believed that shortage of funds is instrumental to the inability of the university to manage and meet all the welfare needs of the teeming population of students.					
94.	The role of Students Affairs Division Accommodation Allocation Committee, Committee system, students welfare service-management board, sports committee are some strategies adopted by the University managements that can help immensely in yielding positive results in students welfare.					
95.	Good policies, laws and statutes, rules and regulation to facilitate effective and efficient management of students' welfare has been put in place by the University authorities.					
96.	Central accommodation allocation committee in the universities has eased the problem of bedspace allocation to students in all hostels.					

97.	Security network and communication including market management committee are among mechanisms deviced to enhance students welfare management.					
98.	Efficient provision and supervision of social services including student union matters, religion, water, electricity and other sensitive and basic issues that affect students welfare are evidence of university administrations' commitment to student welfare.					
99.	The use of casual labourers to clean the surroundings, public toilets, and maintenance of flowers, landscaping will enhance conducive environment for learning.					

APPENDIX B

EXHIBITS ON ADVERTISEMENT FOR SALE OF BEDSPACES BY STUDENTS

The Accomodation officer,
Ahmadu Bello University
Zaria.

Ma,

"TO ERR IS HUMAN, TO FORGIVE IS DIVINE."

Please kindly consider my request in good faith. Going by what is happening around me and my environment. I wish to humbly take the advise you have earlier given me: "That you like a mother to me and you will forgive, If I have realise what I did." This I have not only realised, but have also learn and it will not happen again. not again!

Yours Faithfully,
Ogunsola, Ide-sini

Dept. of Vet. Medicine And Surgery ABU - Samaru
26th August, 1993.

The Accomodation officer
ABU - Main campus.

COMPLAINT OVER FZ/3 SULEIMAN HALL.

I hereby wish to bring to the notice of the accommodation office that :—

① I am an M sc. II student of the fac. of Vet. med. and I am not yet allocated a bed space.

② Those posted to my room have sold out their bed spaces to Undergraduates who are now ~~distur~~ asking me to vacate the room for them

③ Those that have sold their bed spaces are Adeakin O. Samuel of textiles technology and Mathias of Mathematic department.

④ Those who bought the bed spaces are John Sheriff and one 500 Level engineering student whose name I don't know.

Above for your information and necessary action. Thanks for the Anticipated Cooperation.

Sincerely yours
DR MAMMAN A. A.
M sc | Vet-med | 9532 | 92-93.

Revoked.
31/10/94
F2/42

Space in Kibadu (Link). Check at A2/32 U/Sinleman, b/w 12-4pm, each day.

— Management

Oh! Why do you say Salq! Salq!! Salq!!!, as if the room is your father's property. Don't you know it is unfair to use any school property as a means of business transaction?

Log O! This place no be Lagos

Welfare Committee of Friends

No Dashing
✓ Squating
✓ Sellapping
✓ Selling

TO THE ACCOMODATION OFFICER,

Dear Ma,

I was given an accomodation in Room 28 in ICSA. I decided to allow my brother to stay in the room pending the time I will pack into the School, since ~~I was still there~~ I had some family matters to attend to at my hometown.

It Come as a Suprise to me to hear that my accomodation as been revoked by the School authority. He's staying in Jamaica.

I will be glad if my applicahion is due Considered.

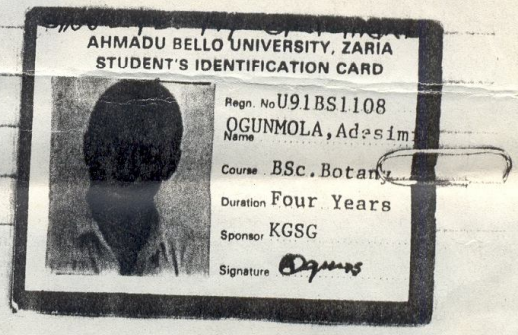
Yours Faithfully
Musina Ekundayo

No Squating no, Swapping
no Selling No Dashing

I, OLUGBEMI OSANIYO of WREE in agreement between I and OGUNMOLA ADESIYI AND AMURAWAIYE FEMI paid the sum of ₦1,500 for a bedspace in F4/17 belonging to OGUNMOLA ADESIYI.

The transaction has since been concluded

OLUGBEMI OSANIYO AMURAWAIYE FEMI OGUNMOLA ADESIYI


AHMADU BELLO UNIVERSITY, ZARIA
STUDENT'S IDENTIFICATION CARD

Regn. No U91BS1108
Name OGUNMOLA, Adesimi
Course BSc. Botany
Duration Four Years
Sponsor KGSG
Signature

I have collected my ID card for the interim pending when I return my brother's own.

My brother's name: Femi Amurawaiye
Dept of Biological Sciences

C/O Faculty of Agric,
A.B.U., Zaria.

6th March, 1997.

Dear Ma,

REPORT ON ILLEGAL SALE OF BED SPACE IN MY ROOM

I am writing you this letter to notify you on the events that has been happening in my room. My roomate, Mr Bode of my class (500L AGRIC), illegally sold his bed space in my room, (Danfodio old Block room 145) to two students in FASS sometimes last month, but he later came to eject them out when they were not able to complete the payment. And he later then sold it to Mr Osisi Ikenna Alphouse, a 300L chemistry student.

Ma, Since Mr Ikenna and his friends parked into the room there has never been any comfort for a day. They disturb seriously during the mights with loud music cigarrettes and different kinds of groups. This led to the event of him and his friends threatening me on several occassions whenever I complained. This series of threats have made me feel unsecured expecially at nights in the room.

Ma, Mr Osisi I.A. as I know is not entitle to accomodation and morever, chemistry students are NOT accomodated in Danfodio hall so there is no way he could have swapped to the room.

Iam using this medioum to appeal to you to please help to save this situation by directing my legal roomate Mr Bode to come back to his room or the space be allocated to another 500L student since he is not interested in the space.

Ma, I will be very glad if you could use your seat to finally settle this unrest because I feel very unsafe in the room.

Yours faithfully,

Sanni T.A. (U90AG1060)
500L AGRIC.

AMINA HALL

VC/SA/AMH/03 21-1-98

The Dean,
Student Affairs Division,
Ahmadu Bello University,
Zaria.

Through:- The Accommodation Officer,
Student Affairs Division,
ABU-Zaria.

Dear Sir,

ILLEGAL SALE OF BED SPACE IN ROOM A5/44

I wish to report the sale of bed space in the above mentioned room which led to chaos.

I enclose herewith the written reports from those concerned.

Name and Registration No.	Remark
1. NMADU, Ruth U92AG1812 400L, A5/44	The legal owner of the bed space who transferred it to those accused of selling the bedspace in A5/44.
2. ADI, Victoria Titilayo U93AG1057 300L, A3/60	Accused of selling the bedspace (A5/44) She was also the student caught by the Deputy Dean climbing the fence of the water tanks of Block A3 which had been damaged through this constant practice of climbing by students. She was also rude to the Deputy Dean during the inspection of hostel. She is a legal occupant of A3/60.
3. ADEWUMI, Toyin Grace U93AG1102 300L, A3/60	Accused of selling the bedspace A5/44 She is a legal occupant of A3/60.
4. ONYIA, Evans Lotaclukwu. U92AG1033. 400L, A5/44	Compalinant of the sale of bedspace (A5/44) and a legal occupant of A5/44.
5. DADA, Florence Shola U93MC1007 300L, A5/44	Compainant of sale of Bedspace and a Legal occupant of A5/44.
6. NKEMJIKA, Orakpo I.	The student that bought the bedspace (A5/44).

It will therefore be highly appreciated if you can go through the reports and take disciplinary action.

Yours faithfully,

O.S.A.R. SALAMI (MRS.)
Hall Administrator.

cc: Accommodation Officer.

AHMADU BELLO UNIVERSITY, ZARIA

VICE-CHANCELLOR'S OFFICE
(STUDENTS AFFAIRS DIVISION)
(Umar Suleiman Hall)

Telephone: Zaria - 069/50501
Telegrams: UNIBELLO Zaria

VICE-CHANCELLOR: Prof. D.I. Saror, B.Sc., DVM, (KSU), M.Sc., (Minn), Ph.D. (ABU)
DEAN, STUDENTS AFFAIRS: Prof. E.G. Kolawole, B.Sc., Ph.D. MRSC. C. Chem, FPRI

Your Ref:

Date: 30th Aug. 194

Our Ref: VC/SA/US/H/1.Vol.ii

The Accommodation Officer
Student Affairs Division
Ahmadu Bello University
Zaria

Dear Madam,

SALE OF BED SPACES

The following are the bed spaces reported to me and comfirmed that students allocated to sold to others.

1. F2/62 Odiba M.M = M.sc II
2. F2/62 Sark U.P. = Misc Civil Eng. II ✓
3. A2/? Odiba has bed space there
4. F4/17 Ogunmola Adesimi Bsc. Biol. 3001 given out to Sir A

I wish you should re-allocate.

Thank.

Yours faithfully

Mal. I. Mijinyawa

APPENDIX C

APPEDIX IX
KREJCIE AND MORGAN'S TABLE FOR DETERMING SAMPLE SIZE FROM A GIVEN POPULATION

TABLE I
Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	200	155	1600	313
40	36	280	162	1800	317
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
80	66	420	201	3000	346
85	70	440	205	4000	351
90	73	460	209	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	281
200	132	1000	278	75000	382
210	136	1100	285	1,000,000	384

Key
N = Population size
S = Sample size

Krejcie, R.W. and Morgan, D.W. (1970). Educational and Psychological Measurement, Vol. 30, P.608.