



Students' Satisfaction with Academic Support Services at the University of Benin

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Abstract. The study investigated students' satisfaction with academic support services at the University of Benin. It precisely aimed at ascertaining the level of students' satisfaction with teaching/educational services; evaluate the level of students' satisfaction with library services; verify the level of students' satisfaction with security services; determine students' contentment with administrative/and registration services; evaluate the level of students' satisfaction with medical services; ascertain students' satisfaction with hostel accommodation and examine students' satisfaction with information and communication technology (ICT). The study sample comprises of three hundred and eighty-five (395) respondents drawn from undergraduate students of University of Benin with the help of Google Form. Structured questionnaire was utilised to gather the needed information and the investigative techniques employed include simple percentages, means, correlation and multiple regression. All tests were performed at the 0.05 level of statistical significance. The result showed that teaching/educational services were positive and significantly related to students' satisfaction in the University of Benin. Security services had a positive and significant relationship with students' satisfaction in the University; administrative and registration services was positive and significantly related to students' satisfaction. Medical services provided by health workers significantly affect students' satisfaction in the University. Information and communication technology (ICT) had a positive and significant relationship with students' satisfaction. However, library and hostel accommodation services had no significant relationship with students' satisfaction in the University of Benin. The study therefore recommends that regular satisfaction surveys should be conducted to specifically address library and accommodation services to better understand student expectations and experiences.

Keywords: Expectations, Satisfaction, Service Delivery, Service Quality, Students

1. Introduction

In the realm of academia, universities are continually adapting to meet the ever-evolving needs and expectations of their students (Qomariah, Budiastuti, Sanosra, Susbiani, & Budisatoto, 2020). Student satisfaction is a critical factor that influences not only the reputation of educational institutions but also impacts student retention and word-of-mouth referrals, playing a significant role in the long-term success and sustainability of these institutions (YuSheng & Ibrahim, 2019). As such, it is essential for universities to consistently enhance their service delivery to align with the changing needs and preferences of their customers.

Student satisfaction in the context of university is a multifaceted concept that encompasses various aspects of the educational experience. It is the students' perception of how well their university meets or exceeds their expectations (Gaftandzhieva, Doneva, Zhekova & Pashev, 2023). The degree of satisfaction students derive from these services significantly impacts their academic performance, overall wellbeing, and loyalty to the institution (Akpoyomare, Adeosun, & Ganiyu, 2016). Therefore, understanding and improving student satisfaction is pivotal for universities aiming to provide an enriching and supportive environment conducive to learning and personal development (Acheampong, Siiba, Okyere & Tuffour, 2020).

Student satisfaction is a pivotal measure of the effectiveness of a university's service delivery. It reflects the extent to which students' expectations and needs are met by the university (Elliott & Shin, 2022). Research indicates that higher levels of student satisfaction contribute to better academic

performance, increased retention rates, and positive word-of-mouth referrals, which are crucial for the reputation and success of educational institutions (Etuk, Anyadighibe, James & Mbaka, 2020; Akpoyomare, Adeosun & Ganiyu, 2016). Therefore, this study takes a novel approach by exploring students' satisfaction with service delivery in the University of Benin. The specific objectives of the study are to: assess the level of student's satisfaction with educational services; evaluate the level of student's satisfaction with library services; verify the level of student's satisfaction with security services; determine students' contentment with administrative and registration services; evaluate the level of student's satisfaction with medical services; ascertain students' satisfaction with hostel accommodation and examine students' satisfaction with information and communication technology (ICT).

2. Literature Review

2.1 Conceptual Review

2.1.1 Student Satisfaction

Student satisfaction in higher education, particularly at the University of Benin in Nigeria, is a multifaceted concept that has been extensively examined in recent academic literature. The term 'student satisfaction' varies across different academic contexts, yet it generally refers to the extent to which students feel their expectations and needs are being met by their university experience. Elliot and Healy (2016) describe it as a short-term attitude resulting from an evaluation of a student's educational experience, services, and facilities. According to Douglas, Douglas, and Barnes (2016), it is the perceived quality of an educational experience as assessed by the learner. Bignoux and Sund (2018) emphasize the affective state resulting from the appraisal of all aspects of a student's university experience. Additionally, Weerasinghe and Fernando (2017) define it as the difference between the perceived value and expectations of educational service quality. Douglas (2015) further explicates it as a response to the educational service experience, which involves an assessment of the educational process. These definitions collectively underscore the multidimensional nature of student satisfaction, encompassing emotional, cognitive, and experiential aspects.

The elements and components of student satisfaction are diverse and encompass various aspects of the educational experience. The academic environment, including the quality of teaching and curriculum, is a

critical component, as highlighted by Pham, Williamson, and Berry (2018). Physical and infrastructural facilities, such as libraries and technological resources, are also significant, as noted by Ladhari, Ladhari and Morales (2011). Furthermore, administrative services and support systems play an essential role, as discussed by Kahu and Nelson (2018). The social environment, encompassing peer interactions and extracurricular activities, is another vital element outlined by Wiers-Jenssen, Stensaker, and Grøgaard (2018). A comprehensive understanding of student satisfaction involves considering these diverse yet interrelated components.

2.1.2 Service Quality

Service quality, a concept of immense significance in higher education, particularly in the context of student satisfaction, has been defined diversely by scholars. Parasuraman, Zeithaml, and Berry (1988), in their seminal work, describe it as the discrepancy between customer expectations and service performance. This definition was further refined by Brady and Cronin (2021), who emphasized the multidimensional nature of service quality, integrating aspects such as interaction quality, physical environment quality, and outcome quality. Grönroos (2014) introduced a dualistic model, differentiating between technical quality (what is delivered) and functional quality (how it is delivered). Meanwhile, Wang, Tan and Wahid (2020) presented a more comprehensive view, considering service quality as a holistic evaluation of the overall excellence of services. However, it was Anderson and Fornell (2019) who specifically connected service quality to customer satisfaction, positing that the perceived quality of service is a predictor of customer satisfaction. These definitions collectively underscore the multidimensionality and subjective nature of service quality, emphasizing its role as a determinant of customer satisfaction, particularly relevant in the educational sector.

Delving into the elements and components of service quality, it is evident that this concept encompasses various dimensions. The SERVQUAL model, introduced by Parasuraman, Zeithaml, and Berry (1988), identifies five key dimensions: tangibles, reliability, responsiveness, assurance, and empathy. These dimensions have been widely accepted and applied in various service sectors, including higher education. Quek, Tan, Sim, Ignacio, Harder, Lamb and Liaw (2023) extended this by highlighting the importance of personalization in service delivery, particularly in a university setting. Meanwhile, Douglas, Douglas and Barnes (2016) emphasized the role of learning resources and faculty expertise as

critical components of service quality in higher education. The importance of administrative support and campus facilities was further highlighted by Hill, du Preez, (2021), showcasing the holistic nature of service quality in an academic environment.

3. Theory Underpinning the Study

The Service Quality (SERVQUAL) Model, introduced by Parasuraman, Zeithaml, and Berry in the 1980s, serves as a pivotal framework in assessing service quality across various sectors, including higher education (Parasuraman, Zeithaml, & Berry, 1988). This model identifies five key dimensions: tangibles, reliability, responsiveness, assurance, and empathy, which are instrumental in evaluating consumers' perception of service quality (Zeithaml, Berry, & Parasuraman, 1996). Despite its broad application, the SERVQUAL model has been subject to extensive academic debate, particularly regarding its validity and reliability in different contexts (Buttle, 1996; Cronin & Taylor, 1992).

Critically reviewing the SERVQUAL model, several authors have contributed to its evolution and assessment. Cronin and Taylor (1992) questioned its dimensional structure, proposing the SERVPERF model as a performance-based alternative. Meanwhile, Buttle (1996) and Asubonteng, McCleary, and Swan (1996) highlighted concerns regarding its generic nature, suggesting modifications to fit specific industry contexts. Empirical studies by Wang, Tan, and Wahid (2020) and Brady and Cronin (2001) further scrutinized its applicability in diverse service settings, revealing variations in its effectiveness. However, scholars like Ladhari, Ladhari and Morales (2011) and Weerasinghe and Fernando (2017) have reaffirmed its relevance, particularly in the service sector, emphasizing its comprehensive approach to measuring service quality. Thus, the SERVQUAL model, despite its critiques, remains a significant tool for academic inquiry into service quality (Ladhari, Ladhari and Morales, 2011).

The relevance and dynamics of the SERVQUAL model in the context of higher education, particularly in evaluating students' satisfaction, are significant. The model's dimensions provide a structured approach to assess the quality of educational services, aligning with students' expectations and perceptions (Douglas, Douglas, & Barnes, 2006; Oldfield & Baron, 2000). The importance of this model in the academic sector is underscored by recent studies, which have adapted the SERVQUAL dimensions to explore service quality in universities (Sultan & Wong, 2010). These adaptations reflect the changing

dynamics of higher education, where student satisfaction has become a crucial metric for institutional performance and reputation (Douglas & Barnes, 2006).

In the specific case of this study, the application of the SERVQUAL model to assess students' satisfaction with service delivery presents a unique context. The adaptability of the SERVQUAL model allows it to be tailored to the cultural and institutional specifics of Nigerian higher education (Adeyemo, 2010; Owlia & Aspinwall, 1996). Studies such as those by Agha, Alrubaiee, and Jamhour (2012) and Marzo-Navarro, Pedraja-Iglesias, & Rivera-Torres (2005) demonstrate how service quality dimensions can be modified to fit the expectations and experiences of students in diverse educational environments, including those in African universities. The application of this model in this study could, therefore, offer insightful perspectives on student satisfaction, aiding in the improvement of service delivery and overall educational quality.

4. Methodology

The study adopted a cross-sectional research design. The rationalization for using this research design is adjudged based on the fact that it involves studying the current state of a unit or group at a particular point in time (Agbonifoh & Yomere, 1999). The study population consists of the total number of undergraduate students of the University of Benin which was 34,756 in the 2021/2022 academic session (Uniben ICT Unit, 2023). The sample size was determined using the Yamane's formula, which is the application of normal approximation with a 95% confidence level and 5% error tolerance. The formula is given as: $n = \frac{N}{1+N(e^2)}$

Where: n = sample size; N= population= 34,756; e = level of significance = 0.05

$$n = \frac{N}{1+N(e^2)} = n = \frac{34,756}{1+34,756(0.05^2)} = 395$$

The formula shows that the sample size is three hundred and ninety five (395).

Therefore, the sample size of this study is 395. The study adopted the convenience sampling technique. The convenience sampling technique was chosen for its cost-effectiveness, efficiency, and ease of access to a readily available pool of participants, making it suitable for preliminary data collection. The nature of the study necessitated the use of primary data generation.

The instrument that was used for data collection in this study is a structured questionnaire. A likert-Scale type questionnaire was developed for the respondents

sampled for this study. The dependent and independent variables were measured on a 5 point Likert scale ranging from strongly agree (5), agree (4) neutral (3), disagree (2) to strongly disagree (1). The data were analyzed using descriptive statistics such as frequency distribution, percentages and means. The

relationship between the dependent and independent variables were measures using correlation and multiple regression. The Statistical Package for the Social Sciences (SPSS 20.0) was used for all the analyses. All tests were carried out at the 5% level of statistical significance.

5. Analysis of Data on Relevant Variables

This section describes responses of the independents and dependent variables.

Student Satisfaction

Table 1: Descriptive Statistics of Student Satisfaction

S/N	Statements	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean (x)
6	I would recommend this university to prospective students based on my experience.	31 (7.8)	161 (40.8)	128 (32.4)	26 (6.6)	49 (12.4)	3.25
7	The university's services meet my academic needs effectively.	27 (6.8)	196 (49.6)	71 (18.0)	54 (13.7)	47 (11.9)	3.26
8	The responsiveness of staff and faculty to student inquiries and concerns is satisfactory.	6 (6.6)	185 (46.8)	86 (21.8)	61 (15.4)	37 (9.4)	3.26
9	My overall experience at this university aligns with my expectations prior to enrollment.	44 (11.1)	187 (47.3)	49 (12.4)	66 (16.7)	49 (12.4)	3.28
	Average	27 (6.8)	182 (46.1)	84 (21.1)	52 (13.1)	46 (11.5)	3.26

Field Survey (2024)

Table1 shows that 52.9% of the total students agree that they are satisfied with service delivery in the University of Benin out of which 6.8% strongly agreed while 46.1% agreed. On the other hand, 24.6 % disagreed that they are satisfied with service delivery in the University of Benin while 21.1% were unsure or neutral. In addition, the weighted mean value of 3.26 out of a total of 5 is a clear indication that students are fairly satisfied with service delivery in the University of Benin.

Educational Services

Table 2: Descriptive Statistics of Teaching Quality

S/N	Statements	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean (x)
10	The quality of academic resources provided (e.g., textbooks, online databases) meets my expectations.	25 (6.3)	226 (57.2)	51 (12.9)	53 (13.4)	40 (10.1)	3.36
11	The effectiveness of faculty in delivering course content enhances my learning experience.	57 (14.4)	187 (47.3)	61 (15.4)	61 (15.4)	29 (7.3)	3.46
12	The availability of tutoring and academic support services positively impacts my academic performance.	45 (11.4)	216 (54.7)	49 (12.4)	55 (13.9)	30 (7.6)	3.48
13	The accessibility of technology and learning tools facilitates my educational goals.	71 (18.0)	184 (46.8)	50 (12.7)	54 (13.7)	36 (9.1)	3.51
	Average	50 (12.5)	203 (51.5)	53 (13.4)	56 (14.1)	34 (8.5)	3.45

Source: Field Survey (2024)

Table 2 shows that 64% of the total students agreed that they are satisfied with the teaching quality in the University of Benin out of which 12.5% strongly agreed while 51.5% agreed. On the other hand, 22.6% disagreed that they are satisfied with the teaching quality in the University of Benin while 13.4% were unsure or neutral. In addition, the weighted mean value of 3.45 out of a total of 5 is a clear indication that students are satisfied with the teaching quality in the University of Benin.

Library Services

Table 3: Descriptive Statistics of Library Services

S/N	Statements	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean (x)
14	The availability of a wide range of academic resources contributes significantly to my satisfaction with the university experience.	38 (9.6)	227 (57.5)	56 (14.2)	44 (11.1)	30 (7.6)	3.50
15	The responsiveness of library staff to inquiries and assistance requests positively impacts my overall satisfaction with the university.	66 (16.7)	192 (48.6)	67 (17.0)	46 (11.6)	24 (6.1)	3.58
16	The modernity and functionality of library facilities influence my satisfaction with the resources and services offered by the university.	48 (12.2)	225 (57.0)	51 (12.9)	47 (11.9)	24 (6.1)	3.57
17	The variety of study spaces and environments within the library contributes to my overall satisfaction with the university experience.	71 (18.0)	210 (53.2)	57 (14.4)	32 (8.1)	25 (6.3)	3.68
	Average	56 (14.1)	213.5 (54.1)	57.8 (14.6)	42.3 (10.7)	25.8 (6.5)	3.59

Field Survey (2024)

Table 3 displays that 68.2% of the total students agreed that they are satisfied with the library services in the University of Benin out of which 14.1% strongly agreed while 54.1% agreed. On the other hand, 17.2% disagreed that they are satisfied with library services in the University of Benin while 16.6% were unsure or neutral. In addition, the weighted mean value of 3.59 out of a total of 5 is a clear demonstration that students are satisfied with the library services in the University of Benin.

Security Services

Table 4: Descriptive Statistics of Security Services

S/N	Statements	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean (x)
18	The presence of security personnel on campus makes me feel safe and secure.	53 (13.4)	177 (44.8)	40 (10.1)	62 (15.7)	63 (15.9)	3.24
19	I feel confident in the security measures implemented by the university to protect students and their belongings.	41 (10.4)	175 (44.3)	48 (12.2)	53 (13.4)	78 (19.7)	3.12
20	The campus lighting at night contributes to my sense of safety.	48 (14.2)	231 (58.5)	32 (8.1)	33 (8.4)	51 (12.9)	3.49
21	I am satisfied with the accessibility of emergency services on campus in case of a security threat.	63 (15.9)	163 (41.3)	41 (10.4)	64 (16.2)	64 (16.2)	3.25
	Average	51.3 (13.0)	186.5 (47.2)	40.3 (10.2)	53 (13.4)	64 (16.2)	3.27

Field Survey (2024)

Table 4 shows that 60.2% of the total students agreed that they are satisfied with the security services in the University of Benin out of which 13.0% strongly agreed while 47.2% agreed. On the other hand, 29.6% disagreed that they are satisfied with security services in the University of Benin while 10.2% were unsure or neutral. In addition, the weighted mean value of 3.27 out of a total of 5 is a clear indication that students are fairly satisfied with the security services in the University of Benin.

Administrative/Registration Services

Table 5: Descriptive Statistics of Administrative/Registration Services

S/N	Statements	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean (x)
22	The efficiency of the administrative processes in handling student registrations is satisfactory.	47 (11.9)	203 (51.4)	50 (12.7)	52 (13.2)	43 (10.9)	3.40
23	The clarity of instructions provided during the registration process enhances overall satisfaction.	54 (13.7)	202 (51.1)	60 (15.2)	46 (11.6)	33 (8.4)	3.50
24	The availability of online registration options contributes to a smoother administrative experience.	67 (7.0)	235 (59.5)	38 (9.6)	30 (7.6)	25 (6.3)	3.73
25	The responsiveness of administrative staff to inquiries or concerns during registration is adequate.	55 (13.9)	200 (50.6)	62 (15.7)	46 (11.6)	32 (3.1)	3.51
	Average	55.8 (14.1)	210 (53.2)	52.5 (13.3)	43.5 (11.0)	33.3 (8.4)	3.54

Field Survey (2024)

Table 5 indicates that 67.3% of the total students agreed that they are satisfied with the administrative/registration process services in the University of Benin out of which 14.1% strongly agreed while 53.2.2% agreed. In addition, 19.4% disagreed that they are satisfied with administrative/registration process in the University of Benin while 13.3% were unsure or neutral. In addition, the weighted mean value of 3.54 out of a total of 5 is a clear indication that students are satisfied with the administrative/registration in the University of Benin.

Medical Services

Table 6: Descriptive Statistics of Medical Services

S/N	Statements	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean (x)
26	The availability of healthcare professionals on campus positively impacts my overall satisfaction with the university.	42 (10.6)	229 (58.0)	50 (12.7)	37 (9.4)	37 (9.4)	3.51
27	Access to medical resources and facilities contributes significantly to my sense of well-being as a student.	73 (18.5)	196 (49.6)	45 (11.4)	44 (11.1)	37 (9.4)	3.57
28	The quality of health services provided by the university plays a crucial role in my overall experience as a student.	52 (13.2)	205 (51.9)	55 (13.9)	44 (11.1)	39 (9.9)	3.47
29	Timely access to medical assistance enhances my confidence in the university's ability to support student health and wellness.	57 (14.4)	206 (52.2)	45 (11.4)	44 (11.1)	43 (10.9)	3.48
	Average	56 (14.2)	209 (52.9)	48.8 (12.3)	42.3 (10.7)	39 (9.9)	3.51

Field Survey (2024)

Table 6 shows that 67.1% of the total students agreed that they are satisfied with the medical services in the University of Benin out of which 14.2% strongly agreed while 52.9% agreed. In addition, 20.6% disagreed that they are satisfied with medical services in the University of Benin while 12.3% were unsure or neutral. Furthermore, the weighted mean value of 3.51 out of a total of 5 is a clear indication that students are very satisfied with medical services in the University of Benin.

Table 7: Descriptive Statistics of Hostel and Accommodation

S/N	Statements	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean (x)
30	The availability of affordable living arrangements close to campus significantly impacts my overall satisfaction with university services.	51 (12.9)	234 (59.2)	36 (9.1)	42 (10.6)	32 (8.1)	3.58
31	The cleanliness and maintenance of residential facilities contribute to my perception of the university's commitment to student well-being.	57 (14.4)	174 (44.1)	46 (11.6)	59 (14.9)	59 (14.9)	3.28
32	Adequate security measures in residential areas contribute to a sense of safety and comfort among students, positively affecting their satisfaction with university services.	38 (9.6)	207 (52.4)	57 (14.4)	55 (13.9)	38 (9.6)	3.38
33	Access to amenities such as laundry facilities, communal spaces, and study areas in residential areas enhances the quality of student life and satisfaction with university services.	49 (12.4)	183 (46.3)	55 (13.9)	59 (14.9)	49 (12.4)	3.31
	Average	48.8 (12.3)	199.5 (50.5)	48.5 (12.3)	53.8 (13.6)	44.5 (11.3)	3.39

Field Survey (2024)

Table 7 shows that 62.8% of the total students agreed that they are satisfied with hostel and accommodation in the University of Benin out of which 12.3% strongly agreed while 50.5% agreed. In addition, 24.9% are dissatisfied with hostel and accommodation in the University of Benin while 12.3% were unsure or neutral. Furthermore, the weighted mean value of 3.39 out of a total of 5 is a clear indication that students are fairly satisfied with hostel and accommodation in the University of Benin.

ICT Services

Table 8: Descriptive Statistics of ICT Services

S/N	Statements	SA 5 f/(%)	A 4 f/(%)	U 3 f/(%)	D 2 f/(%)	SD 1 f/(%)	Mean (x)
30	The availability of online resources (e.g., databases, e-books) enhances my learning experience.	38 (9.6)	222 (56.2)	55 (13.9)	44 (11.1)	36 (9.1)	3.46
31	Access to reliable internet connection positively impacts my academic performance.	58 (14.7)	191 (48.4)	53 (13.4)	53 (13.4)	40 (10.1)	3.44
32	The ease of navigating university websites and online platforms contributes to my satisfaction as a student.	38 (9.5)	220 (55.7)	55 (13.9)	54 (13.7)	28 (7.1)	3.47
33	Timely responses to technical support requests improve my perception of the university's ICT services.	51 (12.9)	196 (49.6)	62 (15.7)	56 (14.2)	30 (7.6)	3.46
	Average	46.3 (11.7)	207.3 (52.5)	56.3 (14.2)	51.8 (13.1)	33.5 (8.5)	3.46

Field Survey (2024)

Table 8 shows that 64.2% of the total students agreed that they are satisfied with ICT services in the University of Benin out of which 11.7% strongly agreed while 52.5% agreed. In addition, 21.6% are dissatisfied with ICT services in the University of Benin while 14.2% were unsure or neutral. Furthermore, the weighted mean value of 3.46 out of a total of 5 is a clear indication that students are satisfied ICT services in the University of Benin.

Correlation Analysis of Research Variables

Table 9: Correlation Analysis of Research Variables

		SS	EDUS	LIBS	SECS	ADRS	MEDS	HOSA	ICTS
Student Satisfaction	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	395							
Educational Services (EDUS)	Pearson Correlation	.682**	1						
	Sig. (2-tailed)	.000							
	N	395	395						
Library Services (LIBS)	Pearson Correlation	.606**	.639**	1					
	Sig. (2-tailed)	.000	.000						
	N	395	395	395					
Security Services (SECS)	Pearson Correlation	.549**	.486**	.585**	1				
	Sig. (2-tailed)	.000	.000	.000					
	N	395	395	395	395				
Administrative/Registration Services (ADRS)	Pearson Correlation	.612**	.592**	.593**	.589**	1			
	Sig. (2-tailed)	.000	.000	.000	.000				
	N	395	395	395	395	395			
Medical Services (MEDS)	Pearson Correlation	.554**	.475**	.600**	.621**	.653**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000			
	N	395	395	395	395	395	395		
Hostel Accommodation Services (HOSA)	Pearson Correlation	.519**	.533**	.550**	.624**	.657**	.613**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
	N	395	395	395	395	395	395	395	
Information and Communication Technology Services (ICTS)	Pearson Correlation	.561**	.583**	.585**	.533**	.544**	.538**	.649**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	395	395	395	395	395	395	395	395

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficients were conducted on the data for the dependent and independent variables in the study. The result is presented in Table 9. The Table shows that student satisfaction is positively and significantly related to educational services ($r = 0.682, p < 0.05$), library services ($r = 0.606, p < 0.05$), security services ($r = 0.549, p < 0.05$), administrative and registration services ($r = 0.612, p < 0.05$), Medical Services ($r = 0.554, p < 0.05$), hostel accommodation ($r = 0.519, p < 0.05$) and information and communication technology ($r = 0.561, p < 0.05$) Bryman and Cramer (1997) stipulated that Pearson’s correlation coefficient (r) should not be more than 0.80; otherwise, the independent variables that show a relationship of more than 0.80 may be suspected of multi-Collinearity. The results in Table 8 show that none of the correlation coefficients is up to 0.80. This, therefore, means that there is no form of multi-Collinearity in the model.

Estimation of Regression Model

Table 10: Estimation of Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.175	.144		1.219	.224		
Educational Services	.377	.047	.379	7.966	.000	.484	2.067
Library Services	.103	.053	.098	1.961	.051	.433	2.307
Security Services	.100	.040	.121	2.518	.012	.477	2.097
Administrative/Registration Services	.170	.052	.169	3.274	.001	.410	2.442
Medical Services	.097	.044	.109	2.184	.030	.441	2.268
Hostel Accommodation	-.057	.049	-.060	-1.147	.252	.401	2.492
ICT Services	.099	.045	.107	2.223	.027	.470	2.128

R2 = 0.577; Adj R2 = 0.569; F-Statistic = 75.434; F-Statistic (Prob) = 0.000; Durbin-Watson = 1.774; Number of Observation = 395

a. Dependent Variable: Student Satisfaction

Source: Researcher’s Fieldwork (2024)

The value of R^2 0.577 indicates that the independent variables (educational services, library services, security services, administrative/registration services, medical services, hostel accommodation and information and communication technology services) together explain only 56.9 % of the systematic variation in the dependent variable (student satisfaction). Other factors or elements not included in this regression model, but taken care of by the error terms accounted for 43.1%. The Durbin-Watson score is 1.774 which by implication show that there is an absence of first-order serial correlation in the model. The F statistic of 0.000 is significant at 0.05. This means that there is a statistically significant relationship between the dependent variable (student satisfaction) and the independent variables (educational services, library services, security services, administrative/registration services, medical services, hostel accommodation services and information and communication technology services). The regression results in Table 10 show that educational services ($t=7.966$; $p=0.000 < 0.05$), security services ($t=2.518$; $p=0.012 < 0.05$), administrative/registration services ($t=3.274$; $p=0.001 < 0.05$), medical services ($t=2.184$; $p=0.030 < 0.05$), hostel accommodation services ($t=-1.147$; $p=0.252 > 0.05$) and ICT Services ($t=2.223$; $p=0.027 < 0.05$) have a significant and positive relationship with students satisfaction. However, library services ($t=1.961$; $p=0.051 > 0.05$) and hostel accommodation services ($t=-1.147$; $p=0.252 > 0.05$) had no significant relationship with students' satisfaction.

To conclude that there is no multi-Collinearity in any set of data, the value of tolerance must be considered being over 0.10 while the Variance Inflation Factor (VIF) should be below 5. The results in Table 9 show that the value of tolerance ranged from 0.401 to 0.484, evidence of substantial scores above the minimum threshold. Besides, the Variance Inflation Factor (VIF), which ranged from 2.097 to 2.492, was way below the maximum limit of acceptability.

Test of Hypotheses

The result in Table 10 was used to test the formulated hypotheses of the study.

Hypothesis One: The impact of educational service on students' satisfaction is not statistically significant. The result shows that there is a positive and significant relationship between educational services and students' satisfaction in the University of Benin. This is affirmed by the t-Statistics of 7.966 at a p-value of 0.000 which is less than the level of significance of

0.05. Based on the result, the null hypothesis is rejected. It can thus be concluded that there is a significant relationship between educational service and the students' satisfaction in the University

Hypothesis Two: There is no significant relationship between library services and students' satisfaction.

The result shows that there is no significant relationship between library services and students' satisfaction in the University of Benin. This is confirmed by the t-Statistics of 1.961 at a p-value of 0.051 which is greater than the level of significance of 0.05. Based on the result, the null hypothesis is accepted. It can therefore be concluded that there is no significant relationship between library services and students' satisfaction in the University of Benin.

Hypothesis Three: There is no significant relationship between security services and students' satisfaction.

The result shows that there is a significant and positive relationship between security services and students' satisfaction in the University of Benin. This is confirmed by the t-Statistics of 2.518 at a p-value of 0.012 which is less than the level of significance of 0.05. Based on the result, the null hypothesis is rejected. It can thus be concluded that there is a significant relationship between security services and students' satisfaction in the University of Benin.

Hypothesis Four: There is no significant relationship between administrative/registration services and students' satisfaction

The result shows that there is a significant and positive relationship between administrative/registration services and students' satisfaction in the University of Benin. This is confirmed by the t-Statistics of 3.274 at a p-value of 0.001 which is less than the level of significance of 0.05. Based on the result, the null hypothesis is rejected. It can therefore be concluded that there is a significant relationship between administrative/registration services and students' satisfaction in the University of Benin.

Hypothesis Five: There is no significant relationship between medical services and students' satisfaction in the University of Benin.

The result shows that there is no significant relationship between medical services and students' satisfaction in the University of Benin. This is confirmed by the t-Statistics of 2.184 at a p-value of 0.030 which is less than the level of significance of 0.05. Based on the result, the null hypothesis is rejected. It can therefore be concluded that there is a

significant relationship between medical services and students' satisfaction in the University of Benin.

Hypothesis Six: Hostel accommodation does not significantly affect students' satisfaction.

The result displays that hostel accommodation does not significantly affect students' satisfaction. This is confirmed by the t-Statistics of -1.147 at a p-value of 0.252 which is more than the level of significance of 0.05. Based on the result, the null hypothesis is accepted. It can therefore be concluded that there is no significant relationship between hostel accommodation and students' satisfaction in the University of Benin.

Hypothesis Seven: Hostel accommodation does not significantly affect students' satisfaction.

The result displays that hostel accommodation does not significantly affect students' satisfaction. This is confirmed by the t-Statistics of -1.147 at a p-value of 0.252 which is more than the level of significance of 0.05. Based on the result, the null hypothesis is accepted. It can therefore be concluded that there is no significant relationship between hostel accommodation and students' satisfaction in the University of Benin.

Hypothesis Eight: There is no significant relationship between information and communication technology (ICT) and students' satisfaction.

The result shows that there is a significant and positive relationship between information and communication technology (ICT) and students' satisfaction in the University of Benin. This is confirmed by the t-Statistics of 2.223 at a p-value of 0.027 which is less than the level of significance of 0.05. Based on the result, the null hypothesis is rejected. It can thus be concluded that there is a significant relationship between information and communication technology (ICT) and students' satisfaction in the University of Benin.

6. Discussion of Findings

The purpose of this study was to determine students' satisfaction with service delivery at the University of Benin. Firstly, it was discovered that the effect of teaching quality on students' satisfaction is statistically significant. Afolabi *et al.* (2019) corroborated the significant impact of teaching quality on student satisfaction in Nigerian universities, highlighting the role of effective teaching and administrative support as key determinants.

Conversely, Nchekwubemchukwu, Blessing and Tsakuwa (2020) present a more nuanced perspective, suggesting that while teaching quality significantly affects student satisfaction, infrastructural deficiencies and resource constraints substantially moderate these effects, thereby reducing the perceived quality of teaching education in some public universities.

Also, it was revealed that the role of library services in determining students' satisfaction is not statistically significant. Okiki and Asiru (2011) affirm the insignificance of library services on student satisfaction, aligning with the recent findings, by highlighting inadequacies in resources and service quality as potential dampeners of student perceptions. Contrastingly, Aina (2004) reports a significant positive correlation between library services and student satisfaction, attributing this to the role of libraries in enhancing learning outcomes through adequate provision of information resources.

Furthermore, it was found that there is a significant relationship between security services and students' satisfaction. Akinola (2021) supports the notion that enhanced security measures significantly increase student satisfaction in Nigerian universities, noting particularly that feelings of safety correlate strongly with overall student happiness and academic performance. Conversely, Emeka and Ogbonna (2020) present a diverging perspective, indicating that while security is a factor, it is overshadowed by academic and facility resources in determining student satisfaction, suggesting that the influence of security is comparatively less significant.

Similarly, it was discovered that the influence of administrative and registration services on students' satisfaction is significant. This has been echoed by Onuka (2013), who identified that efficient service delivery in these areas substantially boosts student contentment. Similarly, Aghenta (2017) reaffirmed that streamlined administrative processes are crucial for enhancing the academic experience of students. However, diverging from these findings, Okebukola (2015) observed that while administrative efficiency is valued, its impact on student satisfaction is often overshadowed by academic-related factors such as the quality of teaching and curriculum relevance.

Also, it was revealed that there is a statistically significant relationship between medical services and students' satisfaction. This is akin to the findings by Ajayi (2022), who determined a significant positive relationship between healthcare quality in universities and student contentment, Oladele *et al.* (2022) also

confirmed that enhanced medical services substantially raise students' satisfaction levels.

However, it was discovered that hostel accommodation does not significantly affect students' satisfaction. Oluwole *et al.* (2021) align with this finding of non-significant impact, revealing that other factors like academic facilities and social environment hold more sway in influencing student satisfaction. Conversely, Adebayo and Udegbe (2022) reported a significant positive effect of hostel accommodation quality on student satisfaction, emphasizing the role of living conditions in academic outcomes.

Finally, it was revealed that there is a significant relationship between information and communication technology (ICT) and students' satisfaction. This aligns with the findings of Adelokun and Ajala (2015) who also observed that ICT integration in teaching significantly boosts students' contentment by fostering a more interactive and engaging learning environment. In contrast, Olakanmi (2019) reported that excessive reliance on ICT tools without adequate training and infrastructure could lead to frustration and decreased satisfaction among students, suggesting that the benefits of ICT in education are not universally guaranteed and depend heavily on the context of implementation.

7. Conclusion

This study effectively illuminated various aspects of student satisfaction related to service delivery in the University of Benin. Employing regression and descriptive analysis to explore the opinions of 395 students across different departments and faculties, the research provides a comprehensive view of how certain services impact student satisfaction. Key findings indicate that teaching quality, security, administrative/registration, medical, and information and communication technology services significantly enhance student satisfaction. These elements appear crucial in fostering a supportive academic environment. Conversely, the study noted that library services and hostel accommodations do not significantly influence overall student satisfaction. This dichotomy highlights areas where the university excels and aspects where there might be room for improvement. Overall, the results suggest a strong correlation between the quality of specific institutional services and the level of student satisfaction, offering a valuable roadmap for targeted enhancements.

8. Recommendations

The following recommendations were made based on the findings of the study:

Improve administrative and registration services: The significant role of administrative and registration services in influencing student satisfaction underscores the need to streamline and student-friendly processes. Implementing more automated systems that reduce bureaucratic hurdles and wait times can greatly enhance student experiences. Transparency in administrative procedures and regular updates on service improvements can also help maintain student trust and satisfaction.

Address hostel accommodation problems: Despite hostel accommodation not showing a significant effect on student satisfaction in this study, it remains a critical aspect of student life, especially for those living on campus. Efforts to renovate existing facilities, ensure cleanliness, and provide reliable maintenance services are essential. Regular satisfaction surveys should be conducted specifically addressing accommodation services to better understand student expectations and experiences.

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