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DETERMINANTS OF STUDENTS' SATISFACTION WITH QUALITY OF SERVICE FACILITIES IN CHUKWUEMEKA ODUMEGWU OJUKWU UNIVERSITY

Obikeze, Chinedum Okey[1*]; Nwangene, Ogochukwu Christian[2]
Department of Marketing, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State, Nigeria.
Email: co.obikeze@coou.edu.ng[1*]; oc.nwangene@coou.edu.ng[2]

Abstract

This study evaluated the specific factors which influence the satisfaction of students in Chukwuemeka Odumegwu Ojukwu University (COOU) in Anambra State, Nigeria. The methodology involved descriptive survey of the 2 biggest faculties (Management Sciences and Social Sciences) of the institution. Primary data used in the study were sourced with 5-point Likert Scale type of questionnaire for gathering the relevant data from 300 target student-customer respondents conveniently sampled from the entire student population. The outcome of this study revealed that the quality of service facilities provided to the students regarding the sports and recreational facilities, the transportation facilities and accommodation facilities have significant and positive relationship with the satisfaction of the students in the university. From the outcome, it was concluded that students' satisfaction is significantly influenced by the quality of services facilities provided by the university. The study therefore recommended that management of the university should continuously work towards ensuring that the quality of these service facilities are part of their financial decisions and provisions in response to the expectations and needs of their students for increased academic performance, the university's image and steady patronage from both actual and potential students.

Keywords*: student, satisfaction, university, quality service, facilities.*

1 Introduction

Service facilities in the universities can be likened to environment of marketing and marketing mix variables. Roughly put, all factors or forces (internal or external) that affect the operations or success of an organization is termed environment of marketing. Internal factors/variables are controllable to the establishment in order to achieve their goal. These internal factors/elements are the bedrock of the marketing mix strategies:- product, place, promotion, price, physical evidence, people and process. External factors such as economy, competition, legal, political, socio-cultural, etc forces cannot be controlled by any institution, but institutions are to strategize to survive and overcome in their different industries. Marketing is basically focused on customer satisfaction, and students are actually the customers whose patronage is sought after by educational services institutions. That is to say that without the students, no university or school will thrive.

Quality service facilities of educational institutions, of course, may be deemed related to the quality of human resources produced or existing in such institutions (Wearasinghe, Lalitha & Fernando, 2017). Education is said to be power and plays an important role in the development of any country, especially in the

economic life of that country, upgrading of the standard of living of people, etc (Raghavan & Ganesh, 2015). Every country tries to develop such institutions which produce high quality professionals in every field. Anambra State is in a developing country and also trying to develop its people with respect to their standard of living by delivering more and more educational services through setting up educational institutions especially higher education institutions. The number of institutions delivering higher educational services in the state have increased in last few years, as well as students' enrollment in these institutions.

The number of students have increased many times because high technology sectors and business are now demanding at least a college degree for their jobs (Sedgwick, 2005). Higher education institutions consider their students as customers and treating educational service as a genuine business service. As the satisfaction of the needs of ultimate customers students of these higher education institutions become the basic goal of these institutions, they try to meet the increasing number of expectations and try to meet the high quality services students demand from higher level of education (DeShields et al, 2005). This pave way for the students' physical, social, academic, and moral stability and acceptability on graduation by different industries in the economy (Raghavan & Ganesh, 2015).

The success of higher education institutions depends upon the satisfaction of their student-customers because students' satisfaction survey is used by these institutions to search out their strengths, weaknesses, opportunities and threats (Hasnain, 2013). Students' satisfaction does not depend upon only on the teaching but also on extensive measurement and analysis of the factors which contribute to the satisfaction of the students regarding their institutions as well as their programmes (Muhammed, Rizwan & Ali, 2010). The higher education institutions have become relational services in which service provider being educational institutions and service receivers herein referred to as student-customers, interact for improving and designing the outputs which satisfy the both parties. These institutions face high local, national as well as international competition in the field of education so they choose the survival strategies which the mostly genuine business firms likely adopt with or without some modifications (Lee, 2013).

There are a lot of higher education institutions in Anambra State, Nigeria. The two sets or classes of higher educational institutions in the state are government owned (federal and state) and the private which are owned locally by different people like individuals, communities or organisattions. These institutions are not only accommodating the huge rush to these institutions but also trying to provide quality educational services to the students enrolled (Oluwunmi, Durodola & Ajayi, 2015). Quality services delivery in the educational institutions cannot be achieved unless there is a continuous assessment as well as measures taken to improve the relevant educational service marketing mix strategies (Nguyen, Pham, Tran & Pham, 2020). Much as the teachers in higher education institutions especially in the university have the responsibility of delivering quality education through finding the better ways of delivering knowledge, researches, reviewing and updating their knowledge as well as improving the curriculum to satisfy the student-consumers so also the management of the institutions. To this end, Hasnain (2013) advocated for the preparation and knowledge of teachers, their training and a bit emphasis on the research knowledge of the teachers.

This study was aimed at evaluating the variables which contribute to the satisfaction of the students in the universities of Anambra State, Nigeria with particular interest in Chukwuemeka Odumegwu Ojukwu University (COOU). This study surveyed the relationship between quality of the educational service facilities and user (students) satisfaction. The outcome of this work is expected to provide input for management evaluation of the condition of existing service facilities for student-consumer satisfaction.

2. Review of The Related Literature

Conceptual Framework

The studies of satisfaction have been conducted in different countries by extant researchers but main focus of student satisfaction in institutions of higher learning especially in the universities have not been given attention, moreso as it concerns educational services in Anambra State, Nigeria. The institutions providing higher education services are now realizing that their services of education can be regarded same as the business services. So, these institutions are focusing now not only to meet the study requirements of student but are trying to exceed these requirements in order to satisfy their ultimate customers which are definitely the students (Napitupulu, Rahim, Abdulla, Setiawan, Abdilla, Ahmar, Simarmata, Hidayat, Nurdiyanto and Pranol, 2016). This changing trend is identified especially in those countries which are basically following tuition based model of studies (DeShields et al., 2005).

The main purpose of conducting this study is to evaluate the relationship of service facilities with the satisfaction of students in higher education institutions especially the universities. In this work, students' satisfaction was seen to be dependent on sports and recreational facilities, transportation and accommodation facilities specified hereunder:

- Recreation and Sports facilities in the campus for Students
- Accommodation facilities for the Students
- Transportation Facilities for the Students

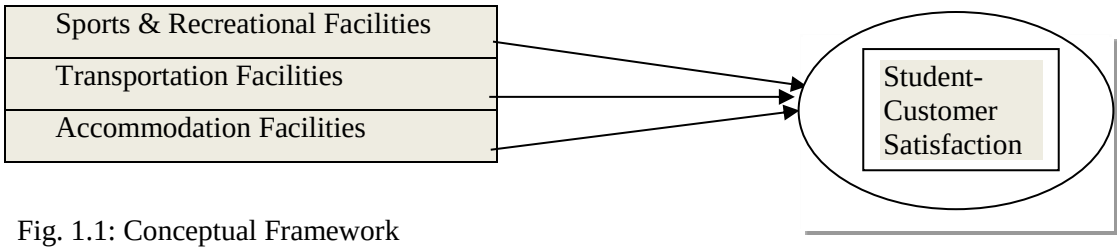


Fig. 1.1: Conceptual Framework

Source: Adopted from Hasnain (2013)

The main focus of any educational institution is on the basic purpose which is definitely the studies and education of the students but there is also a need to provide the students with extra-curricular activities which evokes and polish the students extra skills and knowledge as well as their talent seeks the right direction (Qi-Guosbeng, 2010). These activities include the sports for which the universities provide the required good facilities to the students. Accommodation facilities, is the second main variable of this study with relationship to the students satisfaction. It is necessary for the universities to provide good and adequate accommodation and living facilities for both undergraduate and graduate students who are from the distant areas or from other cities and who have the difficulties in coming to the university daily. This will definitely affect the students' satisfaction. Similarly, transportation facilities for the students who live within and away from the university in the same city are necessary. Availability of buses and mini-buses, as well as loading pits and bus-stops are of paramount importance. Every student cannot afford to come to university daily from the distant location so it's the responsibility of the university to provide them transportation facilities (Salinda-Weerasinghe, Lalitha, & Fernando, 2017).

The only dependent variable in this study is the students' satisfaction. We are going to study the factors which influence the satisfaction of the students such as recreation and sports facilities provided to the students in the campus can play an important role for the students' satisfaction. So, we took the recreation and sports facilities as independent variable and the students' satisfaction as the dependent variable. Similarly, accommodation and transport facilities provided to the students may play some role to affect the

satisfaction of the students, so they are also taken as the independent variables and students' satisfaction is kept as dependent on them.

Students' satisfaction can be described as how students perceive and evaluate the services and facilities provided in their institutions of higher learning (Qui et al 2010). Students' satisfaction is deemed to be synonymous with the feedback which students give towards the campus and programmes (Gibson, 2010). Students' satisfaction and their positive feelings are contingent to the experiences and academic performance in the institution (Sum et al, 2010). Students' satisfaction is directly affected by the how much the teachers are competent, the institutional or campus environment and attitude and the curriculum of the program (Qi et al, 2010). Palmer and Holt (2009) considered that the relationship and the interaction between the students and teachers have positive relationship towards the satisfaction of the students. The more customers are satisfied with products or services offered, the more are chances for any successful business as customer satisfaction leads to repeat purchase, brand loyalty, and positive word of mouth marketing. Customer satisfaction leads to repeat purchases, loyalty and to customer retention. Customers assess service quality by comparing their perceptions of service experience with their expectations of what service performance should be. Only concrete products were defined and evaluated by marketers, whereas service quality was mainly un-researched and undefined (Wearasinghe, Lalitta & Fernando, 2017). For the purpose of this work, the student-customer satisfaction variables of service facilities surveyed in the university were sports and recreational, accommodation and transportation facilities.

Theoretical Framework

This work is based on investment theory of students' satisfaction propounded by Hatcher, Prus, Kryter and Fitzgerald (2013). The theory illustrated the behaviour of students' satisfaction with academic performance and service provision from investment point of view. According to the theory, students perceive their time, energy and effort as investment and seek a return from that. Assumption therefore is that any fee-paying student feel the value of money, and will act as the consumer of the educational services rendered by the university. Napitupulu et al (2018) catalogued these service facilities as first, classroom dimension consisting of air conditioning, facilities of benches and chairs in the classroom, computer and multimedia facilities, stationary facilities, facilities of books and other reference journals, and laboratory facilities. Second is environmental dimension of wifi-network facilities, literary room facilities on campus, sports and recreation, transportation, vehicle parking facilities, good canteen facility, convenient teaching-learning situations, teacher competence, accommodation, good medical center/clinic, clean toilet and bath facilities. Lee (2012) described the students' satisfaction as their perception about the environment in which they are getting education. So, the working variables in this paper were derived from the investment theory of students' satisfaction.

Empirical Framework

Choy, Lam & Lee (2012) investigated introduction of the tuition fees for German universities 2005. It was concluded that after this law, when universities are charging fees from the students, they will be service providers to the students and will actively react to the needs of the students. Williams and Cappuccini-Ansfield, (2007) earlier on revealed that the introduction of tuition fees in Germany was also expected to change the behaviour of the students towards education as they would turn from a free recipient of education to the consumer of these universities' educational services. This is because they now pay fees to these universities. It is expected that fee-paying student now will feel value of money, and will act as the consumers of the educational services rendered by these institutions (Alnaser and Al-akak, 2012; and Uvais and Sulaiman 2017).

Wearasinghe, Lalitha and Fernando, (2017) were of the view that when the students are being considered as the consumers or users of the services of higher education institutions, their satisfaction becomes more important to these institutions especially the institutions which are going to get new students for new admissions.

The satisfaction of the students as well as the learning of these students should be important for the institutions as their outcome, (Applenton-Knapp and Krentler 2006). From the year 2010, a Bologna process is adopted also in the Germany the purpose of which is to implement the same level of education standards throughout the Europe. The two levels of education bachelors and masters are adopted in Germany also to achieve the purpose of the above mentioned process. So, it is possible for the students in Germany to complete their bachelors and masters levels of education at different universities. This was believed to make the universities to treat their students as customers and try to retain their students because it is far more difficult and expensive to get new customers than their retention, (Hidayat, Nurdiyanto & Pranol, 2016).

Helgesen and Nesset (2007) however emphasized the importance of retention of the students as being equal to the recruitment or the admission of new students. Higher education can be categorized as a pure service, while Nwanekezie and Mendie (2019) observed that educational services are the field of services marketing. Other extant authors also differentiated educational services from other services as education plays an important and strategic role in the life of a student as well as motivational force and intellectual skills are also necessary. There is a basic focus on the perceived quality in services studies. This perceived quality can be measured by comparing the expectations of the customers with actual services received, (Choy, Lam and Lee, 2012).

There are many characteristics of services found in educational services such as they are intangible, heterogeneous, and perishable and are consumed at the spot when produced (Oluwunmi et al, 2015). These are the characteristics which make the educational services unique, and the features make the service quality almost impossible to be measured objectively (Ali et al, 2010). Every participant in the educational services has its own definition of service quality. The result is that the best definition of service quality as well as its way of measuring this quality doesn't exist. As the services are intangible and complex in nature, there is a lot of debate on this issue of measuring the quality from over last 25 years (Prabha 2010). To measure the quality of the educational services, there are three variables: quality, satisfaction and performance are in close and interrelated relationship to each other and are used synonymously (Hasnain 2013).

The satisfaction of the students in the context of educational service can be referred as how the students evaluate their outcomes regarding the education and experiences in the educational institutions (Napitupulu et al, 2016). On the other hand, Hasnain (2013) insisted that satisfaction of the students relates to the comparison between student priorities and the environment which they perceive in the institution. In 2015,Raghavan and Ganesh (2015) stated that the satisfaction of the students can be used as a main tool to compare the traditional view of improving higher education and market oriented goals.

Mohammed et al (2010) explored some interesting factors in the satisfaction of the students in higher education institutions. The factors which they included are facilities of library, facilities of laboratories, facilities of sports/recreation, transportation, accommodation and how much assistance is provided to the students for their internship programmes. Another study in the context of educational services and students' satisfaction was conducted by Lee (2013) covered different variables for studying the satisfaction of students in higher education institutions, which included the system of examination and courses, that is, Annual System or Semester System; the quality of teachers and their delivery of knowledge to the students; the medium of teaching either it is English or local language, where the campus is located and its size; accommodation facilities for the students and teachers; the sports and recreational facilities which are provided to the students in the campus such as auditorium, parking facilities, canteen, etc. These variables were considered as key factors for measuring student-customers' satisfaction.

In a different study regarding students' satisfaction, factors and variables were used including quality of teaching, method of teaching, teachers support to the students in their studies and the facilities provide to the students were considered as the basic factors of satisfaction (Lee, 2013). The curriculum which adds skills in the students and the quality of teaching are the two main factors, should be considered in students satisfaction. Satisfaction of the customer can be treated as the feeling or attitude which the customer has after using the service or commodity (Oluwunmi et al, 2015).Some researchers treat customer satisfaction related to the variables like quality of service provided and the facilities associated with the service such as convenience and the location of the services.

Ali et al, (2010) found that higher education is a professional service with the features of the intangibility, inseparability and variability. Service performance due to its variability may be varying daily, according to change in location or even several times in a day. So this variability of service makes the measuring of students' satisfaction difficult. Sapri, Kaka and Finch (2009) said that the institutions dealing in higher education should have proper infrastructure as buildings, facilities, recreation centers, etc. Students are generally satisfied if the quality and facilities provided meet their expectations otherwise, they are dissatisfied from the educations as well as the institutions providing them the services (Petruzzellis, Uggento and Romanazzi, 2006). The students, who have got satisfaction, comment positively and recommend to the new students to get admissions in these institutions.

Raghavan and Ganesh, (2015); Uvais and Sulaiman, (2017) revealed that service quality may be stated as a form of attitude evaluation on long term basis but the consumer or customer satisfaction is specific to a was concluded to be the direction of the causality. There is a need for measuring the existing relationship between all the three factors: customers, service quality and ultimately the satisfaction at three different levels of measurements which are the Cognitive, affective and behavioural in nature (Hasnain, 2013). Satisfaction related to service has an apparent dimension of transactions which is related to perception, hence the emotional side while the quality of service process is resulted from the rational or cognitive process referred to sensing and evaluating the external stimuli. The consumer and organization satisfaction emphasizing marketing concept, in different studies are applied to higher education institutions such as universities (Zafiropoulos 2005).

As there is growing competition among different universities, they are using marketing concepts for attracting as well as retaining the student-customers. Due to close resemblance with marketing of services (Hasnain 2013), higher education is being applied on the concepts of service quality and the satisfaction of the ultimate customers who are the students. As the new students are becoming more aware and have knowledge about an institution as well as quality of the education, they are more interaction as well as selective to their future. So, it is becoming more difficult for the institutions to attract them without projecting high service quality.

Due to the increasing demands and expectations of the students, educational services facilities as well as the providing institutions have made the educational systems of services provision to change from the traditional system towards a customer-based marketing of education. If the teacher is quite competent and classroom as well as environmental dimensions are adequately in place, students get more satisfaction. Ali et al (2010) described the competency of teacher as the knowledge and the ability a teacher possesses. Teacher competency is the skill, ability and knowledge of the teacher (Mondy and Noe 2005). Competency of a teacher is not only knowledge, ability and skill but also complex mental ability of processing as well as mobilization (Oliva 2009). The performance of a teacher is directly affected by his knowledge as well as ability of the teacher. As the competence of the teachers have direct effect on the satisfaction of students, so we defined competency by different writers and researchers. In many studies students' satisfaction is

described as the positive feelings of the student towards his program and institution (Sum et al., 2010; Qui et al., 2010).

Napitupulu et al, (2018) described the classroom dimension as consisting of air conditioning, facilities of benches and chairs in the classroom, computer and multimedia facilities, stationary facilities, facilities of books and other reference journals, and laboratory facilities. Environmental dimensions on the other hand include wifi-network facilities, literary room facilities on campus, sports activities facilities, vehicle parking facilities, good canteen facility, convenient teaching-learning situations, good medical center/clinic, clean toilet and bath facilities, etc. Lee (2012) described the students' satisfaction as their perception about the environment in which they are getting education and it closely relates the role of both teachers and students. Ali et al (2010) explained student-customer satisfaction as the contentment students derive from the tangibility, reliability, assurance, empathy and responsiveness services in relation to service facilities.

Hypotheses:
Following the review of literature, three null hypotheses regarding the relationship of independent variables with the dependent variables were formulated as follows:

Ho_1: Sports and recreational facilities have no significant influence on students' satisfaction in the university.
Ho_2: Accommodation facilities have no significant influence on students' satisfaction in the university.
Ho_3: Transportation facilities have no significant influence on students' satisfaction in the university.

3. Methodology

Descriptive survey was used with structured 5-point Likert scale type of questionnaire as data collection instrument. Primary data was generated from a convenient sample of 300 students of 2 biggest faculties (Management Sciences and Social Sciences) of the institution under study. The reliability factor of all the variables: Sports and recreational facilities, accommodation facilities and transportation facilities were measured with Cronbach's alpha resulting in 0.832; 0.776 and 0.748 respectively as shown below. Data were arranged in frequency tables with percentage of responses and subjected to Pearson's product moment correlation analysis and analysis of variance (ANOVA) through the application of SPSS. Conclusion and recommendations were made on the results.

Table 1: Reliability Analysis of the instrument

Variables	Cronbach's Alpha	No. of Items
Sports Facilities	.832	10
Accommodation Facilities	.776	10
Transportation Facilities	.748	10

From the above table, the variables were sports and recreation facilities, accommodation facilities and transportation facilities. The alpha value calculated were 0.832 for recreation and sports facilities; 0.776 for accommodation facilities and 0.748 alpha value for transportation facilities. All the values calculated for all the variables were within the acceptable range of reliability.

4. Presentation and Analysis of Data

Table 2: **Descriptive Analysis of Respondents' Responses**

Respondents' Details	Valid	Frequency & Percentage(%)	Total (Percentage)
Gender	Male Female	177(59%) 123(41%)	300(100%)
Age	16-22 23-29 30 and above	171(57%) 105(35%) 24(8%)	300(100%)
Qualifications	WASC/NECO B.Sc/B.Ed Masters	210(70%) 76(25%) 14(5%)	300(100%)

The above table showed that the frequencies of the respondents and the data collected of 300 respondents in which 177, (300) 59% were male and 123, (300) 41% were females. Most of the students in which 57% were 16 to 22years, and 23 to 29 years were 35% and 8% were 30 years and above. The qualification of the respondents indicated that most students were WASC/NECO holders 70% and 25% of the students have B.Sc/B.Ed and few students 14(5%) were Masters degree holders.

Correlation Analysis

Correlation analysis was used to determine the relationship between two or more sets of variables, that is, student-customer satisfaction and the independent variables of sports and recreation, accommodation and transportation . In this study we used Pearson's coefficient of correlation which is one of the most popular methods to measure the relationship between variables. The value of the correlation lies between "-1" to "+1". The positive value of correlation shows that there is a relationship exist and the more the value of coefficient the more the strong relationship is, while negative value shows otherwise. In interpreting the strength of relationship between the x and y variables, Osisioma (2005) directed " from 0.0 – 0.2 = slight/no correlation; 0.2 – 0.4 = low correlation; 0.6 – 0.8 = strong correlation; and 0.9 – 1.0 = very strong/perfect correlation." The correlation values of variables were shown in the table below.

Table 3: Correlation Analysis of the variables

Variables		Student Satisfaction	Sport Facilities	Accommodation Facilities	Transportation Facilities
Pearson Correlation	Student Satisfaction	1.000	.554	.223	.230**
	Sport Facilities	.654**	1.000	.810*	.564
	Accommodation Facilities	.644	.810	1.000	.667*
	Transportation Facilities	.730*	.564**	.667	1.000
Sig. (1-tailed)	Student Satisfaction	.	.000	.000	.000
	Sport Facilities	.000	.	.000	.000
	Accommodation Facilities	.000	.000	.	.000
	Transportation Facilities	.000	.000	.000	.
N	Student Satisfaction	300	300	300	300
	Sport Facilities	300	300	300	300
	Accommodation Facilities	300	300	300	300
	Transportation Facilities	300	300	300	300

Correlation is significant at the 0.01 level (1-tailed).

The table given above showed the correlation values of different variables. The first variable sports and recreational facilities in relation to the dependent variable which is students' satisfaction have the coefficient of correlation of "0.654". This indicated a positive significant relationship between the sports and recreational facilities and the students' satisfaction. It means that if more and good recreational and sports facilities are provided for students, they are more satisfied. Similarly, the second independent variable of accommodation facilities also have a positive correlation of "0.644" with the dependent variable students' satisfaction. The third and last independent variable in our study is the transportation facilities provided to students by universities. This variable also have a positive significant relationship with the dependent variable of students' satisfaction with the value of coefficient of correlation is "0.730". All the independent variables used in our study have positive and significant relationship with dependent variable which showed that they significantly influence positively the dependent variables.

Table 4: ANOVA of independent variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	134.820	3	44.940	84.138	.000[(a)]
	Residual	158.100	296	.534		
	Total	292.920	299			

Predictors: (Constant), Transportation Facilities, Sports Facilities, Accommodation Facilities b. Dependent Variable: Student-customer Satisfaction.

ANOVA is the analysis of variance given the cell "df" which showed the degree of freedom that indicated the number of independent variables which are three. The number 296 shows the total number of cases minus 3 minus 1, that is, (N-3-1). The value of F is 84.138 at 0.0001 levels which show that the dependent variable: student satisfaction is significantly influenced and predicted by the independent variables of sports and recreational facilities, accommodation facilities and transportation facilities. The results of ANOVA supported hypotheses 1, 2 and 3..

Results of Coefficients

The three hypotheses made on the dependent variable were tested against the independent variable for relationship among them shown in the table below. Thus we have standardized and unstandardized coefficients weighed against the model.

Table 5: Coefficients of the variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.010	.318		3.171	.002
Sports Facilities	1.762	.119	1.079	14.783	.000
Accommodation Facilities	-1.198	.135	-.719	-8.889	.000
Transportation Facilities	.166	.095	.101	1.757	.008

a. Dependent Variable: Student Satisfaction

From the above table, it can be seen that beta for the sports and recreational facilities is highest which revealed that it is the most important variable contributing to the students' satisfaction. The students of the higher education institutions tend to be more satisfied from the facilities provided by the universities when they are properly provided with the recreational and sports facilities more than other facilities like accommodation and transportation facilities. In the campus, they are entertained only through the recreational and sports facilities and these facilities are important to their studies. Similarly, accommodation was seen not to be a big problem in the universities, as most of the students belong to the same city or even when the students are from other cities or locations, they were believed to be mature enough to adjust to the facilities of accommodation near the campuses. So, results in the table showed this in the form of negative beta. The third type of educational service facilities is the transportation facilities were not valued as much as the sports and recreational facilities. This pose a situation

in which the students of the university mostly have their own transportation arrangements whether they live in the university hostels or outside except for moving within the large campus(es). From the results, we can say that hypothesis 1 (Ho_1) and hypothesis 3 (Ho_3) about recreational and sports facilities and transportation facilities were proved significantly correct while the null hypothesis 2 (Ho_2) regarding accommodation facilities stood correct. In other words, none of the null hypotheses tested in the study was not rejected.

5.0 Conclusion and Recommendations

The study was conducted on students' satisfaction regarding the quality of educational service facilities provided by the university other than the facilities of education. We collected the perception of the students from 2 different facilities of Management and Social sciences concerning the facilities through distributing copies of the questionnaire among them. Then we used different statistical measures to determine the results. The outcome of this study revealed that the quality of educational service facilities provided to the students specifically the sports and recreational facilities, the accommodation facilities and the transportation facilities have significant and positive influence on the satisfaction of the students in university.

The study therefore recommended that the university management should endeavour to provide satisfactory educational service facilities to their student-customers. The university authority as well as the Anambra State government should focus on the provision of recreational and sports facilities so that they are more satisfying to the student-customers. To this end, modern canteen facility, students' activities unit/center, sports equipment, vehicle parking facility, field and court for different sports activities, etc which are under environmental dimensions should be made available to the students.

Moreover, improved and standard accommodation facilities should be cared for by the authorities concerned. Modern hostel accommodation facilities in a university should be able to offer enough rooms, good and accessible medical facilities, reading room, clean toilets with bathrooms and laundry rooms, steady electric power supply, good and adequate water supply, wifi-network facilities, etc. such accommodation facilities should cover undergraduate and postgraduate students, lecture halls/rooms, lecturers'/staff offices and quarters to reduce uncountable reoccurring risks of accidents, kidnapping, deaths and other vices. Let the university collaborate with Anambra State government and wealthy individuals in the state to fulfill their responsibilities towards the fee-paying students, and consequently students will be satisfied with educational service facilities otherwise called physical environment of the institution. Igbariam campus of COOU has large expanse of land that is more than enough for any level of development that may be undertaken by the authorities.

Safe and reliable transportation facilities also help in satisfying the students particularly the arrangement for availability of adequate number of buses and mini-buses (shuttle) that should constantly ply the 3 campuses: Igbariam, Awka and Uli, the 2 gates at Igbariam, as well as fare and affordable in-campus transportation services cost. The recommendations were based on the basis of the nature of the study, and of course the basic purpose of the university is education in all ramifications.

Limitations:

The main limitation of this research study it the shortage of time, research biasness which was minimized by instructing the research assistants and students on the research purpose and questionnaire content. Cost factor was also very important because researchers have to face huge cost for conducting research survey. Moreover, some students reluctance also affected this research.

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Appendix: The Questionnaire

Please tick/mark _/in the box/column as you deem appropriate.

Key: SA = Strongly Agree; A = Agree; SD = Strongly Disagree; D = Disagree; and N = Nuetral

S/No.	Variables	SA 4	A 3	SD 2	D 1	N 0
	Recreation and sports facilities					
1.	Canteen facilities are adequate and generally good.					
2.	Students' activities unit/center is in place and functioning well.					
3.	Standard sports equipment are available for students.					
4.	Field and courts for different sports activities are well maintained.					
5.	Vehicle parking facilities are appropriately mapped out.					
	Further suggestions:-					
	Accommodation facilities					
6.	Hostel rooms are adequate for students' use					
7.	Cleaning facilities: toilets, bathrooms and laundry are encouraging					
8.	Power supply is satisfactory					
9.	Water supply is manageable and deemed healthy					
10.	Emergency escape route is safely in place					
	Further suggestions:-					
	Transportation facilities					
11.	There are sufficient number of buses plying within the campus					
12.	The speed at which the buses move is not risky for the students					
13.	Safety of students and other users of transportation services are assured					
14.	Cost of transportation to and within the university campus is affordable					
15.	Carrying capacity of the buses are quite dependable					
16.	The campus buses are always available for timely appointments					
Further suggestions:-						