

**Undergraduates' assessment of welfare services for students in
Redeemer's University: A sociological diagnosis**

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Abstract

Scholars and researchers have repeatedly confirmed the predictive influence of compulsory welfare services on students' exceptional academic accomplishment in higher education institutions worldwide. While implementing welfare services in higher education is believed to be necessary for promoting excellent academic performance among students, it is also viewed as a tactic used by higher education institutions to attract more students. In light of the above, this study presents the result of a scientific inquiry based on undergraduates' assessment of welfare services available at Redeemer's university. By adopting a descriptive survey research design, 234 respondents were selected from the generality of all undergraduates at Redeemer's university through multistage sampling. The results show that Redeemer's university scored high on the provision of library and accommodation services and low on health service provision.

Key words: Undergraduates, welfare services, students, Redeemer's university, Sociological diagnosis

Introduction

The recent proliferation of universities in Nigeria in the 21st century has no doubt afforded many admission seekers and other intending undergraduates the opportunity of making a preferred choice regarding the choice of university to attend. Unlike what was obtainable decades ago, when privately owned universities were non-existent, and not all the states in Nigeria could provide educational services at the tertiary level. Hundreds of thousands of intending students or eligible admission seekers had to fiercely compete for the few admission slots available in the existing universities in the country. The fact, however, that Nigeria was producing more admission seekers perennially than the totality of available admission slots in the existing universities at the time made most admission seekers place little or no attention on welfare services provided by universities as a significant determinant of selecting higher institutions to attend.

Recently, the continuous proliferation of universities in the country has changed the dynamics guiding the choice of the university that admission seekers make. Now, admission seekers, particularly those that can afford the relatively high fees charged by privately owned universities that dot the landscape of the country and the 'not too' exorbitant fees levied by many state governments owned universities, have many choices to make regarding which of these universities in the country they prefer. Choice-making has become essential since all universities offer similar services in terms of the pedagogical activities and other related academic responsibilities that these institutions of



higher learning offer. This is so because universities worldwide award the same or similar academic degrees irrespective of their owners or where they are situated. Nevertheless, apart from the education service that each university renders globally, one standard primary marker of distinguishing universities from one another is the quality of welfare services they offer their students. Indeed, the centrality of the quality of welfare packages and the role these play in securing high patronage of admission seekers have culminated in a situation where universities (mainly privately owned ones) now tout welfare services (quality) as mementoes to lure prospective students to their folds.

Using the quality and quantity of welfare provisioning and programmes available in a university to attract admission seekers to various universities in Nigeria is gradually becoming a norm. In reality, an increasing number of universities now use the quality of their welfare services as marketing strategies to achieve two important things. The first is to ensure that such universities attract the desired number of admission seekers and consequently increase their students' patronage perennially. The second is the desire of such universities to actualize their intention of retaining all registered students up to graduation¹

Globally, providing satisfactory welfare services for the student population has long been a part of the fundamental responsibilities of every higher learning institution. On the one hand, providing such services is deemed necessary for students to achieve overall tertiary experience, satisfaction and ultimately high academic performance. Indeed, the ultimate goal of providing such welfare services is to ensure that students' physical, social, intellectual and emotional well-beings are met. On the other hand, failure to provide such compulsory welfare services has been described in the literature as a condition that would negatively affect students' total positive university experience (academic and non-academic)².

By design, the provisioning of compulsory welfare services for students in institutions of higher learning ensures that the total wellbeing of students is ultimately met. According to the South African Department for Higher Education in 2015, the provision or availability of welfare services in higher institutions facilitates and creates wellbeing that allows students experience graduation, personal development, diversity, and a boost in confidence. Similarly, Mercado, Hilario and Nuqul6 (2015) maintained that providing adequate welfare services for students in higher places of learning ensures the realization of constructive learning environments, academic success and proper socialization of students.

1Demaris M, & Kritsonis W 2018. The classroom: Exploring its effects on persistence and satisfaction. *Focus on Colleges, Universities and Schools*, 2: 1-9; Lee J, Tai S 2018. Critical factors affecting customer satisfaction and higher education in Kazakhstan. *International Journal of Management in Education*, 2(5): 46-59.; Jain R, Sinha G, De S 2010. Service quality in higher education: An exploratory study. *Asian Journal of Marketing*, 4(3): 144-154.

2 Mora, M. 2010. *Best Practices. Quantitative Vs. Qualitative Research. Journal of Social Sciences*, 22 (2), 22-109; Matshediso R. 2007. Access to higher education for disabled students in South Africa: a contradictory conjuncture of benevolence, rights and the social model of disability: *Disability & Society*. 22 (7), 685-699.

Many prolonged unattended welfare issues, such as poor sanitary conditions, inadequate hostel accommodation, epileptic power and erratic water supplies on campus and overcrowded lecture halls, etc., had, for the umpteenth time, culminated in student riots on many Nigerian campuses. In consonance with the works of researchers such as Aluede and Aluede, Uzoka and Yalokwu, traumatic experiences associated with inadequate welfare services on Nigerian campuses had made some students resort to riots on campus and consequently demanded a total overhaul of the entire university system.³ These researchers conclude that life in most Nigerian universities which expectedly should elicit comfort and satisfaction for students by enhancing their psychologically, social, cognitive and professional developments, have failed to do so.

Reiterating the essentiality and the non-negotiable nature of the provisioning of welfare services for students, the agency of the Federal Government overseeing and regulating quality services in universities, otherwise known as the National Universities Commission (NUC), has reiterated her intention to uphold the provision of compulsory welfare services in National universities by mandating universities in the country to establish offices or directorates of quality assurance. These directorates or offices in all Nigerian universities are mandated to be saddled with the responsibility of identifying students' multifaceted and dynamic needs and ensuring that such needs are met and satisfied. Commenting on the importance and the necessity of welfare services for students in various universities worldwide, Subair⁴ categorized and described such services to include eclectic programmes and facilities to guarantee students' sound learning. He listed these services in their primary forms to be accommodation, funding, counseling, disability unit, supplementary instructions, and security, among many others.

At this juncture, it is pertinent to delimit and differentiate education services offered by universities and the compulsory social welfare services that higher institutions of learning are expected to offer their students. Education services comprise things and programmes that have direct relationships with the quality of administrative staff (such as university staff' attitudes, responsiveness, kindness, transparency, fairness, respect and cooperation, etc.), teaching quality, advisory programmes and activities for students, tuition costs, financial assistance, curriculum, training programmes, relationships with industries, among many others. Other activities that form welfare services are mainly

³ Aluede, R. O. A. and Aluede, O. O. 1999. "Student Unrest in Nigerian Universities". Journal of Educational Planning and Administration, 13: 337 – 344; Uzoka, A. F. 1993. "Social and Psychological Factors in Current Student Behaviour". pp 50 - 64. in O. Animba, D. Denga and P. F. Omoluabi (eds.), An Appraisal of Student Unrest in Nigeria. Enugu, Nigeria: ABIC Publishers; Yalokwu, P. O. 1992. "University Leadership and the Management of Student Indiscipline" (pp 69 - 78) in C. Maduka (ed.), Student Unrest. Benin-City: Faculty of Education, University of Benin, Nigeria.

⁴Subair, S. T. 2008. *Infrastructure, welfare services and students' perceived motivation to learning in universities in South-West 50 Nigeria*. (Unpublished Ph.D. Thesis, University of Lagos).

activities or services needed to assist students in meeting their non-academic needs⁵.

The provision of welfare services for university students differs from those made directly to meet their academic needs. Frankly, the main reason for social welfare services provisioning for students revolves around meeting their non-academic needs. In the words of Simpson⁶, the welfare services that should be rendered for students of higher institutions of learning are activities that transcend the production and delivery of course materials - these are activities that deliberately assist students in achieving academic excellence. Such welfare services address individual student needs such as accommodation, health care, catering, sports, guidance and counseling, security system, library information services and many others⁷.

The fact, however, that such service unarguably must meet the needs of students underscores the fact that such provisioning must be activities and programmes deemed appropriate and okay by the concerned students. In other words, the welfare services must be activities or provisions capable of eliciting students' overall satisfaction.

The satisfaction of students at this juncture is of utmost importance since university students are not toddlers but adult learners that are biologically, constitutionally, and psychologically mature to perform socially productive roles in society⁸. In line with this assertion, university students are not only mature and responsible but are also perceptible of their rights, discernible of quality and non-quality goods and services, and can distinguish between what is right and wrong⁹. In recent times, the literature is awash with the fact that the availability of quality welfare services has become one of the cogent parameters that parents and intending students consider before decisions on enrolment into institutions of higher learning are made ¹⁰. Gleaning from the work of Nabil, Al-Jaber, and Hussein¹¹ titled 'students satisfaction and achievement, and absorption capacity in higher education shows that the provision of welfare services for students in higher institutions of learning is of paramount importance.

5 Cardona MM, Bravo JJ 2018. Service quality perceptions in higher education institutions: The case of a Colombian university. *Estudios Gerenciales*, 28(2): 23-39. [https://doi.org/10.1016/S0123-5923\(12\) 70004-9](https://doi.org/10.1016/S0123-5923(12) 70004-9).

6 Simpson, O. 2002. *Supporting Students in Online, Open and Distance Learning*. (2nd ed). London: Kogan.

7 Kochhar, S. K. 1983. *Guidance and Counselling in Colleges and Universities*. New Delhi: Sterling Publishers Private Limited

8 Kamwengo, M.M. 2000. "Philosophical Issues in the Adult Education Practice in Africa" in H.C Msango, E.C Mumba and Sikwibele (eds) *Philosophy and Education*. Vol.1. Lusaka: UNZA Press

9 Mtonga, H. L. 2008. "Theories of Adult Learning". Paper Presented at Capacity Building Workshop on Pedagogy for the Department of Economics. 13th October

10 Ajayi, D., Akuankwa, C., & Yusuf, J. 2015. Relationship between life satisfaction, social interest and participation in extra curricula activities among undergraduates in a Nigeria University. *Global Journal of Human Social Science*, 14(4), 38-45.

11 Nabil, A. & Hussein, A. 2014. Students' satisfaction and achievement and absorption capacity in higher education. Global conference on contemporary issues in education, 2, 132-145.

Another dimension to the discussion on the provisioning of welfare services for students in higher institutions of learning is that such services must not fall below the expectations of students. According to Wiers-Jenssen, Stensaker and Groggaard, cited in Stoltenberg¹², the only way to gauge students' satisfaction concerning welfare service provision is to assess such services by students themselves. The researchers mentioned above further listed factors that often determine students' satisfaction and motivation to learn: accommodation, security, power supply, internet facilities, convenience, medical facilities, transportation and road network and relaxation facilities, among others. They concluded that any change in any institution of learning that affects any of these services could either make or mar the level of satisfaction of students. Similarly, Nabil, Al-Jaber, and Hussein¹⁶ agree with Stoltenberg¹³ that students' satisfaction is a vital means of attracting and retaining high-quality students who subsequently will increase the reputation and the academic standing of such institutions.

In this age of competitive tertiary education in Nigeria, one of the veritable means of ascertaining the veracity of the claim of many universities regarding whether or not they provide the compulsory social welfare services they tout to admission seekers is to evaluate and assess students' level of satisfaction with the welfare provisioning and services such higher institutions of learning. From the viewpoint of Appleton- Knapp and Kentler¹⁴ and Cardona and Bravo¹⁵, two crucial variables are of core importance when measuring students' satisfaction regarding education and other allied services provided by universities and other higher institutions of learning. These institutional and personal factors include assessing the quality of training programmes such as the curriculum, academic staff quality, teaching methods etc., and other facilities such as classrooms, campus environment, library and many others.

One primary motivation for this social investigation is the dearth of empirical studies on undergraduates' perception of welfare services provided in Nigerian universities. Indeed, most of the undergraduates' welfare provisioning studies were conducted in government-owned universities in the country. Unfortunately, this has not provided students and researchers with the opportunity of having a first-hand idea of what is obtainable in privately owned universities. Unlike all the previous studies in public universities, this study expands and contributes to knowledge by bringing to the fore students' experiences with welfare provisioning in a faith-based university in the southwestern part of Nigeria. This study, therefore, adds to data and literature on the under-researched treatments privately owned universities meted on

12 Stoltenberg, E. (2011). School services and student retention. *Literacy and Information and Computer Education Journal (LICEJ)*, 1(1), 34-49.

13 Stoltenberg, E. (2011). School services and student retention. *Literacy and Information and Computer Education Journal (LICEJ)*, 1(1), 34-49.

14 Appleton-Knapp SL Krentler KA 2016. Measuring student expectations and their effects on satisfaction: The importance of managing student expectations. *Journal of Marketing Education*, 28(1): 254-266.

15 Cardona MM, Bravo JJ 2018. Service quality perceptions in higher education institutions: The case of a Colombian university. *Estudios Gerenciales*, 28(2): 23-39. [https://doi.org/10.1016/S0123-5923\(12\)70004-9](https://doi.org/10.1016/S0123-5923(12)70004-9).

their students with social welfare provisions. Adopting the core assumptions of structural functionalism and Expectancy disconfirmation theories, this study answered the following questions: How do students perceive the quality of accommodation provided at Redeemer's University? How do students perceive the quality of health services rendered at Redeemer's University? What is students' perception about the quality of library services at Redeemer's University? How satisfied are undergraduate students in Redeemer's University with the overall welfare services provided?

The impetus, however, for this study stems from the need to evaluate the extent to which privately owned universities in Nigeria, particularly the faith-based ones, have measured up in providing quality welfare services for their teeming students. This is important because of two different claims milling around in Nigerian society. First is the claim that there is a surge of faith-based organizations in development mainly because of the State's (government) failure to provide necessary services for the public good. With this claim in mind, many of the proprietors of privately owned universities have asserted they established their institutions to correct significant anomalies found in government-established universities. The second claim is fore-grounded on the finding from social research that students' satisfaction with education and welfare services will positively impact students' retention and motivation. These grounds have nonetheless necessitated the need to evaluate students' satisfaction regarding the welfare services provided by universities.

Also, the need to carry out this social investigation became imperative due to several peaceful and violent demonstrations organized by students in many public universities in Nigeria and some parts of Africa to register their displeasure with the welfare services provided by their institutions of higher learning. Based on the preceding, this study aims to investigate the undergraduates' perceptions of welfare services provided by the management of Redeemer's University (RUN). Specifically, from the student's perspective, the researcher aims to beam his scientific and evaluative light on the extent to which RUN has provided compulsory welfare services for her undergraduates. This is needful because the numerical strength of students in RUN has grown in leaps and bounds between its inception in 2005 and 2022.

Methods

Study design

The design for this study is descriptive research. The study location is the Redeemer's university campus, Ede, Osun state in Nigeria, between February and March 2022. One of the factors that informed this study was to gauge how the university (RUN) would fare in terms of welfare provisioning for undergraduate students. This was necessary because the university (RUN) was ranked the best private University in Nigeria in the year 2022 by Nigerian University Commission. The respondents that participated in the study were selected undergraduates from Redeemer's University that have spent at least four semesters in the school. The reason for this inclusion-exclusion criterion at the period was to ensure that only students who have continuously experienced and benefited for at least two years from welfare services in the university partake in the data collection process. Altogether 400 male and female students

were included in the study; however, only 324 respondents returned their completed research instrument. Three hundred forty-five copies of the questionnaires were administered through multistage sampling. The population of undergraduates in Redeemer's university in 2022 when the study was carried out consisted of 3875. A multistage sampling technique was adopted to select 324 students across eight faculties (Social sciences, Humanities, Law, Management sciences, Basic Medical, Natural Sciences, Built and Environment and Engineering. The multistage approach consisted of stratification into faculties, while proportionate sampling was used based on the population of each faculty. In conclusion, a simple random sampling technique was adopted to select the respondents for the study.

The adoption of triangulation of both quantitative and qualitative methods of data collection was done to enable a detailed investigation of variables of interest. The target populations of the study were selected male and female students with helpful information on the subject matter. Data collection instruments used were questionnaires, structured interviews for students and key informant interviews conducted for the principal officers of the university. The selection of in-depth interviews and key informant interviews was purposive and based on the statuses of the respondents. Probes and prompts were used during the interviews and interviewees were allowed to express themselves to a certain extent.

Data from respondents (students) were collected using a closed-ended questionnaire designed based on the original 22-item instrument for assessing customer perceptions of service quality described by Berry et al. (1988). The questionnaire was carefully structured, and each service quality attribute was rated using the five-point Likert Scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of three sections. The first, Section A, entailed the questions about the demographic characteristics of respondents. Section B measured the expectations (E) about the welfare service quality provided by the university in question; Section C gauged respondents' perception of welfare services provided at Redeemer's University, Nigeria (RUN).

Data analysis for the study was done using IBM Statistical Package for Social Sciences (SPSS). Descriptive and inferential analyses were carried out to interpret the results that emanated from the study. Simple frequency distribution and percentages were used to describe the outcome variables. Also, ethnographic summaries and direct quotations were used in analyzing the qualitative data collected from in-depth and key informant interviews.

Results

This section discusses the materials obtained through quantitative and qualitative research methods to evaluate, from students' perspective, the extent to which Redeemer's university has reached in providing compulsory and qualitative welfare programmes/activities for all undergraduates in the university. It presents the results of data analysis from the study and at the same time showcases how quantitative and qualitative data collected for the study were analyzed and presented in accordance with the three research

questions of the study, which among other things, are restated below. How do students perceive the quality of accommodation provided at Redeemer's University? How do students perceive the quality of health services rendered at Redeemer's University? What is students' perception about the quality of library services at Redeemer's University? How satisfied are undergraduate students in Redeemer's University with the overall welfare services provided? The study explored five service quality attributes: tangibility, reliability, responsiveness, assurance, and empathy in evaluating the quality of accommodation, health care, counseling, library, and information services on Redeemer's university campus.

A total of 324 respondents filled out the questionnaires administered to them, and the socio-demographic characteristics of the sample are presented in Table 1. The results that emanated from the analysis of data collected show that more than half of the population of the respondents was female (53%). This is not unconnected with the fact that there were more female undergraduates at Redeemer's university than males in 2022 when the data were collected. In the same vein, the analysis of data about the age distribution of the respondents shows that 85.2% of the respondents were between the age range of 15-20 years, 13% of them fell between the age range of 21-25 years, while the age range of 1.9% the age fell between 26-30 years. The distribution of respondents about their faculties shows the following: 15% (Humanities), 22% (Social Sciences), 19% (Management Sciences), 15% (Basic Medical Sciences), 8.4% (Engineering), 5.6% (Faculty of Law), 12% (Natural Sciences), and 3.0% (Environmental Sciences).

Characteristics of Respondents

Table 1: Frequency Distribution showing Respondents' Personal Information

Factors	Options	Frequency	%
Sex	Male	152	47.0
	Female	172	53.0
	Total	324	100.0
Age	15 years - 20 years	276	85.2
	21 years - 25 years	42	13.0
	26 years-- 30 years	6	1.9
	Total	324	100.0
Faculties	Humanities	49	15.0
	Social Sciences	71	22.0
	Management Sciences	61	19.0
	Basic Medical Sciences	49	15.0
	Engineering	27	8.40
	Law	18	5.60
	Environmental Sciences	10	3.0
	Natural Sciences	39	12.0
	Total	324	100.0
Academic Levels	200 Levels	107	33.0

300 Levels	65	20.1
400 Levels	97	29.9
500 Levels	55	17.0
Total	324	100.0

Question 1: How do students perceive the quality of accommodation provided at Redeemer's University?

To proffer responses to the above question, further questions deemed necessary and adequate to elicit information regarding students' expectations about the actual dimensions of the quality of accommodation they expected before they got admitted into the school were asked. To achieve the objectives set above, the sampled students evaluated five dimensions (assurance, tangible, empathy, reliability, and responsiveness) of the quality of accommodation provided at the university. The **assurance dimension** about the quality of accommodation measures students' responses on how safe the students were and their property in their various hostels within the university premise. In the same way, the **tangible dimension** of the quality of accommodation provided on the campus measures whether the surrounding appears clean, how clean the water is and whether the water supply is consistent and safe for usage. The **empathy dimension**, on the other hand, measures the perception of students on whether they were cared for or not. Another way of measuring this dimension is how regularly or often staff members in charge of their hostels use kind and positive words when dealing or relating with students. The **reliability dimension (ability to inspire trust)** also measures how staff members assist students who have issues or encounter problems regarding the allocation of accommodation and other related materials. The last **dimension, responsiveness**, investigate how often the service personnel provide prompt service to students by attending to their queries quickly.

Table 2. Students Responses on the Dimensions of the Quality of Accommodation

Items	Response						Total
	SA	A	I	D	SD		
Assurance Dimension	F	53	82	120	53	16	324
	%	16.4	25.3	37.0	16.4	4.9	100.0
Tangible Dimension	F	248	54	17	3	2	324
	%	76.5	16.7	5.2	0.9	0.6	100.00
Empathy				F	58	33	33
	145	55	324				
	%	18.0	10.0	10.0	45.0	17.0	100.0
Reliability (Ability to inspire trust)	F	139	65	8	65	47	324
	%	43.0	20.0	2.0	20.0	15.0	100.0
Responsiveness	F	216	69	30	5	4	324
	%	67	21				100.0

Keys: SA - strongly agree, A – agree, I – Indifference, D – disagree, SD – strongly disagree

Assurance Dimension

The results that emanated from the analysis of data on the extent of student's satisfaction with the assurance dimension of the quality of accommodation, as presented in Table 2, show that 41.7% of the respondents that participated in the survey claimed that the safety of students within the university premises is guaranteed and that their properties were equally secured. Contrary to this assertion by the majority of respondents that participated in the survey, 21.3% of participants claimed that students did not always feel safe on campus. They also maintained that the university, through its security apparatuses, cannot guarantee the safety of lives and properties within the university. To a large extent, the opinion of the majority of survey respondents was that there is a security of life and property in various students' hostels in RUN. However, what could be regarded as ambivalence in this claim is the significant number of respondents (37%) who neither agree nor disagree about the condition of security of lives and properties within the university campus. To corroborate the results from quantitative data, the results from the analysis of data collected qualitatively from respondents (in-depth interviews) were also presented to strengthen the analysis made above. Some relevant and related summaries collated from the respondents are highlighted. The opinions of key informants (university officials) and in-depth interviews with some students regarding the security situation on RUN's campus are presented below. Two of such discussions are presented thus:

According to a key informant:

Security of lives and properties on the RUN campus is guaranteed and encouraging. As you are aware that no place on earth is safe, we are trying our best in this school to ensure that the lives and properties of all staff and students are safe. The results of our efforts have been pleasant so far. This, however, is not to say that we do not occasionally experience petty theft and vandalism among students. As a young university, we will continue to block all loopholes in our security situation. **Male University Security Official/ 4/4/2022**

An in-depth interviewee narrated this:

Generally, this university is safe. Since joining this institution, I have not witnessed any major unwholesome security breach on our campus. Though some students sometimes steal money and other small articles like phones and laptops from one another, such situations are often investigated, and culprits are brought to books. Those that are found guilty are rusticated and allowed to return to school after they might have spent at least two semesters in a rehabilitation centre called CADAM. The hostels' security

architecture is not perfect, but the management is constantly working on improving it. **A 300 Level Male student/ 5/4/2022**

The responses above attest that most sampled students in Redeemer's university were largely satisfied with the security situation in their hostels. However, they still reported that improvement in security in the hostels should be a continuous effort.

Tangle Dimension

Respondents' opinions on the tangible dimension of the quality of accommodation in the hostels of students gauged how tidy and organized the hostels' surroundings were and how safe and regular the water supply within the hostel facilities. The analysis of survey data showed that the majority (83.0%) of respondents agreed that the surroundings of all the hostels for undergraduates in the university were organized and tidy. They asserted further that the water supply in the university was adequate and safe for usage. While 3% of the respondents claimed that they never thought about the adequacy and how safe the water in the hostels was, 1.5% of the respondents averred that the hostels' environment in the university was not safe and unorganized; they maintained that they had often been exposed to unsafe and inadequate water supply in their hostels.

Similarly, analysis of qualitative data on the tangible dimension of the quality of accommodation in hostels for undergraduates showed that most respondents had positive remarks about how tidy and organized the environment was. They positively retorted about the adequacy of water supply and how potable it was in all the hostels for undergraduates in RUN.

For instance, a female undergraduate opined thus:

Redeemer's university is a young university owned by a prosperous faith-based organization. Our hostels' environments are organized, and students are always mandated to keep them neat. Also, we do not have any known problem with the provision of drinkable and safe water. The university has invested money into industrial boreholes and many overhead tanks. Indeed, the constant power supply on campus has made pumping water from boreholes to overhead tanks an everyday thing. We do not have problems with the adequacy of water on campus. **400 Level Student/Female/IDI.**

Empathy Dimension - Data analysis conducted on the respondents' responses showed that almost all the service staff of the university in the hostels and allocation of facilities within the hostels for students scored low on the empathy dimension. The analysis revealed that only 28% of staffers used kind words to relate with students. In comparison, 62% of this category of university staff was fond of using unkind words when relating with students.

Reliability Dimension – data analysis on the reliability dimension of quality of

accommodation showed that 63% of respondents agreed that service staffers in the hostels responded to them whenever they had accommodation problems. In comparison, 35% disagreed with this notion.

Responsiveness Dimension – on this scale, 33.0% of respondents thought that service staff provided prompt and timely services to their queries whenever they faced accommodation issues and problems. Contrary to this claim, 62% of respondents asserted that service staffers in their hostels were always reluctant and slow in attending to their accommodation problems and issues.

Consequent to the above, the analysis of in-depth interviews conducted among selected students showed that though the majority of service staffers in students' hostels attend to students' queries and accommodation problems, many of them were not timely in discharging their responsibilities.

An interviewee commented thus:

More often, members of staff working in our hostels attend to our accommodation problems and queries but not until you have presented your case to them severally. They delay and waste time a lot. This lack of promptness in attending to issues in our hostels has made some boys no longer report damages in their rooms. **Male 300 Level Student/IDI**

The data analysis above underscores the fact that Redeemer's university has fared well in providing welfare services in the students' hostels. The majority of the respondents confirmed that almost all the facilities in the hostels are in good condition and functioning well. For many of them, the hostels' environment is fit for human habitation, and the water supply has been regular. They equally attested to the excellent water quality provided for students. Unlike the favourable and favourable responses provided by the respondents about the quality of accommodation provided by the university management for students, there were many ill reports given about unsavoury behaviours of a significant number of staff that attend to students' needs and facilities in the hostels. Many of them were accused of being reluctant to discharge their responsibilities.

Question 2. How do students perceive the quality of health services provided at Redeemer's University?

Table 3 Students' Responses on the Dimensions of the Quality of Health Services in RUN

Items	Response						Total
	SA	A	I	D	SD		
<i>Assurance Dimension</i>	F	155	136	7.0	19	7.0	324
	%	48.0	42.0	2.0	6.0	2.0	100.0
Tangible Dimension	F	100	33	3.0	113	75	324
	%	31.0	10.0	1.0	35.0	23.0	100.00
Empathy				F	116	49	10
49	100	324					
				%	36.0		15.0
3.0	15.0	31.0	100.0				

Reliability (Ability to inspire trust)	F	81	48	13	94	88	324
	%	25.0	15.0		29.0	27.0	100.0
				4.0			
Responsiveness	F	178	7		32		324
				00		107	
	%	55.0	2.0		10	33	100.0
				00			

Keys: SA - strongly agree, A – agree, I – Indifference, D – disagree, SD – strongly disagree

In line with the study's second research question, respondents sought responses on the quality of services that Redeemer's university provides for its students.

On the assurance dimension of health care services available in Redeemer's university, the sampled respondents aired their views on the extent to which their expectations were met regarding how healthcare providers and workers should treat and advise them on what to do to achieve wellness. The analysis of data in this regard showed that 90% of respondents affirmatively agreed that they had assurance in what the health practitioners were doing. They claimed that the health workers always explain their health challenges, advise them, and often reassure them that they will regain their health. The analysis also revealed that only 8% of the respondents spoke negatively about what the health care practitioners were doing in the university. They believed that their expectation that health practitioners would be up and doing in the delivery of their services to students in the university was dashed.

Tangible dimension – the conclusion of respondents on the tangible dimension of health care facilities in Redeemer's showed that the university scored low in most of the physical structures that made up the health centre. While most respondents (58%) claimed that the university has lived below their expectations regarding the physical structures and facilities available, only 41% of the respondents concluded that the physical structures and facilities were adequate.

Empathy dimension – on the empathy dimension of staffers that provide health services in the only centre available for students on campus, there was a mixed feeling about students' responses to how humane the health practitioners and other paramedics were to them. While 51% of respondents maintained that the health practitioners and other allied workers in the only health centre available on campus were polite and also used kind words when treating them, 46% claimed that the available health workers were not kind and polite to students whenever they treat and attend to them.

Reliability Dimension – the result of data analysis showed that the majority which is 56% of respondents, claimed that health services provided for students at Redeemer's university were unreliable. These These respondents concluded that students were often kept waiting for a long time before health workers attended to them. They claimed that almost all the health workers (Nurses and Doctors) except the receptionists waste their time unnecessarily.

They believe that doctors and nurses give them appointments when it is not always convenient. Contrary to the majority's assertion, 40% of the respondents claimed that the services rendered by most of the health workers in the centre were reliable.

Responsiveness dimension – the majority of the respondents, 57%, supported the claim that the available health workers in the university's health centre were knowledgeable and sure of their prescriptions as they responded to the ailing students on campus. Also, 43% of the sampled respondents believed that most of the health workers in the university are not adequately knowledgeable about students' ailments and diseases. They also claimed that they do not always diagnose students' ailments and diseases properly. The opinions of the majority of survey respondents regarding the strengths and weaknesses associated with the health care services and facilities made available to students in the university are elaborated in the reports of an in-depth interview with the selected students. One such discussion is presented below:

To be candid, the health workers in our health centre, particularly the doctors, are trying their best. Nevertheless, I do not think their best is enough for the student population like ours. They were too young and inexperienced for this job. Many students have discovered that they often consult google and other search engines to diagnose their patients due to their inexperience. **Male 200 Level Student.**

Another retorted like this:

Most physical structures and facilities in our health centres are not what they should be. This could be because the university is still young. The health centre's building is too small for our present population. Aside from our ambulances, some important medical equipment and gadgets are lacking. Until now, the centre does not have the capacities/facilities to carry out even minor surgery on patients. **Female 500 Level Student.**

Another had this to say:

Our medical centre is not bad or unfit for a growing university in a country like Nigeria. I believe the management is trying regarding upgrading the facilities in the centre. Nevertheless, what baffles me is how Medical Doctors are resigning their appointments and leaving the system for employment elsewhere. We have lost many of them in the last four years, and I think something is wrong. **Female 400 Level Student.**

The quality of welfare services with the provision of healthcare for students in the university has not been positively appraised by most respondents. While most respondents have spoken highly about the politeness of the medical and paramedics in the centre as they relate with students, they were also criticized

for their red-erring. Most respondents believed that the doctors delay them intentionally and give them appointments when it is inconvenient. Similarly, most respondents complained about the lack of critical medical equipments in the centre, the same way they berated the rate at which medical doctors resign their appointment in the centre.

Question 3. How do students perceive the quality of library services at Redeemer's University?

In this study, the third parameter for assessing the welfare services provided by Redeemer's university for her teeming undergraduate students is the quality of the school's library services. Like it was done for the first two parameters of accommodation and health, the varied opinions of respondents were also measured on the tangible, reliability, responsiveness, assurance and empathy dimensions. At this juncture, students' responses on the dimensions of the quality of library services offered by Redeemer's university were discussed.

Table 4. Students Responses on the Dimensions of the Quality of Library Services

Items	Response						Total
		SA	A	I	D	SD	
Assurance Dimension	F	243	59	6	10	6	324
	%	75.0	18.0	2.0	3.0	2.0	100.0
Tangible Dimension	F	179	98	39	8	00	324
	%	55.0	30.0	12.0	3	00	100.00
Empathy				F	267	33	6
	12	6	324				
	%	82.0	10.0	2.0	4.0	2.0	100.0
Reliability (Ability to inspire trust)	F	233	67	6	12	6	324
	%	72.0	20.0		4.0	2.0	100.0
				2.0			
Responsiveness	F	246	46		6		324
				10		16	
	%	76.0	14.0				100.0
				3.0	2.0	5.0	

Keys: SA - strongly agree, A - agree, I - Indifference, D - disagree, SD - strongly disagree 5% disagreed.

As illustrated in Table 4, survey respondents and analysis of in-depth interviews showed that most respondents provided positive assessments about the quality of library services offered by the university.

For the assurance dimension, 93% of the respondents claimed they were safe and that their belongings were equally secured when they were using the services offered by the library department. As against the majority's opinion, 5% of the respondents thought that they were not feeling safe and their belongings were not also secured most of the time they used the library's services.

On the tangible dimension scale, 85% of the survey respondents affirmed that the library environment was neat and well-sanitized. They claimed that the environment was user-friendly and that there was no ventilation issue within the library complex. While 12% of the respondents were indifferent to the assertion of the majority highlighted above, 3% claimed that the library has not lived up to expectations regarding the neatness and how organized the place should be.

Empathy dimension - most of the survey respondents, that is, 92% of them, confirmed that staffers in the library were polite in their treatment of students. They maintained that the same staff cared greatly about students and always assisted them whenever they required any materials in the library. Only 6% of the respondents claimed that the library staffers were not using polite words when dealing with the students in the library.

Reliability dimension – in line with the data analysis conducted in the study and as presented in Table 4, 92% of the respondents indicated that the university library provides relevant and up-to-date study and research materials for students. They thought the university library had always provided reliable student services. Contrary to the opinion of the majority, 6% of the respondents indicated that the services provided by the library department could not be said to be reliable.

Responsiveness dimension – 90% of respondents affirmed that personnel in the library division of the university have successfully and effectively managed conflict situations among students. They claimed further that they were capable of handling students' complaints. Contrary to the views of the majority of respondents, 7% of them claimed that library staff have constantly failed in the way they have been managing and handling complaints from students in the library.

Summary and conclusion

This study investigated how Redeemer's university has fared in providing compulsory welfare services for undergraduate students. Scientific searchlight was beamed only on three of several forms of welfare services (accommodation, health and library) provided by the university. Adopting Simpson's (2002) conclusion that welfare services are appropriate when they are valued by students, the study hinging on the theoretical underpinnings of the Expectancy Disconfirmation Theory gauged undergraduate students' satisfaction level with available welfare services at Redeemer's university. Based on the survey conducted and presented in this article, most respondents scored the university highly on providing suitable accommodation and other measures taken by the university to ensure that students' safety is guaranteed. Most respondents attested to the general tranquility and neatness of the environment. Similarly, respondents commented positively on the regularity of power and water supplies. However, most respondents scored many staff members working within students' hostels low on empathy and responsiveness.

In addition to the above, almost all the respondents scored the library facilities and workers highly. The library materials were described as abundant, top-notch, and valuable. In the same way, the respondents adjudged most workers

in the library to consistently exhibit a high level of professionalism in their bid to discharge their responsibilities. However, unlike accommodation and library services, the services offered by the health centre, most of the workers therein, and the available facilities were given very low rating by the respondents.