

## Students' Satisfaction With Essential Hostel Services Provision and Academic Performance in Abubakar Tafawa Balewa University Bauchi, Nigeria

MU. Sa'ad<sup>1</sup>, H Babayo<sup>1</sup>, B Ishiyaku<sup>1</sup>, and AU. Sa'ad<sup>2</sup>

<sup>1</sup>Department of Estate Management and Valuation, Faculty of Environmental Technology, Abubakar Tafawa Balewa University, P.M.B 0248, Bauchi State, Nigeria

<sup>2</sup>Department of Quantity Surveying, Faculty of Environmental Technology, Abubakar Tafawa Balewa University, P.M.B 0248, Bauchi State, Nigeria

### Keywords

Students' Hostel  
Satisfaction  
Essential Services  
Facility

### Abstract

The reputation of communal environment in students' lifecycle cannot be overstated, as such the extent of availability, suitability and functionality of hostel accommodations are the main features in the determination of students' satisfaction. This study aims to discover the extent of essential services provision satisfaction and its connection with academic performance in ATBU Bauchi. The study embraced the use of quantitative method and data were collected through a questionnaire survey from 400 respondents who were randomly selected from the target population in the study area. The data collected were subjected to analysis using descriptive and inferential statistics with mean ranking, frequency tables and correlation analysis to determine extent of essential services provision satisfaction and the relationship with academic performance. The study revealed that respondents were dissatisfied with the adequacy of some services such as emergency reply services, washing facilities and eatery services. The study also displays a negative relationship between essential service provision and students' academic performances in the study area. The study recommended that management as well as the governing council of the institution need to improve some services such as power upkeep facilities, overall hostel upkeep, internet facility, hostel safety facilities, fire defence facilities, eatery services, washing facilities and emergency reply facilities. These features have to be improved in the university hostel for the high level of hostel students' satisfaction as well as their performance.

© 2020 Universiti Tenaga Nasional. All rights reserved.

## 1. INTRODUCTION

Education generally advanced to developed one of the most imperative area in which the government is affianced, it has been detected that the problems of essential service provision running in educational segment stalk from endowment of essential service provision, illogical management, absence of continuity in plan and the lack of vigorous communal involvement [1]. These essential services encompass of water quantity, power, healthiness facilities, hostel upkeep level and so on.

The undergraduates' accommodation is said to comprise services such as bedchambers which can serve the double purpose of schoolwork and sleeping, restrooms and lavatories, kitchenette, dirty washing, entertaining areas and entrée to internet facilities as this further augment the study-learning skill. [2] on their part, stated that the student

accommodation can be further made thrilling by providing supplementary services such as ATM machineries, carriage park, small marketplaces, bookshops and refectories within the zone of the students' accommodation.

[3] attributed that students' accommodation in Nigeria has not acknowledged the anticipated consideration both from the administration and the management of the organizations as [2] observed that hostel lodging has not received satisfactory attention although it is an imperative component of pupil workers controlling, insufficient maintenance of the facilities and structure of hostel accommodation is actual common. There have been testified cases of students taking unpleasant in the hostels as a result of deprived hygienic environs. It is vital to note that student hostel must not only be sufficiently provided for in relation to the student populace of a university, but it must also be able to gratify

their desires if the best is to be appropriated from them. Satisfaction being a technique of assessment between what was acknowledged and what was anticipated is the most extensively adopted explanation of user satisfaction in the present literatures [4]. Satisfying operators of any facility (including hostel facility) should be one of the foremost purposes of providing such facility in the main occurrence.

Student satisfaction according to [5], involve discrete feeling of preference which result from associating the apparent performance of essential service provision to their prospects. It means that if the performance contest surpasses the prospects, students would be satisfied. [6] went further to propose that students can accomplish well in their educations if they have decent living environments in their hostels. In the same view, the insufficiency of essential service provision in students' hostel can have an adversative consequence on students' satisfaction and the actualization of qualitative teaching in the tertiary institutions.

[7] stated that student academic performance capacity has acknowledged extensive attention in preceding study, it is challenging facets of academic writings, student performance are pretentious due to societal, mental, monetary, ecological and personal features. These features strongly impress the student performance, but these features vary from separate to individual and state to state. For instance, students' satisfaction and academic performance can be tangled to delivery of socio-economic features like presence in the class, household income, mommy's and daddy's schooling, teacher-student proportion, company of qualified lecturer in school, masculinity of student and remoteness of school also affected the performance of the students. The students' performance (academic accomplishment) plays an imperative role in creating the best superiority graduates who will become great leader and manpower for the nation thus responsible for the nation's fiscal and communal growth [6].

To bridge the gap identify, this study measures performance best on the extent of student satisfaction with essential services provision in the study area as majority of the previous studies that major performance and satisfaction focuses on factors such lesson schedules, lesson size, English text books, homework, surroundings of the class, technology used in the lesson and assessments systems, additional activities, family and work activities, monetary etc. The study may be helpful for both university strategy makers and parents of the students. It will help the university management to design and implement the strategies to improve the students' satisfaction requirements and performance determinants in the study area.

## **2. LITERATURE REVIEW: ESSENTIAL SERVICE PROVISION AND STUDENTS' HOSTELS**

Essential service provision is the blend of all practical and associated managerial actions intended to preserve a hostel with its superiority services or reinstate it to a state in which

it can accomplished its required tasks [8]. This covered facilities such as hostel upkeep, water stock, electrical stock, hygiene services and crowdedness.

[6] attributed that student hostel is a managed living-learning shelter containing of shared refuge services and essential service facilities for the public of students who use it. It is usually built on-campus, controlled by the institutions, provided for cheap imputable rooms and managed to lodge students of diploma, HND, undergraduate, or postgraduate. Similarly, [9] asserts that student shelter are accommodation types explicitly designed to accommodate students, such as a live-in inhabited college, lodging household or other purpose erected improvement comprising student units with other essential service facilities such as decent water quantity, power study areas, public lounge and galleys amongst others. Also, [10] stated that a student shelter lodging can also be referred to as a structure which comprises a lodging unit engaged by two or extra students. This form of lodging can also be referred to as students' hall of abode or student housing or students' hostel or boarding household. A hostel is referred to a place where individuals can stay when their dwelling is situated far away from the educational institution and which is measured essential to students' desires, which also named student accommodation. Hostel is built with some official or formal physiognomies and where students have entrée to the university entertaining amenities [11].

[12] attributed that there are abundant motives why higher institutions provide on-campus lodging. For instance, the provision of reasonable and appropriate student accommodation for use by young individuals intending to or who are currently studying at any higher education institutions remains a key trial of high demand and petite supply which is further aggravated by high rental charge. Also, the challenge of students who may need to survive on limited monetary capacity generates an augmented demand for reasonable and suitable student accommodation in the marketable and private segment, given the imperfect student accommodation on campus. In accumulation, on-campus student accommodation caters for students' accommodation needs in achieving academic, existing and social purposes during their study life period at the university [13].

## **3. STUDENT'S SATISFACTION**

Satisfaction, according to [14] means the state of being delighted or contented. Satisfaction is a thing of the thoughts, it is conditioned by insight. Perception is the procedure by which we become conscious of changes through the wisdom of sight, earshot etc. The way individuals perceive things is dissimilar from one alternative that is what satisfied one might not satisfy other individual. [15] viewed that satisfaction in housing is often watched as an object involving a great number of lodging components displaying facets such as bodily provision of essential service and the normal of service as well as locality characteristics, students' hostel satisfaction is the optimistic worth or result imitative from

living in a students' hostel surroundings. It is a creation of students' insight, attitude and skill. Thus, satisfaction tends to be comparative and there is evidence that individuals with different social features perceive satisfaction in students' hostel inversely. Such features include socio-economic lesson, the phase in occupants' life cycle and grade of social communication, life style and intelligence of self. [15] also attributed that hostel satisfaction with service provision is a level of serenity with current hostel situations. The term may refer to the whole range of satisfaction from very satisfied to very dissatisfied. [16] reveals that shelter satisfaction does not only assess the provision of essential service in shelter atmosphere, it actions the satisfaction level of students' hostel atmosphere and its worth. It is a valid technique to advance design and develop strategies to expand the provision of facility in the students' shelter atmosphere. However, the quality of a students' hostel environment grades from the overall awareness of students. Consequently, in arriving at the satisfaction related with students' hostels, the overall insight of the students' requirements to be measured. [17] attributed that there are features that are connected with scholar satisfaction. These features can be approximately categorized as bodily, communal and organization features. Bodily features are those linked to the physical features of a abode and its neighbouring environment. Regarding the bodily features, empirical studies have revealed that accommodation satisfaction is related with an enhancement of safety control; dwelling scheme and confidentiality; unit scope and extent of stay. [18] assesses worth, housing adequacy and available accommodation space, compliance and suppleness of places and satisfaction with the facilities of neighbouring environment. All of these features emphasize the reputation of the bodily attributes of the built environment on scholar occupants' satisfaction.

[6] examine the socio-economic effects of essential service provision on scholars' shelter satisfaction, the study reveals that scholars in off-campus do not appreciate some societal events, which are meant for scholars living in hostels with the impartial of training them in the values of social kindred. [19] considered hostel satisfaction as the hole that exists amongst scholars' hostel desires and ambitions, and the current hostel situation. Satisfaction or dissatisfaction with facility is prejudiced by prior prospects regarding the close of service provision and performance.

[19] also investigated the impact of physical characteristics of university grounds lodging on scholar satisfaction in Bilkent University, Ankara. The result of the study exposed that scholars living on the uppermost floor professed their rooms superior and found them less jam-packed in assessment to those on the bottommost floor. This insight according to the authors led to an upsurge in the level of students' satisfaction with their living state. A preceding study by [20] also established that hostel apartment dimensions can indeed stimulate students' level of satisfaction. Therefore, their study displayed that students who lived in tripartite sharing rooms were fewer satisfied and happier

with their living situations than students residing in dual sharing rooms. [21] studied inhabited satisfaction in study universities. The study recognized some important forecasters of scholar accommodation satisfaction, such as hygiene, safety, gallery program and events and chances to provide effort into verdict making in the gallery. [22] investigated the level of student satisfaction with campus scholar accommodation services at Malaysian study Universities and the association amid satisfaction and faithfulness behavior. The student residential satisfaction agenda was planned to examine residential satisfaction from the scholars' perspective. Surveys were dispersed to respondents. In overall, students are satisfied with the satisfaction level and there is a substantial connection between general satisfaction and faithfulness behaviour. The consequences also established that the proposed model was an adequate tool to measure. [23] reported the outcomes of a study of housing satisfaction in scholars' accommodation in Nigeria. The study scrutinized how satisfied scholars were and the features which forecast domestic satisfaction. The study discloses that more than half (53%) of the respondents were dissatisfied with their households and the variables which clarified satisfaction were the communal qualities of the households, particularly the communal densities; the kitchenette, lavatory and storage facilities and some demographic features of the scholars.

#### **4. CONCEPT OF STUDENTS' PERFORMANCE AND DETERMINANTS**

[24] used GPA to ration student performance because the key focus is on the scholar performance for the precise semester. Some other academics used test grades or preceding year outcome since they are learning performance for the detailed subject.

[25] found that scholars' performance is expressively connected with satisfaction with academic atmosphere and the amenities of library, computer lab and etc. in the institution. With regard to background variables, the study establish a positive result of high institute performance and institute accomplishment, the study further found no statistical indication of significant association amid household income level and academic performance of the scholar. [26] held the opinion that student performances are related with use of public library and level of their maternal education. The use of the library definitely affected the student performance. The academic atmosphere is the effective variable for scholars and has positive association with daddies' edification and grade level. Socio-economic features like presence in the lecture, domestic income, and mommy's and dad's schooling, teacher-student proportion, existence of skilled tutor in institute, gender of scholar and distance of institute are also affected the performance of the scholars [27]. [28] reveals that academic victory of graduate scholar will be improved if the ideal health related barricades are low. There is negative association among institution credit and pressure but weak association between GPA (Grade Point Average) and pressure.

[29] found that many studies have been complete to identify those features which are affecting scholar's academic performance. The scholars' academic performance depends on a quantity of socio-economic features like scholars' attendance in the course, household earnings, mom's and pop's tutoring, teacher-student percentage, company of trained instructor in college, sex of the scholar, and remoteness of faculties. [30] observed that there is adverse association among the household earnings and scholars' performance and they emphasis on the secluded academies in Pakistan [31] shows that scholars' academic events and actions, insights of their coping approaches and positive ascriptions and background features (household wages, parents' level of learning, management from parents and quantity of negative circumstances in the family) were circuitously related to their complex scores, through academic accomplishment in high school.

[32] attributed that many scholars has deliberated the different features that affects the scholar academic performance in their study. There are two types of features that affect the scholars' academic performance. These are in-house and outside classroom features and these features strongly affect the scholars' performance. In-house classroom features includes scholars capability in English, lecture agendas, lesson size, English text records, course test consequences, knowledge facilities, schoolwork, atmosphere of the class, difficulty of the sequence material, educators role in the class, knowledge used in the lecture and examinations systems. Exterior classroom features include additional activities, household problems, work and monetary, communal and other problems. Investigation studies displays that scholars' performance depends on many features such as learning facilities, sex and age differences etc. that can affect scholar performance [32]. [31] found that the most vital feature with positive effect on students' performance is scholar's capability in English. If the students have strong communiqué services and have robust grip on English, it increases the performance of the students. The performance of the scholar is affected by message skills; it is likely to see communication as a variable which may be definitely related to performance of the scholar in open knowledge. A major difference of this study from preceding studies is that it emphases on open learning [33].

[34] noticed that parent's earnings or communal position positively touches the scholar test score in examination. According to [35], the higher education performance is depending upon the academic performance of graduate scholars. [36] observed that the dimension of scholars' preceding educational results are the most vital indicators of scholars' future accomplishment, this refers that as the higher preceding appearance, enhanced the scholar's academic performance in future endeavours.

Base on the review above a lot of studies have been conducted in the area of students' achievement and these studies identify and analyse the number of issues that affect the students' performance of the student at school, college and

even at university level. Their finding identifies students' effort, previous schooling, father's educational background, family earnings, self-motivation of students, age of student, tests scores, learning preferences and entry qualification of students as important aspects that have effect on student's academic performance in different setting, but none of the studies measures performance best on essential services provision satisfaction.

## 5. METHODOLOGY

The study adopted quantitative method because it involved gathering and analyses of data in numerical procedure. It was specified that such categories of studies were carried out using quantitative trials [37]. Survey research strategy was also adopted, which involves process of collecting data using the questionnaire as instrument for data collection.

The population in this study refers to the entire set of students, which the sample was drawn. These comprises of students staying on the campus of Abubakar Tafawa Balewa University Bauchi, Nigeria. The total number of the students is 3,579. Therefore, the total population size for this study is 3,579. To ensure a full and detailed assessment devoid of the ambiguity of a more extensive population, the students' hostel was assessed using stratified sampling method. Stratified sampling divides the population in more practicable proportions and prevents under quantity of one unit in the simple random where by each have equal chance of being included.

Based on the 3,579 population, the sample size was determined using Bartlett, Kotrlík & Higgins (2001) sampling Table which indicated 351 sample for the population of about 4,000. Approximately. Therefore, an approximately sample size of 400 students was used for data collection. Based on proportional sampling technique, the sample size for each student block of hostel was identified. This was illustrated in Table 1.

**Table 1.** Sampling in the study

Blocks	Population	Sample
Block A	367	41
Block B	367	41
Block F	340	38
Block E	349	39
Block H	340	38
Block G	349	39
Block C	268	30
Block D	322	36
Babylon (female)	331	37
Bethel (female)	295	33
Zion (female)	251	28
<b>TOTAL</b>	<b>3,579</b>	<b>400</b>

Simple random sampling was then used for this study as it is more suitable for this study because most of the preceding studies conducted on student respondents used the random sampling [38]. Statistical Package for Social Science (SPSS, version 26) was adopted for statistical analysis of the data

collected from the questionnaire survey using descriptive statistics (mean and standard deviation).

## 6. FINDINGS

Six (6) demographic features information of the respondents were collected. These comprises of Age, Sex, Hall of residence, previous level of Education, Number of students in rooms and duration of stay on campus. The frequency and percentage analysis was carried out and the results were presented in Table 2 to explore the respondents' profile.

**Table 2.** Demographic characteristics of respondents

Code	Attributes	Frequency	Percentage (%)
<b>Sex</b>			
1	Male	274	75.10
2	Female	24.90	
<b>Age</b>			
	Under 20 years	81	22.20
	20 to 30 years	251	68.80
	Over 30 years	33	9.00
<b>Education</b>			
1	Remedial	114	31.20
2	Certificate	158	43.30
3	Diploma/IJMB	62	17.00
4	HND/NCE	31	8.50
<b>Number in rooms</b>			
1	<4 students	43	11.80
2	4 students	101	27.70
3	5 students	53	14.50
4	>5 students	168	46.00
<b>Stay</b>			
1	<4 students	43	11.80
2	4 students	101	27.70
3	5 students	53	14.50
4	>5 students	168	46.00

The result of gender in Table 2 indicates that most of the respondents are males with a frequency score of 274 (75.1%). The remaining 91 (24.1%) are females. The age result of respondents indicated that the students with twenty (20) years to 30 years are the highest with the frequency of 251 (68.8%) respondents. Those with the frequency of under 20 years at 81 (22.2 %) percent are in medium while those respondents with over 30 years are less with the lower frequency of 33 (9%). Respondent having a certificate are the ones with the highest frequency of 158 (43.3%) and those with HND/NCE have lowest frequency at 31(8.5%). Students living in a room with more than five (5) students per room are highest with frequency of 168 (46%) and those living with less than 4 students per room are lowest with frequency of 43 (11.8%).

## 7. DEMONSTRATION RESPONSE ASSESSMENT METHOD

An assessment measure is adapted in order to guess the constructs of the study. A 5-point likert scale was used all through the study. Hence, the ranks were totaled amid level one (1) which was supreme level to level five (5),

which was last level. This study adapted the mean score decision interval based on the instrument of [39] from which the following interval resolutions were concluded. This is shown in Table 3.

**Table 3.** Response Assessment Measures

Descriptors	Execution (Practice)	Mean Interval
Highly satisfied	Always practiced	4.21-5.00
satisfied	Often practiced	3.41-4.20
Moderate	Moderately practiced	2.61-3.40
Dissatisfied	Little practiced	1.81-2.60
Highly dissatisfied	Not practiced	1.00-1.80

Based on the Table 3, the study constructs are measured descriptively using mean ranking as presented in subsections.

The extent of essential service provision and students' hostel satisfaction in Abubakar Tafawa Balewa University Bauchi was analyse using descriptive statistics based on mean ranking. The results in Table 4 showed the ranking, mean and standard deviation for each item.

**Table 4.** Extent of essential service provision in ATBU Bauchi

Item	Mean	SD	Mean	Remark
Power quantity	3.02	1.051	1	Mod
Hostel safety facilities	2.73	11.82	2	Mod
Water provisions	2.71	1.126	3	Mod
Scrubbing services	2.66	1.124	4	Mod
Electrical upkeep facilities	2.45	1.112	5	Mod
Lavatories or baths upkeep	2.29	1.062	6	Mod
Quantity of lavatories or baths delivered	2.27	1.041	7	Mod
Magnitude of rooms	2.25	1.086	8	Poor
Eatery services	2.22	1.24	9	Poor
Overall hostel upkeep services	2.21	1.134	10	Poor
Internet service	2.20	1.280	11	Poor
Passion defense services	2.19	1.214	12	Poor
Washing facilities	1.95	1.111	13	Poor
Emergency reply services	1.94	1.124	14	Poor

SD: Standard Deviation

Mod: Moderate

The result in Table 4 on services provision in ATBU Bauchi shows that the mean value ranged from a high mean value from 3.02 to the low mean value of 1.94. It can be perceived that power supplied, hostel safety facility, water provision, scrubbing electrical upkeep services, lavatories/baths upkeep and quantities of lavatories/baths were moderately provided in ATBU while magnitude of rooms, eatery services, overall hostel upkeep services, internet service, passion defense services, washing facilities and emergency reply services were poorly provided in the study area. The analysis from the Table 3 displays that majority of the essential services are moderately provided in the study area. This is in accordance with the mean score decision interval endorsed by [39].

Table 5 indicates the extent of student satisfaction with essential services provided in ATBU Bauchi.

**Table 5.** Student satisfaction with essential services provided

Item	Mean	SD	Mean	Remark
Power quantity	3.05	1.100	1	Mod
Scrubbing facilities	2.77	1.188	2	Mod
Water provisions	2.76	1.157	3	Mod
Hostel safety facilities	2.75	1.88	4	Mod
Magnitude of rooms	2.68	1.318	5	Mod
Quantity of lavatories or baths delivered	2.54	1.190	6	Dis
Power upkeep facilities	2.53	1.140	7	Dis
Overall hostel upkeep	2.36	1.191	8	Dis
Internet facility	2.31	1.340	9	Dis
Hostel safety facilities	2.31	1.340	10	Dis
Fire defence facilities	2.31	1.340	11	Dis
Eatery services	2.23	1.300	12	Dis
Washing facilities	2.09	1.189	13	Dis
Emergency reply facilities	2.02	1.161	14	Dis

SD: Standard Deviation

Mod: Moderate

Dis: Dissatisfied

The result in Table 5 on student satisfaction level in ATBU Bauchi, Nigeria shows that the mean value ranged from a high mean value of 3.05 to the low mean value of 2.02. It indicated that student are moderately satisfied with power quantity, scrubbing facilities, water provision, hostel safety facilities, magnitude of room in ATBU, while quantity of lavatories/bath delivered, power upkeep facilities, overall hostel upkeep, internet facility, hostel safety facilities, fire defence facilities, eatery services, washing facilities and emergency reply facilities were reported to have the least student dissatisfaction. The analysis from the Table 4 shows that students are dissatisfied with majority of the essential services provided in the study area. This is in accordance with the mean score decision interval recommended by [39].

The relationship between essential service provision satisfaction and students' academic performance is shown in the Table 6.

**Table 6.** A case study of beach electric bicycle's load torque and riding speed.

	Services	Performance
Services	-.145**	
Performance		313**

The correlation result between essential service provision satisfaction and academic performance indicated correlation results between them. The results in Table 6 indicated that there is weak negative correlation,  $r = -.145$ ,  $p < .001$  between service provision and students' academic performances in the study are.

## 8. CONCLUSION AND RECOMMENDATION

This study has brought into focus the issue of essential hostel services provision satisfaction and students' performance

in ATBU Bauchi being the case-study area. The study indicates that the most essential services provided in ATBU Bauchi includes power quantity, scrubbing facilities, water provision, hostel safety services and dimensions of rooms were moderately provided, while the least services provided are emergency reply facility, washing facilities, fire defence facilities and internet service were the facilities dissatisfied by the students. This study also indicates a significant dissatisfaction with majority of the essential services among students.

Students' satisfaction in Abubakar Tafawa Balewa University is less which negatively influences performance implying that greater degree of improvements is needed to reach the level of very high. This study identified some issues among others relevant to students' satisfaction and academic performance. These features are power upkeep facilities, overall hostel upkeep, internet facility, hostel safety facilities, fire defence facilities, eatery services, washing facilities and emergency reply facilities. These factors have to be improved in the university hostel in future for the high level of hostel students' satisfaction.

The study recommends that the management as well as the governing council of the institution may incorporate strategies that would encourage the efficient use of services provided as it will help to upsurge the life span of the facilities. For every hostel design proposal, a research of the end users should be made. There is also need to address the problem of compactness and congestion in the hostels currently in use through increasing the number of rooms as well as equipping the existing ones with facilities such as effective internet facility and emergency reply services to accommodate undergraduates' desire.

## REFERENCES

- [1] S. B. Gelmon, B. A. Holland, and A. Spring, *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. STYLUS PUB LLC, Sep. 11, 2018, 500 pp., ISBN: 1945459107. [Online]. Available: [https://www.ebook.de/de/product/29248003/sherril\\_b\\_gelmon\\_barbara\\_a\\_holland\\_amy\\_spring\\_assessing\\_service\\_learning\\_and\\_civic\\_engagement\\_principles\\_and\\_techniques.html](https://www.ebook.de/de/product/29248003/sherril_b_gelmon_barbara_a_holland_amy_spring_assessing_service_learning_and_civic_engagement_principles_and_techniques.html).
- [2] S. Yunus, "Spatial analysis of off-campus student housing around the new campus of Bayero University, Kano, Nigeria," *Savanna*, vol. 24, no. 2, 2018.
- [3] T. O. Afolabi, M. O. Ajibola, and A. O. Oluwunmi, "An investigation of the factors motivating students' stay in private universities' hostels," *Covenant Journal in the Research Built Environment (CJRBE)*, vol. 7, no. 2, pp. 1–8, Dec. 2019.
- [4] X. Xu, R. Y. Sunindijo, and E. Mussi, "Comparing user satisfaction of older and newer on-campus accommodation buildings in australia," *Facilities*, vol. ahead-of-print, no. ahead-of-print, Aug. 2020. DOI: 10.1108/f-11-2018-0133.

- [5] T. Shahsavari and F. Sudzina, "Student satisfaction and loyalty in Denmark: Application of EPSI methodology," *PLOS ONE*, vol. 12, no. 12, A. R. Dalby, Ed., e0189576, Dec. 2017. DOI: [10.1371/journal.pone.0189576](https://doi.org/10.1371/journal.pone.0189576).
- [6] A. E. Oke, C. O. Aigbavboa, and M. M. Raphiri, "Students' satisfaction with hostel accommodations in higher education institutions," *Journal of Engineering, Design and Technology*, vol. 15, no. 5, pp. 652–666, Oct. 2017. DOI: [10.1108/jedt-04-2017-0036](https://doi.org/10.1108/jedt-04-2017-0036).
- [7] H. Reda and G. Mulugeta, "Investigating the causes of students' less academic performance in Engineering College of Debre Berhan University," *American Journal of Theoretical and Applied Statistics*, vol. 7, no. 3, p. 126, 2018. DOI: [10.11648/j.ajtas.20180703.15](https://doi.org/10.11648/j.ajtas.20180703.15).
- [8] A. Junaid, *Conference proceedings of the school of environmental technology international conference (setic) 2018*, 2018.
- [9] D. V. T. Michael T. Miller, *Student Activism as a Vehicle for Change on College Campuses*. Information Science Reference, Feb. 10, 2017, 136 pp., ISBN: 1522521739. [Online]. Available: [https://www.ebook.de/de/product/28677266/michael\\_t\\_miller\\_david\\_v\\_tolliver\\_iii\\_student\\_activism\\_as\\_a\\_vehicle\\_for\\_change\\_on\\_college\\_campuses.html](https://www.ebook.de/de/product/28677266/michael_t_miller_david_v_tolliver_iii_student_activism_as_a_vehicle_for_change_on_college_campuses.html).
- [10] C. Kinton, D. P. Smith, J. Harrison, and A. Culora, "New frontiers of studentification: The commodification of student housing as a driver of urban change," *The Geographical Journal*, vol. 184, no. 3, pp. 242–254, Jul. 2018. DOI: [10.1111/geoj.12263](https://doi.org/10.1111/geoj.12263).
- [11] F. Haque, M. H. K. Talukder, K. K. Alam, S. J. Khan, and M. R. Karim, "Difficulties faced by the undergraduate medical students in relation to institution and hostel campus: Views of selected medical colleges of Bangladesh," *Bangladesh Journal of Medical Education*, vol. 10, no. 2, pp. 23–25, Dec. 2019. DOI: [10.3329/bjme.v10i2.44639](https://doi.org/10.3329/bjme.v10i2.44639).
- [12] R. E. Hallett and A. Freas, "Community college students' experiences with homelessness and housing insecurity," *Community College Journal of Research and Practice*, vol. 42, no. 10, pp. 724–739, Aug. 2017. DOI: [10.1080/10668926.2017.1356764](https://doi.org/10.1080/10668926.2017.1356764).
- [13] G. M. Akinsanya and A. O. Adewusi, "Staff housing needs of Nigerian university: A case of Obafemi Awolowo University, Ile-Ife," *International Journal of Geography and Environmental Management*, vol. 3, no. 1, pp. 38–52, 2017.
- [14] S. Eron, "More than a conscious feeling: Reading Evelina's mind in time," *Studies in the Novel*, vol. 50, no. 2, pp. 171–196, 2018. DOI: [10.1353/sdn.2018.0012](https://doi.org/10.1353/sdn.2018.0012).
- [15] A. A. Alutaibi, "The impact of facility management practices on tenant satisfaction for residential complexes in the Kingdom of Saudi Arabia," Ph.D. dissertation, Architecture, Building and Civil Engineering, Loughborough University, 2018.
- [16] K. S. Imtiaz, "Effect of quality service provision on student satisfaction by private hostels in Kenya. a case of hostels around USIU-Africa, Nairobi," M.S. thesis, United States International University-Africa, 2019.
- [17] A. Sverdluk, N. C. Hall, L. McAlpine, and K. Hubbard, "The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being," *International Journal of Doctoral Studies*, vol. 13, pp. 361–388, 2018. DOI: [10.28945/4113](https://doi.org/10.28945/4113).
- [18] E. O. Ibem, E. A. Ayo-Vaughan, A. O. Oluwunmi, and O. A. Alagbe, "Residential satisfaction among low-income earners in government-subsidized housing estates in Ogun State, Nigeria," *Urban Forum*, vol. 30, no. 1, pp. 75–96, Jun. 2018. DOI: [10.1007/s12132-018-9337-4](https://doi.org/10.1007/s12132-018-9337-4).
- [19] A. M. Lawrence, A. O. Oluwatoyin, and A. F. Charles, "The influence of socio-economic characteristics on satisfaction in selected universities students' hostels in Southwestern, Nigeria," *American Journal of Computer Architecture*, 2018.
- [20] M. L. Akinluyi, "A study of social, physical qualities and satisfaction in selected students halls of residence, University of Ibadan, Nigeria," *International Journal of Architecture and Urban Development*, vol. 6, no. 1, pp. 5–20, 2016.
- [21] H. P. Moore, A. T. Carswell, S. Worthy, and R. Nielsen, "Residential satisfaction among college students: Examining high-end amenity student housing," *Family and Consumer Sciences Research Journal*, vol. 47, no. 3, pp. 260–275, Mar. 2019. DOI: [10.1111/fcsr.12298](https://doi.org/10.1111/fcsr.12298).
- [22] T. Azeez, D. Taiwo, B. Mogaji-Allison, and A. Bello, "Comparative assessment of students' satisfaction with hostel accommodation in selected private universities in Ogun State, Nigeria," *European Scientific Journal, ESJ*, vol. 12, no. 32, p. 410, Nov. 2016. DOI: [10.19044/esj.2016.v12n32p410](https://doi.org/10.19044/esj.2016.v12n32p410).
- [23] M. Mridha, "The effect of age, gender and marital status on residential satisfaction," *Local Environment*, vol. 25, no. 8, pp. 540–558, Aug. 2020. DOI: [10.1080/13549839.2020.1801615](https://doi.org/10.1080/13549839.2020.1801615).
- [24] H. Manzano-Sanchez, C. Outley, J. E. Gonzalez, and D. Matarrita-Cascante, "The influence of self-efficacy beliefs in the academic performance of latina/o students in the United States: A systematic literature review," *Hispanic Journal of Behavioral*

- Sciences*, vol. 40, no. 2, pp. 176–209, Mar. 2018. DOI: [10.1177/0739986318761323](https://doi.org/10.1177/0739986318761323).
- [25] M. E. Hossain, M. N. Hoq, I. Sultana, R. Islam, and M. Z. Hassan, “Determinants of students’ satisfaction at higher educational institution in Bangladesh: Evidence from private and public universities,” *At-tarbiyiy: Malaysian Online Journal of Education*, vol. 3, no. 1, pp. 49–58, 2019.
- [26] G. P. Dunster, L. de la Iglesia, M. Ben-Hamo, C. Nave, J. G. Fleischer, S. Panda, and H. O. de la Iglesia, “Sleepmore in Seattle: Later school start times are associated with more sleep and better performance in high school students,” *Science Advances*, vol. 4, no. 12, eaau6200, Dec. 2018. DOI: [10.1126/sciadv.aau6200](https://doi.org/10.1126/sciadv.aau6200).
- [27] D. Aaron, “Relationship between students, teachers and parents towards secondary school academic performance in Mpwapwa district, Tanzania,” M.S. thesis, School of Public Administration and Management (SOPAM), Mzumbe University, 2019.
- [28] S. R. Johnson and F. K. Stage, “Academic engagement and student success: Do high-impact practices mean higher graduation rates?” *The Journal of Higher Education*, vol. 89, no. 5, pp. 753–781, Apr. 2018. DOI: [10.1080/00221546.2018.1441107](https://doi.org/10.1080/00221546.2018.1441107).
- [29] C. Gbollie and H. P. Keamu, “Student academic performance: The role of motivation, strategies, and perceived factors hindering liberian junior and senior high school students learning,” *Education Research International*, vol. 2017, pp. 1–11, 2017. DOI: [10.1155/2017/1789084](https://doi.org/10.1155/2017/1789084).
- [30] A. H. Alsalhi, T. H. Almigbal2, H. H. Alsalhi, and M. A. Batais, “The relationship between stress and academic achievement of medical students in King Saud University: A cross-sectional study,” *KUWAIT MEDICAL JOURNAL*, vol. 50, no. 1, pp. 60–65, 2018.
- [31] E. D. Orbeta and D. R. S. Decano, “Factors associated with students’ performance in English in the implementation of spiral progression,” *PUPIL: International Journal of Teaching, Education and Learning*, vol. 3, no. 1, pp. 45–70, Mar. 2019. DOI: [10.20319/pijtel.2019.31.4570](https://doi.org/10.20319/pijtel.2019.31.4570).
- [32] A. Mueen, B. Zafar, and U. Manzoor, “Modeling and predicting students’ academic performance using data mining techniques,” *International Journal of Modern Education and Computer Science*, vol. 8, no. 11, pp. 36–42, Nov. 2016. DOI: [10.5815/ijmeecs.2016.11.05](https://doi.org/10.5815/ijmeecs.2016.11.05).
- [33] S. Han and Y. J. Yi, “How does the smartphone usage of college students affect academic performance?” *Journal of Computer Assisted Learning*, vol. 35, no. 1, pp. 13–22, Sep. 2018. DOI: [10.1111/jcal.12306](https://doi.org/10.1111/jcal.12306).
- [34] E. Smith-Woolley, J.-B. Pingault, S. Selzam, K. Rimfeld, E. Krapohl, S. von Stumm, K. Asbury, P. S. Dale, T. Young, R. Allen, Y. Kovas, and R. Plomin, “Differences in exam performance between pupils attending selective and non-selective schools mirror the genetic differences between them,” *npj Science of Learning*, vol. 3, no. 1, Mar. 2018. DOI: [10.1038/s41539-018-0019-8](https://doi.org/10.1038/s41539-018-0019-8).
- [35] L. Wasielewski, “Academic performance of students with disabilities in higher education: Insights from a study of one Catholic college,” *Journal of Catholic Education*, vol. 20, no. 1, pp. 136–151, Oct. 2017. DOI: [10.15365/joce.2001062016](https://doi.org/10.15365/joce.2001062016).
- [36] M. Hossain, M. Islam, B. Biswas, and M. Hossain, “The impact of students’ socio-economic condition on academic performance in public and national university of bangladesh,” *Asian Research Journal of Mathematics*, vol. 7, no. 3, pp. 1–16, Jan. 2017. DOI: [10.9734/arjom/2017/37650](https://doi.org/10.9734/arjom/2017/37650).
- [37] H. Atmowardoyo, “Research methods in TEFL studies: Descriptive research, case study, error analysis, and r & d,” *Journal of Language Teaching and Research*, vol. 9, no. 1, p. 197, Jan. 2018. DOI: [10.17507/jltr.0901.25](https://doi.org/10.17507/jltr.0901.25).
- [38] S. Rahi, “Research design and methods: A systematic review of research paradigms, sampling issues and instruments development,” *International Journal of Economics & Management Sciences*, vol. 06, no. 02, 2017. DOI: [10.4172/2162-6359.1000403](https://doi.org/10.4172/2162-6359.1000403).
- [39] C. Sahin, “Social media addiction scale-student form: The reliability and validity study,” *Turkish Online Journal of Educational Technology*, vol. 17, no. 1, pp. 169–182, 2018.