

Students' Welfare Services and Educational Stability in Public Universities in the Oyo State, Nigeria

Musibau Adeoye YUSUF*


Department of Educational Management, Obafemi Awolowo University, Ile-Ife, Nigeria

Abstract

The study identified the welfare services that are in existence in tertiary institutions in the Oyo State; examined the level of student's satisfaction with the available welfare services as well as the relationship between welfare services and students' educational stability in public universities in the Oyo State. A descriptive survey research design was used for the study. The population for the study comprised of all the final year undergraduates from the two public universities in the Oyo State. A questionnaire titled Students' Welfare Services and Educational Stability Questionnaire (SWSESQ) was used to gather information for the study. Data collected were analysed, using both descriptive and inferential statistics. Research questions raised were answered using frequency counts, percentages, and mean, while

*Corresponding should be addressed to **Dr. Musibau Adeoye YUSUF** of Department of Educational Management, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria.

Email: myusuf@oauife.edu.ng

 <https://orcid.org/0000-0002-0386-1995>

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Pearson product Moment Correlation (PPMC) was used to test the hypothesis formulated at a 0.05 level of significance. The results showed that there was a moderate level of welfare services and there was no significant relationship between the students' welfare services and educational stability in the public universities in the Oyo State. The study concluded that students' welfare cannot determine educational stability in public universities in the Oyo State.

Keywords: Welfare Services, Educational Stability, Satisfaction, Personnel Management

Introduction

The yearnings for stability in the university educational system are becoming a growing concern and increasing at alarming rates in the Nigerian educational system. University students require stable educational programmes and activities to succeed academically, build positive social interaction and connections, successfully transit to the global community to function effectively as tools for transformations; and become productive, self-fulfilled and self-actualized. It is however observed that many university institutions are confronted with challenges, and anxieties in their educational system stirred by the instability that truncates the academic activities and processes, and their calendar year, such that all efforts to thrive academically are jeopardized and hindered.

In the same vein, Bala & Ishaya (2014), viewed and conceptualized that many universities suffer instability due to all manners of malfunctions in the system; they further reiterated that this made the entire system to suffer setbacks which decays the system and causes decays to be forgotten too easily. They go on to reiterate that these concerns affect the university institutions to the level of underdevelopment within the academic system. Thus, the quest for stability in educational systems becomes a concern that needs to be addressed.

Inspiring the learners in the university system is hinged on those

practices, processes and procedures while the purpose of such inspiration rests primarily on motivation and maintaining learners' physical, social, intellectual, emotional, and all-around well-being and development. This can be demonstrated by suggesting that the best any higher institution of learning could offer was to make a conducive environment available, where effective learning through understanding and wholesome development of learners can be achieved. It should be taken into consideration the provision of such services that tends to improve, motivate, and enhance students' well-being.

Alani, Okunola & Subair (2010), lend credence to this with their opinion that apart from the emphasis on academic work, universities should also offer welfare services (e.g. good hostel facilities). This should be challenging and learner friendly to maintain one's individuality, physical and mental health and to form a relationship with others. This will offer an opportunity for students to grow and help them to become more effective individuals both at personal and societal levels. This implies that aside from the academic climates that are correlated with learning through the 'four walls' of the University; there exist other processes, procedures and services that have been observed tending to enhance student readiness to learners.

Alani, et. al. (2010), reported that welfare services are key motivating factors to human success in life, as well as essential ingredients upon which the pillars of university education are founded. They further claimed that welfare provision within the school setting can be divided into support services and the personnel development programme, which are designed to help students to devise effective coping strategies for perceptibly high academic pressure in their courses and careers. "Students support services describe the myriad service area on a university campus whose service is providing academic and support services to the student in such areas which include career service housing student health, counselling services, student's activities and leadership development, disability support services, international students' services, among others" (Walker, 2008). They are

predominantly delivered by the Student Affairs Division. The foundation effect of welfare service is to enhance human life, motivate students to learn and aid the wholesome development of learners and individuals' entire lives.

Nations invest in university education because society expects it will contribute to national development. University education is the apex and the centre of the educational system. It is the highest level for human capital development. The entire intellectual and professional life of any country depends on sound education for highly erudite scholars who are trained and developed in the university. The investment in university education has been justified on the ground that its degrees benefit society by adding to the skills and values of the population and in general to the public good. Nations are aware of the opportunities which university education provides for social mobility, self-improvement, and economic empowerment. They depend increasingly on knowledge, ideas, and skills which are produced in the universities. All over the world, investment in university education is a critical component of national development efforts.

According to Haastrup & Adedokun (2009), nations invest in university education because society expects it to contribute to national development in three principal ways.

Firstly, society expects universities to produce highly skilled personnel in Technology, Engineering, Management, and other professions. Secondly, universities have the responsibility of producing their corps of academic personnel which is the intellectual resources pool that will through scientific research generate new knowledge and innovation to solve developmental problems, and finally, universities produce teachers, administrators, and managers for other levels of human resources development institutions. Hence, there is no gainsaying in the fact that the role of the university is critical to human capital development, research and technological innovation of any country or society.

The goals of tertiary education in Nigeria in the National Policy on

Education according to the Federal Republic of Nigeria (FRN, 2013), shall be to contribute to national development through high-level relevant manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interest of all Nigerians; provide high-quality career counselling and lifelong learning programme that prepares students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity, and promote national and international understanding and interaction.

Universities in Nigeria are established essentially to advance knowledge, wisdom and understanding through teaching, research and for the rendering of services to the community. University education began in Nigeria with the Elliot Commission of 1943 which moved the establishment of University College Ibadan (UCI) in 1948. There and then it was an affiliate of the University of London. When Nigeria attained independence in 1960, the need to train skilled manpower to take over from Colonial expatriates heightened (Haastrup & Adedokun, 2009).

According to Osagie (2001), at the time of independence, Nigeria was faced with the problems of having to provide the manpower to operate her governmental machinery, economy, diplomatic and other services; as a result, it became glaring the dire need for the massive development of education sector as the solution to manpower shortage problems and the provision of higher-level manpower needs. This necessitated the appointment of a nine-man commission composed of three (3) members each from Nigeria, Britain, and America, led by Sir Eric Ashby, to study the needs of Nigeria with regards to middle and higher-level manpower needs of the country for the next 20 years.

The findings and the recommendations of the commission made possible to a great extent the establishment of more universities in

the country in addition to the one already in existence as an affiliate to the University of London. So, in 1962, University College, Ibadan (UCI) was made a full-fledged university with the establishment of more others, which made the number of Nigeria universities rise from one in 1948 to five in 1962. These are called first-generation Universities: *i.e.* University of Ibadan, Ibadan, 1948; the University of Nigeria Nsukka, 1960; the University of Ile, (Now Obafemi Awolowo University, Ile-Ife, 1962; Ahmadu Bello University, Zaria, 1962 and University of Lagos, Lagos, 1962. These Universities were planned to take care of the lapses created in the early years of the first university. They were established as full autonomous Nigerian universities aimed at raising the required manpower to take their respective places in the country (Amaele, Akanbi & Salawu. 2006).

Following the independence, university education in Nigeria began to grow at a very rapid rate. As noticed by Subair (2008), despite the proliferation of universities in Nigeria, yet the enrolment rate outweighs the pattern designed by the NUC, and this appears to be so due to growth in school-age population and the preference for university rather than Polytechnic or College of education by secondary school leavers. However, this upsurge of increase rate in universities seems to have been explained by Adededeji (2003) and Durosaro (2004), who posited that the growth of the Nigerian Universities system was enhanced by the rapid increase in oil revenue between 1973 and 1980.

Similarly, Ogunyemi (2013), observed this to have been the resultant effects of a decree promulgated by the government in 1993 which provides guidelines for the

interested private investors in tertiary education. Despite that this went into a coma, and it was later resuscitated in 2001. Now, the Nigerian universities have reached the numerical strength of 155, with the breakdown as follows: 46 Federal, 40 State and 69 Private; nationwide as approved by the NUC (Idoko, 2016).

Personnel management functions relate to the activities that are concerned with the effective use of human resources through the

management of people, their activities,

programmes and services to achieve the predetermined objectives and goals. Ejiogu (1997) stated that in the school setting there exist a personnel development programme and the practice of the administration shows that a set of elements which relates to administrative tasks such as planning, communicating, commanding, coordinating and decision-making also exists.

According to Alabi (2002), personnel management can be viewed as obtaining, organizing, and motivating the human resources required by the organization. It is concerned with helping the enterprise or institution to meet its legal obligations and its social responsibilities towards its employees with regards to the conditions of work and quality of life provided for them in developing climate and management styles.

This will promote the effective effort, co-operation, and trust between all the people working in it to achieve its objectives. It encourages making the best use of the skills and capabilities of all those employed in the organization to attain the potentials of individuals employees, and organizational goals and objectives. It can also be viewed as a task area in management dealing with human resources to be supplied and managed.

Hence, it can be deduced that students' personnel management will involve obtaining, organizing, and motivating learners by the institution of learning, and develop a learning climate and management styles. It will promote effective effort and cooperation of the learners and helping the institution of learning to meet their legal obligation and social responsibilities towards the learners with regards to the conditions of learning and quality of services provided. Students' personnel management, therefore, consists of designing and implementation of policies and practices that can assist in promoting efficient learning and all-round development of students. So, to anyone charged with students' personnel management functions, the understanding of students' personal individuality and or typology becomes a must as

this will help a long way in determining what its effects would be on the administration. The essence of this is to create a healthy corporate body in the school so that both objectives, as well as the students' personnel needs, are satisfactorily realized. This study covered the public universities in Oyo State. These include Federal and State, (Convectional and Specialized, Residential and Non-residential), universities, which are the University of Ibadan (UI) and Ladoke Akintola University of Technology (LAUTECH), Ogbomoso.

Statement of the Problem

It was observed that many university campuses nowadays are confronted with students' unrest, students' demonstrations, students' militancy, and other anti-social activities. This in turn does not only constitute a menace to the academic community but also jeopardizes the stable educational opportunities for the students; in terms of attendance at class, punctuality at lectures, and academic year-calendar among others. This situation most often results in total interruption and sometimes gets the students disconnected from the university system, perhaps it is an indication that students are not satisfied with the welfare services provided, yet there has been no sufficient causative evidence identified. In contrast, previous studies have also indicated factors mitigating the students' educational stability on Campus (Ekundayo & Ajayi, 2009; Alani et al., 2010). Considering this, there is the need therefore to carry out an empirical investigation to establish the correlation between students' welfare services and educational stability in the public universities, hence this study.

Literature Review

Alani et al. (2010) conceptualized that welfare services are key motivating factors to human success in life and are also found to be essential ingredients upon which the pillars of university education are founded. They further claimed that apart from the emphasis on academic work, universities should be adorned with welfare services such as good hostel accommodation that are learners' friendly and challenging, this enhances and motivates

one's individuality, physical and mental health; and forming a relationship with others to offer the opportunity to grow and to help students to become more effective individuals both at personal and at societal levels. They reiterated that one of the support services and the personal development programme in which the school setting is designed to help the student device effective coping strategies for what can be very high pressure, course and career are welfare services. Similarly, Fafunwa (1971) claimed that both the Elliot commission in 1945 and the Asby commission in 1960 overtly emphasized the need for the welfare service on the Campus.

Subair (2008), claimed that student welfare service is one of the wide range of services put in place by the school authority, to ensure sound learning of students on the campus. He further identified accommodation, counselling, career information, and support from a tutor, course information, student unionism, bursary award/scholarship, and transportation as the basic welfare services that would serve the entire students' populace in any higher institution of learning. Individual learners can be helped to satisfy their own needs and utilize their potential and at the same time contribute to the aims of an enterprise. This can be simply demonstrated by suggesting that the essential goal of any institution of learning is to create a conducive learning environment where the effective and wholesome development of learners can be achieved. Alina (2013), again emphasized that the role of students' services is influenced by how the policies are elaborated, by the content of curriculum and services, and by the degree of knowledge regarding the development of the students and how the environment outlines their behaviour.

Similarly, Maduwesi (2005), identified the learners as the most precious resources for moulding, so those who take care of the students should be experienced with initiative and persuasive skills to carry them along. Studies have equally found that the welfare service is the basis of all that is involved in education, the foundation effect to enhance and motivate students to learn; and to aid wholesome development of learners and individuals' entire lives. Opadokun (2004) found that accommodation is the pivot

around which all the activities of the student in an institution revolve.

Also, Ajayi (2014), claimed that financial aid is a crucial component for achieving students' goals in colleges of education and is responsible for the crisis in the universities. Onyike (2013) reported that the lack of adequate essential facilities on campuses causes students crisis which leads to unstable educational programmes in higher institutions of learning in Nigeria and that one must not forget that hierarchy of needs (water, electricity, accommodation) must be met to attain a state of congruence because these are necessary for the survival of students on campus; and especially for the promotion of positive behaviour within the social environment.

Subsequently, Oyebade (2001), observed that students' complaints in the past arose from problems ranging from inadequate welfare services to other unfavourable factors bordering on their concerns or issues affecting the generality of the masses, no wonder it is common then to see students frustrated, downcast and dejected especially when they are seen as not satisfied or not getting a clear picture of what constitutes reasons for poor welfare services. This corroborates with Maslow (1954), who thought that human needs are in the form of hierarchy and are never satisfied. As a set of needs is satisfied it ceases to be a motivator, and as lower-level needs are met higher-level needs emerge. Nevertheless, studies have also revealed that welfare services are essential ingredients upon which the pillars of university education are founded (Alani et al., 2010). In this regard, students' welfare services should be provided to the maximum level that will serve the students adequately in the public universities.

In a separate study, Ayodele (2003) found that the learning environment should be enriched to stimulate students' wholesome development, and the more a child is comfortable, the more he/she wants to learn. All these are indications that welfare service is the basis of all that is involved in education, and that it should be considered relevant to aid the wholesome development of the student on the campus.

Bala & Ishaya (2014), who viewed and conceptualized that many universities suffer instability due to all manner of malfunctions in the system; they further reiterated that this made the entire system to suffer a setback and almost forgotten; that the menace affects the university institutions to the level of underdevelopment within the academic system.

Similarly, Ekundayo & Ajayi (2009), claimed that the constant closure of the universities, and disruptions of the academic calendar that constitute instability in the educational system among others, have been the resultant effects of the students' militancy in Nigerian universities. They further posited that where such things occur there is no guarantee that academic programmes would run normally without being truncated. Subsequently, Fitz (2001) opined that stability is more important to the students in school because these are critical learning periods. He further emphasized that without stability students involved will continue to have academic problems; so he postulated that to achieve educational or academic stability students should be made to remain in the school system they are currently attending. Stability is worth ensuring for consistency in programmes and the credibility of the institution so that students can sustainably accomplish and actualize goals on campus.

Objectives of the Study

- (a) identify students' welfare services available in the public universities in the Oyo state;
- (b) examine the levels of students' satisfaction with the available welfare services in the public universities in the state;
- (c) examine the educational stability in public universities in the state; and
- (d) determine the relationship between welfare services and students' educational stability in public universities in the state.

Research Questions

- (1) Do the students' welfare services exist in the public universities in Oyo State?

- (2) What is the level of students' satisfaction with the existing welfare services in the public university in Oyo State?
- (3) Are the educational systems stable in the public universities in Oyo state?

Research Hypothesis

H01: There is no significant relationship between the students' welfare services and educational stability in the public universities in Oyo state.

Methodology

The research design adopted for this study was a descriptive survey. The population for this study comprised all the final year undergraduates of (2015/2016) academic sessions in the public Universities in Oyo State. There are 21 faculties in public universities in Oyo State. The rationale for selecting final-year students was that it is believed that this set of students has interacted with various welfare services for more than two years to have developed an independent mind. On a faculty basis, it consists of Agricultural Science 2,038, Arts 400, Pharmacy and Basic Medical Science 526, Clinical and Dentistry 201, Education 442, Law 159, Public Health and Veterinary 109, Science 2,039, Environmental Science 491, Social Science 404, Engineering and Technology 1,033, Management Science 517, totals: UI = 3208, and LAUTECH = 5151 respectively; and the Grand Total = 8,359. The sample for this study was 500 students, (*ie.* 250 respondents each) selected from the two public universities in Oyo State (University of Ibadan (UI) Ibadan, and Ladoke Akintola University of Technology (LAUTECH), Ogbomoso using the Purposive Sampling Procedure. In each of the universities (5), five faculties or colleges with the more student population were purposively sampled while an accidental sampling procedure was used to select a total of 50 respondents from each faculty and or college.

The faculties and a college are as follows: From UI: Faculty of Agricultural Science, Faculty of Arts, Faculty of Education, Faculty of Science, and the Faculty of Social Sciences were selected.

Similarly, from LAUTECH, the Faculty of Agricultural Science, Faculty of Science, Faculty of Engineering and Technology, Faculty of Management Science, and the College of Medicine were selected. The rationale was to ensure that the sampled faculties/ college provided the required number of respondents. Fifty (50) final-year students were selected from each faculty using the Accidental Sampling Procedure. In all, a total of five hundred (500) final year students were sampled for this study. The instrument used to collect data in this study was a questionnaire titled: Students' Welfare Services and Educational Stability Questionnaire (SWSESQ). It was divided into two sections. Section (A) was used to elicit information on the characteristics of the institutions such as Year of Establishment, City or Town of Location, Proprietorship, Curriculum focus and Residential status. Section (B) was used to elicit information on: Students' Welfare Services Assessment Students' Level-of-Satisfaction-with-the-Welfare-Services; and the Assessment of Students' Stability, which was rated on 4 points Likert Scale: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SA).

The instrument was validated by the researcher by giving copies to the experts in the Department of Educational Management, as well as Test and Measurement experts and the research supervisor. Their comments, corrections and suggestions were built upon to ensure face, content and construct validity. The reliability of the research instrument was ensured through the test-retest method. A pilot study was conducted in the Ondo State. The instrument was administered to (50) students of Adekunle Ajasin University, Akungba-Akoko and the Federal University of Technology Akure: twice within two weeks. The reason is that it is believed these groups shared similar characteristics with the population of the study. The responses collected were correlated using Pearson Product Moment Correlation. A co-efficient of 0.842 was obtained which was considered high enough for reliability.

The researcher personally administered the questionnaires with the help of research assistants who were workers in the sampled universities, having been given an orientation by the researcher

and were employed to work together with the researcher. A total of 500 copies of the research instrument were distributed, and a hundred per cent of returns were retrieved being that the researcher took pain to be patient and collected on the sport after it had been completed by the respondents. Data collected from the respondents were analysed, using both descriptive and inferential statistics. Research questions raised were answered using Frequency Count, Percentages, Mean and Standard Deviation while the hypothesis formulated was tested using Pearson Product Moment correlation (PPMC) at a 0.05 level of significance.

Results

Question 1: Do the students' welfare services exist in the public universities in Oyo State?

Table 1.
Assessment of Students' Welfare Services in the University System

Items_(%)	Disagree (%)	
There is easily accessible hostel accommodation	294(58%)	206(42%)
The hostels and halls of residence are managed with the supply of sufficient amenities and facilities	274(55%)	226(45%)
There are capable security personnel, fully equipped with modern devices and 24 hours security surveillance on the university campus	351(70%)	149(30%)
There is a health centre with necessary medical equipment with sufficient medical personnel who gives enough medical attention /emergency health care almost	73(20%)	402(80%)

immediately to students		
All students are eligible to go to the health center to visit physicians usually free of charge	426(85%)	74(15%)
There are wards for students with serious cases with drugs and other facilities needed	79(16%)	421(84%)
There are easily accessible and online banking services on campus	334(67%)	166(33%)
There are 24 hours functional internet services, adequate and effective services at subsidized charges	323(66%)	177(34%)
There is work-study opportunity with other financial aids available in the university for the interested students	324(65%)	176(35%)
The financial aids opportunity available to students are strictly merit based	293(59%)	207(41%)
Average	344(68%)	156(32%)

Table 1 presents the opinion of the respondents on the assessment of welfare services available in the public universities in the Oyo state. The Table indicated that 294 (58%) of the respondents claimed that there are easily accessible hostel accommodations with reading rooms, a regular supply of water and electricity provided in their university. Similarly, it also indicates that 274 (55%) agreed that the halls are owned and managed with sufficient amenities and facilities such as toilets, bathrooms, and laundry in their university. The Table further shows that 351 (70%) of the respondents agreed that there are capable security personnel, fully equipped with modern devices with 24-hour security surveillance on their university campus. It further shows that 402 (80%) agreed that there are health centres with necessary medical equipment, and sufficient medical personnel, who give enough medical attention and emergency health care almost immediately to the students. Furthermore, 426 (85%) agreed that all the students are eligible to attend the health centre and visit the physicians and nurses free of charge.

In the same vein, 421 (84%) agreed that there are wards for the students' admission in serious cases with drugs available and dispensed to the students. Furthermore, 334 (67%) agreed that there are easily accessible internet and banking services on the campus. More so, 323 (66%) agreed that there are functional internet services with adequate and effective banking services at less and subsidized charges. The Table further indicates that 324 (65%) agreed that there is work-study with other financial aids available in their university for interested and capable students. Finally, 293 (59%) agreed that the financial aid opportunity available to the students is strictly merit-based. On average, 344 (68%) agreed that there exist welfare services in the public universities in Oyo state. This implies that there are welfare services in existence in the public universities in Oyo State.

Question 2: What is the level of students' satisfaction with the existing welfare services in public universities in Oyo State?

Table 2.*Level of Students' Satisfaction with the Existing Welfare Services*

Items_	Moderate	Low	
Students are accommodated based on the required number in each room.	94(19%)	193(39%)	213(43%)
The halls of residence are meant for all students with comfortable beds and bedding.	40(8%)	153(31%)	307(61%)
The health center provides laboratory, X-ray, pharmacy and physical therapy services with tests free of charge	57(11%)	153(31%)	206(41%)
Health operates for 24 hours including weekends with at least one resident Doctor with other on-call in case of emergency	134(27%)	280(56%)	86(17%)
Information or education is provided in case of epidemic and pandemic	121(28%)	157(37%)	151(35%)
There are sophisticated security devices at strategic places with enough orientation on security alertness for students on campus	92(18%)	230(46%)	178(13%)
The institution is completely fenced with lockable gates,	112(22%)	323(65%)	65(13%)

with the students themselves security conscious			
Drainage for erosion each time it rains, with the garbage disposal that always constitute problem there by resulting in filthy environment	92(18%)	274(55%)	134(27%)
Internet /banking services networks are made available, effective, satisfactory and less cost on the campus than in the town	73(15%)	223(45%)	204(41%)
The university management is just and fair in administering financial and scheme	172(34%)	163(33%)	165(33%)
Average	98(20%)	140(48%)	162(32%)

Table 2 shows the opinion of the respondents on the level of welfare services in existence in the public universities in Oyo state. The Table shows that 94 (19%) of the respondents claimed that there exists a high level of students' accommodation based on the required number in each room, while 193 (39%) claimed that the level is moderate; and 213 (43%) claimed that the level of the existence is low. 40 (8%) claimed that the student welfare services are at a high level in the hall of residence meant for students with comfortable beds and beddings, while 153 (31%) claimed that it is moderate; and 307 (61%) claimed that it is low.

It further indicates that 57 (11%) claimed that there exists a high level in health centre provision of laboratory, X-ray, Pharmacy, Physical therapy services with test free of charge, while 237 (47%) claimed that it is moderate, and 206 (41%) claimed that it is low. More so, the Table indicates that 134 (27%) claimed that there

exists a high level in health centre operation for 24 hours including Weekends with at least one resident Doctor and other on call in case of emergency at night while 280 (56%) claimed that the level is, moderate; and 86 (17%) claimed that it is low.

Furthermore, it indicated that 109 (22%) claimed to support that a high level of information or education is provided in case of an epidemic, while 325 (65%) claimed that the level is moderate', and 66 (13%) claimed that it is low. Again, it indicates that 92 (18%) claimed that the level of sophisticated security devices at strategic places with enough orientation on security alertness for the students is high, while 230 (46%) claimed that it is moderate; and 178 (36%) claimed to support the opinion that it is low. More so, it shows that 112 (22%) claimed to support that there exists a high level in completely fenced with lockable gates, and the students themselves security conscious in the institution, while 323 (65%) claimed that the level is moderate; and 65 (13%) claimed only to support the opinion that its level is low.

The Table further indicates that 92 (8%) claimed that there exists a high level of drainage for erosion each time it rains with the garbage disposal always constitutes problems thereby resulting in a filthy environment, while 274 (55%) claimed to support the opinion that its level is moderate; and 134 (27%) claimed to support that the level is low. Similarly, it shows that 73 (15%) claimed that there exists a high level of effective, satisfactory and less cost internet banking services available, on the campus than in the town, while 223 (45%) claimed that the level is moderate; to support that 204 (41%) claimed to support the opinion that the level is low.

Finally, 172 (34%) claimed that the level at which the university management is just and fair in administering the financial scheme is high. While 163 (33%) claimed that it is moderate; and 165 (33%) claimed to support that the level is low. On average, 98 (20%) emerged to support the claim that the level of welfare services in existence in the university is high, while 240 (48%) emerged to claim that it is moderate; and 162 (32%) emerged to claim that the level is low. This implies that the level of welfare services in

existence in the university has only been moderate.

Question 3: Are the educational systems in the public universities in Oyo State stable?

Table 3.

Assessment of Students' Stability in the University System

Items	Agree (%)	Disagree (%)
The academic year calendar programmes are always taken off and end up normally as scheduled by the university	169(34%)	331(66%)
There has never been any interruption in the academic calendar of the university as a result of welfare services fail to provide by the university authority	51(10%)	449(90%)
The time frame for the lectures with other educational programmes has never been cut short by any emergency in the university	61(12%)	439(88%)
The academic activities of the university usually run smoothly as expected	93(19%)	407(81%)
The student's activities such as assignments, tutorials, seminars and projects are regularly held	298(60%)	202(40%)

The students' social activities on campus have their scheduled time fully and here allowed without interruption	298(60%)	202(40%)
The schedule of the university academic year calendar is always pleasing to the students	270(54%)	230(46%)
The co-curricular activities of the students on campus are rarely interfered with by any policy of the university	318(64%)	182(34%)
The students' union programmes with other activities are given their own columns in the university calendar.	280(56%)	220(42%)
Students extra-curricular together with other social activities never scramble with punctuality, attendance at lectures or other educational /learning activities	246(49%)	254(51%)
Average	208(42%)	292(58%)

Table 3 presents the opinion of the respondents on the educational stability in the public universities in Oyo state. The Table indicates that 169 (34%) of the respondents claimed that academic year calendar and programmes always take off and end up normally as scheduled by the university. However, the results also show that

449 (90%) disagreed that there has never been any interruption in the academic year calendar of their universities. Similarly, it shows that 439 (88%) disagreed that the time frame for the lectures with other educational programmes has never been cut short by an emergency in their universities. Also, 407 (81%) disagreed that the academic activities of their universities usually run smoothly as expected.

Furthermore, it shows that 290 (58%) agreed that the student's activities such as lectures are held continually. It henceforth shows that 298 (60%) agreed to support that the students' social activities have their scheduled time fully are allowed without interruption. In the same vein, it shows that 270 (54%) agreed to have agreed that, they are pleased with the schedule of the university academic year calendar. More so, it shows that 318 (64%) agreed that the co-curricular activities of the students on campus are rarely interfered with by any university policies. Also, the results indicated that 280 (56%) agreed that the students' union programme with other activities is given their column in the university calendar.

Nevertheless, Table 3 shows that 254 (55%) disagreed that students' extracurricular activities together with other social activities never scramble with such activities as punctuality, attendance and other educational/ learning activities. On average, 208 (42%) agreed that the students' educational system has been stable. This implies that the educational system in the public universities in Oyo state has hitherto not been stable.

Hypothesis Testing

HO1: There is no significant relationship between the students' welfare services and the students' educational stability in the public university in Oyo State.

Table 4.

Analysis of Significant Relationship between Students' Welfare Services and Educational Stability

Variables_N	Mean	SD	r-cal	r-tab	
				sig	
Student welfare services	500	2.560	0.761	0.112	0.195
Educational stability		2.378	0.729		

Table 4 shows the result of Pearson Product Moment Correlation (PPMC) on the test of the relationship between students' welfare services and educational stability; the co-efficient (r) = 0.112, at 0.05 level of significance. The r -calculated (0.112) is lower than the r -table value (0.195) hence, the null hypothesis is accepted. This shows that there exists no significant relationship between students' welfare services and the educational stability in the public university in Oyo State. It implies that there is no significant relationship between the student's welfare services and educational stability in the universities.

Discussion

The results of this study indicate that welfare services that exist in public universities are considered imperative for the all-round in the Oyo state. This corroborates with Fafunwa (1971), who claimed that both the Elliot commission in 1945 and the Asby commission in 1960 overtly emphasized the need for welfare service on the campuses. Also, the findings agreed with Alani et al. (2010), who found that welfare services are key motivating factors to human success in life and are essential ingredients upon which the pillars of university education are founded. This also aligned with Ayodele (2003), who found that the learning environment should be enriched to stimulate students' wholesome development, and the

more a child is comfortable, the more he/she wants to learn.

This study also showed that the levels of the existence of welfare services have been moderate. It implies that it has been neither high nor low. However, considering the proportion of respondents on such services as accommodation and on the management and administration of financial aid scheme, it implies that most of the respondents are not pleased with the services offered. It should be noted that these services constitute the necessities upon which human life is hinged. This supports the findings of Opadokun (2004), who reported that accommodation is the pivot around which all the activities of the student in an institution revolve. But it negates the report of Onyike (2013), who found that lack of adequate essential facilities on campuses causes students' crisis, which leads to unstable educational programmes in higher institutions of learning in Nigeria. Oyebade (2001), also found that students' complaints in the past arose from problems ranging from inadequate welfare services to other unfavourable factors bordering on their concerns or issues affecting the generality of the masses. Thus, one should not be surprised to find students frustrated, downcast and dejected especially when they are seemingly not satisfied with welfare services provided for them and do not have a clear picture of what constitutes reasons for poor welfare services.

This study further indicates that educational systems in the public universities in the Oyo state have hitherto not been stable. This implies that students have not been enjoying stable educational opportunities. Studies have traced the effects of this to such occurrences as students' militancy, students' crisis, and the incessant strikes action by which have been disrupting and paralyzing the ASUU in Nigeria universities' academic calendars and students' academic pursuit (Ekundayo & Ajayi, 2009; Onyike, 2013; Ajayi, 2014). This also corroborates the opinion of Bala & lshaya (2014), who viewed and conceptualized that many universities suffer instability due to all manner of malfunctions in the system; they further reiterated that this made the entire system to suffer setbacks which decays the system and causes such

decays to be forgotten too easily. They go on to reiterate that these concerns affect the university institutions to the level of underdevelopment within the academic system.

In the same vein, this study indicates no significant relationship between students' welfare services and students' educational stability in the public universities in the Oyo State. This implies that there exists no significant relationship between students' welfare services and educational stability in public universities. However, critical views have indicated that attainment of the laudable universities' educational goals borders significantly on the quality and quantity of the welfare services. This finding corroborates with the opinion of Alani et al. (2010); Subair, (2008); Maduwesi, (2005), with emphasis that educational services play a supportive role in the realization of educational objectives. Specifically, they claimed that for educational objectives to be attained there is always the need for certain services like library counselling and school health care delivery system to be provided by the school authority. They further reiterated that support services and personal development programmes which the school setting are designed to help the students devise effective coping strategies for what can be very high-pressure, courses and careers are welfare services.

Conclusions

The study concludes that there exist welfare services in the public universities in the Oyo State, the students claim that the levels of the existence of welfare services are moderate, yet there is no significant relationship between welfare services and educational stability in the universities.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

The Management of the universities should make efforts to add

more to the welfare services available for the students on the campus. Students should be motivated through consolation on issues of unsatisfactory welfare services. The management should turn their 'listening ears' to the students whenever they register their displeasure on the poor condition of the existing welfare services and expedite action to rectify and improve upon those conditions.

All hands should be 'on deck' to put in place good quality, standard and regular welfare services which can promote positive behaviour among students within the university system. Subsequently, the creation of efficient student services that are focused on necessities such as accommodation, and financial aid schemes, among others is needed to provide the required support for academic activity and stimulate personal, social, cultural and cognitive development.

The effectiveness and most lasting impression of any university are that which is made by a stable and consistent system. So that the educational system can be made stable, university management should try and manage to reduce and or eliminate all factors that constitute menace (such as temporary closure of the institution, boycott of lectures, disruption of school administration and truncation in academic programmes) to the educational system of the university. The educational policy also needs to be improved and educational practices should help young people to enter, stay and finish their studies.

Welfare services are required and imperatives for all that are involved in education and for the all- round development of the students. For being significant and essential ingredient upon which the pillars of university education are founded, welfare services should be adequately provided in good quality in the universities to promote the overall well-being of students, to help for maximum concentration and that will encourage students to shun violence, crisis and give room for a crisis-free and peaceful existence in the university system which promotes continuity.

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