STUDENTS' SERVICES: AN INFLUENCE ON SUSTAINABLE QUALITY EDUCATION DELIVERY AMONG TERTIARY INSTITUTIONS, SOKOTO STATE, NIGERIA

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Article Info

Abstract

The objective of this study was to assessed the influence of students' services on sustainable quality education delivery among tertiary institutions of Sokoto state, Nigeria. The study was guided by three research objectives and questions using descriptive survey design. The population of the study comprises all tertiary institutions of learning in Sokoto state. Total of 378 respondents took part in the study, therein, simple random and proportionate sampling techniques were used to select institutions, members of staff students' affairs division and students. Questionnaire was the main instrument used in data collection, therewith, the instrument was validated by expert. Cronbach alpha coefficient was used to test the internal consistency of the instrument. Data obtained was analyzed using simple frequency and percentage. Results of the study indicated that there is significant influence between students' services and sustainable quality education delivery among tertiary institutions of Sokoto state ($p<0.05$). The study recommended among others that, hostel accommodation should be made available to students in campuses. In the absence of non-available hostels to accommodate all admitted students, school management should enter agreement with estate developers in the community to provide additional hall of residence close to the campuses with enough security and other essential services, thereby quality education delivery should be sustained. Transport services should be made available and affordable to students. This could be possible by creating transport department under students affairs division. Also school management should reach out to private individuals to support their institution by offering them shuttle buses and reasonable transport fare should be charged from students.

Keywords:
Students services, sustainable quality education, tertiary institutions and Sokoto state.

Introduction

Tertiary institutions (TIs) are established to achieve a wide variety of goals which include teaching and imparting knowledge, seeking and discovering truth, disseminating research findings so that mankind may shed the shackles of ignorance and want, and developing manpower to induce change and progress in the society (Usman, 2021). play major roles in national development especially in the development of high level manpower. Tertiary education (TE) is the facilitator, the bedrock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as the institutions are key mechanisms increasingly recognized as wealth and human capital producing industries (Anene, 2021). Tertiary education provision enables the citizens to acquire skills and techniques which are ploughed into human productivity, creativity, competence, initiative, innovation and inventiveness (Akuchie, 2014; Zickafoose et al., 2024).

Tertiary education must address the basic personal needs of students' by providing a comprehensive set of out-of-classroom students' services and programmes commonly referred to as welfare and social services. These efforts should be designed to enable and empower students to focus more intensely on their studies and their personal growth and maturation, both cognitively and emotionally (Saqib et al., 2021). They should also result in enhanced students' learning outcomes. Another important rationale for these efforts is economic, because investments in students' services provide a healthy return to national economies as the investments help to ensure students' success in higher education and their subsequent contributions to the national welfare (Okolie, 2001; Zickafoose et al., 2024).

For quality education to be achieved, an institution must train its staff members in a way that it creates a sense of facilitation by means of coordination, cooperation, compassion and empathy. Attention should also be given to identifying the dynamic needs of the students' for purposes of their satisfaction. Several issues have resulted in a lot of controversies at several academic levels over the effectiveness of Nigeria learners in the TIs in relation to their counterparts in the developed world, with particular focus on the provision and management of students' services. Students' services are a mark that distinguishes one institution from the other. Students' services issues in the context of tertiary institutions are those services, processes and procedures whose primary purpose is to motivate, maintain and enhance the physical, social, intellectual and emotional well-being of students. Students' services are all activities beyond the production and delivery of course materials that assist in the academic progress of students'. Students' service is one of the wide range of services put in place by school authority, to ensure sound learning of students' in the campus (Afolayan, 2015). Afolayan (2015) further identified accommodation, counseling, career information, support from tutor, course information, students' unionism, bursary award/scholarship, degree marketability and transportation as the basic students services that would serve the entire students' populace in any higher institution of learning. The National Universities Commission (NUC) (2013) identified students' services in Tertiary Institution to include health services, cafeteria, hostels, financial aid, counseling services, library, classroom facilities, instructional materials, and municipal services.

Akuchie (2014) observed that most of the medical centers in the campuses are at best referred to as mere consulting clinics because of inadequate staff personnel, and non-availability of drugs, including common routine drugs. Equally water and power supply is epileptic in most of the TIs in Nigeria as well as transportation of students' and staff from outside and within the campuses. The buses and taxis are not enough and most of the TIs do not permit commercial motorcycle (motor bike) to operate within the campuses and so the staff and students' of Nigerian TIs are stressed by poor transportation within the campuses. Akuchie (2014) decried that, students' activities and movement are not effectively monitored, hence the TIs, the cities they are located and their surrounding suburbs continually record incidents of cult activities, and murder. Equally students are known to have been involved in robbery activities within the

TIs and on the high ways. This is because the students are not known and are not offered counseling services (Danladi, 2023).

The state of students' services in Nigerian TIs made Chukwu (2001) to carry out a study on the problems of students' accommodation. The situation equally made some of the TIs to set up task forces on students' services in which recommendations informed the introduction of double-bunk beds in hostel rooms, the repair and regular maintenance of such students' services such as spoilt toilets and bathrooms, spoilt/blocked sewage, broken-down boreholes. The recommendations of the task force equally informed the supply of water to the hostels by water tankers, the renovation of hostels and hostel facilities, and the holding of regular fore to talk to students' on how to manage their environment and their lives.

From the above assertions it appears that something is lacking in the quality and quantity of students's services in Nigerian TIs in general and Sokoto state in particular. This was not the case when Nigeria had very few TIs, and very few candidates seeking admission. Such factors as increase in the number of candidates seeking admission, and the expansion of academic programmes may probably have contributed to the present state of students services in Nigerian TIs (Danladi, 2023). The present state of students' services is apparently affecting the students' in many ways, and all the strategies adopted by the TIs so far to arrest the situation appear to be yielding no significant results. Students' service programmes are aimed at achieving some predetermined objectives mostly to facilitate the process of teaching and learning in tertiary institution's setting.

Hostels accommodation (HA) refers to a place to reside for a short period of time, hostel exist in different institutions whether educational, religious or business as a place set to keep people. Suki & Chowdhury (2015) stated that a hostel is referred to a place where people can stay when their resident is located far from the educational institution and which is considered essential to student's need, which is also called student housing. Hostel accommodation has been viewed by Jiboye (2016) as any type of temporary shelter for student, which gives them an identity. Accommodation in all its ramification is more than mere shelter. It embraces all the social services and utility that goes to make institutions a lively environment. Najib & Yusof (2009) see students accommodation as a place that offers security and privacy in which the TIs accommodation administrators can meet the student's needs and expectation by renting such spaces to them. Ubong (2001) stated a campus accommodation comprises of a particular type of building which as well as being a shelter for student attending the TI ought to present extra significant necessity, i.e an atmosphere that is comfortable and enabling to learning and academic success.

Transport service is the service provided by school management in the transportation of students and staff from outside and within the campus in TIs through buses and taxes (Ejeh, et al 2016). Adefolalu, (1997) stressed that transportation services are the transporting of students to and from university and school events. School transport can be undertaken by Okadas among others.

Security services as defined by Abdullahi et al. (2020) is the degree of protection against danger damage, less and criminal activity. In the same vein, Oni (2016), considers security services in the university as the protection of tangible and intangible assets of the institution from all forms of damage or danger.

Statement of the Problem

Students' services are basic needs in all societies and fundamental right of every student in the tertiary institution. In advanced countries, students' services are more accessible to all categories of students including the poor and the needy as a result of subsidies from the government. The situation is not the same in developing countries of the world. In Nigeria, for example, accessibility to students'

services by the poor is quite a difficult situation which is worsened by the harsh economic conditions and poor enabling environment. Likewise, accessing students' services and school facilities by Nigerian students is no exception, especially where such tertiary institution operates a non–residential policy. The experiences of students in tertiary institutions in sourcing and securing for their own services around university communities are likely to be interesting and significant.

In the face of growing enrolment of students' in tertiary education globally, students' services such as: hostel accommodation, transport, library, internet and security services   have become one of the teething problems faced by tertiary institutions in developing country context (Sharma, 2012). Those services in the universities, colleges and polytechnics are un-conducive and deplorable and this affects the quality education delivery and in turn resulted to abysmal academic performance of students' and their all-round development (Akuchie, 2014). As a result of limited government resources, governments in developing countries are unable to adequately meet the services demand for all public tertiary institutions. Over past two decades, governments in many developing countries have involved private organization providers to participate in building hostels and halls of residence for students' in order to meet the demand for more accommodation infrastructure (Nimako & Bondinuba, 2012). This has attracted many private individuals into investment in students' hostel accommodation and other students' services.

Increase in the enrolment of students in the in tertiary institutions in Sokoto state as well as mismanagement of student services and school facilities in the tertiary institution in Sokoto state may affect the students' towards not achieving their goals and objectives as, lack of adequate hostel accommodation, improper health care system, poor security personnel, lack of adequate water supply, and poor maintenance culture may reflect through poor quality education delivery and vis-a-vis academic performance of the students'. Therefore, it is against the background of the above problems that this research assesses the influence of students' services on sustainable quality education delivery among tertiary institutions of Sokoto state.

Objectives of the Study

The main thrust of this study is to assess the influence of students' services on sustainable quality education delivery among tertiary institutions of Sokoto state. Specifically, the study aims at:
1. Find out the influence of students' hostel accommodation services on sustainable quality education delivery among tertiary institutions of Sokoto state
2. Find out the influence of students' transportation services on sustainable quality education delivery among tertiary institutions of Sokoto state
3. Find out the influence students' security services on sustainable quality education delivery among tertiary institutions of Sokoto state.

Research Questions

This research seeks to find answers to the following questions:

1. Is there any influence of students' hostels accommodation services on sustainable quality education delivery among tertiary institutions of Sokoto state?
2. Do students' transport service have any influence on sustainable quality education delivery among tertiary institutions of Sokoto state?
3. Is there any influence of students' security services on sustainable quality education delivery among tertiary institutions of Sokoto state?

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Literature Review

Students' services are concerned with meeting students' non-academic needs. The main function of these services is, therefore, to ensure that a students' stay in tertiary institution intellectually, economically, ecologically, socially, politically and religiously conducive in all aspects. It is no wonder Simpson (2014) defines students' services in the broadest terms as all activities beyond the production and delivery of course materials that assist in the academic progress of students'. Students' services, according to Akuchie (2018), are those services and functions that complement classroom instruction for the total development of the individual. The services emphasize the intellectual, social, emotional, cultural and physical development of the individual and equally help to build the curriculum, improve methods of instruction, and develop programmes. Students' services are tools in guiding and directing students to improve their personal substance in the pursuit of their careers. The provision of these services is therefore meant to meet the different aspects of human development and adjustment (Francis, 2012). The general objectives of students' services are to assist students to attain maximum self-realization, become effective in their social environment, and complement the academic program of the institution. Specifically students' services seek to provide orientation for students' to facilitate adjustment to campus life, perform individual inventory and testing to aid towards self-knowledge and self-realization, perform individual and group counseling, provide placement and follow-up services, provide adequate assistance to students' on finance, health, food, and housing, provide variety of co-curricular activities, approve and monitor activities of recognized students' organizations, implement students' code of conduct and recommend the appropriate disciplinary action to the proper school authorities (Ejeh et al., 2016). Students' services which Tertiary institution provides and these vary from one institution to the other. Some selected students' services in this study are accommodation services, transport services, library services, and security services.

Hostels Accommodation refers to a place to reside for a short period of time, hostel exists in different institutions whether educational, religious or business as a place set to keep people. Suki & Chowdhury (2015) stated that a hostel is referred to a place where people can stay when their resident is located far from the educational institution and which is considered essential to student need, which is also called student's housing. Hostel accommodation has been viewed by Jiboye (2010) as any type of temporary shelter for student, which gives them an identity. Accommodation in its ramification is more than mere shelter. It embraces all the social services and utility that goes to make an institution a lively environment. Najib & Yusof (2009) sees students accommodation as a place that offers security and privacy in which the university accommodation administrators can meet the students' needs and expectation by renting such spaces to them. Ubong (2001) stated a campus accommodation comprises of a particular type of building which as well as being a shelter for student attending the university ought to present extra significant necessity, i.e an atmosphere that is comfortable and enable to learning and academic success.

Transport services are the service provided by school management in the transportation of students and staff from outside and within the campus in university through buses and taxes (Ejeh et al, 2016). Adefolalu (1997) stresses that transportation service is the transporting of students to and from university and school events. School transport can be undertaken by Okadas among others.

Security services as defined by Abdullahi et al. (2020) is the degree of protection against danger damage, less and criminal activity. In the same vein, Oni (2016), considers security services in the university as the protection of tangible and intangible assets of the institution from all forms of damage or danger. According to Tari (2004), security service is to ensure safety and security of staff, students and visitors protecting the properties and assets of the university, investigating and detecting crime, reducing incidence of reported crimes and apprehension and prosecution of offenders.

A study conducted by Aluko (2011) was on assessing the students housing condition in University of Lagos, aimed at the assessment of the state and condition of students housing. Descriptive survey research design was used. A total number of 400 questionnaires were administered in the entire student hostels and data collected were presented through the use of tables, graphs, photographs and simple multiple regression. The study revealed that there is a level of dissatisfaction with the poor state and condition of available student housing facilities, the inadequacy of the existing facilities which has created high occupancy ratio has invariable led to over utilization of the available resources putting the facilities in deplorable conditions.

Ejeh et al. (2016) investigated the management of student personnel services in tertiary institutions in Nigeria, one research question and one null hypothesis guided the study. A 20-item questionnaire was administered to 1320 respondents, comprising 120 senior administrative staff, and 1200 students drawn from 16 tertiary institutions selected for the study. A student personnel services observation schedule was used for the on-the-spot assessment of the student personnel services that are observable. Real limit of numbers was used to interpret the results while the z-test statistics was used to test the null hypothesis. The study found that all the 20 student personnel services studied were available except financial assistance, even though most of them are of poor quality. Factors responsible for the poor quality of student personnel services include: increase in students' enrolment without proportionate increase in student personnel services; poor funding of education, poor attention to student personnel services. The present quality of student personnel services affects students in many ways such as exposing students to hazards, causing lateness to lectures. Some strategies that could be adopted to improve on the management of student personnel services include: the government giving special grants to tertiary institutions for the provision of student personnel services, appealing to individuals and corporate bodies to help in the provision of student personnel services. Based on the findings, the researcher recommended that the education sector should be adequately funded, the private sector should be encouraged to participate actively in the provision of student personnel services, and admission of students into tertiary institutions should follow approved guidelines of student personnel services

The study conducted by Mahadi (2009) focused on "An assessment of the management of students' Welfare services in universities in three Geo-Political Zones in Northern part of Nigeria" The study was specifically interested in finding out the types of welfare services available in the system and the impact they have on the students' behaviour. The inadequate provision of the students, welfare facilities and their management were assumed by the stakeholders and members of the public as factors militating against students' peaceful behaviour in the university system. The objectives of the study therefore were to identify the types of students' welfare services and to assess the availability as well as to examine the impact of each welfare service on the students' social and academic behaviour. The critical areas examined were social, academic, medical and environmental services. Twenty (20) hypotheses were postulated to find out the significant differences in the opinions of the three groups of respondents. The researcher reviewed relevant literature to establish the theoretical base for the study. The descriptive and survey methods were adopted for investigations, identification and collection of data. The total population of subjects was two hundred and twenty-six thousand nine hundred and forty-six (226,946), made up of 206,948 students, 19,448service staff and 450 top management staff, in the sixteen Universities in the three Geo-Political Zones in Northern part of Nigeria. Through random sampling Technique, five Universities; Ahmadu Bello University Zaria, Bayero University Kano, University of Maiduguri, University of Jos and Usmanu Dan Fodiyo University were selected, being one third of the sixteen universities, in the three Geo Political Zones in Northern part of Nigeria. Out of the total of one hundred and thirteen thousand two hundred and eight (113208) subjects consisting of 109,774 students 3389 service staff and 45 top management staff in the five sampled universities, 770 respondents were used. Out of the 770 copies of the questionnaire designed and administered by the researcher, 463copies were

returned. The questionnaire as the basic instrument was vetted by the experts in Educational Administration and Planning and Educational Statistics Sections and subjected to pilot study in Federal College of Education Zaria. The Analysis of Variance (ANOVA) and Scheffe's statistical test were used to test the Null hypotheses. Eight out of twenty hotheses were retained, while twelve were rejected. The twelve were subjected to Scheffe's test to determine the extent of significant difference in the respondents' opinion. The major finding of the research indicated that the social, academic, medical and environmental students' services were available but not adequate in the universities. It was also discovered that some services had positive impact on students' behavior and academic performance. Recommendations such as the need for improved fund allocation to the universities by the government were offered for better provision, management and improvement of students' welfare services for peaceful social and academic performance by students in the universities. A model for effective and efficient management of the students' welfare services was also developed by the researcher. Finally, suggestions were also made for further research into the area of students' welfare services in the university system in Nigeria in general.

The Theoretical Foundation

This study is deeply rooted in Maslow Hierarchy of Needs Theory (MHNM). The theory was formulated by Abraham Maslow in 1954. Maslow clearly explained in his theory that human beings always have needs which they want to satisfy and he categorized human needs in to five different levels, and arranged the needs in hierarchy (Trivedi & Mehta, 2019). According to Maslow as one lower need is satisfied, another higher need will emerge and become operatives in one's life (Trivedi & Mehta, 2019).

. Educational managers must therefore ensure the needs of their clients are satisfied from the basic level to the higher level of needs in order to use the satisfaction of those needs as form of motivation to students to perform better. Maslow's theory of needs state that needs are divided into groups: Self-actualization needs, esteem needs, acceptance needs, safety needs and physiological needs. According to Maslow's if any one of this needs are deprived for a very long time it can negatively affect the life of individual and all other needs will recede to the background and fail to appear (Trivedi & Mehta, 2019). These needs must be gratified by the individual before he/she can move to the next level. The needs are presented in Figure 1.
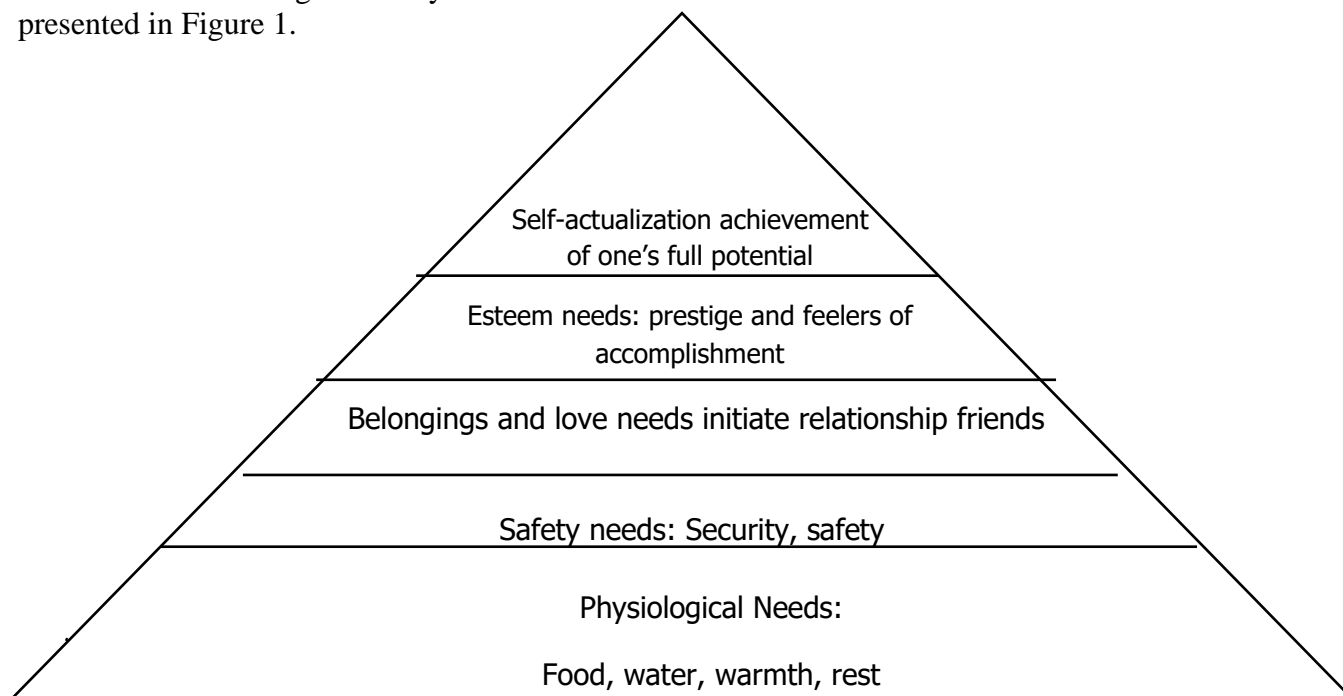
Self-actualization achievement of one's full potential

Esteem needs: prestige and feelers of accomplishment

Belongings and love needs initiate relationship friends

Safety needs: Security, safety

Physiological Needs:

Food, water, warmth, rest

Figure 2: Maslow Hierarchy of Needs Model

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Going by the content of the theory, the theory recognized satisfaction of human needs such as provision of food, health service, transportation services accommodation, among others. All these are needs which have to do with the survival of individuals, students inclusive (Trivedi & Mehta, 2019).

METHOD

This study employed descriptive survey design, which seeks to find out the influence of students' services on sustainable quality education delivery among tertiary institutions of Sokoto state. The study population comprised of students, members of staff of students affairs division. The study is quantitative and employed a descriptive survey design. The population of the study comprised all the students and staff of students affairs division of the eleven tertiary institutions in Sokoto State. According to Sokoto State Education Accounts (2023/2024), there were 28,354 students and staff in Sokoto State tertiary institutions were 197 are members of staff of students' affairs division. A sample size of 378 from members (15) of staff and students (363) were selected using research advisors (2006). Simple random sampling technique was used to select five tertiary institutions of Sokoto state. Similarly, proportionate sampling technique was used to select participants proportionately to the size of the selected institutions. Questionnaire was the instruments used for data collection. The questionnaire was Likert type of four points of Strongly agree-4, Agree-3, Disagree-2 and Strongly disagree-1. The data collected was analyzed using Statistical Package for Social Science (SPSS) version 25, using descriptive statistics such as frequency counts and percentages.

RESULTS AND DISCUSSION

The results were analyzed in accordance with the research questions. Simple frequency counts and percentage were used to determine the responses.

Question One

Is there any influence of students' hostels accommodation services on sustainable quality education delivery among tertiary institutions of Sokoto state?

Table 1: Influence of students' hostel services on sustainable quality education

S/N	Items Statement	Agreed F (%)	Disagreed F (%)
1	My institution provided enough rooms spaces for students.	165 (45%)	205(65%)
2	There is regular supply of water in the hostels in my institution.	112(30%)	258(70%)
3	The hostels are always neat and tidy in my institution.	212(57%)	158(43%)
4	There are regular maintenance services in the hostels in my institution.	98(26%)	272(74%)
5	In my institution, there is functional firefighting services in the hostels	40(11%)	330(89%)
6	In my institution, there is good toilet facilities in the hostels	167(45%)	203(56%)

In determining the influence of students' hostel services on sustainable quality education among tertiary institutions of Sokoto state revealed that students' hostel accommodation services

have significant influence on sustainable quality education delivery. From analysis of items in Table 1, it shows that responses in items 1, 2, 4, 5 and 6 disagreed on the statement and only 3 was agreed upon the statement. This means that respondents in their respective institutions were not adequately provided with such services.

Question Two: Do students' transport service have any influence on sustainable quality education delivery among tertiary institutions of Sokoto state?.

Table 2: Influence of students' transport services on sustainable quality education

S/N	Items Statement	Agreed F (%)	Disagreed F (%)
1	There is functional bus service department in my school	111(30%)	259(70%)
2	The buses shuttle every day	242(65%)	128(35%)
3	The school's buses are used for conveyance of students to hostel, sport and education visit.	108(29%)	262(71%)
4	All the buses used for transporting students are road worthy.	165(45%)	205(55%)
5	New buses are provided to students on yearly basis	0(0%)	370(100%)
6	Transport fees are considerable fair	113(31%)	257(69%)

In assessing the influence of students' transport services on sustainable quality education quality education delivery among tertiary institutions of Sokoto state. It revealed that transport services have great and significant influences on the sustainable quality education delivery as depicted in table. Items 1, 3, 4, 5 and 6 were disagreed with the statements only item 2 agreed on the statement. This means that, students in tertiary institutions were not well served with transport service.

Question Three:

Is there any influence of students' security services on sustainable quality education delivery among tertiary institutions of Sokoto state?.

Table 3: influence of students' security services on sustainable quality education

S/N	Items Statement	Agreed F (%)	Disagreed F (%)
1	There is adequate security personnel in my school	90(24%)	280(76%)
2	The security agencies are not efficient in tackling banditry in my school	76(21%)	294(79%)
3	The school management helps to establish mutual understanding between the school community and security agencies in combating crime	118(31%)	252(69%)
4	The tactics used by the security agencies in tackling insecurity in my school have not been effective	257(69%)	113(31%)

| 5 | The security agencies are not effectively armed to address the issue of insecurity in my school | 296(80%) | 74(20%) |

In ascertaining the influence of students' security services on sustainable quality education delivery among tertiary institutions of Sokoto state, it shows that, security services have a significant influence on sustainable quality education delivery among tertiary institutions of Sokoto state as it was depicted in table 3. Responses on item 1, 2, 3 and 4 revealed that respondents disagreed on the statement only item 5 statement respondents agreed upon. This means that, security service has a great influence on sustainable quality education in Sokoto state and it is lacking as depicted in Table 3.

Nevertheless, the major findings in this study are:

1. Students' hostel accommodation services have significant influence on sustainable quality education delivery among tertiary institutions of Sokoto state.
2. Transport services have great and significant influences on the sustainable quality education delivery among tertiary institutions of Sokoto state.
3. Security services have a significant influence on sustainable quality education delivery among tertiary institutions of Sokoto state.

Certainly, the finding in Table 1 indicated that students' hostel accommodation have significant influence on sustainable quality education delivery among tertiary institutions of Sokoto state. This is because provision of enough and spacious rooms, regular water supply, regular maintenance, functional firefighting and good toilet facilities play a key role in making hostel accommodation conducive to the learners. This finding is supported by Aluko (2011) in his research which revealed that there is a level of dissatisfaction with the poor state and condition of available student housing facilities, the inadequacy of the existing facilities which has created high occupancy ratio has invariable led to over utilization of the available resources putting the facilities in deplorable conditions which is in line with item 1, 2, 4, 5 and 6. This finding is also supported by finding of Anene (2021) whose study shows that the respondents unanimously agree that availability of facilities like hostel accommodation in universities education influence that academic performance and sustainable quality education of undergraduate students of federal universities in South-South Zone, Nigeria. This finding is also supported by Maslow' needs theory where the theory emphasized that, the human needs are divided into groups: Self-actualization needs, esteem needs, acceptance needs, safety needs and physiological needs. According to Maslow's if any one of these needs are deprived for a very long time it can negatively affect the life of individual and all other needs will recede to the background and fail to appear (Trivedi & Mehta, 2019). In Akomolafe & Adesua (2016) it was also revealed that, availability of infrastructures at school is significant in improving academic performance of students in a study conducted in South West Nigeria.

Similarly, the second finding indicated that transport services have great and significant influences on the sustainable quality education delivery among tertiary institutions of Sokoto state, this perhaps as a result of the fact that provision of functional buses, shuttling on daily basis, road worthy buses and transport fare is considerate play a significant role in conveyance of students to and fro their institutions. This finding is supported by finding of Ejeh et al. (2016) who found that, the lacking quality of student personnel services such transport services, hostel accommodation among others affects students in many ways such as exposing students to hazards, causing lateness to lectures.

Moreover, the third finding indicated that, security services have significant influence on sustainable quality education delivery among tertiary institutions of Sokoto state. This is because security

of life and property is antidote to danger exposure and this is reflected in Table 3 where responses indicated that, availability of security personnel, well trained, well equipped will pave way for safe and conducive environment for educational activities to thrive in institutions. This finding is corroborated by Maslow needs theory, where it the safety needs occupied the second position in Maslow hierarchy (Trivedi & Mehta, 2019). This finding is also supported by finding of Tari (2004) who found that security service is to ensure safety and security of staff, students and visitors protecting the properties and assets of the university, investigating and detecting crime, reducing incidence of reported crimes and apprehension and prosecution of offenders. Ekpoh et al. (2020) indicated that, lack of security services at universities is a great factor that hinders academic activities, emphasizing that eliminating security threat at universities is myriad step to achieving academic activities goals and aims.

CONCLUSION

Based on the findings of this study, it was concluded that, there is significant influences between students' services and sustainable quality education delivery among tertiary institutions of Sokoto state. Specifically, students' hostel accommodation has significant influence on sustainable quality education delivery; students' transport services has significant influence on sustainable quality education delivery and students' security services has significant influence on sustainable quality education delivery among tertiary institutions of Sokoto.

Acknowledgements

The following recommendations were made:

1. Hostel accommodation should be made available to students in campuses in the absence of non-available hostels to accommodate all admitted students, management should enter agreement with estate developers in the community to provide additional hall of residence close to the campuses with enough security and other essential services thereby quality education delivery should sustained.
2. Transport services should be made available and affordable to students this could be possible by creating transport department under students' affairs division. Also management should reach out to private individuals to support their institution by offering them shuttle buses and reasonable transport fare should be charged from students.
3. Adequate security personnel should be provided and be well armed to combat any crime related activities. In the event where they are not available private security firm services should be employed. Watching dogs should be bought to compliment the effort of security personnel in the campuses.

Appreciation

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