



## STUDENTS' SATISFACTION AND USE OF HOSTEL AMENITIES AT THE FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA

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### ABSTRACT

*In today's competitive educational climate, student satisfaction with hostel amenities has grown to be a crucial factor for schools and universities, since contented students contributes to both student retention and the image of the institution. This study looked at how satisfied students were with and utilized the hostel facilities at the Federal University of Technology in Minna, Nigeria. Hostel blocks were used as the sampled clusters for a standardized questionnaire that was used to collect data. Only 200 valid replies were used for analysis, despite the fact that 250 of the 350 questionnaires that were sent were returned, yielding a 71% response rate. Data were analysed using descriptive statistics and Partial Least Squares Structural Equation Modelling (PLS-SEM) to examine the relationships among hostel facility quality, student satisfaction, and patronage. The results show that both student satisfaction and use of hostel facilities are highly predicted by the quality of hostel amenities. The amenities with the highest ratings, which indicate the highest levels of student happiness, were internet and CCTV. However, students' actual use of the facilities, particularly their willingness to recommend the hostel or extend their stay, remained comparatively low, pointing to a gap between facility quality and sustained patronage. In general, students expressed contentment with the hostel's amenities and thought they were well-maintained. In order to promote ongoing development and efficient upkeep, the study suggests conducting routine post-occupancy assessments of hostel amenities. Amenities that facilitate students' academic endeavors should also receive more attention, especially dependable internet connectivity.*

**Keywords:** Student Satisfaction, Hostel Facilities, Patronage, University Housing, Nigeria.

### 1. INTRODUCTION

It is impossible to overstate the importance of the social environment and the standard of amenities in the lives of students (Onodugo, Akubue, & Eneh, 2020). When choosing an educational school, students and their parents place a high value on adequate housing with first-rate amenities (Mbazor, 2021). One of the most important needs for human welfare and survival is housing (Biko, Musa, Ali & Aliyu, 2022; Sakariyau, Muhammad, Bello, Aliyu & AbdulRazak, 2023; Mendie, & Sakariyau, 2023). People, loved ones, neighborhoods and the country as a whole are impacted by its quality and accessibility. Health, efficiency, and social well-being are all greatly impacted by

housing as an environmental unit (Sakariyau, Uwaezuoke, Olaoye, & Sani, 2021). Hostels are an important part of the educational setting for students and play a major role in their choice of school. Excellent hostel amenities can draw in new students, improve the student experience, and boost the institution's image (Yusuf, Muhammad, Otunola, & Kayode, 2021; Musa, et al., 2021).

According to Simpeh & Shakantu (2020), the inclusion of extra amenities in student living areas, which include ATMs, parking spaces, small shops, bookstores, and cafeterias, can enhance customer satisfaction and hostel appeal. Despite this, university administration and government officials in Nigeria have frequently disregarded student housing (Nissi, Effiong & David, 2020). Students' health, comfort, and general well-being might be adversely affected by inadequate amenities and poor hygiene in dorms (Sugathadasa, Wickramarachchi & Virangika, 2025).

Hostels must satisfy students' needs for convenience, safety, and comfort in addition to housing them. Ensuring student satisfaction is one of the main goals of hostel facilities since it has a direct impact on user experience and patronage of the services offered (Alabi, Kayode, Misbahu, & Olaifa, 2021). According to Raimi, Ibisola, & Abdul (2019), student satisfaction is a psychological concept that represents how well or poorly students' needs, expectations, and service delivery requirements are met. According to Nissi et al. (2020), it can also be described as the mindset that emerges from students' assessments of their living and educational experiences. According to Raimi et al. (2019) and Afolabi, Ajibola & Oluwunmi (2019), understanding student happiness is crucial since contented students boost institutional advantages such as loyalty, favorable promotion through word-of-mouth, continued enrollment, and the attraction of new students. On the other hand, disgruntled students might voice their disapproval, stop helping, or change schools.

It is commonly acknowledged that student happiness is a crucial measure of the caliber and efficacy of university facilities and systems (Perna, 2023). Students' better academic achievement, intellectual growth, and skill acquisition are all strongly correlated with high levels of pleasure (Aithal & Kumar, 2015). While also demonstrating how well a school can meet the requirements of its kids (Perna, 2023). Campus housing, especially hostel amenities, is an important but frequently overlooked aspect of the university setting that directly influences students' everyday lives. In order to promote students' learning, wellbeing, and overall university experience and increase institution competitiveness in higher education, well-maintained and suitably furnished dorms are essential (Altinay, Arslan & Sharma, 2024). This study aims to evaluate how satisfied students are with and use the dormitory amenities at the Federal University of Technology, Minna, Nigeria. In particular, the study determines which hostel amenities have the biggest impact on student satisfaction, looks at how frequently students use the facilities that are provided, and produces information that can be used to enhance hostel administration and service quality.

## **2. LITERATURE REVIEW**

### **2.1 CONCEPT OF STUDENTS HOUSING FACILITIES**

The traditional family home serves as the foundation for the concept of student housing. According to Adekunle, Olaifa, Mohammed, Biko, and Rukayya (2022), a person's home might be more than one location. According to Azeez, Taiwo, Mogaji-Allison, & Bello (2016), a home may be a dual-dwelling arrangement where one residence is near the place of employment and the other is the family home (hometown). This idea is comparable to homes for commuters (Kayode, Muhammad & Bello, 2021; Musa, Bello & Kayode, 2021). For instance, a student may live both at home and at the university close to the college. Students look for and secure a temporary secondary residence, such as university housing, in which they can stay during working hours.

Kidd & Evans (2011) claim that humans give the idea of a house many different meanings. In order to provide living comfort, incorporate modern technology, and satisfy the needs of the tenants, historic homes must be repaired, according to Sitar and Krajnc (2008). Similar differences exist in how students view their time as students. Student housing is described by Khozaei et al. (2010) as a densely constructed building with several rooms that may accommodate a large number of beds. This description states that student housing provides living and sleeping quarters for a large number of individuals, typically without private bathrooms, and is furnished and rented per bed space. However, student housing is defined by Willoughby et al. (2009) as a facility that provides housing and permits students to remain on campus if they have nowhere else to reside. By offering amenities such as bedrooms that may be used for both studying and sleeping, restrooms (bathrooms and toilets), kitchens, laundry, recreational spaces, and internet access, student housing enhances the reading-learning experience. Additionally, student accommodation is referred to as resident halls (Amole, 2005), student dorms (Kaya & Erkip, 2001), serviced halls (Price et al., 2003), college housing (Bland & Schoenauer, 1966), and hostels (Dahlan et al., 2009; Khozaei et al., 2010).

## **2.1 CONSTITUENTS OF STUDENTS HOUSING FACILITIES**

Najib, Yusof, & Osman (2011) define housing facilities as rooms with modern amenities, appropriate for hosting social events, and representative of a particular way of life. Although a place to live is the main need that these amenities meet, we argue that people may also need certain housing facilities in order to interact and socialize with their peers and to attain their ideal social status. In a nutshell, student housing facilities can accommodate a range of requirements and preferences. In addition to giving essential services and conveniences, the student house may foster relationships and provide a peaceful study space. By renting such rooms to students, college and university administrators can address the needs and goals of their students while also fostering positive relationships in their hostels. Student housing offers security, a living experience, privacy, and a quiet setting (Najib & Yusof, 2010).

## **2.2 EXISTING RESEARCH ON STUDENT SATISFACTION AND FACILITIES PROVIDED**

Sumaedi, Bakti, & Metasari (2011) investigated how perceived price and perceived quality affected student satisfaction. 155 students from two public higher education institutions in Indonesia were surveyed as part of the study's quantitative methodology. The data was assessed using multiple regression analysis. The study's conclusions indicate that students' satisfaction is positively impacted by both perceived quality and perceived cost. Additionally, perceived quality is more influenced by student satisfaction than perceived expense. The study studied the effects of two different variables on satisfaction, one of which (perceived price) is different from this study because it also looked at the effects on patronage and adequacy. Sawyerr & Yusof (2013) investigated the adequacy of the facilities provided in Nigerian polytechnic dorms as well as the level of satisfaction among the students.

Samples for the study were drawn using the cluster sampling technique, and opinions were gathered through questionnaires and assessed using descriptive statistics (mean score and standard deviation). According to the survey's results, students were generally dissatisfied with the hostel's amenities (66.6%), and not all of the amenities that were necessary as other studies have shown were provided for the students staying there. In this study, descriptive statistics are employed.

Akpoloro & Okon (2015) investigated how satisfied students were with the facilities offered by federal institutions in the South-South geopolitical zone of Nigeria, including higher learning, a library, safety, medical care, transportation, dorms, and ICT services. Stratified random sample and a survey design were used in the inquiry. 1,700 students from the overall population of 70,808

regular undergraduates in Years One, Two, Three, and Four from the universities between 2008/2009 and 2011/2012 made up the sample population. A face-validated Students' Satisfaction with Service Delivery Questionnaire (SSSDQ) with a test reliability score of 0.83 was used to collect the study's data. Descriptive statistics and a one-mean demographic t-test were used to analyze the collected data. The results of the survey showed that students were much happier with medical, educational, and security services than they were with library, hostel, transportation, and ICT services. Ajayi, Nwosu, & Ajani (2015) assessed how satisfied students were with the hostel amenities at the Federal University of Technology in Akure, Nigeria.

According to the Relative Satisfaction Index, the study determined the hostel's amenities, their state of repair, and how comfortable the students were with each one. The study's sample size consisted of 322 students who completed questionnaires. The survey's findings indicate that respondents were dissatisfied with the suitability and functionality of a number of services, including the laundry, restroom, and toilet facilities, because of their distance from rooms and level of cleanliness. The study differs from this one in that its main focus was on descriptive statistics.

The Federal University of Technology Minna's post-occupancy dorm accommodations were assessed by Olagunju & Zubairu (2016). The study examined the condition and state of repair of hostel rooms as well as users' perceptions of the buildings using information from primary and secondary sources. The study employed a questionnaire for surveys and observations while examining the assessed blocks in order to collect data. The results of this investigation showed that the water supply was inadequate, more beds were placed in the rooms than were planned, and hostel upkeep needed to be addressed. This indicates that a lack of a maintenance culture, the strain on the existing infrastructure, and overcrowding or excessive density are all issues.

Adeleye, Akinpelu, & Azeez (2018) investigated how satisfied students were with their hostel accommodations at a few public universities in Oyo State, Nigeria. They concentrated on three essential aspects of housing: the physical surroundings, housing amenities, and administrative administration. 293 students, or 20% of the overall hostel population, were methodically sampled from six hostels that made up 50% of the available dorms using a standardized questionnaire. Data analysis used Relative Satisfaction Indices (RSI) to measure satisfaction across the identified dwelling components and frequency distributions to gauge overall satisfaction levels. The results showed that residential amenities, management processes, and environmental quality all had a major impact on students' housing satisfaction, which varied greatly.

Disparities even within the Nigerian public university system are highlighted by the fact that students at The Polytechnic, Ibadan expressed below-average happiness while those at the University of Ibadan reported above-average satisfaction across these components. The study also found that students' total hostel satisfaction is significantly influenced by the quality and sufficiency of accommodation facilities. These results show structural shortcomings in Nigeria's student housing supply when compared to international benchmarks, particularly student housing systems in nations like Malaysia and the United Kingdom. Strict quality assurance systems that prioritize safety requirements, adequate space, functional services, and expert facility management are usually in place in the UK for purpose-built student housing (Ziguras, Alves & Miles, 2020; Jamiu & Mendie, 2023).

In a similar vein, public universities in Malaysia are increasingly embracing public-private partnership (PPP) approaches to provide contemporary, well-kept, and capacity-responsive student accommodation (Ahlawat, Tripathi, & Neeraj Jha, 2025). Post-occupancy assessments are regularly incorporated into housing management in these settings to guarantee ongoing development and conformity with student expectations. In contrast, Nigerian state universities frequently fall short of international norms due to their antiquated infrastructure, inadequate budget, and poor maintenance cultures. Widespread dissatisfaction with the quality and sufficiency of

hostel facilities is consistently reported in empirical studies on post-occupancy evaluations of student hostels in specific higher education institutions in Oyo State, Nigeria (Nimako & Bondinuba, 2013; Sawyerr & Yusof, 2013; Akpoiroro & Okon, 2015; Olagunju & Zubairu, 2016; Adeleye et al., 2018).

The fast growth of student enrollment in Nigerian public universities without a commensurate increase in hostel capacity exacerbates this scenario (Olagunju & Zubairu, 2016). Nigerian universities experience persistent shortages that exacerbate overcrowding and high-density occupancy, in contrast to worldwide systems where enrollment increase is frequently accompanied by scalable housing solutions. These factors lead to increased building fabric deterioration, frequent plumbing, electrical, and sanitary system failures, and rising lodging expenses. Students' comfort, health, and general well-being are compromised by overcrowding, which puts undue burden on already subpar facilities. As a result, many students are forced to look for less expensive, frequently subpar, off-campus accommodation close to their schools; this problem is less common in nations with regulated private-sector involvement and established student housing rules (Uwaezuoke, et al., 2022).

Prior research has mostly concentrated on the quality and sufficiency of hostel amenities and their impact on student satisfaction (Sawyerr et al., 2013; Akpoiroro & Okon, 2015; Ajayi et al., 2015; Olagunju et al., 2016; Adeleye et al., 2018). However, Nigerian research has given these aspects little consideration, in contrast to studies conducted elsewhere that increasingly include behavioral outcomes such student trustworthiness, retention, and willingness to use institutional housing (Bello, et al., 2022). Notably, there hasn't been much empirical research done on student loyalty in relation to dorms, especially at establishments like the Federal University of Technology Minna. The current study, which evaluates student satisfaction and usage of the hostel facility at the Federal University of Technology Minna, Niger State, in order to assess its implications for student contentment and use as well as long-term housing sustainability, is informed by this gap.

### **3. MATERIAL AND METHODS**

The study used a cross-sectional research design and was carried out in the academic year 2017–2018. Structured questionnaires were used to gather data from undergraduate students living in the Federal University of Technology Minna's (FUT Minna) residence halls. Because the hostels were arranged in separate blocks, a cluster sampling technique was used. To ensure representativeness and minimize sampling bias, the hostels were first grouped into clusters according to campus location and hostel type, and then respondents were chosen at random within each cluster. Out of the 350 questionnaires that were distributed, 250 legitimate replies were obtained, yielding a response rate of almost 71%. 200 questionnaires were kept for the final analysis after the data was screened for consistency and completeness; incomplete or badly filled replies were eliminated to increase the dependability of the data. Students' satisfaction levels and the quality of the hostel facilities were assessed by descriptive statistical analysis using SPSS version 22. Additionally, the structural links between hostel quality characteristics, student happiness, and loyalty intents were investigated using Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM was chosen due to its capacity to handle complicated models, analyze latent constructs, and function well with comparatively small sample sizes (Wang, 2013; Awang, 2012).

On the campuses of Bosso and Gidan Kwano, FUT Minna runs dorms for students. Blocks L, M, N, and O on the Bosso campus house female students, while Blocks P and Q house male students. Blocks A, B, and the NEEDS Assessment block are occupied by male students at the Gidan Kwano campus, whereas Blocks C, D, E, F, G, H, and the NEEDS Evaluation block are occupied by female students. Based on data gathered from the Students' Affairs Unit, which is in charge of

hostel distribution, the study's sampling frame consisted of 3,228 bed spaces given by the hostels on both campuses during the 2017–2018 academic year.

Undergraduate students living in the 1,628-bed Gidan Kwano campus hostels during the study period made up the study population. The distribution showed a higher proportion of men, which is in line with the university's focus on technology. The Krejcie and Morgan (1970) table, which suggested a minimum sample of 313 respondents for the specified population, was used to calculate the sample size. In accordance with Godden (2004), this number was raised to 350 to account for any non-responses and incorrect surveys. Cronbach's alpha was utilized to evaluate the measurement tool's internal consistency dependability in this investigation. SPSS and PLS-SEM were used for reliability analysis, and Taber's recommended acceptable threshold of 0.70 was used (2018).

## 4. RESULTS AND DISCUSSION OF FINDINGS

### 4.1 Reliability Analysis

**Table 1: Cronbach's Alpha Scale of Interpretation**

| Cronbach's alpha        | Internal Consistency |
|-------------------------|----------------------|
| $\alpha \geq 0.9$       | Excellent            |
| $0.9 > \alpha \geq 0.8$ | Good                 |
| $0.8 > \alpha \geq 0.7$ | Acceptable           |
| $0.7 > \alpha \geq 0.6$ | Questionable         |
| $0.6 > \alpha \geq 0.5$ | Poor                 |
| $0.5 > \alpha$          | Unacceptable         |

The reliability evaluation of the study's measurement tool is presented in this part. To ascertain the constructs' internal consistency and make sure the questionnaire items consistently determined the desired variables, reliability analysis was carried out. Since Cronbach's alpha coefficient is frequently used in social science studies to assess scale consistency, it was chosen as the reliability indicator.

The Cronbach's alpha scale of interpretation, as suggested by George and Mallery (2003), is shown in Table 1. This scale specifies 0.70 as the lowest acceptable level for internal consistency and offers a benchmark for evaluating the sufficiency of reliability coefficients.

**Table 2: Reliability results of the pilot survey**

| S/N | Constructs            | Cronbach's Alpha | Items |
|-----|-----------------------|------------------|-------|
| 1   | Quality of facilities | 0.763            | 13    |
| 2   | Satisfaction          | 0.767            | 13    |
| 3   | Patronage             | 0.824            | 5     |

The findings of the pilot survey reliability test on the research constructs are shown in Table 2. The internal consistency of the measuring items used to evaluate facility quality, student satisfaction, and hostel facility utilization is summarized in the table. The findings support the

measurement tool's appropriateness for the primary survey by showing that all constructs attained reasonable to good levels of internal consistency.

#### 4.2 Quality of Facilities in the student's Hostel

Table 3, uses descriptive statistics to evaluate how well the facilities in the FUT Minna hostels are perceived by the students. The discussion highlights underlying infrastructure and management-related variables that explain observed trends rather than concentrating only on numerical rankings.

**Table 3: Identified Quality of Facilities in the Students' Hostels of Fut Minna.**

| S/N | Variables                  | Mean   | Std. deviation | Ranking          |
|-----|----------------------------|--------|----------------|------------------|
| 1   | Internet facilities        | 4.2538 | 1.05296        | 1 <sup>st</sup>  |
| 2   | CCTV facilities            | 4.2335 | .98783         | 2 <sup>nd</sup>  |
| 3   | Fire fighting facilities   | 3.8934 | 1.17968        | 3 <sup>rd</sup>  |
| 4   | Laundry facilities         | 3.6396 | 1.11897        | 4 <sup>th</sup>  |
| 5   | Common room facilities     | 3.5939 | 1.13280        | 5 <sup>th</sup>  |
| 6   | Kitchen facilities         | 3.5533 | 1.27113        | 6 <sup>th</sup>  |
| 7   | Toilet/bathroom facilities | 3.5381 | 1.33050        | 7 <sup>th</sup>  |
| 8   | Sport facilities           | 3.3401 | 1.24992        | 8 <sup>th</sup>  |
| 9   | Clinic facilities          | 3.0609 | 1.24390        | 9 <sup>th</sup>  |
| 10  | Waste disposal facilities  | 3.0000 | 1.23718        | 10 <sup>th</sup> |
| 11  | Room facilities            | 2.7665 | 1.11862        | 11 <sup>th</sup> |
| 12  | Water supply facilities    | 2.7310 | 1.16220        | 12 <sup>th</sup> |
| 13  | Electricity facilities     | 2.2092 | 1.23708        | 13 <sup>th</sup> |

The results show that CCTV and the Internet were thought to be the best amenities in the hostels. This is a reflection of the growing institutional emphasis on digital connectivity and security, which are essential for student safety and academic engagement in modern university settings. The comparatively high scores of laundry and firefighting facilities indicate some degree of adherence to fundamental safety regulations and practical conveniences. Electricity, water supply, and room amenities, on the other hand, received the lowest ratings, indicating persistent infrastructure issues like erratic power supplies, subpar water systems, and cramped rooms. These shortcomings are common at Nigerian public universities, where service delivery is hampered by outdated infrastructure and tight maintenance funding.

The current findings emphasize the contextual significance of security and internet connectivity in Nigerian campuses, in contrast to Elsinga and Hoekstra's (2005) European-based study that found security equipment like CCTV to be less significant in housing quality judgments. Students are more inclined to favor monitoring systems and dependable internet access in settings where there are few off-campus options and security worries. This contextual difference emphasizes the need for locally based housing strategies and increases the applicability of the current findings.

#### 4.3 Students Satisfaction with the Quality of Facilities Provide in the Hostels

This category assesses how satisfied students are with FUT Minna's dormitory amenities. The satisfaction ratings across different facility types were evaluated using descriptive analysis, and

**Table 4: Students' satisfaction with the quality of facilities in the students' hostels.**

| S/N | Variables                  | Mean   | Std. deviation | Ranking          |
|-----|----------------------------|--------|----------------|------------------|
| 1   | CCTV facilities            | 4.2437 | 0.96443        | 1 <sup>st</sup>  |
| 2   | Internet facilities        | 4.1980 | 1.04315        | 2 <sup>nd</sup>  |
| 3   | Fire fighting facilities   | 3.8020 | 1.15458        | 3 <sup>rd</sup>  |
| 4   | Laundry facilities         | 3.6193 | 1.11219        | 4 <sup>th</sup>  |
| 5   | Common room facilities     | 3.5939 | 1.04860        | 5 <sup>th</sup>  |
| 6   | Kitchen facilities         | 3.5635 | 1.19620        | 6 <sup>th</sup>  |
| 7   | Toilet/bathroom facilities | 3.5025 | 1.33104        | 7 <sup>th</sup>  |
| 8   | Sport facilities           | 3.2792 | 1.24057        | 8 <sup>th</sup>  |
| 9   | Clinic facilities          | 3.1421 | 1.20378        | 9 <sup>th</sup>  |
| 10  | Waste disposal facilities  | 2.9594 | 1.16863        | 10 <sup>th</sup> |
| 11  | Room facilities            | 2.8680 | 1.02162        | 11 <sup>th</sup> |
| 12  | Water supply facilities    | 2.8223 | 1.23879        | 12 <sup>th</sup> |
| 13  | Electricity facilities     | 2.4365 | 1.31020        | 13 <sup>th</sup> |

Investments in security and internet connectivity have a good impact on housing satisfaction, as evidenced by the fact that students were most satisfied with CCTV and Internet amenities. A moderate level of satisfaction with the kitchen, laundry, firefighting, and common areas indicates that these amenities may not be consistent or well-maintained, but they did meet basic expectations. On the other hand, low satisfaction with trash disposal, room amenities, water supply, and electricity indicates ongoing infrastructure deficiencies that have an immediate impact on day-to-day living conditions. Student discontent in these locations is probably caused by frequent power outages, erratic water supplies, overcrowding, and poor waste management.

These results corroborate the claim made by Adeleye, Akinpelu, & Azeez (2018) that the interplay of physical amenities, environmental factors, and managerial effectiveness shapes student housing happiness. The current study, however, expands on this claim by showing that when essential utilities are unreliable, satisfaction is nevertheless limited even in the presence of contemporary facilities. Unlike Olagunju & Zubairu (2016), who highlighted overcrowding as the primary problem, the findings here imply that service dependability and infrastructure quality are equally important in determining satisfaction outcomes.

#### **4.4 Students use of Facilities in the Hostel**

The use intentions of students in connection to the standard of hostel amenities are examined in this section. Indicators like willingness to invite guests, suggest the hostel, and spend a lot of time there were used to gauge patronage. The results are shown in Table 5 and were calculated using mean scores and standard deviations.

**Table 5: Students use of Facilities**

| S/N | Variables                                          | Mean   | Std. deviation | Ranking         |
|-----|----------------------------------------------------|--------|----------------|-----------------|
| 1   | Invite a relatives and friends to visit the hostel | 3.0000 | 1.24540        | 1 <sup>st</sup> |
| 2   | Recommend the hostel for students to come          | 2.7868 | 1.18891        | 2 <sup>nd</sup> |
| 3   | Stay longer in the hostel                          | 2.7766 | 1.21675        | 3 <sup>rd</sup> |
| 4   | Visiting the hostel                                | 2.5838 | 1.21611        | 4 <sup>th</sup> |
| 5   | Willing to be allocated the hostel                 | 2.5736 | 1.22928        | 5 <sup>th</sup> |

According to the findings Table 5, students were more inclined to invite friends and family to stay at the hostels, indicating a fundamental degree of acceptance of the hostel setting. Intentions to stay longer and return often came in second, followed by willingness to suggest the hostel to other students. Cautious or conditional patronage behavior is shown by the comparatively low readiness to be transferred to the hostel. This trend implies that students are reluctant to commit to long-term usage of hostel amenities, even though they may be able to put up with the current circumstances. Dissatisfaction with basic infrastructure, especially electricity, water supply, and room conditions, can be directly connected to low patronage scores. These flaws dissuade students from completely endorsing or re-selecting college housing and lower the perceived value of hostel accommodations. The current analysis reflects the realities of infrastructure strain and inadequate maintenance capability at FUT Minna, in contrast to Adeleye, Akinpelu, and Azeez's (2018) study, which found stronger patronage outcomes in institutions with relatively superior facility management. Similarly, the results here show that poor service delivery and unstable utilities are equally important causes, whereas Olagunju & Zubairu (2016) ascribed decreased patronage mostly to overcrowding.

## 5. CONCLUSION

This study assessed students' happiness and plans to return, as well as the quality of the hostel amenities at the Federal University of Technology Minna (FUT Minna). The results showed that students were most content with CCTV and Internet amenities, which reflects the increasing significance of digital security and connection in campus life. Firefighting, laundry, common areas, kitchens, and sanitary facilities were reported as having moderate levels of satisfaction; room conditions, waste disposal, water supply, and power had the lowest ratings. These results imply that the main causes of student discontent and low attendance are fundamental infrastructure inadequacies rather than additional luxuries. Additionally, the study discovered that students were hesitant to suggest or utilize hostel amenities, with low scores on reallocation and plans to stay longer, suggesting that inadequate infrastructure and unreliable services detract from the appeal of hostels.

## 6. RECOMMENDATIONS

The following are the policy recommendations: Regular inspections and maintenance should be performed on hostel facilities, with special emphasis to waste management, sanitation, water, and electricity. While digital and security amenities like Internet and CCTV are given priority, infrastructure, such as rooms, kitchens, and common areas, should be enlarged and renovated. Policies controlling occupancy and avoiding overcrowding should be put into place, together with allocated budgets and organized maintenance schedules. Lastly, in order to guarantee sustainable housing, future hostel increases must be in line with anticipated student enrollment.

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