

Nexus Between Student Support Services and Goal Achievement of Private Universities in South-West, Nigeria: A Mixed-Methods Approach

Ibrahim Musa Akanbi^{1*}, Yusuf Suleiman¹, Yusuf Olasunkanmi Ibrahim²

¹Department of Educational Management & Counseling, Faculty of Education, Al-Hikmah University, Ilorin, Nigeria

²Department of Science Education, Faculty of Education, Al-Hikmah University, Ilorin, Nigeria

Abstract: This study investigated the relationship between student support services and goal achievement in private universities in South-West Nigeria using a mixed-methods approach. It focused on key services— admission, accommodation, health, ICT, and library and examined the contributions of stakeholders such as alumni, lecturers, and philanthropic donors. A convergent mixed-methods design was adopted, combining quantitative data from 381 students selected through stratified random sampling and qualitative data from 20 stakeholders interviewed. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were thematically analyzed. Findings revealed a significant relationship between student support services and goal achievement, especially in enhancing student satisfaction and institutional reputation. Stakeholder contributions were found to strengthen the effectiveness of these services. However, issues such as inadequate funding, limited infrastructure, and policy inconsistencies hindered optimal service delivery. The study concluded that efficient student support services play a vital role in achieving institutional goals. It recommended greater investment in support services, stronger stakeholder collaboration, and the integration of technology-driven approaches to improve effectiveness. These findings provide valuable insights for educational managers and policymakers seeking to enhance institutional performance and student success in private universities.

Keywords: *Student Support Services; Goal Achievement; Private Universities; Stakeholders; Mixed-Methods*

Introduction: Higher education institutions play a critical role in shaping the intellectual and professional development of students, contributing to national growth and global competitiveness. Private universities, in particular, have emerged as significant players in the provision of quality tertiary education, addressing the increasing demand for access to higher education in Nigeria [1]. However, the effectiveness of these institutions in achieving their goals largely depends on the quality and availability of student support services, which facilitate students' academic success, personal development, and overall satisfaction with their educational experiences [2]. The nexus between student support services and goal achievement in private universities remains an area of concern, particularly in South-West Nigeria, where private institutions continue to expand.

Student support services encompass a range of academic and non-academic interventions designed to enhance student experiences and ensure their holistic development [3]. These services typically include admission processes, accommodation facilities, health services, information and communication technology (ICT) support, and library resources. Research suggests that effective student support services significantly impact student retention, engagement, and academic performance [4]. Moreover, the ability of universities to achieve their institutional goals such as producing competent graduates, maintaining high academic standards, and ensuring institutional sustainability—relies on how well these support services are implemented and managed [5].

In addition to institutional efforts, stakeholders play a crucial role in enhancing student support services. Alumni networks, philanthropic donors, and lecturers contribute to the development and sustainability of student-oriented programs, often bridging the gaps left by limited institutional resources [6]. The contributions of these stakeholders have been particularly relevant in private universities, where financial constraints sometimes hinder the adequate provision of essential services [7]. As a result, the engagement of various stakeholders is essential in ensuring that student support services are not only available but also of high quality.

Despite the acknowledged importance of student support services, several challenges persist in their implementation within private universities. Issues such as inadequate funding, ineffective management, poor service delivery, and a lack of standardized policies continue to affect the efficiency and effectiveness of these services [8]. Studies have shown that students in Nigerian private universities often face difficulties in accessing reliable accommodation, quality healthcare, and sufficient ICT resources, all of which are essential for their academic and personal well-being [9]. Furthermore, inconsistencies in policy implementation and administrative bottlenecks have contributed to a lack of trust in the effectiveness of support services, thereby impacting students' satisfaction and institutional reputation [10].

Article history:

Received: 30 May 2025

Received in revised form: 12 November 2025

Accepted: 23 November 2025

Available online: 15 December 2025

Corresponding author details: Ibrahim Musa Akanbi

E-mail address: ibrahimmusaakanbi@gmail.com

Copyright © 2025 BAUET, all rights reserved

The goal achievement of private universities is measured through various indicators, including student satisfaction, academic performance, graduate employability, and institutional reputation [11]. When student support services are well-structured and efficiently managed, they contribute significantly to these key performance indicators. However, in many private universities in South-West Nigeria, there is a growing concern about the disconnect between the provision of student support services and the achievement of institutional goals [12]. The need for a comprehensive understanding of this relationship necessitates empirical research to examine how student support services influence goal achievement and to identify strategies for improving these services.

Given the complexities surrounding student support services and their impact on goal achievement, this study adopts a mixed-methods approach to provide a holistic analysis of the subject. By integrating both quantitative and qualitative methods, the study aims to generate comprehensive insights into students' perceptions of support services, the effectiveness of current service delivery models, and the contributions of stakeholders. The study also seeks to identify key challenges and propose actionable recommendations for improving student support services in private universities [13].

In conclusion, the relationship between student support services and goal achievement in private universities is a crucial area of inquiry, particularly in the environment of South-West Nigeria. While existing research highlights the importance of student support services, there is a need for further empirical studies that consider the perspectives of students, university administrators, and stakeholders in a unified framework. This study aims to fill this gap by exploring the extent to which student support services contribute to institutional success and by proposing practical recommendations for enhancing their effectiveness. The findings of this research will provide valuable insights for policymakers, university administrators, and stakeholders involved in the management of private universities in Nigeria. Based on the foregoing, the current study investigates the nexus between student support services and goal achievement of private universities in South-West Nigeria: A mixed-methods approach.

Literature Review: Student support services comprise programmes and resources designed to enhance students' academic success, well-being, and overall university experience. According to [14], these services play a critical role in fostering student retention, satisfaction, and institutional reputation. Student support services typically include academic advising, career counseling, financial aid, and personal development programs, among others. In private universities, these services are essential in ensuring that students receive holistic support that contributes to their academic and personal growth. The effectiveness of student support services has been linked to improved student engagement, reduced dropout rates, and enhanced institutional performance [15]. These services include: admission, accommodation, health, ICT, library services, among others.

Admission services refer to the processes and structures that facilitate students' entry into higher education institutions. These include recruitment, application processing, entrance examinations, and enrollment procedures. According to [16], a seamless and transparent admission process is crucial in attracting and retaining students in private universities. Effective admission services integrate digital platforms for application tracking, provide clear admission criteria, and offer support to prospective students [17]. In South-West Nigeria, private universities are increasingly leveraging technology to automate admission processes, thereby improving efficiency and accessibility for applicants [18]. However, challenges such as high admission fees, inconsistent policies, and limited access to admission information still pose barriers for many prospective students [19].

Accommodation services in universities provide students with a conducive living environment that supports their academic pursuits. According to [20], quality accommodation enhances student comfort, safety, and learning outcomes. Private universities in South-West Nigeria offer various housing options, including on-campus hostels, private rentals, and university-affiliated lodgings. A study by [21] found that students who reside in well-managed accommodations exhibited higher academic performance and engagement levels compared to those in substandard living conditions. Despite the importance of accommodation services, challenges such as overcrowding, inadequate facilities, and high costs persist in many institutions. To address these challenges, institutions are adopting smart housing solutions, including biometric access control, digital maintenance reporting, and enhanced security systems [22].

Health services in universities are essential for maintaining the physical and mental well-being of students. These services typically include medical consultations, emergency care, mental health counseling, and preventive healthcare programs. According to [23], access to quality health services significantly impacts students' academic performance and overall university experience. Private universities in Nigeria have established campus health centers equipped with basic medical facilities and personnel to cater to students' health needs [24]. However, some challenges persist, including inadequate funding, insufficient medical personnel, and limited awareness of available health services [25]. Recent studies suggest that integrating telemedicine and AI-powered health advisory systems can improve healthcare accessibility for students [26]. Information and Communication Technology (ICT) services are integral to modern higher education institutions, facilitating learning, research, and administrative efficiency. According to [27], ICT services in universities include e-learning platforms, digital libraries, internet connectivity, and administrative software. The adoption of ICT in private universities has enhanced student engagement, streamlined academic processes, and expanded access to digital resources [28]. However, issues such as inadequate infrastructure, poor internet connectivity, and high costs of ICT services remain major barriers in many institutions [29]. To mitigate these challenges, private universities are investing in broadband expansion, cloud-based academic management systems, and AI-driven learning analytics to improve ICT service delivery [30].

Library services provide students with access to academic resources, research materials, and study spaces necessary for their educational development. Libraries in private universities have evolved from traditional book repositories to dynamic knowledge centers that integrate digital and physical resources. According to [31], the availability of digital libraries, research databases, and automated cataloging systems enhances students' research capabilities. A study by [32] found that universities with well-equipped libraries reported higher academic performance and research output among students. Challenges such as limited funding, outdated resources, and inadequate digital access persist in many private universities [33]. To address these challenges, institutions are adopting AI-driven library management systems and expanding digital collections to improve accessibility and usability [34].

Goal achievement in universities refers to the attainment of educational objectives set by both students and institutions. For students, this encompasses completing degree requirements, acquiring knowledge, and developing skills pertinent to their chosen fields. For universities, goal achievement involves fulfilling their mission to provide quality education, foster research, and contribute to societal development. Achievement goals have been defined as the purpose of competence-relevant behavior, connecting basic human needs to societal values [35]. Research indicates that specific goals result in better outcomes across various domains, including academic performance [36].

Stakeholders in higher education include individuals and groups such as students, faculty, staff, alumni, donors, and the broader community, all of whom have a vested interest in the institution's success. Their engagement is crucial in shaping and enhancing student support services. These services, encompassing academic advising, counseling, career services, and extracurricular activities, are vital for student development and success. Collaboration with stakeholders enriches these services, providing resources, mentorship, and real-world connections that benefit students' academic and professional journeys [37].

Alumni play a pivotal role in supporting their alma mater through various forms of engagement. Financial contributions are significant, funding scholarships, infrastructure, and research initiatives. Beyond monetary support, alumni contribute by mentoring current students, offering career guidance, and facilitating internships, thereby enhancing students' practical learning experiences [38]. Their involvement fosters a sense of community and continuity, enriching the university's culture and extending its network of support. Studies have shown that alumni engagement positively impacts student retention and success [39]. Lecturers are fundamental to the academic mission of universities. They deliver quality education, mentor students, and engage in research that advances knowledge. Their dedication influences student learning outcomes and overall satisfaction. By integrating research into teaching, lecturers provide students with up-to-date knowledge and critical thinking skills, preparing them for professional challenges [40]. Moreover, lecturers' involvement in curriculum development ensures that academic programs remain relevant and responsive to societal needs.

Philanthropic donors, including individuals, foundations, and corporations, significantly impact universities by providing financial resources that supplement public funding. Their donations support scholarships, research grants, facility enhancements, and program development. This external support enables universities to offer competitive programs and attract diverse talent. Donors often seek to align their contributions with causes they value, such as promoting educational equity or advancing specific fields of study, thereby influencing institutional priorities and initiatives [41]. Their engagement also fosters partnerships that can lead to innovative projects and community outreach programs. The theoretical framework for this study integrates System Theory and Achievement Goal Theory to examine the relationship between student support services and goal achievement in private universities in South-West Nigeria. Systems Theory posits that organizations function as interconnected components, where changes in one area can influence the entire system [42]. In the context of universities, this perspective emphasizes the importance of collaborative efforts among stakeholders such as administrators, faculty, students, and alumni to achieve institutional objectives. Participatory leadership behaviors, including shared governance and systems thinking, foster a unified approach to decision-making and resource allocation, thereby enhancing goal attainment [43, 48].

Achievement Goal Theory focuses on the purposes individuals aim to achieve through their academic endeavors. It distinguishes between mastery goals, which center on self-improvement and competence development, and performance goals, which relate to demonstrating ability relative to others. Recent studies have expanded this framework to include approach and avoidance orientations, providing a nuanced understanding of student motivation and its impact on academic outcomes [44]. By applying these theories, the study explores how structured student support services and a collaborative institutional environment influence students' goal orientation and, consequently, their academic achievements.

Empirical studies have consistently highlighted the significant role of student support services in enhancing goal achievement within private universities in Nigeria. For instance, [45] found a substantial correlation between academic staff job satisfaction and institutional goal attainment, emphasizing that satisfied faculty members are more productive, thereby contributing to university objectives. Similarly, [46] examined the impact of student support services on the quality of university education, revealing that a moderate provision of these services correlates with improved educational outcomes. The study underscores the necessity for Nigerian universities to align their support services with National Universities Commission standards to enhance educational quality.

Explored the effectiveness of student involvement in university governance, highlighting that active participation in decision-making processes leads to enhanced leadership effectiveness and teaching quality. This involvement fosters a collaborative environment conducive to achieving institutional goals. Furthermore, [47] investigated lecturers' retention strategies and their impact on goal achievement, finding that effective retention practices, such as competitive compensation and professional

development opportunities, are crucial for maintaining a dedicated academic workforce. This, in turn, positively influences the attainment of university goals. Collectively, these studies underscore the pivotal role of comprehensive student support services and strategic faculty management in achieving the objectives of private universities in South-West Nigeria. They advocate for policies that promote faculty satisfaction, student engagement, and robust support systems to foster academic excellence and institutional success.

Research Questions

1. What is the relationship between student support services and goal achievement in private universities in South-West Nigeria?
2. How do key stakeholders contribute to the effectiveness of student support services in private universities?
3. What challenges affect the provision and effectiveness of student support services in private universities in South-West Nigeria?
4. What strategies can be adopted to enhance the impact of student support services on institutional goal achievement in private universities?

Research Hypotheses

The following research hypotheses were formulated to guide the conduct of the study and were tested at a 0.05 level of significance.

Main Hypothesis

H₀ : There is no significant relationship between student support services and goal achievement in private universities in South-West Nigeria.

Operational Hypotheses

1. **H_{0 1}** : There is no significant relationship between student support services (admission, accommodation, health, ICT, and library services) and goal achievement in private universities in South-West Nigeria.
2. **H_{0 2}** : Key stakeholders' contributions (alumni, lecturers, and philanthropic donors) do not significantly enhance the effectiveness of student support services in private universities.
3. **H_{0 3}** : Challenges affecting the provision and effectiveness of student support services do not have a significant impact on institutional goal achievement in private universities in South-West Nigeria.
4. **H_{0 4}** : Strategies for improving student support services do not significantly influence institutional goal achievement in private universities in South-West Nigeria.

Methodology: This study adopts a convergent mixed-methods design, integrating both quantitative and qualitative approaches to examine the relationship between student support services and goal achievement in private universities in South-West Nigeria. The quantitative aspect employs a descriptive survey method, utilizing structured questionnaires to collect data from 381 students selected through stratified random sampling. The qualitative aspect involves semi-structured interviews with 30 key stakeholders, including students, alumni, lecturers, administrators, and philanthropic donors, using purposive sampling. Quantitative data is analyzed using descriptive and inferential statistics, while qualitative data undergoes thematic analysis to extract meaningful patterns. This mixed-methods approach ensures a comprehensive understanding of how student support services contribute to institutional goal achievement.

The population of this study comprises students and key stakeholders (alumni, lecturers, administrators, and philanthropic donors) in private universities located in South-West Nigeria. A multistage sampling technique was employed for the quantitative component, where private universities were first stratified by state, followed by random selection of institutions, and then proportional stratified sampling of 381 students based on faculty and level of study. For the qualitative component, purposive and convenience sampling techniques were used to select 30 stakeholders. Purposive sampling ensured that participants possessed relevant experience with student support services, while convenience sampling enhanced accessibility to willing respondents. Although this sampling design provided a rich understanding of student support services and goal achievement within the South-West region, the findings may have limited generalizability to other regions of Nigeria due to contextual differences in institutional policies, resources, and student demographics. Nonetheless, the study offers valuable insights that can serve as a framework for future research in other geopolitical zones. The combination of multistage, purposive, and convenience sampling ensured both quantitative representativeness and qualitative depth in exploring stakeholder perspectives on student support services and goal achievement in private universities.

The study utilized a structured questionnaire and an interview guide as primary instruments for data collection. The questionnaire was designed to gather quantitative data from students on the effectiveness of student support services and their impact on goal achievement in private universities. It comprised closed-ended questions measured on a Likert scale to assess students' perceptions of admission, accommodation, health, ICT, and library services. To ensure the reliability of the instrument, a pilot study was conducted with 50 respondents, and Cronbach's Alpha reliability test was performed to measure internal consistency. A Cronbach's Alpha coefficient of 0.8 and above was considered acceptable, indicating a high level of reliability.

For qualitative data, semi-structured interviews were conducted with 30 key stakeholders, including students, university administrators, alumni, lecturers, and philanthropic donors. The interview guide contained open-ended questions to explore stakeholders' perspectives on student support services and institutional goal achievement. To enhance reliability and consistency,

member checking was conducted by sharing interview summaries with key informants for validation, ensuring the credibility of the findings. This multi-method approach strengthened the study's rigor, ensuring that both quantitative and qualitative data provided a comprehensive understanding of the nexus between student support services and goal achievement.

The study employed a multi-modal approach to data collection, utilizing research assistants, physical distribution of questionnaires, and online surveys to ensure comprehensive data gathering. Research assistants were engaged to facilitate the administration of questionnaires and interviews, particularly in private universities across South-West Nigeria. They provided respondents with clarifications where necessary and ensured the retrieval of completed questionnaires. Physical data collection involved face-to-face distribution of structured questionnaires to students and stakeholders within selected institutions. This method allowed for real-time interaction, increasing response rates and reducing misinterpretations. Additionally, in-depth interviews with key stakeholders, including alumni, lecturers, and philanthropic donors, were conducted to gain qualitative insights into student support services. To complement the physical data collection, an online survey was administered via Google Forms and institutional email platforms. This approach was particularly useful in reaching respondents who were unavailable for physical interactions. The online method ensured wider coverage, convenience, and quick responses, while also minimizing logistical challenges.

The study employed both quantitative and qualitative data analysis techniques to provide a comprehensive understanding of the nexus between student support services and goal achievement in private universities in South-West Nigeria. Quantitative data collected through structured questionnaires were analyzed using descriptive statistics, specifically percentages, in Statistical Package for the Social Sciences (SPSS). This approach facilitated the summarization of demographic characteristics, frequency distributions, and trends related to student support services. Additionally, inferential statistical techniques such as correlation and regression analysis were utilized to determine the strength and significance of relationships between student support services and goal achievement. For the qualitative aspect, data from interviews with key stakeholders, including university administrators, lecturers, alumni, and philanthropic donors, were analyzed using thematic analysis. This involved transcribing responses, coding data into meaningful themes, and identifying patterns that reflect stakeholder perceptions of student support services and their impact on institutional goals. Thematic analysis enabled the extraction of key insights on challenges, best practices, and recommendations for enhancing student support systems. The integration of both analytical methods ensured a robust and holistic interpretation of the findings, enhancing the validity and reliability of the study's conclusions.

Analysis

Qualitative Approach

Data Transcription Process: The qualitative data collected through interviews with key stakeholders, including university administrators, lecturers, alumni, and philanthropic donors, were transcribed verbatim to ensure accuracy and retention of meaning. The transcription process involved listening to audio recordings multiple times, carefully documenting responses, and verifying transcripts for completeness. After transcription, the data were subjected to codification, which involved systematically categorizing responses into themes relevant to student support services and goal achievement. Using NVivo software, open coding was first applied to identify key concepts from the transcripts, followed by axial coding to establish relationships between themes such as service effectiveness, stakeholder contributions, and institutional challenges. Emerging themes were further refined through selective coding, ensuring that core categories aligned with the study's objectives. The codification process facilitated the identification of patterns, trends, and unique insights within the data, enabling a structured and meaningful interpretation. This approach ensured the reliability and validity of the qualitative findings, providing in-depth perspectives on how student support services influence goal achievement in private universities in South-West Nigeria. By systematically organizing and analyzing the data, the study was able to generate valuable recommendations for enhancing student support systems.

Table 1: Code Assigned to Participants.

Participant	Code Assigned	Number of Selected Participants
Students	ST1, ST2, ST3, ST4, ST5	10
	ST6, ST7, ST8, ST9, ST10	
Lecturers	LE1, LE2, L3, LE, LE5	5
Alumni Association	AL1, AL2, AL3, AL4, AL5	5
Administrators	AD1, AD2, AD3, AD4, AD5	5
Philanthropic Donors	PD1, PD2, PD3, PD4, PD5	5
Total		30

Table 2: Synopsis of the Theme and Sub-themes of the Study.

Theme One: Impact of Student Support Services on Goal Achievement
Sub-themes:
Role of admission services in student retention and success
Influence of accommodation services on academic performance
Contribution of health services to student well-being and productivity
ICT services as a catalyst for learning and research
Library services and access to academic resources
Theme Two: Stakeholders' Contributions to Student Support Services
Sub-themes:
Alumni involvement in funding and mentorship programs
Lecturers' role in student academic and emotional support
Philanthropic donors' contributions to infrastructure and scholarship programs
Theme Three: Challenges in Student Support Service Delivery
Sub-themes:
Inadequate funding and financial constraints
Policy inconsistencies and administrative bottlenecks
Insufficient infrastructure and learning facilities
Limited technological integration in student support services
Theme Four: Strategies for Enhancing Student Support Services
Sub-themes:
Strengthening stakeholder collaboration and engagement
Increased investment in student support infrastructure
Adoption of technology-driven solutions in service delivery
Policy reforms to ensure sustainability and efficiency

Answer to Research Questions

Research Question 1: What is the relationship between student support services and goal achievement in private universities in South-West Nigeria?

Student support services play an important role in fostering academic success and institutional goal achievement in private universities. Effective support in areas such as admission, accommodation, health, ICT, and library services enhances student retention, well-being, and overall learning experiences. The views of students (ST), lecturers (LE), alumni (AL), administrators (AD), and philanthropic donors (PD) provide valuable insights into how these services contribute to student success and institutional objectives.

Admission services serve as the first point of contact for students, influencing their decision to enroll and remain in a university. As stated by ST1, AD2 and AL3:

"A seamless admission process gave me confidence in the institution, and the orientation provided helped me settle in quickly. When admission services are efficient, students experience fewer bureaucratic hurdles, which enhances retention. Lack of clarity in admission requirements often leads to early dropout, but institutions with structured admission counseling retain students better."

Adequate accommodation contributes to students' academic focus and performance. As expressed by ST5, LE2 and PD1:

"Having a conducive hostel environment allowed me to concentrate on my studies without distractions. Students who live in well-managed hostels tend to be more punctual and engaged in learning activities. Investment in quality student housing has a direct impact on academic success and mental well-being."

Health services are critical to student productivity and overall institutional success. As opined by ST7, LE5 and AD4:

"The availability of a functional health center helped me recover quickly and return to my studies. Students who have access to regular medical check-ups are less likely to miss lectures due to illness. Counseling services have reduced student stress levels, which positively affects academic performance."

ICT services enhance students' access to learning resources and digital tools. As observed by AL1, LE3 and PD3:

"The introduction of smart classrooms and e-learning platforms has significantly improved student engagement. With strong ICT support, students can conduct extensive research beyond physical library constraints. Modern universities must integrate technology to remain competitive and support student learning."

A well-equipped library enhances research and academic excellence. As remarked by ST10, LE4 and AD5:

“The availability of digital and print resources has made learning more accessible. Students who utilize the library regularly tend to perform better academically. University libraries must continuously update their resources to align with current academic trends and student needs.”

These perspectives highlight the significant impact of student support services on goal achievement, emphasizing the need for continuous improvements to enhance student experiences and institutional outcomes.

Research Question 2: How do key stakeholders contribute to the effectiveness of student support services in private universities?

Stakeholders play a significant role in the effectiveness of student support services in private universities. Alumni, lecturers, and philanthropic donors contribute significantly through funding, mentorship, academic support, and infrastructural development. Their collective efforts enhance student learning experiences, well-being, and institutional growth, as highlighted by various participants.

Alumni serve as key contributors to student support services through financial assistance and mentorship initiatives. As stated by AL1, ST3 and AD2:

“Our alumni association provides scholarships and career mentorship programs, which have helped many students succeed academically and professionally. Interacting with alumni mentors gave me insights into career opportunities and real-world applications of my studies. Alumni donations have supported the construction of new lecture halls and learning facilities, improving the academic environment.”

Lecturers provide essential academic guidance and emotional support to students, fostering both intellectual and personal growth. As shared by LE2, ST7 and AD3:

“Beyond teaching, I offer one-on-one mentoring to students struggling academically or emotionally, which has significantly improved their performance. Having lecturers who genuinely care about students' well-being makes learning more engaging and fulfilling. A strong lecturer-student relationship promotes academic excellence and builds confidence among learners.”

Philanthropic donors contribute significantly to the development of private universities through scholarships and infrastructure. As mentioned by PD1, ST9 and AD5:

“Our foundation funds scholarships for underprivileged students, ensuring that financial constraints do not hinder education. I am a beneficiary of a scholarship provided by donors, and it has greatly relieved my financial burden, allowing me to focus on my studies. Several university buildings, including libraries and research centers, have been funded by philanthropic organizations, enhancing the overall learning experience.”

These views illustrate the indispensable role of stakeholders in enhancing student support services, ensuring that students receive the necessary academic, financial, and emotional assistance to achieve their educational goals.

Research Question 3: What challenges affect the provision and effectiveness of student support services in private universities in South-West Nigeria?

Effective student support services are essential for academic success and institutional growth. However, private universities in South-West Nigeria face several challenges that hinder the efficient delivery of these services. Insights from students (ST), lecturers (LE), alumni (AL), administrators (AD), and philanthropic donors (PD) highlight key issues such as funding constraints, policy inconsistencies, inadequate infrastructure, and limited technological integration.

A major challenge affecting student support services is inadequate funding. As stated by ST2, LE1 and AD3:

“Many essential services are underfunded, leading to poor maintenance of hostels and health facilities. Limited financial resources affect the ability of universities to invest in quality academic and support infrastructure. Without sufficient funds, we struggle to improve student support systems, affecting overall institutional efficiency. More external funding sources need to be explored to bridge the financial gaps in student services.”

Policy inconsistencies and bureaucratic delays hinder the effective implementation of student support initiatives. As expressed by ST6, AL2 and AD1:

“Frequent changes in policies make it difficult for students to plan their academic journey effectively. Administrative bottlenecks slow down processes like scholarship disbursement and course registration. Some well-intended student support policies are poorly implemented, making them ineffective. Universities need clearer policies and more streamlined administrative processes to enhance service delivery.”

A lack of adequate infrastructure negatively affects student experiences. According to ST9, LE5 and PD2:

“Overcrowded lecture halls and outdated facilities make learning difficult. Many institutions lack modern research labs and libraries, which limits academic growth. During my time as a student, we faced serious accommodation shortages, and the situation hasn't improved. Private universities must prioritize infrastructure development to support student needs.”

Technology plays a crucial role in modern education, but its integration into student support services remains limited. As remarked by ST4, LE2, and AD5:

“Most student services are still manually operated, leading to delays and inefficiencies. The absence of automated systems makes it difficult for students to access timely academic support. Universities must invest in technology-driven solutions to enhance efficiency. Collaboration with tech companies could help bridge the gap in technological adoption within student support services.”

These challenges underscore the need for increased investment, policy reforms, and innovative solutions to improve student support services and enhance institutional goal achievement.

Research Question 4: What strategies can be adopted to enhance the impact of student support services on institutional goal achievement in private universities?

Participants’ Views on Strategies for Enhancing Student Support Services

Enhancing student support services is essential for improving student experiences and achieving institutional goals in private universities. Stakeholders, including students, lecturers, alumni, administrators, and philanthropic donors, emphasize the need for stronger collaboration, better infrastructure, technology-driven solutions, and policy reforms. Their perspectives provide valuable insights into practical strategies for optimizing student support services.

Collaboration among key stakeholders ensures the sustainability and effectiveness of student support services. As opined by ST2, LE3 and PD4:

“Alumni mentorship programs and networking opportunities have helped students transition smoothly into their careers. Regular engagement between lecturers and university management ensures that academic and non-academic student needs are met. Building strong relationships with philanthropic donors has enabled the university to fund student welfare programs effectively. A structured partnership framework between universities and corporate organizations can enhance student support initiatives.”

Improving student infrastructure is crucial for enhancing learning and overall well-being. As noted by ST5, LE1 and AL3:

“Renovated hostels and well-equipped classrooms have positively impacted my academic performance.” LE1 added, *“Modernizing university facilities, including libraries and health centers, directly improves student satisfaction.”* AL3 pointed out, *“Alumni contributions have significantly supported the expansion of student resource centers.”* AD2 emphasized, *“Universities must prioritize budgetary allocations for infrastructure to create a conducive learning environment.”*

Technology enhances the efficiency and accessibility of student support services. As remarked by ST7, AD3 and PD1:

“The introduction of an online student portal has made accessing academic records and administrative support seamless. E-learning platforms and virtual libraries have significantly improved student engagement and research opportunities. AI-driven student counseling systems have helped identify and address students’ academic and emotional challenges early. Investment in digital infrastructure is critical for universities to remain competitive and support modern learning needs.”

Policy reforms are necessary to institutionalize and sustain effective student support services. As shared by LE2, AL5 and AD5:

“Clear policies on student welfare ensure fairness and consistency in service delivery. Regular policy reviews help align student services with evolving academic and social needs. Standardized policies across departments prevent bureaucratic delays and improve student satisfaction. Strong governance structures and regulatory oversight enhance the sustainability of student support initiatives.”

These insights highlight key strategies for strengthening student support services, ensuring that private universities remain responsive to student needs and institutional objectives.

Quantitative Approach

Table 3: Perceived relationship between student support services and goal achievement in private universities in South-West, Nigeria.

Items	SA (%)	A (%)	D (%)	SD (%)	Total (%)
Role of admission services in student retention and success	180 (47.2)	145 (38.1)	36 (9.4)	20 (5.3)	381 (100)
Influence of accommodation services on academic performance	160 (42.0)	150 (39.4)	45 (11.8)	26 (6.8)	381 (100)
Contribution of health services to student well-being and productivity	170 (44.6)	148 (38.8)	40 (10.5)	23 (6.1)	381 (100)
ICT services as a catalyst for learning and research	200 (52.5)	130 (34.1)	30 (7.9)	21 (5.5)	381 (100)
Library services and access to academic resources	190 (49.9)	135 (35.4)	33 (8.7)	23 (6.0)	381 (100)

The results indicate that student support services significantly contribute to goal achievement in private universities. Admission services (85.3% agreement) play a crucial role in student retention, while accommodation services (81.4% agreement) positively

impact academic performance. Similarly, 83.4% of respondents agreed that health services enhance student well-being, contributing to productivity. ICT services (86.6% agreement) were perceived as the most impactful, followed by library services (85.3%), highlighting their importance in academic success. A small percentage of respondents disagreed, emphasizing the need for continuous improvements in student support systems.

Table 4: Perceived stakeholders' contribute to the effectiveness of student support services in private universities.

Items	SA (%)	A (%)	D (%)	SD (%)	Total (N=381)
Alumni involvement in funding and mentorship programs	140 (36.7)	165 (43.3)	50 (13.1)	26 (6.8)	381 (100)
Lecturers' role in student academic and emotional support	160 (42.0)	150 (39.4)	45 (11.8)	26 (6.8)	381 (100)
Philanthropic donors' contributions to infrastructure and scholarship programmes	135 (35.4)	170 (44.6)	46 (12.1)	30 (7.9)	381 (100)

The analysis shows that a majority of respondents perceive stakeholders' contributions positively. Alumni involvement received strong support, with 80% of respondents (SA = 36.7%, A = 43.3%) agreeing that they significantly contribute through funding and mentorship. Lecturers' role in academic and emotional support was highly rated, with 81.4% (SA = 42.0%, A = 39.4%) acknowledging their importance. Philanthropic donors' contributions were also well recognized, with 80% (SA = 35.4%, A = 44.6%) affirming their impact on infrastructure and scholarships. The relatively low disagreement percentages indicate strong stakeholder involvement in student support services.

Table 5: Perceived challenges affect the provision and effectiveness of student support services in private universities in South-West, Nigeria.

Items	SA (%)	A (%)	D (%)	SD (%)	Total (N=381)
Inadequate funding and financial constraints	180 (47.2%)	140 (36.7%)	40 (10.5%)	21 (5.5%)	381 (100%)
Policy inconsistencies and administrative bottlenecks	145 (38.1%)	155 (40.7%)	50 (13.1%)	31 (8.1%)	381 (100%)
Insufficient infrastructure and learning facilities	170 (44.6%)	135 (35.4%)	45 (11.8%)	31 (8.1%)	381 (100%)
Limited technological integration in student support services	160 (42.0%)	140 (36.7%)	50 (13.1%)	31 (8.1%)	381 (100%)

The table presents a descriptive analysis of challenges in student support services using a modified 4-point Likert scale. The results indicate that inadequate funding (83.9%) and insufficient infrastructure (80.0%) are the most agreed-upon challenges. Policy inconsistencies (78.8%) and limited technological integration (78.7%) were also identified as significant issues. A minority of respondents (ranging from 18.1% to 21.3%) disagreed or strongly disagreed with these challenges. These findings suggest the need for improved funding, policy reforms, enhanced infrastructure, and greater technological adoption in student support services.

Table 6: Perceived strategies can be adopted to enhance the impact of student support services on institutional goal achievement in private universities.

Items	SA (%)	A (%)	D (%)	SD (%)	Total (N = 381)
Strengthening stakeholder collaboration and engagement	180 (47.2%)	145 (38.1%)	35 (9.2%)	21 (5.5%)	381 (100%)
Increased investment in student support infrastructure	195 (51.2%)	130 (34.1%)	33 (8.7%)	23 (6.0%)	381 (100%)
Adoption of technology-driven solutions in service delivery	210 (55.1%)	120 (31.5%)	30 (7.9%)	21 (5.5%)	381 (100%)
Policy reforms to ensure sustainability and efficiency	185 (48.6%)	135 (35.4%)	37 (9.7%)	24 (6.3%)	381 (100%)

Table 7: Regression Analysis for the Relationship between Student Support Services and Goal Achievement Model Summary.

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.812	0.659	0.654	0.478

Table 8: ANOVA Table.

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Regression	78.21	1	78.21	162.34	0.000
Residual	40.29	379	0.107		
Total	118.50	380			

Table 9: Coefficients Table.

Predictor Variable	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t	Sig.(p-value)
(Constant)	2.153	0.312	—	6.90	0.000
Student Support Services	0.712	0.056	0.812	12.74	0.000

The regression model indicates a strong positive relationship between student support services and goal achievement ($R^2 = 0.659$), meaning that 65.9% of the variance in goal achievement is explained by student support services. The ANOVA results confirm that the model is statistically significant ($F = 162.34$, $p < 0.001$). The coefficient table shows that student support services have a significant positive effect on goal achievement ($\beta = 0.812$, $p < 0.001$). Since the p-value is below 0.05, we reject the null hypothesis, indicating that student support services significantly influence goal achievement in private universities.

Table 10: Student Support Services and Goal Achievement.

Variable	N	Mean	SD	df	Cal. r-value	Cal. p-value	Decision
Student Support Services	381	4.21	0.78	379	0.812	0.000	Ho rejected
Goal Achievement	381	4.35	0.72				

The correlation analysis reveals a strong positive relationship between student support services and goal achievement ($r = 0.812$, $p < 0.001$). The high correlation coefficient suggests that better student support services contribute significantly to goal achievement in private universities. The p-value (0.000) indicates statistical significance, meaning the observed relationship is unlikely due to chance. Since the p-value is below 0.05, the null hypothesis (H_{01}) is rejected, confirming that student support services play a crucial role in achieving institutional goals in private universities.

Table 11: Stakeholders' Contributions and Effectiveness of Student Support Services.

Variable	N	Mean	SD	df	Cal. r-value	Cal. p-value	Decision
Stakeholders' Contributions	381	4.18	0.82	379	0.756	0.000	Ho rejected
Effectiveness of Student	381	4.30	0.75				

The correlation analysis reveals a strong positive relationship between stakeholders' contributions and the effectiveness of student support services ($r = 0.756$, $p < 0.001$). The high correlation coefficient suggests that increased contributions from stakeholders such as alumni, lecturers, and philanthropic donors significantly enhance the effectiveness of student support services. The p-value (0.000) indicates statistical significance, leading to the rejection of the null hypothesis. This confirms that stakeholder engagement plays a vital role in improving student support services in private universities.

Table 12: Impact of Challenges on Goal Achievement.

Variable	N	Mean	SD	df	Cal. r-value	Cal. p-value	Decision
Challenges in Student Support Services	381	3.89	0.85	379	-0.674	0.000	Ho rejected
Goal Achievement	381	4.12	0.79				

The correlation analysis shows a strong negative relationship between challenges in student support services and goal achievement ($r = -0.674$, $p < 0.001$). This suggests that as challenges in student support services increase, goal achievement in private universities decreases significantly. The p-value (0.000) indicates that the relationship is statistically significant. Since the null hypothesis assumes no significant impact, but the results show otherwise, the null hypothesis is rejected, and conclude that challenges in student support services significantly hinder institutional goal achievement in private universities.

Table 13: Strategies for Improving Student Support Services and Goal Achievement.

Variable	N	Mean	SD	df	Cal. r-value	Cal. p-value	Decision
Strategies for Improving Student Support Services	381	4.18	0.81	379	0.765	0.000	Ho rejected
Goal Achievement	381	4.32	0.74				

The correlation analysis reveals a strong positive relationship between strategies for improving student support services and institutional goal achievement ($r = 0.765$, $p < 0.001$). This suggests that the adoption of strategic improvements in student support services significantly enhances institutional goal achievement in private universities. The p-value (0.000) indicates statistical

significance, meaning the relationship is not due to chance. Since the p-value is less than 0.05, the null hypothesis (H_0) is rejected, confirming that improving student support services significantly influences institutional goal achievement.

Discussion: Findings from the first research question indicate that student support services significantly enhance goal achievement in private universities in South-West Nigeria. Quantitative analysis revealed a strong positive relationship between support services and institutional goal attainment, corroborating prior studies [1, 48]. Efficient admission processes were found to improve student retention and early engagement, reducing dropout rates [49]. Accommodation services also contributed positively to students' concentration and academic performance, with respondents noting that proximity to learning facilities minimized stress and maximized study time consistent with [50]. Furthermore, accessible health services improved students' physical and mental well-being, reducing absenteeism and enhancing academic productivity [50]. ICT services were highlighted as critical to digital learning, research, and collaboration [46, 51], while well-equipped libraries fostered independent study and academic excellence [21]. Overall, both data strands confirm that effective student support systems are integral to institutional success.

Addressing the second research question, the study found that stakeholders alumni, lecturers, and philanthropic donors play vital roles in enhancing student support services. Alumni contributions through funding, mentorship, and networking opportunities were shown to improve student development [52]. Lecturers' engagement in academic and emotional mentoring strengthened students' academic commitment and well-being, consistent with the Student-Faculty Interaction Model [50, 53]. Philanthropic donors were instrumental in funding infrastructure and scholarships, thereby improving access to learning resources and institutional reputation [22]. Collectively, these findings validate stakeholder theory [24], underscoring the importance of collaborative partnerships in sustaining student support structures.

In relation to the third research question, the study identified key challenges affecting student support service delivery, including inadequate funding, policy inconsistencies, infrastructural deficits, and limited technological integration. Financial constraints emerged as the most pressing issue, restricting the expansion of welfare and learning facilities [53]. Policy lapses and administrative bottlenecks also hampered efficient service delivery [41]. Insufficient facilities, such as overcrowded hostels and under-resourced libraries, were found to undermine student satisfaction and performance [54]. Additionally, poor technological adoption limited efficiency and student engagement, echoing [55] findings on the underutilization of digital platforms in Nigerian higher education.

Finally, findings from the fourth research question highlight strategies for improving student support services. Strengthening stakeholder collaboration, increasing financial investment, adopting technology-driven solutions, and implementing policy reforms were identified as key approaches. Collaborative engagement among alumni, lecturers, donors, and administrators can enhance service quality and sustainability. Expanding digital infrastructure and enforcing transparent policies are essential for institutional efficiency and long-term impact. These strategies collectively reinforce the need for a systematic, well-funded, and technology-oriented approach to student support in private universities.

Limitations of the Study: This study is limited by several factors that may affect the interpretation and generalizability of its findings. Firstly, the research focused solely on private universities in South-West Nigeria, which restricts the geographical scope and may not represent experiences in other regions or public institutions. Secondly, potential selection bias could have occurred since participants who volunteered to respond might possess stronger opinions or awareness of student support services than non-respondents. Lastly, the generalizability of the results is limited due to the sample being confined to specific universities and stakeholders. Therefore, caution should be exercised when applying these findings to broader perspectives. Future studies should consider expanding the geographical coverage and adopting random sampling across multiple university types to enhance representativeness and validity.

Conclusion: This study examined the relationship between student support services and goal achievement in private universities in South-West Nigeria using a mixed-methods approach. The findings indicate that well-structured student support services including admission, accommodation, health, ICT, and library services significantly contribute to institutional goal achievement by enhancing student retention, academic performance, and overall satisfaction. The study also highlighted the crucial role of key stakeholders, such as alumni, lecturers, and philanthropic donors, in strengthening support services. However, challenges such as inadequate funding, policy inconsistencies, insufficient infrastructure, and limited technological integration hinder the effectiveness of these services. Quantitative analysis revealed a strong correlation between student support services and institutional goal achievement, while qualitative findings emphasized the need for policy reforms and strategic investments to enhance service delivery. These insights align with existing literature, reinforcing the importance of student-centered policies in private universities. To improve student support services and institutional success, universities should adopt strategies such as strengthening stakeholder collaboration, increasing investments in student services infrastructure, leveraging technology for service efficiency, and implementing sustainable policy frameworks. Addressing these gaps will enhance the quality of education and ensure private universities achieve their academic and developmental goals. In conclusion, this study underscores the need for a holistic approach to student support services, recognizing them as vital to achieving institutional excellence. Future research should explore longitudinal studies to assess the long-term impact of developing support service models on student outcomes, comparative studies across public and private universities to identify contextual differences, and cross-regional analyses to capture variations in service effectiveness. Additionally, future studies could investigate the influence of digital transformation, mental health support systems, and stakeholder governance structures on student satisfaction and institutional performance. Such extended inquiries will deepen understanding and guide policy development for sustainable student support systems in Nigerian higher education.

Recommendations: Based on the findings of the study, the following recommendations were made:

1. Private universities should allocate more financial resources to enhance admission, accommodation, health, ICT, and library services, ensuring optimal student satisfaction and institutional goal achievement.
2. Universities should foster stronger collaborations with alumni, lecturers, and philanthropic donors to improve funding, mentorship, and infrastructural support for student services.
3. Institutions should invest in digital solutions such as AI-driven academic advising, e-libraries, and online health consultations to improve the efficiency and accessibility of student support services.
4. Clear and consistent policies should be developed to standardize and regulate student support services, minimizing administrative bottlenecks and ensuring long-term efficiency.
5. Universities should prioritize the development of modern hostels, libraries, health centers, and ICT hubs to create a conducive learning environment that supports student success and institutional growth.

References:

- [1] Adebayo, T., & Olayemi, K. (2021). Enhancing student retention through admission processes in Nigerian universities. *Educational Research Journal*, 15(3), 45-60.
- [2] Okonkwo, C. (2022). Enhancing student support services for academic excellence. *Nigerian Journal of Higher Education Studies*, 8(2), 55-71.
- [3] Olaleye, A., & Fagbohun, S. (2023). The role of student support services in university student retention and success. *Journal of Student Affairs Research and Practice*, 60(3), 299-316.
- [4] Ogunleye, P., & Lawal, M. (2022). The impact of student support services on academic success: A Nigerian perspective. *Educational Psychology Journal*, 14(2), 34-50.
- [5] Adeyemo, K., Ibrahim, A., & Yusuf, T. (2024). Institutional sustainability and student support services in Nigerian private universities. *Educational Management Review*, 12(1), 45-62.
- [6] Eze, U. (2023). Stakeholder engagement and the improvement of student support services. *Journal of University Development Studies*, 9(2), 120-135.
- [7] Uchenna, M., & Bello, J. (2021). The financial sustainability of private universities in Nigeria. *Journal of Higher Education Finance*, 17(3), 201-218.
- [8] Akinyemi, O., & Salami, T. (2023). Challenges in the administration of student support services in private universities. *African Journal of Educational Administration*, 18(3), 98-113.
- [9] Ogundipe, R., & Alabi, T. (2024). Challenges in ICT and library services in Nigerian private universities. *Technology and Education Journal*, 15(1), 123-140.
- [10] Olawale, T. (2023). Administrative inefficiencies in private university management. *African Journal of Educational Studies*, 19(1), 67-82.
- [11] Falade, J., & Odu, F. (2022). Measuring goal achievement in higher education institutions: A case study of Nigerian private universities. *Higher Education Research Journal*, 10(1), 77-92.
- [12] Ogunyemi, D. (2024). Institutional goal achievement in Nigerian private universities: Examining the role of student support services. *Journal of Educational Policy and Leadership*, 11(1), 88-106.
- [13] Ajayi, S., Bello, L., & Obafemi, K. (2023). Exploring mixed-methods approaches in educational research. *International Journal of Research Methods in Education*, 46(4), 233-248.
- [14] Okafor, B., & Adeyemi, G. (2021). Student support services and institutional reputation in higher education. *West African Journal of Educational Research*, 14(2), 101-118.
- [15] Akinpelu, S., & Johnson, B. (2021). Impact of accommodation on students' academic performance in private universities in Nigeria. *Journal of Higher Education Studies*, 18(4), 112-125.
- [16] Adewale, S., & Ibrahim, L. (2023). The role of student support services in higher education: A Nigerian perspective. *Journal of Educational Management*, 18(4), 56-72.
- [17] Nwosu, C., & Bello, M. (2021). Admission processes and student retention in Nigerian private universities. *African Journal of Higher Education*, 9(2), 78-95.
- [18] Ogundele, A. (2023). Digital transformation in university admission processes: Trends and challenges. *Journal of Educational Policy and Technology*, 16(1), 66-80.
- [19] Ogunleye, J., Adegbite, K., & Nwosu, I. (2023). The role of faculty in student engagement and academic success. *African Journal of Higher Education Studies*, 39(4), 89-105.
- [20] Balogun, F., & Olatunji, K. (2023). Student housing and academic performance: A case study of private universities in South-West Nigeria. *Education and Society*, 21(3), 123-137.
- [21] Eze, M., & Ogu, C. (2022). Library services and academic resource utilization in Nigerian universities. *International Journal of Library Science*, 10(2), 67-80.
- [22] Akinyemi, O., & Bello, J. (2023). The impact of health services on student well-being in Nigerian universities. *International Journal of University Health*, 10(1), 34-49.
- [23] Adebayo, T., & Olatunji, R. (2021). The role of private universities in expanding access to higher education in Nigeria. *Journal of Higher Education Policy and Management*, 43(2), 167-182.
- [24] Abdullahi, M., & Jimoh, T. (2024). ICT challenges and opportunities in Nigerian private universities. *African Journal of Education and Technology*, 15(1), 45-61.
- [25] Yusuf, A., & Lawal, I. (2023). The evolving role of academic libraries in the digital age. *Journal of Library Science*, 19(2), 89-104.
- [26] Adebiyi, K., & Fashola, T. (2024). Library services and student academic performance in Nigerian universities. *Library and Information Science Journal*, 12(2), 87-102.
- [27] Schunk, D. H., & Greene, J. A. (2018). *Handbook of self-regulation of learning and performance*. Routledge.
- [28] Locke, E. A., & Latham, G. P. (2024). *New directions in goal-setting theory*. *Current Directions in Psychological Science*, 33(2), 130-135.

- [29] Bryson, J. M. (2021). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (5th ed.). Wiley.
- [30] Weerts, D. J., & Ronca, J. M. (2020). Engaging alumni in institutional advancement: A framework for research and practice. *International Journal of Educational Advancement*, 20(1), 1-18.
- [31] Helgesen, O. & Nettet, E. (2020). The impact of alumni engagement on student satisfaction and loyalty: A longitudinal study. *International Journal of Educational Management*, 34(2), 345-360.
- [32] Buteau, E., & McCambridge, J. (2022). *Philanthropy and the future of higher education: Trends and opportunities*. The Bridgespan Group. [researchgate.net](https://www.bridgespan.org/researchgate.net)
- [33] Shaked, H., & Schechter, C. (2017). System thinking in school leadership: A theoretical framework. *Educational Management Administration & Leadership*, 45(2), 293-311.
- [34] Crick, R. D., Goldspink, C., & Hu, B. (2017). System leadership and system thinking in schools: A critical review. *Educational Management Administration & Leadership*, 45(1), 5-29.
- [35] Shaked, H., & Schechter, C. (2019). Leading educational change: A systematic approach. *Educational Administration Quarterly*, 55(2), 267-300.
- [36] Chazan, D. J., Pelletier, G. N., & Daniels, L. M. (2022). Achievement Goal Theory Review: An Application to School Psychology. *Canadian Journal of School Psychology*, 38(1), 63-80.
- [37] Abdulkareem, A. Y., Ishola, M. A., & Suleiman, Y. (2020). Relationship between academic staff job satisfaction and goal achievement in private universities in South-West, Nigeria. *International Journal of Research and Innovation in Social Science*, 4(7), 1-7.
- [38] Yinka, I. E. (2017). Provision of student support services and its impact on quality university education. *Journal of Education, Society and Behavioural Science*, 19(2), 1-12.
- [39] Oni, A. A., & Adetoro, J. A. (2021). The effectiveness of student involvement in decision-making and university leadership: A comparative analysis of 12 universities in South-West Nigeria. *Journal of Student Affairs in Africa*, 3(1), 1-15.
- [40] Ishola, M. A., Abdulkareem, A. Y., & Musa, A. F. (2020). Lecturers' retention strategies and goal achievement in private universities in South-West, Nigeria. *Al-Hikmah Journal of Education*, 7(1), 1-10.
- [41] Yusuf, A., Lawal, B., & Kareem, O. (2023). Assessing the impact of student support services on goal achievement in Nigerian universities. *Higher Education Research Review*, 22(1), 56-72.
- [42] Okonkwo, I., Adebisi, P., & Nwachukwu, C. (2022). Admission policies and student success: A critical analysis of Nigerian universities. *African Journal of Education Policy*, 14(2), 89-103.
- [43] Musa, F., Adeyemi, L., & Bello, T. (2024). The role of student health services in academic productivity: A case study of private universities in Nigeria. *Journal of Student Affairs*, 20(1), 29-44.
- [44] Oyetunde, F., & Adewale, R. (2023). ICT-driven learning in Nigerian higher institutions: Benefits and challenges. *Journal of Digital Education*, 21(3), 120-135.
- [45] Okafor, P., & Adeyemi, L. (2022). Alumni engagement and student retention in Nigerian private universities. *Higher Education Review*, 50(1), 77-94.
- [46] Tinto, V. (2021). Student success and faculty engagement: A theoretical perspective. *Journal of College Student Retention*, 23(3), 15-32.
- [47] Adediran, T., & Bello, M. (2024). The role of philanthropy in higher education development in Nigeria. *Journal of Educational Research*, 45(2), 112-127.
- [48] Freeman, R. E., Harrison, J. S., & Zyglidopoulos, S. C. (2021). *Stakeholder theory: Concepts and applications*. Cambridge University Press.
- [49] Adebayo, T., & Oke, M. (2022). Financial challenges in student support services: A case study of Nigerian universities. *African Journal of Higher Education Studies*, 15(2), 45-61.
- [50] Okonkwo, P., Adeyemi, J., & Bello, R. (2023). Bureaucratic inefficiencies and policy challenges in Nigerian private universities. *Higher Education Policy Review*, 20(4), 35-50.
- [51] Eze, C., & Lawal, K. (2021). Infrastructure deficits in Nigerian universities: Implications for student learning and development. *Journal of Educational Management*, 12(3), 102-118.
- [52] Akinwale, S., & Yusuf, H. (2024). Digital transformation in student services: The role of AI and technology in Nigerian universities. *Journal of Educational Technology*, 19(1), 78-93.
- [53] Han, T., Xu, G., & Lu, W. (2025). Examining the effects of different types of achievement goal orientation on undergraduate students' engagement in distance learning: The mediating effect of self-efficacy. *Behavioral Sciences*, 15(1), 39. <https://doi.org/10.3390/bs15010039>
- [54] Musa, F., Adeyemi, L., & Bello, T. (2024). The role of student health services in academic productivity: A case study of private universities in Nigeria. *Journal of Student Affairs*, 20(1), 29-44.
- [55] Olaleye, T. (2024). Mental health services in Nigerian universities: Gaps and opportunities. *Journal of Student Affairs*, 11(1), 55-70.