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AHMADU BELLO UNIVERSITY, ZARIA
Student Life Experience Survey 2023

2022
2023
2024

Ahmadu Bello University, Zaria

**STUDENT LIFE
EXPERIENCE SURVEY**

PARTICULARS OF THE BOOK

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Editorial Team
Professor Sani Abba Aliyu mni
Ahmed Zakaria
Ahmad Muktar

Cover Page:
Image of procession during graduation ceremony

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PREFACE

In the vibrant and diverse ecosystem of Ahmadu Bello University (ABU), the DLI 7 initiative stands as the guiding force, ushering in transformative advancements in the realm of student experiences. At the heart of this initiative lies the commitment to comprehensively understand, evaluate, and enrich the journey of each student within the university's dynamic landscape. The Campus Life Experience Survey, a pivotal component under the DLI 7 umbrella, emerges as a powerful tool for illuminating the dimensions of student life.

This survey seeks to delve deep into the dynamic nature of the student experience at ABU, seeking to capture not only academic facets but also the rich tapestry of campus life. It navigates through the diverse narratives of students, unveiling their perceptions, challenges, and aspirations. The survey is a testament to the university's dedication to fostering an environment that goes beyond education – one that nurtures holistic development, embraces diversity, and cultivates a sense of belonging.

As we embark on this journey of exploration, the insights gleaned from the Campus Life Experience Survey will serve as the compass guiding ABU towards initiatives that enhance student well-being, promote inclusivity, and elevate the overall quality of life on campus. This survey is a collaborative endeavor, inviting every student to contribute their unique voice, shaping the future of the university in alignment with their diverse needs and expectations.

ABOUT AHMADU BELLO UNIVERSITY

The Ahmadu Bello University was established in 1962 by the Government of the then Northern Region of Nigeria to impart knowledge and learning to men and women of all races without distinction on the grounds of race, religious or political beliefs. The university is named after the Sardauna of Sokoto, Alhaji Sir Ahmadu Bello, the first premier of Northern Nigeria. The founding fathers expected the University to aspire to the highest international ideals of scholarship and to provide learning of a standard required and expected of a university of the highest standing while reflecting the needs, the traditions, social and intellectual heritage of the society in which it is located.

The University was taken over by the Federal Government of Nigeria in 1975 and has since then assumed a national mandate although its ties with the 19 states created out of the former Northern Region remain very strong.

In the over forty years of its existence, the ABU has grown to become the largest, and the most influential and diverse university in Nigeria. Consisting of one hundred and eight (108) Academic Departments, eighteen (18) Faculties, and twelve (12) Research Institutes and Specialized Centres, the University offers undergraduate and postgraduate courses in such diverse fields as Agriculture, Public and Business Administration, Engineering, Environmental Design, Education, Biological and Physical Sciences, Medical and Pharmaceutical Sciences, the Humanities, Law and Social Sciences. The university has a large medical program with its own A.B.U. Teaching Hospital, one of the largest teaching hospitals in Nigeria and Africa. The university has a population of about 45,000 and two campuses located on 7,000 hectares of land.





THE CAMPUS LIFE EXPERIENCE SURVEY

Ahmadu Bello University (ABU) stands as a venerable institution, steeped in a legacy of academic excellence and cultural significance within Nigeria and beyond. Established in 1962 and named after the visionary leader Alhaji Sir Ahmadu Bello, the university has evolved into a dynamic hub of learning, embracing diversity and embodying the spirit of open education. As ABU approaches over six decades of educational service, it recognizes the pressing need to gain a comprehensive understanding of its students' experiences across various facets of university life.

In the ever-evolving landscape of higher education, the importance of student feedback cannot be overstated. Students are not just recipients of knowledge but active contributors to the rich tapestry of academic, social, and cultural life on campus. Hence, ABU is poised to embark on a crucial endeavor—the Student Life Experience Survey. This survey seeks to capture the nuanced dimensions of student life, spanning academic pursuits, extracurricular engagements, social interactions, and the overall campus environment.

The rationale behind the Student Life Experience Survey is rooted in

a commitment to continuous improvement and a responsiveness to the evolving needs of students. ABU aims to create an environment that not only meets the highest international standards of scholarship but also nurtures the holistic development of its diverse student community. By delving into the experiences, challenges, and aspirations of its students, the university can identify areas of strength and areas that require attention, ensuring that the academic journey at ABU is not only academically enriching but also personally fulfilling.

As the university has transitioned from regional to national prominence, the Student Life Experience Survey is a strategic tool to ensure that ABU's educational offerings and support services align with the aspirations and expectations of its student body. By undertaking this survey, ABU not only demonstrates a commitment to transparency and accountability but also actively involves its students in shaping the trajectory of their own educational experiences. Ultimately, the insights garnered from this survey will serve as a compass, guiding ABU towards a future where it continues to be a beacon of knowledge, inclusivity, and student-centered excellence.

METHODOLOGY

Survey Design:

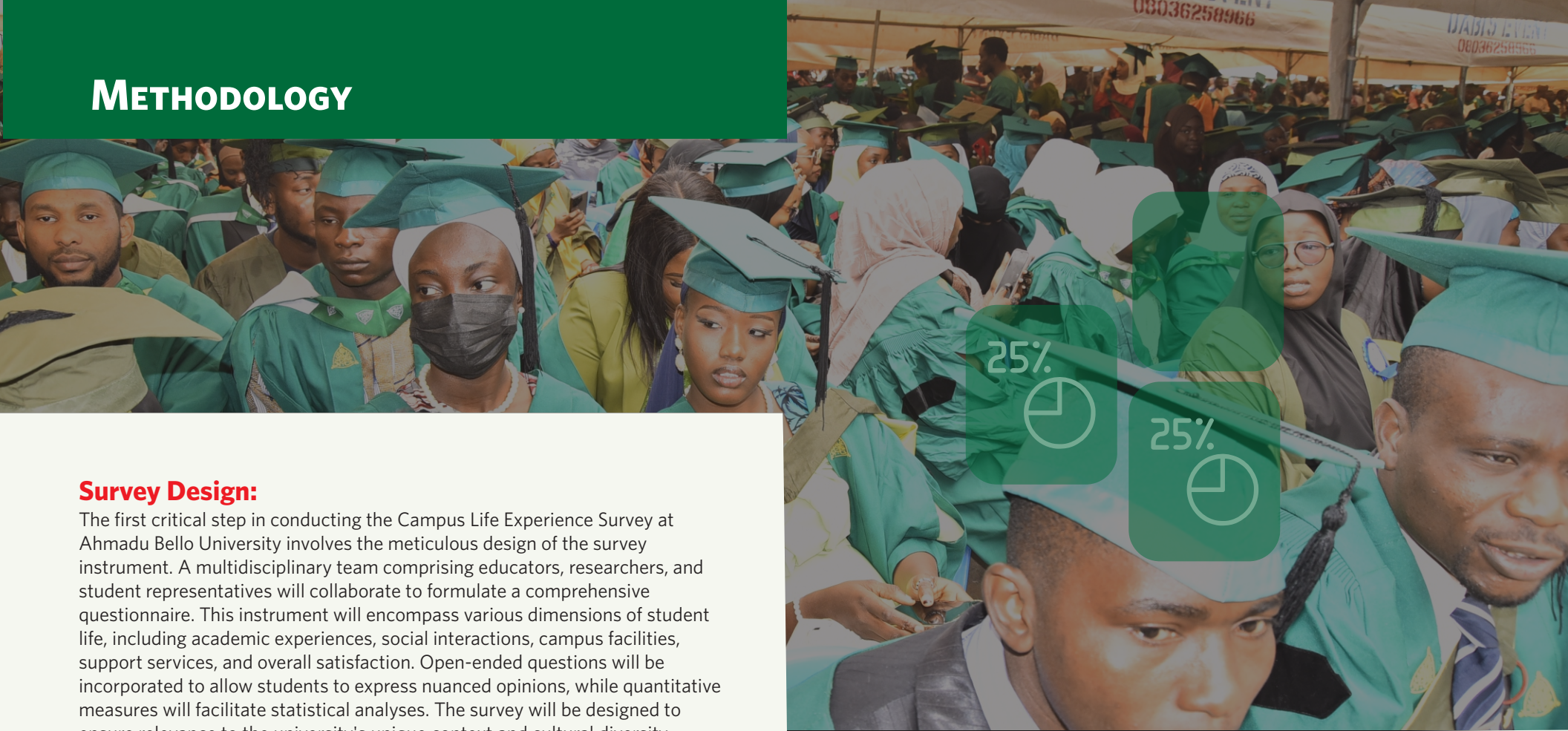
The first critical step in conducting the Campus Life Experience Survey at Ahmadu Bello University involves the meticulous design of the survey instrument. A multidisciplinary team comprising educators, researchers, and student representatives will collaborate to formulate a comprehensive questionnaire. This instrument will encompass various dimensions of student life, including academic experiences, social interactions, campus facilities, support services, and overall satisfaction. Open-ended questions will be incorporated to allow students to express nuanced opinions, while quantitative measures will facilitate statistical analyses. The survey will be designed to ensure relevance to the university's unique context and cultural diversity, aligning with the institution's commitment to inclusivity.

Sampling Strategy:

A robust sampling strategy is imperative to ensure the survey's findings are representative of the entire student body. Utilizing a stratified random sampling approach, students from different faculties, academic levels, and demographic backgrounds will be included. This strategy ensures that the diversity inherent in ABU's student population is adequately reflected in the survey results. To enhance participation and inclusivity, efforts will be made to engage students from various clubs, societies, and interest groups. Additionally, the survey will be administered across both campuses to capture the full spectrum of experiences within the university.

Data Collection and Analysis:

The survey will be distributed using a combination of online and traditional methods to accommodate the preferences and accessibility of all students. Anonymity will be prioritized to encourage candid responses. To promote a high response rate, communication channels such as university emails, social media platforms, and physical notice boards will be utilized. Once the data collection phase concludes, a rigorous analysis will ensue. Qualitative responses will undergo thematic coding, providing rich insights into students' perspectives. Quantitative data will be subjected to statistical analyses, allowing for the identification of trends, correlations, and areas that require targeted interventions. The synthesis of qualitative and quantitative findings will form the basis for actionable recommendations aimed at enhancing the overall campus life experience at Ahmadu Bello University.



OVERVIEW

OF DEGREE PURSUED

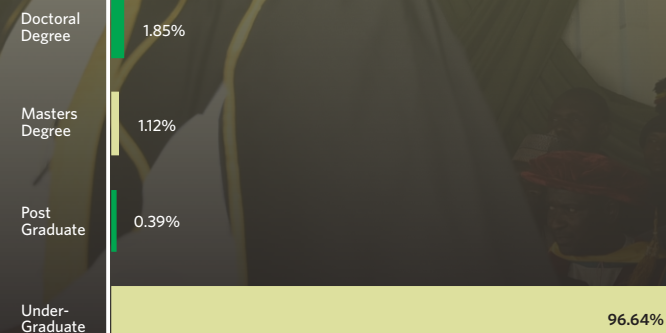
Ahmadu Bello University boasts of a diverse academic landscape, offering a comprehensive array of courses across its 114 Undergraduate programs. These programs span a multitude of faculties, including the ABU Business School, Administration, Agriculture, Allied Health Sciences, Arts, Basic Clinical Sciences, Basic Medical Sciences, Clinical Sciences, Dental Surgery, Education, Engineering, Environmental Design, Law, Life Sciences, Physical Sciences, Pharmaceutical Sciences, Social Sciences, and Veterinary Medicine. This expansive range ensures that students have the opportunity to pursue studies in a wide spectrum of disciplines, contributing to the university's commitment to offering a well-rounded and holistic education.

In addition to its undergraduate programmes, Ahmadu Bello University provides an extensive selection of postgraduate programs. These include 199 Doctorate Programs, 129 M. Phil Programs, 278 Masters Programs, and 61 Postgraduate Diploma Programs. The university further enriches its academic portfolio with 54 Diploma Programs and 2 Certificate Programs. The diverse durations of undergraduate and postgraduate courses, ranging from 4-5 years for undergraduates to 2-3 years for postgraduates and less than 1 year for specialized degrees, reflect the institution's flexibility in accommodating various educational pursuits, from foundational learning to advanced specialization. This multifaceted approach ensures that Ahmadu Bello University remains a dynamic and inclusive center of learning, catering to the diverse needs and aspirations of its student body.



96%

Over 96% of the respondent were undergraduate students



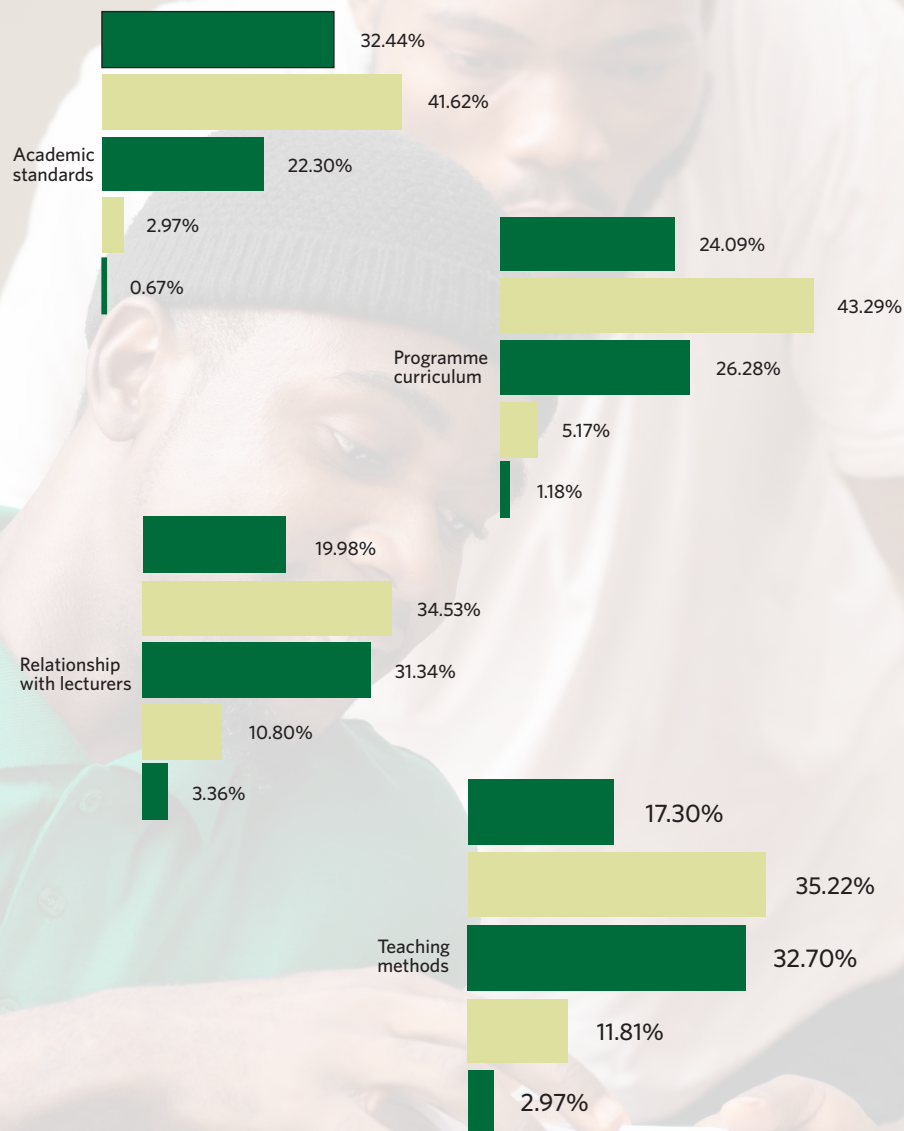
TYPE OF DEGREE PURSUED

Understanding the types of degrees pursued is significant for tailoring university support services effectively. Different academic levels, such as undergraduate, master's, and Ph.D., present distinct challenges and expectations. The aspect capture insights into the varied academic environments, research commitments, and career development needs across these degrees. This knowledge would inform the university's decision-making process regarding resource allocation, mentorship programs, and the design of initiatives that address the diverse experiences of students within different academic programs. Additionally, recognizing the diversity of student experiences ensures that the survey collects program-specific feedback, promoting inclusivity and responsiveness to the unique needs of each academic level.

The data on the pursued types of degrees indicates that the majority of respondents, constituting 96.64%, are enrolled in undergraduate studies. A smaller percentage, 0.38%, are pursuing Postgraduate diplomas, 1.12% are enrolled in Master's degree programs, and the remaining 1.85% are pursuing Doctoral degrees. The prevalence of undergraduate enrollment

suggests that the survey findings are likely to predominantly represent the perspectives and needs of this substantial group. Valuable insights garnered from this majority can inform the formulation of targeted initiatives aimed at improving undergraduate education, thereby fostering a positive and enriching experience for this significant demographic.

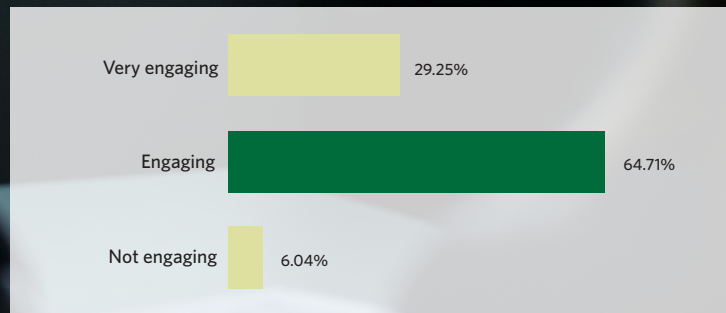
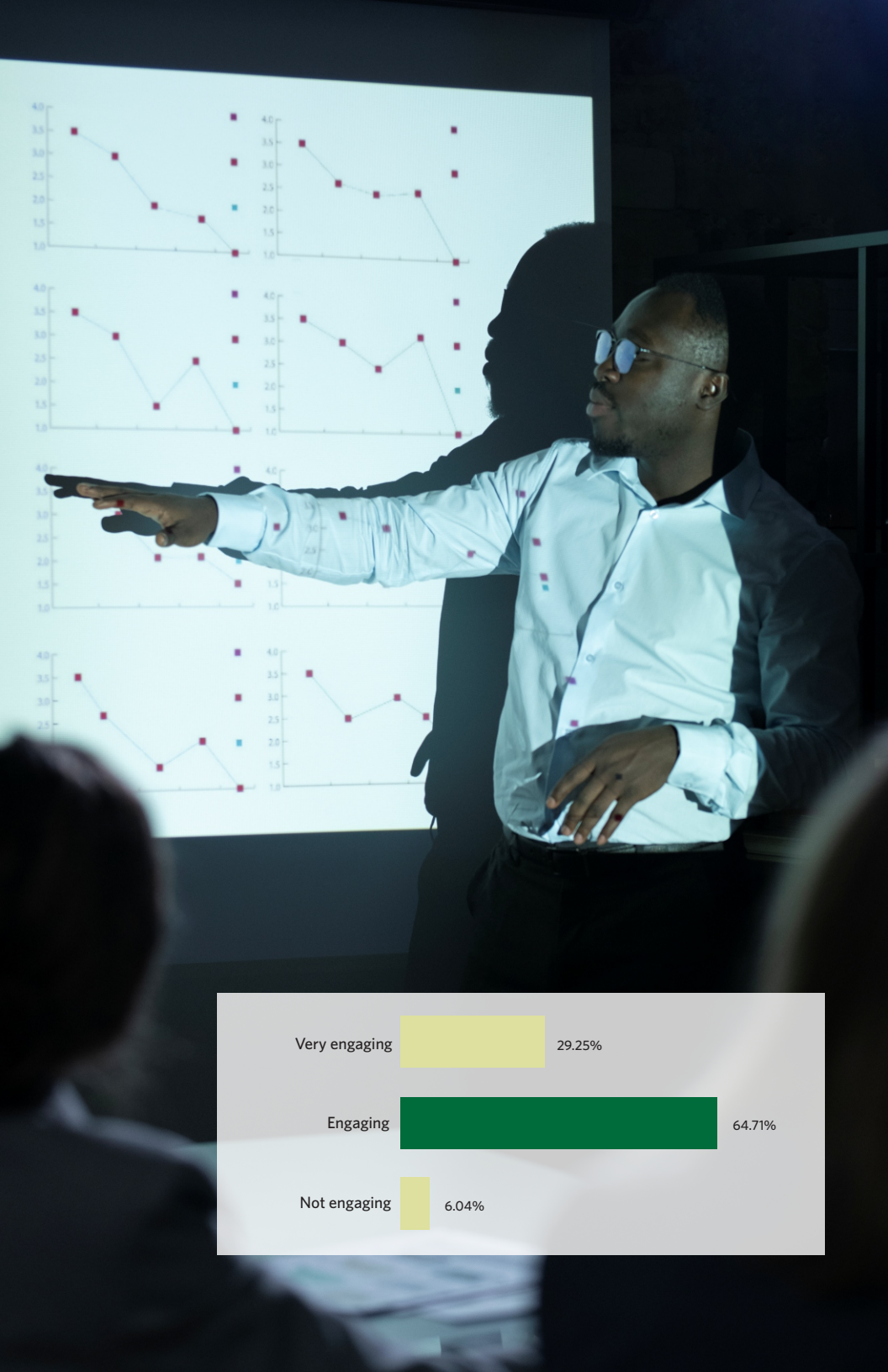
TEACHING METHODS & RELATIONSHIP WITH TEACHERS



64%

Over 64% of the students confirmed that our teaching methods and relationship with lecturers are engaging





Teaching Methods and Relationship with teachersThe teaching methods employed at Ahmadu Bello University and the relationships students establish with their lecturers are fundamental aspects of the academic experience. Teaching methods encompass the approaches teachers use to impart knowledge, and they can significantly impact student engagement and understanding. Lecturer utilize various techniques, including lectures, interactive discussions, hands-on activities, and digital resources, to create a dynamic and effective learning environment.

Equally crucial is the relationship between students and lecturers, as it greatly influences the overall educational experience. A positive and supportive relationship can foster a conducive atmosphere for learning, where students feel comfortable asking questions, seeking guidance, and actively participating in class. Effective communication and approachability on the part of lecturers contribute to a collaborative learning environment, encouraging students to thrive academically.

Both teaching methods and lecturer-student relationships play pivotal roles in shaping the quality of education students receive, influencing their academic success, and contributing to a positive and enriching university experience.

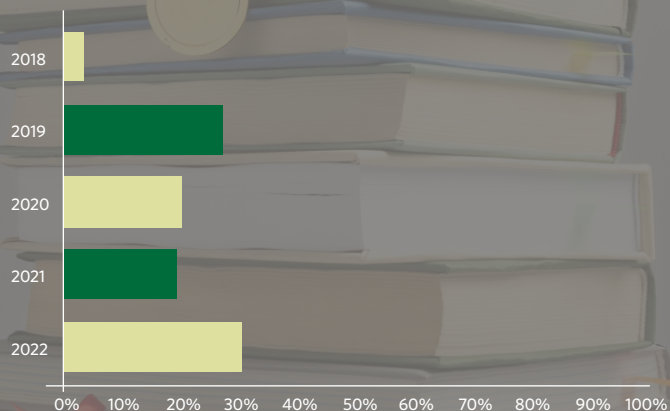
The data on student-reported relationships with lecturers at Ahmadu Bello University indicates a diverse range of experiences. A significant 19.98% of students assert an excellent relationship with their lecturers, while 34.53% claim a very good relationship, and 31.34% report a good relationship. However, 10.80% claim a fair relationship, and 3.36% report a poor relationship, highlighting areas where improvements in the student-lecturer dynamic may be beneficial. The observed correlation between this data and the information on teaching methods suggests that positive relationships contribute to the overall effectiveness of teaching, creating a more supportive learning environment.

In addition, participants provided their perceptions on the teaching methods employed, with 29% finding it very engaging, 64.71% considering it engaging, and 6.4% deeming it not engaging. This feedback aligns with the data on relationships with lecturers, indicating that positive interactions between students and lecturers may contribute to a more engaging learning experience. The comprehensive insights gained from these responses offer valuable guidance for the university in continually refining teaching approaches and fostering positive connections between students and lecturers to enhance the overall academic experience.

YEAR OF GRADUATION

30%

Over 30% of the students graduated in 2022



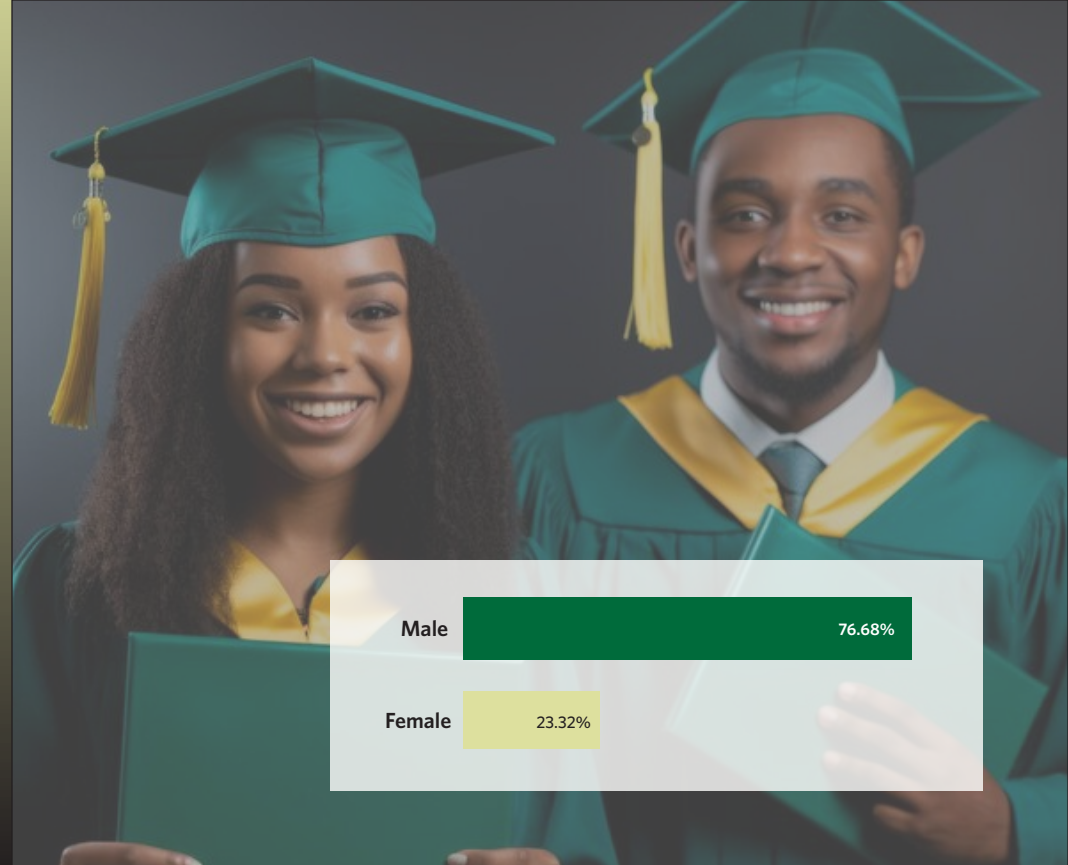
Knowledge on the year of graduation serves as a temporal lens, offering insights into the evolving nature of the university experience over time. The campus environment undergoes changes in policies, infrastructure, and cultural dynamics, and understanding the year of graduation enables the survey to discern how these shifts impact the perspectives of different graduating cohorts. This temporal context is essential for administrators and policymakers to identify trends, assess the effectiveness of implemented changes, and make informed decisions to enhance the overall quality of education and campus life.

The survey concentrates on individuals who have graduated within a time frame of five years or less. The received data reveals that

a significant portion, constituting 30% of the respondents, graduated in 2022. Following closely, another substantial category comprises 28% of respondents who completed their studies in 2019. Additional segments include 20% who graduated in 2020, 19% in 2021, and a minority of less than 10% who graduated in 2018. This breakdown of graduation years provides a comprehensive understanding of the recency and distribution of the surveyed graduands, allowing for nuanced insights into the evolving experiences of individuals at various stages of their post-graduation journey.

76%

Over 76% of the respondent were found amongst the male



ABU GENDER POLICY ON STUDENT ENROLLMENT

In order to foster an inclusive and equitable educational environment, Ahmadu Bello University is committed to promoting gender diversity and ensuring equal opportunities for all individuals, irrespective of their gender identity. The University strive to create a campus culture that recognizes and celebrates the unique contributions of every student, fostering an atmosphere of respect and understanding. Our enrollment policy is designed to be gender-inclusive, welcoming students of all genders and backgrounds. We actively work to eliminate barriers that may hinder enrollment for any gender, and we provide resources and support services to address the diverse needs of our students. By embracing gender diversity, we aim to cultivate a rich and dynamic academic community that reflects the values of equality, respect, and collaboration.

The gender distribution in a Campus Life Experience Survey plays a crucial role in understanding and fostering a diverse and inclusive university environment. By analyzing the representation of different genders, the survey can identify potential challenges or disparities in campus life experiences. This insight is essential for tailoring support services to address the specific needs of each gender group, ensuring that resources, policies, and programs promote equity and

inclusivity. Moreover, a balanced gender distribution in survey responses contributes to the development of a positive campus culture that values diversity, promotes gender equality, and creates an environment where all students feel respected and supported.

The received data indicates that 76.68% of the respondents fall within the male category, with the remaining 23.32% identified as female.



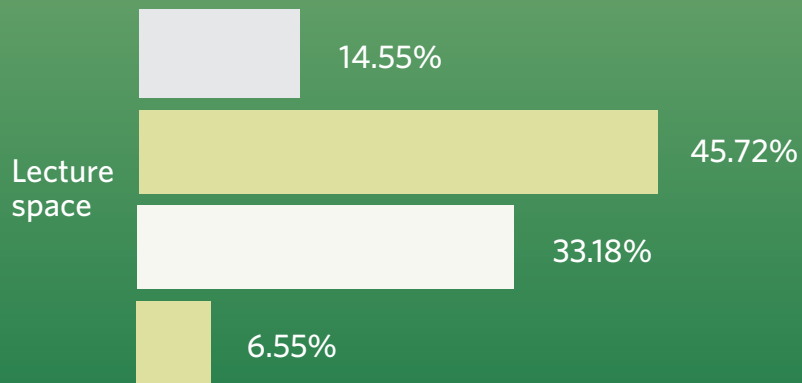
OVERVIEW OF LECTURE THEATRES

Ahmadu Bello University has strategically organized its lecture theatre infrastructure, operating at the faculty level to cater to the academic needs of 100 and 200 level students. These lecture theatres, identified as Theater AB and Theater CD, are semi-detached and have a maximum capacity of 250 each. Their specific designations facilitate an efficient allocation of space and resources, enhancing the learning experience for students within the initial years of their academic journey. This faculty-level provision complements departmental classrooms and study rooms, creating a comprehensive learning environment for both undergraduate and postgraduate students.

While acknowledging the potential for renovation in most of the theatres, it's noteworthy that these facilities are already equipped with modern teaching amenities. This investment in modern technology ensures that the lecture theatres align with contemporary teaching methodologies, promoting interactive and engaging learning experiences. Despite the need for renovations, the commitment to providing advanced teaching facilities underscores Ahmadu Bello University's dedication to delivering quality education and fostering an environment that supports effective teaching and learning at both the undergraduate and postgraduate levels.

76%

Over 76% of the respondent were found amongst the male



LECTURE THEATRE

Graduate feedback on Lecture Theater facilities in a Student Life Experience Survey holds paramount importance in bid to enhance the university infrastructure. Graduates feedback shed lights on the practical aspects of these facilities, offering valuable insights on their overall comfort. By leveraging the experiences of graduates, the university will have a better understanding of how these facilities contribute to the learning environment, allowing for strategic improvements that align with contemporary educational standards.

Moreover, obtaining feedback from graduates provides a retrospective view on the long-term impact of lecture theatre facilities. Graduates reflections on the functionality and adequacy of these spaces post-graduation offer valuable data for assessing the enduring influence of the learning environment on their academic and professional trajectories. This information is integral to the university's commitment to providing not just a current, but a lasting, positive impact on students' educational experiences, ensuring that lecture theatre facilities are conducive to learning and contribute positively

to the overall student life journey.

The data collected on lecture theatre facilities reveals a diverse range of opinions among respondents. A notable 14.55% of participants suggested that the lecture theatres were adequate. However, a substantial portion, comprising 45.72% of the respondents, expressed a more positive stance, confirming that the lecture theatres are indeed adequate and effectively cater to their academic activities. On the other hand, 33.18% of respondents indicated that they perceived the lecture theatres as inadequate, while 15.56% went further to claim that they are not very adequate.

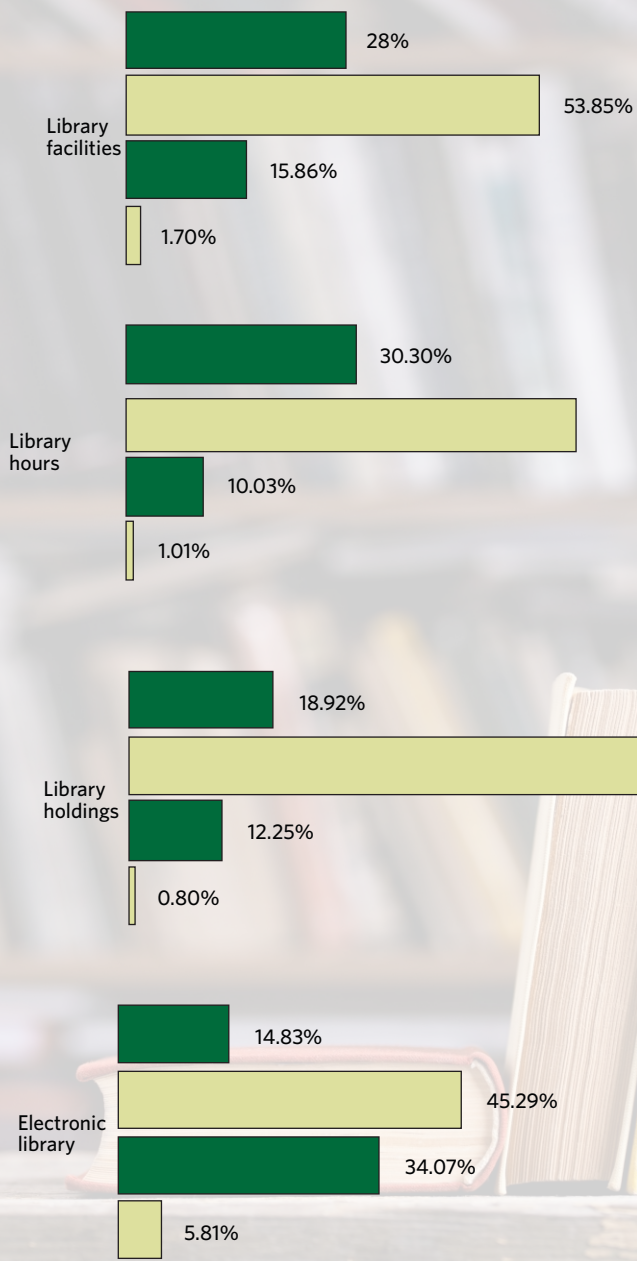
These findings highlight a spectrum of perspectives on the adequacy of lecture theatre facilities. While a significant portion acknowledges their sufficiency, there is a notable segment that perceives room for improvement. This suggested that the student opinions is invaluable for the university administration, as it provides a basis for targeted enhancements to address specific concerns and ensure that lecture theatre facilities align with the diverse needs and expectations of the student.

OVERVIEW OF LIBRARY FACILITIES

Ahmadu Bello University boasts one of the most expansive university facilities in Nigeria and across the African continent, the Sir Kashim Ibrahim Library, popular known as KIL. This extensive library spans an impressive area of over 400 square meters, showcasing a remarkable book capacity housing over 500,000 collections. KIL stands as a multifaceted resource hub, offering not only an extensive array of books but also providing additional amenities for students' convenience and enrichment. Among its features are an indoor relaxation spot, catering services, an ICT Centre, and provisions for audio-visual collections, ensuring that the library is not only a repository of knowledge but also a

conducive space for various academic and recreational activities. Complementing the central library, the university strategically maintains departmental libraries, each tailored to the specific needs of its respective department. These specialized libraries house collections directly related to the academic disciplines they serve, including research materials and publications generated within the host department. This decentralized approach ensures that students and researchers have easy access to resources directly relevant to their areas of study, contributing to a dynamic and efficient learning environment within Ahmadu Bello University.





LIBRARY

Graduate feedback on library facilities, from Student Life Experience Survey, is invaluable for assessing the enduring impact of these resources. Alumni insights provide a retrospective view on the effectiveness of library services, offering a nuanced understanding of how well the facilities supported research, learning, and academic development over time. This feedback informs strategic improvements, ensuring that library resources remain vital contributors to academic success. Graduates' perspectives will also guide enhancements in response to evolving research methodologies and technological advancements, fostering dynamic and responsive library services that continue to enrich the student experience during and beyond their academic journey.

The chart indicates diverse opinions among respondents regarding the adequacy of library services. A notable 28% of participants asserted that the services are very adequate, showcasing a positive perception. The majority, comprising 53.85% of respondents, expressed satisfaction, claiming that the library services are generally adequate. However, 15.86% perceived the services as inadequate, indicating a portion of respondents with room for improvement. The remaining 1.7% claimed that the services are very inadequate, reflecting a smaller but noteworthy group with a more critical perspective. These varied responses underscore the importance of gauging and addressing different perceptions to enhance the overall effectiveness of library services for the diverse needs of the students.



LABORATORY/STUDIOS & WORKSHOP FACILITIES

Science-based students, Design based oriented Students, and Engineering students at Ahmadu Bello University benefit from a comprehensive array of laboratories, studios and workshops catering to various levels of research and experimentation. These include faculty-based laboratories like the Faculty of Science Laboratory (FSLT), departmental laboratories, and specialized laboratories such as the multiuser laboratory. Studio and workshops are usually departmental based. While the specialized laboratories are primarily reserved for advanced research, typically undertaken by postgraduate students, staff, or for external use, they are fully equipped with state-of-the-art research machines. Notably, the Nuclear Magnetic Resonance

Machine (NMR) and Gas Chromatography-Mass Spectrometry (GCMS) at the Faculty of Science exemplify the university's commitment to providing cutting-edge facilities for scientific inquiry and analysis.

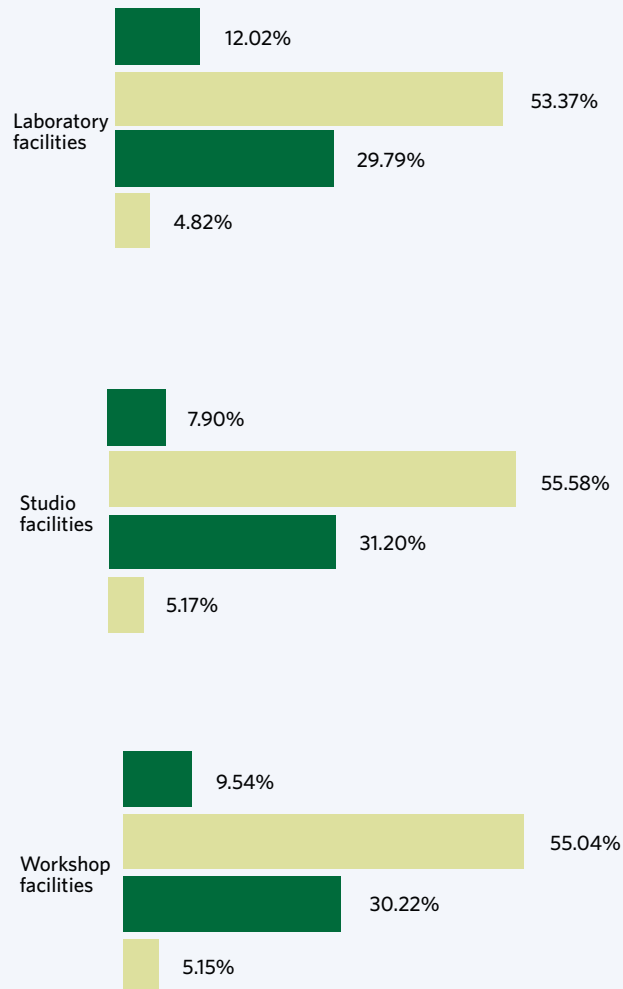
It's important to note that these advanced facilities do not encompass laboratories located at the Centre for Energy Research for Nuclear Research, the Institute of Agricultural Research, and those situated in clinical sciences. The strategic allocation of these laboratories ensures that science-based students have access to specialized resources tailored to their research needs, promoting a dynamic and enriching academic environment within the university.

LABORATORIES/ STUDIOS/WORKSHOPS

Graduate feedback on laboratories, studios and workshops facilities from a Student Life Experience Survey, plays a pivotal role in shaping the university's approach to scientific research and experimentation. Students' insights provide a retrospective evaluation of the laboratory resources and their impact on academic and research pursuits. Graduates often offer perspectives on the accessibility, adequacy, and functionality of these equipment, contributing valuable information for ongoing improvements. Moreover, this feedback aids in understanding the lasting influence of laboratories, studios and workshop experiences on graduates' career trajectories, influencing how well the university has equipped them for professional success in scientific fields. The data on student perception of laboratories, studios and workshops facilities shows a significant portion of over 50% of

graduates, expressed that they found either laboratory, studios or workshop facilities to be adequate, indicating a positive perception.

Additionally, more than 10% of respondents went further to describe the facilities as very adequate, underscoring a higher level of satisfaction among this group. However, the remaining percentage expressed concerns, with respondents indicating that they perceived the laboratory facilities as inadequate or very inadequate. This insight into student perceptions is crucial for the university administration to identify areas for improvement and ensure that laboratory facilities align with the diverse needs and expectations of the student body.





OVERVIEW OF WATER SUPPLY

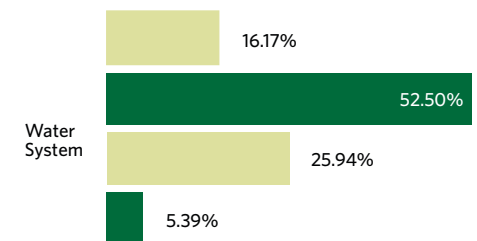
Ahmadu Bello University is equipped with a dam and a water treatment plant that collectively serve as a major component of the university's infrastructure. This system plays a crucial role in providing water supply to various segments of the university community, including students, hotels, academic areas, and staff residential zones. The water treatment plant has an impressive capacity, it has a capacity of

producing over 30,000 liters of water per day. This underscores the university's commitment to ensuring a consistent and reliable water supply to meet the diverse needs of its community. The presence of these facilities reflects the institution's dedication to providing essential services and fostering a conducive environment for learning and living within the campus.

WATER

Graduates' feedback on the water facilities contributes to understanding the lasting impact of these amenities on their daily lives during their academic journey, shedding light on areas of satisfaction and potential improvement. Moreover, graduate feedback plays a crucial role in informing strategic decisions for the maintenance and enhancement of water facilities. Insights into the capacity of the water treatment plant and its effectiveness in meeting the demand for water supply offer valuable data for optimizing and expanding infrastructure. A notable 16.17% of graduates expressed a high level of satisfaction, deeming the water supply on campus to be very adequate. A larger majority, comprising 52.50% of respondents, suggested that the water supply is generally adequate,

indicating a positive overall perception. However, 25.04% of graduates perceived the water supply as inadequate, highlighting a substantial portion with concerns about the accessibility or reliability of water services. The remaining 5.39% indicated that the water supply is very inadequate, signaling a smaller but noteworthy group with more critical feedback. These varied responses underscore the importance of gauging and addressing different perceptions to enhance the overall effectiveness of water facilities and services for the diverse needs of the university community.

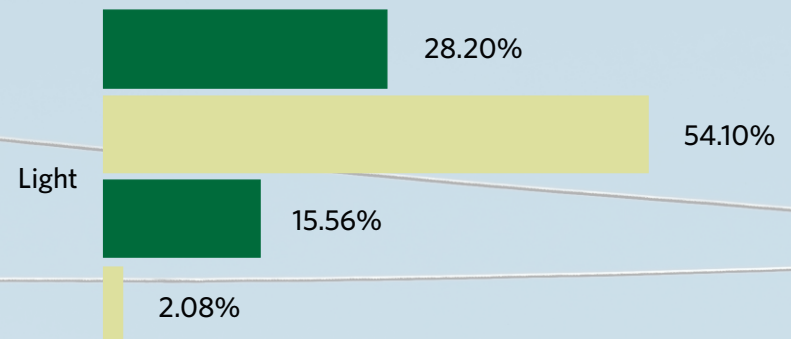


52%

Over 52% of the respondent confirmed that there is adequate supply of water on Campus

54%

Over 54% of the respondent are satisfied with supply of electricity on Campus



ELECTRICITY

Ahmadu Bello University has fortified its infrastructure with a dedicated 33Kva power substation, playing a pivotal role in providing essential electrical services to the university. This substation serves as a critical component of the campus's energy infrastructure, ensuring a reliable and consistent power supply to meet the diverse needs of students, staff, and various facilities within the university. By establishing a dedicated power substation, Ahmadu Bello University demonstrates a commitment to providing a stable and efficient energy supply, contributing to a conducive environment for academic activities and the overall functioning of the institution.

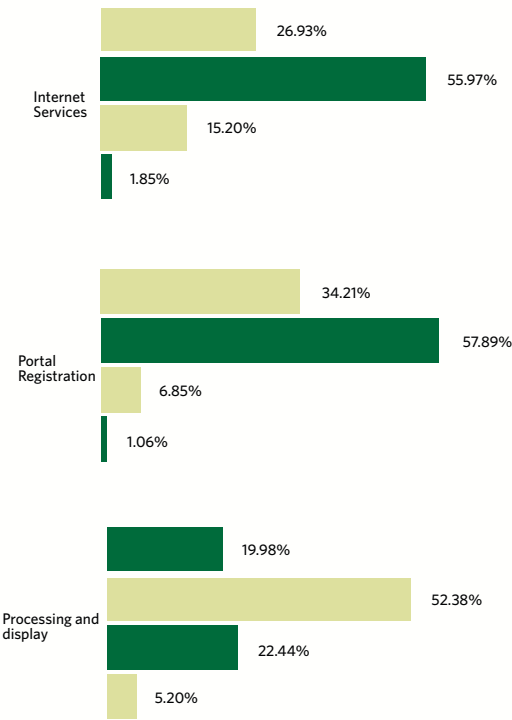
The data on student feedback regarding electricity supply at

Ahmadu Bello University reflects varied perceptions among respondents. A notable 28.26% of students expressed a high level of satisfaction, stating that the electricity supply is very adequate. A majority, comprising 54.10% of respondents, indicated that they find the electricity supply to be generally adequate, portraying a positive overall sentiment. However, 15.56% of students conveyed concerns, stating that they perceive the electricity supply as inadequate, and a smaller percentage, 2.08%, claimed that it is very inadequate. These diverse responses highlight the importance of addressing differing opinions to enhance the overall effectiveness of electricity services, ensuring that they align with the diverse needs and expectations of the university community.



INTERNET SERVICES

Ahmadu Bello University provides broadband internet services to its students and staff, offering a download speed of up to 300 kilobits per second (kb/s). This internet infrastructure is a vital component of the university's commitment to facilitating digital connectivity and access to online resources for academic and research purposes. While the download speed of 300kb/s may be considered modest compared to higher-speed broadband services, it still provides essential connectivity for various online activities, including research, communication, and accessing educational materials. The availability of broadband internet contributes to creating a technologically integrated campus environment, ensuring that students and faculty can engage with digital resources and stay connected in an increasingly digitalized academic landscape.



Internet Services Graduate feedback on internet services, as gleaned from a Student Life Experience Survey, provides valuable insights into the digital infrastructure at Ahmadu Bello University. The data on various aspects of internet services at Ahmadu Bello University provides insights into the perceptions of students and users. For internet services, 26.98% of respondents found it to be very effective, while a majority of 55.97% considered it effective. However, 15.20% perceived it as ineffective, and a smaller portion, 1.85%, deemed it very ineffective. This information reflects the diverse experiences and opinions regarding the effectiveness of the university's internet services.

In terms of portal registration, 34.21% of respondents found it very effective, and 57.89% considered it effective. A relatively

smaller percentage, 6.83%, perceived it as ineffective, with an even smaller portion, 1.06%, deeming it very ineffective. This suggests a generally positive sentiment toward the effectiveness of the portal registration process.

Regarding the processing of data, 19.98% of respondents claimed it to be very effective, and 52.38% found it effective. However, a notable 22.44% perceived it as not effective, and 5.20% deemed it very ineffective. This data indicates varying opinions on the efficiency of data processing procedures at the university. The insights provided by these responses can inform the university's efforts to enhance and streamline its digital services to better meet the needs and expectations of its user community.