

## AN ASSESSMENT OF STUDENTS' PERCEPTION ON SCHOOL SERVICES IN NIGERIAN PRIVATE UNIVERSITIES: EVIDENCE FROM AL-HIKMAH UNIVERSITY

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**Abstract:** *As contained in the National Policy on Education, adequate provision of school services in the university system is meant to enhance the level of students' academic career, retention, academic progress and counselling towards attainment of educational goals. This study was conducted to evaluate students' perception on school services in Al-Hikmah University, Ilorin, Kwara State, Nigeria. The study adopted descriptive survey. Three hundred and eighty-one respondents were used for the study from seven faculties in Al-Hikmah University. Students' Perception on School Services Questionnaire (SPSSQ) was used for data collection. Two research questions were raised and answered to guide the conduct of the study. Descriptive statistics of frequency counts, percentages, mean and standard deviation was used to analyze the demographic information of the respondents and to answer the research questions raised. Findings showed that the level of students' perception on academic services, guidance and counselling services, admission services, health services, power supply services and library services in Al-Hikmah University, Ilorin was high and that of extra-curricular services and internet services was low. Based on the findings, it was recommended among others that the management of Al-Hikmah University should improve on the school services for students in the areas of extra-curricular services and internet*

*services so that effective teaching and learning could be improved on students' academic achievement.*

**Keywords:** *Perception; School Services; Private University; Descriptive.*

## **INTRODUCTION**

Education in Nigeria is described an instrument per excellence for effecting national development so that the beneficiaries of the educational system could fit into the socio-economic, political and technological needs of the twenty first century (Bisi-Onyemaechi et al., 2021; Suleiman, 2021). In order to meet these expectations, Nigeria must consolidate her educational system and ensure productive, effective, socially and economically rewarding returns for beneficiaries of all the education systems. This could be the reasons why the Federal Government of Nigeria set the following aims of giving any secondary school student a very sound and qualitative education to be able to further his/her education and to function effectively in any environment in which he/she may find him/herself (Olasunkanmi & Mabel, 2012). School services provide eligible students with the additional support needed to complete tertiary institution of educational programmes. School services for students are more likely to be retained in school in order to facilitate effective teaching and learning process. The school services provided for students often result in improved student grades, greater numbers of credit hours earned, and greater students' retention in college (Abay, Amare, Tiberti & Andam, 2021).

School services are designed to provide academic, career, and personal counseling based on what the individual student lacks. These counselling services are important to student retention and success, specifically during the freshman year (Ibenne & Durodolu, 2021). Therefore, there is the need for necessary school services to be provided in the tertiary institutions such services as identified by Yusuf (2016) are students' welfare services, library services, accommodation services, counselling services, recreational services, and health services. However, the problems that are present in the educational system therefore called for the necessary school services so as to encourage joint responsibility of all and sundry in the society for education development. The need for school services in tertiary institutions is to reduce high rate of failure, truancy, improving lecturers' job performance and an aid to community services. It is therefore, imperative to note that effective provision and utilization of academic support services in order to improve students'

performance. Ogundele and Moronfoye (2017) highlighted the objectives of school services as to: Provide students with environment that is physically, intellectually and morally conducive to total development. Assist each student develops full potentials through the effective and efficient use of available resources. Enable student affairs officers motivate and stimulate students towards effective use of school facilities.

School services for students has gained significant influence as additional funds that have been provided by the federal government to expand the number of programmes operating in Nigerian tertiary institutions. However, a question remains as to whether the school services are effective at accomplishing its goal (Raji, 2016). Many challenges have been facing the school services such as lack of guidance and counselling services, poor admission services, lack of health services, interruption of power supply services, poor internet services among others (Suleiman, Hanafi & Thanslikan, 2019). To ensure continued student success while enrolled in tertiary education programs, school services of some schools ne to need to ide students with school services needed to complete a tertiary education. Since the school services use a substantial amount of funds at a time when school accountability and performance are being closely examined by both local and federal officials. It is imperative that the effectiveness of this programme be examined. In order to accomplish this goal, students attend tutoring sessions, personal and career counselling and participate in peer mentoring programs that are designed to increase their exposure and self-confidence while assisting them with their degree programs must have impact on the level of their performance in school (Kiveu, & Mayo, 2010).

The efforts of private universities in Nigeria are aimed at retaining students and improving the quality of their education and lives which rests on the provision of these school services. Provision of those school services specifically directed at student welfare. Such services include: student accommodation, feeding, water and electricity supply, provision of climate moderators (fan, air-conditioners), security, transportation, health, postal and banking services, computer services, parks, gardens and toilet facilities. These school services carefully observed border on the physiological and security needs (Abdul, 2015). Al-Hikmah University is the first Islamic private university in Nigeria. It was established in the year 2005 by the National Universities Commission (NUC). Since inception, the university has been providing various services to students so as to satisfy their needs. It is against this background that this study examined students' perception on school

services in Nigerian private universities with reference to Al-Hikmah University, Kwara State.

## **LITERATURE REVIEW**

### **Theoretical Review**

The theory for this study is Needs Theory which was propounded by Abraham Maslow theory. The most popular and universally accepted theory of motivation can be attributed to Abraham Maslow theory of needs. Within every human being, there are basically five needs that human being wants in life. Those needs are arranged according to its importance. The needs follow in sequence and when one need is satisfied, it decreases in strength and the higher need then dominates the behaviour. Therefore, a satisfied need is no longer a motivator. Specifically, there are five basic needs that motivate human being particularly school services for students. These services are psychological needs, safety needs, social needs, esteem and self-actualization need to promote effective teaching and learning process in the university system (Suleiman, 2017; Suleiman, Hanafi & Taslikhan, 2016).

Relating these needs of school services to the school system implies that, the hierarchy of needs as postulated by Maslow is in tandem with the school services which are needed in school for students to excel. For example, academic services, guidance and counseling services, library services, orientation services among others can be categorized under self-actualization. Recruitment, sports, evaluation and assessment falls under self-esteem, while student unionism, club and religious activities encompass social needs. Also, security guards, fire extinguishers and discipline are under security needs, while health, accommodation, food and water are under psychological needs. The following are hierarchy of needs that are closely related to the school services provided for students in the tertiary institutions; self-actualization: guidance and counselling and library services, esteem needs: academic services, sports and admission services, social needs: student union, club, internet services and religious activities, security needs: security guards and fire extinguishers and psychological needs: accommodation, transportation services, health, power supply services, food and water (Oparinde, 2012; Suleiman, Hanafi & Taslikhan, 2018; Suleiman, Hanafi & Thanslikan, 2019).

### **Conceptual Review**

School services are regarded as those essential services and activities which are undertaken in the school system that make the students and staff to be convenient in the school. It is the duty of all and sundry to make furniture, equipment, books and expendable materials available in the schools to enhance students' performance. The inadequacy of these institutional school services in the school constitutes another source of frustration which may lead to truancy and poor academic performance of students. Institutional support services as facilities provided in the school system which can contribute towards effective realization of the goals of education (Dada, 2003). Adegboyeje (2016) gave the definition of physical facilities as the essential materials that must be put in place and into consideration for the objectives of the school system to be accomplished. He stressed further that, the availability of these school services determine the quality of instruction and performance of students in the school. Further on the provision of academic support services Suleiman, Hanafi and Muhajir (2019) reported that schools with polluted environment whereby students are deprived of good health services adequately affects school effectiveness and subsequently affects students' performance. The common academic support services in schools are counselling services, library services, welfare service, recreational service, health services and accommodation services.

Ogundele and Moronfoye (2012) identified infrastructural facilities, availability and utilization as an effective way of enhancing academic goals achievement of tertiary education, among the school services which provide visible services are welfare service, recreation facilities, accommodation facilities, library services and laboratory equipment. These school services utilization in the school encourage effective participation and involvement by both the staff and the students thereby reducing absenteeism, dropout, repetition, wastage, and make the school environment to be conducive for teaching/learning process. The dilapidated buildings, poor accommodation and poor services as factors that are responsible for poor academic performance and truancy among students. A greater number of students uprising in the world are as a result of deficiencies on students' welfare services such as inadequate provision of health services, student accommodation and incivility to students' essential services (Abisoye, 2016). Hallak (2015) identified the school services as the major factor contributing to academic achievement in the school system. These include the school buildings, libraries, laboratories, recreational equipment and other instructional aids. In order to measure the efficiency of any education system,

the inputs and the process, have to be related to the effects, which are based upon the outputs and the outcomes.

### **Empirical Review on School Services**

#### **Academic Services**

Past studies indicate that academic services encompass institutional activities that make use of the available facilities in the schools for the benefits of the students in the tertiary institutions. They supplement regular classroom instructions and assist lecturers in understanding and helping students. It could equally be regarded as a package of programme which is designed not only to increase students' feeling of satisfaction, belongingness, identification and achievement but also to contribute to developing an environment which will enhance and extend the learning experience of students beyond classroom structure (Bisi-Onyemaechi et al., 2021). Abay, Amare, Tiberti and Andam (2021) noted that academic services would then be summed up as those facilities provided in the school system which can contribute towards effective realization of the goals of education. In other words, it is the production of "complete man" an individual who is useful not only to himself but also to the society in which he lives. Ahmed (2017) was of the view that academic services have passed through four main phases which are those of the disciplinarian, the custodian, the educator and the integrator. He explained further that for any educational system to be able to cater for the overall development of the child, students should be able to come out of the system and be able to adjust to the needs and aspiration of the society and as well meeting up with the global challenges. From the above, one can say that institutional support services include all school activities provided for the well-being of the students which could be both academic and non-academic activities. These academic services provided can make the school environment become conducive for teaching learning processes in the university.

#### **Guidance and Counselling Services**

The study conducted by Hameed (2016) found that guidance and counselling services is designed to bring about positive changes in students, in such a way that students' behaviours are more efficiently achieved because of the operation of high-quality counselling services. It is evident from various studies that guidance and counselling services are the heart of students' development strategy. Thus, university management must adopt an enlightened guidance and counselling services that would allow greater students' attitude adequate reinforcement, career development and effective

participation in teaching and learning process. Adesina (2005) concluded that poor attitude of students in the tertiary university system must be resolved through the use of appropriate guidance and counselling services. Establishment of students' guidance and counselling services unit in the schools contributes greatly to students' academic achievement. The counselling unit is to be manned by trained and experienced counsellors who can relate with students, help find solution to their psychological problems. Guidance and counselling services generally involves the provision of information to the students on various aspects of life. These are designed to make students more self-directive not only during their stay in the school but throughout life. For a school guidance and counselling services to be effective, it must properly accommodates trained staff who work full time and whose professional orientation must be understood by the school community.

### **Extra-curricular Services**

The study of Edem (2017) concluded that socialization is one concept that emphasizes education as a means of transmitting social norms, rules and regulations, traditions, expectations and needs. A recent trend in curriculum revision has been in the recognition by educator of the important role of outdoor activities in contributing to the social, emotional, physical and intellectual development of students in the past, they were labeled 'extra-curricular' and regarded as 'extras' of less significant value than indoor academic work. It was observed that outside activities reinforce indoor learning. For example, students' involvement in sports and games are useful for character, social and physical development as well as for health and mental growth. Ogundele (2012) identified the extra-curricular services which school should provide for the students which include games sports, gymnastics, music, dancing, art and dramatic activities. Also, students are expected to be involved in journalistic and creative writings, and other social activities that improve their socialization. These activities include social club, religious societies, state/ethnic associations, sporting activities and student community interactions. Extra-curricular services provided in the school will improve students' social interactions which will in turn aid effective students' academic performance in the schools. Nholi (2016) concluded that extra-curricular services move students away from their home community into an alien culture. Students' cultural associations thus serve as a conscious appreciation that help the students to remain attached to their social roots in the school environment.

### **Health Services**

The curative and protective measures taken against diseases in the school system for the welfare of students is another essential support service which a school requires in order to enhance students' learning within the school system (Suleiman, 2017). Olaitan (2003) noted that apart from providing for the medical care of the students, the school should have a health policy which measures against the outbreak and spread of diseases. Good health is very paramount to students' learning. He however pointed out that, a student who is always absent from school on account of ill health will not be able to learn efficiently and effectively even with the best of feeding materials. It is therefore, important that the school should have a clinic within the school, head by a physician, assisted by registered nurses and attendants. These personnel will be able to educate students on preventive health and also attend to students' health needs and these will forestall unruly behaviour within the school system.

### **Power Supply and Internet Services**

According to Edem (2010), the major benefit of power supply services particularly in African schools particularly tertiary institutions is that, power supply services promote the meeting points for students from diverse cultural and ethnic background to learn how to live and study together. Raji (2016) concluded the need to provide power supply is paramount for the hostel, laboratories, workshops, classrooms and even for security at night. This equally necessitates the need for the extinguishers in case of fire outbreak. The internet is a global collection of computer networks that are linked together by devices called routers and use a common set of protocols for data transmission known as TCP/IP (transmission control protocol / Internet protocol). The primary purpose of the internet services is to facilitate the sharing of information. The World Wide Web is a way of exchanging information between computers on the Internet, tying them together into a vast collection of interactive multimedia resources. It is a hypertext interface to internet information resources. Internet and Web is not the same thing: Web uses internet to pass over the information.

The internet services are most often used for three main purposes: Communication, Buying and selling (e-commerce), Searching for information, a connection method, an Internet Service Provider (ISP), a web browser, enter the URL of a website you want to visit and use a Search Engine. The Internet is a global network of networks connecting millions of users worldwide via many computer networks using a simple standard common addressing system and basic communications protocol called TCP/IP



(Transmission Control Protocol/Internet Protocol). This allows messages sent over the Internet to be broken into small pieces, called packets, which travel over many different routes between source and destination computers. Internet resources -- information and services -- are provided through host computers, known as servers. The server is the computer system that contains information such as electronic mail, database information, or text files. As a customer, or client, you access those resources via client programs (applications) which use TCP/IP to deliver the information to your screen in the appropriate format for your computer (Ibenne & Durodolu, 2021).

### **Library Services**

Library services could really be very vital, because they tend to have direct bearing on academic excellence (Suleiman, 2017). According to Suleeiman (2021), the school educates the students by offering verbal classroom teachings, the library complements the school by encouraging private study. Olaitan (2017) described the library services as a collection of books and other forms of records, housed, organized and interpreted to meet broad and varying needs of students for information, recreation and aesthetic enjoyment. School library services found in tertiary institutions are established for the development of teaching and learning. They are expected to offer supplementary reading materials in the educational pursuits of the child but contrary to this, most of the present school libraries lack current reading materials. Library contributes to education in a number of way, some of these contributions include encouraging reading, expanding learning and critical thinking skills. Libraries also help in developing appreciation, values and also assist in developing mental task. Raji (2016) noted that the establishment of school libraries is as essential as the establishment of schools themselves.

### **Research Questions**

1. What are the school services provided for students in Al-hikmah University?
2. What is the students' perception on school services in Al-Hikmah University, Ilorin, Nigeria?

### **METHODOLOGY**

#### **Research Design**

The appropriate research design adopted for this study was descriptive survey. This is because the study tried to explain the characteristics of large population of the respondents.

### Population/Sampling Techniques

The population of this study comprised 4,262 undergraduate students in Al-Hikmah University based on the data obtained from the registry, Al-hikmah University. The table below shows the population of the students in Al-hikmah University according to the faculties

S/N	Faculties	Population
1	Agricultural Sciences	439
2	Education	521
3	Health Sciences	608
4	Natural and Applied Sciences	1020
5	Humanities and Social Sciences	940
6	Law	335
7	Management Sciences	399
	<b>Total</b>	<b>4,262</b>

**Source:** ICT Unit, Al-Hikmah University

In order to draw the sample size that was needed for the study from the population, Krejcie and Morgan (1970) sampling table was used to determine the sample size of the 4,262 which was 381 students were used and suitable for the study from the seven faculties selected respectively. Furthermore, two sampling techniques were adopted to select the respondents. These include stratified and random sampling techniques. Firstly, stratified technique was used to group students according to their gender, level and faculties. The respondents were randomly selected.

### Instrumentation

The instrument used for the study titled: School Services Questionnaire (SSQ) which was used to collect data for this study from the respondents. The instrument was designed based on the indicators of the variable in order to determine the students' perception on school services. The validity of the instrument was done by the supervisor in order to determine its content, face and construct validity. Pilot study was conducted with 50 students using students of another university in Kwara State. The coefficient of 0.75 was obtained showing that the instrument was reliable for data collection.

### Procedure for Data Collection

Students' Perception on School Services Questionnaire (SPSSQ) was administered to students in the five faculties selected for this study. The respondents were assured that information accessed and secured in the course of this study was protected from unauthorized persons and that information obtained was used for the sole purpose of the study.

### Method of Data Analysis

The data collected for this study was subjected to descriptive statistics of frequency counts, percentages, mean and standard deviation. The descriptive was used to analyze the demographic data of the respondents and it was also used to answer the research questions raised for the study. The scoring of the item in the instrument was High-3, Moderate-2 and Low-1. Any item in the questionnaire within the mean range between 2.00 and 3.00 was considered high or regular (which is accepted) while any item with a mean score below 2.00 was considered low or irregular (which is rejected).

### ANALYSIS

The result of the demographic data of the respondents was presented as follows:

**Table 1: Demographic Characteristics of the Respondents**

N	Variables	Frequency	Percentage %
1.	<b>Gender</b>		
	Male	199	52.2
	Female	182	47.8
	<b>Total</b>	<b>381</b>	<b>100.0</b>
2.	<b>Level</b>		
	200	57	14.9
	300	89	23.4
	400	211	55.4
	500	24	6.3
	<b>Total</b>	<b>381</b>	<b>100.0</b>

Table 1 presents the respondents' demographic characteristics. The table shows that out of the 381 students of Al-Hikmah University who participated in the study, 199 (52.2%) were male, 182 (47.8%) were female. On the basis of the level of students, 57 (14.9%) were 200 level students, 89 (23.4%) were

300 level students, 211 (55.4%) were 400 level students while the remaining 24 (6.3%) were 500 level students. Male students and 400 level students constituted the majority who participated in this study. The pie-chart below shows the level of participation of students.

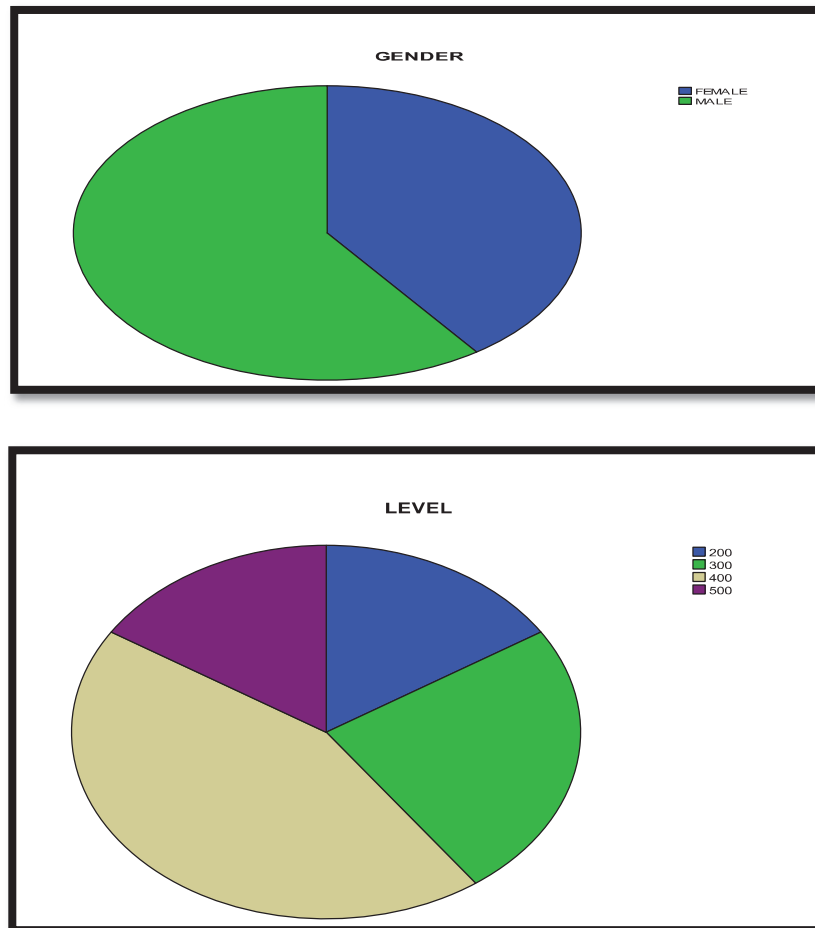


Figure 1: Demographic characteristics of the respondents

**Research Question 1:** What are the school services provided for students in Al-Hikmah University?

S/N	School Services	Mean	SD	Decision	Ranking
1	Academic Services	16.86	2.99	Accepted	5 <sup>th</sup>

2	Guidance and Counselling Services	17.06	3.28	Accepted	3 <sup>rd</sup>
3	Admission Services	16.44	2.99	Accepted	6 <sup>th</sup>
4	Extracurricular Services	8.56	3.89	Accepted	8 <sup>th</sup>
5	Health Services	18.74	3.39	Accepted	2 <sup>nd</sup>
6	Power Supply Services	19.52	3.62	Accepted	1 <sup>st</sup>
7	Internet Services	8.72	3.57	Accepted	7 <sup>th</sup>
8	Library Services	17.0	3.13	Accepted	4 <sup>th</sup>

**Table 2: Mean Ratings and Standard Deviations of School Services Provided for Students in Al-Hikmah University**

Table 2 shows the mean ratings on the school services provided for students in Al-hikmah University. The items had mean ratings of 16.86, 17.06, 16.44, 8.56, 18.74, 19.52, 8.72 and 17.0 respectively. The standard deviations of 2.99, 3.28, 2.99, 3.89, 3.39, 3.39, 3.62, 3.57 and 3.13 respectively. The analysis implies that the mean ratings of these items are greater than mean range between 2.00 and 3.00 bench mark which were all accepted. Power supply services was ranked 1<sup>st</sup> with the mean of 19.52 and health services was ranked 2<sup>nd</sup> with the mean of 18.74 respectively. This by implication shows that, those school services were put in place for students in Al-hikmah University.

**Research Question 2:** What is the students' perception on school services in Al-Hikmah University, Ilorin, Nigeria?

**Table 3: Students' Perception on Academic Services**

S/N	Items	Mean	SD	Decision
1	Keeping of students' records	3.32	.587	Accepted
2	Accessibility to results	3.30	.614	Accepted
3	Attitude of lecturers to lecture delivery	3.32	.513	Accepted
4	Recruitment of qualified and competent lecturers	3.36	.631	Accepted
5	Punctuality by lecturers	3.56	.644	Accepted



respectively. The table shows that the average mean of the respondents was 3.41 with the standard deviation of .656 which is higher than the criterion limit of 2.00 and 3.00 for interpretation. Thus, this implies that the level of students' perception on guidance and counselling services provided in Al-Hikmah University, was high.

**Table 5: Students' Perception on Admission Services**

S/N	Items	Mean	SD	Decision
1	Admission criteria for admitting students.	3.42	.673	Accepted
2	The online process for application.	3.24	.625	Accepted
3	The rate of admitting students.	3.28	.573	Accepted
4	Requirements for admission.	3.28	.536	Accepted
5	Provision for admission services.	3.22	.582	Accepted
<b>Average Mean</b>		<b>3.29</b>	<b>.598</b>	<b>Accepted</b>

Table 5 shows the mean ratings of the analysis on the responses of students' perception on the provision of admission services in Al-Hikmah University, Ilorin. The items had mean ratings of 3.42, 3.24, 3.28, 3.28 and 3.22 with the standard deviation of .673, .625, .573, .536 and .582 respectively. The table shows that the average mean of the respondents was 3.29 with the standard deviation of .598 which is higher than the criterion limit of 2.00 and 3.00 for interpretation. Thus, this implies that the level of students' perception on admission services provided in Al-Hikmah University, Ilorin was high.

**Table 6: Students' Perception on Extracurricular Services**

S/N	Items	Mean	SD	Decision
1	Provision of indoor games for students	1.64	.722	Rejected
2	Regular inter and intra school sport competition	1.90	.839	Rejected
3	Standard sport field	1.84	.842	Rejected
4	Adequacy of sport equipment	1.62	.780	Rejected

5	Sport participation in the state or local sport activities	1.56	.705	Rejected
	<b>Average Mean</b>	<b>1.71</b>	<b>.778</b>	<b>Rejected</b>

Table 6 shows the mean ratings of the analysis on the responses of students' perception on the provision of extra-curricular services in Al-Hikmah University, Ilorin. The items had mean ratings of 1.64, 1.90, 1.84, 1.62 and 1.56 with the standard deviation of .722, .839, .842, .780 and .705 respectively. The table shows that the average mean of the respondents was 1.71 with the standard deviation of .778 which does not fall within the criterion limit of 2.00 and 3.00 for interpretation. Thus, this implies that the level of students' perception on extra-curricular services provided in Al-Hikmah University, was low.

**Table 7: Students' Perception on Health Services**

S/N	Items	Mean	SD	Decision
1	Employment of qualified nurses/medical doctors	3.16	.584	Accepted
2	Adequacy of drugs	3.94	.586	Accepted
3	The level of clinic equipment	3.84	.738	Accepted
4	The level of security services in the school clinic	3.82	.800	Accepted
5	The healthcare delivery	3.98	.685	Accepted
	<b>Average Mean</b>	<b>3.75</b>	<b>.678</b>	<b>Accepted</b>

Table 7 shows the mean ratings of the analysis on the responses of students' perception on the provision of health services in Al-Hikmah University, Ilorin. The items had mean ratings of 3.16, 3.94, 3.84, 3.82 and 3.98 with the standard deviation of .584, .586, .738, .800, and .685 respectively. The table shows that the average mean of the respondents was 3.75 with the standard deviation of .678 which is higher than criterion limit of 2.00 and 3.00 for interpretation. Thus, this implies that the level of students' perception on health services provided in Al-Hikmah University, Ilorin was high.



**Table 8: Students' Perception on Power Supply Services**

S/N	Items	Mean	SD	Decision
1	The level of power supply	3.98	.769	Accepted
2	Backup power supply for students	3.82	.720	Accepted
3	Accessibility of electricity	3.86	.783	Accepted
4	The level of power interruption	3.88	.689	Accepted
5	Students' mobility at night on campus with electricity	3.98	.654	Accepted
<b>Average Mean</b>		<b>3.90</b>	<b>.724</b>	<b>Accepted</b>

Table 8 shows the mean ratings of the analysis on the responses of students' perception on the provision of power supply services in Al-Hikmah University, Ilorin. The items had mean ratings of 3.98, 3.82, 3.86, 3.88 and 3.98 with the standard deviation of .769, .720, .783, .689, and .654 respectively. The table shows that the average mean of the respondents was 3.90 with the standard deviation of .724 which is higher than the criterion limit of 2.00 and 3.00 for interpretation. Thus, this implies that the level of students' perception on power supply services provided in Al-Hikmah University, was high.

**Table 9: Students' Perception on Internet Services**

S/N	Items	Mean	SD	Decision
1	Accessibility to internet services	1.54	.762	Rejected
2	The level of lecture delivery with the aid of internet services	1.54	.706	Rejected
3	Fluctuation of the network services	2.24	.847	Accepted
4	Use of virtual teaching	1.66	.626	Rejected
5	Use of Computer-based test	1.74	.633	Rejected
<b>Average Mean</b>		<b>1.74</b>	<b>.714</b>	<b>Rejected</b>

Table 9 shows the mean ratings of the analysis on the responses of students' perception on the provision of internet services in Al-Hikmah University,

Ilorin. The items had mean ratings of 1.54, 1.54, 2.24, 1.66 and 1.74 with the standard deviation of .762, .706, .847, .626, and .633 respectively. The table shows that the average mean of the respondents was 1.74 with the standard deviation of .714 which does not fall within the criterion limit of 2.00 and 3.00 for interpretation. Thus, this implies that the level of students' perception on internet services provided in Al-Hikmah University, was low.

**Table 10: Students' Perception on Library Services**

S/N	Items	Mean	SD	Decision
1	The state of libraries (physical and e-libraries).	3.10	.505	Accepted
2	Libraries equipped with facilities.	3.14	.606	Accepted
3	Provision of Internally Generated Revenue for the maintenance of school library services.	3.86	.700	Accepted
4	Internet services provided for students in libraries.	3.90	.678	Accepted
5	Supply of dailies/newspaper and modern textbooks to the school libraries	3.00	.645	Accepted
<b>Average Mean</b>		<b>3.40</b>	<b>.626</b>	<b>Accepted</b>

Table 10 shows the mean ratings of the analysis on the responses of students' perception on the provision of library services in Al-Hikmah University, Ilorin. The items had mean ratings of 3.10, 3.14, 3.86, 3.90 and 3.00 with the standard deviation of .505, .606, .700, .678, and .645 respectively. The table shows that the average mean of the respondents was 3.40 with the standard deviation of .626 which is higher than the criterion limit of 2.00 and 3.00 for interpretation. Thus, this implies that the level of students' perception on library services provided in Al-Hikmah University, Ilorin was high.

## DISCUSSION

The analysis on the level of students' perception on academic services, guidance and counselling services, admission services, health services, power supply services and library services implies that the average means of these items are 3.37, 3.41, 3.29, 3.75, 3.90 and 3.40 respectively were greater than criterion limit of 2.00 and they were all accepted. This shows that the

level of students' perception on the provision of academic services, guidance and counselling services, admission services, health services, power supply services and library services in Al-Hikmah University, was high. The findings of the result was supported by the findings of Bisi-Onyemaechi et al. (2021) who stated that academic services encompass institutional activities that make use of the available facilities in the schools for the benefits of the students in the tertiary institutions to increase students' feeling of satisfaction, belongingness, identification and achievement. Hameed (2016) agrees with the findings that, university management must adopt an enlightened guidance and counselling services that would allow greater students' attitude adequate reinforcement, career development and effective participation in teaching and learning process. Edem (2010) concluded that the major benefit of power supply services particularly in African schools particularly tertiary institutions is that, power supply services promote the meeting points for students from diverse cultural and ethnic background to learn how to live and study together. The need to provide power supply is paramount for the hostel, laboratories, workshops, classrooms and even for security at night. This equally necessitates the need for the extinguishers in case of fire outbreak Olaitan (2003) noted that apart from providing for the medical care of the students, the school should have a health policy which measures against the outbreak and spread of diseases. Good health is very paramount to students' learning. The findings of the result was supported by the findings of Suleiman (2017) who concluded that library services is a collection of books and other forms of records, housed, organized and interpreted to meet broad and varying needs of students for information, recreation and aesthetic enjoyment.

The analysis on the level of students' perception on extra-curricular services and internet services indicates that the average means of these items are 1.71 and 1.74 respectively were less than criterion limit of 2.00 and they were all rejected. This shows that the level of students' perception on extra-curricular services and internet services provided in Al-Hikmah University, Ilorin was low. The result of this finding was against by the findings of Edem (2017) who concluded students' involvement in sports and games are useful for character, social and physical development as well as for health and mental growth. Ogundele (2012) agreed that the extra-curricular services which school should provide for the students which include games sports, gymnastics, music, dancing, art and dramatic activities. Suleiman, Hanafi and Muhajir (2019) stated that the internet service is a global network of networks connecting millions of users worldwide via many computer networks using a simple

standard common addressing system and basic communications protocol called TCP/IP (Transmission Control Protocol/Internet Protocol).

## CONCLUSION AND RECOMMENDATIONS

It was concluded from the findings of this study that the level of students' perception on academic services, guidance and counselling services, admission services, health services, power supply services and library services in Al-Hikmah University, was high and that of extra-curricular services and internet services was low. This implies that school services are very germane in the running of university system towards the attainment of its goals. Based on these findings, the following suggestions were put forward that;

1. The management of Al-Hikmah University should improve on the school services for students in the areas of extra-curricular services and internet services so that effective teaching and learning could be improved on students' academic achievement.
2. The management of Al-Hikmah University should ensure that priority and ultimate attention is given to guidance and counselling services so that students could be assisted and guided in the career choice.
3. The management of Al-Hikmah University should not relent on the adequate provision of academic services, admission services, health services and library services for the students. By doing this, it will improve the level of students' enrolment as well as reduce students' drop-out rate.
4. Government agencies (e.g. Tertiary Education Trust Fund (TETFUND), Petroleum Technology Development Fund (PTDF)) should assist Al-Hikmah university in the provision of social amenities.
5. Philanthropists should offer assistance to the university on the provision of school services, such as library, classroom, accommodation, internet among others.

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