STUDENTS' PERCEPTION OF INFORMATION RESOURCES AND SERVICES IN NIGERIA POLICE ACADEMY LIBRARY WUDIL, KANO STATE NIGERIA

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Abstract

The library value may be measured in users' terms hence, the need to apply user study in determining users' perception of the information resources and services in Nigeria Police Academy Library, Wudil Kano. *Feedback from such evaluation provides vital information for overall improvement of library resources and services. This study surveyed students' perception of information resources and services in* Nigeria Police Academy Library, Kano in order *to determine areas of strengths and weaknesses. Descriptive survey research design was adopted for the study. Using purposive sampling technique, a total number of 120 students (30 from each faculty) were selected for the study. The instrument for data collection was questionnaire. Data collected were analyzed using simple percentages, frequency counts and mean ratings. Findings of the study revealed that students' overall perception of library resources and services was positive, although there were few areas of deficiencies. It was recommended that the Academy's library management should provide information resources such as abstracts, indexes, CD-ROMs and OPAC considering their importance in research. Furthermore, it recommended that services such as reprography, Current Awareness Services (CAS), Selective Dissemination of Information (SDI), library exhibition, interlibrary loan, indexing and abstracting, Internet services, document delivery, and e-mail services should be overhauled with the aim of strengthening them, and introducing them where they hitherto do not exist.*

Keywords: University Library Services, User Perception, User Assessment, Nigeria Police Academy.

Introduction

University community depends largely on the university library for provision of information resources to facilitate teaching, learning, and research, necessary for the attainment of the university's goals and objective. Thus the university library is committed to providing quality information resources and services to enable its parent institution achieve this goal. The modern library is service-oriented as well as user-centered hence user satisfaction is always the operational watchword. Expectedly, service providers periodically seek for feedback from the end user of their services. The feedback so obtained when critically analyzed would reveal areas of strengths and weaknesses thus, studying users' perception of information resources and services in the academic library is absolutely necessary.

To meet the information demands of the university community, the library acquires information resources in both print and electronic formats as well render user-centered services. These information

resources comprise of textbooks, reference sources, journals, newspapers, magazines, government publications, monographs, theses, dissertations, research and technical reports, publications by international organizations, e-resources, indexes and abstract, and so on.Conscientiously, librarians select and acquire these information resources, taking into consideration users' areas of interests/needs and the school curriculum. Services commonly rendered in academic libraries include lending services, reference services, reprographic services, referral services, Current Awareness Services, Selective Dissemination of Information, indexing and abstracting services, document delivery, electronic mail services, bibliographic services, user education/orientation services, online searching amongst others.

In the academic library, one of the measures taken to ensure that users' satisfaction is guaranteed is the need to measure, from time to time their perception of the information resources and services of the library. Bassey cited in Olajide and Fabunmi, (2011), clearly stated that to determine whether the objectives of the library are met, the views, opinions, and perceptions of the library users should be sought. The result of such evaluation according to Onifade and Sowole, (2009), will aid the library management in their planning. In view of this, determining students' perception of the quality of information resources in Nigeria Police Academy Library is expedient.

Background of the University

As documented in a handbook of the Nigeria Police Academy titled *Joining Instruction,* the Nigeria Police Academy took off in 1988 at two temporary campuses – the Police Training School, Challawa, Kano, where Cadet Inspectors were trained; and the Police College, Kaduna, where Cadet Assistant Superintendents were trained. The two campuses later merged and relocated to its permanent site in Wudil, Kano. Major General Ibrahim Babangida laid its foundation stone in August 1989, and it was commissioned on 2nd April, 1996 by General Sani Abacha.

Before it became a degree-awarding university, no academic institution in Nigeria combined the necessary academic training with the specialized professional knowledge and skills needed by the Nigeria Police Force. The Nigeria Police Academy was upgraded on April 3rd, 2012, during the tenure of President Goodluck Ebele Jonathan to fill this gap. The upgrading was based on the recommendation of the Presidential Committee on the Reform of the Nigeria Police force. Based on this development, the institution was reorganized by the National Universities Commission (NUC.) as the 37th Federal University and 124th University in the Nigerian University System. Nigeria Police Academy is modeled after the Nigerian Defence Academy, Kaduna hence; it adopted NDA's template for combining military and academic degree training. Academic activities officially commenced in the Academy in September, 2013 with four faculties namely – Faculty of Humanities, Faculty of Law,

Faculty of Science, and the Faculty of Social and Management Sciences.

As the Academy was upgraded and new faculties created, the library adjusted accordingly, beefing up its resources and services. The Academy Library inherited the building and the collection of the college and is about moving into the new library building which presently is under construction. The Library balances its collection based on the courses offered in the University. Thus it acquires information resources for the specialized professional training and development of the police officers. As it builds its collections in print formats, it also acquires and organizes information resources in electronic formats, thereby providing access to information in multiple formats. Currently, the Library subscribed to a number of electronic databases among which are Lexis Nexis, Heinonline Law Library, Elsevier and Ebscohost.

Purpose of the Study

The study sought to:

1. ascertain how frequent cadets use the Academy Library;
2. determine reasons why cadets use the Academy Library;
3. find out the extent of availability of information resources in the Academy Library;
4. establish the extent of adequacy of information resources in the Academy Library;
5. find out the extent of access to the available information resources in the Academy Library;
6. find out if the available information resources are relevant to the courses offered in the Academy;
7. ascertain whether students are satisfied with various library services rendered in the Academy Library;
8. establish what constitutes deficiencies in the Academy Library?

Research Questions

This study is guided by the following research questions:

1. how frequent do cadets use the Academy Library?
2. why do cadets use the Academy Library?
3. what is the extent of availability of information resources in the Academy Library?
4. what is the extent of adequacy of information resources in the Academy Library?
5. what is the extent of access to the available information resources in the Academy Library?
6. Are the available information resources relevant to the courses offered in the Academy?
7. Are students satisfied with various library services rendered in the Academy Library?

8. What constitute deficiencies in the Academy Library?

Review of Literature

A sound university education, and one which guarantees life-long learning is unattainable in the absence of a quality university library hence, academic library has always been proclaimed the academic mainstay of the university. Anyaegbu, (2016) described it as the academic nerve centre of the university where all the teaching, learning and research going on in the university revolves. The Association of College and Research Libraries (2010) clearly stated that academic libraries have long enjoyed their status as the heart of the university. Occupying such position in the university community, the university library should live up to its expectation in the university system (Olorunsola, 2009). The Association of College and Research Libraries (2010) summarizes this thus:

> *University libraries should provide evidence of their value, and also demonstrate this value. University libraries no longer can rely on their stakeholders' belief in their importance. Rather, they must demonstrate their value ... Indeed; the demonstration of value is not about looking valuable; it's about being valuable... When academic librarians learn about their impact on users, they increase their value by proactively delivering improved services and resources—to students completing their academic work; to faculty preparing publications and proposals; to administrators needing evidence to make decisions.*

The effectiveness of an academic library is determined in relation to user' satisfaction hence, Matarazzo and Prusaka (1990), cited in Association of College and Research Libraries (2010) argued that library value should be measured in user terms. The size of library holding is no longer a yardstick for determining the quality of a library hence, Characteristics of Excellence (2006) cited in Posey (2009) admitted that the traditional measure of library quality has shifted from collection size to availability and accessibility of adequate learning resources. For a library to be adjudged valuable therefore, the information resources it holdings and the services it renders must satisfy users' information needs at all times. Invariably user satisfaction could be determined through perception studies.

Hatfield (2006) perceived the term 'perception' as a concept in philosophy and psychology with a family of meanings. According to Hatfield, the core meaning is “immediate awareness”. Hence, to perceive something is to become directly or immediately aware of it. In the light of this, perception is measured in terms of the perceiver. Academic library is service-based. As a service-oriented institution, the library is user-centered hence, the efficiency of the library is measured in terms of users. It therefore becomes imperative to sample and obtain user' views or judgments about the effectiveness of the library with regards to information resources and services provided. The results of the study when matched with

the objectives of the library would reveal the library's strengths and underperformance which the library management should take into account while planning for the future. Hill, Lomas and MacGregor, 2003; Jusoh, Omain, Majid, MdSom and Shamsuddin, 2004, cited in Oluwunmi, Durodola, Ajayi 2016 also affirmed that the outcome of such research is expected to help the service provider to make judgment about the level of quality of facilities provided in the educational institution. Again, results emanating from such study would be useful to academic library managers for decision making.

If a library provides appropriate information to the right user at the right time and in the required form, then it could be argued to be maintaining quality (Sahu, 2007). This accentuates the reason that user satisfaction is a watchword in the library. Establishing the efficiency of an academic library depends on the user as the determinant of quality. Numerous studies have been conducted on user perception of library both in Nigeria and abroad. However, none has focused on regimented universities in Nigeria. This study is aimed at filling this gap.

Methodology

Descriptive survey research design was adopted for this study. Targeted population comprised all students registered with the Academy Library, while the accessible population comprised the students that used the Library at the time of the study. The study adopted a purposive sampling technique to choose the sample of the study. A sample of 120 students (30 students selected from each faculty) was taken from among the students who frequently use the Library at the time of the study. Data for the study were collected using questionnaire method hence, 120 questionnaires were distributed among the participating students. To ensure good return rate, the questionnaires were issued to them upon entering the Library. Completed questionnaires were collected as they leave the library. After collation, 103 (85.83%) of the returned questionnaire were found useful for data analysis. Data was analyzed using frequency counts, simple percentages and mean ratings. A four point rating scale was used in analyzing the data. The midpoint for responses in the four point scale used is 2.50, which is the mean of the four rating scales computed as follows: (4+3+2+1)/4 = 2.50. As a decision rule for the data analyzed using mean rating, results from the value of 2.50 and above were given positive interpretation and as such accepted, while scores below 2.50 were given negative interpretation hence rejected.

Data gathered from the questionnaire was analyzed based on the eight research questions that guided the study as presented in on the tables below:

Findings and Discussion

Table 1. Response rate

S/N	Faculties	No. of Questionnaires Administered	Retrieved	Percentage (%)
1.	Humanities	30	25	83
2.	Law	30	28	93
3.	Science	30	21	70
4.	Mgt. & Social Sciences	30	29	97
	Total	**120**	**103**	**86**

Table 1 shows the response rate of the respondents across the four faculties of the Academy. The questionnaire attracted highest response from the Faculty of Management and Social Sciences (97%), followed by the Faculty of Law (93%). Faculty of Humanities has a response rate of 83%, while Faculty of Science has the least response rate (70%)

Table 2: Demographic characteristics of the respondents

Variables	Frequency	Percentage%
Gender		
Male	63	61
Female	40	39
Total	**103**	**100**
Academic Level		
Course I	41	40
Course II	35	34
Course III	27	26
Course IV	-	-
Total	**103**	**100**
Age		
15 – 20	15	15
21 – 25	85	82
26 – 30	3	3
Total	**103**	**100**
Faculty		
Humanities	25	24
Law	28	27
Science	21	20
Social & Mgt. Sciences	29	28
Total	**103**	**100**

Table 2 shows that majority of the respondents, 63 (61%) are males, while 40 (39%) are female hence; male students outnumber female students in the Academy. Although the ratio of male students to female students could not be ascertained at the time of the study, the population of males seems to be higher than that of the female. Apparently, regimental institutions consider more males than females for admission. This might have accounted for the difference.

As indicated in Table 2, greater number of the respondents, 41 (40%) are Course I (300 Level) students, 35 (34%) are Course II (200 Level) students while 27 (26%) are course III (100 Level) students.

Course 1 (300 level) students are the foundation students hence, might have imbibed the culture of library use more than others. Course IV (400 level) were not available at the time of the research.

As shown in Table 2, is the age distribution of the respondents which indicates that 15 respondents (14.6%) fall within the age bracket of 15 and 20. Eighty-five respondents (82.5%) fall between the age bracket of 21 and 25, while 3 respondents (2.9%) fall within the age bracket of 26 and 30. This suggests that a greater number of the cadets in the Academy were aged between 21 and 25; which is in agreement with the admission requirements regarding age in the Academy.

Faculty distribution in Table 2 shows that 25 (24%) of the respondents were from the Faculty of Humanities. Twenty eight (27%) belong to Faculty of Law, 21 (20%) from Faculty of Science, while 29(28%) were from Faculty of Management and Social Sciences. This result shows that the Library records more patronage from the students of

Research Question 1: How frequent do the cadets use the Academy Library?

Table 3: Mean score rating of frequency of Academy library use by the cadets?

S/N	Frequency of Use	Frequency	Percentage (%)
1.	Daily	26	25
2.	Four Days in a week	15	14
3.	Three Days in a week	37	36
4.	Two days in a week	10	10
5.	Once in a week	4	4
6.	Weekends	11	11
	Total	**103**	**100**

Table 3 revealed that majority of the respondents – 37 (36%) use the Library three days in a week while 26 (25%) use the Library daily (Monday – Sunday). The Library operates during weekends. Fifteen (14%) make use of the Library four days in a week. Ten (10%) use the Library two days in a week. Four (4%) respondents claimed that they use the Library once in a week, while 11 (11%) indicate that they only use the Library during weekends. The Library is however open to users during weekends.

Research Question 2: Why do Cadets Use the Academy Library?

Table 4: Mean score rating on why cadets use the Academy Library

S/N	Purpose of Use	Frequency	Percentage (%)
1.	Borrowing	34	33
2.	Consulting or reading textbooks	21	20
3.	Reading newspapers and magazines	26	25
4.	Assignments & research purposes	30	29
5.	Reading lecture notes	63	61
6.	Studying for examination	47	46
7	Photocopying	51	50
8.	Consulting reference resources	23	22
9.	Consulting journals	15	15
10.	All of the above	31	30
	Total	-	-

Expectedly, most of the respondents use the Library for more than one reason. The percentages are indefinite; hence they serve the purpose of comparison only. However, responses in the table reveal that students use the library mostly for reading of lecture notes which is top on the list with 63 (61%), followed by photocopying which scored 51 (50%); studying for examination rated 47 (46%).

Research Question 3: What is the extent of availability of information resources in the Library?

Table 5: Mean score rating on extent of availability of information resources in the Library

S/N	Resources	Faculties	Hum.	Law	Science	Soc. & Mgt. Sc.	Average Mean
			Mean	Mean	Mean	Mean	
1.	Text Books		3.92	3.89	3.86	3.86	**3.88**
2.	Dictionaries (General)		3.76	3.93	3.90	3.79	**3.85**
3.	Subject Dictionaries		3.60	3.89	3.04	3.79	**3.58**
4.	Encyclopaedias (General)		3.92	4.00	3.95	3.93	**3.95**
5.	Subject Encyclopaedias		3.96	3.96	3.67	3.66	**3.81**
6.	Journals		3.88	3.86	3.10	3.41	**3.56**
7.	Electronic resources		2.80	2.89	3.00	2.72	**2.85**
8.	Abstract		2.40	2.36	2.19	2.31	**2.32**
9.	Indexes		2.32	2.25	2.24	2.38	**2.29**
10.	CD-ROMS		2.48	2.03	2.48	2.41	**2.35**
11.	Newspapers & Magazines		3.92	3.93	3.90	3.86	**3.90**
12.	Gazettes		3.68	3.76	3.76	3.37	**3.64**
13.	OPAC		2.36	2.43	2.29	2.10	**2.30**
14.	Handbooks/ Manuals		3.60	3.57	3.95	2.59	**3.43**
15.	Resources on Security and related maters		3.92	3.82	3.71	3.76	**3.80**
	Average		**3.37**	**3.37**	**3.27**	**3.20**	**3.30**

A close look at Table 5 reveals that the average score on perception of the respondents on information resources' availability across the four faculties is 3.30, which is above average. However, Faculty of Humanities and Law have the highest mean scores of 3.37 and 3.37 respectively, while Faculty of Management and Social Sciences has the least mean score of 3.20. Generally, students' scores across individual information resources indicate that abstract received 2.32, indexes (2.29), CD-ROMS (2.35), and OPAC (2.30). This shows that they were not available to students. These scores are below average hence interpreted negatively.

Research Question 4: What is the extent of adequacy of information resources in the Academy Library?

Table 6: Mean score rating on adequacy of information resources in the library

S/N	Resources	Faculties	Hum.	Law	Science	Soc. & Mgt. Sc.	Average Mean
			Mean	Mean	Mean	Mean	
1.	Text Books		3.88	3.82	3.81	3.83	**3.84**
2.	Dictionaries (General)		3.68	3.50	3.86	3.59	**3.66**
3.	Subject Dictionaries		3.84	3.89	3.62	3.86	**3.80**
4.	Encyclopaedias (General)		3.96	3.94	3.95	3.90	**3.94**
5.	Subject Encyclopaedias		3.52	3.50	3.57	3.21	**3.45**
6.	Journals		3.72	3.18	3.14	2.93	**3.24**
7.	Electronic resources		3.32	1.64	3.62	2.62	**2.80**
8.	Abstract		2.48	2.39	2.23	2.10	**2.30**
9.	Indexes		2.20	2.43	2.24	2.00	**2.22**
10.	CD-ROMS		1.26	2.50	1.95	1.79	**1.88**
11.	Newspapers & Magazines		3.92	3.93	3.95	3.93	**3.93**
12.	Gazettes		3.40	3.50	3.81	3.55	**3.57**
13.	OPAC		2.48	1.93	1.81	1.59	**1.95**
14.	Handbooks/ Manuals		3.64	3.82	3.62	3.24	**3.58**
15.	Resources on Security and related maters		3.84	3.93	3.95	3.83	**3.89**
	Average		**3.28**	**3.19**	**3.28**	**3.06**	**3.20**

Table 6 presents students' perception of the adequacy of available information resources. A closer look at Table 6 reveals that the overall average score on adequacy of information resources as perceived by students across the four faculties is 3.20. However, Faculty of Humanities and Faculty of Science have the highest mean scores of 3.28 and 3.28 respectively. Faculty of Social and Management Sciences has the least mean score of 3.06. Scores across the various types of information resources indicate that abstract (2.30), indexes (2.22), CD-ROMs (1.88), and OPAC (1.97) were not adequate although law students claimed that CD-ROMs (2.50) was adequate.

Research Question 5: What is the extent of access to the available information resources in the Academy Library?

Table 7: Mean score rating on extent of access to available information resources

S/N	Resources	Faculties	Hum.	Law	Science	Soc. & Mgt. Sc.	Average Mean
			Mean	Mean	Mean	Mean	
1.	Text Books		3.72	3.96	3.95	3.76	**3.85**
2.	Dictionaries (General)		3.64	3.86	3.67	3.90	**3.77**
3.	Subject Dictionaries		3.76	3.89	3.81	3.72	**3.80**
4.	Encyclopaedias (General)		3.96	4.00	3.90	3.97	**3.96**
5.	Subject Encyclopaedias		3.72	3.93	3.90	3.86	**3.85**
6.	Journals		3.44	3.50	3.57	3.48	**3.50**
7.	Electronic resources		2.92	3.61	2.38	3.00	**2.98**
8.	Abstract		1.64	1.89	1.81	1.86	**1.80**
9.	Indexes		1.56	1.68	1.81	2.00	**1.76**
10.	CD-ROMS		1.64	1.61	1.71	1.83	**1.70**
11.	Newspapers & Magazines		3.96	3.86	3.90	3.97	**3.92**
12.	Gazettes		3.36	3.36	3.90	3.44	**3.52**
13.	OPAC		1.68	1.79	1.95	2.00	**1.86**
14.	Handbooks/ Manuals		3.88	3.93	3.76	3.69	**3.82**
15.	Resources on Security and related matters		3.96	3.89	3.90	3.93	**3.92**
	Average		**3.12**	**3.25**	**3.19**	**3.22**	**3.20**

Table 7 analyses the research question on students' perception of the information resources' accessibility in the University library. The average score of the respondents' perception of information resources' accessibility across the four faculties is 3.20. However, Faculty of Law has the highest mean score (3.25), while Faculty of Humanities has the least mean score (3.12). Generally, students' scores across specific information resources showed that abstract (1.80), indexes (1.76), CD-ROMS (1.70), and OPAC (1.86) were not accessible

Research Question 6: Are the available information resources relevant to the courses offered in the Academy?

Table 8: Mean score rating on the relevance of information resources

S/N	Resources	Faculties	Hum.	Law	Science	Soc. & Mgt. Sc.	Average
			Mean	Mean	Mean	Mean	Mean
1.	Text Books		3.72	3.93	3.86	3.86	**3.84**
2.	Subject Dictionaries		3.88	3.86	3.81	3.79	**3.84**
3.	Subject Encyclopaedias		4.00	3.86	3.86	3.83	**3.89**
4.	Journals		3.80	3.93	3.76	3.97	**3.87**
5.	Electronic resources		3.80	3.82	3.67	3.72	**3.75**
6.	Abstract		3.13	3.02	2.22	1.59	**2.49**
7.	Indexes		3.24	2.43	2.33	1.72	**2.43**
8.	CD-ROMS		3.16	1.82	1.95	1.45	**2.10**
9.	Handbooks/ Manuals		4.00	3.89	3.86	3.90	**3.91**
	Average		**3.64**	**3.40**	**3.26**	**3.09**	**3.35**

Table 8 shows the analysis of students' perception on how relevant the available information resources are in relation to courses offered in the Academy. The resources shown on the Table are subject-based hence do not include resources all the faculties use in common. The average score of respondents' perception across the four faculties is 3.35. Nevertheless, Faculty of Humanities has the highest mean score (3.64), while the Faculty of Management and Social Sciences has the least mean score of 3.09. On the other hand, students' perception of relevance of specific information resources indicate that abstracts (2.49), indexes (2.43), and CD-ROMs (2.10) are not relevant (not related to the Academy's curriculum). However, Faculty of Humanities and Faculty of Law perceived index as relevant hence, average mean scores of 3.13 and 3.02 respectively. Moreover, Faculty of Humanities perceives CD-ROMs as relevant. It has a mean score of 3.16.

Research Question 7: Are students satisfied with various library services rendered in the Library?

Table 9: Mean score rating on students perception of library services

S/N	Services	Mean	Remark
1.	Reference and services	3.75	S
2.	Reprography	2.07	D
3.	Lending services	3.77	S
4.	Current awareness services	2.14	D
5.	Selective dissemination of information	2.03	D
6.	User education programme	3.66	S
7.	Library orientation programme	3.48	S
8.	Library display/exhibition	2.37	D
9.	Interlibrary loan/services	2.27	D
10.	Indexing & abstracting	2.19	D
11.	Internet services	2.42	D
12.	Document delivery	2.12	D
13.	E-mail services	2.21	D
14.	Answering queries	3.58	S
	Grand mean	**2.72**	**D**

Note: S = Satisfied; D = Dissatisfied

Table 9 presents the responses of the participants about their satisfaction with various library services offered in the Library. The average score of the respondents' perception of the services is 2.72 which is above average. This negates the study by Ashaver, and Mwuese (2013) on student's perception of library services in universities in Benue State which concluded that students in universities in Benue State, Nigeria have a negative perception of the library services rendered by these university libraries. However, respondents are more satisfied with lending service (3.77), while they are less satisfied with Selective Dissemination of Information (2.03).

Research Question 8: What constitute deficiencies in the Academy Library?

Table 10: Mean score rating of deficiencies in the library

S/N	Resources	Mean ($\bar{x}$)	Remark
1.	Library staff are not supportive	2.45	D
2.	Library staff are not polite & approachable	2.22	D
3.	Inadequate seats and reading carrels	3.01	A
4.	Materials in the library are not up-to-date and relevant	2.23	D
5.	Library does no operate in the night	3.37	A
6.	Library is not spacious enough to accommodate all users at a time	3.50	A
	Grand mean	**2.80**	**A**

Note A = Agree; D = Disagree

Table 10 presents the responses of the students on what constitutes deficiencies in the Library. The average score of 2.80 computed indicate that the Library has some weaknesses. Inadequate space is top on the list with a mean score of 3.50, followed by students' displeasure that Library does not operate beyond 6 p.m., which has mean score of 3.37, while inadequate seats and reading carrels has a mean scores of 3.01.Other scores ranged from 2.22 and 2.45 which are below average. Moreover, students were requested to indicate other issues that constitute deficiency in the Library. Prominent among them are poor access to the Internet (82%), and inadequate number of books written by local (Nigerian and African) authors (37%) respectively. Observably, access to e-resources is mostly through personal laptops and ICT gadgets as computers in the Library are not available to users for use.

Discussion of Findings

Findings of the study revealed that the overall average score on students' perception of the resources and services of the library across the four faculties is 3.15. The study also reveals that the library scored above average in all the variables studied as follows: availability (3.30), adequacy (3.20), accessibility (3.20), relevance (3.35), and satisfaction with various library services (2.69). This signifies that students' perception of the information resources in terms of availability, adequacy, accessibility and relevance is positive. Moreover, students' perception of services offered in the Library is positive. However, relevance has the highest average score (3.35), indicating that resources in all areas of study were relevant hence, useful. This implies that acquisition is strictly based on the curriculum of the Academy.

Regarding the perception of individual faculties on information resources availability on the other hand, Faculties of Humanities and Law had the highest scores (3.37) and (3.37) respectively, while the Faculty of Science had the lowest score (3.20). Faculties of Humanities and Science had the highest scores of 3.28 and 3.28 respectively on adequacy, while the Faculty of Management and Social Science had the lowest score (3.06). On accessibility, Faculty of Law had the highest score (3.25) while the Faculty of Humanities had the lowest score (3.12). Also, Faculty of Humanities had the highest score (3.64) for relevance, while Faculty of Management and Social Sciences had the lowest score (3.09).

The overall average scores of individual faculties on the information resources' variables such as availability, adequacy, accessibility, and relevance were pulled together and the overall mean scores obtained were as follows: Faculty of Humanities(3.35), Faculty of Law (3.30), Faculty of Science (3.25), and Faculty of Management and Social Sciences (3.14). This revealed that although all users have positive perception towards information resources and services of the Library, students of the Faculty of Humanities have positive perception

towards information resources in the Library more than the other faculties. This was followed by Faculty of Law, Faculty of Science, and then Faculty of Management and Social Sciences.

Moreover, the Library scored below average in services such as reprography, Current Awareness Services, Selective Dissemination of Information, library display/exhibition, interlibrary loan/services, indexing and abstracting, Internet services, document delivery, and e-mail services. Also, students lamented that the Academy Library does not operating in the night.

Conclusion

This study surveyed students' perception of information resources and services to determine areas of strengths and weaknesses in the Nigeria Police Academy Library Wudil, Kano. Based on the findings, it could be concluded that the students' perception of information resources and services in the Academy Library is positive. The implication of this is that the Library is efficiently playing its role as the information base of the Academy hence, making positive impacts in the academic activities of the Academy, and thereby contributing to the general actualization of the aims and objectives of the Academy.

However, students' perception of availability, adequacy, accessibility and relevance of information resources such as abstracts, indexes, CD-ROMs, and OPAC is negative. This implies that these resources are either lacking or existing insignificantly. Students are satisfied with the information services the library render. However, they expressed discontentment with quite a number of services, and identified deficiency which is connected with service hour extension.

Recommendation

Based on the findings, the study recommends that the Academy's Library Management should provide information resources such as abstracts, indexes, CD-ROMs and OPAC considering their importance in the Library for research. Furthermore, with particular attention to the services such as reprography, Current Awareness Services, Selective Dissemination of Information, library display/exhibition, interlibrary loan/services, indexing and abstracting, Internet services, document delivery, and e-mail library services, should be overhauled with the view of strengthening them where they are weak, and introducing them where they were non-existent. Lastly, after careful consideration of security-related issues, the Library's operating hours should be extended to 10:00 pm as practiced in other Nigerian universities.

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