

Analysis Of Library Use Satisfaction Among Tertiary Institutions Students In Lagos State

Onyenania, George Ogheneruemu¹, Adeyokun, Beatrice Oluwakemi² & Ogunleye, Omolade Busayo³

College Library
Yaba College Of Technology
Yaba-Lagos, Nigeria

onyenaniageorge@yahoo.com, femikemi@gmail.com, jewel84mag@gmail.com

ABSTRACT

Satisfaction is an essential ingredient in the use of library resources for the purpose of self/national development. It serves as a key factor for continued and increased library patronage by users. In recent times however, reports bound that library use patronage is declining. Thus, this paper embarked on the “Analyses of Library Use Satisfaction among Tertiary Institutions Students in Lagos State”. Descriptive survey research method was adopted. Questionnaire was drawn on 150 students that forms the study population purposively selected from three tertiary institutions in Lagos State. Complete data collected from 137 respondents were analysed using descriptive statistics via SPSS version 20. Results showed that students were highly satisfied with the use of printed books, journals/periodicals, reference materials, and theses/dissertations among others but were not satisfied with the availability and use of their electronic versions in their libraries. Results also indicated that students were satisfied with many library services provided such as user education, Lending Services, Abstracting/Indexing Services and Photocopying Services but were highly unsatisfied with Reference Services, Students' Orientation Services, library tour services, Library use promotion/marketing Services as well as Staff and Users Relationship Services due to several challenges highlighted in the paper. These includes: Lack of awareness of available electronic information resources and poor staff/users' relationship upon which conclusion and recommendations were made in order to improve library service delivery and users' satisfaction.

Keywords: Library, Library Resources, Library Services, Users Satisfaction, Students Satisfaction.

1. INTRODUCTION

The growth and development of every man, institution or nation is a reflection of the amount and extent of information usage at its disposal. Thus, it was emphasized that the greatness of a man or any nation is no longer measured by the amount of material wealth he or she possesses, but by the amount of information he/she possesses and utilizes. This philosophical preposition/claim is unarguable, simply because, it is becoming more about ideas than the material resources anyone has or possess (Jeffhurblog, 2017). Innovative ideas/information/knowledge are resident in libraries. The principal purpose/rationale of every academic library is to meet and satisfy the information needs of patrons/users. Users' satisfaction helps to justify government/parent institution's spending on library infrastructure, resources and services (Joshi, 2014). Attempts of this nature to evaluate users' satisfaction becomes worthwhile as it would help to reposition library services in meeting its statutory obligations to its user community and the nation at large. The recognition of the place of information by man for the purpose of self/national development is undisputable, because information has been variously regarded as key to human and national advancement.

Although, information is regarded as the fifth factor of production by modern economists, it is becoming much more important in production/economic value system, because it touches all human activities and forms the basis of man's thinking process of other factors procurement and usage. Hence, access and use of information is generally evaluated as contributing significantly to the effectiveness/efficiency of individuals and institutions/nation that embrace the value of information usually resident in libraries (Sharma, Chawla & Madaan, 2011). This could be the reason why Jeffhurblog (2017) emphasized that "libraries are the gateway to every form of help and becoming the perfect place to get help on anything, including educational help, as well as exploiting users' needs for assistance". He stressed that libraries are becoming "a true provider of solutions to societal needs; a place that promotes learning and supports intellectual exchanges"; that focuses on three main areas - Users' Experience/perception, Services, and Facilities; and asking to know: "where have you been? Where are you going"?

As a result, most powerful nations of the world today do work with the strength of information in attaining and sustaining their pride of place in world ranking. For example, the United State of America, Russia, India, China and the host of other great/powerful and developed nations of the world today, do not joke with issues of information nurturing, propagation and use. Thus, they could sometimes determine, predict and control what happens in other unprivileged nations of the world, not because of their wealth, but because they understand the key factor, which is information usually available, maintained and accessible in libraries.

Libraries are reliable sources of information resources and services. A library is an embodiment of reliable information resources and services. Indeed, if information resources are put into use, it keeps you informed/well-versed, and brings about knowledge required for wealth creation and satisfaction desired by the individual and society that understand its value. Information could therefore be seen as the source of wealth and satisfaction. Library use satisfaction is a major factor in achieving appropriate library information services (Afshar, Razavi, Faramarzi, Limooni, & Charati, 2017).

Library resources on the hand, are those materials that enable a library and librarians to carry out their functions effectively (Fayose, 2000). According to her, "library resources are made up of books and other information bearing media/objects; which could be divided into groups according to their functions and level of scholarship and formats". In higher institutions for instance, library resources fall into two major categories according to the level of scholarship/functions that includes study, teaching and research materials. These resources are often required by staff and students for study and research. According to Obinyan (2016); cites Fayose (1995) "include recommended textbooks, journals/periodicals, past examination papers, reference books, monographs, as well as those used by higher degree students and lecturers that consist of periodicals, documents of different kinds, dissertations/treaties/theses, manuscripts, pamphlets, government publications, conference proceedings/papers among others". Library services, on the other hand, are "set of activities that libraries perform in order to satisfy user's information needs" (Oyediran-Tidings, Onyenania & George (2018).

They emphasized that for users to be encouraged/motivated to use the library, they must provide prompt and satisfactory information services to users. Moreover, Aina (2004) and Popoola (2008) as cited in Oyediran-Tidings, Onyenania and George (2018), identified "the following services that are peculiar to most libraries: lending services, inter-library loan and document delivery service; reservation service; exhibitions and displays; library publications; user education; and Selective dissemination of information; current awareness services; referral services; abstracting and indexing services as well as consultancy services in different formats (traditional/manual and electronic).

They stressed that such services should facilitate online access to library catalogue and databases that are currently becoming fundamental to library use satisfaction among students of our new age or era (computer/ICT oriented) in which library resources and services can be utilized from remote corners or from distance areas without any barrier; as well as by multiple users among other benefits to meet users' information needs satisfactorily.

Satisfaction refers to the way one feels about events, rewards, people, relationship and amount of mental gladness/happiness over a thing or a situation/circumstance such as in the use of library resources and services (Yaya, Unegbu & Onyenania, 2017). Users' information satisfaction is a fundamental ingredient and key determinant in the use of library resource and services for self-development. When a user is satisfied with library resources and services ones conducted, he or she would be internally motivated to continue and considerably increase its usage. Customer satisfaction research method for understanding library users satisfaction and behaviour is a key management issue for libraries/librarians for improved library usage (Heron & Matthews, 2011; cited by Tan, Chen & Yang, 2017).

Increase in library usage, would no doubt, bring about increased knowledge and improved academic productivity/achievements of the user or student, as well as boost library image/relevance to members of the public/institutions that are made to serve in no little measure. These form of strong positive link or relationship between library use satisfaction and greater academic achievement among students has been acknowledged in several existing library literature that are mostly foreign based. One of such studies is that of Joshi (2014) who found that "maximum numbers of library users are satisfied with library resources and services available in Guru Jambheshwar University of Science & Technology, Hisar, Haryana library, India" and resultantly helping students to increasingly perform better in their academic pursuits. Moreover, the study of Afshar, Razavi, Faramarzi, Limooni, and Charati (2017) revealed that, user satisfaction in three components (service affect, information control, and library as a place) met the minimum level of users' expectations but did not meet maximum level of users' expectations (i.e. invariably met users' needs at average levels) at the at Mazandaran university of medical sciences, Iran.

In Nigeria however, library use satisfaction through reading either for leisure or for academic purpose appears not to be the same, nor is it fundamental for the greatness of anyone and the country at large in recent times. Indeed, library importance for the growth and advancement of Nigerians including students is gradually eroding as most educationists/librarians report "drop in reading culture and poor academic achievements among students partially due to poor library resources and services use, inadequate access, as well as lack of awareness on its facilities/importance" even when library usage satisfaction is laudable among users in developed nations of the world (Daily Independent Newspapers Limited, 2015). For instance, many libraries that measures users' satisfaction levels, have yielded positive results as over 93% of patrons/users studied reported being either satisfied or extremely satisfied with the total information services with specific regards to libraries in Taiwan, that have increasingly gaining relevance and increased funding/supports and patronage or use for the purpose of academic, self and national development (Tan, Chen & Yang, 2017).

It therefore, becomes necessary to urgently investigate this laudable relationship between library use satisfaction and students' academic achievement in Nigeria tertiary institutions since very few literatures exist in this regard. This forms the bases of the study on one hand. Indeed, to ascertain library use satisfaction level of students in Nigeria tertiary institutions, would in no little measure impact positively on students' academic achievement with related consequent effects on our national development on implementation of its findings and recommendations.

1.1 Statement of the Problem

America, Russia, India, China and the host of other great/powerful/developed nations of the world today, do not joke with issues of information promotion, propagation and use. Thus, they could sometimes determine and control what happens in other unprivileged nations of the world, not because of their wealth, but because they understand the key factor, which is information usually available, maintained and accessible in libraries. These nations have used the power of information to transform/grow virtually all sectors of their economy over the years. In buttressing this claim, many libraries that measures users' satisfaction level through surveys have yielded positive results as over 93% of users investigated, showed that they are either satisfied or extremely satisfied with the total information services in Taiwan libraries and increasingly gaining relevance and increased funding/supports as well as increased patronage or use (Tan, Chen & Yang, 2017).

The case is not the same in African countries such as Nigeria despite efforts towards the propagation of academic libraries in higher institutions of learning in the country. Hence several reports abound in existing literature on issues of poor reading culture, leading to poor academic achievements and weak institutions in Nigeria as posited by Barrack Obama, as part of the reasons/excuses for his non-visit to Nigeria when he was touring African countries while he was the President of America even though Nigeria is acclaimed to be giant of Africa. Indeed, poor reading culture/academic achievement among Nigerian students is of widespread (Daily Independent Newspapers Limited, 2015). Could it be due to lack of library use satisfaction among Nigerians, especially the students? Thus, there is need for empirical evidence since only very few studies have been conducted in this direction over the years. Thus, this study embarked on the "Analyses of Library Use Satisfaction among Tertiary Institutions Students in Lagos State".

1.2 Objectives of the Study

- I. To find out Library information Resources Usage Satisfaction Level among Students
- II. To discover Library Information Services Usage Satisfaction Level among Students
- III. To find out factors challenging Library Use Satisfaction among Students.

1.3 Research Questions

- I. To what extent are students satisfied with the use of library information resources?
- II. What is the level of students' satisfaction with the use of library information services?
- III. What are the factors challenging library use satisfaction among students?

2. LITERATURE REVIEW

2.1 Library information Resources and Services Use Satisfaction

Joshi (2014), found a high-level satisfaction in the use of library resources/infrastructures among faculty members/research scholars in Guru Jambheshwar University of science & Technology library. To be precise, about 75 % of academic staff of the university were highly satisfied with library resources/infrastructure use in the University library; while only about 25% of them were not satisfied. In other words, available information resources in their library were found highly useful/satisfactory in meeting academic staff research/scholarly information needs. He equally discovered that considerable number of the institution's students were satisfied with the library resources use. Specifically, 67% of post-graduate and 56% of undergraduate students were satisfied with the library resources use.

Also, Raj and Naseer (2013) who surveyed Punjab Institute of Cardiology library in Pakistan, found that "library users were satisfied with the library collections, organisation, reference/circulation services, staff attitudes, cooling/heating but unsatisfied with library space, opening hours, furniture and environment, and suggested more availability of electronic library services, newer/current collections, better Internet access and comfortable furniture".

However, Joshi (2014), discovered that library staff response time/services to users' query is very less, leading to low level of library services satisfaction with regards to response time among staff and students of the university library which was attributed to inadequate staff strength among others. This circumstance of course lowers/detrimental to the reputation of the library as works against the fourth law of library science which specified that "do not waste the time of the user" propounded by Ranganathan in his five laws of Library Science in 1928 (Obinyan, 2016; cites Finks, 1981; Sen, 2008; & Steckel, 2002).

In the recent study of Tan, Chen and Yang (2017) on 339 library users in Taiwan public library Results showed that "library services experienced by users directly/positively influenced their satisfaction level and loyalty to library services; while the effect of service quality on satisfaction of library users was nonsignificant". This implies that satisfactory library services earn libraries high level of recognition/yields respect to practitioners/librarians from community of users; thereby not only justifying the relevance of library operations to parent institutions but projecting their functions/image to members of the public.

2.2 Factors Challenging Library Use Satisfaction

Users' satisfaction of information infrastructure, resources and services are in most cases challenged in developing countries such as Nigeria due to several reasons. To this end, Awojobi (2004) disclosed that that one serious/prominent reasons why students' use of library resources and services are difficult, is as a result of lack of knowledge on how to obtain required information resources in tertiary institutions' libraries in Nigeria. Moreover, Ottong (2005) observed that "students in tertiary institutions lack interest in library use instruction programmes, and thereby influencing their attitude towards library resource and services utilization". This circumstances in most cases, adversely affect their satisfaction levels in library resources and services use. It was equally revealed that Librarians have little commitment towards helping users to have efficient/satisfactory use of library resources and services as they are often preoccupied with basic library functions/duties such as acquisition, processing and preservation without giving adequate attention to how students could have effective/satisfactory use of library resources and services for improved learning/research, which could be addressed through aggressive user education programme to enhance students' greater utilization of library resources and services aimed at attaining high users satisfaction (Obinyan, 2016; cites Aguolu and Aguolu, 2002; Kumar & Phil, 2009).

Meanwhile, several authors in recent times such as Xu and Du (2018); Obinyan (2016:10); and Hossain (2014), expressed that although, “scholars such as Ray and Day (1998); Ampka (2000); Ifidon (2000); Oyesiku and Oduwale (2004); Ugah (2007); Fordjour, Badu and Adjei (2010) and Issa, Tunji, Lanre and Tolu (2011) similarly explored problems/challenging factors facing use of library resources, services and programmes to include: inadequate funding/professional librarians, unjustifiable increase in students’ population, lack of faculty/lecturers cooperation, inadequate attention to users’ information needs, library staff/users’ communication gap, students’ inability to understand library resources organization and retrieval systems, poor systems/service quality, ill-perceived ease of use/usefulness, time wastage in trying to retrieve library resources, students’ lack of interest on library resources use, poor integration of library use education programme period; yet, there has been no considerable changes/improvement on students use of library resource and services in recent times irrespective of their gender, academic level, discipline or types of institution among others problems/challenging factors”. These factors/problems, could have resulted from lack of indebt understanding of users’ satisfaction elements in library resources and services use by libraries/librarians in tertiary institutions in Nigeria. Thus, this study carried out an “Analysis of Library Use Satisfaction among Tertiary Institutions Students in Lagos State”.

3. METHODOLOGY

The study adopted descriptive survey research design. The Questionnaire was the instrument used for the study drawn on 150 Respondents purposively selected from three tertiary institutions targeted for the study based on availability sampling technique that cuts across University, Polytechnic and Colleges of Education. The institutions are: University of Lagos, Yaba College of Technology and Federal College of Education (Technical), Akoka. However, year one students (Freshers) were excluded because they may not have been very familiar with library resources and services that would enable them provide the right information/judgement in the usage of library resources and services. Data fully collected from 137 respondents representing 91.33% of sampled population who are registered members of their respective libraries were analysed using descriptive statistics via SPSS version 20.

3.1 Data Presentation, Analysis, Interpretations and Discussion of Findings

Data presentation, analysis, interpretations and discussion of findings are done in the order of research questions raised in the study:

The researchers sought to know the extent at which students are satisfied in the use of library information resources.

Table 1: Showing Students' Satisfaction Level with the Use of Library Information Resources. N=137

SN	Questionnaire Items		Very Highly Satisfied	Highly Satisfied	Partially Satisfied	Not Satisfied	Not Satisfied At All	St.D
Students' Satisfaction Level with Printed Resources in the Library								
1	Printed books in my Institutional Library	F	36	57	31	10	3	3.82
		P	41.60%	26.30%	22.60%	7.30%	2.20%	
2	Printed journals, magazine and other periodicals.	F	26	58	38	12	3	3.67
		P	19.00%	42.30%	27.70%	8.80%	2.20%	
3	Reference materials in print format such as encyclopedias, Dictionaries, Directories, Yearbooks etc.	F	34	52	44	5	2	3.81
		P	24.80%	38.00%	32.10%	3.60%	1.50%	
4	Theses, Dissertations, Inaugural Lectures, convocation & Anniversary Lectures in Printed format in my institutional Library	F	31	42	45	16	3	3.60
		P	22.60%	30.70%	32.80%	11.70%	2.20%	
Students' Satisfaction Level with Electronic Resources in the Library								
5	Available Electronic-Books in my institutions' library.	F	23	11	21	40	42	2.33
		P	16.80%	8.00%	15.30%	29.20%	30.70%	
6	Available Electronic Journals & other periodicals in my institutions' library.	F	25	36	12	20	44	2.31
		P	18.20%	26.30%	8.80%	14.60%	32.10%	
7	Electronic Reference materials/resources such as electronic encyclopedias, Dictionaries, yearbook etc.	F	27	35	45	24	6	3.39
		P	19.70%	25.50%	32.80%	17.50%	4.40%	
8	Relevant CD-ROMs in my institutions' library.	F	18	39	40	25	15	3.15
		P	13.10%	28.50%	29.20%	18.20%	10.90%	
9	Institutional Repository materials such as Electronic Theses, Dissertations, Inaugural Lectures, Convocation and Anniversary Lectures in my institutions' library	F	20	24	5	36	52	2.31
		P	14.60%	17.50%	3.60%	26.30%	38.00%	
10	Available Electronic Data bases use such as Ebsco-host, JSTOR, Elsevier Science Direct, AGORA, HINARI, OARE, Mylibrary, Emerald, etc via my institutions' library.	F	16	29	9	43	40	2.20
		P	11.70%	21.20%	6.60%	31.40%	29.20%	

Source: Field Survey, 2018

Table 1: showed the mean ratings of the extent to which students are satisfied with the use of library information resources in printed format. The data indicates that the mean ratings of Q1, Q2, Q3, and Q4, are 3.83, 3.67, 3.81, and 3.60 respectively. Based on the cut-off point of 3.00 for a five Likert scaling, all items were acceptable.

This is an indication that respondents are highly satisfied with the printed books, printed journals, magazine and other periodicals, reference materials in print format such as encyclopedias, dictionaries, directories, yearbooks etc, and are also highly satisfied with theses, dissertations, inaugural lectures, convocation & anniversary lectures in printed format that exist in their respective institutional library. This finding supports that of Joshi (2014), who found high-level of satisfaction in the use of library resources/infrastructures among faculty members/research scholars in Guru Jambheshwar University of science & Technology library.

Table 1: Also showed the mean ratings of the extent at which students were satisfied with the use of electronic resources in the library. The data indicates that the mean ratings of Q5, Q6, Q7, Q8, Q9 and Q10 are 2.33, 2.31, 3.39, 3.15, 2.31 and 2.20 respectively. Based on the cut-off point of 3.00 for a five Likert scaling; items Q7, and Q8 were acceptable indicating that respondents are, highly satisfied with the electronic reference materials/resources such as electronic encyclopedias, dictionaries, yearbook etc., and also highly satisfied with relevant CD-ROMs in my institutions' library.

However, items Q5, Q6, Q9 and Q10 were rejected, meaning that respondents are not satisfied with the available Electronic-Books, available Electronic Journals & other periodicals as well as Institutional Repository materials such as Electronic Theses/Dissertations, Inaugural Lectures, Convocation and anniversary lectures as well as available electronic databases use such as Ebsco-host, JSTOR, Elsevier Science Direct, AGORA, HINARI, OARE, Mylibrary, Emerald, etc via their institutional library. This non-satisfaction could be due to poor funding/irregular subscriptions to electronic databases and network/power problems.

The researchers also sought to know “the extent of students’ satisfaction with the use of library information services.

Table 2: Showing the Extent of Students’ Satisfaction with the Use of Library Information Services. N=137.

SN	Questionnaire Items		VHS	HS	PS	NS	NSAA	St.D	Total
Conventional & Electronic Library Services									
1	Library use promotion/marketing Services	F	24	14	8	50	41	2.50	137
		P	17.5%	10.2%	5.8%	36.5%	29.9%		100
2	Library Users' Education Services	F	27	70	21	16	3	3.74	137
		P	19.7%	51.1%	15.3%	11.7%	2.2%		100
3	Library Students' Orientation Services	F	33	15	4	50	35	2.68	137
		P	24.1%	10.9%	2.9%	36.5%	25.5%		100
4	Students library tour services	F	24	22	6	41	44	2.40	137
		P	17.5%	16.1%	4.4%	16.1%	4.4%		100
5	Library Reference Services	F	31	7	6	52	41	2.69	137
		P	22.6%	5.1%	4.4%	38.0%	29.9%		100
6	Library books Reservation Services	F	35	54	29	15	4	3.74	137
		P	25.5%	39.4%	21.2%	10.9%	2.9%		100
7	Inter-Library Loan Services	F	31	28	43	26	9	3.34	137
		P	22.6%	20.4%	31.4%	19.0%	6.6%		100
8	Library Information Resources’ Lending Services	F	29	58	26	19	5	3.64	137
		P	21.2%	42.3%	19.0%	13.9%	3.6%		100
9	Selective Dissemination of Information Services	F	23	24	1	59	30	2.58	137
		P	16.8%	17.5%	0.7%	43.1%	21.9%		100
10	Library Current Awareness Services (CAS)	F	23	18	5	57	34	2.55	137
		P	16.8%	13.1%	3.6%	41.6%	24.8%		100
11	Library Electronic Information Services such as email alerts on innovations/new developments	F	32	18	16	34	37	2.35	137
		P	23.4%	13.1%	11.7%	24.8%	27.0%		100
12	Library Abstracting &Indexing Services	F	37	56	34	8	2	3.86	137
		P	27.0%	40.9%	24.8%	5.8%	1.5%		100
13	Library Photocopying Services	F	35	39	38	12	13	3.52	137
		P	25.5%	28.5%	27.7%	8.8%	9.5%		100
14	Library Bindery Services	F	35	45	26	15	16	3.50	137
		P	25.5%	32.8%	19.0%	10.9%	11.7%		100
15	Library Staff and Users Relationship Services	F	15	11	29	28	54	2.53	137
		P	10.9%	8.0%	21.2%	20.4%	39.4%		100

Source: Field Survey, 2018

Table 2: showed the mean ratings of extent of Students' Satisfaction in the Use of Library Information Services. The data indicates respondents' mean ratings of Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, and Q15 are 2.50, 3.74, 2.68, 2.40, 2.69, 3.74, 3.34, 3.64, 2.58, 2.55, 2.35, 3.86, 3.52, 3.50 and 2.53 respectively. Based on the cut-off point of 3.0 for a five Likert scaling, items Q2, Q6, Q7, Q8, Q12, Q13, and Q14 were acceptable. This indicates that respondents were highly satisfied with some library services such as library Users' Education Services, books Reservation, Inter-Library Loan, Information Resources' Lending Services, Abstracting & Indexing, Photocopying and Library Bindery Services. This finding also agrees with the study of Tan, Chen and Yang (2017) who found that "library services experienced by users directly/positively influenced their high satisfaction level and loyalty to library services.

However, items Q1, Q3, Q4, Q5, Q9, Q10, Q11, and Q15 were rejected, indicating that respondents are not satisfied with Library use promotion/marketing Services, Students' Orientation Services, Students library tour services, Library Reference Services, Selective Dissemination of Information Services, Current Awareness Services, and Library staff/Users Relationship.

Lastly, the researchers seek factors challenging library use satisfaction among students.

Table 3: Showing Factors challenging Students' Satisfaction in the Use of Library

SN	Questionnaire Items		SA	A	D	SD	St.D	Total
Challenges Associated with Traditional Library Resources Use								
1	Lack/inadequacy of relevant books to my course of study	F	37	42	34	24	2.67	137
		P	27.0%	30.7%	24.8%	17.5%		100
2	More than enough books are already being provided by my Course lecturers to read, do my assignments & pass my exams (I have no need for library resources use)	F	26	33	45	33	2.38	137
		P	19.0%	24.1%	32.8%	24.1%		100
3	Lack of awareness on available books relevant to my course of study.	F	45	22	43	27	2.62	137
		P	32.8%	16.1%	31.4%	19.7%		100
4	Lack of skill to locate required books in the library	F	32	47	25	33	3.41	137
		P	23.4%	34.3%	18.2%	24.1%		100
5	Inadequate formal training on how to locate required books in the library	F	39	38	24	36	3.48	137
		P	28.5%	27.7%	17.5%	26.3%		100
6	Low level of support from library staff on library resources use.	F	36	42	25	34	3.46	137
		P	26.3%	30.7%	18.2%	24.8%		100
7	Unattractive library building/environment.	F	28	23	64	22	2.42	137
		P	20.4%	16.8%	46.7%	16.1%		100
8	Too much silence/quietness of library environment (library silence is more of grave-yard nature)	F	15	35	56	31	2.25	137
		P	10.9%	25.5%	40.9%	22.6%		100
9	Lack of group discussion sections in the library	F	35	32	46	24	2.57	137
		P	25.5%	23.4%	33.6%	17.5%		100
10	Lack of encouragement/motivation from lecturers to use library resources	F	27	37	47	26	2.47	137
		P	19.7%	27.0%	34.4%	19.0%		100
11	Poor library staff and users' relationship	F	35	45	24	33	3.42	137
		P	25.5%	32.8%	17.5%	24.1%		100

Challenges Associated with Modern/Electronic Library Use								
12	Inadequate electronic resources in my institution's library	F	28	58	25	26	2.64	137
		P	20.4%	42.3%	18.2%	19.0%		100
13	Slow internet connectivity (Low internet bandwidth).	F	33	52	24	28	2.66	137
		P	24.1%	38.0%	17.5%	20.4%		100
14	Insufficient/ restricted internet access time	F	45	54	26	12	2.96	137
		P	32.8%	39.4%	19.0%	8.8%		100
15	Irregular/Poor electricity supply	F	35	49	37	16	2.75	137
		P	25.5%	35.8%	27.0%	11.7%		100
16	My incompetency on how to effectively access library e-resources (Poor electronic information retrieval skill).	F	29	39	42	27	2.51	137
		P	21.2%	28.5%	30.7%	19.7%		100
17	Lack/inadequate formal training on how to access electronic information resources	F	27	48	31	31	2.52	137
		P	19.8%	35.0%	22.6%	22.6%		100
18	Non-availability of relevant electronic resources.	F	29	50	39	19	2.65	137
		P	21.2%	36.5%	28.5%	13.9%		100
19	Inconsistency/Irregular subscription to electronic databases	F	38	36	30	33	2.58	137
		P	27.7%	26.3%	21.9%	24.1%		100
20	Available electronic databases do not cover my field of study/needs.	F	19	49	41	28	2.43	137
		P	13.9%	35.8%	29.9%	20.4%		100
21	Indiscipline on time management, as I most often waste valuable time on social media use rather than library e-resources while I am online.	F	42	36	37	22	2.72	137
		P	30.7%	26.3%	27.0%	16.1%		100
22	Lack of awareness of available electronic information resources in my institutional library.	F	40	46	31	20	3.64	137
		P	29.2%	33.6%	22.6%	14.6%		100
23	Low level of support from library staff on how to access and use library electronic resources.	F	34	46	28	29	2.62	137
		P	24.8%	33.6%	20.4%	21.2%		100
24	Inadequate ICT/Computer devices to access library electronic resources.	F	42	44	35	16	2.82	137
		P	30.7%	32.1%	25.5%	11.7%		100
25	Poor maintenance of ICT/computer devices to access electronic information resources in my institution's library	F	31	48	33	25	2.62	137
		P	22.6%	35.0%	24.1%	18.2%		100

Source: Field Survey, 2018

Table 3: showed the mean ratings of factors challenging students' library use satisfaction. On challenges associated with traditional library resources use, the data indicates that the mean ratings of Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, and Q11 are 2.67, 2.38, 2.62, 3.41, 3.48, 3.46, 2.42, 2.25, 2.57, 2.47, and 3.42 respectively. Based on the cut-off point of 2.50 for a four Likert scaling, items Q1, Q3, Q4, Q5, Q6, Q9 and Q11 were acceptable indicating that respondents agreed that Lack/inadequacy of relevant books to my course of study, Lack of awareness on available books relevant to my course, Lack of skill to locate required books in the library, Inadequate formal training on how to locate required books, Low level of support from library staff on library resources use, Lack of group discussion sections in the library and Poor library staff and users' relationship. However, items Q2, Q7, Q8, and Q10, were rejected, indicating that respondents disagreed that more than enough books are already being provided by students' course lecturers to read, do my assignments & pass my exams, (have no need for library resources use), unattractive library building/environment, too much silence/quietness of library environment, and Lack of encouragement/motivation from lecturers to use library resources.

Table 3: also showed the mean ratings of factors challenging users' satisfaction in the use of library with regards to factors associated with modern/electronic library resources use. The data indicates that the mean ratings of Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q24 and Q25 are 2.64, 2.66, 2.96, 2.75, 2.51, 2.52, 2.65, 2.58, 2.43, 2.72, 3.64, 2.62, and 2.82 respectively. Based on the cut-off point of 2.50 for a four Likert scaling, all items are acceptable indicating that respondents agreed that Inadequate electronic resources in respondents' institutional library, slow internet connectivity (Low internet bandwidth), Insufficient/ restricted internet access time, Irregular/Poor electricity supply, users' incompetency on how to effectively access library e-resources (Poor electronic information retrieval skill), lack/inadequate formal training on how to access electronic information resources, non-availability of relevant electronic resources, inconsistency/Irregular subscription to electronic databases, lack of awareness of available electronic information resources, low level of support from library staff on how to access and use library electronic resources, inadequate ICT/Computer devices to access library electronic resources and poor maintenance of ICT/computer devices to access electronic information resources. However, items Q20, is rejected, indicating that respondents disagreed that available electronic databases do not cover their field of study/needs. These findings are in agreement with those of Xu and Du (2018); Obinyan (2016:10); and Hossain (2014), expressed a lot of challenges confronting satisfactory use of library resources and services in several libraries to include: inadequate attention to users' information needs, library staff/users' communication gap, students' inability to understand library resources organization and retrieval systems, as well as poor information systems/service quality.

4. CONCLUSION AND RECOMMENDATIONS

The relevance of users' satisfaction to library resource and services use cannot be over-stressed. It determines survival/existence of libraries in tertiary institutions particularly users' satisfaction in the use of electronic resources and services in they had most of the unsatisfactory reports in the study due to our present electronic/digital driven world. Libraries must therefore brace-up in the collection and management of electronic information resources and services for improved users' satisfaction and service delivery while ensuring good staff and users' relationships among others.

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