

# USERS' PERCEPTION AND SATISFACTION WITH THE QUALITY OF LIBRARY SERVICES IN SELECTED UNIVERSITY LIBRARIES IN OGUN STATE, NIGERIA

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## Abstract

This study evaluates user satisfaction and perceived quality of library services at Hallmark University Library, Ijebu-Itele, and Crawford University Library, Igbesa, Ogun State, Nigeria. Using a descriptive survey design, the study targeted undergraduate students with a stratified random sampling method. A structured questionnaire was employed to assess satisfaction, service quality, and influencing factors. The instrument was validated and reliability tested, achieving a Cronbach's Alpha above the acceptable threshold. Data were analysed using SPSS version 25. Results showed that 80% of respondents used the library weekly, highlighting its importance for academic activities. Satisfaction was highest with the physical environment (83.2%), particularly in terms of lighting, seating, and noise control. Library staff responsiveness received a 76.7% satisfaction rating, although staff demeanour could improve. Satisfaction with borrowing services was 75.5%, but only 41.8% were satisfied with the relevance of materials. Digital resource satisfaction was moderate (58.6%), and catalogue/search systems received just 59.1% satisfaction, reflecting challenges with resource discoverability. Dissatisfaction with study spaces (36.2%) pointed to overcrowding or noise issues, while library hours were positively rated (69%). Technology, including Wi-Fi and staff knowledge, was generally well-regarded, but there was a clear need for enhanced digital platforms and AI tools. The study concludes that while the libraries provide essential services, improvements are needed in resource relevance, digital accessibility, staff training, and study environment design to better meet user needs. These insights contribute to ongoing efforts to improve university library services in Nigerian higher education.

**Keywords:** Users' Perception, Satisfaction, Quality of Library Services, Selected University Libraries, Ogun State.

## Introduction

University libraries serve as essential intellectual centres that support the academic and research objectives of their parent institutions. They are typically affiliated with institutions of higher education such as colleges, polytechnics, or universities. These libraries play a vital role

in facilitating teaching, learning, and research for students, academic staff, and researchers. To ensure user satisfaction, university libraries provide relevant resources, personalised services, a supportive environment, and foster innovation. By placing users at the heart of their mission, they make a significant contribution to academic success and the realisation of institutional goals. According to Ozonuwe et al. (2023), university libraries fulfil multiple roles, including providing comfortable reading spaces, offering information resources and services in various formats to support teaching, learning, leisure, and research activities, and contributing to the wider community through impact initiatives and creative programmes.

User satisfaction in university libraries refers to how users perceive the quality, accessibility, and usefulness of library resources and services. This concept has gained increasing importance in recent years, reflecting users' changing expectations in both physical and digital settings. According to Khan and Bhatti (2017), user satisfaction is a key indicator of service quality and overall effectiveness in university libraries. It includes various factors such as accessibility, resource availability, staff assistance, and technological infrastructure. Satisfied users are more likely to return, use more services, and promote the library within their academic communities.

A major contributor to user satisfaction is the quality of information resources. Users expect university libraries to provide up-to-date, relevant, and comprehensive materials that support their educational and research needs. Access to digital resources, especially electronic journals and e-book databases, is critical. The lack of electronic resources and poor internet connectivity can significantly discourage library use and diminish user satisfaction. Moreover, staff professionalism combined with strong support services ensures operational efficiency. Nazir and Mahmood (2017) emphasised that well-trained librarians who assist users with research, referencing, and information retrieval greatly enhance satisfaction. Personalised services and user-friendly library systems also contribute to a better experience.

In addition, the ambience and facilities of a library play a crucial role in user satisfaction. A well-designed university library provides a calm and intellectually stimulating environment, often featuring quiet zones, soft lighting, and minimal distractions. The scent of books,

comfortable seating, and temperature-controlled spaces help create a peaceful atmosphere ideal for studying, reading, or research. Modern university libraries typically offer a diverse collection of physical and digital resources, free Wi-Fi, computer workstations, printing and scanning services, group study rooms, silent reading zones, and accessibility features for differently-abled users. Many also include a café or refreshment area. Some contemporary libraries go further by providing makerspaces, multimedia labs, and venues for cultural events.

## **Statement of the Problem**

University libraries play a crucial role in supporting teaching, learning, and research within higher education institutions. In Nigeria, particularly in Ogun State, university libraries face growing pressure to meet the evolving needs and expectations of users amid challenges such as limited funding, inadequate infrastructure, and rapid technological advancements. Despite these difficulties, there is a lack of empirical evidence assessing users' perceptions of the quality of library services and their satisfaction with the provision.

In many university libraries, user satisfaction is often presumed rather than systematically evaluated, resulting in potential discrepancies between the services provided and the actual needs of users. Moreover, perceived quality, that is, how users assess the excellence of library services based on their experiences, remains an under-explored area within the Nigerian academic context. The absence of such evaluations hampers library administrators' ability to make informed decisions regarding service enhancement and resource allocation.

This study aims to address these gaps by evaluating user satisfaction and perceived quality of library services at Crawford University Library and Hallmark University Library in Ogun State, Nigeria. By assessing user satisfaction and perceived quality of library services at both institutions, the study seeks to identify strengths, weaknesses, and areas in need of strategic improvement. Ultimately, this assessment is essential for enhancing the user experience, optimising service delivery, and ensuring that university libraries continue to serve as effective support systems within higher education.

## **Research Questions**

1. What is the level of user satisfaction with library services in the selected university libraries in Ogun State?
2. How do users perceive the quality of library services offered by these institutions?
3. Which factors influence user satisfaction and perceived service quality in the selected libraries?

## **Literature Review**

Service quality remains a crucial determinant of user satisfaction in academic libraries. A study by Adeniran (2020) at Redeemer's University found that students were generally satisfied with library services, with frequent use correlating with higher levels of satisfaction. Similarly, Adewara et al. (2024) examined undergraduate students' perceptions of service quality at the University of Ilorin, discovering that services such as lending, interlibrary loans, and information literacy programs made significant contributions to user satisfaction. A study conducted in Wuhan, China, by Peng et al. (2022) identified five major design factors affecting user satisfaction: availability of service facilities, quality of interior design, physical environmental elements, spatial diversity, and controllability of learning spaces. Among these, availability of service facilities was deemed the most important design factor. Enhancing learning space controllability, such as allowing users to adjust lighting and noise levels, also had a positive impact on satisfaction.

Moreover, the usability of academic library websites is becoming increasingly important for user satisfaction. A systematic literature review by Jilani et al. (2025) highlighted that "effectiveness" is the most significant usability sub-attribute in the context of academic library websites. "User testing" emerged as the predominant usability evaluation method used in most primary studies. Metrics such as user preference, error rate, and number of correct answers were commonly employed to measure effectiveness. Technological advancements, particularly AI-powered assistive technologies, are improving accessibility within libraries. A study by Paul and Chauhan (2024) explored the role of AI-driven assistive tools in enhancing access to libraries for patrons with disabilities. The research revealed that these technologies significantly increased the

autonomy and participation of people with physical disabilities, providing personalized support and access to a broad range of resources.

The perceived quality of library services is a vital factor influencing user satisfaction and the overall effectiveness of academic libraries. Recent research highlights various dimensions such as service responsiveness, resource availability, staff competence, and technological infrastructure that shape users' perceptions. According to Kumar and Bansal (2022), perceived quality has a significant impact on user satisfaction in academic libraries, with responsiveness and personalized assistance being key determinants. Their study, conducted across Indian universities, found that the promptness and professionalism of library staff enhanced users' positive perceptions of service quality. Similarly, Smith et al. (2023) investigated academic libraries in the United States and emphasized the importance of digital resources and ease of access. Their findings suggest that users increasingly value electronic databases, online catalogues, and remote access facilities as core components of perceived service quality.

In the context of African academic libraries, Ndlovu and Moyo (2021) identified infrastructural challenges but noted that effective communication and user education programs positively influenced perceived quality. They recommended continuous staff training to improve service delivery and user engagement. Moreover, a study by Al-Farhan and Abdulrahman (2020) in Middle Eastern academic libraries demonstrated that perceived quality is closely linked to the library environment and the availability of up-to-date materials. They advocated for regular assessment of user needs to align library services with evolving academic demands.

## **Empirical Framework**

A considerable number of studies have employed the SERVQUAL model to evaluate service quality in academic libraries. For example, Alam and Mezbah-ul-Islam (2023) utilized structural equation modeling, drawing on SERVQUAL, LibQUAL+, and SERVPERF instruments to assess service quality in public university libraries in Bangladesh. Their findings demonstrated that library resources, staff competence, demeanour, and physical facilities had a significant influence on user satisfaction. Likewise, Alam (2020) applied the SERVQUAL model

to evaluate service quality at Eastern University Library in Bangladesh, underscoring the crucial role of service quality in ensuring user satisfaction.

In Nigeria, Onyeisi et al. (2021) assessed user satisfaction with reference services in Federal University Libraries located in Southeastern Nigeria. Their study found that, although users were generally satisfied with the reference services provided, there was limited awareness of certain offerings such as translation and email services. Adepoju et al. (2021) explored users' perceptions and attitudes towards service quality in research institute libraries in South-West Nigeria. Their research highlighted the importance of understanding user perspectives in order to enhance service quality. In Kwara State, Nigeria, Tella (2021) investigated users' views on the adequacy of materials and satisfaction with services at the Kwara State College of Education Library. The findings indicated that while most services were well received, electronic resources were perceived as insufficient.

Ogungbade (2022) carried out a survey to determine the satisfaction of undergraduate users with library services in selected academic libraries in Ogun State, Nigeria. The study identified several issues, including limited information support and a lack of awareness regarding available library services.

## **Research Method**

This study adopted a descriptive survey research design to evaluate Users' Perception and Satisfaction with the Quality of Library Services in Selected University Libraries in Ogun State, Nigeria. This design was deemed suitable for collecting comprehensive data from a sample that is representative of the broader population, thereby enabling the researcher to describe the current state of user satisfaction and service quality.

The target population comprised undergraduate students from two university institutions in Ogun State: Hallmark University, Ijebu-Itele, with 520 undergraduate students, and Crawford University, Igbesa, with 1,800 undergraduate students. The combined population across both institutions totalled 2,320 undergraduate students. A 10% sample of the undergraduate population from each institution was selected, in accordance with established practices for

surveys involving relatively small populations. A stratified random sampling technique was employed to ensure fair representation across various faculties and academic levels in each university. Within each stratum, participants were randomly selected to minimize bias.

The primary instrument for data collection was a structured questionnaire developed by the researcher. The questionnaire was divided into four sections: section A focused on demographic information, section B examined user satisfaction with the various services provided by the library; Section C assessed users' perceptions of the quality of library services; and Section D explored factors influencing both satisfaction and perceived service quality. To ensure content validity, the questionnaire was reviewed by experts in Library and Information Science as well as Educational Research. A pilot study was conducted with 20 students from another academic institution within Ogun State (not included in the main study) to assess the clarity, relevance, and reliability of the instrument. The reliability of the questionnaire was tested using Cronbach's Alpha, with a reliability coefficient of 0.75 or higher considered acceptable for the study.

The questionnaires were administered in person by the researcher, with the assistance of research aides at each university. This approach facilitated a high response rate and enabled participants to seek clarification where necessary. Data collection was carried out over a two-week period. The data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency counts and percentages were used to summarize the responses. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS), version 25, and results were presented in frequency tables and charts.

**Table 1: population and sampled size**

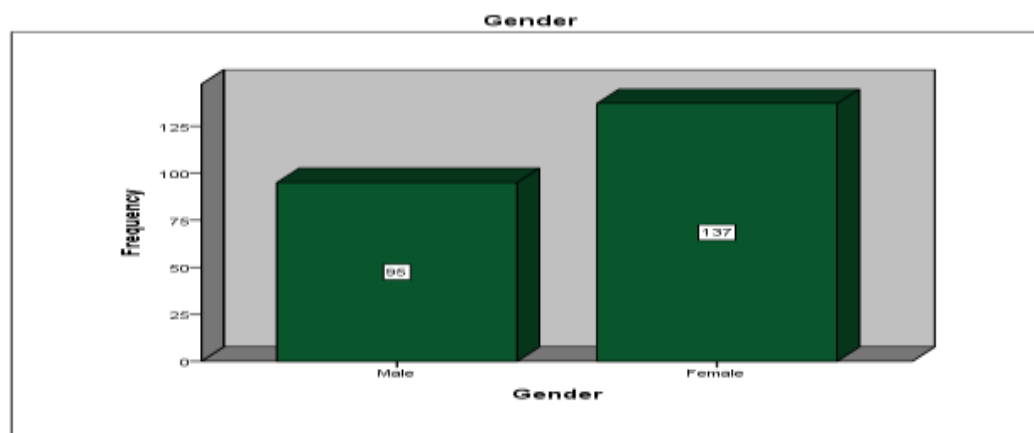
| Name of Universities             | Total Population | Sampled Size |
|----------------------------------|------------------|--------------|
| Hallmark University, Ijebu Itete | 520              | 52           |
| Crawford University, Igbesa      | 1800             | 180          |
| TOTAL                            | 2,320            | 232          |

**Table 2: Age Range of the respondents**

| Age Range   | Frequency | Percent |
|-------------|-----------|---------|
| 16–20 years | 195       | 84.1    |
| 21–25 years | 36        | 15.5    |
| 26-30 years | 1         | .4      |
| Total       | 232       | 100.0   |

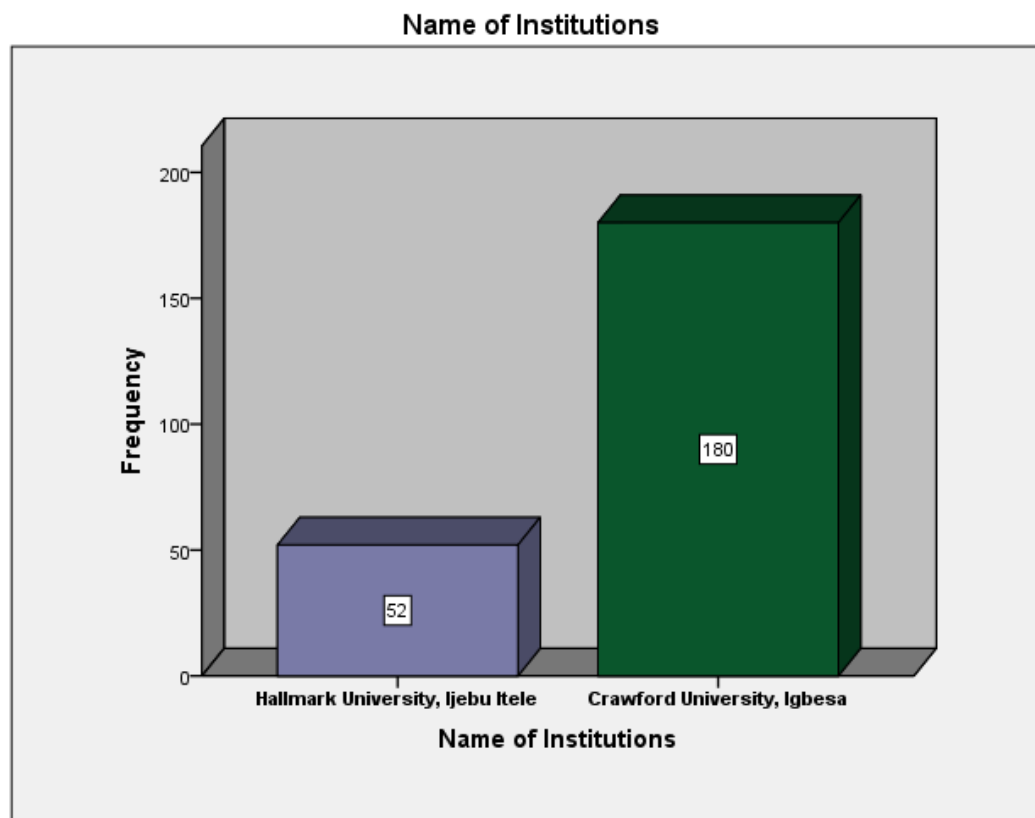
The majority of respondents fall within the 16–20 years age range, with 195 individuals making up 84.1% of the total. This indicates a strong concentration of participants in this age bracket, possibly suggesting that most university students nowadays fall within this range. The next most represented group is the 21–25 years range, comprising 36 respondents and accounting for 15.5% of the total population. The least represented age group is 26–30 years, with only one respondent, making up just 0.4% of the total population.

**Chart 1:**



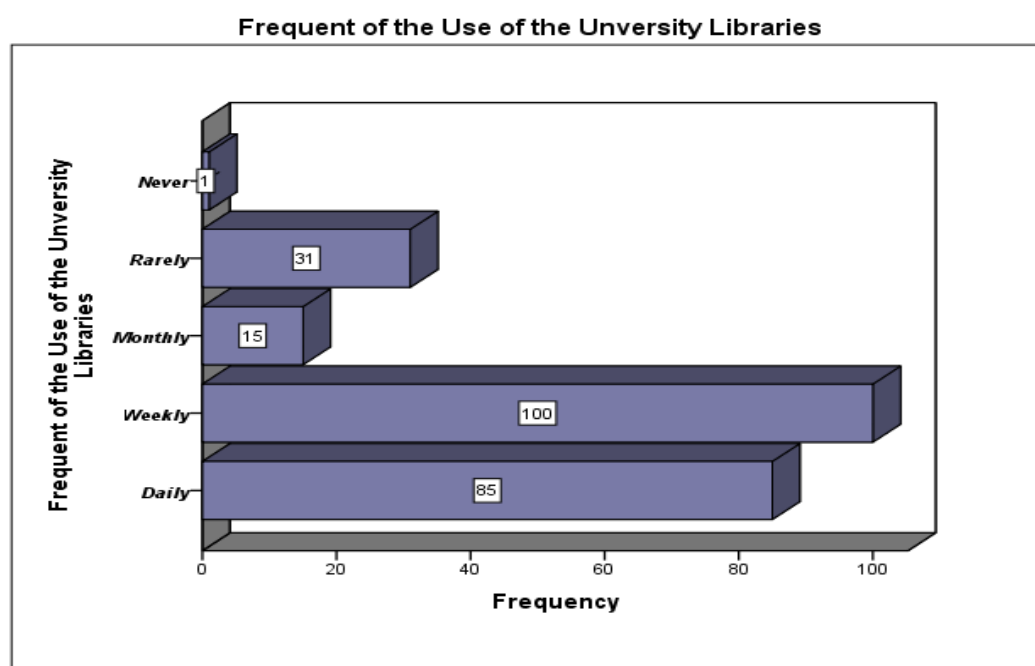
The majority of the respondents are female, accounting for 137 (59.1%) of the total sample population, while males comprise 95 (40.9%), which is significantly fewer than females. This indicates a gender imbalance in the institutions studied, with females outnumbering males.

Chart: 2



The chart above shows that Crawford University, Igbesa, accounts for the majority of responses, with 180 students (77.6%), while Hallmark University, Ijebu Itele, had 52 students (22.4%), making it the minority in the dataset. This indicates a significantly higher level of representation from Crawford University.

Chart:3



The table displays the frequency of university library usage among 232 respondents. The majority of students use the library weekly (100 respondents, 43.1%), followed by those who use it daily (85 respondents, 36.6%). In total, 79.7% of students visit the library at least once a week, implying that nearly four out of five students regularly use the university library, highlighting its role as a widely accessed and valuable academic resource centre. Less frequent users include those who visit the library monthly (15 respondents, 6.5%) and those who use it rarely (31 respondents, 13.4%). Only one respondent (0.4%) reported never using the library, suggesting that complete disengagement from library services is exceptionally uncommon. Monthly and infrequent users may include students with lighter academic or research requirements or those who prefer alternative resources.

The finding of the study indicates that nearly 80% of respondents use the library at least once a week, underscoring the library's central role in students' academic lives. This correlates strongly with the findings of Adeniran (2020), who concluded that frequent library users tend to report higher levels of satisfaction. Frequent use suggests the library is perceived as a reliable academic resource hub, likely because it meets essential study and research needs.

**Table 3: User Satisfaction with Library Services**

| Items                                                | VS  | %    | S   | %    | N  | %   | D  | %    | DS | %    |
|------------------------------------------------------|-----|------|-----|------|----|-----|----|------|----|------|
| Quality of the library's book and serial collections | 100 | 43.1 | 80  | 34.5 | 20 | 8.6 | 21 | 9.1  | 11 | 4.7  |
| Availability of reading areas                        | 16  | 6.9  | 165 | 71.1 | 14 | 6.0 | 27 | 11.6 | 10 | 4.3  |
| Professionalism of the library staff                 | 119 | 51.3 | 18  | 7.8  | 16 | 6.9 | 24 | 10.3 | 55 | 23.7 |
| Access to digital and online resources               | 65  | 28.0 | 71  | 30.6 | 14 | 6.0 | 70 | 30.2 | 12 | 5.2  |
| Borrowing and lending services                       | 96  | 41.4 | 79  | 34.1 | 8  | 3.4 | 45 | 19.4 | 4  | 1.7  |
| Physical environment of the library                  | 77  | 33.2 | 116 | 50.0 | 13 | 5.6 | 13 | 5.6  | 13 | 5.6  |

The table above presents user satisfaction ratings for various aspects of the library. The quality of the library's book and serial collections has a high satisfaction rate of 77.6%, with 43.1% of respondents being very satisfied and 34.5% satisfied. Meanwhile, 8.6% were neutral, and 13.8% expressed dissatisfaction (including both dissatisfied and very dissatisfied). This suggests that most users are satisfied with the book and serial collections. However, the moderate level of dissatisfaction may indicate gaps in subject coverage, outdated materials, or limited availability.

Similarly, satisfaction with the availability of reading areas is also high, at 78%, with 6.9% of users very satisfied and 71.1% satisfied. Six per cent were neutral, while 15.9% expressed dissatisfaction (including both dissatisfied and very dissatisfied). This implies that the reading areas are generally well received, although the notable level of dissatisfaction could be due to issues such as overcrowding, limited space, or accessibility challenges.

Likewise, user satisfaction regarding the professionalism of library staff stands at 59.1%, with 51.3% very satisfied and 7.8% being satisfied. 6.9% were neutral, while 34% expressed

dissatisfaction, (10.3% were dissatisfied and 23.7% were very dissatisfied). Although the majority of users view the staff as professional, the relatively high level of dissatisfaction, particularly the 23.7% who are very dissatisfied, shows potential concerns related to staff training or attitude.

Equally, satisfaction with access to digital and online resources stands at 58.6%, including 28% very satisfied and 30.6% satisfied. 6 % were neutral, while 35.4% were dissatisfied (30.2% dissatisfied and 5.2% very dissatisfied). This reveals a divided opinion among users. While more than half were satisfied, the significant level of dissatisfaction may reflect issues such as poor connectivity, lack of awareness, limited digital resources, or user-unfriendly platforms.

In addition, the borrowing and lending services received a high satisfaction rate of 75.5%, with 41.4% very satisfied and 34.1% satisfied. 3.4% were neutral, and 21.1% expressed dissatisfaction (including both dissatisfied and very dissatisfied). This shows that borrowing and lending services were generally well regarded, although the dissatisfaction might stem from restrictive borrowing policies, long waiting times, system inefficiencies, or an over-reliance on lecture notes.

Similarly, the physical environment received the highest overall satisfaction rate, at 83.2%, with 33.2% very satisfied and 50% satisfied. 5.6% were neutral, while only 11.2% expressed dissatisfaction (including both dissatisfied and very dissatisfied). This suggests strong approval of factors such as lighting, seating, and noise control. The relatively low dissatisfaction rate is a positive indicator of well-maintained infrastructure.

With 83.2% satisfaction in this area, the physical environment emerged as the highest-rated feature. Users highlighted satisfaction with aspects such as lighting, seating, and noise control, which aligns closely with Peng et al. (2022), who emphasized the importance of physical environment elements and spatial diversity in enhancing user satisfaction. Peng et al. also found that learning space controllability, such as noise and lighting adjustments, significantly affected satisfaction.

**Table 4: Perceived Quality of Library Services**

| ITEMS                                                         | SA   | %   | A    | %    | N | %   | D   | %    | SD | % |  |  |
|---------------------------------------------------------------|------|-----|------|------|---|-----|-----|------|----|---|--|--|
| The library provides up-to-date and relevant materials        | 17   | 7.3 | 80   | 34.5 | 8 | 3.4 | 87  |      |    |   |  |  |
|                                                               | 37.5 | 40  | 17.2 |      |   |     |     |      |    |   |  |  |
| Staff members are knowledgeable and give accurate information |      |     |      |      | 5 | 2.2 | 124 | 53.4 | 43 |   |  |  |

|                                                                              |      |      |     |      |     |      |     |      |      |     |
|------------------------------------------------------------------------------|------|------|-----|------|-----|------|-----|------|------|-----|
| 18.5                                                                         | 40   | 17.2 | 20  | 8.6  |     |      |     |      |      |     |
| The library environments are suitable for research and study;                |      |      |     |      | 102 | 44.0 | 67  | 28.9 | 10   | 4.3 |
| 42                                                                           | 18.1 | 11   | 4.7 |      |     |      |     |      |      |     |
| Digital resources (such as databases and e-books) satisfy my academic needs; |      |      |     |      |     |      |     | 137  | 59.1 | 21  |
| 9.1                                                                          | 8    | 3.4  | 54  | 23.3 | 12  | 5.2  |     |      |      |     |
| The catalogue and search systems are user-friendly and efficient; and        |      |      |     |      | 22  | 9.5  | 115 | 49.6 | 13   |     |
| 5.6                                                                          | 55   | 23.7 | 27  | 11.6 |     |      |     |      |      |     |
| The library promptly attends to user needs and enquiries.                    |      |      |     |      | 53  | 22.8 | 125 | 53.9 | 4    | 1.7 |
| 32                                                                           | 13.8 | 18   | 7.8 |      |     |      |     |      |      |     |

The table above summarizes survey responses regarding the perceived quality of library services. Only 41.8% of respondents gave positive feedback on whether the library provides up-to-date and relevant materials (7.3% strongly agreed and 34.5% agreed), and a significant 54.7% responded negatively (37.5% disagreed and 17.2% strongly disagreed), and 3.4% were neutral. This suggests that the majority of respondents feel the library's materials are neither current nor relevant. This is a critical area of concern, showing that the collection may not adequately meet user expectations or academic needs.

In addition, 55.6% of respondents gave positive responses to the statement that staff members are knowledgeable and provide accurate information (2.2% strongly agreed and 53.4% agreed), and 25.8% responded negatively (17.2% disagreed and 8.6% strongly disagreed), and 18.5% were neutral. This suggests that more than half of the respondents appreciate the knowledge and accuracy of the library staff, indicating strength. However, the dissatisfaction expressed by nearly a quarter of users highlights a potential need for further staff training or improved communication.

Likewise, the majority (72.9%) felt that the library environment is suitable for research and study (44.0% strongly agreed and 28.9% agreed), while 22.8% responded negatively (18.1% disagreed and 4.7% strongly disagreed), and 4.3% were neutral. This suggests that the library provides a conducive physical and ambient space for academic activities. Similarly, most users (68.2%) reported satisfaction with the digital resources available (59.1% strongly agreed and 9.1% agreed). However, 28.5% expressed dissatisfaction (23.3% disagreed and 5.2% strongly

disagreed), while 3.4% were neutral. This indicates that while the majority are satisfied, a notable minority may be experiencing limitations in database coverage or access issues.

Furthermore, the catalogue and search systems received positive feedback from 59.1% of respondents (9.5% strongly agreed and 49.6% agreed), 35.3% responded negatively (23.7% disagreed and 11.6% strongly disagreed), and 5.6% were neutral. This suggests that while over half of the users find the system user-friendly, a significant proportion do not, indicating a need for interface improvements or enhanced user training.

Lastly, the library's responsiveness to user needs and enquiries received the highest positive rating, with 76.7% of respondents expressing satisfaction (22.8% strongly agreed and 53.9% agreed). Negative responses totaled 21.6% (13.8% disagreed and 7.8% strongly disagreed), while 1.7% were neutral. This suggests that the library is highly rated for its prompt attention to user needs, reflecting strong service responses.

The professionalism of staff received mixed responses (59.1% satisfied), while responsiveness to user needs had 76.7% satisfaction, the highest among service-related metrics. These findings echo Kumar and Bansal (2022), who found that staff responsiveness and personalized service were critical to user satisfaction. Similarly, Ndlovu and Moyo (2021) stressed the role of staff competence and communication in enhancing perceived quality. However, the high dissatisfaction regarding staff demeanor (23.7% very dissatisfied) suggests a training or customer service gap,

**Table 5: Factors Influencing Satisfaction and Perception**

| ITEMS                                                     | VS | %    | S   | %    | N  | %    | D  | %    | VD | %    |
|-----------------------------------------------------------|----|------|-----|------|----|------|----|------|----|------|
| The availability of books and other information resources | 14 | 6.0  | 116 | 50.0 | 17 | 7.3  | 57 | 24.6 | 28 | 12.1 |
| The quality of the Internet and Wi-Fi network             | 35 | 15.1 | 109 | 47.0 | 8  | 3.4  | 53 | 22.8 | 27 | 11.6 |
| The staff's demeanor and assistance                       | 45 | 19.4 | 114 | 49.1 | 45 | 19.4 | 25 | 10.8 | 3  | 1.3  |
| The quiet study spaces                                    | 28 | 12.1 | 73  | 31.5 | 47 | 20.3 | 76 | 32.8 | 8  | 3.4  |
| The library's technologies (computers, and databases)     | 78 | 33.6 | 51  | 22.0 | 46 | 19.8 | 53 | 22.8 | 4  | 1.7  |

|                                            |    |      |     |      |    |      |    |      |    |     |
|--------------------------------------------|----|------|-----|------|----|------|----|------|----|-----|
| The comfort and cleanliness of the library | 59 | 25.4 | 96  | 41.4 | 9  | 3.9  | 45 | 19.4 | 23 | 9.9 |
| The hours of operation                     | 13 | 5.6  | 147 | 63.4 | 51 | 22.0 | 13 | 5.6  | 8  | 3.4 |

The table above presents responses regarding the factors influencing satisfaction and perception among library users. A total number of 56% of the respondents gave positive feedback on the availability of books and other information resources, with only 6% being *very satisfied*, a relatively low figure that highlights room for improvement. However, 50% were *satisfied*, representing the majority of responses and indicating that half of the users are content with the available resources. On the other hand, 24.6% were *dissatisfied*, and 12.1% were *very dissatisfied*, meaning that over a third of users felt that resource availability could be improved. The remaining 7.3% were *neutral*.

Staff demeanor and assistance received the highest positive ratings, with 49.1% being *satisfied* and 19.4% *very satisfied*. Only 10.8% were *dissatisfied*, and 1.3% were *very dissatisfied*, while 19.4% were *neutral*, suggesting that staff performance is a key strength of the library.

Only 12.1% of users were *very satisfied* with the quiet study spaces, and 31.5% were *satisfied*. Meanwhile, 32.8% were *dissatisfied* and 3.4% *very dissatisfied*, while 20.3% remained *neutral*.

This indicates a clear need to improve both the availability and quality of quiet study areas.

Positive responses regarding library technologies (such as computers and databases) included 33.6% *very satisfied* and 22% *satisfied*. On the negative side, 19.8% were *dissatisfied* and 22.8% *very dissatisfied*, while only 1.7% were *neutral*. Despite some concerns, the relatively low proportion of neutral responses and high positive ratings suggest that the provision of technology is a strong point.

Overall satisfaction with the comfort and cleanliness of the library was high, with 41.4% being *satisfied* and 25.4% *very satisfied*. However, 19.4% were *dissatisfied*, 9.9% were *very dissatisfied*, and 3.9% were *neutral*, which may point to occasional lapses in maintaining cleanliness and comfort. The hours of operation received the highest individual satisfaction rating in the table, with 63.4% *satisfied* and 5.6% *very satisfied*. Only 5.6% were *dissatisfied* and 3.4% were *very dissatisfied*, while 22.0% were *neutral*, suggesting that the library's opening hours are generally convenient for most users.

## Recommendations

1. Enhance Collection Development: Regularly update and expand library collections to ensure materials remain current, relevant, and aligned with academic curricula.

2. **Improve Digital Resource Accessibility:** Upgrade digital platforms to be more user-friendly, increase database subscriptions, and provide user training workshops to improve utilization.
3. **Revamp Catalog and Search Systems:** Implement more intuitive, error-resistant search interfaces supported by user testing and feedback mechanisms to facilitate resource discoverability.
4. **Strengthen Staff Training:** Introduce ongoing customer service and interpersonal skills training to improve staff demeanor and professionalism.
5. **Expand and Redesign Study Spaces:** Address overcrowding and noise issues by creating more designated quiet zones and flexible study areas tailored to diverse user preferences.
6. **Integrate AI and Assistive Technologies:** Explore the adoption of AI-driven tools to enhance accessibility, personalize services, and streamline library operations.
7. **Maintain Flexible Operating Hours:** Continue offering convenient library hours to accommodate students' varying schedules and maximize service usage.

By implementing these recommendations, academic libraries in Ogun State can significantly elevate user satisfaction and perceived service quality, thus contributing positively to students' academic success.

## **Conclusions**

The study establishes that user satisfaction with library services in the selected university libraries in Ogun State is generally moderately high, particularly regarding the physical environment, library accessibility, and staff responsiveness. However, significant challenges persist in areas such as the relevance and currency of library collections, digital resource usability, and the effectiveness of catalog and search systems. The dissatisfaction with study spaces highlights a need to address environmental factors that impact academic productivity. While technological infrastructure is a strength, current digital platforms require enhancement to align with users' evolving expectations and academic demands. Staff demeanour and customer service also warrant attention, suggesting the need for ongoing professional development.

Overall, the libraries fulfil essential academic functions but must adapt to changing user needs and technological advancements to improve service quality and satisfaction comprehensively.

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