
Undergraduate Students' Utilisation and Satisfaction with Library Services at Lagos State University, Nigeria

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Abstract

The paper investigated the satisfaction with library services among Lagos state university undergraduate students. The population of the study comprised nine thousand, two hundred and thirteen (9,213) undergraduates from three selected faculties in the university. A sample size of 369 was selected using Krejcie and Morgan's (1970) table for sample size. The study adopted a survey method, while a questionnaire was used for data collection. The findings of the study revealed that reading was the major reason why the students used the library, inability to search for information through the catalogue is the main challenge facing the students in the use of library and students expected various innovations such as using a robot to perform library services in this era of fourth industrial revolution 4IR. The study, therefore, recommends the need for library management to acquire more relevant materials for the university and also to make funds available to make the library relevant as they are in developed countries. The study provides fresh data on ways in which students can be encouraged to effectively use the resources in the library.

Keywords: *Library, utilisation, satisfaction, undergraduate students, Lagos state.*

Introduction

All over the world, libraries are generally established to safeguard knowledge and provide accurate and timely information for the users. It is in line with this that Webber and Batool (2017) argue that the essence of the library in every society is to preserve the cultural values and heritage of the people and to also provide adequate information for education and research activities for users of the library. Extant literature identifies various types of library which include academic libraries, public libraries, national libraries, special libraries, and a host of others. Notably, every library, irrespective of type, is established to meet the information needs of its users often following the priorities and interests of the parent institution or body

establishing it. Therefore, the utilisation of library information resources and services is one major criterion for assessing the quality of services being rendered to users and by extension, the relevance of such a library. In other words, the usefulness of a library depends to a large extent, on the library's ability to effectively organise its resources and services in a manner that guarantees easy accessibility and utilisation of available information resources.

In the academic environment, the importance of libraries cannot be over-emphasised. More typically, university libraries, also called academic libraries, exist to support the university in achieving its purpose in the three major areas of teaching, research, and community development. Suffice therefore to say that the university library is the nerve centre and primary place around which academic institutions' activities revolve. Men and Israel (2017) assert that university libraries play vital roles in effective teaching and research, not only for faculty members but also for students and other users in general. This implies that university libraries also support and provide information for the host community. Consequent upon these roles, university libraries perform a wide range of distinct but complementary services which include but are not limited to reference services, selective dissemination of information, current awareness services, book collection services, inter-library loans, and reprographic services (Umoh, 2017).

Undergraduates need different kinds of information resources and in different formats too, for effective learning and self-development. Based on this, university libraries are required to make learning resources such as books, journals, e-resources, among others, available. Undergraduates also want to see that the library shifts its paradigm from the usual traditional library to the application of various forms of technologies, as people and machines are connecting at a massive speed, Artificial intelligence, and the application of industrial revolution 4.0 have been the order of the day especially in developed countries. The deployment of these technologies will encourage students particularly undergraduates to use libraries more. Adeniran (2011) argues that a university library serves two major purposes which are: support for the university's curricular, and research activities of members of staff and students. As a result, efforts are being constantly made to equip the university library with a variety of information resources and facilities (both print and electronic) to enable them meet the diverse needs of all categories of patrons. Earlier, Nelson (2003) argued that for a university library to be able to meet the information needs of the undergraduates, it is imperative for the library to build with vision, knowledge and effective dedication from the library staff.

To effectively ascertain whether a library in the university environment adequately performs the functions which it purposes to serve, it is necessary for the library management to regularly conduct researches to find out if users are actually satisfied or not, with the services provided by the library. This is more so because the effectiveness and efficiency of a university library services can only be determined by library users. Accordingly, Yusuf and Iwu (2010) insist that library users are better placed to assess whether or not a university library is doing its job well by satisfying the users. The satisfaction derived by patrons has a great influence on the utilization of the services rendered by the library, just as it also determines if patrons' would visit the library or not.

Eiriemiokhale and Ibeun (2017) argue that the university library's ability to satisfy user needs is very important in the assessment and management of the library. Hence, Popoola (2001) argues that the availability of library resources in university libraries does not translate to accessibility and use of the resources by students. He goes further to suggest that users'

satisfaction tests should be regularly conducted in form of research to ascertain how library resources and services are utilised. Information resources utilisation and user satisfaction are integral components of knowledge acquisition and learning among undergraduates. It is in line with this that the study intends to examine library utilisation and satisfaction among undergraduates of Lagos State University, Lagos State.

The Lagos State University Library was established under the Lagos State University Law 15 of 1983. Subsequently, the library became operational on the 7th of May 1984. The Library was established to support the university in realizing its objectives of teaching, learning, research, and community service. The library is controlled by the University Librarian who coordinates all activities. These activities include planning, budgeting, management of infrastructure, human, and information resources. The library mainly caters to staff, students, and researchers of the university, as well as external patrons who are admitted to presenting their letters of introduction and means of identification. The library has four key departments namely: Administrative (office of the University Librarian), Collection Development, Technical Services, and Readers' Services. These Departments have various units under them and they contribute in various ways to the success of the University Library and consequently the success of the entire university. The university library has branches in Ikeja (Medical), Epe (Engineering), Faculty of Law (Teslim Olawale Elias Library), and the School of Communication (LASUSOC). The main and the branch libraries support several units within the university by aligning with its vision and mission through selection, procurement, processing, organising, storage, and dissemination of relevant information in print and non-print formats. The sitting capacity of all the libraries put together is over 5000 (Lagos State University Annual Report 2019),

Statement of the Problem

The existence and survival of any university library are justified by the usage of its resources. As an academic institution, the university needs to ensure that resources in the library are fully accessed from time to time. This is because the library is one of the main sources of accurate information in both developed and developing countries. The major objective of the university library is to support the academic programmes of the institution through the provision of timely and accurate information to users that assist them in their research, teaching, and learning activities. To achieve these, university libraries acquire, organise and disseminate necessary information to meet users' expectations and in turn, improve library utilisation. However, it has been observed that university libraries have continued to experience a growing decline in users' patronage and resources utilisation of the library. This may be attributed to the advent of Information and Communications Technology (ICT) which allows remote access to a variety of electronic information resources through the Internet.

Further observation at the Lagos State University library statistic reveals that many undergraduates no longer patronise the university library like they did in the past. As confirmed by Agboola (2010), many undergraduates in Nigeria are not using the library to access materials that will assist them in their academic development. Unfortunately, many university library resources and services are not well utilised to achieve this novel idea. A visit to the library also revealed that undergraduates in the university are reluctant to take the advantage that the university library is providing. Furthermore, a search on literature revealed that there is a paucity of literature on users' satisfaction study particularly in the context of Lagos State University, Lagos. Based on this, the study sought to investigate the library utilisation and

satisfaction of undergraduates of Lagos State University, Lagos. Consequently, the following research questions were posed to guide the realisation of the study objectives:

1. What are the available services and facilities in Lagos State University Library?
2. What is the frequency of use of the University Library?
3. What are the purposes of using the University Library?
4. What is the extent of user satisfaction with the services and facilities provided by the Library?
5. What are the improvements that users will like to see in the library in this era of Industrial Revolution 4.0?
6. What are the challenges to the effective use of the library services and facilities?

Literature Review

The rapid development of information technology has brought about a great impact on libraries and ways of acquiring, processing, storing, and disseminating information, particularly in the university environment. Extant literature revealed that for effective library services in this era, there is a need for libraries to deploy the latest technology such as computer technologies, network technologies, telecommunication technologies, web technologies, artificial intelligence, and fourth industrial revolution systems (4IR). The adoption of these technologies is changing and transforming academic libraries, particularly from the old conventional method to a new and versatile system (Hussain, 2019).

The term fourth industrial revolution in library operations has brought about control over the entire value chain of library activities from cataloguing to the readers' service unit. (Martinez-Martin, Recatela & DelPabil, 2019). This implies that libraries and librarians need to embrace 4IR in terms of service deliveries and marketing values. The adoption of 4IR in library operations will make the library to be a more exciting place for users. Besides, the staff will be more committed to their jobs which will eventually bring about satisfaction to both staff and users. The literature explains various ways in which 4IR can be of benefit to library operations. These include the introduction of machine learning, library automation, use of robots in performing library operations, adoption of radio-frequency identification (RFID) technology in library operation, ability to share books with other users, and easy retrieval of information. It can be said that if library services can be shifted from manual to these robust technologies, libraries and librarians will make more contributions to information and knowledge development.

According to Onwudinjo (2015), the key purpose of an academic library is to support its parent institution in fulfilling its aims and objectives. This implies that the library is a vital information source in every academic institution. Okunnu, Akalumhe, and Monu (2011) are also of the opinion that the university library is the heart of the University. An effective and efficient academic library is a crucial component of any academic institution. It exists to serve students, lecturers as well as other researchers. A well-stocked academic library is a storeroom of information, or a record of human experience which users may turn to for information (Yusuf and Iwu, 2010).

The University library is designed to provide necessary information for teaching, learning and other purposes not only for students but also for the academic staff (Arinde, 2010). Benard and Dulle (2014) also emphasized that university students need various resources from the library such as textbooks, e-resources, and other library resources in the university to assist them in their academic pursuit. This implies that there is a need for the provision of relevant

materials (both print and non-print) that will promote effective reading among the undergraduates. However, utilisation of library resources is very critical in the delivery of quality services for undergraduates. Abdullahi (1998) argues that for effective utilisation of library resources among undergraduates in university library, there is the need for proper arrangement of libraries and necessary resources in such a manner that provides easy access and use. Lance and Hofschire (2012) stressed that effective utilisation of library services by undergraduates does not only promote the reading habits of the undergraduates but also has a positive impact on their overall academic performance. Stone and Ramsden (2013) maintain that undergraduates who utilised the library resources in their universities often perform better in their studies than those who do not. A study was conducted by Strong (2013) in the United States of America on the utilisation of library resources by undergraduates. Findings revealed that functional university libraries improved students' academic performance. Similarly, Stone, Ramsden, and Pattern's (2011) study on library utilisation and students' performance revealed that there is a positive relationship between undergraduates who used the university library and academic performance. To further understand the reason or purpose of utilising the library, Agyekum and Filson (2012) conducted a study on the utilisation of the library by undergraduate students in Ghanaian universities. The findings revealed that many undergraduates used the library primarily for their assignments, research, and also in preparing for the examination. Indeed, the availability and accessibility of library services have a significant influence on the utilisation of university libraries (Orgem, 2012). In other words, when library resources are available and accessible to the users, they will be better satisfied, their information needs would be met and this will make them develop a positive attitude towards university libraries. On the other hand, the unavailability of accurate information may lead to frustration of users (Orgem, 2012).

On the library resources most utilised by undergraduate students, Ugah's (2007) study in a university library in Nigeria revealed that textbooks were the most utilised library materials in the university library. Don (2006) equally conducted a study in the USA among undergraduates. The finding indicated that computer and ICT resources were the most utilised resources in the university library by the undergraduates. In another development, Benard and Dulle (2014) revealed that undergraduate students used the reference services primarily for their assignments and other research activities.

Iwhiwhu and Okorodude (2012) noted that the library resources are the assessment given by the library users concerning various services rendered in a particular library when accessing information resources. For the users to be satisfied with library services, there is an urgent need for the library to provide appropriate information that will meet their information needs.

Adeniran (2011) emphasized the imperativeness of adequate users' satisfaction with university libraries in Nigeria. He reinstated that library staff need to be up and doing in meeting the needs of users concerning providing relevant materials for them. This according to him will go a long way to retain users' trust in the library. This implies that experienced librarians should be allowed to anchor users' requests. A university library has the responsibility of rendering round the clock services to ensure that the information provided to the users is of high quality. Such qualities of good information include relevance, accuracy, currency, and ease of access.

User satisfaction is a concept used to describe how good patrons' feel after consulting the library and their willingness to return to that library when next they need information. User satisfaction is also described as the extent to which a library user is satisfied with the available

services and information resources provided by a given library. It also explains how users judge the services of the library and whether they get the desired information resources, facilities and services expected to be provided by the libraries (Iwhiwhu and Okorodudu, 2012).

In their study of users' satisfaction in a public library in Edo State, Iwhiwhu and Okorodudu (2012) observed that the satisfaction of library patrons is dependent on the quality of the information received, the quality of the information system, and the library services provided to access the information required. Suffice therefore to say that library users' satisfaction is a function of three main factors: quality of the information product, the information system, and the services that make the information products available. They insist that these three variables of the extent of satisfaction are well-defined by the information resources, facilities, and services. Accordingly, the sources of satisfaction, when properly harnessed can contribute to patrons' overall satisfaction.

In an attempt to properly illustrate users' satisfaction, Cadotte, Woodruff, and Jenkins (1987) developed a model called the Consumer Satisfaction Theory (CST). According to the model, before embarking on shopping, consumers usually have some pre-acquisition standard(s) in their thoughts, which guide their shopping activities. After acquiring a product (service), consumers evaluate the performance of the product (service) against pre-acquisition standards. When performance is more than expectations (pre-acquisition standard), satisfaction occurs. On the contrary, when performance is below expectations (pre-acquisition standard), dissatisfaction occurs. Thus, the extent to which a consumer derives satisfaction or dissatisfaction is linked to the size and direction of product performance. In relating the Consumer Satisfaction Theory (CST) to this study, information is investigated as a consumable product and the academic library patrons as consumers who have acquisition experience.

Studies indicate that several factors constrain the effective utilisation of resources in university libraries (Adeyemi, 2010; Ajegbomogun and Salaam, 2011; Salman, Mostert, and Mugwisi, 2014). Benard and Dulle (2014) identified challenges facing undergraduates in the use of university libraries to include scarcity of up-to-date books, limited reading hours, the dearth of sitting facilities, inadequate professional librarians to handle materials, and poor internet connectivity. Adeyemi (2010) notes that many undergraduates in Nigerian universities do not have access to relevant resources both print and non-print resources. Arua and Chinaka (2011) revealed that many undergraduates feel unhappy when there is a lack of adequate information resources in the university library. This indicates that when the available information resources in the library do not meet undergraduates' information needs, they show a feeling of dissatisfaction. Ajegbomogun and Salaam's (2011) study at a university in Nigeria confirmed that most university libraries have no current books and relevant resources.

Research Methodology

According to McCombes (2019), research methodology or method largely describes the research pattern used by the researcher. Based on this, the study employed the use of the positivism paradigm anchored on survey design. The population of the study comprised 9,213 undergraduates from 100 – 400 levels drawn from the faculties of Arts, Education and Sciences. The justification for choosing them is because the majority of the students in the three faculties registered in the university library for the use of library resources, see Table 1.

Table 1: Student Population (Source: Lagos State University Annual Report, 2019)

Faculty	Population
Arts	1848
Education	3713
Sciences	3652
Total	9213

A sample size of three hundred and sixty-nine (369) was selected from the population using Krejcie and Morgan’s (1970) table for sample determination which recommends the selection of such number from a population of about nine thousand, two hundred and thirteen (9,213). To ensure equitable representation of samples from each of the three selected faculties, the proportional sampling technique was used by applying Taro Yamane (1967) formulae presented in Table 2.

The formula for calculating samples proportionate to size is as follows:

$$n = \frac{N}{1 + N(e)^2} \dots\dots\dots \text{(Equation 1)}$$

Where n is the sample size,
 N is the population size, and
 e is the level of precision (0.05).

Simple random sampling was also used to distribute three hundred and sixty-nine (369) copies of the questionnaire to the respondents in the three faculties studied. However, 361 copies representing 97.8% were retrieved; while data were presented in tables using frequency counts and simple percentages.

Table 2: Proportional distribution of students according to Faculty

Faculties	Proportion to size	Return rate
Arts	$\frac{1848 \times 369}{9213}$	76
		74

Education	$\frac{3713 \times 369}{9213}$	150	147
Science	$\frac{3652 \times 369}{9213}$	143	140
Total		369	361

Results

Table 3: Socio-Demographic Information of Respondents

Gender	Frequency (N = 361)	Percentage (%)
Male	194	53.7
Female	167	46.3
Total	361	100

Age Range	Frequency (N = 361)	Percentage (%)
Between 18 and 25	215	59.5
Between 26 and 33	59	16.3
Between 34 and 41	42	11.6
Between 42 and 49	45	12.5
Total	361	100

Level	Frequency (N = 361)	Percentage (%)
100 level	163	45.2
200 level	69	19.1
300 level	70	19.4
400 level	59	16.3
Total	361	100

Faculty	Frequency (N = 361)	Percentage (%)
Arts	82	22.7
Education	122	33.8
Sciences	157	43.5
Total	361	100

Source: Field Survey, 2019

Table 3 above shows the demographic information of the respondents. Findings revealed that the majority (53.7%) of the respondents were males; while 46.3% were females. It also revealed that 59.5% of the respondents were between the ages of 18 and 25 years; while only 11.6% were between the ages of 34 and 41 years. Data on the respondents' level of the study indicated that the majority (45.2%) were in their first year; while 16.3% were in their final year. This implies that the majority of the respondents were still relatively new in the institution. The

distribution of the respondents by faculty showed that science faculty had 43.5% of the students; 33.8% were in the faculty of education; while the faculty of arts had the least (22.7%) number of respondents.

Table 4: Purpose of using the University Library

Purpose	Frequency (N = 361)	Percentage (%)
Reading	132	36.6
Assignment/term paper	99	27.4
Research/project	76	21.1
Relaxation	54	14.9
Total	361	100%

Source: Field Survey, 2019

The respondents were asked to indicate the reason or purpose for which they used the library. From their responses, 36.6% indicated that they used the library for reading or study. However, only 14.9% of the students used the library for relaxation. This may be because the library provides a serene environment with necessary facilities that enhance users' reading or study experience. The absence of noise and other distractions in the library could also account for the reason why the majority of the students used it for reading or study, as that would help them to concentrate.

Table 5: Frequency of use of the University Library

Frequency	Respondents (N=361)	Percentage (%)
Daily	102	28.2
Two or three times a week	145	40.2
Twice a month	60	16.6
Monthly	54	15
TOTAL	361	100

The respondents were also asked to indicate how often they used the university library. Their responses indicated that the majority (40.2%) of them used the library between two to three times a week; while only 15.0% used the library monthly. The frequent use of the library may be because, in addition to reading and study, students also need the library resources and services to complete other academic activities such as assignments and term papers which are regularly assigned to them either in a group or individually.

Table 6: Availability of Library Services and Facilities in the University

Library Services	Available (%)	Not Available (%)	Total (%)	Ranking
Reference services	354(98.1)	7(1.9)	361(100)	1 st
Lending services	342(94.7)	19(5.3)	361(100)	2 nd

Electronic library services	336(93.1)	25(6.9)	361(100)	3 rd
Referral services	321(88.9)	40(11.1)	361(100)	4 th
Reprographic services	317(87.8)	44(12.2)	361(100)	5 th
Library orientation programme	312(86.4)	49(13.6)	361(100)	6 th
Current Awareness Services	299(82.8)	62(17.2)	361(100)	7 th
User education services	209(57.9)	152(42.1)	361(100)	8 th
Selective Dissemination of information	123(34.1)	238(65.9)	361(100)	9 th

As shown in Table 6 above, reference services ranked highest among the various library services as confirmed by 98.1% of the respondents.

Table 7: Extent of User Satisfaction with Services Provided by the Library

Library Services	VS (%)	S (%)	D (%)	VD (%)
Reprography	86(23.8)	162(44.9)	58(16.1)	55(15.2)
Reference	103(28.5)	155(42.9)	54(15.0)	49(13.6)
Referral	92(25.5)	159(44.0)	50(13.9)	60(16.6)
Electronic library services	106(29.4)	131(36.3)	60(16.6)	64(17.7)
Current awareness services	96(26.6)	146(40.4)	61(16.9)	58(16.1)
Lending services	12(3.3)	30(8.3)	200(55.4)	119(33.0)
User education services	96(26.6)	157(43.5)	51(14.1)	57(15.8)
Selective dissemination of information	68(18.8)	55(15.2)	85(23.5)	153(42.4)
Library orientation programme	92(25.5)	164(45.4)	50(13.9)	55(15.2)

Note: VS = Very Satisfied; S = Satisfied; D = Dissatisfied; and VD = Very Dissatisfied
 The respondents were asked to indicate their satisfaction or otherwise with the various library services on a four-point scale of very satisfied, satisfied, dissatisfied, and very dissatisfied. As shown in Table 7, the respondents were most very satisfied with reference services as confirmed by 71.5% of them.

Table 8: Challenges in the Effective Use of Library Services and Facilities

Challenges	SA (%)	A (%)	D (%)	SD (%)
Little/No support from the library staff	76(21.0)	102(28.3)	84(23.3)	99(27.4)
Poor arrangement of materials on shelves	66(18.3)	84(23.3)	104(28.8)	107(29.6)

Inability to use library catalogue without assistance	182(50.4)	137(38.0)	17(4.7)	25(6.9)
Insufficient collections	75(20.8)	91(25.2)	92(25.5)	103(28.5)
Outdated materials	63(17.5)	86(23.8)	102(28.2)	110(30.5)
Insufficient resources on my subject area	61(16.9)	83(23.0)	121(33.5)	96(26.6)
Inadequate electronic/online resources	70(19.4)	70(19.4)	117(32.4)	104(28.8)
Poor internet connection	102(28.2)	97(26.9)	90(24.9)	72(20.0)
Poor library orientation	76(21.0)	86(23.8)	115(31.9)	84(23.3)
The Library environment is not conducive	72(20.0)	78(21.6)	104(28.8)	107(29.6)

Note: SA = Strongly Agree; A = Agree; D = Disagree; and SD = Strongly Disagree

In table 8, the respondents identified some of the challenges in the effective use of library services and facilities. Inability to use the library catalogue without assistance was considered the biggest challenge as agreed by 88.4% of the respondents.

Table 9: Innovations to be expected in library services in the era of Fourth Industrial Revolution

Innovations	Numbers	Percentage
Introduction of Machine learning	19	5.2
Library Automation	40	11.0
Use of robots to perform library services	100	27.7
Using Radio Frequency Identification technology in the library	80	22.2
Ability to share books with other users	52	14.4
Retrieving data from Bibliography	70	19.4
Total	361	100

In table 9, respondents were asked to indicate the types of innovation they would like to see in this era of 4IR. 100(27.7%) respondents agreed that they would like to see robots being deployed in performing library services.

Discussion of Findings

One of the findings of the study revealed that the majority of the undergraduates used the university library basically for reading and study. This result contradicts the finding of Larson and Owusu-Acheaw (2016) which revealed that undergraduates at the University of Winneba, Ghana, did not use the university resources to enhance their study; rather they used their course materials and lecture notes for reading. However, the finding supports the result of Kwadzo’s (2015) study which revealed that the majority of undergraduates in Ghanaian universities used the university library primarily for reading purposes. Similarly, Oyedipe et al (2018) also corroborate the finding of this study that the undergraduate students at Olabisi Onabanjo University, Ogun State used the university library resources primarily for study and reading.

Another finding of the study is that students want innovations in the library, considering what is happening all over the world in this era of 4IR. The majority admitted that they would like to see the deployment of robots in the performance of various library operations. This is in support of Martiniz-Martin, Recatola, and Pobild (2019) who reported that the University of Chicago has adopted the use of robots in delivering certain library services. Librarians no longer pack books by hand, instead, robots return books to the shelves. Also, the robot structure is used to retrieve and provide the user with the requested books.

Furthermore, the study equally revealed that the majority of the undergraduates visited the library between two to three times a week. This finding agrees with the finding of Tella (2019) that most undergraduates in Nigerian universities used library resources between two to three times a week. A similar study by Veena, Mallaiyah, and Pushpalatha (2012) also revealed that undergraduate users of Sri Vekataramana Swamy (SVS) College library, Bantwal, Mangalore, used library resources once a week. Besides, the finding of the study contrasts the result of Saika and Gohain (2013) which indicated that most undergraduates in India used library resources only weekly.

A further finding of the study indicates that reference service is the most available library service. This contradicts the finding of Oyedipe et al, (2018) which showed that library loan service was the most available service for students of Olabisi Onabanjo University, Ago – Iwoye, Nigeria. It also contradicts the finding of Tripathi and Jeevan's (2008) which indicated that loan service was the most available service for undergraduates in India. Likewise, the finding of the study disagrees with the finding of Simisaye (2012) at Tai-Solarin University of Education, Ijebu Ode, Nigeria, which revealed that textbooks were the most available resources being utilised by the undergraduates of the university. However, the finding of the study corroborates the finding of Atanda and Uchendu (2019) in similar research which revealed that reference service is the most available library service for undergraduates in Nigeria.

On the extent of user satisfaction with library services in the library, the majority of the respondents admitted that they were satisfied with the library services. This finding contradicts the finding of Rajagopal (1998) in India which showed that many undergraduates were not satisfied with the reference section of the library. Also, Motiang and Karodia (2014) revealed that undergraduates at the University of Limpopo were not satisfied with the library services except the circulation service and library opening hours. On the other hand, the finding of the study supports the finding of Onyeisi, Ajisafe, and Toyese (2019) which revealed that most undergraduates were very satisfied with the reference services in the South Eastern Nigerian university libraries. Also, the finding of Singh and Kuri (2017) corroborates the finding of this study. They discovered that undergraduates in a university in India were satisfied with the reference service in the library.

Another finding of the study was on the challenges facing the use of library services by the undergraduates. It was revealed that the inability to use the library catalogue is the major challenge facing the use of library services by undergraduates. This finding corroborates the finding of Fabunmi and Asubiojo (2013) among the undergraduates of Obafemi Awolowo University, Ile –Ife, which revealed that many students in the university do not know how to search for library resources through the Online Public Access Catalogue (OPAC). It also supports the finding of Kumar and Mahajan (2015) which showed that the majority of undergraduates in India found it difficult to use the library catalogue, which is also why many of them preferred to check for the material on the shelves. A similar study by Sankari et al.

(2013) at the Unnamalai Institute of Technology in Kovilpatti, India, also found that many undergraduates were unable to use the library catalogue to search for information.

Conclusion

Based on the above findings, it can be concluded that adequate utilisation and satisfaction of undergraduate users of university libraries are very crucial for improved patronage and continued relevance of the libraries. The study also concludes that reading is the major reason why undergraduates used the university library. Besides, most of the students visit the library about two or three times a week. The study further concludes that reference services are the most available library service and users are satisfied with it. The deployment of robots in the library is the major innovation that the students will like to see. However, the inability to use the library catalogue constitutes a major challenge in the use of the library by the undergraduates.

Recommendations

Library management should acquire more library materials both print and non-print to encourage students to use the library effectively. Also, the library environment should be more conducive to attract the students to visit the library regularly. Besides, the library management should purchase more reference materials for the section and the necessary ICT facilities should be put in the reference section of the library. This will enhance students' use of the library. Furthermore, the teaching of library user education programmes should be intensified. This will allow students to use OPAC and catalogue boxes independently. There should be a practical demonstration of how to search for library materials through the use of OPAC and card catalogue boxes. Finally, the library management should make funds available to make the library more relevant as it is in developed countries particularly in the deployment of the latest technologies.

The limitation of the study is that it focused only on the undergraduates in three faculties in the university. Based on this, the findings of the study should not be generalised to all the students in the university. Hence, the study suggests further research on the other faculties and students (for instance, postgraduates) in the university. Despite the limitation, the results of the study provide fresh data on factors that can enhance the effective use of university libraries by the students. The findings of the study also provide an impetus to the library management on the satisfaction level of the undergraduates. The findings of the study are very important to librarians, library officers, library management, and library users. Practically, the results of this research would provide opportunities for university libraries in the country to identify ways of encouraging the use of OPAC and making provisions for the services that will enhance the use of libraries by the undergraduates in the country.

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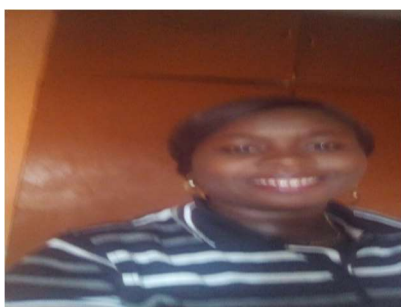
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