
Access to and Satisfaction with Library Services by Postgraduate Students in Public Universities in South-west, Nigeria

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Abstract

This study examined access to and satisfaction with library services by postgraduate students in public universities in South-west, Nigeria. It has been observed that most postgraduate students hardly patronise the library. Even though some of the underlying causes of this low patronage have been documented, there were no sufficient explanations as to whether these causes affected their level of satisfaction or not. Thus, it has become necessary to empirically establish the aforementioned and this necessitates a need for this study. A survey research method was adopted while the questionnaire was used as a data collection instrument. This study also employed the stratified random sampling technique. Two thousand seven hundred and twenty copies of the questionnaire were distributed to postgraduate students, however; two thousand and sixty were returned while one thousand seven hundred and sixty-nine copies were found usable for the study, given a response rate of 65%. Frequency counts, simple percentages, and Pearson moment correlation were used in analyzing the data collected. The study revealed most of the accessible library services as registration (73%), photocopying services (69%), accessing materials within the library (69%), library staff assistance in accessing library services (63%), and (63%) of the respondents agreed that they were able to access information materials in the library through both manual and electronic catalogues. The study also found that there is a significant relationship, ($r = .55, p < .01$ 2-tailed) between access to library services and the satisfaction of postgraduate students. The study recommended that the library management should regularly organise training for postgraduate students on accessing its services and provide facilities that could conveniently and easily aid the accessibility of information sources and services within and outside the library for greater satisfaction.

Keywords: Access, Library services, Satisfaction, Postgraduate student, and Public Universities.

Introduction

Libraries generally are meant to serve increasing and diverse information needs of users. The strategy through which this could be done depends on the vitality and channel of information acquired, processed, and disseminated on daily basis through the provision of appropriate information resources in various formats (including print and non-print). Generally, users are described as the reason for the existence of the library, and meeting their information needs requires the provision of the relevant information resources and services that are easily

accessible to satisfy them. However, the purpose of a library is defeated if its users do not have access, use, and be satisfied with the resources and services it provides. Thus, every academic library should be well equipped to make provision for quality services that are easily accessible to justify its existence.

Consequently, for any library to be sure that it is fulfilling its mandate to the users, the totality of its services and resources must be geared towards satisfying the information needs of its teeming users. This was supported by Bua and Yawe (2014) who affirmed an effective and efficient library service to the extent to which such services satisfy their users. These users vary, as we have different groups of users in an academic library. Among these are the postgraduate students, whose nature of programme demands a lot of research and independent studies. Therefore, access to and satisfaction with library services by postgraduate students are crucial to achieving their academic objectives. Thus, this study focused on access to and satisfaction with library services by postgraduate students in public universities in South-west, Nigeria.

Statement of the Problem

Preliminary investigations have shown that most postgraduate students hardly patronise the library. Perhaps, this might be attributed to the fact that some services provided in the library are not easily accessible to satisfy their information needs. Studies such as those of Oyediran-Tidings, 2004, Olowu, 2004 & Ugah, 2008 have shown that some of the services provided in the library are not easily accessible to information users. Also, the advent of information and communication technology has made information users shift from accessing information from the library to the Internet. The latter provides more opportunities to access information resources on their own with the introduction of the World Wide Web and the advancement in commercial search engines. Despite its advantage of nearness and convenience, these rapid changes have a severe effect on the use of the library by discouraging its use (Sife, 2013). Rani and Murugan (2016) emphasised that the internet has mounted competitive pressures on the library and the inability of the library staff to use these technologies to render more services in a new way.

The attitude of the library staff further compound this problem. Saka and Mohammed (2016) found that the postgraduate students complained about the attitude and assistance rendered by library personnel that serve them, which hurt their satisfaction with library services. On the other hand, many authors hold the view that access correlates with satisfaction (Olowu, 2004; Ugah, 2008; Iwara, 2015, though all these studies were carried out with a lesser population. However, documented evidence on access to and satisfaction with library services by postgraduate students in South-west, Nigeria seems to be limited. This indicates a need for this study. Hence, the study sought to examine access to and satisfaction with library services by postgraduate students in public universities in South-west, Nigeria.

Objectives of the Study

The main objective of this study was to examine access to and satisfaction with library services by postgraduate students in public universities in South-west, Nigeria. The specific objectives were to:

1. ascertain the level of access to library services by postgraduate students in public universities in South-west, Nigeria;

2. establish the purposes for which the postgraduate students use services provided in public universities in South-west, Nigeria;
3. ascertain the level of satisfaction with library services by postgraduate students in public universities in South-west, Nigeria.

Hypothesis

The study tested the following null hypothesis at the 0.05 level of significance:

H₀₁: There is no significant relationship between access to and satisfaction with library services by postgraduate students in public universities in South-west, Nigeria.

Review of Related Literature

A library is established to satisfy the information needs of users by acquiring, organising, making available, and accessing relevant information resources and services backed by appropriate facilities and delivered through manual or automated means. However, satisfaction according to Kotler, Lane, Koshy, and Jha (2009) is a person's feeling of pleasure that results from comparing a product's perceived performance (or outcome) to their expectation. It is a judgment that a product or service feature, or the product or service itself, provides (or is providing) a pleasurable level of consumption. This means that if the performance (product or service) matches the expectation, the customer will be satisfied. When information resources obtained from a library is lower than the information need expectation, the users will be dissatisfied and vice versa. This means that, before an information user can be satisfied, there has to be a need from such a user and that need has to be fulfilled. If it is fulfilled, the user becomes satisfied and the library as a provider, achieves its mission, especially if it succeeds in doing this regularly for most users.

Thus, libraries need to ensure that their services meet the needs and expectations of postgraduate students who are the focus of this study, to the highest degree. Satisfaction with library services is, therefore, a feeling of fulfillment that is derived from the use of library resources and services. Nwalo (2003) described the effectiveness of a library as to how well it meets the users' needs, relative to its goals and objectives. Besides, Akinade (2003) observed that the expectations of library users are high when sourcing and retrieving information, and when such information needs are not met, frustration normally sets in, which may drive the users away from the library. According to Kitana and Saydam (2014), if a library can make available precise information at the time it is needed by users and in the desired form, then, it is providing quality service which in turn leads to satisfaction. Similarly, Ikolo (2015) opined that satisfying the information needs of library users demands the delivery of concrete information resources coupled with useful services that satisfy the users.

Also, Onohwakpor (2004), assessed the relevance of materials used by postgraduate students in Delta State University Library. The study revealed that 46% of the respondents were highly satisfied with information sources and services though some users complained about the attitude of library personnel that serve them. In the same vein, Warraich and Ameen (2011) noted that a library cannot survive without competent workers even if it has excellent equipment, collections, and facilities. This is in line with the perception of Verzosa (2011) and Adeniran (2011) on quality of library's services: that the quality of library services was a combination of how well staff serve users in terms of their level of knowledge, willingness, politeness (showing respect), a balanced collection made up of a variety of information sources that meet the information needs of users; and a conducive environment. Thus the library staff

should be willing to help, never being too busy to respond to users' queries, and their services should be delivered on time, dependably and accurately provided in order to improve the level of satisfaction of library users.

On the other hand, provision and accessibility to information services are two different things and must be distinguished from each other. The provision of library services implies the *availability* of information services, as a means of rendering library services to quench the information thirst of library users. These information materials might be *available*, that is the library has acquired them, but inaccessible to those who need them for whatever reasons. These reasons sometimes may be attributed to uncataloged, miscataloged, misshelved information resources. However, *accessibility is the ability of users to identify and use the resources*. According to Aguolu and Aguolu (2002), resources may be provided in the library and even identified bibliographically as relevant, but the user may not be able to lay hands on them. One may identify citations in indexes, but may not have access to the sources containing the relevant articles. It is worthy to note that access to library resources and services starts with the provision of such for without the physical presence of a document, a user cannot access it.

Seth and Parinda (2006) opined that the availability of library information sources and services does not automatically translate to information accessibility and use. They argued further that the problems of transmission, storage, and display of information have been combined with the problems of getting information to users quickly. Retrieval tools are expected not only to be provided in the library but also should be efficient to assist the postgraduate students to access information sources and services in the library to save their precious time. On the other hand, earlier studies have shown that the accessibility of library services is a prerequisite to utilisation (Ugah, 2008 and Odunlade, 2012). Odunlade (2012) submitted that access to library services, guaranteed utilization. He further stressed that provision and access to library services are inseparable factors in determining library services utilisation.

However, Ugah (2008) stressed that the library user may encounter five possible types of accessibility problems, which include conceptual, linguistic, critical, bibliographic, and physical. Similarly, Olowu (2004) identified natural and artificial barriers to free access to information and attributed the library's poor reputation to lack of access to their information sources. The more accessible information services are, the more likely they are used. Library users tend to use information sources and services that require little or no effort to access. The usefulness of any library resources depends on the provision of relevant resources that are easily available. This is confirmed by Ugah (2008) whose study revealed a slim majority 86 (51.2%) claiming that the information sources are not easily available. On the question of accessibility by subject discipline, a more decisive majority of 100 (59.3%) found information not easily accessible. Nearly 80 percent agreed that the use of library services depends on the accessibility of information sources, and a nearly equal number agreed that accessibility influenced their use of the library while another 78 (46.4%) claimed satisfaction with information accessibility. Analysis of the five indices shows that information sources and services were not easily accessible and that there is a significant relationship between the accessibility and use of library services leading to a lack of satisfaction with such services.

On the other hand, Iwara (2015) evaluated information needs, library resources, and services available to postgraduate students in the Institute of African Studies, University of Ibadan, Nigeria. These postgraduate students were asked to ascertain the level of accessibility to library

resources and services, the results showed that in general, the majority had access as affirmed by 71.6% satisfaction with the availability and accessibility of information sources and services at the Institute. It is therefore imperative that the academic library should implore strategies in making information sources and services more accessible to users to arouse their interests in patronizing the library, using the resources therein to enhance their satisfaction. Moreover, effective services enable a library to provide the right information in the right format to the right user at the right time. In the same context, Bhatt (2013) asserted that successful library services depend mainly on the satisfaction level of its users with the relevant library information resources, user-centric library services, and library staffs' supportive attitude. The level of satisfaction of library users with library services cannot be measured until those services are used. Postgraduate students use library services for various purposes. This was revealed in the study of Fasae (2011) who found out from a related study that postgraduate students of the Federal University of Technology, Akure used the library materials for research, borrowing library books, and studying for examinations. Also, it was established by Nyantakyi-Baah (2016) that the majority of the students in Ghana's Institute of Journalism and Ashesi University College used the library for preparing their assignments/project work (70%), reading their notes (63%), borrowing and reading library materials (52%), preparing for examinations (55%), for leisure (17%) while (13%) and (8%) of the respondents purposely used the library for accessing the resource centre and holding group discussions or meetings.

However, the ultimate aim of any library is to provide and make accessible information, which can precisely suit the information request or needs. Undoubtedly, the success of any library will more likely depend on tailoring the services to suit or meet and satisfy the specific information needs of an individual user. Also, easy access to library services will enable the postgraduate students to locate or identify library services and this may increase library patronage. Therefore, library services are expected to be efficiently and effectively delivered by providing accurate, useful, and relevant information sources and services to the postgraduate students to be able to achieve their academic objectives.

Methodology

A survey research design was employed for the study. The choice of this design was informed by the presence of the two critical features of survey research which were questionnaire and sampling to reach out to a sizeable number of postgraduate students. The target population for this study comprised all postgraduate students (27,200) in selected universities in South-west, Nigerian. According to the National Universities Commission (2014), there were 37 universities in the South-west, Nigeria including six federal, ten states, and 21 privately owned. However, the first 5 universities offering postgraduate programmes were chosen from both Federal and State universities in South-west, Nigeria as shown in Table 1. The total population of the postgraduate students in the selected universities was 27,200. However, this number was too large to be used as a sample for the study. Therefore, the sample was made up of 2720 postgraduate students which represent 10% of the total population from all faculties and departments in the study area. However, 9 out of the 10 universities were finally used for the study because the remaining university (Ladoke Akintola University of Technology) under-study was on an indefinite strike as of the time the data was taken.

This study adopted the stratified random sampling technique. This is because it is a good representation of the population and the population has already been divided into strata (faculties). A self-constructed questionnaire was used as a data collection instrument and it was

administered to postgraduate students with the aid of four trained research assistants. The survey was carried out between 18th July 2016 and 12th January 2017 in these universities. Descriptive statistics such as frequency count, percentages were used to analyse the objectives while the Pearson Product Moment Correlation was used to measure the null hypothesis. The results were rounded up to whole numbers.

Table 1 presents figures on population, the number of questionnaire distributed, the number returned, the number used, and the response rate.

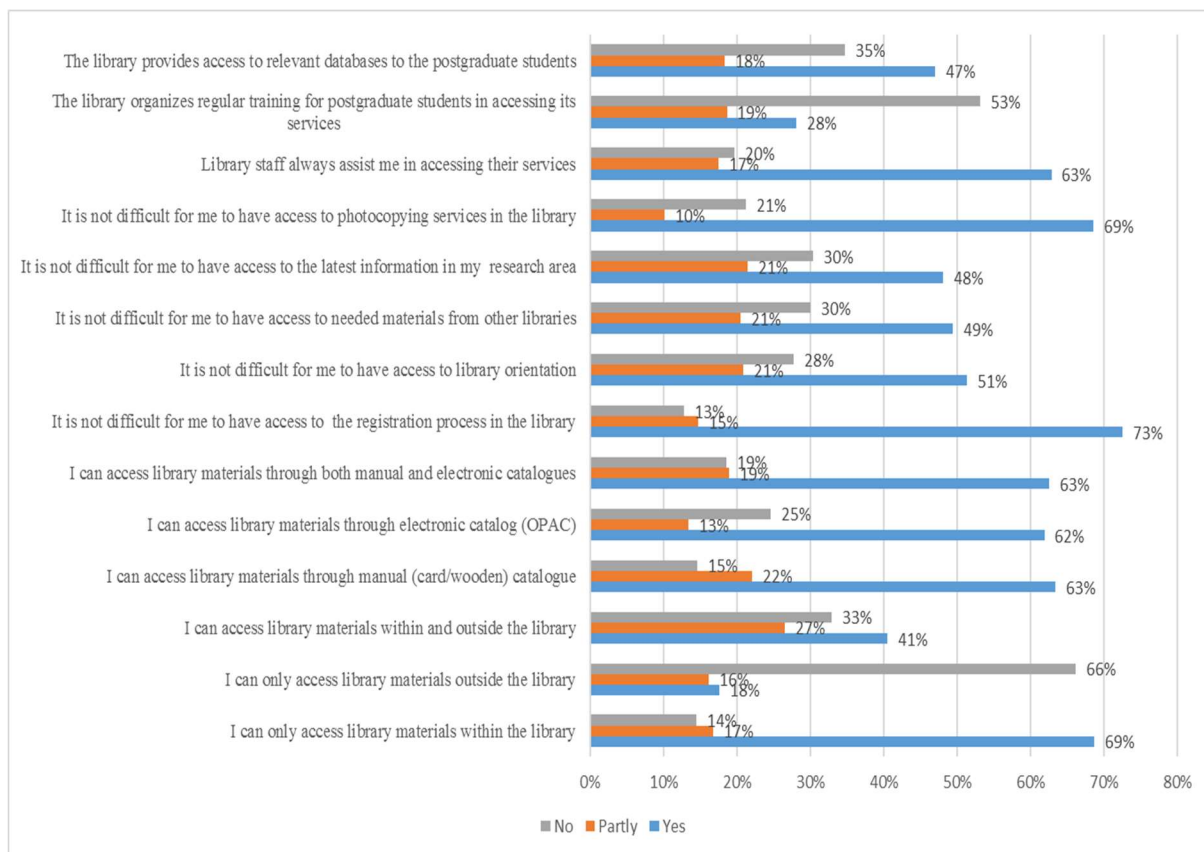
1. Results and Discussion

Table 1: Questionnaire Administration and Retrieval

S/ N	Name of the University	Populatio n	Number Distribute d	Number Returne d	Numbe r Used	Respons e Rate
1	Federal University of Agriculture Abeokuta, Ogun State	1577	158	124	108	6%
2	The Federal University of Technology, Akure, Ondo State	3024	302	261	244	14%
3	Obafemi Awolowo University, Ile-Ife, Osun State	5632	563	349	282	16%
4	University of Ibadan, Oyo State	5108	511	392	322	18%
5	University of Lagos Akoka, Lagos State	5710	571	407	324	18%
6	Adekunle Ajasin University, Akungba-Akoko Ondo State	492	49	43	38	2%
7	Ekiti State University, Ekiti State	325	33	27	25	1%
8	Lagos State University Ojo, Lagos State	3010	301	245	222	13%
9	Olabisi Onabanjo University, Ago-Iwoye, Ogun State	2322	232	212	204	12%
	Total	27,200	2,720	2,060	1,769	100%

Source: Field Survey, 2016

From Table 1, it is evident that two thousand, seven hundred and twenty copies of the questionnaire were distributed to postgraduate students in selected public universities in South-west, Nigeria. One thousand, seven hundred and sixty-nine copies of this questionnaire were found usable yielding an approximate response rate of 65%. Distribution of respondents according to ownership stated that 1,280 were from federal while 489 were from state universities. The gender distribution of respondents shows that 1044 were males while 725 were females. Also, 365 were Master/Doctor of Philosophy (M.Phil/Ph.D.) students, 945 were Masters' degree students while 459 enrolled for the Postgraduate Diploma (PGD) programme,



Objective 1: To ascertain the level of access to library services by postgraduate students in public universities in South-west, Nigeria. In response to objective 1, a range of responses was elicited which is presented in Figure 1.

Figure 1: Access to Library Services

Figure 1 above reveals that most of the accessible services were registration (73%), photocopying services (69%), materials within the library (69%), and library staff assistance in accessing library services (63%). Also, the respondents agreed (63%) that they were able to access information materials in the library through both manual and electronic catalogues. This study is related to a study carried out by Onuoha, *et al* (2013) who revealed that photocopying, reference, and circulation services such as library registration were easily accessed and also considered as effective library services by postgraduate students.

However, the least services respondents had access to were: regular training/orientation (28%) and access to library materials outside the library (18%). This corroborates the findings of Somi and Jager (2005) who conducted a study in the Fort Hare Library and found that more than half of the respondents had not taken part in the library orientation sessions though the sessions had been obligatory.

Objective 2: To establish the purposes for which the postgraduate students use services provided in public universities in South-west, Nigeria. In response to objective 2, a range of responses was sought to identify the purposes for which postgraduate students use the library. This was presented in Table 2 in which SA, A, N, D, SD imply Strongly Agreed, Agreed, Neutral, Disagreed, and Strongly Disagreed respectively.

Table 2: Purpose of Using Library Services.

Purpose of use	SA	A	N	D	SD
read my lecture notes	875 (49%)	782 (44%)	46 (3%)	45 (3%)	21 (1%)
read my personal textbooks	738 (42%)	628 (36%)	81 (5%)	223 (13%)	99 (6%)
read library materials	916 (52%)	602 (34%)	94 (5%)	47 (3%)	110 (6%)
consult course materials	822 (46%)	499 (28%)	173 (10%)	144 (8%)	131 (7%)
consult research materials	809 (46%)	691 (39%)	96 (5%)	56 (3%)	117 (7%)
borrow library books	598 (34%)	502 (28%)	222 (13%)	238 (13%)	206 (12%)
update my knowledge and skills	894 (51%)	723 (41%)	74 (4%)	62 (4%)	16 (1%)
prepare for test and examination	910 (51%)	712 (40%)	93 (5%)	30 (2%)	24 (1%)
read for personal development	942 (53%)	627 (35%)	120 (7%)	37 (2%)	43 (2%)
use the Internet	458 (26%)	720 (41%)	177 (10%)	189 (11%)	225 (13%)
relax and meet friends	71 (4%)	110 (6%)	337 (19%)	463 (26%)	788 (45%)
leisure/entertainment	52 (3%)	111 (6%)	152 (9%)	522 (30%)	932 (53%)
Photocopy documents	363 (21%)	416 (24%)	287 (16%)	307 (17%)	396 (22%)

In Table 2, ‘strongly agreed’, and ‘agreed’ was collapsed to ‘agreed’ while ‘strongly disagreed’ and ‘disagreed’ were collapsed to ‘disagreed’.

According to table 2, on the purpose of using the library, about 93% of the total respondents ($N=1769$) agreed they used the library to read their lecture notes. Other major reasons for using the library were to read personal textbooks (78%), read for personal development (88%), prepare for test and examination (91%), and to update their knowledge and skills (92%). Expectedly, 83% of respondents disagreed that the purpose for which they use the library is for leisure and entertainment, and 71% to relax and meet friends. However, two-thirds of respondents used the library for free Internet services and also to borrow library books. About 86% of respondents consult materials in the library for their research. Interestingly, about half of the respondents use the library for photocopying services.

The outcome of the present study corroborated the findings of Doraswamy (2010) which stressed that 65% of the postgraduate students in Siddhartha College of Arts and Sciences, India used the library daily for reading, borrowing books, and Internet or email purposes. Fasae (2011) found out from a related study that postgraduate students of the Federal University of Technology, Akure used the library materials for research, borrowing library books, and studying for examinations. Also, Nyantakyi-Baah (2016) revealed that the majority of the

students in Ghana Institute of Journalism and Ashesi University College used the library for preparing assignments/project work (70%), reading personal notes (63%), borrowing and reading library materials (52%), preparing for examinations (55%), for leisure (17%) while (13%) and (8%) of the respondents purposely used the library for accessing the resource centre and holding group discussions or meetings. It can be deduced from the findings above that postgraduate student in public universities in South-west, Nigeria mostly use the library to read their lecture notes (94%), prepare for tests and examinations (92%), and to update their knowledge and skills (92%);

Objective 3: To ascertain the level of satisfaction of library services by postgraduate students. In response to objective 3, postgraduate students were asked to indicate their level of satisfaction with electronic resources, printed publications, technical facilities, library environment, and human resources. This is shown in Tables 3 where VS, S, U, D, and VD connote Very Satisfied, Satisfied, Undecided, Dissatisfied, and Very Dissatisfied respectively.

Table 3: Satisfaction of Postgraduate Students with Library Services

Satisfaction	VS	S	N	D	VD
Available Library Services					
I am satisfied with the:					
volumes of textbooks in my field of study	225 (13%)	695 (39%)	223 (13%)	346 (20%)	280 (16%)
volumes of reference books in my field of study	266 (15%)	577 (33%)	331 (19%)	450 (25%)	145 (8%)
number of journals in my field	187 (11%)	614 (35%)	414 (23%)	291 (16%)	263 (15%)
number of databases available in my field	185 (10%)	538 (30%)	419 (24%)	284 (16%)	343 (19%)
currency of the materials in my field	229 (13%)	545 (31%)	347 (20%)	390 (22%)	258 (15%)
orientation programme provided by the library	135 (8%)	514 (29%)	550 (31%)	481 (27%)	89 (5%)
borrowing time/period for library books	426 (24%)	552 (31%)	455 (26%)	288 (16%)	48 (3%)
number of books I can borrow at a time	370 (21%)	659 (37%)	453 (26%)	231 (13%)	56 (3%)
opening hours of the library	609 (34%)	772 (44%)	157 (9%)	203 (11%)	28 (2%)
photocopying services in the library	583 (33%)	574 (32%)	215 (12%)	322 (18%)	75 (4%)
printing services in the library	363 (21%)	455 (26%)	302 (17%)	534 (30%)	115 (7%)
personalized assistance rendered by the library staff (Reference services)	381 (22%)	505 (29%)	482 (27%)	289 (16%)	112 (6%)
library registration process	390 (22%)	812 (46%)	322 (18%)	193 (11%)	52 (3%)
free internet access provided in the library	294 (17%)	413 (23%)	313 (18%)	448 (25%)	301 (17%)

way the library always contacts me for needed materials (Current Awareness Service)	141 (8%)	301 (17%)	663 (37%)	447 (25%)	217 (12%)
way the library assists me to get needed materials from other libraries (Inter library loan)	161 (9%)	288 (16%)	528 (30%)	470 (27%)	322 (18%)
way the library keeps me abreast of the latest information in my research area (Selective Dissemination of Information)	132 (7%)	414 (23%)	384 (22%)	608 (34%)	231 (13%)
Library Facilities and Equipment					
manual (wooden) catalog for searching library materials	366 (21%)	655 (37%)	477 (27%)	199 (11%)	72 (4%)
online public access catalog (OPAC) for searching library materials	334 (19%)	611 (35%)	347 (20%)	289 (16%)	188 (11%)
number of computers available in the e-library	333 (19%)	570 (32%)	234 (13%)	438 (25%)	194 (11%)
library temperature	398 (22%)	1000 (57%)	205 (12%)	145 (8%)	21 (1%)
library lighting	580 (33%)	775 (44%)	196 (11%)	175 (10%)	43 (2%)
library furniture	489 (28%)	906 (51%)	134 (8%)	183 (10%)	57 (3%)
library ventilation	478 (27%)	817 (46%)	229 (13%)	192 (11%)	53 (3%)
seating capacity of the library	390 (22%)	572 (32%)	232 (13%)	424 (24%)	151 (9%)
working and adequate number of fans	514 (29%)	650 (37%)	328 (19%)	189 (11%)	88 (5%)
working and adequate number of air conditioners	417 (24%)	714 (41%)	153 (9%)	244 (14%)	229 (13%)
Attitudes of Library Staff					
ability of the library staff to perform service(s) dependably and accurately	284 (16%)	824 (47%)	404 (23%)	209 (12%)	48 (3%)
way the library staff willingly help and respond to my information needs	284 (16%)	824 (47%)	404 (23%)	209 (12%)	48 (3%)
level of confidence demonstrated by the library staff in responding to my information needs	324 (18%)	777 (44%)	383 (22%)	228 (13%)	57 (3%)
level of understanding from the library staff to my queries	319 (18%)	753 (43%)	509 (29%)	127 (7%)	61 (3%)

In Table 3, ‘very satisfied’, and ‘satisfied’ were collapsed to ‘satisfied’ while ‘very dissatisfied’ and ‘dissatisfied’ were collapsed to ‘dissatisfied’. On library services, 78% of the respondents were satisfied with the opening hour while 65% were satisfied with reprographic service. On the other hand, a minority of the respondents were satisfied with selective dissemination of information (20%), interlibrary loan (25%), current awareness service (25%), free internet access (40%), currency (44%) and several volumes of reference textbooks available (48%) which connote unsatisfactory response. Also, in library facilities, 79% of the

respondents were satisfied with library furniture and temperature in the library while 54% and 58% of the respondents were averagely satisfied with the availability of online public access catalog and wooden catalog respectively.

This is in line with a research by Doraswamy (2010) who found out that the majority of the respondents were satisfied with circulation service (92.14%), reference service (95.72%), reader's service (90%), reprographic service (83.57%), Internet and/or email (80.72%), though many others were not satisfied with the interlibrary loan (62.86%). This study also confirmed the findings of Madukoma, Bamidele, and Aluko-Arowolo (2015) who revealed these services (circulation services 66.2%, reference services 62%, and reprographic services 56.3%) as library services that have a competitive edge over other libraries which in turn aid satisfaction of users. A possible explanation for the similarity between this study and previous studies stated above may be because these services (circulation and reference) are rendered in almost all the libraries. Also, for the respondents to be satisfied with the reprographics service may be as a result of its cheaper rate mostly done in the library which has reduced theft and mutilation of library materials.

On the other hand, the majority (65%) of the respondents of this present study were satisfied with the attitudes of the librarians. In contrast, the findings of Onohwakpor (2004) and Onuoha, Ikonne, and Madukoma (2013) revealed that most postgraduate students were not satisfied with the attitudes of the librarians. However, Nyantakyi-Baah, (2016) affirmed the findings of the present study through his study carried out in Ghana which discovered that most of the respondents were satisfied with the library services, especially the attitude of the library staff in service delivery. They mentioned that the staff was helpful and dynamic, committed to helping users, and were very welcoming.

This confirmed how valuable library staff is as indicated in the literature, a library cannot survive without competent workers even if it has excellent equipment, collections, and facilities (Warraich and Ameen, 2011). This is in line with the perception of Verzosa (2011) and Adeniran (2011) on quality of library's services: that the quality of library services was a combination of how well staff serve users in terms of their level of knowledge, willingness to serve, politeness to users and showing respect; a balanced collection made up of a variety of information sources that meet the information needs of users; and an environment that welcomes users and supports all the services that need to be provided. Based on the result of the present study, postgraduate students can be said to be fairly satisfied with library services rendered in public universities in South-west, Nigeria.

Hypothesis Testing

This section presented the results of the hypothesis.

Hypothesis 1: There is no significant relationship between access to and satisfaction with library services by postgraduate students in public universities in South-west, Nigeria.

Table 4: Relationship between Access and Satisfaction

Variable	N	r	p	Decision
Satisfaction	1769	.55	** .00	Significant
Accessibility of library services	1769			

N = 1769

***p* < .01 (2-tailed).

Table 4 shows the correlation between ‘access to library service’ and ‘satisfaction’ based on 1769 respondents. From table 4, *N* = 1769, *r* = .55, *p* < .01 showing a strong positive correlation which is significant, and therefore the finding is not consistent with the stated null hypothesis. This implies that access to library services is significantly related to satisfaction hence, the null hypothesis is rejected. The positive correlation showed that as access to library services increases, satisfaction also increases. This is in line with Olowu (2004) whose study revealed that lack of access to information sources and services adversely affected the satisfaction of users.

Besides, Ugah’s (2008) study established that information sources and services in Michael Okpara University of Agriculture library were not easily accessible and that there is a significant relationship between accessibility and use of library services leading to a lack of satisfaction with such services. Also, the study of Iwara (2015) affirmed direct relationship between accessibility and satisfaction with library resources and services among postgraduate students in the Institute of African Studies, University of Ibadan, Nigeria. In general, this study has established that the satisfaction of postgraduate students with library services cannot be attained if the services are not easily accessible to them.

Conclusion

The only way the library can continue to remain relevant in this information era is by satisfying the information needs of its users. However, this study revealed that access to library services by postgraduate students was largely limited to within the library. Also, the postgraduate students in public universities in South-west, Nigeria were not satisfied with some services rendered in the library among which were: selective dissemination of information, interlibrary loan, and current awareness service. Besides, this study established that there is a significant relationship between access to library services and the satisfaction of postgraduate students. Therefore, libraries should tailor the provision of their services to be more accessible in the right format to the right user at the right time to save their time, increase patronage, and ensure continued satisfaction.

Recommendations

The following recommendations were made based on the findings of this study:

1. Library management should regularly organise training for postgraduate students on accessing its services and provide facilities that could conveniently and easily aid the accessibility of information sources and services within and outside the library.

2. Library management should create different learning zones that suit the needs of different categories of users since postgraduate students have varied purposes for using the libraries.
3. Library staff should improve the provision of some services which include inter-library loan (ILL), current awareness service (CAS), selective dissemination of information (SDI), and regular orientation for greater satisfaction.

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