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Joy Onah
Department of Educational Foundations, University of Nigeria, Nsukka.

Patience Ugwueke
Department of Educational Foundations, University of Nigeria, Nsukka.

Mkpoikanke S. Otu
Department of Educational Foundations, University of Nigeria, Nsukka.

Chiedu Eseadi
Department of Educational Foundations, University of Nigeria, Nsukka., chiedu.eseadi@unn.edu.ng

Kay C.N. Onyechi
Department of Educational Foundations, University of Nigeria, Nsukka.

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Joy Onah[1], Patience Ugwueke[1], Mkpoikanke S. Otu[1], Chiedu Eseadi[1], Kay C.N. Onyechi[1]

[1]Department of Educational Foundations, University of Nigeria, Nsukka.

Correspondence: Mkpoikanke S. Otu, Department of Educational Foundations, University of Nigeria, Nsukka (E-mail: mkpoikanke.otu@unn.edu.ng)

Abstract

This study was designed to investigate the extent of student-counsellors' satisfaction with library services offered at the University of Nigeria, Nsukka. The study is a descriptive survey comprising all the full-time undergraduate student-counsellors at the University of Nigeria, Nsukka, from the first year to final year. A structured questionnaire was used for obtaining data. The findings showed that there was a high extent of student-counsellors' satisfaction with the registration, lending, shelving, renewal/replacement and reserve services offered by the university library. There is a need to take regular feedback from the students regarding the various services provided by the library.

Keywords: Library Services, Student-Counsellors, University Library

Introduction

The University of Nigeria libraries consist of Dr Nnamdi Azikiwe Library, Enugu Campus Main Library and the Medical Library located at the College of Medicine, University of Nigeria Teaching Hospital, Enugu. The Nnamdi Azikiwe Library (established in 1960) is located at the Nsukka campus of the University of Nigeria, which is the main campus (The University of Nigeria, 2019). The library was named after the first president of Nigeria and was among the few academic libraries in Nigeria to apply Information Communication Technology (ICT) components to automate their serial records (Thanuskodi, 2013). The library collection grew steadily between 1964 and 1967, increasing annually by 20,000 volumes. On March 8, 2009, the library moved to a much bigger building (Egwu, Ojo & Sylvester, 2016).

The university library is credited with offering services to its users. Such services are delivered in the form of resources, activities, or programs provided directly or indirectly by the library to enable students and other users to meet their information needs. The services include circulation services, reference services, online information services amongst others. However, students request mostly circulation services. The circulation or lending section is one of the most strategic and sensitive sections of the library. The section offers such services concerned with activities around lending of library books and other materials to the students and other users of the library. Librarianship Studies and Information Technology (LSIT) (2020:1) asserted that:

> Library circulation is the function of lending library materials (books, serials, sound recordings, moving images, cartographic materials, etc. that are owned by a library) to the users of the library. Library Circulation includes checking out library materials to library users, renewing the borrowed items, reserving checked out items for the patron, checking in materials returned, checking the materials for damage at the time of return, if found damaged then giving that to responsible staff for repair and when a repair is not possible then a replacement, renewal of materials, receiving payment of fines for

damaged and overdue materials and payment for subscription to the
library and other charges, maintaining order in the stacks by re-
shelving the library materials by call number given by classification
systems, such as Library of Congress Classification (LCC) or Dewey
Decimal Classification (DDC) system.

There is a circulation desk, a long counter usually located at the main entrance of the library to carry out library circulation activities. It is the service point to register for the library card, checkout, renew, and return library materials (LSIT, 2020). Some of the services found in the circulation section include registration service, lending services, shelving service, card renewal/replacement service and reserve service. The registration services are offered to first-time users of the library. Students are enrolled at the beginning of a new academic year, subject to the receipt of confirmed details of such students from the Academic division of the University as well as the completion of application form. In the UNN library, all bonafide students are expected to register with the library where they are issued with their library or borrowers' card.

The lending service as observed is perhaps the most important service provided by the UNN library. It is essentially a social service in which users of the library have the privilege of borrowing library materials either for reading or consultation at their convenience. Apart from books, other resources in the library that can be loaned out include such materials as audiocassettes, videotapes and projectors. To promote equal and fair access to library holdings, lending out library materials is considered to be very fundamental.

Shelving service is an activity aimed at facilitating the dissemination as well as retrieval of information. The library shelves play a very significant role in the library; it houses archival collections and varieties of materials. Students and other users access this collection through a preliminary medium known as library catalogue or shelf browsing (Onah, Sambe & Omeje, 2014). A library catalogue or shelf browsing is a list of books and other graphic material in a library arranged according to a recognized order and containing

specific items of bibliographical information for the purpose of identification and location of the material catalogued. Ranganathan (2020) posits that a library catalogue involving the list of documents in a library (single library or group of libraries). The functions of library catalogue are to record each work in a library by author, translator, editor, compiler, series or by the corporate body as author under which entries are made and a reader likely to search for a book and to arrange author entries in such a way that a reader finds all the work of an author together. The importance of a catalogue cannot be overemphasized. The university library provides information resources and services to support teaching, learning, research and community services. These services if offered to standard will satisfy the users' satisfaction. The library needs to facilitate an adequate catalogue for easy shelf browsing and also improve on other relative services they offer.

The card renewal/replacement service is an important aspect of the university library. As noted earlier, the library card enables the students to borrow books for a stipulated period of time and is renewable every session, however, students can no longer use their library card at the end of their course or when they are withdrawn or expelled from the University. Students may also face the issue of damaged or lost card and would be faced with the alternative to replace their library card making them seek card renewal or replacement services.

The reserve service allows lecturers to set aside books and other materials for students to access. The collection is a special area of the library where faculty can place high demand items, typically required course readings, to ensure those items are highly accessible to students. Reserve items usually have a check out time and do not leave the library building. The limited check out time ensures all students can access reserve items. The reserve collection is located at the circulation desk. Almost anything lecturers want their students to read can be placed on reserve. The reserve collection includes books library books as well as

instructors' personal copies, photocopies of articles (within the current copyright guidelines), copies of past tests, answer keys, and course syllabi (Ntui & Utuk, 2008). Some lecturers place videotapes, audiotapes and CD-ROMS on reserve for their students. The lecturer placing materials on the reserve is responsible for obtaining copyright permission. It is obvious that the student-counsellors appeals to library services in one way or the other.

The library has several divisions for the effective collection, use and administration of the library and its services like the serials, public services, special collections. There are several international-level provisions to make the library experience a superlative one and to harness the global retinue of information that arms any student or researcher with definite information. In the same vein, it was noted in the University of Nigeria Library Handbook, (2019:1) that:

> Several milestones have been accomplished, with a view to exponentially increasing these accomplishments, and making them the root and routine of the University Library…This is a connection to the wealth of knowledge accrued from the scholar's academic strength, detailing works covering different disciplines, and spanning several decades of intellectual commitment and innovation…There are websites and links composed as a bond to information reserves from different affiliates and this creates an immense connection for students and other users who may require their services but aren't aware of their online presence.

The Nnamdi Azikiwe Library in UNN is a typical example of an academic library. Oyegunle (2013) defined an academic library as a library that is attached to academic institutions above the secondary level, serving the teaching and research needs of students and staff. These libraries serve two complementary purposes. The first purpose is to support the school's curriculum, and the second is to support the research of the university faculty and students. In another view, academic libraries are information centres established in support of the mission of their parent institutions to generate knowledge, equip people with knowledge in order to serve society and advance the well being of mankind (Oyegunle, 2013). Budd

(2008) posited that academic libraries are those special libraries found in educational institutions and whose main purpose is to serve the special needs of the specialized or homogenous clientele. Although academic library positions vary depending on the mission and type of institution they serve, some common responsibilities include managing projects, departments, and community relationships; providing instruction, reference, curriculum, research, and classroom support; and keeping up with trends and technological advancements in library and information science. The UNN library and the libraries of other institutions serve different categories of users such as students, research scholars, teaching/non-teaching staff, and administrators with varied information demands. The main purpose of the library is to acquire a variety of information sources and provide a multiplicity of services to accomplish the user's information needs.

Academic libraries are often referred to as college or university libraries as the case may be. The university library is seen as the heart of the university because it can stand on its own, but the university cannot stand on its own. In universities, the three major infrastructures are laboratories, teachers/classrooms and libraries that contain rich and balanced information resources including equipment that can support the teaching, learning and research work (Ajibero, 2004). This was why Tiemo and Ateboh (2016) described the library as the nerve centre of an educational institution and a place where information is provided to serve all patrons irrespective of their age, political affiliation, ethnic background, religion and sex. It could be seen that the role of universities cannot be achieved without the presence of a library that is adequately equipped with printed materials, information and communication technology and its related facilities, well-trained staff and a high level of services to users that will satisfy their information needs.

As noted earlier, the academic library in an educational institution also plays a part in supporting the research efforts and this role is stronger in academic libraries than in public

libraries. The library may help to conserve the research potential of the university or college. Agulu and Aguolu (2002) noted that the university library is the heart of the university. This is because, the academic health, intellectual vitality and effectiveness of any university depend largely upon the state of health and excellence of its library which is its lifeblood.

Relatively, it appears that in the UNN library, the main users are the students. It is therefore important to provide quality services that can satisfy the students' needs. In the UNN library, the main users are students and as such, they are the major customers or patrons patronizing the libraries in looking for any information whatsoever. Iwhiwhu and Okorodudu (2012) opined that in the competitive nature of the university environment, the provision of quality services to satisfy students' needs is essential and necessary; therefore, it is vital for service-oriented organizations like the university to have a proper understanding of their client's satisfaction. This proves that when students are satisfied with the quality of services rendered to them, it could be an important tool to move ahead and be in a competitive advantage over other universities across the country.

User satisfaction is not a new topic in library science, but there are not yet enough relevant wide researches available on library user (student) satisfaction and performance measure of the library at the University of Nigeria, Nsukka. Weerasinghe, Lalitha and Fernando (2017) defined students' satisfaction as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities. Student satisfaction has become an important component of quality assurance. Thomas and Galambos (2004) argue that students are regarded as consumers of higher education. Satisfying users' information requirements in educational institutions have been the main aim of academic libraries and librarians (Agyen-Gyasi, 2008). Yearly, fresh students come to the university with diverse requirements and hopes. The information services are to be increased not only to meet user wants and to develop current services but also to foresee clients' requirements in the future.

The success of any library is based on the satisfaction of the information demands of its users (Bhatti, 2013). The effectiveness of a library service can be evaluated by the level to which its services and resources are utilized (Ikolo, 2015). Consequently, academic libraries have to be aware of student-counsellors' information needs.

To meet the needs of the library users, the university library tends to devise possible means to render services such as registration service, lending service, shelving service, card renewal/replacement service and reserve service among others. However, the extent to which student-counsellors might be satisfied with the services offered by the library remains unclear. This is partly because previous studies have not established whether students are satisfied with the library services or not. Although, some of the perceived challenges that are relative to libraries are funds cutback, digital environment and Internet. More so, informal interactions with the students-counsellors regarding whether they are satisfied with the library services have continued to generate varying opinions and controversies. Some student-counsellors would claim they are satisfied while others would claim they are not satisfied with the library services. As a result of this, recommending the library services to other students of the universities remains challenging. Even the university counsellors and counsellor educators are finding it challenging to encourage the entire university students to make good use of the library as they do not know how satisfied or dissatisfied the students would be. It is, therefore, necessary for this study to find out the extent student-counsellors are satisfied with the services offered by the university library. The general purpose of this study is to investigate the extent of student-counsellors' satisfaction with library services offered by the University of Nigeria, Nsukka. Specifically, the study sought to find out:

1. The extent the student-counsellors are satisfied with registration service offered by the library.

2. The extent the student-counsellors are satisfied with lending service offered by the library.

3. The extent the student-counsellors are satisfied with shelving service offered by the library.

4. The extent the student-counsellors are satisfied with card renewal/replacement service offered by the library.

5. The extent the student-counsellors are satisfied with reserve service offered by the library.

Research Questions

The following research questions were formulated to guide this study:

1. To what extent are the student-counsellors satisfied with the registration service offered by the library?

2. To what extent are the student-counsellors satisfied with the lending service offered by the library?

3. To what extent are the student-counsellors satisfied with the shelving service offered by the library?

4. To what extent are the student-counsellors satisfied with the card renewal/replacement service offered by the library?

5. To what extent are the student-counsellors satisfied with the reserve service offered by the library?

Research Method

Design of the Study

For the purpose of this study, a descriptive survey design was adopted. According to Nworgu (2015), descriptive surveys are those studies that aim at collecting data of a specific

population in order to describe their attributes systematically. Based on the definitions above, the design is appropriate for this study which intends to investigate the extent of satisfaction with library services among student-counsellors at the University of Nigeria, Nsukka.

Area of the Study

The area of study was the University of Nigeria, Nsukka. The University of Nigeria, Nsukka is located in Nsukka Local Government Area of Enugu State, Nigeria. Nsukka Local Government Area has boundaries with four Local Government Areas which include; Udenu, Igbo-Eze South, Uzo-Uwani and Igbo-Etiti Local Government Areas of Enugu state. The University was legally endorsed in 1955 and opened its doors officially in 1960, becoming the first autonomous university in Nigeria. Since its establishment, the number of students has increased from hundreds to the current student population of over 40,000 students. The university aims to deliver world-class education and knowledge and stand out as a globally competitive, research-focused university responsive to society's needs (UNN Handbook, 2019). Specifically, this study was carried out within the Guidance and Counselling Unit of the Department of Educational Foundations under the Faculty of Education. This unit offers a 4-year undergraduate programme for UTME Students, a 3-year programme for direct entry students. The unit also offers postgraduate courses leading to the award of master's degree and doctor of philosophy.

Population and Sample

The population consists of all the full-time undergraduate student-counsellors in the University of Nigeria, Nsukka, from the first year to final year, which is one hundred and twenty-one (121) students (source: Students Class List, Guidance and Counselling Unit, 2021). There was no sample because the population is small. Therefore, all the students in the Guidance and Counselling Unit of the Department of Educational Foundations were used for the study.

Study Instrument

The instrument titled "Satisfaction with University Library Services Questionnaire" was used for data collection in this study. This instrument had 22 items, with a response format based on a four-point rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The questionnaire is constructed by the researchers in such a way that it answered the research questions. It is divided into two sections, A & B. Section A took care of the personal data of the respondent while Section B took care of the developed items based on the research questions. The instrument has a total number of five (5) clusters with a total number of 22 items. Section A = 2 items, Section B = 7 items, Section C = 6 items, Section D = 4 items and section E = 3 items. This item is used to answer the research questions. This instrument for data collection was validated by three experts who are lecturers in Educational Foundations, Library Science and Measurement and Evaluation in the University of Nigeria, Nsukka. Their suggestions and corrections were incorporated in the final modification and production of the instrument. The internal consistency of the instrument was tested using Cronbach's alpha reliability technique. The researchers administered the instrument to twenty (20) student-counsellors in Nnamdi Azikiwe University, Awka which is outside the study area. The reliability result was 0.71 α.

Method of Data Collection and Analysis

The researchers organized with the various class representatives in each level informing them of their desire to obtain a copy of the class list which contains the accurate data of each class, and also, meet with the students in their various classes for research data collection. The data collected were analyzed using SPSS for descriptive statistics. It was based on the mean and standard deviation. The research questions were answered using real limit of numbers as follows:

Decision rule	Value	Real Limit of Number
Very High Extent (VHE)	4	3.50-4.00
High Extent (HE)	3	2.50-3.49
Low Extent (LE)	2	1.50-2.49
Very Low Extent (VLE)	1	0.50-1.49

Results and Discussions

Seventy-two (72) out of 121 respondents completely answered and submitted their questionnaire back to the researchers.

Research Question 1: To what extent are the student-counsellors satisfied with the registration service offered by the library?

Table 1: Extent to which student-counsellors are satisfied with the registration service offered by the library

S/N	Items	Mean	Standard Deviation	Decision
1.	I am satisfied with the registration process for students by the library	3.06	0.71	High extent
2.	It is important to encourage fellow students to register with the University Library	3.38	0.59	High extent
	Average mean	**3.22**	**0.69**	**High extent**

Table 1 presents the results of the responses on the extent to which student-counsellors are satisfied with registration services offered by the library. The two items have the mean score of 3.06 and 3.38 and standard deviation of 0.71 and 0.59 respectively, with an average mean score of 3.22. The mean score shows that the items are acceptable since the scores are above 2.50 which is the cut-off point of the acceptable mean. Therefore, the finding concerning research question one indicates that there is a high extent of student-counsellors' satisfaction with the registration service offered by the library. Similarly,

Adeniran (2011) showed that users will always be encouraged to register with the library where the quality of services rendered to them by the library staff helps to satisfy their requests.

Research Question 2: To what extent are the student-counsellors satisfied with the lending services offered by the university library?

Table 2: Extent of the student-counsellors' satisfaction with the library lending services

S/N	Items	Mean	Standard Deviation	Decision
3.	I feel satisfied borrowing books for my study from the University Library	3.03	0.65	High extent
4.	I would never again borrow books from the University Library after my last experience	2.10	0.72	Low extent
5.	I am happy to refer other students to borrow study materials from the university library	2.90	0.70	High extent
6.	I do not hesitate to borrow recommended study materials from the University library anytime there's a need.	2.94	0.79	High extent
7.	I am impressed with the level of attention paid to students at the borrowing section of the library	2.82	0.72	High extent
8.	The counsellor education books they lend students at the university library are outdated and irrelevant	2.17	0.96	Low extent
9.	The library has quality books on counselling which they borrow to students	2.92	0.67	High extent
	Average mean	**2.70**	**0.85**	**High extent**

Table 2 presents the results of the students' responses with mean and standard deviation of seven items which include: item 3 (Mean= 3.03, SD= 0.65); item 4 (Mean= 2.10, SD= 0.72); item 5 (Mean= 2.90, SD= 0.70); item 6 (Mean= 2.94, SD= 0.79); item 7 (Mean= 2.82, SD= 0.72); item 8 (Mean= 2.17, SD= 0.96); and item 9 (Mean= 2.92, SD= 0.67) respectively, with the average mean score of 2.70. Moreover, all the mean scores except for

item 4, and item 8 are above the cut-off point which is 2.50, the average mean score of the cluster is also above the cut-off point which makes this cluster acceptable. More so, the average mean points fall into the real limit category which imply that the student-counsellors are satisfied to a high extent. Thus, the finding concerning research question two shows that there is a high extent of student-counsellors satisfaction with the lending service offered by the library. This finding agrees with the study of Tiemo and Ateboh (2016) which showed that users were satisfied with the lending services of the library. Adeniran (2011) finding revealed that satisfaction is a function of the quality of staff and services of a library. This implies that user satisfaction with services in libraries that are well-stocked and the materials properly arranged and manned by well-qualified experienced staff would be significantly higher than in libraries with less qualified and impolite staff.

Research Question 3: To what extent are the student-counsellors satisfied with the shelving service offered by the library?

Table 3: Extent to which the student-counsellors are satisfied with the shelving service offered by the library

S/N	Items	Mean	Standard Deviation	Decision
10.	The shelving style of the university library contribute to the aesthetics of the library	3.14	0.61	High extent
11.	I would not recommend the university library shelving style to other universities	2.83	0.69	High extent
12.	The university library shelves do not attract readers	2.92	0.69	High extent
13.	The university library shelving style has comfortable seating space for reading	3.14	0.53	High extent
14.	The university library shelving makes it easy for me to find the material I need	3.21	0.65	High extent
15.	The university library need extra shelving for resources	3.21	0.51	High extent
	Average mean	**3.08**	**0.61**	**High extent**

Table 3 comprises of six items with their mean and standard deviation as follows: items 10 (Mean= 3.14, SD= 0.61); item 11 (Mean= 2.83, SD= 0.69); item 12 (Mean= 2.92, SD= 0.69); item 13 (Mean= 3.14, SD= 0.53); item 14 (Mean= 3.21, SD= 0.65); and item 15 (Mean= 3.21, SD= 0.51), with the average mean score of 3.08 which is acceptable due to the fact that it is above the cut-off points, 2.50. More so, by real limit, the average mean score implies that the student-counsellors are satisfied to a high extent. Therefore, the finding concerning research question three indicates that the student-counsellors are satisfied with the shelving service offered by the library to a high extent. Tiemo and Ateboh (2016) revealed that users were dissatisfied with the limited materials in their various subject areas, national and international journals because they were not up to date. Such material may include reserve documents and many other materials on the library shelves. The study by Agboola, Bamigboye and Owolabi (2019) showed that the majority of the respondents found books more accessible than other resources in the library shelves.

Research Question 4: To what extent are the student-counsellors satisfied with the card renewal/replacement services offered by the library?

Table 4: Extent to which the student-counsellors are satisfied with the card renewal/replacement services offered by the library

S/N	Items	Mean	Standard Deviation	Decision
16.	I am satisfied with the university library card renewal services	2.83	0.73	High extent
17.	I am impressed with the quick card renewal service of the university library	2.71	0.78	High extent
18.	I find it difficult to renew my library card since it expired	2.40	0.83	Low extent
19.	It is difficult for students to replace their lost card	2.42	0.90	Low extent
	Average mean	**2.59**	**0.81**	**High extent**

Table 4 comprises of the mean and standard deviation of four items which include: item 16 (Mean= 2.83, SD= 0.73); item 17 (Mean= 2.71, SD= 0.78); item 18 (Mean= 2.40, SD= 0.83); and item 19 (Mean= 2.42, SD= 0.90) respectively, with the average mean score of 2.59 which implies a high extent in the real limit scale. Therefore, the finding concerning research question four shows that there is a high extent of student-counsellors satisfaction with card renewal/replacement services offered by the library. Adeniran (2011) showed that users are often encouraged to renew or replace their card with the library.

Research Question 5: To what extent are the student-counsellors satisfied with the reserve services offered by the library?

Table 5: Extent to which the student-counsellors are satisfied with the reserve services offered by the library

S/N	Items	Mean	Standard Deviation	Decision
20.	I am satisfied with the reserve service of the university library	2.89	0.62	High extent
21.	The reserve service of the university allows my lecturers to place important materials on reserve	3.10	0.72	High extent
22.	Making reserve readings accessible requires several different steps	3.10	0.53	Low extent
	Average mean	**3.03**	**0.62**	**High extent**

Table 5 presents the mean and standard deviation of three items which include: item 20 (Mean= 2.89, SD= 0.62); item 21 (Mean= 3.10, SD= 0.72); and item 22 (Mean= 3.10, SD= 0.53) respectively, with the average mean of 3.03. In the real limit scale, the score falls within the high extent range. In a nutshell, the finding concerning research question five indicates that there is a high extent of student-counsellors satisfaction with the reserve service offered by the library. Tiemo and Ateboh (2016) show that students are often encouraged to utilize the library where there are enough reserve documents in the library.

Study Limitations

1. This study is limited to the academic library of the University of Nigeria, Nsukka; thus, generalization of findings to other academic libraries is not possible.

2. Another limitation is that only student-counsellors were used for the study.

3. Only quantitative data were used. Qualitative data may be necessary for subsequent studies.

Conclusion

Student-counsellors' satisfaction with the University of Nigeria library services is to a high extent with respect to the registration, borrowing, shelving, card renewal/replacement and reserve services.

Recommendations

The following recommendations are made base on the findings of the study:

1. There is a need to take regular feedback from the students regarding the various services provided by the library.

2. Librarians should conduct student-centred studies at regular intervals in order to further understand their information needs and information-seeking behaviours.

3. Other studies should be conducted where users will specifically evaluate the sections of the library separately, for example; the circulation desk and information services. The users may be asked how they feel about the staff, the circulation or the information services.

Suggestions for Further Studies

The following suggestions are made for further studies:

1. Further studies could be carried out using a larger population to substantiate the extent of students' satisfaction with services of the library.

2. A larger population, like the entire faculty, could be studied to examine students' utilization of and satisfaction with the library services.

3. Studies could be conducted in the whole school to determine students' satisfaction with library resources and services.

4. Both quantitative and qualitative data should be used in assessing user needs, satisfaction and library performance at the university.

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Questionnaire

SATISFACTION WITH UNIVERSITY LIBRARY SERVICES QUESTIONNAIRE
SECTION A

PERSONAL DATA

Instruction: Please fill the blank space with the appropriate information.

Sex: _____

Year of study: _____

SECTION B

Introduction: This questionnaire is designed to measure the extent of student-counsellors' satisfaction with the library services. Endeavour to give an honest response to each of the items.

Note: The responses are:

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree
Please tick (√) against any statement that appeals to you.

S/N	ITEMS	SA	A	D	SD
	Cluster A: Registration Service				
1.	I am satisfied with the registration process for students by the library				
2.	It is important to encourage fellow students to register with the University Library				
	Cluster B: Borrowing Service				
3.	I feel satisfied borrowing books for my study from the University Library				
4.	I would never again borrow books from the University Library after my last experience				
5.	I am happy to refer other students to borrow study materials from the university library				
6.	I do not hesitate to borrow recommended study materials from the University library anytime there is a need.				
7.	I am impressed with the level of attention paid to students at the borrowing section of the library				
8.	The counsellor education books they lend students at the university library are outdated and irrelevant				
9.	The library has quality books on counselling which they borrow to students				
	Cluster C: Shelving Service				
10.	The shelving style of the university library contribute to the aesthetics of the library				
11.	I would not recommend the university library shelving style to other universities				
12.	The university library shelves do not attract readers				
13.	The university library shelving style has comfortable seating space for reading				
14.	The university library shelving makes it easy for me to find the material I need				
15.	The university library need extra shelving for resources				
	Cluster D: Card Renewal Replacement Service				
16.	I am satisfied with the university library card renewal services				
17.	I am impressed with the quick card renewal service of the university library				
18.	I find it difficult to renew my library card since it expired				
19.	It is difficult for students to replace their lost card				
	Cluster E: Reserve Service				
20.	I am satisfied with the reserve service of the university library				
21.	The reserve service of the university allows my lecturers to place important materials on reserve				
22.	Making reserve readings accessible requires several different steps				