

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

June 2021

LIBRARY USE AND SATISFACTION OF UNDERGRADUATE STUDENTS OF UNIVERSITY OF AGRICULTURE MAKURDI, BENUE STATE

Akor Solomon Obotu Mr

Federal University Dutsin-Ma, Nigeria, Asobotu@fudutsinma.edu.ng

Ikani Joshua Adaji

Federal University Dutsin-Ma Nigeria, ikaniadaji@fudutsinma.edu.ng

OKECHUKWU OBEDIA CHUKWUKA

Federal Polytechnic, Nasarawa, Nigeria, Obedex4real2002@gmail.com

Umar Danladi Abubakar

Federal Polytechnic, Nasarawa, Nigeria, Umarabubakar777@gmail.com

Mohammed Umar Galadima

Statenasarawa@Gmail.Com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

Obotu, Akor Solomon Mr; Adaji, Ikani Joshua; CHUKWUKA, OKECHUKWU OBEDIA; Abubakar, Umar Danladi; and Galadima, Mohammed Umar, "LIBRARY USE AND SATISFACTION OF UNDERGRADUATE STUDENTS OF UNIVERSITY OF AGRICULTURE MAKURDI, BENUE STATE" (2021). *Library Philosophy and Practice (e-journal)*. 5518.

<https://digitalcommons.unl.edu/libphilprac/5518>

**LIBRARY USE AND SATISFACTION OF UNDERGRADUATE STUDENTS OF
UNIVERSITY OF AGRICULTURE MAKURDI, BENUE STATE**

BY

**AKOR, SOLOMON OBOTU
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
FEDERAL UNIVERSITY DUTSIN-MA NIGERIA
Akorsolomon11@gmail.com**

AND

**IKANI JOSHUA ADAJI
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
FEDERAL UNIVERSITY DUTSIN-MA NIGERIA
Ikaniadaji@fudutsinma.edu.ng**

AND

**OKECHUKWU OBEDIA. CHUKWUKA (CLN)
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
FEDERAL POLYTECHNIC, NASARAWA, NIGERIA
Obedex4real2002@gmail.com**

AND

**UMAR DANLADI ABUBAKAR
POLYTECHNIC LIBRARY,
FEDERAL POLYTECHNIC, NASARAWA, NIGERIA
Umarabubakar777@gmail.com**

AND

**Mohammed Umar Galadima (CLN)
POLYTECHNIC LIBRARY,
FEDERAL POLYTECHNIC, NASARAWA, NIGERIA
Statenasarawa@Gmail.Com**

ABSTRACT

This study investigated the library use and study habits of undergraduate students in the University of Agriculture Makurdi, Benue State of Nigeria. The use of the library is one of the most important aspects of education, and it cannot be over-emphasized in the sense that library services have generally been regarded as necessary for the educational needs of students. A survey method was used for the research design and the study population was made up of the undergraduate students of the University of Agriculture Makurdi, Benue State. Simple random sampling technique was adopted for this study to select only 200 as the sample size. Questionnaires and observation were the main instruments employed for the study and data collected were analyzed using simple descriptive statistics. Findings revealed the various study habits of the respondents, 157(83.3) searched through the shelf to get needed materials. Respondents 130(68.8%) also claimed that they used textbooks mostly when studying. The undergraduate students of the University of Agriculture Makurdi, Benue State used the library for various purposes and most of the respondents 101(53.4%) who were the undergraduate students used the library only for reading. Majority of the respondents 76(40.2) used the library on a daily basis to study. The respondents identified a major factor hindering the undergraduate students in using the library effectively was inadequate reading materials 124(65.5%). The library plays an important role for the undergraduate students in their academic programme and their study habits, therefore current and relevant materials should be provided for them to boost their study habits.

Introduction

Libraries play an important role on students and the interests of undergraduate students cover a multitude of subjects, as well as a wide spectrum of personal expectations and goals to be realized, but one thing they will all have in common is the need to use the university library for research papers, projects, presentations, and to access reserve readings. The libraries are very important in meeting the objectives of the parent institutions because they provide information resources and services to satisfy the teaching, learning and research needs of the parent institutions. Libraries, as custodians of information, are expected to acquire, process and disseminate information in whatever format to their users. In order to meet this objective, libraries acquire all kinds of information materials, whether in print or electronic format (Aina, 2006). With evolving technological innovations and the variety and abundance of information that is becoming available to information users, competitive pressures will continue to intensify for academic libraries.

The importance of library cannot be over-emphasized in the sense that library services have generally been regarded as necessary for the educational needs of students, the researcher, scholars and the leisure reading needs of the literate society. Library moulds students' information gathering behaviour for the future and plays a crucial role in preparing them for an adult role in society.

Ifijeh (2010) highlighted the functions of university libraries as follows:

- i Selection and acquisition of learning resources (both print and non print)
- ii Organization of acquired resources (cataloguing and classification)
- iii Reference and information services
- iv Documentation and bibliographical services
- v User education programs, including Readers' advisory service
- vi Orientation courses and lectures

vii Research support

viii Consultancy service

The library helps learners to acquire knowledge through assignments or project work, develop concepts of relationships, make judgments, analyze and synthesize facts, think, imagine and draw conclusions. The distinctive role of libraries of colleges is that of assisting students to develop the abilities and the habits of using books and library materials.

Libraries awaken and develop the interest of learners in reading so that learners could be familiar with books and other sources of information. It also helps the students to develop the habit of studying independently as well as develop the ability to source information from a variety of sources.

It also provides an opportunity through library experiences for the learners to develop interest to make satisfactory personal adjustments and to acquire desirable social attitudes. Callinan (2005) examined student's awareness and use of different sources of information for their course-work, their use of the library, why they visited the library, the type of assistance they receive in using the library as well as the type of instruction they would like to receive in the future. The work concluded that lack of awareness was a major reason students underutilize the services provided by the library and librarians. Many librarians are of consensus that these activities must necessarily be complemented by a number of services to make a library truly user-oriented. These services range from simple directional service to personalized readers services. Simple directional services involves personally telling the user where to locate a section of the library or providing the users with a number of well-designed directional symbols that can lead them to their respective destinations in the library. Also, George et al (2006) notes that students library use pattern amongst others is influenced by the attitude of the university library staff.

User satisfaction is a popular measure in current user surveys designed to evaluate library services. One important expectation among library users is that of competent services. In the context of academic libraries, as in other libraries, users want the staff to be knowledgeable and to be able to assist them in locating needed materials and information quickly and efficiently.

When users perceive that the library staffs are competent, they will feel assured that problems will be easily resolved, leading to greater satisfaction with the services.

In the academic library field, there is considerable research which emphasizes the issues of service quality and service quality evaluation (Cook and Thompson, 2000). However, Simmonds (2001) mentioned that there has not been very much written about the factors that influence students actually to use libraries. In other words, academic library user studies focused, for the most part, on what resources or services library users use, how library users assess library service quality, what relationships exists between library usage and library users' academic success, and so on. However, there is a lack of research which studies the fundamental motives underlying academic library user behaviour to use library services and products.

Statement of the Problem

This study investigates the library use and satisfaction of undergraduate students. One of the greatest problems in institutional forms of study is that students study for the tests and examinations, instead of studying to grasp the object of learning and studying for life. Also, as a service institution, a library can justify its existence only when it satisfies the information requirements of its users. Thus, users' satisfaction is one of the basic objectives of the collection development of any library. It is observed that many users are dissatisfied with the services of their college libraries in Nigeria. This can be attributed to a number of factors like paucity and non-recency of the collection in the library and poor attitude of the librarians to the users.

In the recent years, the number of information resources has increased considerably. The emergence of new information environment, sources, and channels, especially the World Wide Web, regardless of the advantages, has brought new challenges and problems. On the one hand, the retrieval of information in response to users' real needs has become ever more complex and assessing the validity and reliability of retrieved information is a considerable problem; on the other hand, undergraduate students use the library as a meeting place, to talk to classmates about upcoming examinations, or as a quiet place to take a mid-afternoon nap, but when it comes to actually using the library resources to reach an end, anxiety is often the result. Yet libraries are expected to acquire as many information materials as possible to meet their diverse user needs.

It is on this background that this study is aimed at investigating the library use and satisfaction of undergraduate students in University of Agriculture Makurdi, Benue State, Nigeria.

Objectives of the Study

The following are the objectives of the study:

1. To find out the type of library materials mostly used by the students.
2. To determine the purpose of library use of undergraduate students.
3. To determine the frequency of use of the library by undergraduate students.
4. To investigate the level of satisfaction of the users with the resources and services of the library.
5. To investigate the constraints to effective library use of undergraduate students.

Research Questions

From the above objectives, the research questions of the study include:

1. What are the types of library materials mostly used by the students?
2. What is the purpose of library use by undergraduate students?
3. What is the frequency of use of the library by undergraduate students?
4. What is the level of satisfaction of the users with the resources and services of the library?
5. What are the constraints to effective library use of undergraduate students?

Significance of the Study

This study is significant in the sense that it will help the library management and the undergraduate students as well as lecturers and researchers to adequately measure the importance

of library services to an individual. It is also significant because the perception of the users regarding the librarians will enable the librarians to develop library services that will meet the user's needs.

LITERATURE REVIEW

Types of library materials mostly used by undergraduate students

Fayose (2000) described library resources as those materials which enable libraries carry out their functions effectively. They are made up of books and other information bearing media, and these are also complemented by library facilities. She further asserted that the library resources can be divided into groups based on their functions and level of scholarships or according to their different formats such as printed materials and non-printed materials. The printed materials consist of books, periodicals, government publications, graphics and other illustrative materials, while the non-printed materials and equipment (often referred to as the audio-visual resources) include – slides, videotapes, realia, compact discs (CD-ROM), computer, etc.

Ampka's (2000) study of the use of University of Maiduguri Library found that a majority of students did not use the library effectively because they did not use the library catalogues. Okiy (2000) assesses student and faculty use of academic libraries in Nigeria with particular reference to Delta State University, Abraka. She found that respondents used books more than other reading materials and that they tended to find materials by browsing the shelves. Similar studies were conducted by Gbadamosi (2003) on catalogue use; Akande (2003) on the pattern of use of University of Ibadan library; and Osinulu and Balogun (2003) on the effectiveness of reference service to faculty members.

Shokeen and Kaushik (2002) report that social scientists of Haryana universities in India most frequently used current journals, textbooks, and reference books. Agba, Kigongo-Bukenya, and Nyumba (2004) state that the shift from print to electronic information means that both academic staff and students in a university system must use these resources for better quality, efficient, and effective research more than ever.

Line (2000) states that social science researchers also tend to consult experts, abstracts, or indexes and discuss matters with their colleagues. Meho and Tibbo (2003) studied the information-seeking behaviour of social scientists in stateless nations, and reported that they relied heavily on personal collections, field work data, and grey literature as major information sources. Very little new research or even replication of older studies has been done in Africa or elsewhere on social science information sources and systems.

Purpose and frequency of library use of undergraduate students

Oyesiku and Oduwole (2004) focus on academic library use. The investigation revealed that the students used the library most during examinations and to do class assignments. The study further revealed that collections were inadequate to meet users demands, even when 84.3% of users are not trained in information retrieval. The study recommends various strategies to market library facilities and services. Oyedum (2005) discovered that students went to the library primarily to read their lecture notes and study for examinations, that the sources most frequently used were textbooks, and that majority of the students "never" borrowed library books.

Students often visit the library for a variety of reasons ranging from personal to educational. The library, therefore, should try to be as flexible as possible in order to meet differing student needs. Most important, the school library should be a comfortable, welcoming place for students, where they can access a variety of information resources and services (Doll, 1992).

Another study by Unomah (1988) surveyed student's utilization of the University of Benin and Bendel State University libraries. He found that majority of the students did not use library resources for various reasons among which are students' ignorance resulting in wrong approaches in using the libraries. For instance, he found that about 69% indicated they approached the library resources by first going to the shelves instead of catalogues.

Finally, McCarthy (1995) studied students' use of library resources at the University of Rhode Island. The results showed that 60% of the students believed that they are effective seekers and users at library resources. Only 10% were not satisfied with their search for resources in the library.

The user is very critical in the practice of librarianship. Library processes revolve around users. Thus, it is important that the staff of a library always relate with users in a pleasant, friendly, courteous and efficient manner. This is because the user is the total point of all the library and information services, as a library primarily exists to satisfy the users. The mission statement of any library should be the provision of excellent services to its users. Therefore, libraries should strive at all times to ensure that users are satisfied with their services. A library is adjudged to have achieved its mandate when its users are satisfied with the services offered to them.

Users require different services; hence libraries are expected to provide a variety of services to them. Even within one type of library, users could demand different services. The services demanded are not static; as users' needs are dynamic, requiring different services at different times. It is therefore the duty of libraries to ensure that they provide services that will meet the requirements of their users at all times.

Students' satisfaction with library resources and services

Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing, which began after World War II. The global digital revolution is affecting both the traditional forms of the creation, organization, and dissemination of knowledge, and the world of tertiary education itself. The alliance of business and universities to create a new paradigm of tertiary education, and the emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library; and the security of its future. Retaining and growing their customer base and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile competitive environment (Cullen, 2001).

The service quality model is focused on meeting these expectations and retaining customers: "Quality service is a competitive necessity for businesses and service organisations," stated Altman and Herson (1998). "Assessing service quality is the first step in retaining customers in today's competitive environment". When library customers are faced with a variety of alternative channels of information delivery, many of which are more convenient and can compete on cost, libraries need to re-examine the range and quality of services they provide and develop systems for consultation and cooperation with their customer and stakeholder groups (Cullen, 2001).

Cullen noted that the libraries need to ensure that their services both meet customer needs and customer expectations to the highest degree. That is, they need to compete both in terms of service quality and customer satisfaction. Even this may not guarantee survival.

During the last two decades, user satisfaction has been an important construct in Information Systems (IS) behavioral research (DeLone and McLean 1992; Galletta and Lederer 1989). The continuing interest in user satisfaction can be linked to the development and central role of end-user computing (EUC). One of the most significant phenomenon to occur in the information systems industry in the 1980's and early 1990's EUC moved information systems from back office mainframes to front office microcomputers as end users used application software as well as the outputs of computer technology. With the growing importance of EUC, researchers focused on the antecedents and evaluation of the success of information systems through the lenses of the end user (DeLone and McLean 1992; Doll and Torkzadeh 1988). For the most part, research on user satisfaction focused on satisfaction of the end user with information products such as decision support, databases, exception reporting, monitoring and word processing, and the IS staff and service (Igbaria and Nachman 1990; Kettinger and Lee 1994; Ang and Soh 1997).

The definition and measurement of user satisfaction has evolved with the changes in the information system environment (DeLone and McLean, 1992). Early research on user information satisfaction and the scales developed from that research was done in the traditional mainframe information system environment (Ives et al. 1983; Ives and Olson 1984). User satisfaction was defined as the "...extent to which users believe that the information system available to them meets their information requirements." (Ives et al. 1983) and was measured in terms of general user satisfaction with the information staff and services, information product and user involvement.

Andaleeb and Simmonds (1998) identified several factors that influenced user satisfaction; these factors included responsiveness, competence and assurance (which translated to demeanor), tangibles, and resources. However, they did not investigate whether quality services leads to increased usage of the library itself.

The study of “information user” and “information user satisfaction” has a history of at least 40 years (Shi, 2001). In the late 1990s, Gap theories and the Lib Qual model began to be widely accepted by research libraries. Since then, library service evaluation and user satisfaction issues have been discussed in a variety of subject literatures. Many researchers have observed that user satisfaction is a central variable in most user-oriented research (Kotler & Andersen, 1996). They have also discovered that user satisfaction generally implies the existence of an appraisal of perceived performance. This appraisal is an active comparative process between various process components such as expectations and perceptions of services. Many researchers believe that, as Gap 5 theory promotes, “service quality is variously defined as a component of customer satisfaction and vice versa” (Cullen, 2001).

Two researchers published results from their research into the satisfaction formation process in library settings. The first one is Rachel Applegate, who pointed out the existence of "false positive" phenomena in library services. According to Applegate (1993), “A ‘false positive’ occurs when a consumer is satisfied with an inferior product”. The occurrence of a “false positive” means that, even when library performance fails to meet users' needs, they still could possibly feel emotionally satisfied. They would then give “Yes” as their answer when they are asked if they are satisfied with the library service. To examine the user satisfaction process, Applegate made a distinction between material and emotional satisfaction. In her estimation, she provides three models to describe the satisfaction formation process.

The first model is the Material Satisfaction Model (MSM), in which system performance determines material satisfaction. In this model, emotional satisfaction is either equated with material satisfaction or ignored as unimportant. This model is consistent with the previous assumed equation, performance = satisfaction. It suggests that the performance variable is the antecedent of customer satisfaction, with the result that user behaviour is considered to be determined by material satisfaction. However, several studies have yielded weak or mixed results of the relationship between performance measurement variables and user satisfaction (Fenichel, 1980; Hilchey & Hurych, 1985). Thus, the MSM is unable to explain the relationship between performance and satisfaction.

The second model is the Emotional Satisfaction Model-Simple Path (ESM-SP). Applegate proposed “emotional satisfaction” to be a distinct entity that can be independently measured and be caused largely or solely by material satisfaction. The research related to emotional satisfaction attempted to measure the user's actual feeling of “satisfaction,” rather than simply trying to infer its presence. Both the MSM and the ESM-SP assume that if material satisfaction is achieved, emotional satisfaction is also achieved. The comparison between “emotional” and “material” is like giving emotional statement (“no matter if or not I can get what I need from this library, it is always helpful and my first choice for information seeking.”) and giving material aspect statement (“As long as I can find the books I need in this library, I will stay with it”).

If emotional satisfaction is determined by system performance or material satisfaction, then this simple-path model is sufficient. However, several library studies involving emotional satisfaction found weak relationships between satisfaction and performance. In a study of end-user search service, Ankeny (1991) found that almost 20 percent of respondents achieved emotional satisfaction without material satisfaction. Dalrymple (1990) found that users who used the electronic catalog, even if they located fewer items than those using the conventional card catalogue, were more satisfied.

Generally, researchers in the library field agree that the relationship between library performance and user satisfaction is a complex one. Many commentators have borrowed definitions for emotional satisfaction and material satisfaction from psychology and marketing fields (Applegate, 1993; Hernon & Altman, 1998). More complicated perspectives were proposed to view user satisfaction with library services. First, service encounter satisfaction and overall service satisfaction were proposed (Bitner & Hubbert, 1998).

Constraints to effective library use of undergraduate students

There is no doubt that Nigeria as a nation is behind imbibing a reading culture with which no nation in the 21st century could make a profound headway to socio-economic, political and techno-scientific advancement. Ugwu (2008) explained that the attitude surrounding the Nigerian formal education revolves around paper qualification. Thus, this is a very myopic way of looking as the entirety of what education stands for.

There is no denying the fact that success at all levels of education depends on the laying of a good foundation and development of reading culture which in turn enhance the use of the library for self development. With the limited notion of education, lots of people are less interested in the mental, spiritual and physical development of a person which education offers in school curriculums than they are in the kind of grades they amass after graduation from schools.

According to figures presented by Adesanoye (1995), Africa happens to be the most illiterate continent in the world with the illiteracy rate ranging from 98.6% (in Niger) to 52.7% (in Zambia) and the lowest percentage of school enrolments from 0.13% in Niger to 3.18% in Morocco. With these depressing figures, it is imperative therefore that everything possible must be done to step up literacy campaign. Ugwu (2008) posited that the sole reason for education is to develop the mind, not to obtain certificates. When the mind is well developed, the society stands the chance of being developed too. With a frenzy rush and unmitigated interest on paper qualification, lots of people are abandoning the refinement which education offers to humanity and to the society.

In his work titled “Reading Culture: The Nigeria’s Simple Step to a Beautiful Future”, Hillary (2008) stated:

“People are discarding the culture of reading. With handouts in the hands of students during their school days, it automatically means that reading via intellectual stimulation and rapid research dwindles to a zero point. How can one who spent years in the university reading handouts from professors have the required discipline to involve in strenuous research especially after graduation?”

Thus, it is evident that lots of people abandon reading and research once out of school programmes. By so doing lots of Nigerian graduate remain academically wedged in the evolving world of new idea. Reading for the enlightened mind goes beyond the school programme. This laxity of reading culture reflects the way Nigerian writers and academics are being treated (Hilary, 2008). It can therefore be stressed that to promote reading culture among students, parents should learn to expose their children to reading and use of the library. In so doing, they

are shaping their little mind towards greatness. Professors, teachers and librarians should expose the students to disciplined culture of reading and research.

The application of computers to a library and information activities in Nigeria today has been in the areas of personal application to library functions, CD-Rom services, library networks, electro-copying, electronic e-mail and Internet connectivity. Ryan et al (2000) explained that ICT offers access to a large and ever-increasing volume of information on almost every subject within the discipline for the use of undergraduate in the high institutions of learning. The Internet use by undergraduate in University of Agriculture is creating an environment that is constantly changing. For instance, through search engines, undergraduates in these faculties can speedily retrieve current and up-to-date information for use.

The Nigerian situation is gradually improving as positive steps are being taken by the Federal government through minister of Education to digitalize the libraries in the education sector in Nigeria. This will certainly improve the educational system in terms of digital technology.

This development has drastically changed from the view once expressed by Ubogu (1998) that Nigerians has continued to remain the sleeping “giant of Africa” in the area of digital technology in comparison with other countries in the African continent. It is becoming obvious that the ‘sleeping giant of Africa” will soon wake up from its slumber to catch up with the rest of the world on the information superhighway and become vibrant with digitalized or virtual libraries in its universities and other tertiary institutions generally in the education sector.

Summary of Literature Review

Library use and assessment of satisfaction of undergraduate students is important in order to be able to provide effective and efficient services by the academic library, as it is obvious and generally known that dissemination of information is one of the primary roles of the university library.

This section reviewed the importance of improving reading culture in the Nigerian Educational System, as reading has become more important in our environment today as a result of rapid

change in our world. Furthermore, it highlights the role of the library in carrying out the educational plans of institutions and students successfully.

Finally, the chapter noted the role of librarian in effective library use and the value of use of ICT to radically change our educational institutions and its services.

RESEARCH METHODS

This chapter is concerned with the method and procedure used in collecting and analyzing the data for the study. The procedure used in carrying out the study shall be described under the following sub-heading:

- Research design
- Population of the study
- Sampling procedure and sample size
- Research instrument
- Methods of Data Collection
- Methods of Data analysis

Research Design

The case study method was used to carry out and obtain correct information. This method was adopted primarily because it is a suitable and efficient way of studying large populations as only sample population is used in order to represent the entire population.

Population of the Study

The target population for this study is the undergraduate students in University of Agriculture Makurdi. The study is limited to only the registered undergraduate library users in the University main library. These categories of students were chosen for this study because they are the regular users of the library always.

Table 1: Total population table

Student	Total
Male	47
Female	45
Total	92

Sampling Technique and Sample Size

The simple random sampling technique was employed for this research. A total of one hundred (100) respondents were selected for the research, irrespective of their faculties. This method gives every respondents equal opportunity of being selected.

Research Instrument

The questionnaire was the major instrument used for the collection of primary data for this study. The questionnaire was used because it is capable of reaching a large number of respondents and it provides privacy and confidentiality. The questionnaire is made up of six sections: Section A includes personal information (Demography of the respondents) and Sections B, C, D, E and F is based on the research questions. The questionnaire was distributed to undergraduate students individually.

Method of Data Collection

The primary data used in this study were collected through the use of questionnaire designed for such purpose. This was administered on the respondents personally by the researcher.

Methods of Data Analysis

The data collected for this study was analyzed using simple descriptive statistics, which consists of tables, frequency and percentages.

RESULT AND DISCUSSION

The findings of the study are presented and discussed in this chapter. The answers to the five (5) research questions formulated for the study are presented in a descriptive form using simple statistics of tables of frequencies and percentages. The findings of the study are therefore, presented in the following order.

- Response rate of the questionnaire
- Demographic characteristics of the respondents
- Analysis and interpretation of data

Response Rate of the Questionnaires

Table 2: Response rate of the respondents

Copies of questionnaire administered	Copies of questionnaire retrieved	Percentage (%)
100	92	92

A total of one hundred (100) copies of the questionnaire were administered to the respondents who were the undergraduate students of the University of Agriculture Makurdi and ninety-two (92) copies were retrieved and found usable giving a response rate of 92%

Demographic characteristics of the respondents

Table 3 Gender of Respondents

Gender	Frequency	Percentage (%)
Male	47	51.09
Female	45	48.91
Total	92	100

$F/FX*100/1$

The Table above showed that 47(51.09) of the respondents were males while 45(48.91) were females. The result above shows that there's equality in both sexes who make use of the library.

Table 4 Age distribution of the respondents

Age	Frequency	Percentage (%)
15-20	15	16.30
21-25	47	51.09
26-30	22	23.91
30 and above	8	8.70

Total	92	100
--------------	-----------	------------

Table 3 above revealed that the majority of the respondents 47(51.09%) were between the ages of 21-25 years, 22(23.91%) of the respondents were between the ages of 26-30 years, this is closely followed by 15(16.30%) of the respondents who are between the ages of 15-20 years, while 8(8.70%) were between the ages of 30 years and above. This result reveals that most undergraduate students in University of Agriculture Makurdi are between the ages of 21-25.

Table 5 Marital status of the respondents

Marital status	Frequency	Percentage (%)
Single	73	79.35
Married	19	20.65
Total	92	100

Table 4 showed that majority of the respondents 73(79.35%) were single, while 19(20.65%) were single. This result confirmed that most of the undergraduate students in University of Agriculture Makurdi are married.

Table 6 Level of study of the respondents.

Level	Frequency	Percentage (%)
100	24	26.09
200	31	33.69
300	16	17.39
400	21	22.83
Total	92	100

Table 5 revealed that the majority of the respondents 31(33.69%) were in their 200 level, 24(26.09%) were in 100 level, 21(22.83%) were in 400 level, while the least respondents, 16(17.39%) were in 300 level.

Analysis and interpretation of data

Research question 1: What are the types of library materials mostly used by the students?

Table 7 Types of library materials available in the library

S/N	Library materials	Frequency	Percentage (%)
A	Monographs	32	5.38
B	Textbooks	92	15.46
C	Journals	70	11.76
D	Reference materials	92	15.46
E	Newspapers/magazines	70	11.76
F	Government publications	34	5.71
G	Theses/Dissertations	70	11.76
H	Electronic databases	48	8.07

I	Internet Access	87	14.62
	Total	595	100.00

From the Table above, it is revealed that the highest response rate of 15.46% indicated that textbooks and reference materials are available. This is closely followed by 14.62% response rate who indicated the availability of internet access. Then, journals, newspapers/magazines and theses/dissertations had 11.76% response rate. While electronic databases, government publications and monographs had a low response rate.

From the above response, it can be deduced that there are various types of information resources in the library.

Research question 2: What is the purpose of library use by undergraduate students?

Table 8 Purpose of use of library

Items	SA	A	D	SD
I always visit the library because I assimilate best in the library	60 (65.22%)	24 (26.09%)	8 (8.70%)	-
I use timetable to plan my studies in the library	-	12 (13.04%)	52 (56.52%)	28 (30.43%)
I read subjects that are pressing for examination, i.e. subjects that are stated for examinations in the library	89 (96.74%)	3 (3.26%)	-	-

I visit the library mainly for assignments	24 (26.09%)	32 (34.78%)	18 (19.57%)	18 (19.57%)
I use the library only when I'm preparing for examination	12 (13.04%)	27 (29.35%)	44 (47.83%)	9 (9.78%)
I use the library to complement what I was taught in the class	38 (41.30%)	45 (48.91%)	9 (9.78%)	-
I use the library mainly for my project/research work	47 (51.09%)	25 (27.17%)	12 (13.04%)	8 (8.70%)
I prefer reading with friends in the library	3 (3.26%)	11 (11.96%)	76 (82.61%)	2 (2.17%)
I don't use the library because I do not always get what I need	-	-	78 (84.78%)	14 (15.22%)

Table 7 revealed the various purpose of use of the respondents towards the use of library and their study in general. The majority of the respondents that identified certain purposes of library usage include: 60(65.22%) respondents strongly agrees that they always visit the library because they assimilate best in the library, 52(56.52%) respondents disagrees that they use timetable to plan their studies in the library, 89(96.74%) respondents strongly agrees that they read subjects that are pressing for examination, i.e. subjects that are stated for examinations in the library, 24(26.09%) respondents strongly agrees that they visit the library mainly for assignments, 44(47.83%) respondents disagrees that they use the library only when they're preparing for examination, 45(48.91%) respondents agrees that they use the library to complement what they were taught in the class, 47(51.09%) respondents strongly agrees that they use the library mainly for project/research work, 76(82.61%) respondents disagrees that they prefer reading with

friends in the library, and 78(84.78%) respondents disagrees that they don't use the library because they do not always get what they need.

The analysis found that the undergraduate students of the University of Agriculture Makurdi have various and different purposes for using the library. It has been established that majority of the respondents always get what they want in the library.

Research question 3: What is the frequency of use of the library by undergraduate students?

When asked how frequently they made use of the library, 32(34.78%) respondents indicated daily, 29(31.52%) of them indicated weekly, 20(21.74%) of them indicated twice a week, while the remaining 11(11.96%) indicated monthly.

Table 8 below shows how often the respondents make use of library resources.

Table 9 Frequency of use of library resources

	Daily	Twice a week	Once a week	Twice a month	Once a month	Rarely	Never
Serials/Journals	-	13 (14.13%)	49 (53.26%)	21 (22.83%)	-	8 (8.70%)	1 (1.09%)
Magazines	-	2 (2.17%)	3 (3.26%)	19 (20.65%)	45 (48.91%)	9 (9.78%)	14 (15.22%)
Textbooks	46 (50.00%)	33 (35.87%)	13 (14.13%)	-	-	-	-
Encyclopedia	7	37	6	14	19	7	2

	(7.61%)	(40.22%)	(6.52%)	(15.22%)	(20.65%)	(7.61%)	(2.17%)
Project reports	11 (11.96%)	51 (55.43%)	25 (27.17%)	3 (3.26%)	2 (2.17%)	-	-
Dictionary	33 (35.87%)	12 (13.04%)	9 (9.78%)	5 (5.43%)	9 (9.78%)	19 (20.65%)	5 (5.43%)

The Table 8 above revealed that the frequency of library use by the students ranged from daily to at least once a month. Majority of the respondents 49(53.26%) used serials/journals on a daily basis, and 45(48.91%) used magazines on a monthly basis. Also, majority of the respondents 46(50.00%) used textbooks on a daily basis, and 19(20.65%) used encyclopedia monthly. While, majority of the respondents 51(55.43%) used project reports twice a week and 33(35.87%) respondents indicated that they use dictionary on a daily basis. From the above result, it was found that some of the resources like textbooks, project reports, encyclopedias, journals and dictionaries were heavily used by the students while magazines were sometimes used by them.

Research question 4: What is the level of satisfaction of the users with the resources of the library?

Table 10 Level of satisfaction of users with library resources

S/No	Information resources	VS	S	LS	NS
1.	Monographs/textbooks	78 (84.78%)	14 (15.22%)	-	-
2.	Journals	35 (38.04%)	23 (25.00%)	35 (38.04%)	-

3.	Reference materials	27 (29.35%)	37 (40.22%)	19 (20.65%)	9 (9.78%)
4.	Newspapers/magazines	82 (89.13%)	9 (9.78%)	1 (1.09%)	-
5.	Government publications	3 (3.26%)	29 (31.52%)	48 (52.17%)	12 (13.04%)
6.	Theses/Dissertations	25 (27.17%)	49 (53.26%)	-	-
7.	Electronic databases	24 (26.09%)	41 (44.57%)	27 (29.35%)	-
8.	Internet Access	33 (35.87%)	51 (55.43%)	8 (8.70%)	-

The Table 9 above revealed that most of the respondents indicated that they are very satisfied with monographs/textbooks, journals, and newspapers/magazines with 78(84.78%), 35(38.04%) and 82(89.13%) respondents respectively. While, most of the respondents indicated that they are satisfied with reference materials, theses/dissertations, electronic databases and internet access with 37(40.22%), 49(53.26%), 41(44.57%) and 51(55.43%) respondents respectively. Although, most of the respondents 48(52.17%) are less satisfied with government publications.

The results of the study indicated that the library users in University of Agriculture Makurdi were satisfied with the library resources like monographs/textbooks, journals, reference materials, electronic databases, internet access and newspapers/magazines. However, it was revealed that the users were not in any way satisfied with the government publications.

Research question 5: What are the constraints to effective library use of undergraduate students?

Table 11 Constraints to effective library use

Constraints	Frequency	Percentage (%)
Inadequate reading facilities	34	36.96
Obsolete library materials	41	44.57
Poor attitude of library staff	64	69.57
Lack of photocopy facilities	55	59.78
Inadequate electric power	46	50.00
Inadequate seating space	12	13.04
Poor lighting in the library	9	9.78
Noise making is common in the library	35	38.04
Lack of library use skill	67	72.83
Inadequate internet connectivity	47	51.09

Table 10 revealed the constraints to effective use of the library by undergraduate students. The respondents identified certain factors which affects the effective use of the library by the

undergraduate students. These factors were lack of library use skill 67(72.83%), poor attitude of library staff 64(69.57%), lack photocopy facilities 55(59.78%), inadequate internet connectivity 47(51.09%) and inadequate power supply 46(50.00%). Other problems identified were not as serious as the ones listed above.

These factors will, no doubt, serve as great impediments or constraints to effective library use by undergraduate students. The result above revealed the constraints to the effective use of the library by undergraduate students, these are; lack of library use skill, poor attitude of library staff, lack photocopy facilities, inadequate internet connectivity and inadequate power supply. All these contributed to the effective use of the library by the undergraduate students.

Summary

This study investigated library use and satisfaction of undergraduate students in University of Agriculture Makurdi, Benue State, Nigeria. The findings of this study revealed that there were different types of library materials available for undergraduate students and they use these library materials for different purposes. Most of them used the library for examination preparations, doing assignments, research work and project work.

The undergraduate students of University of Agriculture Makurdi, Benue State also revealed the frequency of their use of the library. This varied from time to time and from one student to another. Most of them used it on a daily basis, while some used it twice a month, mainly to study ahead of what they were taught in class. It also revealed the level of their satisfaction with library resources and most of them were satisfied with them.

Lastly, the study also revealed the constraints to effective use of the library to undergraduate student. The major constraints are:

1. Poor attitude of library staff
2. Lack of photocopying facilities.
3. Lack of library use habits/skill
4. Inadequate internet connectivity

All these contributed to undergraduate students not being able to make effective use of the library and they lead to discouragement and low satisfaction in the use of library.

Conclusion

The following conclusions were made based on the findings of the study.

It was established that the undergraduate students exhibited different and varying use of the library materials and at different times. No doubt, they were also satisfied in the use of different types of library materials when studying.

Furthermore, the significant constraint faced by the undergraduate students of the University of Agriculture Makurdi is lack of library use skill which should encourage them to use the library and enhance their study habits.

Recommendations

Based on the finding of this study in the preceding section of this project, the following recommendations were made.

1. Periodic library programmes should be organization for the undergraduates to sensitize them on the importance of library the in academic progress.
2. Library education be introduced and incorporated into the curriculum and make it a compulsory university course for all undergraduate students, so that they can learn basic library use and information retrieval skills.
3. The library should be made conducive to encourage students to make use of it instead of any other place.
4. More relevant, adequate and up-to-date library resources should be acquired and made available to the library users at all times to satisfy their information needs as well as justify the basis of their existence.

5. Urgent action is needed in the areas of information resources and services provision to the users of the library to increase user satisfaction at micro and macro level.

REFERENCES

- Aina, L. O. 2006. Acquisition of electronic resources in a library consortium: some obstacles to its implementation in Africa. In: Library consortia. Edited by Marietou Diongue Diop, Henri Sene and Dominique Zidouemba. Proceedings of SCAULWA 2005 Conference. Dakar, Senegal, 7-11 November 2005. SCAULWA Cop. 2006. 125-132.
- Akande, S. O. 2003. Pattern of first year students' use of a university Library: a survey of University of Ibadan. *Lagos Journal of Library and Information Science* 2.1: 22-26.
- Callinan Joanne E. (2005). Information-seeking behavior of undergraduate biology students: a comparative analysis of first year and final year students in University College Dublin. *Library Review*. 54. 14: 86-99.
- Cook, C. and Thompson, B. 2000. Reliability and validity of SERVQUAL scores used to evaluate perceptions of library service quality. *The Journal of Academic Librarianship*. 26(4): 248-258.
- Cullen, R. 2001. Perspectives on user satisfaction surveys. *Library Trends*, 49(4): 662-687.
- Fayose, P. O. (1995). *School Library Resource Centres for Educational Excellence*. Ibadan: AENL Educational Publishers. Pp. 51-53.
- Gbadamosi, B. O. 2003. Card catalogue use pattern among students of Oyo State College of Education, Oyo. *Lagos Journal of Library and Information Science*, 2.1: 17-21
- George, C., Bright, A., Hurlbert, T., Linke, E. C., St. Clair, G. & Stein, J. (2006). Scholarly use of information: graduate students' information seeking behavior. *Information Research*. 11(4), paper 272. Retrieved 06 September, 2012 from <http://InformaionR.net/ir/11-4/paper272.html><http://www.adekunlejasinuniversity.edu.ng/library/index.php>
- Ifijeh, G. I. (2010). Information explosion and university libraries: Current trends and strategies for intervention. *Chinese Librarianship: an International Electronic Journal*, 30. URL: <http://www.iclc.us/cliej/cl30doraswamy.pdf> Retrieved on 17/08/2012.
- Ives, B. and Olson, M. 1984. User involvement and MIS success: A review of research. *Management Science*, 30.5: 586-603.
- Okiy, R. B. 2000. Assessing students and faculty use of academic libraries in Nigeria: The study of Delta State University Abraka. *Frontiers of Information and Information Science*, 1.1: 65-75.
- Osinulu, L. F., and Balogun, F. 2003. Effectiveness of reference services to faculty members: A case study of Olabisi Onabanjo University, Ago-Iwoye. *Gateway Library Journal*, 6.2: 98-105.

Oyedum, G. U. 2005. Remedial students' use of an academic library: A survey of the Federal University of Technology Minna Library. *African Journal of Education and Information Management*, 7.2:1-8.

Oyesiku, F. A., and Oduwale, A. A. 2004. Use of an academic library: A survey on the Olabisi Onabanjo University Libraries. *Lagos Journal of Library and Information Science* 2.2:96-101.

Ryan et al (2000) *The impact of ICT Education*. New York: Westford Press.

Simmonds, P. L. (2001). Usage of Academic libraries: the role of service quality, resources and user characteristics. *Library Trend*, 49.4: 626-634.