

8-30-2016

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**INFLUENCE OF USER NEEDS AND SATISFACTION ON PATRONAGE OF
REFERENCE SERVICES BY UNDERGRADUATES IN SELECTED UNIVERSITIES IN
OSUN STATE, NIGERIA**

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Abstract

Reference services have always been essential in academic libraries by meeting undergraduates' information needs for enhanced academic achievement. It provides personalised information services to users in ensuring that their needs are adequately satisfied. However, in recent times, users' satisfaction with reference services has become of great concern, as poor satisfaction of reference services will negatively affect subsequent use. There is dearth of scholarly research on patronage of reference services by undergraduates in Nigeria. The study, therefore, investigated the influence of users' needs and satisfaction on the patronage of reference services by undergraduates in selected universities in Osun State, Nigeria.

The survey research design was adopted for the study while questionnaire tagged "User Needs, Satisfaction, and Patronage of Reference Services (UNSPRS)" was used for data collection. Random sampling technique was used to select 400 out of 29,013 undergraduates in the selected universities in Osun State. Frequency counts, mean and standard deviation, correlation and multiple regression were used to analyse the data with hypotheses tested at 0.05 level of significance.

The results showed that inadequate time for reference services, lack of current reference materials, poor service quality and unfriendly reference personnel affect the patronage of reference services by the undergraduates. Reference services were moderately patronised by the undergraduates. The mean analysis revealed that undergraduates of the selected universities showed a moderate need for reference services and are only moderately satisfied with the reference services available to them. There was positive significant relationship between user needs and patronage of reference services ($r=0.455$, $P<0.05$). There was also a significant relationship between user satisfaction and patronage of reference services ($r=0.422$, $P>0.05$).

The study recommended that the university libraries in Osun State should provide user-oriented reference services that will meet the users' needs and increase patronage by undergraduates.

Keywords: User needs, User satisfaction, Reference services, Reference services patronage,
Undergraduates, Nigeria

1. Introduction

Reference service is one of the services provided by academic libraries and indeed a core service that makes the library what it is. Madu (2008) asserts that in reference service lies the root of librarianship and defined it as personal assistance eagerly given by reference personnel to library users in pursuit of information. Reference service include, but not limited to answering ready reference questions, providing answers to research questions, referral services, bibliographic verification, inter-library loan and document delivery, information brokering, selective dissemination of information, current awareness services, database searches, and library orientation.

The primary purpose of reference services is to meet library users' information need. These needs are inner motivational state that brings about thought or action (Case 2012). The ultimate aim of any information retrieval system (inclusive of libraries) is to supply and deliver the information which can precisely match information need on request; the information needs of the users therefore, should be of central concern to providers of information services (Prasad, 2000). The reason for every call at the reference desk of any library is the need for information for which the user seeks answers which gives satisfaction.

Satisfaction is the consumer's fulfilment response. It is a judgment that a product or service feature, or the product or service itself, provided a pleasurable level of consumption-related fulfilment, including levels of under- or over-fulfilment (Oliver, 1997). Satisfaction is thus a feeling that can readily change given a constellation of circumstances. User satisfaction is derived from a user's overall evaluation of the perceived performance or usefulness of a service or product.

Oliver (1980) defines satisfaction as the summary psychological state which results when the emotion surrounding disconfirmed expectations is coupled with the consumer's prior feeling about the consumption experience. Evident from this definition is the fact that [1] satisfaction is a psychological state; [2] satisfaction results from emotions, (Parker and Mathews, 2001); and [3] expectations exist prior to usage of product or services (Bhattacharjee, 2001; Solanke, Utulu, and Adebayo, 2014). The implication of satisfaction being an emotion is that users are capable of being dissatisfied just as they are capable of being satisfied with a service, the service provider or both. Satisfaction is thus about the relationships between the user, the product or service, and the provider of the product or service. Against this backdrop, Applegate (1997) defines library user

satisfaction as a personal and emotional reaction to a library service or product. They are satisfied if the actual or perceived performance of the reference services meets or exceeds their needs or expectations; and dissatisfaction when the actual or perceived performance fails to meet their needs or expectations.

Users' satisfaction is associated with services or staff performance that meets their need. There is no doubt that satisfaction of library services influences the degree to which the services are used. Satisfaction has also been found to be an important factor that affects the use or non use of library services (Joy and Idowu, 2014). Sowole (1995) therefore implore librarians to make maximum efforts to ensure that their library users derived the best possible benefits from the services they render.

Cullen (2001) observes that library users are faced with a variety of alternative channels of information delivery, many of which are more convenient and can compete at no cost with reference services. He therefore called for an improvement in the quality of reference services to ensure the satisfaction of users by meeting their information needs in order for it to survive. He advises that reference services providers need to ensure that reference services both satisfy users' needs and meet expectations to the highest degree. That is, they need to compete both in terms of service quality and customer satisfaction. However, despite Martin's (2009) observation of the decline in reference services patronage, and Sowole (1995) clarion call to librarians to reverse this trend by encouraging reference services patronage through user satisfaction, not very much attention has been paid to the influence of user needs and satisfaction on patronage of reference services in academic libraries; particularly in Osun State, Nigeria, hence this study.

2. Research Problem

From previous literature alike observation, there has being a gradual and steady decline in the request for reference services. Undergraduate users are turning to alternative channels of information delivery system for the satisfaction of their information needs. This query the effectiveness of reference services in meeting and satisfying users' needs. The evaluation of reference services, especially from user's perspective, could be regarded as a managerial tool with which the effectiveness and efficiency of the services aimed at satisfying users' need can be determined. However, not very much attention has been given to the evaluation of reference services from the users' perspective. It is therefore imperative to study the satisfaction level of

users with reference services with regard to their needs and also find out its outcome on reference services patronage. It is against this background that this study investigates, from users' perspective, the influence of user needs and satisfaction on the patronage of reference services by undergraduates in selected universities in Osun State, Nigeria.

3. Research Questions

The following research questions were raised to guide the study:

1. What is the level of patronage of reference services by undergraduates?
2. What are the needs of undergraduates prior to usage of reference services?
3. What is the level of satisfaction with reference services by the undergraduates?
4. What is the relationship between users need and satisfaction among the undergraduates?
5. What is the relative influence of user's needs and satisfaction on the patronage of reference services by the undergraduates?

4. Hypotheses

The following null hypotheses guided the conduct of this study and were tested at 0.05 level of significance:

- H₀₁:** There is no significant positive correlation between user needs and patronage of reference services by undergraduates;
- H₀₂:** There is no significant positive correlation between user satisfaction and patronage of reference services by undergraduates;
- H₀₃:** There is no significant positive correlation between user needs and satisfaction among undergraduates.

5. Literature review

In order to answer the questions raised to guide this study, there is need to review previous literature that relates to variables understudied. Also to operationally define key concepts used for this study to ensure clarity of the concepts. While patronage simply refers to the usage of reference services, reference services are those personal assistance rendered by librarians to information seekers to meet their information need which can be on a one-on-one or electronic basis. Moreover, users' need is the desire to locate and obtain means to satisfy a

conscious or unconscious want by reference services user. Whereas user satisfaction, is the feeling of pleasure derived from the usage of an information service in meeting felt need.

Rieh (1999) posits that reference service has dual meaning. According to him, reference services refer to a variety of activities associated with personal assistance to library users, including selection, liaison activities, bibliographic instruction, and the implementation of electronic products. It also indicates direct librarian-user interaction, which takes place in some physical service points, typically the reference desk. Reference services refers to the one-on-one or electronic based personal assistance rendered by librarians to information seekers to meet their information need and assist them in teaching, learning, and research. It is a core function of the library besides acquisition, classification, cataloguing and physical planning (Das, Gurey, and Saha, 2009). Oakleaf and Vanscoy (2010) identify reference services as one area in which libraries can demonstrate their commitment to support user learning. Thus, reference services seek to keep the user informed. The effect of reference services reflects on its impact on users and the achievement of the library's objective which is to support the objectives of the parent institution in the areas of learning, teaching, research, and service (Elmborg, 2002; Aina, 2004).

The effect of reference services on teaching, learning, and research is reflected in all the three headings reference services has been classified; which are informational, instructional, and advisory, and guidance services (Bunge and Bopp, 2001; Cassell and Hiremath, 2009). The most challenging problem is that it is nearly impossible to separate library impact from other influences and to prove that changes in competences or learning, teaching, and research are indeed an effect of using reference services (Poll and Payne, 2006).

5.1 Users' needs and patronage of reference services

Lasen and Ward (2009) give the psychological definition of needs as trait that impels an individual to pursue a goal through an action that also gives purpose, meaning and direction for the behaviour of the individual. Prasad (2000) states that the person who is actively seeking access to information and when successful, obtains and uses the information is described as a user. According to him, user can be grouped by discipline or by the type of activities. He further stated that there are different needs for various categories of users. The awareness of needs prompts the seeking of reference services for information to satisfying such needs.

The patronage of reference services, thus, centres round the need for information – either for educational, informational, or recreational purpose. Brophy (2007) agrees that use of reference services depends on the services provided. He states that if the services are not adequate for the needs of the library users, it is not likely that the library will be heavily used. The central focus of reference services should thus be the satisfaction of users' needs so as to ensure library usage. Academic libraries receive various users with different information needs every day. Kassim (2009) identifies satisfying these users' needs as the primary objectives of academic libraries and librarians. The provision of means to meeting users' needs through reference services has therefore become an important issue in terms of survival of academic libraries. This is because the most important component of a library is the user community and satisfying their needs can be best achieved through reference services.

Nwalo (2003) avow that the effectiveness of a library is determined by how well the library meets its users' needs. To better serve users, academic libraries must assess the needs of their different users (Tyckoson, 2001), with more attention on the undergraduate user group which is the largest of the library users' group. The study of user need according to Prasad (2000) may help explain observed phenomena of information use or expressed needs; predict instances of information use; and/or control and thereby improve the utilisation of reference services through manipulation of essential conditions. Availability of reference services providers, their capability in responding to users requests; lack of barriers that serve to diminish or deter the effective linkage between information provider and users and a high degree of satisfaction perceived by the user in response to his/her information needs will make users patronise reference services.

Gibbons (2013) note that academic libraries no longer exist in an environment devoid of competition and potential alternatives to some traditional core library services such reference services as evidenced by projects such as Google Books, DeepDyve, and OverDrive. She state that while librarians often argue that such alternatives fail to match the quality of information services provided by academic libraries, academic libraries must acknowledge that they now reside in an increasingly competitive marketplace and should react accordingly.

Reference librarians need to pay special attention to their chosen mechanisms employed to satisfy these needs. Since the effectiveness and efficiency of reference services provided in academic libraries are mainly determined by how well the services satisfy users' needs. Prasad

(2000) opines that the success of the information service, beyond doubt, is more likely to be achieved by adjusting the services to meet the specific needs of users rather than trying to match the output of the information systems. Larson and Owusu-Acheaw (2012) corroborate this stating that it is the responsibility of the library personnel to not only know the varying needs and expectations of library users but also strive to meet them.

5.2 User satisfaction and patronage of reference services

Users' satisfaction has been used primarily to describe academic libraries' level of performance and to diagnose the performances of services within the libraries (D'Elia and Walsh, 1983). Larson and Owusu-Acheaw (2012) opine that it refers to whether library users get the desired information resources, facilities and services expected to be provided at the library and how users judge the services of a library. According to them, the ultimate objective of academic libraries is to meet the information and research needs of users through the provision of services and resources that will satisfy the information needs of users. Adeniran (2011) corroborates this and asserts that libraries are established to provide information resources and services to meet users' information needs.

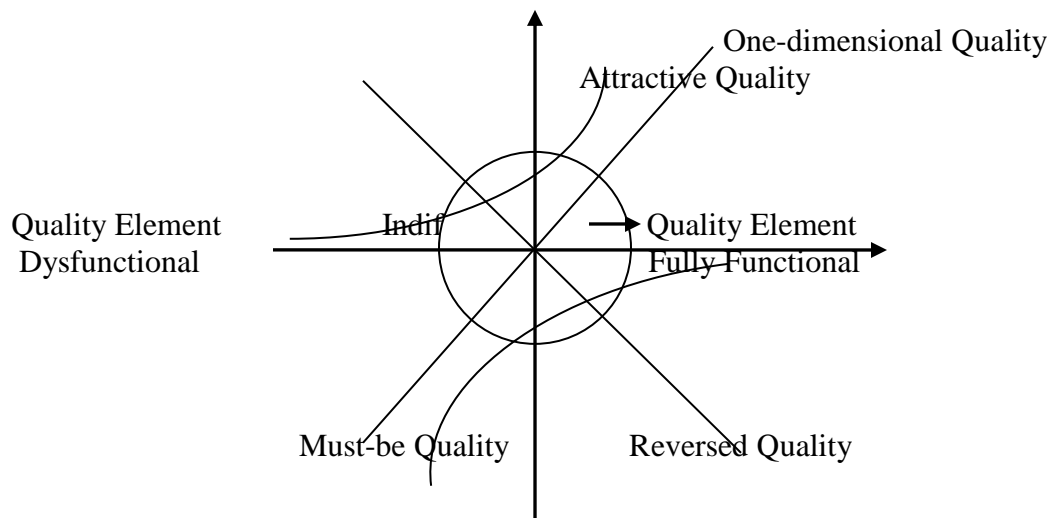
According to D'Elia and Walsh (1983), user satisfaction has three uses: first it is used to describe a library's level of performance and to compare levels of performance among libraries; secondly, it is used to diagnose the strengths and weaknesses of specific services within a library; and lastly, it is assumed to be a behavioural response to current use which, in turn, affects the future behaviour of users toward the library. They state the model of user satisfaction with reference services as, the better the performance, the greater the user's satisfaction, and the greater the user's satisfaction, the more likely the user will use the library again in the future. According to them, the converse of the model would hold; the lower the user's satisfaction, the less likely that the user will use the library in the future. In other words, if reference services meet the requirements of users, users' satisfaction will increase and so will their patronage of the services. Conversely, if reference services do not meet the requirements of library users, users will become dissatisfied and may no longer patronise reference services.

User satisfaction has been recognised as an important measure of library services performance. This is because the purpose of a library is defeated if its users are not satisfied with the resources and services it provides (Larson and Owusu-Acheaw 2012). The yardstick for this

measurement include factors such as up-to-date information; well organised and visible resources; accessibility to the resources, facilities, assistance, and services; library personnel friendly disposition; efficiency and willingness to assist users; clean, attractive, pleasant, comfortable, and welcoming atmosphere; effective communication; assistance and guidance; as well as the provision of information exhausting all necessary avenues to find an answer to a query (Awana, 2007; Thakuria, 2007).

Yang (2004) notes that user satisfaction is based on the degree of perceived quality of services provided that meets users' expectations and called for a periodic evaluation of reference services and taken of necessary measures in case users are dissatisfied with the services. The success of any library depends on the extent to which its users are satisfied. Satisfying basic needs makes reference services an option to users, satisfying performance needs make reference services relevant to users and also allow it to compete with other options available to users, while satisfying excitement needs allows reference services to excel, be world class, best-in-class and thus dominate users options to satisfying their information needs. Kano's (1993) model divides quality features that affect satisfaction into five distinct categories. These are must-be attribute, one-dimensional attribute, attractive attribute, indifferent attribute and reverse attribute. Illustrated by his model thus:

Customer Satisfied



Customer Dissatisfied

Figure 1. Kano's (1993) Two-dimensional Model

User may neither be satisfied nor dissatisfied about a product or service, satisfaction is attained if the actual or perceived performance of the product or service meets or exceeds the user's need or expectations while dissatisfaction occurs when the actual or perceived performance of the product or service fails to meet the user's need or expectations (Hsu, Chiu, and Ju, 2004; Chiu, et al, 2005). Corollaries of satisfaction include, but not limited to, word of mouth recommendation (Chen, et al, 2010), intention to reuse the service or product (Solanke, et al, 2014), product or service continuance (Chen, et al, 2010), product or service acceptance (Brown, Venkatesh, and Goyal, 2011), revised attitude and intention (Oliver, 1980), repeat purchase or repurchase (Hossain, 2006), loyalty (Martensen, and Grønholdt, 2003; Hu, et al, 2011; Radder and Xiliang, 2013), and customer retention (Zeithalm, et al, 2006; Cengiz, 2010) while dissatisfaction leads to complaints (Oliver, 1980), switching brands, refusal to reuse, and negative word of mouth (Richins, 1983).

The maximization of user satisfaction must be the guiding principle for reference services personnel. This is because the failure of reference services to satisfy information needs of users is tantamount to ineffective services. Morgan in Joy and Idowu (2014) opine that it is vital that the views of users are sought to help inform the debate about the library's performance. They advise that users' views about reference services should be sought regularly and systematically to inform decision makers about what services should be improved or provided. Stating that, satisfactory services cannot be provided unless the views of users are considered. As such, Ogunmodede and Emeahara (2010) assert that users be constantly asked to access the services and resources provided as this will help to improve upon its services. According to them, this would also increase the frequency of library patronage by users.

5.3 User needs and user satisfaction of undergraduate students

Information need is crucial to undergraduate students and it is according to Wikipedia (2004) an individual or group's desire to locate and obtain information to satisfy a conscious or unconscious need. According to Isiakpona (2012), undergraduate students need information to improve their social, economic and political experiences. The awareness of this needs propel them to seek satisfaction to the needs. The provision of solution to these information needs in line with their expectations brings satisfaction. Kotler et al (2009) defines need as "a person's feeling of pleasure that result from comparing a product's perceived performance or outcome to

their expectation". Drawing from this, users will be satisfied when their feeling of pleasure that results from comparing reference services performance to their expectation matches their expectations. Conversely, they will be dissatisfied if their perceived performance of reference services did not match their expectations. While satisfied users continue to patronise the services, dissatisfied users may not (Solanke, et al, 2014).

Andaleeb and Simmonds (1998) note that no library can satisfy all its users all the time and only libraries that are able to provide users with whatever they want will achieve higher levels of user satisfaction. Martensen and Grønholdt (2003) thus state that for academic libraries to satisfy all users through reference services, electronic resources, printed publications, other services, technical facilities, library environment, and human side of user services should be geared towards user value and user satisfaction. They assert that availability of resources can have a significant influence on user satisfaction. Availability, accessibility and utilization of library services no doubt provide satisfaction to undergraduates information needs.

6. Theoretical framework

A number of theoretical approaches have been developed to explain the concept of need as well as satisfaction. However for the purpose of this work, Maslow's hierarchy of needs' theory will be use to explain the variable of needs while the Expectation Confirmation Theory (ECT) will be use for satisfaction.

6.1 Maslow's hierarchy of needs' theory

Abraham Maslow (1943) propounded one of the earliest theory of human motivation based on human needs, this work is thus hinge on it. This is commonly referred to as Maslow's Hierarchy of Needs. Maslow's theory presents a "prepotent hierarchy in which at least five sets of needs compose the framework" (Whittington and Evans, 2005). The five sets of needs were divided into two categories: basic needs and higher-order needs.

Maslow identifies the need to know (which is the need for information), to analyse interpret and acquire meaning and knowledge as the fifth need placing it above three other needs. The awareness of information needs leads to seeking of means through which the needs can be satisfied. In a bid to satisfy information needs, undergraduates exhibit information seeking behaviour. Information-seeking behaviour results from the recognition of some needs as perceived by the user (Wilson, 1981). His model of information behaviour shows that this

behaviour may take several forms: for example, the user may make demands upon formal systems that are customarily defined as information systems (such as libraries, or other information centres). Alternatively, the user may seek information from other people or sources, rather than from the systems. Wilson asserted that in any of the above cases of information-seeking behaviour, “failure” may be experienced.

The application of the theory to this present study is reflected in the assertion that undergraduate students are propelled or motivated to use reference services because of an innate need called information with which all other needs are met and without, no human needs can be adequately met, as information is core and basic to human existence. It is pertinent to also emphasize from this theory that motivation caused by a gap in an undergraduates state of knowledge is the first stage to the use of reference services and without which there will be no satisfaction and subsequent patronage.

6.2 **Expectation confirmation theory (ECT)**

A number of theoretical approaches have also been developed to elucidate satisfaction. At least nine distinct theories of customer satisfaction exist in the literature. These are assimilation theory, contrast theory, assimilation-contrast theory, equity theory, attribution theory, comparison-level theory, generalized negativity theory, value-perception theory, and expectation confirmation theory (Radder and Xiliang, 2013; Aigbavboa and Thwala, 2013). However, Expectation confirmation theory (ECT) which was propounded by Oliver (1980) has over the years become the most widely applied theoretical model on consumer satisfaction (Oh and Parks, 1997 in Solanke, et al, 2014) and as such will crux this study.

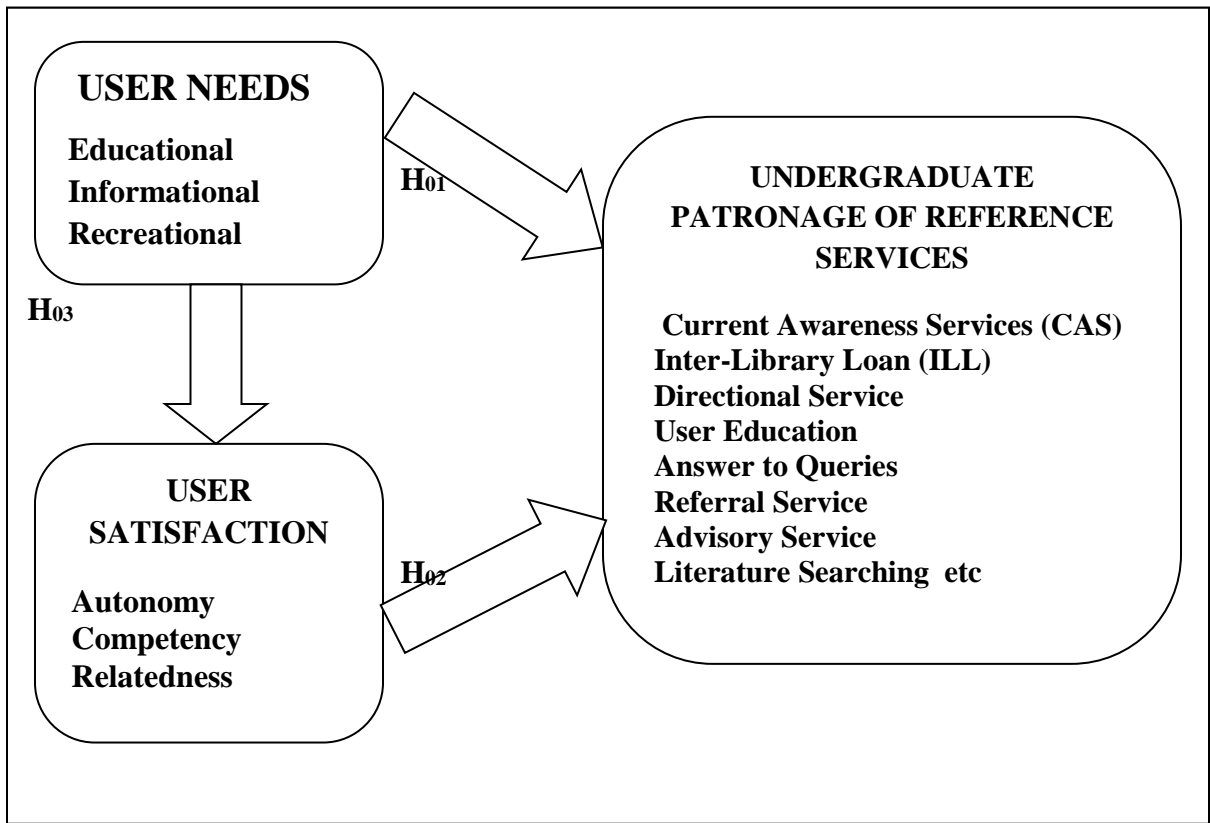
Expectations confirmation theory posits that expectations, coupled with perceived performance, determine if post-usage satisfaction will be negative or positive. This effect is mediated through positive or negative (dis)confirmation between expectations and performance (Oliver, 1980). This includes [1]Confirmation: actual performance meets the expected standard; [2] Negative disconfirmation: actual performance fails to meet the expected standard; [3] Positive disconfirmation: actual performance exceeds the expected standard (Hsu, Chiu, and Ju, 2004; Chiu, Hsu, Sun, Lin, and Sun, 2005). Churchill and Surprenant (1982) added perceived performance into Expectation Confirmation Theory (ECT) as an antecedent of satisfaction, and further established that both expectations and perceived performance have an influence on (dis)confirmation.

Expectation Confirmation Theory (ECT) framework states the process by which users reach satisfaction as follows:

1. Consumers form an initial expectation of a specific product or service prior to purchase.
2. They accept and use that product or service. Following a period of initial consumption, they form perceptions about its performance.
3. They assess its perceived performance vis-a-vis their original expectation and determine the extent to which their expectation is confirmed.
4. They form a satisfaction, or affect, based on their confirmation level and expectation on which that confirmation was based.

In view of this, satisfied consumers form a reuse intention, while dissatisfied users discontinue its subsequent use (Bhattacharjee, 2001). This theory is relevant to this study as undergraduates are considered as a customer to the library providing reference services as while motivated by an information need, they build up expectation of the library to satisfy such need.

7. Conceptual model for the study



Self-Constructed Conceptual Model for the Study

8. Methodology

This study adopted the survey research design. The population of the study consisted of 22,482, 4,231, and 2,300 undergraduate students of Obafemi Awolowo University (OAU), Ile-Ife; Osun State University, Osogbo; and Redeemer's University, Ede respectively. The study adopted a simple random sampling technique to select the sample for the study. The formula of Yamane (1967) as used by Puszczak, Fronczyk, and Urbański (2013) in determining sampling size was adopted. A 95% confidence level and precision $\pm 5\%$ are assumed for the equation; where $e = .05$. The equation is presented thus:

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

Thus:

= 399.9 400 undergraduate students

In a bid to have a balanced proportion of the population across the three universities, individual sample sizes for the three universities were calculated using the total sample of 400. As such 308(77.0%) were allotted to Obafemi Awolowo University, 60(15.0%) to Osun State University and 32 to Redeemer's University. Questionnaire was the only instrument for the data collection. To ensure the validity of the instrument, both content and face validity were used in validating the questionnaire. Thirty copies of the questionnaire were pretested at the University of Ibadan since it is outside the scope of the study and her students are not part of the population of the study. The Cronbach alpha method was used to determine the reliability. The overall reliability of the instrument gave a reliability coefficient of $r=0.8$

9. Data collection and analysis

Four hundred copies of the questionnaire were distributed and all were duly completed, returned and analysed using descriptive statistics of frequency and percentage for the research questions while inferential statistics of correlation and regression for the hypothesis.

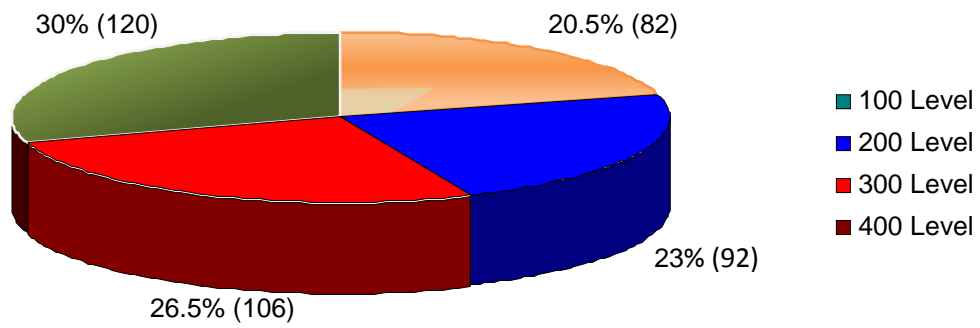


Figure 9.1: Academic level of respondents

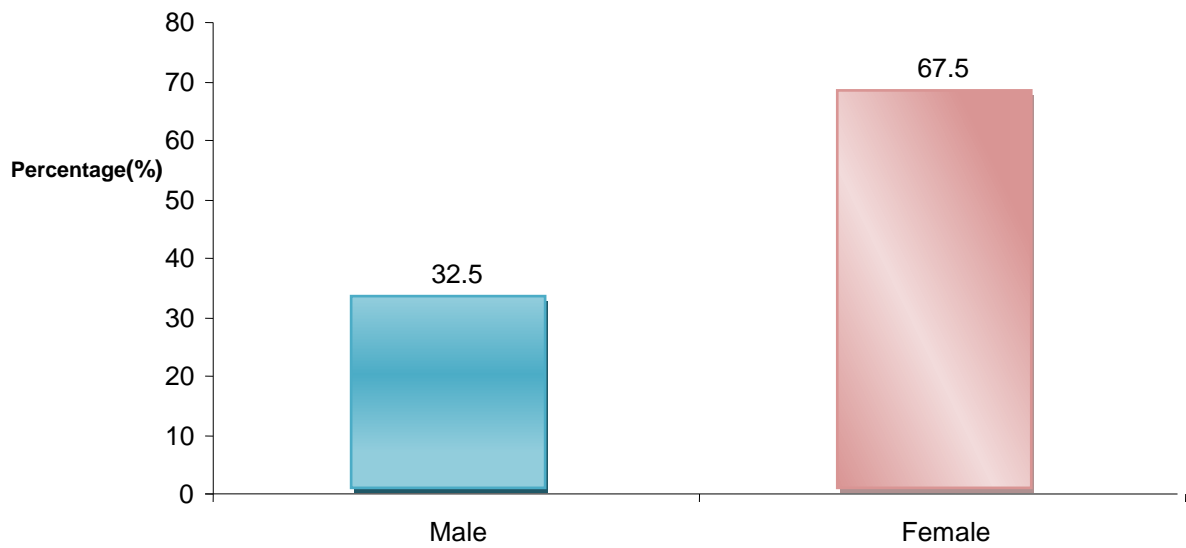


Figure 9.2: Gender of respondents

Figure 9.1 reveals the distribution of the respondent’s academic level of study. It shows that majority of the respondents were 400 level students while only 20.5% were 100 level

students. Figure 9.2 shows that majority of the study respondents were female undergraduate students. Of the 400 respondents in various academic levels, majority, 95 (i.e. 23.8%) were from faculty/college of Social Science. Figure 9.3 clearly shows the distribution of the respondents by Faculty/College.

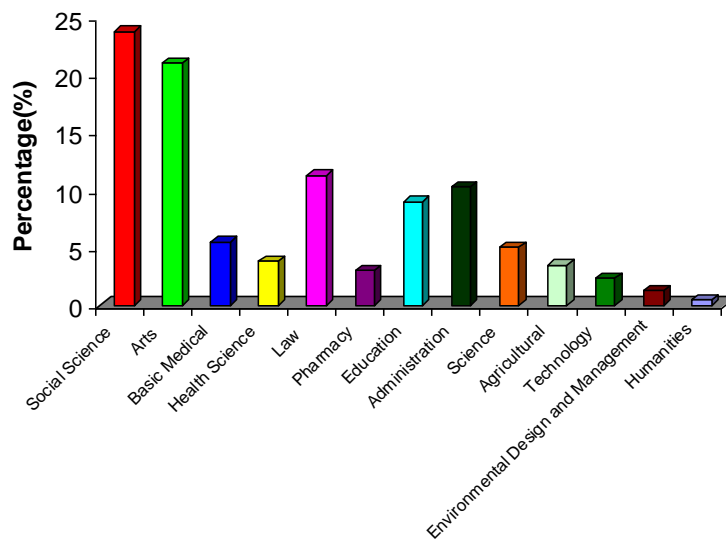


Figure 9.3: Faculty/College of respondents

Table 9.1: Reasons for patronage of reference services by undergraduates

S/N	Reasons for patronage	F r e q u e n c y				Mean	S D	Rank
		Very often	O f t e n	Occasionally	N e v e r			
1	To prepare for term paper	68(17.0)	127(31.8)	127(31.8)	78(19.5)	2.54	.991	3 rd
2	To obtain information for class assignments and examinations	103(25.8)	160(40.0)	87(21.8)	50(12.5)	2.21	.967	6 th
3	For research purpose	103(25.8)	145(36.3)	100(25.0)	52(13.0)	2.25	.984	5 th
4	Build career in chosen profession	85(21.3)	120(30.0)	106(26.5)	89(22.3)	2.50	1.06	4 th
5	For scholarship opportunities	50(12.5)	83(20.8)	116(29.0)	151(37.8)	2.92	1.04	1 st
6	For Job Opportunities	58(14.5)	91(22.8)	90(22.5)	161(40.3)	2.89	1.09	2 nd

Table 9.1 shows the result for the reasons of patronage of reference services by undergraduates. To obtain information for class assignments and examinations (Mean=2.21, SD=.967) ranked highest in the Mean and Standard Deviation score rating while for scholarship

opportunities (Mean=2.92, SD=1.04) ranked lowest. This implies that undergraduates patronised reference services to seek information for class assignments and examinations.

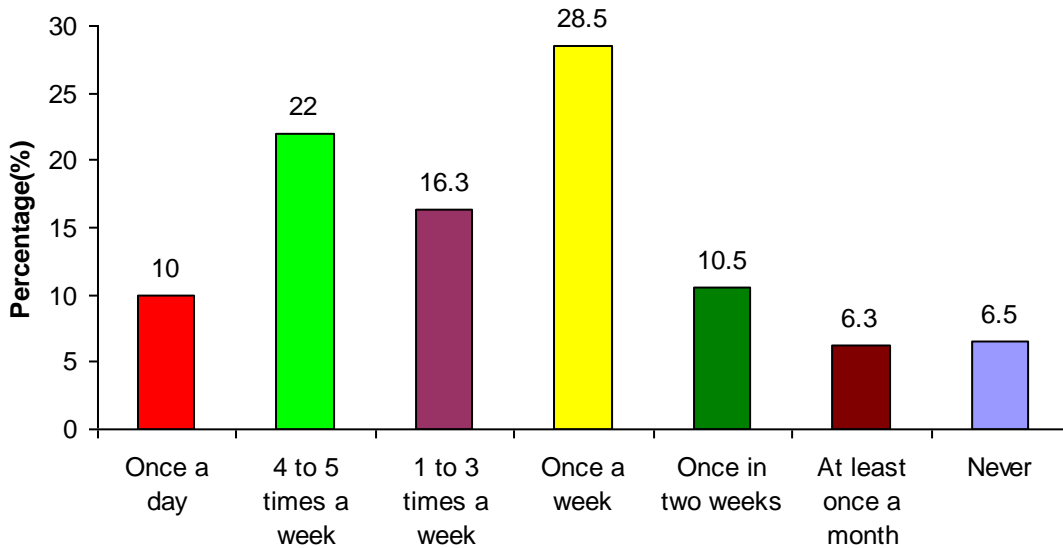


Figure 9.4 Frequency of visit to the reference department by undergraduates

Figure 9.4 shows the frequency of visitation to the reference department by undergraduates. It clearly shows that visit to the reference department once a week rank highest. The patronage of reference services once a day, 4 to 5 times a week, and 1-3 times a week is high, once a week is moderate, while once in two weeks, at least once a month, and never is low. As such, the frequency of undergraduates visit to the reference department can be said to be moderate.

The respondents were asked to indicate factors affecting their frequency of patronage of reference services. The result shows that short time-frame of access to reference librarian affects the frequency of patronage of reference services, by undergraduates, the most. However, the overall effect of the factors affecting the frequency of patronage of reference services by undergraduates is low as computed in Table 9.2b.

Table 9.2a Factors affecting frequency of patronage reference services

S/N	I t e m s	Strongly Agree	Strongly Disagree	Mean	S D
1	Reference service is not readily available nor easy to use	126(31.5)	274(68.5)	1.68	.465
2	Poor technical facilities in the Reference Department	144(36.0)	256(64.0)	1.64	.481
3	Poor service quality in the Department	145(36.2)	255(63.8)	1.64	.482
4	Unfriendly reference service environment	124(31.0)	276(69.0)	1.69	.463
5	Lack of current reference materials	156(39.0)	244(61.0)	1.61	.489
6	Unfriendly reference service personnel	129(32.2)	271(67.8)	1.68	.467
7	Poor organisation of the Reference materials	113(28.2)	287(71.8)	1.72	.450
8	Difficulty in approaching reference personnel	127(31.8)	273(68.2)	1.68	.450
9	Short time frame of access to reference services	159(39.8)	241(60.2)	1.60	.490
10	The reference Department is always noisy	88(22.0)	312(78.0)	1.78	.415

Maximum scores for a respondent on the 10 item FA scale (4 x 10) = 40

The average score is (4 + 3 + 2 + 1) / 4 = 10/4 = 2.5

To establish an interval score (40/2.5) = 16

Table 9.2b Interval table for Factors affecting frequency of patronage reference services

Interval	Total mean score (FA*)	Remark
1 - 16	16 . 7 2	Low
17 - 32		Moderate
33 - 48		High

*FA = Factors Affecting

Table 9.3: The need for reference materials by undergraduates

I t e m s	Always	O f t e n	R a r e l y	N e v e r	Mean	S D	Rank
A l m a n a c	49(12.2)	86(21.5)	154(38.5)	111(27.8)	2.82	.976	12 th
B i b l i o g r a p h i e s	53(13.2)	116(29.0)	155(38.8)	76(19.0)	2.64	.938	9 th
B i o g r a p h i c	62(15.5)	130(32.5)	129(32.2)	78(19.8)	2.56	.975	6 th
C o n f e r e n c e p r o c e e d i n g s	57(14.3)	89(22.3)	156(39.0)	98(24.5)	2.74	.983	10 th
D i c t i o n a r i e s	151(37.8)	131(32.8)	84(21.0)	34(8.4)	2.00	.965	1 st
E n c y c l o p e d i a	118(29.5)	121(30.2)	106(26.5)	55(13.8)	2.24	1.027	2 nd
G o v e r n m e n t p u b l i c a t i o n	86(21.4)	124(31.0)	117(29.3)	73(18.3)	2.44	1.023	3 rd
H a n d b o o k a n d G u i d e s	75(18.8)	128(32.0)	140(35.0)	57(14.2)	2.45	.955	4 th
I n d e x e s a n d a b s t r a c t s	55(13.8)	116(29.0)	158(39.4)	71(17.8)	2.61	.933	7 th
M a n u a l s	70(17.4)	123(31.0)	135(33.8)	71(17.8)	2.52	.979	5 th
M a p s	47(11.8)	88(22.0)	162(40.4)	103(25.8)	2.80	.955	11 th
W o r l d r e c o r d s	70(17.5)	95(23.8)	146(36.3)	89(22.3)	2.63	1.016	8 th

Table 9.3 shows the extent of undergraduate's need for reference sources. The Table reveals that the most needed reference materials by undergraduates are dictionaries, encyclopaedia, government publications, and handbook and guides.

The respondents were asked to indicate their needs for reference services. The result shows that the need of answer to queries/questions that pertain to academic pursuit ranked highest in the Mean and Standard Deviation score rating (Mean=1.91, SD=.781) while the need of help with direction within the library (Mean=2.54, SD=1.014) ranked lowest. This clearly shows that undergraduates need answers to queries/questions that pertain to their academic pursuit the most. They show a moderate need for reference services as shown in Table 9.4b

Table 9.4a: The need for reference services by undergraduates in the selected universities

S/N	I t e m s	S	A	D	S	D	Mean	S D
1	I often need advice on most appropriate information resources to consult	119(29.8)	202(50.4)	68(17.0)	11(2.8)		1.93	.758
2	I often require help with abstracting and indexing	93(23.2)	195(48.8)	93(23.2)	19(4.8)		2.10	.806
3	I often need answer to queries/questions that pertain to my academic pursuit	129(32.3)	190(47.4)	69(17.3)	12(3.0)		1.91	.781
4	I often need help with bibliographic service	94(23.4)	185(46.3)	100(25.3)	20(5.0)		2.12	.822
5	I always want to know the new information materials and services in the library	109(27.2)	161(40.3)	104(26.0)	26(6.5)		2.11	.880
6	I often need help with direction within the library	73(18.2)	119(29.8)	126(31.5)	82(20.5)		2.54	1.01
7	I often have need to loan information material that are available in other libraries	70(17.5)	114(28.5)	162(40.5)	54(13.5)		2.50	.935
8	I often require help with literature searching	80(20.0)	153(38.2)	123(30.8)	44(11.0)		2.33	.918
9	I often need recommendation to be able to use other libraries	81(20.3)	142(35.4)	133(33.3)	44(11.0)		2.35	.925
10	I usually request information on my expressed area of interest	78(19.4)	151(37.8)	123(30.8)	48(12.0)		2.35	.928
11	I need to be taught how to make use of some library services and materials	100(25.0)	185(46.5)	72(18.0)	42(10.5)		2.14	.914
12	My need include help in locating best information sources in my area of interest	122(30.4)	196(49.0)	62(15.8)	19(4.8)		1.94	.806

Maximum scores for a respondent on the 12 item need scale (4 x 12) = 48

The average score is (4 + 3 + 2 + 1) / 4 = 10/4 = 2.5

To establish an interval score (48/2.5) = 19.2

Table 9.4b: Interval table for need for reference services

I n t e r v a l	Total mean score (Need)	R e m a r k
1 - 19 . 2		L o w
19 . 3 - 38 . 4	2 6 . 3 2	M o d e r a t e
38 . 5 - 57 . 6		H i g h

On the level of satisfaction with reference services by the undergraduates, respondents indicated that they are most satisfied with being free to request for reference services (Mean=2.06, SD=.915). The overall mean score as shown in Table 9.5b is 42.05. This falls within the interval distribution of 30.5 - 60.8; which is moderate. This clearly shows that the level of satisfaction with reference services by undergraduates is moderate.

Table 9.5a: Level of satisfaction with reference services

S/N	I t e m s	SD (%)	D (%)	A (%)	SA (%)	Mean	S D
1	I feel free to request for reference services	121(30.2)	167(41.8)	78(19.5)	34(8.5)	2 . 0 6	.915
2	I generally feel free to express my ideas and opinion with regard to my need	87(21.8)	163(40.8)	113(28.2)	37(9.2)	2 . 2 5	.901
3	I feel very confident in my quest for information at the Reference Department	99(24.8)	180(45.0)	87(21.8)	34(8.4)	2 . 1 4	.888
4	I am pleased with the quality of service I receive	64(16.0)	200(50.0)	99(24.8)	37(9.2)	2 . 2 7	.841
5	The facilities at the reference unit are satisfactory	65(16.2)	200(50.0)	100(25.0)	35(8.8)	2 . 2 6	.835
6	I am satisfied with how easy it is for me to use reference services	65(16.2)	201(50.3)	88(22.0)	46(11.5)	2 . 2 9	.874
7	I am comfortable and pleased with the furniture at the Reference Department	71(17.8)	190(47.5)	85(21.2)	54(13.5)	2 . 3 1	.917
8	I am pleased with the environment of the Reference Department	88(22.0)	198(49.5)	66(16.5)	48(12.0)	2 . 1 9	.914
9	I satisfied with the organisation of information materials at the Reference Department	85(21.2)	220(55.0)	63(15.8)	32(8.0)	2 . 1 1	.826
1 0	I am pleased with the currency of material at the Reference Depart	80(20.0)	187(47.0)	105(26.2)	27(6.8)	2 . 2 0	.835
1 1	I am satisfied with the variety of reference services at Reference Department	62(15.5)	224(56.0)	94(23.5)	20(5.0)	2 . 1 8	.749
1 2	I am satisfied with the professionalism of the Reference personnel	60(15.0)	183(45.8)	126(31.5)	31(7.8)	2 . 3 2	.822
1 3	I like the people I interact with in the course of my information seeking	77(19.2)	208(52.0)	92(23.0)	23(5.8)	2 . 1 5	.795
1 4	I am pleased with the friendliness of the reference personnel	63(15.8)	205(51.2)	113(28.2)	19(4.8)	2 . 2 2	.764
1 5	I am satisfied with the response I receive in my request	62(15.5)	215(53.8)	105(26.2)	18(4.5)	2 . 2 0	.749

1 6	I am satisfied with the fact that I can easily approach the reference personnel	68(17.0)	213(53.3)	86(21.8)	32(8.0)	2 . 2 1	.816
1 7	I am satisfied with the interest shown by the reference personnel	70(17.5)	196(49.0)	105(26.3)	29(7.2)	2 . 2 3	.823
1 8	I am satisfied with the services of the Reference Department	59(14.8)	223(55.9)	88(22.1)	29(7.3)	2 . 2 2	.783
1 9	I am satisfied with the resources at the Reference Department	60(15.0)	215(53.8)	92(23.2)	32(8.0)	2 . 2 4	.803

Maximum scores for a respondent on the 19 item satisfaction scale (4 x 19) = 76

The average score is $(4 + 3 + 2 + 1) / 4 = 10/4 = 2.5$

To establish an interval score $(76/2.5) = 30.4$

Table 9.5b Interval table for satisfaction with reference services

I n t e r v a l	Total mean score (satisfaction)	R e m a r k
1 - 30.4		L o w
30.5 - 60.8	4 2 . 0 5	M o d e r a t e
60.9 - 91.2		H i g h

Table 9.6: Summary of Regression Analysis of the combined prediction of users need and satisfaction on the patronage of reference services

R	R Square	Adjusted R Square	Std. Error of the Estimate
0 . 4 6 0	0 . 5 4 0	0 . 7 4 3	6 . 0 7 5

SUMMARY REGRESSION ANOVA

	Sum of Squares	D f	Mean Square	F	P	R e m a r k
R e g r e s s i o n	3 9 2 8 . 2 0 2	2	1 9 6 4 . 1 0 1	5 3 . 2 1 2	0 . 0 0 0	Significant.
R e s i d u a l	1 4 6 5 3 . 5 4 8	3 9 7	3 6 . 9 1 1			
T o t a l	1 8 5 8 1 . 7 5 0	3 9 9				

Table 9.6 shows that patronage of reference services correlated positively with user needs and satisfaction. The Table also shows a coefficient of multiple correlations (R) of 0.460 and a multiple R square of 0.540. This means that 74.3% ($Adj. R^2=0.743$) of the variance in the patronage of reference services is accounted for by the independent variables, when taken together. The significance of the composite contribution was tested at $p<0.05$ using the F- ratio at the degree of freedom ($df =2/397$). The Table also shows that the analysis of variance for the regression yielded a F-ratio of 53.212 (significant at 0.05 level).

Table 9.7: Relative contribution of the independent variables to the dependent variable (Test of significance of the regression coefficients)

V a r i a b l e	Un-standarise Coefficients B)		Standardized Coefficients		Sig.	R e m a r k
	(B)	Std. Error	B e t a	T		
Constant (the patronage of reference services)	3 0 . 3 8 1	1 . 7 1 2	-	1 9 . 0 8 9	. 0 0 0	-
U s e r N e e d	. 3 9 7	. 0 9 7	. 7 0 0	4 . 0 7 7	. 0 0 0	S i g n i f i c a n t
U s e r S a t i s f a c t i o n	. 5 2 7	. 1 0 3	. 5 3 3	3 . 4 7 6	. 0 1 4	S i g n i f i c a n t

Table 9.7 reveals the relative influence of user needs and satisfaction on patronage of reference services, expressed as beta weights. Using the standardised regression coefficient to determine the relative contributions, users needs ($\beta=0.700$, $t = 4.077$, $p < 0.05$) shows the most potent contribution to the prediction, followed by users satisfaction ($\beta =0.533$, $t= 3.476$, $p< 0.05$). This shows relative correlation of user needs and user satisfaction and patronage of reference services by undergraduates.

Result of hypotheses testing

The analysis of **Hypothesis 1** is presented in Table 9.8.

Table 9.8: Pearson Product Moment Correlation between user needs and patronage of reference services

V a r i a b l e s	X	S . D	1	2	P	R e m a r k
Patronage of reference services	4 4 . 1 3	6 . 8 2	1 . 0 0 0		-	
U s e r n e e d s	5 6 . 7 8	1 2 . 0 3 3	. 4 5 5 * *	1 . 0 0 0	0 . 0 0 0	S i g n i f i c a n t

** Correlation Significant at 0.05 level.

Result in Table9.8 reveals that there is a significant correlation between user needs and patronage of reference services by undergraduates. That is, patronage of reference services correlates positively with user needs ($r=0.455$, $P<0.05$); since P was lesser than 0.05 level of significance. The hypothesis was rejected.

The analysis of **Hypothesis 2** is presented in Table 9.9.

Table 9.9: Pearson Product Moment Correlation between user satisfaction and patronage of reference services

V a r i a b l e s	X	S . D	1	2	P	R e m a r k
Patronage of reference services	4 4 . 1 3	6 . 8 2	1 . 0 0 0			
U s e r s a t i s f a c t i o n	5 7 . 5 8	1 1 . 3 2	. 4 2 2 * *	1 . 0 0 0	0 . 0 0 0	S i g n i f i c a n t

** Correlation Significant at 0.05 level.

Table 9.9 reveals that there is significant relationship between user satisfaction and patronage of reference services by undergraduates. The hypothesis is rejected since patronage of reference services has correlates with user satisfaction ($r=0.422$, $P>0.05$) as P is lesser than 0.05 level of significance.

The analysis of **Hypothesis 3** is presented in Table 9.10.

Table 9.10: Pearson Product Moment Correlation between user needs and user on satisfaction patronage of reference services

V a r i a b l e s	X	S . D	1	2	3
Patronage of reference services	4 4 . 1 3	6 . 8 2	1 . 0 0 0		
U s e r n e e d s	5 6 . 7 9	1 2 . 0 3	. 4 5 5 * *	1 . 0 0 0	
U s e r s a t i s f a c t i o n	5 7 . 5 8	1 1 . 3 2	. 4 2 2 * *	. 9 6 6 * *	1 . 0 0 0

** Correlation Significant at 0.05 level.

Table 9.10 revealed that there is a significant relationship between user needs and user satisfaction among undergraduates in selected universities in Osun State, Nigeria. That is, patronage of reference services correlates positively with user needs ($r=0.455$, $P<0.05$) and user satisfaction ($r=0.422$, $P<0.05$). Since P was lesser than 0.05 level of significance, the hypothesis was rejected. Therefore, there is a positive significant relationship between user needs and user satisfaction among undergraduates in selected universities in Osun State, Nigeria.

8. Discussion of findings

Findings from the study revealed a moderate level of patronage and the reasons for such patronage of reference services are mainly to obtain information for class assignment, and for examination/research purpose. This is in line with findings from the studies of Abdulahi, Igbiovvia and Solanke (2015). The implication of such moderate patronage is that there is room for undergraduates to increase their use of reference services.

The study also revealed that undergraduates have higher need for dictionaries and encyclopaedia than other reference sources in the Reference Department. This is correlates the

findings of Oguniyi, Efosa, and Sheji (2013). In consonance with their views, dictionaries and encyclopaedias are common types of reference sources which are also very relevant to undergraduates for assignments and research purposes.

Findings further revealed that the need for reference service by undergraduates is moderate. This moderate need could be the reason for their moderate patronage. The implication of this is that the level of need of reference services and/or sources will determine the level of patronage. Findings on the frequency of patronage of reference services also revealed a moderate patronage of reference services. This corresponds with the findings of Yusuf and Iwu's (2010) findings on use of academic libraries. Although these undergraduates have considerably realised the potentials of reference services to their various endeavours, some factors lower their patronage of reference services. Popoola (2001) therefore opine that follow up studies should be carried out from time to time in order to identify new challenges and proffer solutions to them.

Moreover, the study revealed that undergraduates of these institutions are moderately satisfied with reference services. This corroborates the finding of Oyewumi, Oladapo and Adegun (2014) whose findings revealed a moderate satisfaction level with reference sources and services even among postgraduate students. The implication of this is that the level of undergraduate need for reference services will affect their level of patronage, which will in turn affect satisfaction of such need.

Findings from the study also showed a significant relationship between needs and satisfaction of reference services by undergraduates. The implication of this is that undergraduate students seek the satisfaction of their information needs either through reference services or other means available to them and this satisfaction is determined by their level of need.

On the correlation of users' needs and satisfaction on the patronage of reference services by undergraduates, findings revealed users needs and satisfaction positively influence the patronage of reference services by undergraduates. The implication of this is that the need and satisfaction of undergraduates towards reference services jointly influence their patronage. If libraries ensure the satisfaction of users need for reference service, it creates a sense of loyalty from users to the library which will instigate their continued use of reference services.

9. Conclusion and recommendations

The findings of the study show that the patronage of reference services by undergraduates is greatly influenced by their information needs as well as the satisfaction they derive from the services. Undergraduates make use of reference services mainly for class assignments, examinations, and project work. The explicit recognition of user needs and satisfaction will to a large extent lead to the provision of reference services from the users' perspective – the way users will be satisfied. The following are recommended based on the findings above:

1. Reference services personnel should adopt the salesmanship working ethics with the principle of users first so as to satisfy users and hence ensure users' loyalty or continued use of reference services
2. Reference personnel should promptly answer users queries, educate them on how to retrieve and use information resources as well as guide them to needed information.
3. Reference services personnel should also work more closely with users to ensure accessibility and utilisation of reference sources and services thereby meeting user needs and ensuring user satisfaction.
4. Further, this type of survey should be carried out on a regular basis to source the opinion of users to know what services to improve upon and also ensure that users are always satisfied with reference sources and services. This will ensure a high level of patronage of reference service and library services in general.

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