

Use of Library Resources and Services for Students’ Satisfaction in Ignatius Ajuru University of Education, Port Harcourt Rivers State

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Abstract

This study ‘Use of Library Resources and Services for Students’ Satisfaction in Tertiary Institutions in Rivers State’ was carried out to determine the extent to which the Library Resources are being utilized as well as determine the quality of services carried out by staff. Survey design was used while an instrument titled ‘Questionnaire on Use of Library Resources and Services for Students’ Satisfaction in Tertiary Institutions in Rivers State’ (QULRSSSTIRS) was used for data collection. The population of the study was 7, 800 registered undergraduate library users. The sample size was 371, determined by Yaro Yamene statistical formula. The instrument was validated and its reliability confirmed using Crombach Alpha Reliability Testing Technique. Seven research questions were answered and two research hypotheses were tested. The findings revealed that various library resources and services are available for use in the library; that the library was frequently used for various reasons and that students also used various retrieval tools in the library. Two hypotheses tested revealed that there is a significant relationship between the services provided and students’ satisfaction in the library. The analyses showed a positive response from the respondents except in the area of internet facilities and services which were below standard. Recommendations were proffered for better funding, as well as training and retraining of library staff in this regard.

Keywords: Use of Library, Resources, Services, Students’ Satisfaction, Ignatius Ajuru, University of Education, Port Harcourt, Nigeria.

INTRODUCTION

The library unarguably serves as a repository or data bank for information storage and so it continues to play that unique role in the identification, acquisition, retrieval and dissemination of information to its users (Tom-George, 2013). Various schools of thought have attempted to define an academic library. The purpose of academic libraries therefore is to provide education, recreation, information, enlightenment and awareness to its users. Thus, Obi (2013) opines that academic libraries are attached to institutions of higher learning such as universities, colleges of education, polytechnics, colleges of agriculture and colleges of technology. No university can perform above standard without a quality library attached to it; hence, Akalumhe (2010) posits that there is no better way to judge the quality of an institution of higher learning than to look at its library.

In order to provide effective services to the users of the library, information resources in print and non-print formats are acquired. They include print materials like encyclopedias, dictionaries, directories, almanacs, gazettes, bibliographies, biographies, autobiographies, handbooks, guides, manuals, year books, geographical and bibliographical sources, journals, reports and textbooks and other core reference materials. Reference materials in any library are of paramount importance. Madu (2008) opines that reference services make use of materials available to meet the critical responsibility of providing personal assistance to information seekers. Non-print materials include sound and audio recording materials like audiotapes, audio cassettes or cartridge; visual images which include: filmstrip, wall chart, flip chart, flash card, art print, pictures or drawings, moving films, film loop, film cartridges, video tapes etc. These materials are to be made available to users in any standard academic library. Udo-Anyanwu and Uche (2008) suggest that materials should be acquired equitably so that some courses are not favoured more than others, as this partial act tends to demoralize library users whose courses are not covered thereby making them show lack of interest and enthusiasm in the use of library.

Libraries render various services like user education, reprographic, reference services, Current Awareness Services (CAS), and Selective Dissemination of Information (SDI), charging and discharging of books and many others. Libraries do not stop at only providing services but ensure the use of these services through library education programmes. There are too many benefits accrued from students' use of library which cannot be overemphasized. They include: the promotion of active learning and thus contribute to students' ability to think critically, work independently and in a group (Guskin, 1996). Students who make use of the library strictly for examination purposes do themselves more harm than good as they later realize at the long run that they ended up not making use of the library materials as maximally as they ought to have done. It is based on this background that the study on 'Use of Library Resources and Services for Students' Satisfaction in Tertiary Institutions is being carried out. Students have various reasons for using the library which include research, class work and pleasure reading. Bankole (1990) as cited by Ogueri and Oparajiaku (2013) is of the view that the university libraries are the centres of communication ensuring practical means of acquiring knowledge leading to understanding of the minds of individuals and groups.

Statement of the Problem

Academic libraries play a very important role by enhancing teaching, learning and research activities in their settings through the provision of necessary information resources and services that are needed to achieve the educational goals of students and lecturers as well as researchers. Many evaluative studies have been carried out on the use of academic libraries and most of them have revealed that student have not been making use of these libraries as they should. Can this lack or inadequate use of the library be attributed to inadequate resources, services, lack of awareness of the availability of these resources and services, inadequate funding of the library or lack of standard reading environment? This is why this study is being carried out to identify the situation on ground in Ignatius Ajuru University of Education Library.

Purpose of the Study

The main purpose of study is to ascertain the use of library resources and services for students' satisfaction in Ignatius Ajuru University of Education Port Harcourt, Rivers State. Specifically this study seeks to:

- Identify the library resources available for use by students in the library;
- Investigate the reasons for use of the library by the students;
- Investigate the services provided to students in the library study;
- Ascertain retrieval tools used by students in the library;
- Ascertain the level of satisfaction derived by students in using library resources provided in the library under study;
- Ascertain the level of satisfaction derived from the services provided to students in the library under study; and
- Investigate the challenges encountered in using the library by students.

Research Questions

The under listed research questions guided this study:

- What are the library resources available for use by students in the library?
- What are the services provided for students in the library?
- What are the students' reasons for using the library?
- What are the retrieval tools used in the library?
- What is the level of satisfaction derived by students in using library resources?
- What is the level of satisfaction derived from library services provided to students?
- What are the challenges encountered in using the library by the students?

Hypotheses

The following hypotheses are formulated for the study at 0.05significance level:

- **Ho1** There is no relationship between the use of library resources and students' satisfaction in Ignatius Ajuru University of Education Library.
- **Ho2** There is no relationship between library services provided and students' satisfaction in Ignatius Ajuru University of Education Library.

CONCEPTUAL FRAMEWORK

It is obvious that the philosophy of librarianship is based on the concept of library science and the provision of relevant materials to users. The effectiveness of a library as an instrument of learning is determined by the success with which it is able to provide the users with the information they seek. Akalumhe (2010) says that the academic library is the core and heart of the institution as they are set up to carry out the responsibility of selecting, acquiring and organizing materials to support the teaching, research and community responsibilities of their

parent institution. Azino (2008) defines academic libraries as those found in post-secondary institutions for providing information. Yusuf and Iwu (2010) assert that the academic library is the nerve centre or the hub around which scholarship revolves as an indispensable instrument for intellectual development. Oyesiku and Oduwole (2004) argue that academic libraries remain indispensable because of the enormous roles they play in academic communities.

In an attempt to use materials in any academic library, seekers of information will endeavour to locate the materials being sought for, hence the need for them to be well informed on how to go about getting the information. In other words, knowing where a material is placed in the shelf will obviously go a long way in enhancing the use of the resources in the library. Aguolu and Aguolu (1997) opine that in seeking information, there are five types of inaccessibility which could prevent the information seeker from using library resources, even if they are available. They are conceptual inaccessibility-the inability to comprehend what is available, linguistic inaccessibility-the inability to understand the language in which the information is written, critical inaccessibility-the incompetence to analyze or evaluate the record and the twin problem of bibliographically and physically accessing the information.

Aguolu and Aguolu (2002) further state that it is not enough that resources are available or even bibliographically accessible, they must be made physically accessible to those who may need or demand them. They are also of the opinion that less attention is given to the physical problem of easy location of materials as a result of growth of knowledge. For instance, that information is available, does not mean information dissemination of the same. Books and information resources used to scarce but this is now superseded by the new problems of access due to information explosion. Mason as cited by Yusuf and Iwu (2010) believes that the use of library should be a two-way issue. He further states that librarians should be sympathetic and helpful to students on one hand and on the other, the students (the library users) should realize that apart from their lecturers, the librarians are there as facilitators to help them achieve their academic pursuits in the institution.

The university will definitely not exist without the full presence and function of the academic library. This is because the presence of the library is made available in order to better the academic lot of the undergraduate users. Some of the functions of the academic library as outlined by Obi (2013) include: to provide information materials for academic programmes of the parent institution; to provide information materials peculiar to the needs of faculty or school and research scholars; to provide study accommodation in good locations; to provide security for library materials; to cooperate with other libraries at appropriate levels for improved information services and to provide specialized information to appropriate segments of the community.

The traditional library service of the librarian has increased from what it used to be. Information and Communication Technology has added to the services that librarians carry out today making it more demanding and interesting all in effort to achieve academic feat in the universities. The advent of Information (ICT) has broadened the frontiers of knowledge. Edom (2010) posits that ICT has permeated all strata of human activities and is increasingly gaining prominence in the performance of different tasks. The ever increasing demands for information calls for its availability. Academic libraries must now subscribe to electronic sources such as e-books, full text journals and on-line bibliographic databases in addition to the print formats.

REVIEW OF EMPIRICAL STUDIES

Some renowned scholars have conducted studies on various aspects of library resources and services. Yusuf and Iwu (2010) carried out a research on 'Use of Academic libraries: A case study of Covenant University Nigeria'. The objectives of the study were to: discover reasons for the use of library by faculty members and students; examine sources of information mostly consulted; determine frequency of use of the library by faculty and students; measure the level of users' satisfaction on library services and facilities available. Survey method was adopted for the study. Students in 300-500 levels who visited the library within the space of one month while this research was being conducted were randomly selected. Faculty members who had been in employment of the university for six or seven years were selected using stratified random sampling technique. Two separate close-ended questions were used to gather data from faculty and students respectively.

In all, 400 copies of questionnaire were distributed, 300 to students and 100 to faculty. 210 copies (70%) out of 300 distributed to students were collected and returned. Ninety (90%) of those distributed to the faculty were returned. The data were analyzed using simple frequency counts and percentages.

Findings of the study showed that majority of the students visit the library 2-3 times a month; 92% of the students visit the library to make photocopies of materials needed while 88% use the library to read for examination. Half of the students agree that the materials they need are always available and 70% are satisfied with services and resources. The study suggests that library professionals should stress the importance of OPAC before using the shelves. Assignments should be given frequently so that students can consult journals and other resources in the library.

Nwezeh and Shabi (2011) carried out a research titled 'Students' Use of Academic Libraries in Nigeria: A Case Study of Obafemi Awolowo University Library, Ile-Ife'. Survey method was used for the study in an attempt to determine the extent students made use of the library resources and effort was made to identify the likely causes of use or lack of resources. The purpose of the study was designed to provide approximate estimation of the existing use patterns of Hezekiah Oluwasanmi Library. It was designed to gather information about the characteristics of students who use the library and the way in which they made use of its facilities. It was an opinion survey method used and the instruments consist of two types of questionnaire. One of the questionnaires was for students while the other was for faculty members. In addition to the questionnaire, a good number of the two categories of respondents were interviewed for a more intimate appraisal and assessment of the answers provided in the questionnaire. A total of 500 copies of the questionnaire were distributed to students of which 450 (90%) were returned in usable form, while 50 copies of questionnaire were distributed to faculty members.

Findings of the study show that 55% of the students spent between 2-3 hours daily in the library, the proportion of hours spent in the library increases with the year of study. This is to say that the older students spend more time in the library. General response of the students' knowledge of the procedures to the use is not encouraging. From the answer given, majority of the respondents do not know simple retrieval approaches. This is not surprising as 65% say they spend less than three hours per week in the library. They also claim they are not aware of the existence of reserved collections and how to use them as only 20% showed that they would consult the retrieval tools first before looking for materials. On failing to get materials needed,

66% will seek for help. The older students spent more hours in the library and the survey also showed that much of the time spent was on reading their own books, lecture notes, magazines and the dailies. On whether they received guidance from lecturers in the use of library, 420 (93.3%) of the respondents said they did not get any form of guidance. Based on the findings of the study, it was recommended that the library orientation and other user education programmes be refined and pursued vigorously.

Another laudable research carried out by Urhiewhu (2015) titled “Factors militating against the use of Digital Information Resources by Undergraduates in Delta and Edo States” was conducted in Federal and State University libraries in the South-South geographical zone of Nigeria. The main purpose of the study was to find out the factors militating against the use of digital Information Resources (DIRs) by undergraduates in Delta and Edo States Nigeria. The specific objective was to find out the constraints of effective use of Digital Information Resources (DIRs) by undergraduate students in university libraries. The study adopted descriptive survey research design with findings revealing that digitalized information resources usage is low as a result of epileptic power supply, non-availability of online data bases, inadequate number of computers, to access DIRs, inadequate bandwidth as well as network issues. The implication also showed that these undergraduates will definitely lag behind in their various research works and other aspects of learning.

METHODOLOGY

A survey design was used for this study. The population of this study is 7,800 undergraduate registered users. The sample size of the study is 371 determined by YaroYamene statistical formula. The main instrument for data collection was the questionnaire. The data for this study was generated from response of 365 out of 371 undergraduate library users sampled for the study. The 365 students were the ones that completed the filling of the instrument for data collection. The data were generated through instrument titled “Use of Library Resources and Services for Students’ Satisfaction in Tertiary Institutions in Rivers State (QULRSSSTIRS). The researcher personally administered the questionnaire with the help of the library staff that work with the library under study. A period of six weeks was used for the administration of the instruments. In analyzing the data collected for the study, the researcher used frequency counts and simple percentages and T-Test was used to test hypothesis at 0.05 significance level.

RESULTS

The presentation and analysis of data were based on the research questions and null hypothesis earlier stated in the study. Mean score was used in answering the questions as presented below. The following tables are presented below based on the research questions carried out.

Research Question 1: What are the library resources available for use by students in the library?

Table 1: Library resources available for use by Students in Tertiary Institutions

S/N	Items/Statements	Responses			
		N	\bar{X}	SD	CM
1	Textbooks are available for students' use	365	3.05	0.89	2.5
2	Reference materials are provided for consultation	365	2.83	0.77	2.5
3	Computers are provided in the library	365	2.43	0.41	2.5
4	Serials/periodicals are acquired for research	365	2.81	0.74	2.5
5	There are fictions and non-fictions for leisure reading	365	2.78	0.71	2.5
6	Projects/theses/dissertations are stored in the library	365	3.02	0.87	2.5
7	There are reading halls for students to study	365	3.03	0.88	2.5
8	Reading tables and chairs are provided	365	3.01	0.83	2.5
Grand mean		365	2.87	0.76	2.5

Table 1 shows that the mean scores of the library resources available for use by students identified in the study are greater than the criterion mean (2.5) apart from item 3 (computers are provided in the library) whose mean score is less than the criterion mean (2.5). An observation of Table 1 shows that textbooks are the most library resources available for use by students. The mean score of the item is $\bar{x} = 3.05$. The grand mean score ($\bar{x} = 2.87$) shows that the items identified in the study are available for use by students in tertiary institutions in Rivers State. Thus, even though the computers available for use by the students are not enough, the few ones available are judiciously utilized. The standard deviation shows the agreement of the respondents to the library resources available for use by students in the library.

Research Question 2: What are the services provided for students in the library?

Table 2: Services provided to Students in the Library in Tertiary Institutions

S/N	Items/Statements	Responses			
		N	\bar{X}	SD	CM
9	Loan services enable students to borrow books	365	3.06	0.91	2.5
10	Students photocopying information materials they need in the library	365	3.04	0.89	2.5
11	Library borrows information materials needed by students which is not available in the library from other libraries	365	2.98	0.81	2.5
12	Students are referred to other libraries when the information needed by the students is not available in the library	365	2.66	0.61	2.5
13	Library resources are organized for easy location by students	365	2.98	0.82	2.5
14	Internet services is provided for students	365	2.31	0.27	2.5
15	Students are assisted by library staff to locate information needed	365	2.96	0.78	2.5
Grand mean		365	2.86	0.73	2.5

Table 2 shows that the mean scores of the services provided to students in the Library in Tertiary Institutions identified in the study are greater than the criterion mean (2.5) apart from item 14 (Internet service is provided for students) whose mean score is less than the criterion mean (2.5). An observation of Table 2 shows that loan services is the best services provided to students to borrow books. The mean score of the item is $\bar{x} = 3.06$ which are greater than the criterion mean (2.5). The grand mean score ($\bar{x} = 2.86$) shows that the services identified in the study are provided to students in the library.

Research Question 3: What are the students’ reasons for using the library?

Table 3: Reasons for using the Library by Students in Tertiary Institutions

S/N	Items/Statements	Responses			
		N	\bar{X}	SD	CM
16	I use library resources to prepare for examinations	365	3.03	0.87	2.5
17	I use library resources to widen my knowledge	365	3.01	0.84	2.5
18	Library resources are used for relaxation and leisure	365	2.29	0.26	2.5
19	I use library resources to do my assignments	365	2.98	0.81	2.5
20	I use library resources to relate with my friends online	365	2.32	0.29	2.5
21	I use library resources to while away time	365	2.34	0.32	2.5
22	I come to the library to interact with the library staff	365	2.23	0.19	2.5
23	I use the library because there is no space in the classroom	365	2.42	0.39	2.5
24	I come to the library to make photocopies	365	2.65	0.62	
Grand mean		365	2.58	0.51	2.5

Table 3 shows that the mean score of some of the items indicative of the reasons for using the library by students in tertiary institutions in Rivers State identified in the study are greater than the criterion mean (2.5). An observation of Table 3 shows that the reason for using the library by students in tertiary institutions varies. A closer observation of Table 3 shows that the foremost reason for using the library is to prepare for examinations ($\bar{x} = 3.03$). This is followed by the use of the library resources to widen students’ knowledge ($\bar{x} = 3.01$) etc. However, the least reason for using the library is to interact with library staff ($\bar{x} = 2.23$). Other items whose means score are less than the criterion mean (2.5) are item 40 (I use library resources to relate with my friends online, $\bar{x} = 2.32$), item 41 (I use library resources to while away time $\bar{x} = 2.34$) and item 23 (I use the library because there is no space in the classroom, $\bar{x} = 2.42$). The grand mean score ($\bar{x} = 2.58$) shows the reasons students use the library while the standard deviation (0.51) shows the extent of agreement of the students on the reasons for their use of the library.

Research Question 4: What are the retrieval tools used in the library?

Table 4: Retrieval tools used by students in Tertiary Institutions

S/N	Items/Statements	Responses			
		N	\bar{X}	SD	CM
25	I consult catalogue cards	365	2.58	0.54	2.5
26	I make use of bibliographies	365	2.61	0.57	2.5
27	I walk straight to the shelves	365	2.65	0.61	2.5
28	I go to the library staff for help	365	2.67	0.62	2.5
29	I use Online Public Access Catalogue (OPAC)	365	2.53	0.48	2.5
30	I make use of indexes	365	2.56	0.52	2.5
31	Abstracts help me to get needed information	365	2.54	0.49	2.5
Grand mean		365	2.59	0.54	2.5

Table 4 shows that the mean score of retrieval tools used by students in tertiary institutions identified in the study are greater than the criterion mean (2.5). An observation of Table 4 shows that the retrieval tools used by students in Tertiary Institution is item 28 (I go to the library staff for help, $\bar{x} = 2.67$). This is followed by item 27 (I walk straight to the shelves, $x = 2.65$). The

least library resources mostly used by the students is the use of Online Public Access Catalogue (OPAC), $\bar{x} = 2.53$. The grand mean score ($\bar{x} = 2.59$) shows the extent to which the retrieval tools are used while the standard deviation (0.54) shows the extent of agreement of the students on the use of these retrieval tools by students in tertiary institutions.

Research Question 5: What is the level of satisfaction derived by students in using library resources?

Table 5: Satisfaction derived by Students in using Library Resources

S/N	Items/Statements	Responses			
		N	\bar{X}	SD	CM
32	I am happy because the use of the library resources enhances my academic performance	365	3.02	0.94	2.5
33	Whenever I use library resources my level of knowledge is updated	365	3.05	0.96	2.5
34	I like using the library resources because they are current and relevant	365	3.04	0.93	2.5
35	I enjoy using the library resources because they have adequate coverage of my course contents	365	3.01	0.93	2.5
36	I am satisfied with the number of library resources available for use	365	3.04	0.93	2.5
37	The types of library resources available in the library give me joy	365	2.98	0.92	2.5
38	I am comfortable with the library reading rooms	365	2.96	0.89	2.5
39	There are enough reading tables and chairs	365	2.89	0.81	2.5
Grand mean		365	2.99	0.91	2.5

Table 5 shows that the mean score of the level of satisfaction derived by students in using library resources in tertiary institutions identified in the study are greater than the criterion mean (2.5). An observation of Table 5 shows that students derived satisfaction by acquiring knowledge in the library ($\bar{x} = 3.05$) etc. A closer observation of Table 5 shows that students derive the least satisfaction from using the reading tables and chairs provided ($\bar{x} = 2.89$). However, the grand mean score ($\bar{x} = 2.99$) show the extent to which students derive satisfaction by using these library resources, while the standard deviation show the level of agreement among the students on their use of library resources.

Research Question 6: What is the level of satisfaction derived from library services provided to students?

Table 6: Level of Satisfaction derived from Library Services

S/N	Items/Statements	Responses			
		N	\bar{X}	SD	CM
40	Photocopied materials resemble the original	365	2.98	0.93	2.5
41	Staff give students personal assistance	365	3.02	0.98	2.5
42	Referrals letters given to students are honoured by other libraries	365	3.01	0.95	2.5
43	There is high internet connectivity in the library	365	2.43	0.41	2.5
44	Students borrow library materials when they need them	365	2.99	0.94	2.5
45	Library resources are neatly arranged on the shelves	365	2.95	0.91	2.5
Grand mean		365	2.89	0.85	2.5

Table 6 shows that student derived satisfaction from library services identified above except item 43 (there is high internet connectivity in the library) with a mean score of 2.43. This mean score

is less than the criterion mean while the mean scores of the other items are greater than the criterion mean (2.5). Thus, students have derived satisfaction from other library services. An observation of Table 6 shows that item 41 (staff give students personal assistance) give the greatest satisfaction to the students ($\bar{x} = 3.02$). The grand mean score (2.86) shows the extent students derive satisfaction from the library services while the standard deviation (0.85) show the extent of agreement among the students on the satisfaction they derive from the library services.

Research Question 7: What are the challenges encountered in using the library by the students?

Table 7 Challenges Encountered in using the Library by the Students

S/N	Items/Statements	Responses			
		N	\bar{X}	SD	CM
46	Difficulty in retrieving information materials	365	2.86	0.79	2.5
47	The reading hall is not conducive	365	2.69	0.73	2.5
48	Attitude of the library staff	365	2.96	0.89	2.5
49	Poor quality service	365	2.95	0.87	2.5
50	The information materials are not properly arranged	365	2.88	0.81	2.5
51	Inadequate library resources	365	2.99	0.92	2.5
52	The reading tables and chairs are inadequate	365	2.65	0.71	2.5
53	Poor internet service	365	2.94	0.86	2.5
54	Lack of knowledge on library use	365	2.93	0.85	2.5
55	Inability to borrow books for home use	365	2.87	0.79	2.5
Grand mean		365	2.88	0.82	2.5

Table 7 shows that the mean scores of the challenges encountered by students in using the library identified in the study are greater than the criterion mean (2.5). This reveals that the challenges identified in the study affects the use of the library. The grand mean score ($\bar{x} = 2.88$) is also greater than the criterion mean score (2.5). Also, the standard deviation (0.82) shows the agreement among the students on the challenges encountered by students in using the library.

Hypothesis 1: There is no relationship between the use of library resources and students' satisfaction in Ignatius Ajuru University of Education Library.

Pearson Product Moment Correlation method was used in testing this hypothesis as shown in Table 8 below.

Table 8: Relationship between the use of Library Resources and Students' Satisfaction

Variable	N	Σx	Σy	Σx^2	Σy^2	Σxy	R	Cal. t-value	Crit. t-value	Remark
Use of Library Resources (x)	365	624		38937						
Students' Satisfaction (y)			608		36966	34852	0.46	2.438	1.960	Significant

Table 8 shows that the correlation coefficient is 0.46, calculated t-value is 2.438, critical t-value is 1.960 at 0.05 level of significance. Since the calculated t-value (2.438) is greater than the critical t-value (1.960) at 0.05 level of significance, the null hypothesis that "there is no relationship between the use of library resources and students' satisfaction in Ignatius Ajuru University of Education Library" is rejected. This means that the alternate hypothesis is

accepted. The result of this hypothesis is that students' use of library resources significantly relate with their satisfaction in Ignatius Ajuru University of Education Library.

Hypothesis 2: There is no relationship between library services provided and students' satisfaction in Ignatius Ajuru University of Education Library.

Pearson Product Moment Correlation Method was used in testing this hypothesis as shown in Table 9 below.

Table 9: Relationship between the use of Library Resources and Students' Satisfaction

Variable	N	Σx	Σy	Σx^2	Σy^2	R	Cal. t-value	Crit. t-value	Remark
Library Services Provided (x)		619		38316					
Students' Satisfaction (y)	365		604		36481	0.44	2.175	1.960	Significant

Table 9 shows that the correlation coefficient is 0.44, calculated t-value is 2.175, and critical t-value is 1.960 at 0.05 level of significance. Since the calculated t-value (2.175) is greater than the critical t-value (1.960) at 0.05 level of significance, the null hypothesis that "there is no relationship between library services provided and students' satisfaction in Ignatius Ajuru University of Education Library" is rejected. This means that the alternate hypothesis is accepted. The result of this hypothesis is that library services provided relates significantly with students satisfaction in Ignatius Ajuru University of Education Library.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following recommendations are made:

- The management should treat as a matter of urgency, the procurement of journals as current information which is usually found in journals is necessary for students' satisfaction in their use of library resources. More so, there should be a very high level of dependency on journals on the part of the students knowing well that they will depend on them for various researched.
- Students should be sensitized on frequent use of library through library and user education programmes organized by the library. Students are to use the library continually to enhance every aspect of their lives and not only for examination purposes.
- There is need for more computers to be provided in the Ignatius Ajuru University of Education library. This is a digital era and university libraries cannot afford to work without digital technologies. Internet services should be provided for students in the library. This will help enrich the services provided in the library.

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