

## Postgraduate Students' Expectations and Perceptions on Quality of Service Provision by University Libraries in Nigerian Universities: Evidence Based Investigation

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**Abstract** - This study investigates the postgraduate students' expectations and perceptions about quality of service provision using the three (3) dimensions of LibQUAL model. These are the use of information resources, library facilities, and services. Using the three dimensions, the researchers evaluate and reports the situation of the university libraries with regard to postgraduate students of the Federal universities in Northwestern Nigeria. Quantitative research methodology was used, using survey research design. Four hundred and ten (410) copies of questionnaire were administered to the postgraduate students in the four (4) Federal Universities in Northwestern Nigeria. Three hundred and sixty-seven (367) questionnaire were completed, returned and found usable which represents 89.6%. Data collected were analyzed using descriptive analysis through the use of frequency and percentages. Inferential statistics through the use of Pearson Correlation was used to test the hypotheses using SPSS version 20.0. In conducting the test, 0.05 was used as the level of significance. Findings of the study revealed that postgraduate students expect the university libraries to provide them with quality service delivery that meet their research needs. It also found that postgraduate students perceived the quality of services provided as satisfactory. It also identified some challenges associated with quality of service provision in the university libraries. However, the study recommends that there is a need for improvement on various aspects of quality service delivery in order to meet customers' needs and expectations in the libraries of Federal Universities Northwestern Nigeria.

**Keywords:** Quality of Service, Expectations, Perceptions, Resources & Facilitie, User studies, Nigerian Universities

### Introduction

University libraries always persuade and implement new programmes and services with the view that they would satisfy expressed or unexpressed needs of library users. The users visit library with specific purpose in mind. The purpose may be to borrow a document, search information either in document or through Internet, study and read within the library or use any specific facility or service offered by the library. This specific purpose determines the expectation of the library user. The users of any library look forward to receive expected quality service from their libraries. If expectations are fulfilled, the users are satisfied and if the library does not meet the expectations, the users are not satisfied. Academic libraries,

being one of the service providing organizations, are designed to acquire resources and facilities in order to generate and provide different type of services to their users. The value of the library mostly hinges on the quality of services rendered to those who use the system either manually or through remote locations (Asogwa, Asadu, Ezema, Ugwu, & Ugwuanyi, 2014). Therefore, knowledge about users' perception on quality of library services is important more especially for the academic libraries.

To satisfy library users, the academic libraries need to modify and restudy the concept of quality, which mostly depends upon the customers, and stakeholders of the library (Shodele, 2013). Satisfaction is the result of fulfilling expectations. For any service organization, the satisfaction of the customer is the ultimate aim. Customers on the basis of their experience and image of the organization expect a certain level of service. When initial expectations are met, customers are satisfied for some time. Thus, users' perceptions play an important role in determining customer satisfaction and quality of service provision. Satisfaction, on the other hand, is the result of fulfilling expectations which drive from perceptions.

The researchers adapted LibQUAL model to assess quality of service provision and customers' satisfaction based on three dimensions of service quality: information resources, library facilities and the services rendered. The information resources dimension is concerned with whether the library's collections are adequate and current to meet customer needs and expectations; the library facility dimension is concerned with the functionality and adequacy of facilities in academic libraries; and the service rendered dimension is concerned with the perceptions of customers about services offered including library staff competency and helpfulness. The implications of using this model in assessing quality of service and customer satisfaction from the customers' perspective include knowing about customers' perceptions on quality of service, trying to meet and manage customers' expectations, improving quality management by identifying areas that have weaknesses in terms of satisfying customers' needs.

It is against these backdrops that the researchers investigated quality of service provision and customers' satisfaction in academic libraries from customers' perspective as well as the challenges associated with quality of service provision in academic libraries. This research is quantitative and qualitative in nature using explanatory mix method design and collected quantitative data from the respondents and qualitative data from the participants. Quantitative data was collected and analyzed using table, frequency, percentages as well as inferential statistics.

### **Statement of the Problem**

Academic libraries are service providing organizations. They are established to support the tripartite functions of teaching, learning, and research activities in higher institutions of learning thereby having a very vital role to play in meeting the multidimensional expectations and needs for information and knowledge of its students, teachers and research scholars. Normally, users developed an inner desire for services required which is caused by external influencing factors as such they expect the service providers to meet their demands in order to satisfy their needs.

Therefore, the quality of the library mostly hinges on the service quality given to those who use the system either manually or through remote locations. The study of information seeking behavior of library users revealed that the use of information resources, library facilities and

services provided has great impact on customers' perceptions (Saikia & Gohain, 2013). Hence, it is expected that academic libraries should be able to provide different types of information resources that are current, adequate and relevant to the users; provide functioning facilities; and render befitting services for effective utilization by the users. Thus, when users come into contact with library services, they will be able to relate their experiences.

Satisfying users' needs in the academic libraries has been the primary objective of both the libraries and the librarians. Every year, new students come to the university with different needs and expectations. Besides, new technology, databases, and more innovative systems for accessing information, have made the library more complicated and challenging for librarians and users alike. The unfriendly treatment from library staff towards users, under-utilization of information resources by library users, infrequent visitation to the libraries by some users, poor internet connection, the abundance of information resources available on the public internet, lack of skills in the use of electronic resources, inadequate/non-functioning of some library facilities, unfriendly user conveniences, coupled with other competitive sources of information that seem to be threatening the role of university libraries, all contributed towards user's dissatisfaction in academic libraries.

It is the duty of the academic libraries to conduct periodic study of library users to know the users' level of satisfaction with library information resources, facilities, and services rendered with the aim of determining the strengths and weakness of services provided in order to improve and ensure customers' retention in academic libraries. It is in the light of the above that the researchers investigated the quality of service provisions to postgraduate students by academic libraries.

### **Research Objectives**

The study;

- To determine the postgraduate students' expectation of their libraries with regard to the provision of information resources, facilities and services.
- To identify the types of services used by the postgraduate students in the university library under study.
- To determine postgraduate students' perception about quality of services provided by the university libraries under study.

### **Review of Related Literature: The Concept and Significance of Quality of Service**

Edvardsson (2008) described the concept of service from the customer's perspective. According to him, it is the customer's total perception of the outcome which is the 'service' and customer outcome is created in a process, meaning service is generated through that process. According to Lovelock (2011), services are economic activities that create value and provide benefits to the client at specific times and in specific places as a result of a desired change in, or on behalf of, the one that receives the service. The significance of service is that it provides great opportunities for both the customers and service providers, where service providers know their consumers' expectations and perceptions while customers' benefits with effective service delivery. The components of the service sector are wide and varied. For example, the service sector includes personal care services, education services, Medicare services, communication services, tourism services, hospitality services, banking services, insurance services, transportation services, library services, consultancy services; etc (Blixrud, 2002).

Sivakumar and Dominic (2013) defined quality as fitness for purpose. Quality is the degree or grade of excellence and so on possessed by a thing (Oxford English Dictionary, 2016). The significance of quality, as the basis and the mean for providing competitive advantage, is pointed out by customers, since they prefer to express their needs and demand from the enterprises to keep their promises (Pešić, Milić, & Stanković, 2012). This implies that, quality has different conceptual meaning which has to do with meeting the needs and expectations of users. Excellence in service is what the users are always after for in product or services rendered. If a user feels that a particular organization or academic library can satisfy his/her thirst for information required, he or she will keep on visiting such a library for more of its services. As such, it is established that the issue of quality should not be compromised in university libraries.

Service is a process-oriented concept (Shodele, 2013). Therefore, the measurement of the quality of services is based on how the services are performed and received by the customers. The customer judges the quality on the basis of performance during the service delivery. Sasser, Olsen and Wyckoff (2005) have identified three most important components to evaluate the performance of service i.e. *materials, facilities and personnel*. Nitecki (2001) stressed that, the traditional indicators which were used to measure the quality of service in university libraries were counting interlibrary loans, user statistics or percentages of reference questions answered correctly, size of collections, number of books consulted which have become outdated when meeting the demands and aspiration of modern society and university communities.

To this end, both service and quality have different conceptual meanings. The service has both tangible and in-tangible aspects which have some values to the one receiving it and the significance of service to the one receiving it is to have effective service delivery while the service providers have the opportunity of knowing their users' expectations and perceptions. On the contrary, quality could be seen as quest for excellence in the services provided while the significance of it is that users have the opportunity to express their needs and demands from the service providers to keep their promises. Thus, quality of service can be seen as the difference between customers' expectation for service performance prior to the service encounter and their perception on the services received.

### **Customers' Expectations of Quality of Service provision**

The users visit a library with specific purpose in their mind. The purpose may be to borrow a document, search information either in document or through Internet, study and read within the library campus or use any specific facility or service offered by the library (Shodele, 2013). This specific purpose determines the expectation of the library user. The users of any library look forward to receive expected quality service from the library. If expectations are fulfilled, the users are satisfied and if the library does not meet the expectations, the users are not satisfied (Adeniran, 2011). Therefore, to satisfy the users of any library, it is necessary for all librarians to know the expectations of the library users. Similarly, to provide high quality and relevant services to library users, it is required to establish an ongoing relationship with the library users in order to learn about their needs and expectations (Shodele, 2013). The review of the literature established that users developed an inner desire for a services required as such they expect the service providers should meet their demands in order to satisfy their needs. Expectations are regarded as predictions by customers about what is likely to happen during a particular transaction while in service quality literature, they viewed it as desires or wants of consumers, that is, what they feel a service provider 'should' offer rather than

‘would’ offer. In university library, students and administrators of the faculty are the customers or patrons or users and it is important to know that expectations are notions or pre-trial beliefs about product or services (Calvert, 2008).

The gap established is that, the quality of services provision depends on the extent to which customer expectations are matched with information resources, library facilities and services delivered by the university libraries. Therefore, in order to meet users’ expectations, it is necessary for all university libraries to provide high quality and relevant services to its actual and potential users. It is also required to establish an ongoing relationship with the library users in order to learn about their needs and expectations.

### **Types of information resources, Services and facilities provided or used in University Libraries**

University libraries are set-up to support the functions of teaching, learning, and research activities in higher institution of learning. As such they are expected to provide different types of information resources, facilities and services to their users for effective utilization in line with the vision, mission and objective of their parent institutions. Maidabino (2008) however identified the following information resources that should be available in the university libraries for students which include books, films, sound and video recording, maps, photographs, pictures, CD- ROMs, computer studies in pursuing their studies in the university. Impliedly, Information resources could be seen as both printed and non-printed materials that are available in the university libraries such as books, journals, e-resources, e-books, e-journals, CD ROMs, DVDs, magazines, games, facilities and equipment, computers, internet, wireless devices, routers, audio-visual materials, atlases and maps, subscribed online databases as well as bibliographic databases and so many others.

Chakrabarti and Pramanik (2014) pointed out the type of services provide in university libraries which includes Current Awareness Service (CAS), Selective Dissemination of Information (SDI), interlibrary loan, access to national and international databases through internet or other network, attending reference queries and reference service over phone, fax or personal contact. University libraries in addition should be able to carry out the following services: Circulation services, Inter-library loan services, Reference and Information services, Current awareness services, Selective Dissemination of Information (SDI), User-Education, Literature searching, Compilation of bibliographies, Indexing and abstracting services, Knowledge management services, Preservation and conservation services, Bindery services, Information literacy services, Information media literacy, Archiving services, Preservation services, Bibliographic services, Consultancy services, Photocopying/reprographic services, Publication of guides to the library, Compilation and maintenance of statistics, E-library services, Translation services, Statistical data analysis services, Internet services, Book editing services, Book end support etc (LRCN, 2014) as these would support and expand the teaching, learning and research capabilities in universities.

The physical facilities like study room, furniture for seating, air conditioners, ventilation, space arrangements, comfortable and inviting location, signage, aesthetic, lighting, seating arrangement (Krydilliou, 2001) are considered as some of the important facilities expected to be found in the university library building and its environment. These facilities are used by the users during service transactions in the libraries. Library facilities are the materials needed in the library to facilitate learning. Gama (2007) categorized some of the facilities found in university libraries as computing facilities and services, film /tape based facilities –

microfiche reader, micro card reader, video machine, reproduction facilities- photocopying machine, duplicating machine, telecommunication facilities- telephone, GSM, Telex, telegram, Fax machine, satellite, broad casting facilities- radio, television, cable transmission.

### Customers’ Perceptions about Quality of Service Provision

Perception is an opinion about something viewed and assessed. It varies from customers to customers as every customer has different beliefs towards certain services or products received. Shodele (2013) pointed out that, customer perception is subjective, but it provides some useful insights for organizations to develop their marketing strategies. He emphasized that, providing high level of quality service become the selling point to attract customers’ attention and is the most important driver that leads to satisfaction. Therefore, customer perception and customer satisfaction are very closely linked together, because if the perceived service is close to a customer’s expectations, it leads to satisfaction. Customer perception and customer loyalty, are the main concerns of the nowadays service-oriented organizations, which improve organization’s performance and translate into more profits.

### Methodology

This study adopted the quantitative research methodology using survey research design. The population of the study consisted of sixteen thousand, five hundred and seventy-eight (16,578) postgraduate students who registered with the library in all the four (4) Federal Universities in North-Western Nigeria within the period of 2012/2016 academic session, irrespective of their fields of study. Simple random sampling technique method was used in selecting the sample size of 161 postgraduate students from Ahmadu Bello University Library, Zaria, 130 PG students, Bayero University Library, Kano. Eighty-five (85) PG students, Usman Danfodio University Library and Thirty-four (34) PG students, Federal University Library, Dutse, Other Federal Universities were excluded because they were not offering postgraduate programs as of the time of this study. The data collected were analyzed using descriptive statistical analysis using tables to show the response rate with percentages and frequencies. The responses were extracted, collated and coded using the Statistical Package for the Social Sciences (SPSS) version 20.0 to analyze the data collected for this study.

### Findings, Analysis and Discussion

Four (4) federal universities that were offering postgraduate programmes were selected to participate in this study. A total of four hundred and ten (410) copies of questionnaire were administered to postgraduate students who visited to use their academic libraries in their respective universities. Three hundred sixty-seven (367) were duly filled, returned and found useful which represent 89.4%.

**Table-1: Response Rate**

S/N	Federal Universities in Northwestern States	Questionnaire Administered	Questionnaire Returned	(%)
1	Ahmadu Bello University, Zaria.	161	146	35.6
2	Bayero University, Kano	130	119	29.0
3	UsmanDanfodio University, Sokoto	85	74	18.0
4	Federal University Dutse	34	28	6.8
	<b>Total</b>	<b>410</b>	<b>367</b>	<b>89.4</b>

Table-1, shows that a total of 410 copies of the questionnaire were administered to postgraduate students in selected four Federal Universities in Northwestern states by the researchers, out of which 367 copies were duly completed, returned and found useable for the analysis which represents 89.4%. The remaining 43 copies of the questionnaires not returned count for 10.6%, which is insignificant when compared with the response rate of 89.4% which is significant enough for analysis in this study. This corroborates Osuala (2005), who said that, the higher the number of response rate, the more credible the findings of the study. Hence, the response rate was adequate enough for analysis in the study because it was appreciable and would give affirmation to the findings of the study. This implies that, the returned questionnaires were good enough to generate the needed data for the study.

### Demographic Characteristics of the Respondents

This section presented bio-data of the respondents which was collected under the following; Gender, Age and educational levels of the respondent.

**Table-2 Demographic Characteristics of the Respondents**

Gender			Educational Level			Age		
Options	Freq	%	Options	Freq	%	Options	Freq	%
Male	211	57.5	Postgraduate Diploma	60	16.3	21 – 30 years	33	9.1%
Female	156	42.5	Master’s Degree	208	56.7	31 – 40 years	156	42.5%
-	-	-	M. Phil	31	8.4	41 – 50 years	122	33.3%
-	-	-	PhD.	68	18.5	51 – 60 years	52	14.3%
<b>Total</b>	<b>367</b>	<b>100</b>	<b>Total</b>	<b>367</b>	<b>100</b>	61years /above	4	0.8%

Table-2, shows the demographic information of the postgraduate students under study. Based on the gender of the respondents, the table reveals that more than half; 211 (57.5%) of the respondents were males and 156 (42.5%) were females. This shows that majority of the postgraduate students in the universities studied were males. Furthermore, in terms of their educational level of study, the table reveals that more than half 208 (56.7%) of the respondents possessed master’s degree, followed by PhD students 68 (18.5%), then postgraduate diploma students 60 (16.3%) and 31 (8.4%) who were M.Phil students. The table also showed that, less than half 156 (42.5%) of the postgraduate students were between the ages of 31-40 years, followed by 122 (33.3%) who were between the ages of 41 – 50 years. 52 (14.3%) of the respondents were between the ages of 51-60 years, 33 (9.1%) 21 – 30 years of age and only 4 (0.8%) 61 years and above. It shows that most of the respondents were between the ages of 31-50 years of age which implies that majority of the postgraduate students were young. Finding revealed that, majority of the postgraduate students in the universities studied were males while more than half of them possessed master’s degree this is followed by PhD students and most of them were between the ages of 31-50 years.

### Customers’ Expectations on the Quality of Services Provided in Academic Libraries

Respondents were asked to rate what they expect the academic library should provide them with in terms of information resources, facilities, and services rendered using the 5 point likert scale Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2) and Stronger Disagree (1). Table 4.4 presents their responses.

**Table-3: Customers Expectations from Academic Libraries on Quality of Services**

Statements	SA (5)		A (4)		NS (3)		D (2)		SD (1)	
	F	%	F	%	F	%	F	%	F	%
I expect the quality of information resources (both print and non-print) provided should meet my research needs	288	78.5	76	20.7	3	0.8	0	0.0	0	0.0
I expect the quality of facilities provided should meet my research needs.	286	77.9	80	21.8	1	0.3	0	0.0	0	0.0
I expect the quality of services rendered should meet my research needs.	301	82.0	66	18.0	0	0.0	0	0.0	0	0.0

Table -3 indicates higher levels of expectations from the academic libraries. The dimension with the highest expectation score was found to be 301 (82.0%) where the respondents expected the quality of services rendered should meet their research needs, this is followed by 288 (78.5%) where the respondents expected the quality of information resources available in the academic libraries to meet their research needs and then 286 (77.9%) respondents expected the quality of library facilities available should meet their research needs.

Finding revealed that majority of postgraduate students have high expectations on quality of service provision in academic libraries more especially on services dimension then followed by information resources and library facilities. To answer the research question on what are the postgraduate students' expectations from the university libraries on quality of service provision, postgraduate students expected that the university library should be able to provide quality information resources, facilities and befitting services that meet their research needs.

**Types of Services Used by the Postgraduate Students in University Libraries regarding Information Resources, Services and Facilities.**

This section addressed the research question raised by the researcher on what types of services are used by the postgraduate students in the university library. Table 4.4 presented the data.

**Table-4: Types of Services Used by Postgraduate Students**

S/N	Types of Services Used	Yes (1)		No (2)	
		F	%	F	%
1	I make use of Textbooks	365	99.5	2	0.5
2	I make use of Journals	347	94.6	20	5.4
3	I make use of e-books/e-journals	220	59.9	147	40.1
4	I make use of Audio visual materials (e.g. motion pictures, audio cassettes etc)	76	20.7	300	75.7
5	I use Internet/Wireless service	287	78.2	80	21.8
6	I use Reference Services.	318	86.6	49	13.4
7	I use Circulation Services	258	70.3	109	29.7
8	I use Serial Services.	189	51.5	178	48.5
9	I make use of library personal computer (PC).	109	29.7	258	70.3
10	I make use of printing facility.	285	77.7	82	22.3
11	I make use of photocopy facility.	189	51.5	178	48.5
12	I make use of library furniture.	301	82.0	66	18.0

As showed in table-4 above, majority 365 (99.5%) of the respondents indicated that they used Textbooks, this is followed by journals 347 (94.6), more than half 189 (51.5%) of the respondents make used of e-book/e-journals and only few 76 (20.7%) make use of audio



visual materials. Similarly, majority 287 (78.2%) of the respondents make use of Internet/wireless services, this is followed by 318 (86.6%) make use of reference services, circulation services 258 (70.3%) and serial services 189 (51.5%). Less than half 109 (29.7%) make use of library computers, majority 285 (77.7%) used printing facility, followed by photocopy facility 189 (51.5%) and 301 (82.0%) used library furniture.

Findings revealed that, postgraduate students make use of library information resources particularly textbooks, journals and e-resources. It also revealed that, majority of postgraduate students used reference services, internet/wireless services, circulation and serial services respectively. There was also high use of library facilities by the majority of the postgraduate students more especially in the area of library furniture, printing facilities, photocopying facilities as well as library computer systems. This implies that, postgraduate students make use of library information resources, services and facilities provided for them.

**Customers’ Perceptions on the Quality of Services Provided in University Libraries**

Respondents were asked to rate their perception on quality of services provided in their academic libraries in terms of information resources, facilities, and services rendered using the 5 point likert scale Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2) and Stronger Disagree (1). Table 4.5 presents their responses.

**Table-5: Perception on Quality of Services provided in University Libraries**

Quality of Services	SA (5)		A (4)		NS (3)		D(2)		SD (1)	
	F	%	F	%	F	%	F	%	F	%
<b>Information Resources</b>										
The library purchased new and current information resources that are relevant to my research needs.	12	3.3	257	70.0	38	10.4	58	15.8	2	0.5
The information resources I need are in their proper places on the shelves.	34	9.3	253	68.9	45	12.3	15	4.1	20	5.4
<b>Library Facilities</b>										
The library has modern equipment.	22	6.0	180	49.0	11	3.0	8	2.2	146	39.8
The library has functioning facilities	10	2.7	167	45.5	14	3.8	10	2.7	166	45.2
The library building and its environment is always clean and neat.	12	3.3	209	56.9	128	34.9	18	4.9	0	0.0
<b>Library Services</b>										
The library regularly updates me about library services.	4	1.1	38	10.4	111	30.2	198	54.0	16	4.4
Working hours of the library is convenient to me.	9	2.5	278	75.7	1	0.3	46	12.5	33	9.0
The library staff treats users in a polite way and show willingness to help them.	31	4.8	179	48.8	12	3.3	137	37.3	8	2.2
Library services are provided in the promised time.	2	0.5	5	1.4	175	47.7	1	0.3	184	50.1

Table-5 showed respondents' perception on the quality of services provided on three dimensions. Majority 257 (70%) of the respondents agreed that the library purchased new and current information resources that are relevant to their research needs. More than half 253 (68.9%) perceived that the information resources they need are in their proper places on the shelves in the library. Less than half 180 (49.0%) agreed that the library has modern equipment while 167 (45%5) agreed that the library have functional facilities. More than half 209 (56.9%) agreed that the library building and its environment were always clean and neat. Moreover, majority 278 (75.7%) agreed that the working hours of the library was convenient to the users While, half 184 (50.1%) of the respondents disagreed that the library services are provided in a promised time. Also, half 198 (54.0%) disagreed that the library regularly updates users on library services while less than half 179 (48.8%) agreed that the library staff treats users in a polite way and show willingness to help users.

Findings revealed that, the university libraries acquired current information resources which are properly arranged on the shelf for easy access. Postgraduate students also agreed that the libraries were always neat and the working hours are convenient to the users. Majority of the respondents perceived that the libraries do not provide information services in a promised time but they agreed that the library staff treats users in a polite way. It implies that the university libraries provided information resources that met customers' needs and expectations. To answer the research question on what are postgraduate students' perceptions from the quality of services provided by the academic libraries, it revealed that customers perceived that the quality of information resources was higher than that of facilities and services in the university libraries under study.

### **Hypotheses Testing**

This section presented the outcome of the inferential analysis employed to test the null hypotheses generated for the study. Pearson Correlation was used for the test. The researcher used 0.05 as the level of significance for testing the hypothesis; which stated that if the p-value is greater than 0.05 the null hypothesis is accepted and the alternate one rejected thus indicating there is no significant relationship between the dependent and independent variable. However, if the p-value is less than or equal to 0.05 the null hypothesis is rejected and the alternate hypothesis will be accepted indicating that there is a significant relationship between the dependent (customer satisfaction) and independent (information resources, facilities, and services rendered) variable. The findings are presented as follows on the relation between customer satisfaction and quality of information resources; quality of library facilities; and quality of service rendered in academic libraries.

### **Hypotheses Correlations of Quality on Customer Satisfaction and Quality of Service Provision**

**Ho1.***There is no significant relationship between customer expectation and use of services in the university libraries.*

The relation between customer expectation and use of services in university libraries was tested and the results were summarised in Table 4.16 below.

**Table-6: Hypotheses Correlations of Quality of Information Resources**

		Customer Expectation	Use of Service
Customer Expectation	Pearson Correlation	1	.979**
	Sig. (2-tailed)		.000
	N	367	367
Use of Services	Pearson Correlation	.979**	1
	Sig. (2-tailed)	.000	
	N	367	367

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table -6, it showed that p-value (0.000) is less than 0.05 which signifies that the null hypothesis is rejected and alternative hypothesis accepted. Thus, the null hypothesis of no significant relationship was rejected implying that there is a significant relationship between customer expectation and use of services in university libraries. This implies that, the customer expectations in university libraries have significant impact on use of services which means academic libraries should not compromise on the quality of services provided in order to highly satisfy their customers.

### Hypotheses Correlations of Quality of Library Facilities and Customer Satisfaction

**Ho2.** *There is no significant relationship between use of service and customer perception in university libraries*

The relation between use of services and customer perception in university libraries was tested and the results were summarised in the Table 4.17 below.

**Table-7: Hypotheses Correlations of Quality of Library Facilities**

		Use of Services	Customer Perception
Use of Service	Pearson Correlation	1	.960**
	Sig. (2-tailed)		.000
	N	367	367
Customer Perception	Pearson Correlation	.960**	1
	Sig. (2-tailed)	.000	
	N	367	367

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table -7 reveals that p-value (0.000) is less than 0.05 which signifies that the null hypothesis is rejected and alternative hypothesis accepted. Thus, the null hypothesis of no significant relationship was rejected implying that there is significant relationship between use of services and customer perception in university libraries. This implies that, the use of services in university libraries has significant impact on customer perceptions which means university libraries should not compromise on the quality of library services in order to highly satisfy their customers.

### Discussion of Findings.

The discussion was done in line with the findings of the study based on variables and sub-variables. The findings of this study showed that there were more male postgraduate students who regularly kept on visiting the university libraries than their female counterparts. It also

revealed that postgraduate students who regularly patronized the university libraries were masters' and PhD students and it was assumed that they were involved in active research activity that was why they regularly visited the university libraries. Moreover, majority of the postgraduate students are within the ages of 31-50 years of age. This corroborates Ijiekhuamhen, Aghojare, and Ferdinand (2015); (Busselle et al., 1999; Teo, 2001; Chong, 2002; Bar-Ila et al., 2003).

The finding revealed that postgraduate students expected the university library should be able to provide them quality information resources, facilities and befitting services that meet their research needs. They also have high expectations from the university libraries where it evidently showed that the service dimension is higher. This finding corroborate Eze and Uzoigwe (2013) which indicated that users expect the university libraries to provide a variety of information and reading resources in traditional, print and electronic formats in support of teaching, learning and research in the universities. It is also in line with what Maidabino and Ladan (2015) asserted that, for university libraries to meet their users' needs, they must provide standard information resources in form of print and non-print. Also, Nimsomboon and Nagata (2003) found that university users have very similar expectations of services.

Findings revealed that, postgraduate students make used of library information resources particularly textbooks, journals and e-resources. It also revealed that, majority of postgraduate students used reference services, internet/wireless services, circulation and serial services respectively. There was also high use of library facilities by the majority of the postgraduate students more especially in the area of library furniture, printing facilities, photocopying facilities as well as library computer systems. This implies that, postgraduate students make used of library information resources, services and facilities provided for them. This finding corroborates with Maidabino (2013) who observed that university libraries in the northwestern zone of Nigeria commonly provided answering reference questions, library orientation, referral, photocopy, printing, internet, display of new arrival services and the study also found that some services were not provided by these libraries.

Findings revealed that, the university libraries acquired current information resources which are properly arranged on the shelf for easy access. Postgraduate students also agreed that the libraries were always neat and the working hours are convenient to the users. Majority of the respondents perceived that the libraries do not provide information services in a promised time but they agreed that the library staff treats users in a polite way. It implies that the university libraries provided information resources that met customers' needs and expectations. To answer the research question on what are postgraduate students' perceptions from the quality of services provided by the university libraries, postgraduate students perceived that the quality of information resources was higher than that of facilities and services in the university libraries under study.

## **Conclusion**

The purpose of this study is to enable the university libraries to improve on their quality of services provision as well as increase customer satisfaction in the university community. This study presented information on the customers' expectations and perceptions towards the quality of service provision in university libraries using three (3) dimensions: information resources, library facilities, and services. There is general need for improvement on these dimensions as users also hold negative perceptions about quality of services provided. The findings of the study can be an important input to the management of the university library as

decisions can be made based on research. The statistical information and analysis can be used to plan for improvement or for policy planning and development.

### **Recommendations**

Based on the findings of this study, the following recommendations were made for good quality of service provision in university libraries:

- There is need for university libraries to provide postgraduate students with quality information resources, facilities and befitting services that meet their research needs as they hold high expectations from these university libraries.
- There is still compelling need for university libraries to provided postgraduate students with current and relevant information resources as well as additional functioning facilities that will meet their research needs.
- Despite the fact that, postgraduate students hold positive perceptions on quality of service these university libraries, there is need for general improvement on three dimensions of quality of service.

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