

Users' Access, Utilization, and Satisfaction with Library Resources, Services, and Facilities in a Selected Academic Library

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Abstract. The study sought to evaluate the status of access, utilization, and satisfaction with the library resources, services, and facilities. Likewise, it ascertained if utilization has a significant relationship with satisfaction. A sample size of 351, representing 20% of the population, was selected through random sampling. The respondents were the 31 faculty members and 320 students who have visited the library. An online survey using a Google Form questionnaire was used. Data were analyzed using frequency, percentage, mean score, and Pearson's *r*. The study results showed that almost all faculty and student respondents have accessed the library's resources, services, and facilities. This effort resulted in a very high utilization and satisfaction level. Notedly, faculty members visit the library, avail varied services, and utilize resources in various formats as their primary tool, particularly in developing their course outline, preparing lectures, searching a topic for giving assignments/projects, preparing handouts for students, looking for supplementary reading material and knowing the variety of material available in the library to guide students. The library's high utilization and satisfaction rating create an excellent reputation attributed to its good service philosophy, relevant and appropriate physical set-up, and sufficient collection in quantity, depth, diversity, format, and currency to support the research and teaching mission of the institution.

Keywords: Access; Utilization; Satisfaction; Resources; Services; Facilities.

1.0 Introduction

The academic library has been described as the "heart" of the institution or learning community, providing a place for students, faculty, and other library users to research and advance their knowledge. It is vital to the educational process because it supports curricula, teaches information literacy, and fosters critical thinking skills. According to Singh & Arora (2015), a library must have appropriate resources like information resources, staff, space, etc., to successfully play its role in the institution. Its purpose is to enable users to access and use its resources (Agyeiku & Agyeiku, 2021). Likewise, its essential function is to develop and provide effective services and modern facilities to meet the users' diverse expectations and needs (Marjaei et al., 2022). It is a must for every academic library to meet its users' information needs and provide them with the right and quality information resources and services. Boakye (2018) stated that the extent of user satisfaction with the resources and services provided by academic libraries justifies their existence.

CHMSC-FT Library is a learning center under the umbrella of academic libraries that primarily aims to provide its academic community with essential and appropriate services, required facilities, and a balanced collection of materials and resources necessary to meet the current and future needs of school programs and user's informational, instructional, and personal requirements. It assumes a pivotal role in institutional development through its commitment to achieving success and efficient delivery of services in various aspects of institutional

instruction, research, and public service (Library Operational Manual, 2019). To fulfill this goal, CHMSC-FT Library continuously enhances its collection to provide clientele with print, non-print, and electronic materials. It provides various services to facilitate maximum utilization of the developed collection.

Moreover, there is a need to conduct a research study to prove that librarians are on the right track in offering programs and providing services and environments parallel to the academic community. According to Ezeala and Yusuff (2019), "It is natural for humans to evaluate things, events, and other people around them. Libraries are also included in this practice. Hence, the results of this evaluation could help the management determine its strengths and weaknesses. By identifying its weaknesses, it can recommend ways to improve its services to satisfy the users' information needs.

This study aimed to assess the CHMSU-FT Library in terms of user's access to resources, services, and facilities, the extent of utilization, and their overall satisfaction. Likewise, it will determine if significant relationship exist between utilization and satisfaction.

2.0 Methodology

2.1 Research Design

The study employed the descriptive-relational method. The descriptive design was used to measure the status of access, extent of utilization, and level of satisfaction of students and faculty members who use the onsite library services. Likewise, correlation was used to ascertain if a significant relationship occurs between the utilization and satisfaction of library users.

2.2 Research Locale

The study was carried out at a state university in Bacolod City.

2.3 Research Participants

The research participants were 31 faculty members and 320 second to fourth-year students of Carlos Hilado Memorial State University-Fortune Towne Campus. Stratified random sampling using an online random number generator was considered.

2.4 Research Instrument

This study used a researcher-made survey questionnaire. The instrument was subjected to validation by five (5) experts in the fields of research and library and information science using the Good and Scates Validity Instrument. Moreover, reliability testing of the instrument was conducted on thirty (30) library users of the Alijis Campus. The Cronbach's alpha (α) result is 0.951, indicating a high-reliability coefficient.

2.5 Data Gathering Procedure

The researchers formally sent a request letter to the College Dean of the campus seeking approval to conduct the study. Likewise, the letter was sent to the Registrar to request the enrolment data to determine the sample size. Using Google form, the researcher-made survey questionnaire was conducted on 31 faculty members and 320 second-year to fourth-year students of Carlos Hilado Memorial State University – Fortune Towne Campus. Stratified random sampling using an online random number generator was considered. All completed surveys were collected, consolidated, and tabulated. Data collected were analyzed using appropriate statistical tools such as frequency, percentage, Mean, and Pearson r. Statistical findings were presented, interpreted, and analyzed in tabular form.

2.6 Ethical Considerations

Ethics in research were considered by asking for approval on the study's conduct, seeking the participants' consent during the survey, and discarding the data after completion of the study.

3.0 Results and Discussion

3.1 Access to Library Resources, Services, and Facilities

Table 1 presents the respondents' status of access to the resources, services, and facilities of the library. In terms of resources, 89.3% of the faculty and 94.1% of student respondents have accessed books on professional subjects.

Data also shows that 29% of the faculty and 97.8% of students accessed books on general education. The low percentage of faculty access is attributed to only six (6) respondents from the General Education department. Notedly, both users (faculty = 96.8%; students = 97.2%) have accessed other references such as dictionaries, encyclopedias, and atlases. Fiction books were also accessed by 87.1% of faculty and 92.2% of student respondents. In terms of periodicals, all (100%) faculty members accessed the journals, magazines, and newspapers available in the library. Data further shows that student respondents have access to journals (92.2%), magazines (95.9%), and newspapers (91.3%), respectively. With regards to e-resources, nine in every ten faculty members (95.5%) and students (91.6%) accessed the e-journals subscription. Additionally, eight in every ten users accessed e-books (faculty = 87.1%; students = 88.8%) and other educational resources, with 80.6% for faculty and students.

The percentage of varied resources accessed by faculty members and students implies that the library has adequate materials in quantity, quality, depth, formats, and currency for their educational needs. The availability of these materials triggers the users to access them, appreciate their value, and use them to satisfy their information needs. The result affirms Aldrich (2018) and Soulen et al. (2020) that the library shall maintain a point of accessible resources that promotes equity so that everyone has a chance to acquire critical thinking and problem-solving skills.

Moreover, as to services, it is found that all or 100% of faculty respondents could access the circulation and internet services. In comparison, only 3 (9.7%) and 2 (6.5%) had yet to access the online public access catalog and mobile learning services, respectively. In the case of students, 98.8% had accessed the circulation services, 98.4% on the printing services, and 98.1% on the photocopy services. In the case of student respondents, almost all accessed the circulation services (98.8%), printing services (98.4%), and photocopy services (98.1%). Nevertheless, though the number is negligible, it is noted that there are 26, or 8.1%, who did not access the Online Public Access Catalog (OPAC), 17, or 5.3%, on mobile learning services, and 10, or 3.1% on library instruction like orientation or the information literacy program, InfoFEED. The findings imply that almost all faculty and students have access to the services offered in the library. This variety of services aids the academic community in their teaching-learning process.

The high result is that library management successfully establishes a service culture where library personnel effectively and efficiently provide relevant services to advance the library's mission. As Lance and Kachel (2018) asserted, student achievement is boosted when schools have high-quality library programs and librarians who share their expertise with the entire community. Also, the finding confirms the statement of the American Association of School Librarians (AASL) (2018) that by ensuring continuous access to library services, members of the academic community that have access to it meet a variety of needs and interests, enabling lifelong learning.

As to facilities, data shows that all (100%) faculty respondents have accessed the circulation section/area. The table shows that nine out of every ten faculty members have accessed the Reserve Section and General Reference Section with 96.8% and the Filipiniana Section, Graduate School Library, Computer Units, and tablet with 93.5%. As to carrels, one of the amenities found in the library lobby, eight in every ten faculty have access to it. Considering the student respondents, data shows that nine in every 10 of them have access to computer units (97.8%), Circulation Section (95.0%), General Reference Section (94.7%), Filipiniana Section (94.1%), Reserve Section (93.4%) and tablet with 93.1%. Just like with faculty respondents, 8 in every 10 of the students have accessed the carrels area.

The result implies that the library provides a physical set-up and environment with different areas or sections to facilitate learning and the creation of new knowledge. It further indicates that the library has logically designed each area with corresponding value and use that accommodates diverse users and information needs. Access to a library with a user-friendly set-up conducive to study benefits the academic community by stimulating an interest in visiting, staying, and using the available resources and services (Wood et al., 2020).

Table 1. Descriptive statistics of the access to library resources, services, and facilities by type of users

	Faculty (n=31)				Students (n=320)			
	Accessed		Not Accessed		Accessed		Not Accessed	
	f	%	f	%	f	%	f	%
I. Resources								
<i>A. Books</i>								
1. Professional subjects	26	83.9	5	16.0	301	94.1	19	5.9
2. General Education subjects	9	29.0	22	71.0	313	97.8	7	2.2
3. Other references (encyclopedias, dictionaries, etc.)	30	96.8	1	3.2	311	97.2	9	2.8
4. Fiction	27	87.1	4	12.9	295	92.2	25	7.8
<i>B. Periodicals</i>								
1. Journals	31	100	0	0	295	92.2	25	7.8
2. Magazines	31	100	0	0	307	95.9	13	4.1
3. Newspapers	31	100	0	0	292	91.3	28	8.8
<i>C. E-resources</i>								
1. E-books	27	87.1	4	12.9	284	88.8	36	11.3
2. E-journals	29	93.5	2	6.5	293	91.6	27	9.4
3. OERs (STARBOOKS, DOAJ, etc.)	25	80.6	6	19.4	258	80.6	62	19.4
II. Services								
A. Circulation Services	31	100	0	0	316	98.8	4	1.3
B. Online Public Access Catalog	28	90.3	3	9.7	294	91.9	26	8.1
C. Photocopy Services	30	96.8	1	3.2	314	98.1	6	1.9
D. Printing Services	30	96.8	1	3.2	315	98.4	5	1.6
E. Internet Services	31	100	0	0	313	97.8	7	2.2
F. Mobile (Tablet) Learning Services	29	93.5	2	6.5	303	94.7	17	5.3
G. Library Instruction (Orientation, InfoFEED, etc.)	30	96.8	1	3.2	310	96.9	10	3.1
III. Facilities								
A. Circulation Section	31	100	0	0	304	95	16	5
B. Reserve Section	30	96.8	1	3.2	299	93.4	21	6.6
C. Filipiniana Section	29	93.5	2	6.5	301	94.1	19	5.9
D. General Reference Section	30	96.8	1	3.2	303	94.7	17	5.3
E. Graduate School Library	29	93.5	2	6.5	286	89.4	34	10.6
F. Carrels	26	83.9	5	16.0	282	88.1	38	11.9
G. Computer Units	29	93.5	2	6.5	313	97.8	7	2.2
H. Tablet	29	93.5	2	6.5	298	93.1	22	6.9

3.2 Utilization of the Library Resources, Services, and Facilities

Table 2 presents the extent of the faculty's utilization of library resources, services, and facilities. As to resources, 48.4% of them have utilized professional books to a very high level. It was followed by other references such as encyclopedias, dictionaries, atlases, and among others (35.5%). Also, most fiction books (41.9%) are moderately utilized by the faculty. The result further shows that twenty-two (22) or 70.7 percent of the faculty respondents have very low utilization of books on general education subjects. This may be because most of them teach core or professional subjects, thus utilizing books along their specialization. As to periodicals, 48.4% of the faculty have a very high utilization of newspapers, a high (35.5%) of journals, and 64.6% have moderate to high utilization of magazines. Likewise, as to e-resources, data shows that 54.9%, 54.8%, and 35.5% have high to very high utilization of e-journals, e-books, and open educational resources, respectively.

Data on utilization of various services show that faculty respondents' extent of utilization varies. It shows that more than forty percent have utilized the circulation services (45.2%) to a very high level, followed by internet services (35.5%) with a high utilization level. Notedly, twelve to fifteen of the faculty have a moderate utilization of photocopy, printing, mobile learning, library instruction, and internet services.

In terms of the usage of facilities, more than 40 percent utilized the Circulation Section (41.9%). The combined mean scores of those with high to very high utilization levels manifest that faculty respondents have favorably used the Reserve, Filipiniana, General Reference, and Graduate School sections. Also, the least utilized facilities by the faculty are the carrels.

The high utilization result implies that faculty use the library resources, services, and facilities from a high to a very high extent. Notedly, they visit the library, avail varied services, and utilize resources in various formats as

their primary tool, particularly in developing their course outline, preparing lectures, searching a topic for giving assignments/projects, preparing handouts for students, looking for supplementary reading material and knowing a variety of material available in the library to guide students. The moderate use of photocopy, printing, mobile learning, and the least use of internet services is because the faculty lounge is equipped with Wi-Fi, a photocopier machine, and a printer. Likewise, they have laptops or cell phones to use when searching for information.

Table 2. Descriptive statistics of the utilization of the library resources, services, and facilities by the faculty

	UTILIZATION									
	Always		Often		Sometimes		Seldom		Never	
	f	%	f	%	f	%	f	%	f	%
I. Resources										
<i>A. Books</i>										
1. Professional subjects	15	48.4	7	22.6	4	12.9	0	0	5	16.1
2. General Education subjects	3	9.7	2	6.5	3	9.7	2	3.4	22	70.7
3. Other references (encyclopedias, dictionaries, atlases, etc.)	11	35.5	4	12.9	9	29	6	19.4	1	3.2
4. Fiction	7	22.6	3	9.7	13	41.9	4	12.9	4	12.9
<i>B. Periodicals</i>										
1. Journals	8	25.8	11	35.5	9	29	3	9.7	0	0
2. Magazines	6	19.4	10	32.3	10	32.3	5	16	0	0
3. Newspapers	15	48.4	7	22.6	4	12.9	5	16.1	0	0
<i>C. E-resources</i>										
1. E-books	10	32.3	7	22.5	6	19.4	4	12.9	4	12.9
2. E-journals	7	22.6	10	32.3	7	22.6	5	16	2	6.5
3. OERs (i.e., STARBOOKS, DOAJ, etc.)	7	22.6	4	12.9	8	25.7	6	19.4	6	19.4
II. Services										
A. Circulation Services (borrowing and returning of books)	14	45.2	12	38.7	4	12.9	1	3.2	0	0
B. Online Public Access Catalog (OPAC)	7	22.6	11	35.5	7	22.6	3	9.7	3	9.7
C. Photocopy Services	7	22.6	4	12.9	15	48.4	4	12.9	1	3.2
D. Printing Services	6	19.4	4	12.9	15	48.4	5	16.1	1	3.2
E. Internet Services	11	35.5	6	19.4	11	35.4	3	9.7	0	0
F. Mobile (Tablet) Learning Services	3	9.7	5	16.1	11	35.4	10	32.3	2	6.5
G. Library Instruction (Orientation, ask a librarian, etc)	8	25.8	7	22.6	12	38.7	3	9.7	1	3.2
III. Facilities										
A. Circulation Section	13	41.9	7	22.6	7	22.6	4	12.9	0	0
B. Reserve Section	10	32.3	11	35.5	5	16.1	4	12.9	1	3.2
C. Filipiniana Section	8	25.8	7	22.6	8	25.8	6	19.3	2	6.5
D. General Reference Section	8	25.8	10	32.3	8	25.8	4	12.9	1	3.2
E. Graduate School Library	6	19.3	7	22.6	10	32.3	6	19.4	2	6.5
F. Carrels	2	6.5	4	12.9	14	45.2	6	19.4	5	16.0
G. Computer Units	5	16.1	4	12.9	12	38.7	8	25.8	2	6.5
H. Tablet	4	12.9	3	9.7	12	38.7	10	32.3	2	6.5

Mean Range: 4.50 - 5.00 (Very High), 3.50 - 4.40 (High), 2.50 - 3.49 (Moderate), 1.50 - 2.49 (Low), 1.00 - 1.49 (Very Low)

Table 3 presents the extent of student utilization of library resources, services, and facilities. As to resources, 32.2% of them have utilized professional books to a very high level, 33.8% to a high level, and 20.3% to a moderate level. In the case of general education books, 33.5% utilized it to a very high level and 29.4% to a high level. The result further shows that 28.8% used other references such as encyclopedias, dictionaries, and atlases to a very high level, while 32.2% used a moderate level. Regarding fiction books, 31.9% of the students utilized this resource moderately, while 26.3% used it at a very high level. As to periodicals, 33.1% of the students highly utilize the journals, while 34.4% have a moderate level. For magazines, 35.9% used it at a moderate level, 30.3% at a high level, and 14.7% at a very high level. For newspapers, 28.1% of the students used them at a very high level, 26.6% at a high level, and 32.2% at a moderate level. Likewise, as to e-resources, data shows that 39.7% used e-books at a high level and 24.4% at a moderate level. For e-journals, 34.1% utilized it at a high level, while 28.1% utilized it at a moderate level. For open educational resources, 40% utilized it at a moderate level, while 19.4% used it at a high and very low level.

Data on utilization of various services show that student respondents' extent of utilization mainly falls at high to very high levels. On the contrary, OPAC and Library Instruction services have moderate to high utilization levels. Specifically, data shows that students have utilized the circulation services from a high (41.3%) to a very high

(19.4%) level. They also utilized the online public access catalog from moderate (32.5%) to high (33.1%). For photocopy services, most of them utilized it in very high (42.8%) and high (34.4%) levels. For the printing services, 36.9% have used it at a high level, while 35.6% have used it at a very high level. With regards to internet services, they have utilized them in a very high (43.1%) and high (35%) manner. For mobile learning services, 33.1% of the students have utilized it to a high while 29.4% to a moderate extent. Lastly, for the library instruction services, 32.8% utilized it to a high extent, while 31.6% and 27.5% utilized it at moderate and very high levels, respectively.

In terms of the usage of facilities, it is noted that students have very highly (33.1%) and highly (32.4% utilized the Circulation Section. For the Reserve Section, 28.8% of the students have a very high, and 35.6% have high utilization. As to the Filipiniana Section, 20.6% have a very high level, and 32.8% of students have a high extent of utilization.

Table 3. Descriptive statistics of the utilization of the library resources, services, and facilities by the students

	Extent of Utilization									
	Very High		High		Moderate		Low		Very Low	
	f	%	f	%	f	%	f	%	f	%
I. Resources										
<i>A. Books</i>										
1. Professional subjects	103	32.2	108	33.8	65	20.3	25	7.8	19	5.9
2. General Education subjects	107	33.5	94	29.4	75	23.4	37	11.6	7	2.2
3. Other references (encyclopedias, dictionaries, etc.)	92	28.8	83	25.9	103	32.2	33	10.3	9	2.8
4. Fiction	84	26.3	102	31.9	57	17.8	52	16.3	25	7.8
<i>B. Periodicals</i>										
1. Journals	48	15	106	33.1	110	34.4	31	9.7	25	7.8
2. Magazines	47	14.7	97	30.3	115	35.9	48	15.0	13	4.1
3. Newspapers	90	28.1	85	26.6	103	32.2	33	10.3	9	2.8
<i>C. E-resources</i>										
1. E-books	47	14.7	127	39.7	78	24.4	32	10.0	36	11.3
2. E-journals	44	13.8	109	34.1	90	28.1	50	15.6	27	9.4
3. OERs (STARBOOKS, DOAJ)	35	10.9	62	19.4	128	40	33	10.3	62	19.4
II. Services										
A. Circulation Services	80	25	132	41.3	80	25	24	7.5	4	1.3
B. Online Public Access Catalog	62	19.4	106	33.1	104	32.5	22	6.9	26	8.1
C. Photocopy Services	137	42.8	110	34.4	58	18.1	9	2.8	6	1.9
D. Printing Services	114	35.6	118	36.9	68	21.3	15	4.7	5	1.6
E. Internet Services	138	43.1	112	35	57	17.8	6	1.9	7	2.2
F. Mobile Learning Services	80	25	106	33.1	94	29.4	23	7.2	17	5.3
G. Library Instruction (Orientation, InfoFEED)	88	27.5	105	32.8	101	31.6	16	5.0	10	3.1
III. Facilities										
A. Circulation Section	106	33.1	104	32.5	78	24.4	16	5.0	16	5.0
B. Reserve Section	92	28.8	114	35.6	63	19.7	30	9.4	21	6.6
C. Filipiniana Section	66	20.6	105	32.8	79	24.7	51	15.9	19	5.9
D. General Reference Section	96	30	99	30.9	87	27.2	21	6.6	17	5.3
E. Graduate School Library	56	17.5	97	30.3	78	24.4	55	17.2	34	10.6
F. Carrels	110	34.4	74	23.1	55	17.2	43	13.4	38	11.9
G. Computer Units	139	43.4	107	31.6	54	16.9	7	2.2	0	0.0
H. Tablet	100	31.3	92	28.8	77	24.1	29	9.1	22	6.9

Mean Range: 4.50 - 5.00 (Very High), 3.50 - 4.40 (High), 2.50 - 3.49 (Moderate), 1.50 - 2.49 (Low), 1.00 - 1.49 (Very Low)

The result implies that students are avid visitors and users of the library, as indicated in the percentage allocation on high to very high extent of utilization. The findings affirmed Puertos, J. (2022) on higher utilization of library materials as evidence to the claim that students highly use academic libraries to improve their understanding and critical thinking ability. Oluwatola and Judah. (2022) pointed out that students use tangible resources (i.e., printed resources) and intangible (i.e., electronic resources) formats. Also, Ani et al. (2022) correctly say that students use the library mainly to consult books and reference materials. Moreover, Okiki (2013) posits that the library is a vital facility for enhancing learning, teaching, and research, and he affirmed that it is the hub of all academic activities established to prove intellectual excellence. Singh and Kuri (2017) emphasized that the effectiveness of library resources and services is evaluated by the level to which they are utilized. Ayiah & Tamakloe (2023) added that to ensure the maximum utilization of its resources, library management, stakeholders, and the government should exert conscious effort to put measures in place to arrest the challenges to the barest minimum.

3.4 Satisfaction with Library Resources, Services, and Facilities

Data in Table 4 presents the faculty members' satisfaction level with library resources, services, and facilities. The result shows that as to resources, they are high to very highly satisfied with books, periodicals, and e-resources. Specifically, 64.5% are very highly satisfied with books on professional subjects, while 38.7% are on general education and other references like encyclopedias, dictionaries, and the like. It is also well-taken that 45.2% are moderately satisfied with the fiction collection. For the periodicals, faculty are very highly satisfied with journals (41.9%), magazines (38.7%), and newspapers (32.3%). As to e-resources, it is noted that the majority of them are highly satisfied with e-books (38.7%), e-journals (45.2%), and open educational resources (35.5%).

Table 4. Descriptive statistics of the satisfaction with library resources, services, and facilities by the faculty

	Level of Satisfaction (n=31)					
	Very Highly Satisfied		Highly Satisfied		Moderately Satisfied	
	f	%	f	%	f	%
I. Resources						
<i>A. Books</i>						
1. Professional subjects	20	64.5	8	25.8	3	9.7
2. General Education subjects	12	38.7	9	29.0	10	32.3
3. Other references (encyclopedias, dictionaries, etc.)	12	38.7	9	29.0	10	32.3
4. Fiction	9	29.0	8	25.8	14	45.2
<i>B. Periodicals</i>						
1. Journals	13	41.9	12	38.7	6	19.4
2. Magazines	12	38.7	12	38.7	7	22.6
3. Newspapers	10	32.3	13	41.9	8	25.8
<i>C. E-resources</i>						
1. E-books	12	38.7	12	38.7	7	22.6
2. E-journals	10	32.3	14	45.2	7	22.6
3. OERs (STARBOOKS, DOAJ)	9	29.0	11	35.5	11	35.5
II. Services						
A. Circulation Services	20	64.5	10	32.3	1	3.2
B. Online Public Access Catalog	11	35.5	11	35.5	9	29
C. Photocopy Services	11	35.5	13	41.9	7	22.6
D. Printing Services	9	29.0	13	41.9	9	29.0
E. Internet Services	13	41.9	11	35.5	7	22.6
F. Mobile Learning Services	7	22.6	10	32.3	14	45.2
G. Library Instruction (Orientation, InfoFEED, etc)	10	32.3	11	35.5	10	32.3
III. Facilities						
A. Circulation Section	16	51.6	11	35.5	4	12.9
B. Reserve Section	15	48.4	13	41.9	3	9.7
C. Filipiniana Section	13	41.9	13	41.9	5	16.1
D. General Reference Section	15	48.4	10	32.3	6	19.4
E. Graduate School Library	18	51.8	11	35.5	2	6.5
F. Carrels	17	54.8	12	38.7	2	6.5
G. Computer Units	15	48.4	12	38.7	4	12.9
H. Tablet	16	51.6	11	35.5	4	12.9

As to services, six in every ten faculty members were very highly satisfied with circulation services. Also, seventy percent were high to very highly satisfied with the Online Public Access Catalog. Moreover, more than forty percent of faculty respondents are very highly satisfied with the internet services (41.9%) and highly satisfied with photocopy (41.9%) and printing services (41.9%). Data shows that 35.5% of faculty members are highly satisfied with library instruction services. It is noted that 45.2% were moderately satisfied with mobile learning services. The result implies that faculty respondents are happy with the library's various services. The findings entail that those services provided or offered are relevant and responsive to their needs. The moderate level of satisfaction with mobile learning services is understandable because each faculty member-owned a smartphone and laptop unit, which is used as a tool for their teaching.

As to facilities, the result shows that more than half of the faculty respondents were very highly satisfied with the Carrels (54.8%), Circulation Section (51.6%), and Tablets (51.6%). Computer Units (48.4%), Reserve Section (48.4%),

General Reference Section (48.4%), and Filipiniana Section (41.9%). The very high satisfaction result entails that all the library's service areas are functional and serve their purpose.

The findings align with Tukur and Kannan (2020) that faculty appreciate the library because journals, books, newspapers, and e-books dominate the available information resources, assisting them in meeting their teaching, learning, and research tasks. Maina et al. (2017) noted that the generous provisions for space and a pleasant atmosphere result in a high satisfaction rating. Correspondingly, Abraham and Sabu (2022) pointed out that library resources, services, and facilities are the deciding factors of users' satisfaction.

Data in Table 5 presents the student respondents' satisfaction level with library resources, services, and facilities. The result shows that as to resources, they are high to very highly satisfied with books, periodicals, and e-resources. Specifically, 39.4% are very highly satisfied with books on professional subjects, while 41.3% are on general education, 39.4% on other references like encyclopedias, dictionaries, and the like, and 35% are on fiction. For the periodicals, students are very highly satisfied with journals (38.4%), magazines (40.3%), and newspapers (54.4%). As to e-resources, data shows that most are highly satisfied with e-books (35.9%) and e-journals (35.6%). It is noted that 36.9% of the respondents were moderately satisfied with open educational resources.

Table 5. Descriptive statistics of the satisfaction with library resources, services, and facilities by the students

	Level of Satisfaction (n=320)							
	Very Highly Satisfied		Highly Satisfied		Moderately Satisfied		Less Satisfied	
	f	%	f	%	f	%	f	%
I. Resources								
<i>A. Books</i>								
1. Professional subjects	126	39.4	117	36.6	73	22.8	4	1.3
2. General Education subjects	132	41.3	116	36.3	69	21.6	3	0.9
3. Other references (encyclopedias, dictionaries, etc.)	126	39.4	111	34.7	80	25.0	3	0.9
4. Fiction	112	35.0	104	32.5	101	31.6	3	0.9
<i>B. Periodicals</i>								
1. Journals	103	32.2	123	38.4	90	28.1	4	1.3
2. Magazines	96	30.0	129	40.3	93	29.1	2	0.6
3. Newspapers	87	27.2	174	54.4	53	16.6	6	1.9
<i>C. E-resources</i>								
1. E-books	115	35.9	101	31.6	96	30.0	8	2.5
2. E-journals	114	35.6	102	31.9	97	30.3	6	1.9
3. OERs (STARBOOKS, DOAJ)	84	26.3	107	33.4	118	36.9	11	3.4
II. Services								
A. Circulation Services	163	50.9	95	29.7	58	18.1	4	1.3
B. Online Public Access Catalog	132	41.3	106	33.1	76	23.8	6	1.9
C. Photocopy Services	167	52.2	93	29.1	54	16.9	6	1.9
D. Printing Services	162	50.6	93	29.1	61	19.1	4	1.3
E. Internet Services	145	45.3	100	31.3	69	21.6	6	1.9
F. Mobile Learning Services	159	48.8	94	29.4	65	20.3	5	1.6
G. Library Instruction (Orientation, InfoFEED)	116	36.3	100	31.3	96	30.0	8	2.5
III. Facilities								
A. Circulation Section	171	53.4	94	29.4	51	15.9	4	1.3
B. Reserve Section	179	55.9	86	26.9	53	16.6	2	0.3
C. Filipiniana Section	174	54.4	87	27.2	53	16.6	6	1.9
D. General Reference Section	179	55.9	86	26.9	48	15.0	7	2.2
E. Graduate School Library	186	58.1	88	27.5	44	13.8	2	0.6
F. Carrels	103	32.2	123	38.4	90	28.1	4	1.3
G. Computer Units	126	39.4	117	36.6	74	23.1	3	0.9
H. Tablet	132	41.3	117	36.6	69	21.6	2	0.6

As to services, forty-fifty percent of the student respondents were very highly satisfied with Photocopy Services (52.2%), Circulation Services (50.9%), Printing Services (50.6%), Mobile Learning Services (48.8%), Internet Services (45.3%), Online Public Access Catalog (41.3%). Also, more than thirty percent were highly (31.3%) to very highly (36.3%) satisfied with the Library Instruction Services.

As to facilities, the result shows that more than half of the student respondents were very highly satisfied with the Graduate School Library (58.1%), General Reference Section (55.9%), Filipiniana Section (54.4%), and Circulation Services (53.4%). The result also shows that three in every 10 are very highly satisfied with carrels and computer units, while four in every 10 were very highly satisfied with tablets.

The students' high to very high satisfaction with the resources, services, and facilities indicate that the library is doing well and that what is being offered is favorable to their research needs. Thus, the library successfully aims to provide its academic community with essential and appropriate services, facilities, and a balanced collection of materials and resources necessary to meet the current and future needs of programs and users' informational, instructional, and personal requirements.

The finding supports Abraham and Sabu (2022), who state that the success of any library is based on the satisfaction of the information demands of its users. Most users of different IITs are satisfied with diverse library services such as lending of books, internet service, reference service, journals/periodicals circulations, E-journals, online database services, and reservation service. However, it contradicts the findings of Ayiah & Tamakloe (2023) on the users' negative satisfaction towards the available resources in the University of Education, Winneba Library. The availability of proper resources decides the satisfaction level of library users (Abraham & Sabu, 2022). In addition, Anmol, Khan, & Muahmmad (2021) study found that most of the faculty were satisfied from general infrastructural facilities. However, there was an observation of dissatisfaction with services except circulation. Therefore, the library was recommended to provide the necessary services and facilities to obtain user satisfaction. Omeiza and Oluwabunmi (2021) also added that equipping the library with necessary resources and facilities can satisfy the users' information needs.

3.5 Relationship between Utilization and Satisfaction

Table 6. Analysis for the relationship between utilization and satisfaction with library resources, services, and facilities

Variables	r-value	p-value	Conclusion
Extent of Utilization and Level of Satisfaction	0.682	0.000	Significant

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

Table 6 presents the test of the relationship between utilization and satisfaction. The data result shows that Pearson's r of 0.682 and the p -value of .000 indicates that it is statistically significant at alpha 0.01. Hence, it fails to reject the null hypothesis, stating that there is no significant relationship between the extent of utilization and the level of satisfaction. Furthermore, the strength of the relationship was moderate. This means that the extent of utilization positively or influenced their level of satisfaction. It implies that if their extent of utilization increases, their level of satisfaction also increases. The findings align with Veeramallu et al. (2021) that when faculty members are offered quality services and adequate resources and benefit from staying at the library, there will be an increase in the library usage frequency and more users.

4.0 Conclusion

Empirically, the library resources, services, and facilities are accessible. Users can identify and use resources and learning materials that are available and acquired to aid them in their quest for knowledge acquisition and creation. The library's high utilization and satisfaction rating create an excellent reputation attributed to its good service philosophy, relevant and appropriate physical set-up, and sufficient collection in quantity, depth, diversity, format, and currency to support the research and teaching mission of the institution. Hence, for continuous improvement, the library management should conduct a gap analysis on the resources, services, and facilities that were not accessed and with moderate utilization and satisfaction. They should regularly examine each component so that corrective actions will be taken. They should likewise work hand in hand with the different colleges so that students and faculty members alike know what is inside the library. On the other hand, university teachers should engage the students with assignments that will make them use the library more and be familiar with other information resources.

5.0 Contributions of Authors

The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

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7.0 Conflict of Interests

The authors confirmed no conflicts of interest regarding this study.

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