

A STUDY OF USERS' SATISFACTION WITH LIBRARY USE INSTRUCTION AND REPROGRAPHIC SERVICES IN UNIVERSITY LIBRARIES IN SOUTH-SOUTH, NIGERIA

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ABSTRACT

The purpose of this study was to determine the extent of users' satisfaction with library use instruction and reprographic services in university libraries in south-south, Nigeria. Survey research design was used for the study. The instrument used for data collection was questionnaire method. The population of the study was 21,162 registered library users with a sample size of 1,058 representing 5% of the entire registered library users. The instrument was duly validated and the reliability estimates of its sub-variables using Cronbach Alpha method ranged from .82 & .70. The hypotheses were tested using population t-test at .05 alpha level. The results of the analysis showed that: user's satisfaction with library use instruction and reprographic services in university libraries in south-south, Nigeria is significantly high. The study concluded that library users have a high satisfaction with library use instruction and reprographic services in university libraries in south-south, Nigeria. The study recommended amongst others that, to ensure users literacy in accessing library materials, library use instruction service should continue to be a priority in advocacy for use among users in university libraries.

KEYWORDS: *Users' Satisfaction, Library Use Instruction, Reprographic Service, University Libraries, South-South, Nigeria*

INTRODUCTION

Librarianship has been regarded as the mother of all disciplines and the library as the home of information and knowledge. Libraries have remained the nerve centre of learning in educational institutions especially in the universities. They are considered critical centres in the educational development of people at all levels of endeavors particularly in the academic environment. The tripartite role of universities in the areas of teaching, learning and research has exponentially increased the output of information, and which is expected to serve the users efficiently. Generally, and according to Ogbonna and Anunobi (2013), academic libraries contribute immensely to the extension of the frontiers of knowledge through the provision of research-oriented information resources in various formats and in different platforms so as to enrich the learning process and programmes.

Traditionally, libraries are known to be service-oriented institutions which provide services to its user community. To be most functional, the services it provides should correspond with the needs of its users, for the user is the very reason for their existence. Within the context of its establishment, a library is supposed to be readers' oriented and users' friendly. Library services are supposed to focus on users' needs. It is the responsibility of the library to strive and satisfy those needs promptly (Nkanu and Iyishu, 2013).

A library may meet users' information needs by acquiring, organizing and making available relevant information resources backed by appropriate facilities and delivered by means best known to them, which could be manual or through information and communication technology (ICTs).

For any university library to perform well and meet the needs of the users in this modern time, it is necessary for the university to embrace the use of information and communication technology. Library users are expected to derive some measure of satisfaction from the use of the library before such a library can be adjudged a functional one. This implies that the main aim of providing quality services in university libraries is to stimulate and sustain users' satisfaction in the utilization of library resources (Nkanu, 2007).

The services found in modern libraries especially university libraries are usually divided predominantly into two major categories, Technical Services, comprising those processes directed at acquiring, arranging, indexing and storing the materials, and Reader's Services comprising those processes directed at actively exploiting the materials in satisfying the information needs of the library users. They are library use instruction services, reprographic services, reference services, circulation services, current awareness services etc. (Adeniran 2011).

Newly admitted students go through an orientation programme that is known as library use instruction, user education or library education. The library provides library use instruction or user education in order to equip a user with enough knowledge on the use of the library. This will enable the user to use the library services and resources effectively and efficiently. It involves teaching users, how to use the basic bibliographical tools such as card catalogues, indexing and abstracting journals, bibliographies and other forms of reference materials. This is because library processes could be so complex that an average user may not easily comprehend. With the advent of ICT, which has penetrated almost all the activities of many libraries, it is important to explain the workings of a library to a new user in detail. The ultimate objective is to enable users exploit satisfactorily the resources of a library to the fullest.

In view of the cost of educational materials, libraries introduce the reprographic services to help users have access to information they may not have had the resources to buy such materials. Reprography is the copying and recopying of extra copies from the original (Ugwuanyi, 2012). One of the advantages is the enhancement of the valuable services being offered to the library users. They provide photocopying facilities and make them available to users at a subsidized rate. Moreover, out-of-print books are made available and accessible through the utilization of microfilm editions. With reprographic services, originals of library materials are preserved. This is because instead of stealing or ripping off pages, the users pick the book and go to the photocopying pool to get their own copies.

To determine whether the objectives of the library are met, the view, opinion or perception of the library clientele should be sought. The significance of this survey rest on the fact that it is only through a survey that the library would know whether it is meeting users' needs or not. The survey will serve as a guide to improve the collection and services. The major concern of this study is the state of users' satisfaction with library use instruction and reprographic services in university libraries in south-south Nigeria.

Purpose of the Study

The purpose of this study was to determine the extent of users' satisfaction with library use instruction services and reprographic services in university libraries in south-south Nigeria.

Hypotheses

- User's satisfaction with library use instruction services in university libraries in south-south, Nigeria is significantly low.
- Users' satisfaction with reprographic services in university libraries in south-south, Nigeria is significantly low.

REVIEW OF RELATED LITERATURE

Users' Satisfaction with Library Use Instruction Services

Learning how to use a library and acquire reading habits are important elements of education. "The importance of library user education cannot be over emphasized". This is because there cannot be a connection between the users and the materials or tools without proper education being given to the user who may not have any prior knowledge or idea on the use of such materials or tools. It will be wise enough for the librarians to see every user of the library as a novice, and therefore provide a procedural way of educating or orienting them.

Over the years, there have been various terms referring to teaching effective use of the library and its resources. These terms include library use education, readers instruction, users education, library orientation, information literacy skills and library skills. All these terms refer to organized programmes practiced across various types of librarians to enable library users to acquire skills to allow them to use the library resource effectively (Lwehabura, 1999) quoted by Ogunmodede, Adio and Odunola (2011). Anunobi (2003) cited in Iwhiwhu and Okorodudu (2012) observed that librarians are yet to make impact on students. His study revealed that the presence of school librarians who teach students on the use of library in secondary schools have not made much impact as shown by students' inability to use catalogues and 'indexes as library access points in their first years at universities. The university libraries generally grow simultaneously with their parent institutions to generate knowledge and provide scholarly information resources to facilitate and support the curriculum. In order to compliment students' learning the National University Commission (NUC) which is the supervisory body for all Nigerian universities made it mandatory for all universities in Nigeria to include in their curriculum the library literacy course (Onifade&Busayo, 2011). The aim of this is to expose students to the art of using the library; thereby developing the habit of independent learning.

According to Imbus and Adung (2010), guiding users on how to use library has become necessary because of the increase in publications as well as the resulting complexity of libraries especially academic and research libraries and their services. Users' education is an instructional programme in library use which is aimed primarily at developing the bibliographic skills of users for effective, efficient and independent use of the library and her resources.

In highlighting the importance of information literacy in higher education, Dadzie (2009) stated that some fresh students entering university and colleges have limited knowledge of fundamental research and information competency skill and may not have learnt how to locate information or how to use it in original work and give proper credit for the information used. University libraries should thus be involved in the teaching and learning process to guide and enable students improve their information literacy skills. He further says that, library instruction is not only useful, it is necessary. It is very necessary to inculcate appropriate library skills in addition to formal academic skills in order to enhance the use of library services. A knowledge of information sources and ability to use them is an essential prerequisite for university education. It enhances independent and effective use of the library by whom the library resources and services are provided for.

According to Mason (2005) quoted by Onifade and Busayo (2011), there are many myths associated with undergraduate use in academic libraries. He says, the reality is that many come to university unprepared and unequipped to handle the demands of their course work primarily because they have no experience with large research libraries, do not understand how libraries work and have not acquired enough skills needed to do meaningful research. As the range of complexity and formats of materials in academic libraries have multiplied, many incoming students find themselves ill-equipped to make the most effective use of the library's collection and services. Therefore, librarians are called upon to teach students (and indeed all users) how to gain access to and interpret the resources available. Fresh undergraduates who have not used library resources before would be intimidated at the first encounter with the university library. User education creates confidence in the students in the retrieval and utilization of library resources Harris (2001), Bonn (1994) cited in Onfiade and Busayo (2011).

In support of the above statement, Bello and Musa (2003) cited in Imbus and Adung (2010) in their survey say, the need for guidance and regular library instruction in the use of library resources and services is a necessary step to help students meet some of their information needs. In that study, 49.09 percent of respondents reported that there is need for library instruction on how to use information sources in their subject area. Also, Igben (1993) quoted by Nkanu and Iyishu (2013) in his survey on orientation and instruction of the use of library resources found out that 65.3 percent of the students (users) felt that the instructions were very useful while the remaining 34.7 percent were of the view that such instructions were useful to some degree. This clearly shows that the user education is useful and therefore necessary. Availability of information resources does not connote access and use.

In the study of Swamy and Kishore (2014) on patterns of Post Graduate Diploma in management (PGDM) students use of online databases in institute for Financial Management and Research (IFMR), Chennai, a greater percentage (87.60%) of the respondents have knowledge of online databases while only (36.68%) use the online databases for preparing class work/assignments. They further say, this is the scenario in most institutions, they pay huge amount of money to subscribe to electronic resources but many of these resources are underutilized which could be as a result of poor literacy skills to enable them access these resources and retrieve what they want.

According to Iyishu (2016), the present shift of emphasis in higher education from complete reliance on the lecture notes to increasing independent study implies that every student (user) is expected to be able to consult authorities and compare results. Thus, students in academic institutions require help to make sufficient use of all the materials available for their use, especially now that knowledge is presented in various complicating formats and packages like books, films, filmstrips, slides, compact disc, CD ROMs, Computers and many other storage devices available in modern libraries and information centres.

Waldron (2003) quoted by Bassey and Iyishu (2009) conducted a survey on user education and stated that 70% to 89% of the users were satisfied with the accuracy, clarity, comprehensiveness, objectivity, timeliness, usefulness and ease of finding information in the library. He also states that availability of books in an academic library will not encourage the students users to read, or make references towards preparing for their examination, if they are not made accessible. Users may not access information materials in the library unless they are taught. Similarly, King and Tenopir (2013) asserted in their study that library management through their public services division should engage in a broad base user orientation programme, so that users especially students will be acquainted with the needed knowledge on the use of the libraries, its

tools and information therein. These according to them will ‘‘hitherto improve the pattern upon which the students use the information/collection of the libraries’’. From their assertion, it is imperative that well planned and articulated library instruction program to be put in place by the library for its clientele which ultimately serves as a catalyst for improving the information/collection/resources use of the students.

In support of the above view, Obasuji and Otabor (2012) conducted a research ‘‘on a survey of internet literacy skills among physical science undergraduates of the university of Benin’’. The aim of the study was to ascertain the internet skills among the undergraduate students. Survey research design was used for the study. A sample size of 265 respondents were used. A total population of the study was 875 users. Questionnaire method was used to collect data from five departments of Physical science students currently in 300 and 400 levels. The departments were Chemistry Computer Science, Geology, Mathematics and Physics. Data were analyzed using percentages. The research discovered that the students were computer, internet and ICT literate as majority of the students possess most of the required internet skills. The result also revealed the importance of orientation and user education on internet usage ability of the undergraduate students. They recommended that to enhance internet use among undergraduate students orientation and user education programmes on ICT literacy skills must be included in their curriculum, and students should be encouraged to actively participate to acquire the necessary internet literacy skills to support their studies.

Oyedum (2012) conducted a study on relative effect of information literacy, course of study and resources availability to students' use of university libraries in Nigeria. The aim of the study was to determine the effect of information literacy and resource availability. Survey research design was used for the study with a sample size of 1,453 undergraduate students from Arts, Education, Engineering, Law, Science and Social Science Faculties in the selected universities. The instrument used for data collection was questionnaire method. Purposive sampling technique was used to select six federal universities in Nigeria. Pearson Product Moment Correlation was used in analyzing the data. The analysis revealed that resource availability made the greatest contribution to undergraduate students' use, followed by course of study. Information literacy was rated low. The study recommended inclusion of information literacy skills in the undergraduate students curriculum in order to help them access internet information.

Ogunmodede, Adio and Odunola (2011) conducted a study on library use education as a correlate of use of library resources in Ladoke Akintola university of technology, Ogbomoso in Oyo state. The aim of the study was to determine the relationship between library use education and use of library resources. Survey method was used for the study. Random sampling technique was used in selecting the population of the study. A sample size of (243) respondents were drawn from the total population of (283) users. Data were collected through questionnaire and direct observation methods. Data were analyzed using frequencies and percentages. The findings showed that although the students were introduced to the use of library to enable them to make a meaningful research that will benefit not only Nigeria as a country, but the whole universe, its effect on the students was very minimal. They further say that, good number of respondents affirmed that library use education was relevant to their course of study, and their perception for the need for library use education was equally high, yet the result showed that few library resources were being consulted by the students. The study recommended that there is need for the contents of the library use education to be reviewed. This study is related to the current study, because it provides useful information in the area of users' satisfaction with library use instruction. The researcher intends to adopt some methods of the study like data collection method and data analysis.

In the opinion of Zaki (2011), the possession of library use skills helps one to locate information or the instrumental aspect of retrieval, know the materials and services available in order to take advantage of available resources and develop these skills to a reasonable level since the objectives of the library use education are as follows: to enable users to know how to use the library catalogues independently in any library with particular references to the author/title and subject catalogues; to enable users to understand the classification schemes in any library so as to be able to locate materials (books, journals, audio visual materials etc) with little or no problem; to be able to see library catalogues as indexes to the entire collection and use them as such, and to enable the users to see the library as a repository of knowledge that determines the success of the students' academic programmes because it is not possible for an individual to have the collection of a library.

Adio (2006) cited in Zaki (2011) says, there are goals and objectives for library use education in any type of library. He stated that the goals and objectives for programmes of university library user education must be in agreement with the general aim of the library, the aims which must in turn, be related to the goals and aims of higher education. Among the information goals of university libraries as stated by him are: to contribute to the realization of the aims of the university with regard to teaching, learning and research, by acquisition of materials (both print and non-print) necessary to cover present day and future information needs; to organize the material acquired in such a way that it not only permits but actively stimulates the use of the materials, to adapt these information resources and services to the ever-changing needs of the university, and the society, and to contribute to the integration of both national and international information resources within the university.

Nkiko and Ilo (2006) asserted that heads of academic libraries must show a higher level of assertiveness and dynamisms, persuading other policy-makers to give prominence to the teaching of use of library. It must be more practical oriented where students and staff are taught library skills, internet surfing technique, information literacy, referencing styles, computer appreciation and general use of audio-visual equipment. For students, appropriate credit units should be earned. Udoumoh (2007) in his study said, the essence of education, formal or informal is the ability of the learner to put what he has learnt into practical use, hence the knowledge acquired must be reflected in the life of the learner. He further says, that user education programmes are planned, in tertiary institutions to ease the work of librarians and quicken the efforts of the clientele in getting and utilizing the library materials. Librarians most of the times work with students who possess little or no skills in using information sources in libraries. For such users, user education is a sine qua non.

According to Aguolu (2002) cited in Oyedum (2012), library instruction programmes as another component of information literacy should improve the students' ability to use library collections and services effectively and should include instruction in the use of the full range of information and knowledge resources. He says that instruction in library use aims at developing the bibliographic skill of library users so that they can make the most effective use of the library and its information resources. He argued that most students in Nigerian universities have never used any type of library before entering the university, some of them had never even seen a library. Yet to be able to undergo a meaningful undergraduate education, they must learn how to exploit the resources of the university library-this skill, if acquired, is essential to life-long education. "This is an age when the knowledge of a subject has become no more important than the knowledge of where and how to find information upon the subject.

Users' Satisfaction with Reprographic Services

As earlier mentioned, that library is a service oriented organization, effective service is necessary for the clientele to enjoy the library. It is the nature of service provided by a library that attracts its user to it. The different services that satisfy the information needs of the clients of a library justify it as an information centre. Several studies have been carried out in the area of library services as a whole, but only very little that have been carried out in the area of reprographic or photocopying services.

Onuoha, Omokoje and Bamidele (2013) conducted a study on assessment of service effectiveness and satisfaction with library services at Babcock University Nigeria'. The aim of the study was to determine the extent of undergraduates satisfaction with use of library services. Descriptive research design was used for the study. Purposive sampling was used in selecting 200 respondents from six out of sixteen departments within the existing four faculties. 5,847 was the total population. Questionnaire method was used for the collection of data. Data were analyzed using frequency counts and percentages. The study revealed that photocopying and reference service were the most utilized services in the library while binding and audio visual services constituted the least used services. They further say, that majority of the respondents, however indicated that they were satisfied with library services to a little extent. The study recommended that the level of satisfaction with library services was also found to be low, and that calls for improvement in general service provision and delivery in order to increase the level of users' satisfaction. This study is related to the current study, because it 'provides useful information in the area of users' satisfaction with reprographic services, research design, method of data collection (questionnaire) and data analysis'. The area of study, scope, sample size and population of the study will differ with the present one.

According to Ugwuanyi (2010), 'reprography is the art of producing single or multiple copies of documents, whether by photographic or other means'. He says, reprography or reprographic service is very vital for the survival of education in Nigerian, especially university education as it sustains teaching, learning and research. Oyewusi and Oyeboade (2009) in a study of accessibility and use of library resources and services by undergraduates in a Nigerian State University of Technology established that books 54.8% ($x = 2.48$), reprographic 52.2% ($x = 2.42$), reference services 44.3% ($x = 2.33$), journals 40.4% ($x = 2.31$) and newspaper 40.1% ($x = 2.25$) were highly used as library resources and services. Selective Dissemination of Information (SDI) 19.8% ($x = 1.99$) was the least used.

Similarly, Popoola ((2000) cited in Wang and Shieh (2006) while studying the use of information products and services in Social Science research in Nigerian Universities found that academi''c Social Scientists in Nigerian Universities utilized the following library information services; current awareness, photocopying, referencing, statistical data analysis, E-mail, selective dissemination of information and on-line database searching in support of their research activities. Equally Kumar and Phil (2009) conducted a study on availability of photocopying machines and quality of copies in an academic institution in Ghana, and found that 44.2% were satisfied as against 21% who were not satisfied, 22.75 remained neutral. There was a large percentage which was not satisfied with the availability of photocopying machines. The problem being that at present there were only three photocopying machines, and unfortunately they cannot contain a large number of users. Even one or two may experience some technical error. Therefore, the study recommended provision of more machines which are regularly services, with some service or guidance provided by the staff. They equally say that, 63.53% were satisfied with quality of copies. This means that, the respondents were satisfied with the

copies they received. It is therefore very important for the photocopying machines to produce quality copies which will enable users to be able to see clearly.

To affirm the above view, Bassey and Iyishu (2007) conducted a study on reprographic services in academic libraries in Cross River State; State-of-the art. The aim of the study was to know whether academic libraries in Cross River State, officially engaged themselves in rendering reprographic services, and also the extent of users' satisfaction with reprographic services. Survey research design was used for the study. A sample size of 500 users were drawn from a total population of 25,599 library users in three academic libraries. Questionnaire method was the instrument used for data collection. Data were analyzed using frequency counts and percentages. The study revealed that no academic library in Cross River State, Nigeria officially renders reprographic services to its users. And that users' satisfaction with reprographic services in academic libraries in Cross River State was statistically found to be significantly lower than average. The study recommended that academic library authorities should procure reprographic machines and keep them at strategic areas in the libraries to enable users photocopies materials at subsidized rates.

Comparatively, the above study is related to the current study in the area of users' satisfaction with reprographic services, design of the study, method of data collection and an aspect of data analysis. The two studies are not the same. The area of the study, sample, population and scope of the study differ. The researcher intends to adopt some aspect of this study for the current study. According to Nkanu (2007) reprographic services are usually attached to Reader's Services Division, and these services are always visible. He further says, these services help to reduce the rate of book theft and mutilation of library materials. The services provide photocopying of library materials which users are not allowed to borrow.

According Nwalor (2003) cited in Nkanu (2007), to reduce the temptation of users to steal rare materials, libraries provide photocopying facilities and make them available to users at a subsidized rate. He also says that commercial photocopying by libraries makes it possible for members of user community to reproduce all kinds of documents personal or official, which they need often at a highly reduced cost. That, this service attracts people to libraries and they remain willing patrons ever after. Photocopy and other quick copying processes, which are easy to manipulate as means for fast and cheap dissemination of information from documents, have become part of the information services function of modern libraries. That is to say, reprography is a major activity in modern librarianship and library practices. The practice is more glaring in developing countries where resource-sharing is a major strategy for the survival of libraries (Eze, 2004) cited in (Bassey&Iyishu, 2007).

Okwilagwe (2001) quoted by Bassey and Iyishu (2007) described Nigerian educational system as depending largely on reprography. According to him in Nigeria, reprography is alternative publishing. It sustains teaching and learning in Nigeria. Some libraries in Nigeria use photocopied cataloguing and classification tools. He says, this is how serious the case is and how much the education system has come to depend on reprography for survival. He further says, without reprography the thousands of Nigerians in various institutions of learning would find it impossible to continue with their studies. It is not restricted to students; many teachers of various grades and levels depend on reprography in sourcing academic materials to use in teaching and research.

ALA (2001) cited in Ugwuanyi (2012) noted that photocopying is a valuable aid to librarians and library users because it enables them to make copies of books, magazines, journals, newspapers and pamphlets. That people doing

major research projects may need materials from many parts of dozen of books, these people can make copies of the information they need from each book. In the same vein, Udofia (2002) cited in Bassey and Iyishu (2007) says, photocopying is a service through which portions of books or periodicals may be photocopied for members or users of the library at subsidized rates, subject to copyright restrictions. He says, through inter-library cooperation, photocopies of materials not available in the library can be obtained from other libraries in Nigeria and /or from abroad.

Also Abegunde (1994) cited in Nkanu (2007) opines that photocopying is a universal library service that ensures the supply of request for reading materials upon demand by patrons that are prompted by a factor to ask for materials outside their immediate environment. Awodoye (1992) cited in Ugwuanyi (2012) stated that photocopying and other quick-copying processes which are easy to manipulate fast and cheap for the dissemination of information from documents have become part and parcel of the essential services of libraries. That the Nigerian copyright Law, decree 47 (1988) section 5 (1) has empowered libraries to copy any work for the purpose of teaching and learning. This section he says, stated inter alia (a) that these copies made by libraries are to be destroyed after use and (b) that not more than three copies are to be made. Libraries are equally empowered to use their discretion to avoid copyright infringement.

Corroborating this, Eze, Ugwuanyi and Ugwu (2009) observed that reprography through its different abuses, not only make the creators of intellectual works suffer financial loses, loss of reputation and social displacement but also dampens their creativity. Ugwuanyi (2012) lamented that reprography has greatly hastened the destruction of many library materials. Many essential and frequently consulted library books have grown old or torn in an effort to constantly photocopy them. Borrowers and those who photocopy for them usually handle library materials without care and do damages to book spines. He further says, other problems arise since libraries rarely follow the stipulations of copyright regarding the number of copies to be made, and what to do to them after use.

According to Eze (2007) cited in Ugwuanyi (2012) reprography is the copying and recopying of extra copies from the original. He says, one of the advantages is the enhancement of the valuable services being offered to the library users. That the advent of reprographic materials has in the recent years enhanced the services of academic libraries, following this, libraries offer the users the photocopy extracts from textbooks. Moreover he says, out-of-print books are becoming available and accessible through the utilization of microfilm editions. He further says, reprographic materials save library materials. Academic libraries have numerous clientele that hardly purchase books for their studies instead many of them form groups that steal or rip off some pages from the original library materials. That, with reprographic service, originals of library materials are preserved, because instead of stealing or ripping off pages, they pick the book and go to the photocopying pool to get their own copies.

Anaeme and Anyaegbu (2010) "conducted a study on user problems in academic libraries in Nigeria: A case study of Enugu campus library, University of Nigeria". The aim of the study was to identify the problems users encounter in the use of library materials, facilities and services. Survey research design was adopted for the study. A sample size of 300 users were drawn from the total population of 4,724 users. Instruments for data collection were questionnaire, documentary sources available in the library and direct observation. The data were analyzed using tables and percentages. The study revealed that problems users encountered included, inadequate provision of material resources, inadequate manpower, congenial reading environmental conditions and services, though reprographic services received positive responses, 70% against 30% of users who were not satisfied. The library provided photocopying services to augment home

reading. However, some reservations were made regarding the regularity of the service as a result of power failure, machine breakdown and spare parts. Inadequate regular photocopying services, the authors say, create problem of misuse and theft of library materials. They study recommended that to “curb these problems, academic libraries need to re-evaluate their resources and services, provide adequate reading spaces and employ qualified and dedicated personnel”.

RESEARCH METHODOLOGY

Survey research design was used because it was considered best in identifying the present conditions and needs, vital facts and opinion of users regarding their satisfaction with library use instruction and reprographic services. The research area is the university libraries in south-south Nigeria. The population of the study comprised 21,162 users. In university of Calabar (3,515 users); Cross River University of Technology (2,420 users); University of Port-Harcourt (5,015 users); Rivers State University of Science and Technology (2,800 users); while University of Uyo (5,020 users) and Akwa Ibom State University of Science and Technology (2,392 users). Accidental sampling technique was used in the selection of 1,058 users for the study (175 users from UNICAL; 121 users from CRUTECH; 250 users from UNIPORT; 140 users from RSUST; 140 users from UNIYO; 119 users from AKSUST).

The instrument used was a 48 item. Likert – Type Scale Questionnaire (USLSQ). It has six parts each, six items on each of the library use instruction services and services. To determine the reliability of the study instrument, a Cronbach Coefficient Alpha method was used. The instrument was administered once to the respondents to complete. Table 1 shows the result of the reliability test.

Table 1: Cronbach Alpha Reliability Coefficient of the Research Instrument (N=50)

S/N	Variables	No of Items	\bar{x}	S.D	q
1	Users' satisfaction with library use instruction service	8	22.57	5.40	.82
2	Users satisfaction with reprographic services	8	22.62	4.44	.70

DATA ANALYSIS AND RESULTS

The data used for testing null hypothesis 1 were generated by coding the users' responses on items measuring their satisfaction with library use instruction services in university libraries. The mean and standard deviation scores of the users were subjected to population t-test using a population of expected mean (X_0) of 15.00 obtained by multiplying the mean code (2.50) of the response options by the number of items measuring variables. The results are shown in Table 2.

Table 2: Population t-Test Analysis of the Extent of Users' Satisfaction with Library Use Instruction Services in University Libraries in South-South (N=1058)

Variable	N	\bar{x}	S.D	df	μ	t-cal	Sig.
Library users' satisfaction with library use instruction services	1058	10.15	3.03	1057	20.0	-108.79*	.000

Users' satisfaction with library use instruction services in university libraries in south-south, Nigeria is significantly low. The variable in this hypothesis is users' satisfaction with library use instruction services which is measured continuously. To test the hypothesis, population t-test was used for data analysis. The result as presented in Table 2 shows that t-value = 108.79*, $P < .05$. Since $P (.000)$ is less than the significant value $P (.05)$, the null hypothesis is rejected. Thus, users' satisfaction with library use instruction services in university libraries in south-south, Nigeria is significantly high.

Table 3: Population t-Test Analysis of the Extent of Users' Satisfaction with Reprographic Services in University Libraries in South-South (N=1058)

Variable	N	\bar{x}	S.D	df	μ	t-cal	Sig.
Library users' satisfaction with reprographic services	1058	11.81	2.55	1057	20.0	150.07*	.000

Users' satisfaction with reprographic services in university libraries in south-south, Nigeria is significantly low. The variable in this hypothesis is users' satisfaction with reprographic services which is measured continuously. To test the hypothesis, population t-test was used for data analysis. The result as presented in Table 3 shows that t-value = 150.07*, $P < .05$. Since $P (.000)$ is less than the significant value $P(.05)$, the null hypothesis is absolutely rejected. Thus, users' satisfaction with reprographic services in university libraries in south-south, Nigeria is significantly high.

DISCUSSION OF FINDINGS

The result of the first hypothesis revealed that users' satisfaction with library use instruction services in university libraries in south-south Nigeria is significantly high. The finding of this result is in agreement with the view of Obasiuyi and Otabor (2012) that conducted a research on a survey of internet literacy skills among physical science undergraduates of the University of Benin. The aim of the study was to ascertain the internet skills among the undergraduate student. The research discovered that the students were computer, internet and ICT literate as majority of the students possess most of the required internet skills. The result also revealed the importance of orientation and user education on internet usage ability of the undergraduate students.

In corroboration with the findings Imbus and Adung (2010) posited that the need for guidance and regular library instruction in the use of library resources and services is a necessary step to help students meet some of their information needs. Still, the findings were in line with that of Ogunmodede, Adio and Odunola (2011) who conducted a study on library use education as a correlate of use of library resources in Ladoko Akintola University of Technology, Ogbomosho in Oyo State. The aim of the study was to determine the relationship between library use education and use of library resources. The findings showed that although the students were introduced to the use of library to enable them to make a meaningful research that will benefit not only Nigeria as a country, but the whole universe, its effect on the students was very minimal. They further say that, good number of respondents affirmed that library use education was relevant to their course of study, and their perception for the need for library use education was equally high.

The result of the second hypothesis showed that users' satisfaction with reprographic services in university libraries in south-south Nigeria is significantly high. Onuoha, Omokeje and Bamidele (2013), agreed with the finding of this study when they stated in their study that photocopying and reference services were the most utilized services in the library while binding and audio visual services constituted the least used services.

However, the study is contrary with that of Bassey and Iyishu (2007) who conducted a study on reprographic services in academic libraries in Cross River State; State-of-the art. The aim of the study was to know whether academic libraries in Cross River State, officially engaged themselves in rendering reprographic services, and also the extent of users' satisfaction with reprographic services. The study revealed that no academic library in Cross River State, Nigeria officially renders reprographic services to its users. And that users' satisfaction with reprographic services in academic libraries in Cross River State was statistically found to be lower than average.

In corroboration to the findings, Udofia (2002) observed that photocopying is a service through which portions of books or periodicals may be photocopied for members or users of the library at subsidized rates, subject to copyright restrictions. He says, through inter-library cooperation, photocopies of materials not available in the library can be obtained from other libraries in Nigeria and/or from abroad. That most library users get satisfied if these services are provided in a cheap rate.

CONCLUSION

Based on the findings of the study, it can be concluded that library users have a high satisfaction with library use instruction and reprographic services in university libraries in south-south, Nigeria. This shows that library users are impressed with the services of the university libraries investigated.

RECOMMENDATIONS

Based on the conclusion of the study, the following recommendations were made;

- To ensure literacy in accessing library materials, library use instruction service should continue to be a priority in advocacy for use among users in university libraries.
- To sustain the current use of library resources, more facilities like reprographic services should adequately be provided to ensure continuous users' satisfaction.

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