Level of Satisfaction with the Library Resources and Services of Education Faculty and Students in Lone Agricultural State College in Bulacan

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Abstract

Academic libraries are an integral part of learning institutions, serving as crucial hubs for meeting the information and research needs of students and faculty. The study aimed to determine the level of satisfaction of users with library resources and services at a lone agricultural state higher education institution (HEI) in Bulacan, Philippines. A survey research design was employed to quantify the responses from education faculty and students, who were selected using a purposive sampling technique. The findings reveal that respondents are generally satisfied with the library's resources, including the availability of printed materials, accessibility of online resources, provision of ICT equipment, and overall conduciveness of the learning environment. Both faculty and students expressed satisfaction with the quantity and quality of the library's online and print materials in supporting their respective fields of study. Regarding library services, majority of respondents were satisfied with the institution's library orientation, instruction, guidelines for borrowing books, service hours, reference support, reader's advisory, information and referral, current awareness, indexing, and internet access. These services enable college librarians and staff to facilitate effective utilization of the library's resources, allowing students to engage with books, journals, and other vital educational materials, as well as conduct individual and group studies. The degree to which the college community utilizes the library's services and resources can serve as an indicator of the library's function and value in supporting the academic and research needs of the institution. Generally, this study provides valuable insights to guide the library in enhancing its offerings and ensuring sustained user satisfaction.

Keywords: academic library resources, higher education institution, academic library services, user satisfaction, Bulacan Agricultural State College

INTRODUCTION

Aside from the knowledge and information that teachers impart to their students, it is equally essential that learners have access to multiple information sources to expand their learning experience. These sources can include scholarly books, encyclopedias, newspapers, journal articles, and other print and online reference sources. The library, as the heart of any educational institution, plays a crucial role in providing these diverse learning resources. Without a well-equipped and functional library, an educational institution would struggle to stand on its own. The library is uniquely positioned as one of the most conducive places of learning, offering students a quiet, comfortable, and focused environment to study.

In recent years, Philippine academic libraries have been adapting to technological changes and global challenges. Digital reference services, as an alternative to printed materials, are still not fully utilized although some libraries have already adopted them (Ramos & Abrigo, 2012). Many libraries are unprepared for the COVID-19 global pandemic, but they quickly adjusted to offer digital materials and services which accelerated the shift to online services (Esposo-Betan & Fresnido, 2022). More specifically, academic libraries are adding more and more e-books to their holdings, recognizing their advantages in terms of accessibility and cost-effectiveness (Peñaflora & Garciab, 2017). These libraries actively assist internationalization efforts in higher education by providing services for international students and faculty, participating in international staff

development initiatives, and attending global benchmarking and conferences to widen their horizons (Ramos-Eclevia, 2023). These developments reflect the changing role of Philippine academic libraries in meeting the diverse needs of their users and significantly contributing to the globalization of higher education.

The need to align with accreditation standards has prompted a shift in academic library evaluation, moving beyond just assessing resources to understanding actual student use and information needs (Weber and Ridley, 1997). In the Philippine context, existing library standards have primarily emphasized inputs like collections and facilities, with limited focus on service efficiency and library outputs concerning the teaching-learning process (Obille, 2007). Recent studies have assessed user satisfaction with library e-resources, finding high ratings for accessibility, user-friendliness, and relevance (Dahuya et al., 2023). To facilitate compliance with accreditation requirements, institutions are developing data warehouses to effectively manage documents from various sources (Mindoro-Mesana et al., 2023). Continued focus on evaluating library outputs and their impact on student learning is recommended to meet accreditation requirements and support the institution's attainment of education vision and mission in producing globally competitive graduates.

Libraries are an integral part of learning institutions, serving to meet the demands of users by providing reliable, updated, and useful information that satisfies their educational needs (Kaushamalika and Weerakoon, 2020). The efficiency of a library is measured by the utilization of its materials and how well the library staff accommodates its clients. Library user satisfaction pertains to how users achieve the purpose of their library visit, as well as their evaluation of the functionality, resources, and services offered by the library based on their collective experiences and observations (Kaushamalika and Weerakoon, 2020; Vijeyaluxmy, 2015).

Evaluating user satisfaction is critical for the development of academic institutions, as it provides insights into the adequacy and availability of the library's resources and services (Idiegbeyan-Ose and Esse, 2013). The quality and usefulness of the library's resources, as well as the overall experience of the users, contribute to their satisfaction levels. If users' expectations are not met, they will likely provide lower satisfaction ratings (Ijiekhumhen et al., 2015). Factors such as the library's resources, facilities, accommodation, and the professionalism of the staff can also influence user satisfaction levels.

The study was conducted in response to a specific recommendation from the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), aligning with accreditation standards and guidelines, as well as the need to adapt to the changing educational landscape. The findings can provide valuable insights to guide the college library in improving resource availability, service quality, and overall user experience, supporting the long-term development and sustainability plan of the library. The assessment of satisfaction levels can also allow the college library to benchmark its best practices and identify areas for improvement, helping to ensure the college community maximizes the usage of the library's resources and services to enhance teaching, learning, and research outcomes. Specifically, the study aimed to determine the purpose and frequency of respondents' library visits, evaluate the level of satisfaction with library resources in terms of printed materials, online materials, technology provision, and physical conditioning as well as the satisfaction with library services such as orientation, instruction, lending, service hours, reference support, reader's advisory, information and referral, current awareness, indexing, and internet access.

Conceptual Framework. Figure 1 shows the conceptual framework of the study. This is designed to focus on satisfaction levels by analyzing survey responses rather than projecting improvements. In this framework,

education faculty and students are the primary users whose satisfaction is assessed.
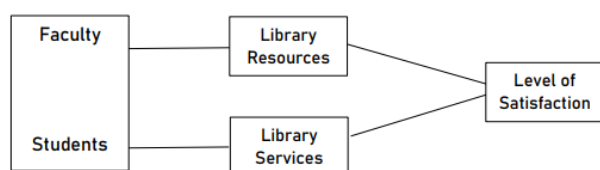

Figure 1
Research Paradigm

Library resources include all physical and digital materials available, such as books, journals, and online databases. Library services cover the assistance and support provided by library staff, including help with accessing materials and other user support services. Level of satisfaction serves as the outcome that reflects the overall contentment of users with both resources and services as measured through survey responses that, in turn, elaborate direct user perceptions, making it possible to evaluate the satisfaction with existing resources and services as perceived by faculty and students. Regular assessment of user satisfaction is essential for libraries to enhance their services and ensure sustainability (Amarasekara and Marasinghe, 2020). This study is anchored on the SERVQUAL model developed by Parasuraman, Zeithaml, and Berry (1988) to suggest a gap model regarding service quality by identifying the difference between the expectation and reality of the service provided by an organization. Although this model includes five domains: tangibles, reliability, responsiveness, assurance, and empathy, the study balances the two constructs, resources and services.

Statement of the Problem. The study aimed to determine the level of satisfaction of the respondents with the library services and resources by addressing the following questions:

1. How may the purpose of the library visit of the respondents be described?

2. How may the frequency of library visits of the respondents be described?

3. How may the level of satisfaction of users on library resources be described in terms of availability of printed materials, availability of online materials, provision of information, communication, technology equipment, and conduciveness for learning?

4. How may the level of satisfaction of users on library services be described in terms of library orientation, library instruction, guidelines in borrowing of books, service hours, reference services, readers' advisory services, information and referral services, current awareness services, indexing, and internet services?

LITERATURES

Libraries are continuously evolving into multifunctional places that people visit for purposes more than just borrowing traditional books (Shiwa et al., 2022). Specifically, the emergence of digital access has allowed users to spend more time in libraries for studying, socializing, and accessing e-resources, but this has reduced visits for access to printed materials (Panigrahi, 2021). It was also reported that children's sections in public libraries have formerly become important reading areas, with many people visiting to read books and materials considering the classical essence of a library (Chandrasekar & Sivathaasan, 2016). However, time constraints limit the regular visits of some users to the library (Ravanan, 2013). To address the changing needs and demands, libraries are being redesigned to provide creative spaces, quiet areas, and improved facilities like the availability of power outlets and Wi-Fi areas (Panigrahi, 2021).

Additionally, Different studies examine library usage patterns and factors influencing user visits. One study shows that academic requirements such as assignments, thesis work, and reference needs are more likely to increase library visits. In contrast, self-motivated individuals visit the library less frequently (Larasati et al., 2019). They also identified factors affecting the library visits including semester, faculty, department, and available services. Burhansab et al. (2021)

indicate that library usage frequency varies as some students visit the library every few days and others use it more often. In another study, Asian and African students were marked as the most regular users of libraries in on-site and online resources. However, library resource usage is negatively affected by the increased use of non-library resources. To increase patronage, especially for international students, libraries should improve the quality of their resources and services (Gyau et al., 2021).

Furthermore, user satisfaction surveys are crucial for assessing the quality of library services and identifying areas that need improvement. Varying levels of user satisfaction in terms of library resources, services, and facilities are revealed from the studies conducted in Nigeria, Sri Lanka, India, and Nigeria (Obinyan, 2021; Amarasekara & Marasinghe, 2020; Kaur & Kathuria, 2022; Olla et al., 2019). The effectiveness of library staff, the sufficiency of resources, ICT infrastructure, and material accessibility are commonly being assessed. Although it is generally reported that clients usually expressed satisfaction with the library staff and services, enhancing ICT facilities, expanding electronic materials, and offering information literacy programs are some areas for improvement (Amarasekara & Marasinghe, 2020). More recently, Kaur and Kathuria (2022) mentioned that diverse groups of users showed varying levels of satisfaction stressing the need for focused services and awareness programs. To ensure that libraries can able to satisfy clients' changing needs and promote sustainability, recommendations include implementing holistic marketing strategies, acquiring more relevant and useful resources, and conducting regular user satisfaction surveys (Obinyan, 2021; Amarasekara & Marasinghe, 2020).

Moreover, it can't be denied that library user satisfaction is a crucial aspect of academic library services. Research indicates that undergraduate students are generally satisfied with library services, such as lending, orientation, research support, and internet access (Aderonke Ayobami, 2022; Handoyo et al., 2021). On the contrary, some challenges still exist, such as a lack of information support and unawareness of the available services (Ayobami, 2022). Although users are less used to some services like translation and online catalogs, reference services in university libraries are rated at a satisfactory level (Onyeisi et al., 2019). User satisfaction is significantly influenced by library service quality dimensions such as information control, affect of service, and access to information. In particular, library service quality, user satisfaction, and loyalty to the library and its services are all positively correlated (Cristobal, 2018).

METHODS

Research Design. A descriptive survey research design was used to determine the level of satisfaction of respondents with the library resources and services. In addition, data on the respondents' purpose of library visits and the frequency of library visits were also described. Odimegu-Ike (2014) claims that survey research design is an instrument used by researchers to collect important documents and investigate them to describe and gain a greater understanding of a present situation or issue strategically.

Research Instrument. A structured questionnaire by Tiemo and Ateboh (2016) was adapted and modified to obtain data from respondents. An email was sent by the researchers to ask permission to the authors to adapt their instruments. Certain modifications have been made by the researchers to align it within the context. The researchers conducted expert validation and pilot testing to further ensure the validity and reliability of the modified research instrument. Five experts reviewed the instrument to check the content, language, and appropriateness of the items in measuring the level of satisfaction with the library services and resources. Subsequently, a pilot test was conducted with 10 faculty members and 10 students who were not part of the main study. The pilot test allowed the researchers to gather feedback and make necessary revisions to the questionnaire before administering it to the actual respondents. The Chronbach alpha

assessing the internal consistency of the questionnaire was 0.8. The inputs from expert validators and pilot test participants helped the researchers improve the clarity, relevance, and consistency of the questionnaire items. A 5-point Likert scale was the assessment tool used to interpret the data where a pointing scale of 1 to 5 corresponds to highly dissatisfied, dissatisfied, neutral, satisfied, and highly satisfied, respectively. The survey instrument consists of three parts. Part I inquired about the sex, age, library user, frequency of library use, and purpose of library use. Part II consisted of statements on students' satisfaction with Library Resources. Part III was about Questions on students' satisfaction with Library Services. The researchers organized the questionnaires using the Google form and created a link that was accessed by the respondents. Students were required to open their email accounts for the online survey form. Instruction that explains that all the information the respondents provide is treated with utmost confidentiality as indicated. Responses were automatically recorded by the Google form when the students had already filled out completely the online survey form and had submitted their responses properly.

Sampling Design and Respondents. This study utilized purposive sampling to select participants who were best suited to provide relevant perceptions of satisfaction with library resources and services. Specifically, this sampling approach allowed the researchers to target two key groups: faculty and students at the Institute of Education for the Academic Year 2022–2023. Purposive sampling, also known as judgmental sampling, is a non-probability sampling method that involves deliberately selecting participants based on specific criteria (Curtis, 2011). In this case, inclusion criteria focused on individuals who had visited the college library and accessed its resources and services. Exclusion criteria included faculty and students who had never visited the library, ensuring that only those with meaningful experiences contributed to the findings. 729 (9 faculty, 720 students) out of the 816 target respondents claimed that they've already visited the library regardless of the number of

times as per the result in the first part of the survey.

Locale of the Study. This study was conducted at a public agricultural state college located in the municipality of San Ildefonso, Bulacan. It remains the only higher education institution in the province dedicated solely to agricultural studies and allied disciplines.

Research Procedure and Data Collection. The final survey questionnaire was distributed to respondents via e-mail to allow more efficient communication. Faculty and students were given a brief overview of the study's objectives and the importance of their feedback. They were assured of confidentiality, and their consent was obtained before their participation. They were guaranteed their right to withdraw from the study at any point without such penalty. Data was collected over four weeks, allowing ample time for responses. Reminders were sent periodically to increase response rates. All responses were then collected and stored anonymously to ensure respondent privacy.

Data Analysis. Descriptive analysis was used in analyzing data for the respondents' demographic profile as well as their level of satisfaction with the use of library services and resources. Frequency and percentage were used to provide a breakdown of demographic characteristics and to describe patterns such as the purpose and frequency of library visits. This allows for a clearer understanding of the respondent population and their library usage habit. On the other hand, mean and standard deviation (SD) were applied to assess satisfaction levels with library resources and services. The mean provides a summary measure of the general satisfaction level, while the SD indicates variability in responses.

RESULTS

Table 1
Purpose of Library Visit by Faculty and Students

Purpose of Library Visit	Faculty (n = 9)	Faculty %	Students (n=720)	Students %	Overall %
Access Database	2	22.22	87	12.08	12.21
Browsing the Shelves	5	55.56	81	11.25	11.81
For Class Instruction	4	44.44	132	18.33	18.66
Search for Research Literature	7	77.78	180	25.00	25.65
Collect Course Material/Supplemental Materials	5	55.56	152	21.11	21.54
Get Help with Assignment	0	0	199	27.64	27.3
Read Newspaper and Magazines	3	33.33	42	5.83	6.19
Use the Internet	8	88.89	177	24.58	25.38
Use Audio-Visual Equipment	0	0	16	2.22	2.2
Using Computers in the Library	2	22.22	58	8.06	8.23
Borrow Books	5	55.56	243	33.75	34.02
Group Study	0	0	213	29.58	29.22
Study Alone	2	22.22	213	29.58	29.49

Table 1 shows the purpose of library visits among respondents indicating multiple reasons or tasks for utilizing the library. The two highest overall purposes of library visits were to borrow books (34.02%) and to study alone (29.49%). This indicates that the library remains an important hub for accessing physical resources and providing a conducive learning environment. This suggests that the college library should continue to maintain a strong print collection and ensure the library spaces are suitable for quiet, focused work. On the other hand, the low usage of audio-visual equipment (2.20%) and print media resources like newspapers and magazines (6.19%) implies that the library may need to re-evaluate the relevance and accessibility of these offerings. Both students and faculty recognize the value of the library as a dedicated space for effective studying, resource access, and course preparation. However, the library should also explore ways to increase awareness and usage of technology-enabled services and spaces to cater to the changing information-seeking behaviors of its users.

In particular, 88.89% of the faculty visit to use the Internet, 77.78% of them visit to search for research literature, and 55.56% visit to browse the shelves, collect course/supplemental materials, and borrow books. Meanwhile, 33.33% visit to read newspapers and magazines, and 22.22 visit to access databases and use computers in the library. These findings suggest that faculty primarily use the library for surfing the Internet and for their research and teaching needs as instructors and professors have four-fold functions which include instruction, research, and extension activities. Teachers nowadays tend to rely more on the use of the internet for different educational purposes not to deny that it makes their daily tasks more productive and time efficient. On the flip side, 33.76% of the students visit to borrow books, to study alone or in groups (29.58 %), and to get help with assignments (27.64%). Less students are likely to go to the library to use audio-visual equipment (2.22%) and to read newspapers and magazines (5.83%). This indicates that the library serves as both an information resource and a dedicated study space. A significant proportion of students use the library to borrow books and get assistance with their coursework. It also remains a place for individual and collaborative study. The lower percentage, however, for activities like using computers and audio-visual equipment suggests that there may be opportunities to better promote and facilitate access to these technology-based services within the library.

Congruently, students primarily use libraries for individual study, group projects, and research (Dixit et al., 2024). Faculty members visit libraries primarily to borrow books, update professional knowledge, and conduct research (Bo and Kumar, 2022). The physical library space is still appreciated for its supportive learning environment, which satisfies a hierarchy of needs including access, comfort, activities, and sociability (Cunningham and Tabur, 2012). Libraries are adapting to changing user needs by remodeling spaces, providing modern facilities, and expanding digital collections and services. However, students continue to prefer in-person interaction with staff (Becker et al., 2017). To remain relevant, academic libraries must constantly assess and modify their services, focusing on user-friendly interfaces, personalized support, and innovative programs to improve the educational process (Dixit et al., 2024).

Table 2
Frequency of Library Visits among Faculty and Students

Frequency of Visit	Faculty (n = 9)	Faculty %	Students (n=720)	Students %	Overall %
Always	3	33.33	26	3.61	3.98
Frequently (2 or more times a week)	2	22.22	201	27.92	27.86
Occasionally (once or twice a month)	3	33.33	320	44.44	44.32
Seldom (4 or less times a year)	1	11.11	173	24.03	23.86

Table 2 presents the frequency of respondents' visits to the college library. It shows that the majority of the respondents (44.32%) visit the library occasionally, i.e., once or twice a month. The second highest percentage is 27.86%. which corresponds to frequent visits (2 or more times a week). Only 3.98% of respondents indicated that they always visit the library, while 23.86% seldom visit (4 or fewer times a year). Among the faculty respondents, 33.33% visit the library occasionally and another 33.33% visit frequently. Around 11% of faculty seldom visit the library, while the highest percentage (33.33%) reported always visiting the library. For student respondents, the majority (44.44%) visit the library occasionally, followed by 27.92% who visit frequently/ About 24% of students seldom visit the library, while only 3.61% reported always visiting.

The findings suggest that while the library is being used regularly by a significant portion of the college community, there is still room for improvement in encouraging more frequent visits, especially among the student population. The high percentage of occasional visitors, both among faculty and students, indicates that the library may not be the primary go-to resource for all academic needs. This could be due to the increased availability of online resources, as well as other factors like time constraints. The relatively low percentage of "always" visiting respondents, particularly among students, implies that the library may need to explore ways to promote its services and resources more actively. Identifying barriers to library usage and implementing targeted outreach efforts could help increase the frequency of visits and maximize the utilization of the library's offerings. Additionally, the differences in visitation patterns between faculty and students suggest that the library may need to develop customized strategies to engage these two user groups more effectively. For instance, providing tailored orientations, workshops, or marketing campaigns that address the specific needs and preferences of faculty and students could help improve overall library usage.

Recent studies on library usage indicate varying patterns among students and faculty. The frequency of library visits varies, with most faculty members visiting at least once a week (Bo and Kumar, 2022). Some students, particularly high-achieving students prefer e-resources while those with lower GPAs frequently visit physical libraries. Also, first-generation students are less likely to use online library services (Mi Scoulas et al., 2024). Faculty perceptions of student library utilization often differ from actual usage patterns, especially regarding traditional services and resources (Mangrum & Foster, 2020). Research on marginal and non-users suggests that the library's value proposition needs to be reevaluated (Blaylock & Arriola, 2021). Comparisons between 2016 and 2018 surveys show increased library visits and resource use, improved satisfaction with quiet study spaces, but decreased ease of website use (Scoulas & Groote, 2020). These findings stress the importance of continuous evaluation to inform strategic planning, identify areas for improvement, and demonstrate the impact of the library on student achievement.

Table 3
Satisfaction Levels with Library Resources among Faculty and Students

Parameters	Faculty Mean (SD)	Student Mean (SD)	Overall Mean	Overall SD	Verbal Description
Availability of Printed Materials	(4.12, 0.83)	(4.18, 0.84)	4.17	1.18	Satisfied
Availability of Online Materials	(4.15, 0.84)	(4.10, 0.86)	4.11	1.19	Satisfied
Provision of ICT Equipment	(4.07, 0.85)	(4.13, 0.87)	4.12	1.2	Satisfied
Conduciveness for Learning	(4.20, 0.82)	(4.22, 0.83)	4.21	1.17	Highly Satisfied
Grand Mean			4.15	1.19	Satisfied

Highly Dissatisfied (HD) (1.00-1.79); Dissatisfied (D) (1.80-2.59); Neutral (N) (2.60-3.39); Satisfied (S) (3.40-4.19); and Highly Satisfied (HS) (4.20-5.00)

Table 3 presents the satisfaction levels of the respondents with the library resources. The overall mean satisfaction level of respondents

regarding the library's resources is 4.15, with a standard deviation of 1.19, which can be verbally described as "Satisfied". This suggests that, on average, the college community is content with the availability and quality of the library's resources.

When looking at the faculty responses specifically, the data reveals high levels of satisfaction across the different resource categories. Item number 9 under the "conduciveness for learning" construct obtained the highest mean which means that the faculty agreed with the statement "I am pleased with the physical conditioning of the library. The temperature and lighting are conducive for learning." Faculty expressed high satisfaction with the library's conduciveness for learning (M=4.20, SD=0.82), indicating that the physical environment and study spaces provided by the library are well-suited to support their academic work. On the other hand, Item 3 under the "availability of online materials" construct obtained the second highest mean (M=4.15, SD=0.84) which means that faculty are in favor of the statement "I am satisfied with the available national and international journals useful for research literature." Similarly, they expressed satisfaction with the printed materials availability (M=4.12, SD=0.83) from item number 1 with the statement "I am satisfied with the available number of textbooks in my field or specialization." This suggests that the library's collections, both digital and physical, are meeting their research and instructional needs. Additionally, faculty were satisfied with the provision of ICT equipment (M=4.07, SD=0.85), which enables them to utilize technology-driven resources and services within the library setting.

Items number 9 and number 12 under the conduciveness construct both obtained the highest mean which means that the students are highly satisfied with the statement (Item 12) "I am delighted with the books on the shelves." The student respondents exhibited a similar pattern of satisfaction with the library's resources. Students reported high satisfaction with the library's conduciveness for learning (M=4.22, SD 0.83), indicating that the

arrangement of the books, physical environment, and study spaces are meeting their academic needs. Regarding the availability of online materials, students were also satisfied (M=4.10, SD=0.86) with the statement of Item number 3, suggesting that the library's digital offerings are relevant and accessible to support their learning and research activities.

The overall high levels of satisfaction with the library's resources, as expressed by both faculty and students, suggest that the college library is effectively supporting the academic and research needs of its community. The alignment between faculty and student perceptions indicates that the library caters to the diverse information requirements of its primary user groups. The finding that both groups are highly satisfied with the library's conduciveness for learning is particularly noteworthy because this means that the library is playing its role as a central hub for academic activity, providing a comfortable and productive environment for individual study, group collaboration, and knowledge exploration. Additionally, the satisfaction with the availability of both printed and digital materials suggests that the library has struck a balance in its resource development, leveraging both traditional and modern formats to cater to the varied preferences and needs of its users. However, the slightly lower satisfaction levels for the provision of ICT equipment and online materials, particularly among students, indicate that there may be opportunities for the library to further enhance its technology infrastructure and expand its digital offerings. Addressing these areas could help the library to better accommodate the evolving information-seeking behaviors and learning modalities of the college community.

Previous research emphasized the value of library resources and services in the academic context. Both faculty and students are found to have high satisfaction levels with library resources, services, and facilities, indicating that the library effectively supports their academic and research needs (Tuble & Panhilason, 2024). Libraries are responding to the ever-changing user needs by striking a

balance between traditional and digital resources where e-resources are becoming more and more important. ICT facilities and online materials for students, however, can be further improved (Bhosale, 2013). The demand for specific resources varies where government documents and general encyclopedias are less requested whereas journals and theses in engineering and technology fields are in demand by the users (Tadituri & Naick, 2023). Libraries must know how to balance print and digital formats and align their collections and services to user preferences to meet the diverse information demands and changing information-seeking behaviors of their users (Tuble & Panhilason, 2024; Bhosale, 2013).

Table 4
Satisfaction Levels with Library Services among Faculty and Students

Parameters	Faculty Mean (SD)	Student Mean (SD)	Overall Mean	Overall SD	Verbal Description
Library Orientation	(4.15, 0.82)	(4.21, 0.84)	4.18	1.17	Satisfied
Library Instruction	(4.10, 0.85)	(4.17, 0.83)	4.13	1.19	Satisfied
Guidelines for Borrowing Books	(4.18, 0.84)	(4.20, 0.83)	4.19	1.18	Satisfied
Service Hours	(4.25, 0.79)	(4.23, 0.82)	4.23	1.16	Highly Satisfied
References Services	(4.12, 0.80)	(4.19, 0.81)	4.18	1.18	Satisfied
Readers' Advisory Services	(4.08, 0.83)	(4.18, 0.82)	4.16	1.19	Satisfied
Information and Referral Service	(4.05, 0.84)	(4.17, 0.82)	4.15	1.2	Satisfied
Current Awareness Services	(4.15, 0.82)	(4.18, 0.84)	4.17	1.18	Satisfied
Indexing	(4.10, 0.86)	(4.19, 0.83)	4.18	1.19	Satisfied
Internet Services	(4.20, 0.81)	(4.14, 0.85)	4.15	1.19	Satisfied
Grand Mean			4.17	1.18	Satisfied

Highly Dissatisfied (HD) (1.00-1.79); Dissatisfied (D) (1.80-2.59); Neutral (N) (2.60-3.39); Satisfied (S) (3.40-4.19); and Highly Satisfied (HS) (4.20-5.00)

Table 4 presents the satisfaction levels of the respondents with the library services. The overall mean satisfaction level of respondents regarding the library's services is 4.17, with a standard deviation of 1.18, which can be verbally described as "Satisfied". This indicates that the respondents were generally satisfied with the library services provided.

Regarding the faculty members' satisfaction levels, the highest mean satisfaction score was for the Service Hours (M=4.25, SD-0.79), which was rated as "Highly Satisfied". Specifically, the faculty members are highly satisfied with Item number 7 statement "The service hours of the library are convenient. It opens earlier than

other libraries. The main library is open from 7:00 a.m. to 6:00 p.m. with no noon break from Monday to Friday except on holidays while the library for graduate studies is open from 8:00 a.m. to 4:00 p.m. with no noon break every Saturday." This suggests that the library has long service hours to allow faculty and other clients to transact more efficiently and productively. Item number 17 under the Internet services construct obtained the second-highest mean (M=20, SD=0.81) which suggests that faculty members agreed to the statement "I am delighted with the Internet services available. The Internet speed is fast. It is very useful during the conduct of Google meetings, virtual presentations, workshops, trainings, and webinars for education faculty and students". It emphasizes teachers satisfied with the internet's speed and its usefulness in conducting online conferences, webinars, workshops, and trainings. Fast internet connectivity enables the clients to include online learning in their academic programs and to learn not just to rely on the printed materials and books that are available but also to explore more diverse knowledge sources that are accessible via the internet. The internet is currently a part of the technological advancements keeping the educational system flexible and progressive.

In terms of students' satisfaction levels, the highest mean score was for the Service Hours (M=4.23, SD=0.83), which was rated as "Highly Satisfied". It can be noted that both the teaching staff and the students are highly satisfied with the libraries' service hours. Students can stay at the library longer because there is no noon break policy. Thus, the library does not restrict its users from having more productive time to complete their academic and research work. To add, students were also highly satisfied with the Library Orientation (M=4.21, SD=0.84) from the Item number 1 statement "I am satisfied with library orientation services such as the conduct of the physical organization of the library, the content of a library card catalog and other bibliographical records, service hours/duration, services offered, and information help desk". This indicates that the library staff's management of the new users' orientation is

satisfactory to the students. Through this, users can become familiar with the various library sections and their functions, the names of the librarians and library staff, basic database searching techniques, issues relating to academic integrity, and ways to access other library resources. Library orientation is necessary so that users can have practical knowledge of how to use the library as part of their academic learning experiences, Moreover, the students expressed a high satisfaction level with the Guidelines for Borrowing Books service (M=4.20, SD=0.83) from Item number 5 statement "The library policy on loan period or guidelines in borrowing books for teaching and students is a good deal". This describes in greater detail how much easier it is for library users to borrow books to the extent of their needs. The more that users receive a good deal in terms of borrowing guidelines, the more that the library will be beneficial in meeting the academic and professional needs of different types of users.

The similar satisfaction levels between faculty and students elaborate the library's ability to meet the diverse needs of its primary user groups. This consistency in satisfaction can contribute to the overall positive perception of the library's value and its role in supporting the college's academic mission. However, the slightly lower satisfaction scores for some services, such as library instruction and information and referral, suggest areas where the library can focus on improving to enhance the user experience further.

User satisfaction is a crucial indicator for evaluating the quality of services provided by academic libraries which is said to be essential for supporting learning and research. Studies conducted in different countries consistently show high levels of user satisfaction with library services, resources, and staff (Tetteh & Nyantakyi-Baah, 2019; Gyau et al., 2021; Amarasekara & Marasinghe, 2020). In general, service hours, library orientation, borrowing guidelines, and staff friendliness are rated as satisfactory by both students and faculty. However, computer systems, information literacy initiatives, and online resources need

improvement. Libraries can identify strengths and weaknesses and make necessary adjustments to improve their services by regularly evaluating client satisfaction through surveys (Gyau et al., 2021; Amarasekara & Marasinghe, 2020). Relatively, the positive correlation between user satisfaction and overall library service quality emphasizes the importance of regularly assessing and meeting user needs to maintain the library's value in supporting academic missions (Gyau et al., 2021).

DISCUSSION

The college library remains an essential hub for supporting the academic and research needs of both faculty and students. The high utilization of the library for accessing the internet, physical resources, studying, and conducting research indicates its continued relevance in the institution. The shift towards increased online resource usage suggests the need for the library to maintain its position as a central learning resource. Recognizing the diverse purposes for which faculty and students use the library can help the institution tailor its offerings and spaces to better cater to their specific needs. This includes maintaining a strong print collection while also expanding technology-driven services.

However, a majority of respondents reported visiting the library occasionally, likely due to the increased accessibility of online education resources. This shift addresses the need for academic libraries to adapt and integrate digital services to cater to the information-seeking behaviors of users. Strategies to improve library usage may include enhancing awareness of available online resources and services, as well as ensuring seamless access and user-friendly interfaces. In terms of library resources, respondents expressed overall satisfaction with the availability of both printed and digital materials, such as textbooks, journals, and databases. This suggests that the college library is more likely to meet the information needs of its community. The high rating for the conduciveness of the library

environment further indicates its role in supporting educational and research activities.

The overall high levels of satisfaction with the library's resources suggest that the college library is supporting well the academic and research needs of its community. The alignment between the satisfaction levels of both faculty and students indicates the library's ability to cater to its diverse information requirements. The library remains a central hub for academic activity, providing a comfortable and productive environment for individual study, collaboration, and knowledge exploration.

Regarding library services, respondents specified satisfaction with various aspects, including service hours, orientation, internet access, and borrowing guidelines. This reflects the institution's commitment to providing convenient and accessible resources to support the academic and research activities of its community. This also implies that the library promotes the effective utilization of the library through orientation programs that familiarize new users with its resources, services, and policies. The findings have several implications for educational institutions and library service providers. Academic libraries should continue to assess and address the evolving needs of faculty and students through regular user satisfaction surveys. This can inform strategic planning to optimize resource allocation, service delivery, and infrastructure development. Furthermore, libraries should explore collaborative partnerships with other service agencies to enhance referral mechanisms and expand the range of support available to users.

To optimize the college library's support for the academic community, several recommendations are proposed. Firstly, the library may promote greater awareness of its online resources and services to encourage more frequent usage, particularly among students. Secondly, continuous user feedback through surveys and focus groups can identify areas for improvement in library resources and services. Also, investing in enhancing digital infrastructure and user-friendly interfaces can facilitate seamless access to electronic materials. Strengthening collaboration with academic departments can better align library collections and services with evolving curricular and research needs. Relatively, exploring partnerships with other campus units and external organizations can expand the scope of support and referral services available to users. Lastly, providing regular training and professional development for library staff can ensure high-quality assistance and responsiveness to user needs.

Prospective studies can explore more comprehensive methodologies regarding user satisfaction level of library services and resources such as comparative analyses of library usage and satisfaction levels across different academic disciplines or between public and private higher education institutions. The use of a mixed-methods design combining quantitative surveys and qualitative interviews or focus groups may provide richer data to better understand the feedback of user experiences and perceptions.

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