



Short Paper

User Perception and Satisfaction on Library Usage and Services: A Study of Dominican Learning Resource Center Higher Education Department

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Abstract

User satisfaction is essential for libraries to ensure that their goals and objectives are met and attained successfully. There is no doubt that the level of satisfaction influences library usage and services, including the interaction among staff members. This paper investigated the level of perception and satisfaction of library users (students and faculty members) in terms of their usage and its services, including their interactions with library staff. A descriptive survey research design was utilized, and a total of 120 students and 30 faculty members acted as the participants for the study. The findings showed that both groups of library users were satisfied with the services and had positive perceptions about the library collections and the staff. It was also shown that users are concerned specifically with the updated book collections, the Wi-Fi and Internet services, and the communication skills of the staff members. Continuous improvement should be conducted every year to see if the library has provided more of its services and resources to the users, especially with the attitudes towards the staff.

Keywords – user satisfaction, perception, library services, library usage, users



INTRODUCTION

User satisfaction has been the main concern for libraries and professionals, especially those who visit for various reasons. Cristobal (2018) stated that users do not only visit the library to find resources but also utilize the available facilities like computers, reading areas, discussion rooms, and others. Every year, books, journals, theses, dissertations, and electronic databases have been newly acquired with the growing population of students in the institution, which made the library more challenging for the department head, the staff, and the users alike.

The main importance of user satisfaction in libraries is to develop and deliver high-quality user services; thus, the library should provide services to the customers in support of the goals of this institution (Gako & Laspiñas, 2015; Singh & Kuri, 2017). At the same time, it also gives facilities for information services like internet and Wi-Fi access. Rafiq et al. (2021) added that libraries are also expected to consider enhancing different programs through collaboration with instructors, the creation of video tutorials and interactive text-based course content, and cooperation with the users.

Assessment of library usage and its services should be an aid to ensuring how efficiently and effectively the library serves the users' needs, not only to develop their knowledge and skills in traditional and digital methods but also to identify the accuracy and adequacy of the resources and materials and to find ways to enhance such services. The level of satisfaction with library usage depends on the usefulness of providing access to collections and other services of keeping users updated and bringing the needed materials to their attention.

The Dominican Learning Resource Centre-Higher Education Department (DLRC-HED) library is geared towards the attainment of RM2USIC4 (research and product development, multicultural advocacy, moral and spiritual accountability, understanding the discipline, self-directed learning, information and technology literacy, communication skills, creativity and innovation, collaboration and community engagement, and critical thinking) and completion through graduation (Ana et al., 2023). The main objective is to give the stakeholders excellent quality information and services, particularly to provide them access to different materials that can support their own needs in using the library. Such services are suited to ensure their equitable access to information in supporting the quality education, training, research, and community service of this institution (Ariate & Padohinog, 2020). This includes bibliographic searching from the Web Online Public Access Catalogue (OPAC), using the Dominican Learning Resource Assistant (DORA) through Facebook and e-mail chats, and integrating electronic and internet resources for better learning and dissemination of knowledge.

An assessment of user satisfaction is manifested and conducted with the library's users. Yi (2016) stressed that academic librarians play a critical role in ensuring the impact of libraries because they are essential in establishing and maintaining the resources and

services that they offer. User satisfaction includes the library's collection, services, and information preferences in ensuring that the needs of users are met within the specified time for getting information. Therefore, it should engage the needs of the clients and provide a variety of information resources to meet the specific requirements of the program.

This study was undertaken to investigate the level of perception and satisfaction of library users (students and faculty members) in terms of their usage and services. It aims to find out the purposes of users in visiting the library, to determine the users' perception of the services and the staff, and to identify what the library can improve, particularly in their resources and services. This research answers the following questions:

1. What are the identified purposes of the user's visits to the library?
2. What is the level of perception and satisfaction of library users in terms of library services, library collections, and interaction with the library staff?
3. How can the library enhance the usage of resources and services based on the users' comments?

The following hypotheses were also established:

H₀: There is no significant difference between the students and faculty on the library services.

H₀: There is no significant difference between the students and faculty in the library collections.

H₀: There is no significant difference between the students and faculty in the interaction with the library staff.

LITERATURE REVIEW

Library User Satisfaction

Library user satisfaction has changed over the years. Currently, with the approach of mobile and computer technologies, the behaviors of library users have essentially changed, in that their interest has moved to e-resources supported by more gadgets available. The use of the internet is also seen as an example as it allows the users to search for information that can be easily accessed aside from traditional or print sources like books, modules, and other reading materials (Donovan, 2020).

In an article by Wenborn (2018), the number of digital resources has increased; therefore, with the changing learning and development within libraries, librarians and staff members are urged to learn innovative skills in using different technologies for educational and research purposes for their patrons. This means that using digital resources will help patrons find more content that is accessible and relevant to them. Wenborn (2018) added that the changes in academic libraries will also change how they are used in succeeding generations, considering the innovations in technologies and

library spaces. These changes include interactive information kiosks, e-book applications, and virtual assistants. Khan et al. (2023) also believed that technologies in library services have made a tremendous difference for library users. Through technology, they can assist in deploying resources, enhancing performance, and raising the bar for top management, which can also improve services and increase patron confidence in various library services.

Related Studies

Different studies were conducted to assess the perception and satisfaction of library users. Tiemo and Ateboh's (2016) study showed that clients were contented with the borrowing services offered most especially in the renewal of books, and the extended hours for internet access. The study also discovered that people were disappointed with the insufficient reference materials available in their respective topic areas, as well as with outdated national and international publications.

Hussien and Mokhtar (2018) investigated a study on the effectiveness of reference services in the library and its relationships with users' satisfaction. Results indicated a weak, positive relationship between service accessibilities, the responsiveness of librarians, the quality of librarians' answers, librarians' communication approaches, and users' satisfaction. Mangrum and Foster's (2020) research, however, unlike in earlier studies, refuted that the views of student usage were frequently inconsistent with the statistics on actual student usage, particularly when it dealt with common library resources and services like the value of having access to books, computers, and printers.

Other studies also determined the level of user satisfaction in different libraries across the world. Moorthy et al. (2019) investigated a study about factors affecting the behavioral intention of undergraduate students in the utilization of digital libraries, wherein they proposed the Unified Theory of Acceptance and Use of Technology 2 (UTAUT 2) model with a combination of the Information Systems Success Model (ISSM). Soltani-Nejad et al. (2020) analyzed the antecedents and consequences through a series of models and theories of technology acceptance to fully understand the effective collaboration and innovation between users and digital libraries. Meanwhile, Yalung et al. (2020) made use of various social media platforms such as Facebook, Instagram, Twitter, and YouTube to encourage students to use academic library services. On the other hand, Sinhababu and Kumar (2023) featured the use of chatbots in determining awareness and opinions in terms of virtual reference services in libraries.

Despite the availability of studies on users' perception and satisfaction with library usage and its services and resources, limited studies were conducted on the users' perception and satisfaction with library usage and services in the Philippines, particularly in St. Dominic College of Asia. However, considering the new evidence, this study will have sufficient information to fill this gap.

METHODOLOGY

Research Design

This study used a descriptive survey research design to determine user satisfaction among students and teachers in the Dominican Learning Resource Center, Higher Education Department at St. Dominic College of Asia. Surveys are used to identify the behaviors, attitudes, knowledge, and population characteristics of the involved participants (Story & Tait, 2019).

Research Sampling and Participants

The study used simple random sampling, in which respondents were chosen randomly and purely by chance (Bhardwaj, 2019). This is to ensure that all respondents can participate in answering the questionnaire in their free will. There was a total of 150 participants from St. Dominic College of Asia, Bacoar, Cavite, Philippines. One hundred twenty (120) students participated in this research: five (5) from the School of Arts, Sciences, and Education (SASE), forty (40) from the School of Business and Computer Studies (SBCS), twenty-eight (28) from the School of International Hospitality and Tourism Management (SIHTM), and forty-seven (47) from the School of Health Science Professions (SHSP). While thirty (30) faculty members also acted as respondents: eight (8) from SASE, eleven (11) from SBCS, four (4) from SIHTM, six (6) from SHSP, and one (1) from the Community Extension Services Office (CESO).

Data Collection, Instrumentation, and Data Analysis

The researchers used questionnaires as data-gathering tools for the participants. A checklist for purposes of the respondents' library usage and a series of five-point Likert scales (5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree) were used in determining the level of perception and satisfaction with the library collections, library services, and interaction with the library staff. This questionnaire was based on the 2001 Insync Library Survey. Respondents were also asked to write some comments and suggestions to improve the college library. The survey questionnaire was validated to the Vice President for Academics and Research for checking and its Cronbach's alpha was recorded as 0.87, which was interpreted as a "good internal consistency."

The researchers distributed the questionnaires to students and teachers who visited the library. From 180 participants (students and teachers) who were given the surveys, only 150 questionnaires (83.33%) were returned and completed to the researchers. Data were later gathered, tallied, and analyzed in only 150 questionnaires. Descriptive statistics such as frequency, percentage, weighted mean, and Welch's t-test distribution were used in this study. Frequency and percentage distribution are used to identify the purposes for

which users visit the library. The weighted mean is used to determine the level of satisfaction of students and faculty members with the library collections, library services, and interaction with the library staff, while Welch's t-test distribution was also used to determine the statistical significance between students and faculty members on library usage and services. This finding would show the statistical relationship between students and teachers on the perception of library usage and services.

RESULTS

Purposes of Library Visit

Table 1 presents the purposes for which users visit the DLRC library. As illustrated in the table above, respondents were asked to determine their purpose for visiting the library. The results showed that the majority, or 71.67%, of the students use computers for internet research. This was followed by 81 (67.50%) who use libraries to have a quiet, comfortable place to study; 73 (60.83%) use or borrow books; 51 (42.50%) research on their own; and 8 (6.67%) use reserve materials for their classes. Moreover, the results revealed that almost all (90.00%) of the faculty members use or borrow books. It was also pointed out that more than half (53.33%) research on their own; two-fifths (40%) both use libraries to have a quiet, comfortable place to study and use reserve materials for their classes; and about one-fourth (23.33%) use computers for internet research. Other students and faculty members cited their purposes: (1) Relax or sleep; (2) Charge my phone or laptop; (3) Introduce or expose my Senior High School (SHS) students in the college library; (4) Conduct seminar workshops; and (5) Check for newly acquired books. This implies that most students visited the library to use computers for internet research, whereas faculty members preferred using or borrowing books.

Table 1. Frequency of purposes of users in visiting the library

Purposes	Frequency (%)	
	Students (n = 120)	Faculty (n = 30)
Use or borrow books	73 (60.83%)	27 (90.00%)
Use reserve materials for a class	8 (6.67%)	12 (40.00%)
Use computer for internet research	86 (71.67%)	7 (23.33%)
Do research on my own	51 (42.50%)	16 (53.33%)
Have a quiet, comfortable place to study	81 (67.50%)	12 (40.00%)
<i>Others</i>		
1. Relax or sleep	1 (0.83%)	
2. Charge my phone or laptop	1 (0.83%)	
3. Introduce/expose my SHS students in the college library		1 (3.33%)
4. Conduct seminar-workshop		1 (3.33%)
5. Check for newly acquired books		1 (3.33%)

Satisfaction of Library Users in the Dominican Learning Resource Center – Higher Education Department

Table 2 presents the descriptive statistics of user satisfaction with the library services of the Dominican Learning Resource Center, Higher Education Department. Based on the table, results indicated that many respondents were satisfied with all the library services provided in the school, whereas faculty members favored the most about borrowing services (4.63), library orientation (4.50), and in-person research assistance (4.50). It is noted that the most salient library service, as ranked by both groups of users, is borrowing services. In terms of borrowing services, students got a mean score of 4.03, as did faculty with a 4.63.

Table 2. Descriptive statistics of user satisfaction on the library services

Library services	Student (n = 120)	Faculty (n = 30)
1. Online Public Access Catalog (OPAC)	3.93 (SD=0.85, Agree)	4.30 (SD=0.65, Agree)
2. Borrowing services	4.03 (SD=0.76, Agree)	4.63 (SD=0.49, Strongly Agree)
3. Printing services	3.73 (SD=0.85, Agree)	4.10 (SD=0.80, Agree)
4. Internet services	3.71 (SD=0.92, Agree)	4.03 (SD=0.81, Agree)
5. Computer and tablet services	3.83 (SD=0.85, Agree)	4.13 (SD=0.78, Agree)
6. Referral services	3.73 (SD=0.75, Agree)	4.37 (SD=0.67, Agree)
7. Library orientation	3.81 (SD=0.78, Agree)	4.50 (SD=0.63, Strongly Agree)
8. In-person research assistance	3.72 (SD=0.86, Agree)	4.50 (SD=0.57, Strongly Agree)
9. Online reference assistance	3.76 (SD=0.78, Agree)	4.37 (SD=0.56, Agree)

Legend: 4.50-5.00 – Strongly Agree; 3.50-4.49 – Agree; 2.50-3.49 – Neutral; 1.50-2.49 – Disagree; 1.00-1.49 – Strongly Disagree

Table 3 displays the descriptive statistics of user satisfaction with the library collections. Most of the students perceived that the library is pleasing and comfortable for study, with a mean score of 4.08 and a standard deviation of 0.85, whereas many of the faculty members strongly agreed that the library collections are updated, with a mean score of 4.63 and a standard deviation of 0.49. This implies that students and faculty members were positive about the library collections they got.

Table 3. Descriptive statistics of user satisfaction on the library collections

Statements on library collections	Student (n = 120)	Faculty (n = 30)
1. The library has the books I am looking for.	4.03 (SD=0.82, Agree)	4.27 (SD=0.64, Agree)
2. The library has the journals I am looking for.	3.80 (SD=0.83, Agree)	4.30 (SD=0.65, Agree)
3. The library collections are updated.	3.71 (SD=0.82, Agree)	4.63 (SD=0.49, Strongly Agree)
4. The library is a pleasant and comfortable place for studying.	4.08 (SD=0.85, Agree)	4.17 (SD=0.70, Agree)

Legend: 4.50-5.00 – Strongly Agree; 3.50-4.49 – Agree; 2.50-3.49 – Neutral; 1.50-2.49 – Disagree; 1.00-1.49 – Strongly Disagree

Table 4. Descriptive statistics of user satisfaction on the interaction with library staff

Statements on library staff	Student (n = 120)	Faculty (n = 30)
1. Staff members of the library are helpful and knowledgeable.	3.94 (SD=0.89, Agree)	4.50 (SD=0.57, Strongly Agree)
2. The library staff deals with me fairly and without discrimination.	4.01 (SD=0.82, Agree)	4.63 (SD=0.49, Strongly Agree)
3. Library staff members are professional in their dealings with me.	3.98 (SD=0.87, Agree)	4.67 (SD=0.48, Strongly Agree)
4. The library staff is friendly.	3.80 (SD=1.00, Agree)	4.73 (SD=0.45, Strongly Agree)
5. Library staff provides quality service.	3.92 (SD=0.87, Agree)	4.60 (SD=0.56, Strongly Agree)
6. Library staff responds promptly.	3.88 (SD=0.85, Agree)	4.67 (SD=0.48, Strongly Agree)
7. Library staff are difficult to approach.	2.66 (SD=1.16, Neutral)	2.83 (SD=1.60, Neutral)

Legend: 4.50-5.00 – Strongly Agree; 3.50-4.49 – Agree; 2.50-3.49 – Neutral; 1.50-2.49 – Disagree; 1.00-1.49 – Strongly Disagree

Table 4 describes the descriptive statistics of user satisfaction with the interaction with library staff. The majority of the students are satisfied with the library staff, while many of the faculty members are highly satisfied with the attitudes the staff possess. It is found that the most essential characteristic for students towards the library staff is that "The library staff deals with me fairly and without discrimination" (4.01), while faculty members mostly perceive that "The library staff is friendly" (4.73). However, it is noted that both groups of users remained neutral on the statement "Library staff is difficult to approach" (students: 2.66; faculty: 2.83). The item is written as negative, whereas the scoring on a Likert scale should be in reverse order, with 1 being the positive end and 5 being the negative end.

Table 5. Significant difference between the students and faculty in the library services

Group	N	SD	t	df	CI	Sig. (2-tailed)
Student	120	0.83	-6.75	12	3.78-4.04	0.00
Faculty	30	0.69				

In Table 5, T-test analysis was executed at the 0.05 level of significance between students and faculty members; the t-value is -6.75 with a degree of freedom of 12 and a confidence interval of 3.78 to 4.04. As indicated by the p-value of 0.00, which is less than 0.05, this implies that there is a significant difference between the students and faculty members using the library services. Hence, it shows that the perceptions of both groups are somewhat similar, which means that the p-value is statistically significant and therefore should reject the null hypothesis.

Table 6. Significant difference between the students and faculty in the library collections

Group	N	SD	t	df	CI	Sig. (2-tailed)
Student	120	0.84	-3.24	6	3.86-4.12	0.02
Faculty	30	0.64				

Table 6 illustrates the significant difference between the students and faculty in terms of the library collections. A t-test analysis was used, resulting in a t-value of -3.24 with a df of 6, while the CI is 3.86 to 4.12. As shown in the p-value of 0.02, which is slightly lower than the alpha level of 0.05, the table reveals that there is a significant difference between the students and faculty members in the library collections. This states that the p-value is statistically significant and therefore should reject the null hypothesis.

Table 7. Significant difference between the students and faculty in the interaction with library staff

Group	N	SD	t	df	CI	Sig. (2-tailed)
Student	120	1.03	-2.01	11	3.70-4.04	0.07
Faculty	30	0.98				

In Table 7, results show that there is no significant difference between the responses of students and faculty members as expressed in the t-value of -2.01 and p-value of 0.07, which is relatively greater than the significance level of 0.05. Therefore, the results are statistically non-significant, which means that they failed to reject the null hypothesis.

Comments on the Library Usage and Services

Table 8 summarizes the comments and suggestions on the library usage and services provided by the students. Forty-six (46) comments were presented on the given data. Nine (9) students suggested each having more updated books and improving Wi-Fi and Internet connections. Four (4) said that the library staff must be approachable. Three (3) people commented that the library should improve printing services. Each of the two (2) students was asked to install software applications like Deep Freeze and Adobe Photoshop, to have longer library hours, and to extend their borrowing days. Each of the students also suggested providing more updated journals, adding free snacks, unblocking USB access, and having more space in the library. On the positive side, six (6) participants agreed that they are satisfied with the library services; two (2) were impressed with the nice and conducive atmosphere; and one (1) said that the library staff is accommodating.

Table 8. Students' comments on the library usage and services (n = 46)

Comments	Frequency
More updated books	9
Improve Wi-Fi / Internet connection	9
Satisfied with the library services	6
Library staff must be approachable	4
Improve printing services	3
Nice and conducive atmosphere	2
Create entertainment activities	2
Install software applications	2
Need longer library hours	2
Need longer borrowing days	2
<i>Others (More updated journals, Free snacks, Unblock USB access, Library staff are accommodating, Need bigger space)</i>	5

Table 9. Faculty members' comments on the library usage and services (n = 20)

Comments	Frequency
More updated books	4
Satisfied with the library services	4
Create rooms for special sections	2
Increase OPAC access	2
Improve printing services	2
<i>Others (Need longer library hours, Need bigger space, Improve Wi-Fi / Internet connection, Need more computers, Free snacks, Library staffs are accommodating)</i>	6

Table 9 presents the comments and suggestions on the library usage and services provided by the faculty members. Twenty (20) comments were shown from the given data. Four (4) asked to add more updated books. Two (2) urged the library to create rooms for special sections (e.g., theses and graduate sections), to increase OPAC access,

and to improve printing services. Each of the faculty members also commented on having longer library hours, creating a bigger space, improving Wi-Fi and Internet connections, needing more computers, and adding free snacks. On a positive note, four (4) of the teachers were satisfied with the library services given, while one (1) said that the library staff is accommodating. With regards to library usage and services, responses revealed that some of the students suggested more updated books and improvements to Wi-Fi and internet connections, while some of the faculty members raised the issue of the addition of newly updated book collections.

DISCUSSION

The study investigated the level of satisfaction of library users (students and faculty members) in terms of their usage and services. Students can easily widen their research knowledge and skills using computers by finding the appropriate materials available online for their study purposes, which enables them to conduct multiple tasks within a given time. Students' academic activities have improved as a result of the use of online resources (Apuke & Iyendo, 2018). Thus, they were able to conduct their studies in advance thanks to online resources, including e-books and e-journals, which facilitated and enhanced their academic research and learning.

However, it was observed that, based on the findings of Table 1, faculty members still chose to borrow books for their academic and teaching purposes over using computers for internet research as the least-answered purpose. Print resources have published information but are not available in other forms; furthermore, books and journals should be appreciated for enhancing their knowledge or entertainment (Zha et al., 2014; Gupta and Kumar, 2016). Even though technology has grown over time, it still has not reached a point where print resources dominate over digital resources in terms of stability, durability, and comfort of use.

In Table 2, it is implied that library users find different services more useful. According to Verma and Laltlanmawii (2016), every library should have collections in keeping with the needs of the users; thus, it should design library services according to its changing information environment. Collections such as books, journals, e-books, and e-journal databases are important in shaping the influence of librarians, staff, and users and could help to create new ideas and increase efficiency and productivity for their research and learning. In addition, reading spaces help students and faculty members build literacy skills like reading and writing, aside from maximizing their physical and mental relaxation (Donovan, 2020). It also requires enhancing their imagination and, at the same time, building confidence and concentration in their learning.

Both students and faculty members 'agreed' on the satisfaction of library services as shown in Table 3. Libraries provide richer information for users to meet their information needs, whereas they are required to improve collections, services, and facilities in an evolving age as well as continue assessing feedback on the effectiveness of resources

and services offered (Mairaj and Naseer, 2013). It is essential that librarians and their staff manage to give users access to services that enhance their skills and knowledge, and especially that users be well-informed about the library resources for their academic and research purposes.

It is also revealed in Table 4 that both students and faculty members are positive in interacting with the library staff. According to Jameson et al. (2019), one of the challenges for librarians is to successfully approach those students, even faculty members, who need to have information but may not seek a librarian's help. Research suggests that there should be a strong relationship with new users to help them in the early stages of their courses, especially in familiarizing them with the different library administrations (Namaganda et al., 2013). It means that professionalism should always be observed and that no conflicts should arise between groups of library users and the staff themselves.

Results showed in the first hypothesis that there is a significant difference between the students and faculty members in using different services. This finding supports Mirza and Mahmood's (2012) study on introducing users to different library services and e-resources. It may be attributed to the fact that faculty members have higher satisfaction when using library services than students, considering that the former has a smaller number of respondents. Moreover, it implies that most of the library services are not new to the faculty members and that students should be engaged in utilizing different resources that may apply to their academic and research purposes.

In the second hypothesis, it is revealed that there is a significant difference between the students and faculty members in using different collections. This is supported by Yi's (2016) study on promoting library services and resources with the use of various methods. Effective techniques are useful in preparing and enhancing careers for both students and faculty members. It has been observed that using library collections such as books and journals was more effective for faculty members than students; thus, students have adapted to using internet resources for additional references.

However, the third hypothesis confirmed that there is no significant difference between the students and faculty members in their interaction with the library staff. The results corroborate Sheikh's (2014) study, in which users of libraries expect professionals to respond to them according to their unique information needs, and they also expect knowledgeable personnel to consider these needs when delivering quality reference services and quickly responding to user inquiries. In a study by Adam (2017), users made similar suggestions for ensuring the library identified such problems and improved the services available. Libraries should expand their infrastructure, services, and resources, although some of the respondents praised the staff members for the convenience of the services and resources. This is to increase the needs of the users not only for their study and research but also for other recreational purposes.

CONCLUSIONS AND RECOMMENDATIONS

The study has revealed user satisfaction with usage and services in the Dominican Learning Resource Center – Higher Education Department. Based on the findings of the study, it is concluded that library users were satisfied with the overall services, which indicates that the library has achieved its goals and objectives. Users also showed positive perceptions, particularly regarding the adequacy and up-to-datedness of library collections such as books and journals. It is also shown that most of the respondents are positive about the interaction with staff members in the library.

However, some areas need to be addressed to enhance strong communication and other related academic activities to keep up with the satisfaction of services and resources, such as the strong communication between the library staff and the users for an improved transaction. The findings also reported that students and faculty members are very concerned with the updated book collections and the Wi-Fi and Internet services, especially the communication skills of the staff members.

With the findings of the study, it is suggested that the library keep up with the latest trends and developments in up-to-date book and journal collections that are aligned with the current issues inside and outside the institution. Apart from that, there is quick and free access to Internet services that can be utilized by researchers or academicians to explore new information beyond the library's collections. It is also important that library staff obtain professionalism, particularly with strong communication skills towards the users, to foster and maintain good rapport and help with adequate information needs.

Continuous improvement should be done every year to see if library users benefit more from its resources and services. It is with benchmarking that; aims to evaluate the improvement of the library operations and to adopt the best practices shared by different libraries. This will ensure the librarians and staff members can help satisfy the needs and goals of the users and share ideas and thoughts about what is expected in the institution. The findings will contribute to the enhancement of the services provided by libraries and the discipline and will help the library have a greater impact on its patrons.

IMPLICATIONS

User satisfaction is essential to enhancing the quality of service at different libraries. By determining this kind of satisfaction, most libraries are now able to rethink not just maximizing the physical spaces for various collections, applications, and patrons but also learning how to utilize them for a better purpose. It is also how librarians and staff establish strong connections with their patrons since digital technologies are continuously introduced in this setting. While user satisfaction still depends on the needs of library users, creating a meaningful and fuller user experience in this environment will lead to an effective and improved delivery of resources and services.

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DECLARATIONS

Conflict of Interest

Before the submission, the authors had workplace conflicts which may impact the study itself.

Informed Consent

Informed consent was provided to the respondents before conducting this study, and participation was encouraged.

Ethics Approval

Ethics approval was not needed in this study because it did not contain any harm or physical risks to the participants.

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