

ALÓRE

VOL.26, 2017



ILORIN JOURNAL OF THE HUMANITIES

ISSN: 0794-4551

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Notes on Contributors

1. Dr. Adesina B. Sunday is a lecturer in the Department of English, University of Ibadan, Nigeria.
2. Dr. Akinrinola Temidayo is a lecturer in the Department of English studies, McPherson University, Abeokuta, Ogun State, Nigeria.
3. Dr. Odeigah, Theresa Nfam is a lecturer in the Department of History and International Studies, University of Ilorin, Nigeria.
4. Dr. Nnabuike Pauline Akunna is a lecturer in the Department of French and Francophone Studies, Kwara State University, Malete, Kwara State, Nigeria.
5. Oludipe, Janet Titilayo is a librarian II in the University of Ilorin Library, Nigeria.
6. Dr. Oyekan, Funke Elizabeth is a lecturer with the Department of Philosophy and Religious Studies, Bowen University, Iwo, Nigeria.
7. Omolewu, Olatunbosun Christopher is a lecturer in the Department of Linguistics and Nigerian Languages, University of Ilorin, Ilorin, Nigeria.
8. Adenuga, Priscilla Lola is a lecturer in the Department of Linguistics and African Languages, Kwara State University, Malete, Kwara State, Nigeria.
9. Ogunbiyi, Olatunde Oyewole is a lecturer in the Department of Religions, University of Ilorin, Ilorin, Nigeria.
10. Abdullahi, Kadir Ayinde is a lecturer in the Department of English, University of Ilorin, Ilorin, Nigeria.
11. Jamiu Abdulkareem is a lecturer in the Department of Arabic, University of Ilorin, Ilorin, Nigeria.

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A COMPARATIVE ANALYSIS OF USERS' SATISFACTION WITH LIBRARY SERVICES IN PUBLIC AND PRIVATE COLLEGES OF EDUCATION IN KWARA STATE, NIGERIA

Oludipe, Janet Titilayo

Librarian II

titidipe@gmail.com

University Library,

University of Ilorin

Ilorin, Nigeria

Abstract

This study comparatively examined students' satisfaction with library services in public and private Colleges of Education in Kwara State. A descriptive survey research design was employed for this study. Stratified random sampling technique was used to select a total of 500 respondents for the study. A self-developed questionnaire titled: "Satisfaction with Library Services Questionnaire (SLSQ)" was used for data collection. 4 - point likert scale and SPSS were used to analyse the data collected. The study revealed that 70% of public Colleges of Education library users (students) are more satisfied with the information resources available than their private Colleges of Education counterpart (15%); there was a significant difference in the satisfaction of students with the efficiency of library personnel in public and private Colleges of Education in Kwara State; there was a significant difference in the satisfaction of students' with library programmes in public and private Colleges of Education in Kwara State; and 56.2% of library users (students) in public Colleges of Education are more satisfied with the general library services than 35.8% of library users (students) in private Colleges of Education in Kwara State, Nigeria. It is on this basis that the study recommended that both the owners of public and private owned Colleges of Education should ensure that information resources required to facilitate effective service delivery of the library are adequately provided in order to meet the need and satisfaction of users.

Keywords: Users' Satisfaction, Library Services, Public and Private College of Education

Introduction

Libraries are centres of information, primarily established to disseminate knowledge, equip people with knowledge to serve the society and advance the well-being of mankind. Thus, a library is like a storehouse of knowledge, a whole world encompassed in one room (National Open University of Nigeria, 2015). Nuut (2004) opined that the library's main role is to disseminate existing and accessible information resources to users, provide materials according to its areas of responsibility in the form of databases, electronic serials, full texts and traditional publications. Madu and Adeniran (2005) asserted that primarily, the essence of libraries is the collection, organization and dissemination of information devoted to a special subject or body offering specialized services to a specialized clientele.

Colleges of education (COED) in Nigeria are responsible for the production of teachers at the primary and junior secondary levels. In Nigeria, there are two categories of Colleges of Education – public and private. Public COED are schools owned, financed and managed by the government, while private COED are schools owned and managed by individuals or group of persons or societies for the benefit of the masses. Irrespective of ownership, COED have common objectives. Specifically, the goals and objectives of COED are teaching, encouragement of the spirit of inquiry and creativity in teaching and production of highly motivated, conscientious and efficient classroom teachers for the primary and junior secondary levels of the education system (FRN, 2004). It is on this basis, Ukachi (2013) affirmed that the achievements of the goals of any tertiary institution depend, to a great extent, on the provision and utilization of services and resources provided by the library.

In fact, academic Libraries are the corner stone of teaching, learning and research in tertiary institutions. Libraries in public College of education are government funded, while those of private college of education are sponsored by individuals, and organizations. While both are mandated towards the provision of standard teachers' education, the availability of information resources in the library and the services provided in both are supposedly the same. However, given their sources of funding, the study investigates areas of discrepancies between them in

terms of availability of information resources, library services and users' satisfaction in doing this.

This study comparatively analyses students' satisfaction with library services in public and private COED in Kwara State by investigating the students' satisfaction with the available information resources in public and private Colleges of Education in Kwara State. The efficiency of library personnel in public and private Colleges of Education in Kwara State, and the students' satisfaction with the overall library services in public and private Colleges of Education in Kwara State.

To address the fundamental problems of this study, this paper provides answers to the following questions:

- i. Are students satisfied with the available information resources in public and private Colleges of Education in Kwara State?
- ii. Are students satisfied with the efficiency of library personnel in public and private Colleges of Education in Kwara State?
- iii. Are students satisfied with the overall library services in public and private Colleges of Education in Kwara State?

Literature Review

Conceptual clarifications

Library services, according to Withers (1994), cited by Bua and Yawe (2014), include: providing reference referral services; providing indexing and abstracting services covering the professional periodicals received in the library; preparing a library handbook giving details of the rules, resources, services and staff of the library and making it available to patrons free of charge or at minimal cost; promoting inter-library cooperation loan; providing computer services and convenient hours of services; and displaying newly received books in an appropriate place and arranging book exhibitions

Bamidele, Omeluzor, Madukoma, George and Ogbuiyi (2012) affirmed that the importance of library services within an organization is basically to ensure that the information needs of users are adequately met and satisfied. Onatola (2004) noted that the services of the library may depend on the size of the parent organization, the scope of its operation,

the rate of movement of her staff or turnover and whether the organization is involved in research and development.

To this end, the degree to which these services satisfy the needs of users will show how effective and efficient a particular library is. More so, Larson and Owusu-Acheaw (2012) noted that since library users have varying needs, it is the responsibility of the library staff to know the needs and expectations and strive to meet them. The authors stated further that, meeting the information needs of users require the provision of the actual information resources and services that will satisfy their needs. Of great importance to them is satisfaction. Ikenwe and Adegbilero-Iwari (2014) and Sivathaasan (2013) defined user satisfaction as whether users are satisfied or not with a service or resources in a library. Larson and Owusu-Acheaw (2012) therefore argued that if users' needs and expectations are met then naturally they would be satisfied because their requests have been met.

Empirical Review

In recent times, user satisfaction with library services has become an imperative matter, because satisfaction of library resources influence the degree to which the services are used, and it has also been found to be an important factor that affects the use or non use of library services (Ikenwe and Adegbilero-Iwari, 2014).

However, studies have revealed that users satisfaction with library services among tertiary institutions differ significantly. For example, Bamidele, Omeluzor, Madukoma, George and Ogbuiyi (2012) carried out a study on library services provided in federal, state and private universities in Ogun State, Nigeria. The study found a significant difference in the library services provision and service expectation of federal, state and private universities. The findings affirmed that service provision in any library is an essential activity. Bamidele, Omeluzor, Madukoma, George and Ogbuiyi (2012) recommended that, libraries should therefore ensure to provide effective and adequate services to match with the expectations of library users.

In similar vein, Bua and Yawe (2014), in a comparative study on user-satisfaction with services in three academic libraries in Benue State, Nigeria, found that users of Federal University of Agriculture library,

Makurdi were significantly more satisfied with their library services than users of Benue State University and College of Education Katsina-Ala libraries.

Moreover, research findings by other scholars revealed that there have been numerous studies on users' satisfaction with library services (Ikenwe and Adegbilero-Iwari, 2014; Mostofa & Hossain, 2014; Ababioa, Aidoo, Korankyec, Bashiru, Louisa & Nsowah-Nuamahc, 2012; Adeniran, 2011) however not many studies have been undertaken in public and private Colleges of Education in Kwara state. It is for this reason that this study was carried out to comparatively analyse students' satisfaction with library services in public and private Colleges of Education in Kwara state, Nigeria, to bridge the knowledge gap and contribute to empirical knowledge in the field of library science.

Comparism between Public and Private COED

Public and private COED are institutions owned as the names denote. The public COED in Nigeria have Federal, State, and Local Governments as their proprietors, while the private Colleges have individuals, associations or organisations as the owners. Berkeley Parent Network (2009) asserted that private schools vary widely, and level of parental involvement varies from one private school to the other. What is important for a parent is to choose a private school that has characteristics that match what they are looking for as a family. Parents who pay for the cost of educating their children in private schools therefore tend to be more involved in dictating what the schools offer than parents whose children attend public schools (Olatoye and Agbatogun, 2009).

Furthermore, Joanna (2011) noted that public schools are schools owned and founded by the State Government on behalf of the public. Consequently, education in the public schools is bound to conform to the principles and spirit of education policy. Public schools, according to Oloworaran (2014), Agi (2013) and Odeleye and Oyelami (2012), on one hand, are: centrally run by Boards; overseen by the Ministry; respond to changes/innovations, improved school provision; adapt to demographics; adjust to managerial styles for improved service delivery; incorporate key values of people, ensure integrity and excellence; imbibe the need

for universality in the approach to raising future generation subject to public debates and controversy; conform to set standards; and dynamic. On the other hand, Agi (2013) noted that private schools are schools operated as a profit oriented enterprises, owned by an individual, cooperating individuals, voluntary agencies or faith based organizations.

Private colleges are run on the basis of cash for provision mostly. ESSPIN (2011) report reveals all or some of the following about Private schools: financed privately; managed and run privately; operate in environment less the standard of public schools; process of personnel recruitment / quantity /quality of personnel strictly restricted; conditions of service strictly restricted; monitoring/evaluation system largely unknown; staff development/training largely unknown; quality assurance measure largely undisclosed; government recognition largely unknown for many private schools; limited/non availability of facilities e.g. laboratories, libraries, demonstration farms, play grounds, etc.

Research Methodology

A survey method of research design was adopted for the study. This research design was adopted because the study intends to systematically and comprehensively collect information on the research endeavour. The population of the study consisted of all library users in the four colleges of education (public and private) in Kwara State. Stratified random sampling technique was used to select 400 registered library users (students) who served as respondents in this study. The choice of this sampling technique was because it enables the researcher to divide the population into two strata- public and Private COED prior to drawing the sample, and then separate random samples are drawn from each of the strata.

The instrument used in this study was a self-developed questionnaire to gather relevant data from the respondents. The questionnaire titled "Satisfaction with Library Services Questionnaire (SLSQ)" was designed to elicit information from the respondents. SLSQ was divided into two parts, 1 and 2. Part 1 consists of bio-data of the respondents while Part 2 consists of 20 items that were used to determine students' satisfaction with library services in areas of available information resources, efficiency of library personnel and overall library

services. The questionnaire was a closed ended form of questions based on a four (4) point Likert scale, ranging from Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.

Data Analysis and Results

The data collected for the study were analysed using 4- points, likert scale and SSPS. The outcome of the analysis is as shown in the tables below.

Research Question 1: Are students satisfied with the available information resources in public and private Colleges of Education in Kwara State?

Table 1: Users' satisfaction with the available information resources in the library of public and private Colleges of Education

S/N	How satisfied are you with the following available information resources in the library	Public COED				Private COED			
		S. A	A.	S. D	D	S. A	A.	S. D	D
		F & %	F & %	F & %	F & %	F & %	F & %	F & %	F & %
1	Provision of up to date textbooks on different subjects/ courses	104 (52%)	50 (25%)	30 (15%)	16 (08%)	48 (24%)	25 (12.5%)	15 (7.5%)	102 (51%)
2	Provision of up to date newspapers	116 (58%)	24 (12%)	46 (23%)	14 (7%)	76 (38%)	14 (7%)	104 (52%)	06 (3%)
3	Provision of up to date magazines	89 (44.5%)	48 (24%)	50 (25%)	13 (6.5%)	16 (08%)	14 (7%)	07(3%)	164 (82%)
4	Provision of up to date reports	72 (36%)	76 (38%)	26 (13%)	15 (7.5%)	14 (7%)	16 (08%)	02 (1%)	164 (82%)
5	Provision of up to date publications	50 (25%)	108 (54%)	24 (12%)	18 (9%)	94 (47%)	89 (44.5%)	15 (7.5%)	-
6	CD-ROM databases	15 (7.5%)	58 (29%)	116 (58%)	11 (5.5%)	50 (25%)	10(5%)	24 (12%)	116 (58%)
7	Internet facilities/E-mail	24 (12%)	46 (23%)	108 (54%)	22 (11%)	14 (7%)	157 (78.5%)	18 (9%)	11 (5.5%)
8	Provision of adequate computers	72 (36%)	76 (38%)	26 (13%)	15 (7.5%)	14 (7%)	16 (08%)	02 (1%)	164 (82%)
9	Electronic resources like (E-journals, E-books, E-audio/visual resources etc)	48 (24%)	24 (12%)	16 (8%)	102 (51%)	104 (52%)	50 (25%)	30 (15%)	16 (08%)

Table 1 shows response of respondents to the satisfaction of students with the available information resources in public and private Colleges of Education library. The table reveals that majority of respondents in public COED 154(77%) were satisfied with the provision

of up to date textbooks on different subjects/courses, while majority of the respondents 117(58.5) disagreed with provision of up-to-date textbooks on different subjects/courses in private COED. The study also reveals that majority of respondents in public COED are satisfied with provision of up to date newspapers 140 (70%), provision of up-to-date magazines 137 (68.5%), provision of up-to-date reports 148(74%), provision of up to date publications 158(79%), while majority of respondents disagreed with the satisfaction to provision of up-to-date newspapers 110 (55%), provision of up-to-date magazines 171 (85%), provision of up-to-date reports 164(83%), and provision of up-to-date publications 104(52%) in private COED

Moreover, majority of respondents in Public COED disagreed with CD-ROM databases with 73(36.5%), disagreed with internet facilities/E-mail 70(35%), agreed with provision of adequate computers 148(74%) and in Private COED. Similarly, majority agreed with CD-ROM databases 140(70%), internet facilities/E-mail 171(85.5%) electronic resources like (E-journals, E-books, E-audio/visual resources etc) 154(77%), and disagreed with provision of adequate computers 166(83%). The table reveals that respondents strongly agreed with students' satisfaction in respect of available of electronic resources in public COED libraries than private COED libraries in the state. This concurred with the study by Onatola (2004) that most private institutions do not usually have standard library equipped with information resources.

Research Question 2: Are students satisfied with the efficiency of library personnel in public and private Colleges of Education in Kwara State?

Table 2: Analysis of users' satisfaction with the efficiency of library personnel in public and private Colleges of Education in Kwara State

(SSELP) Student Satisfaction with the Efficiency of Library Personnel in private college of education library (private COED)

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly disagree	25	12.5	12.5	12.5	
	Disagree	29	14.5	14.5	27.0	
	Agree	89	44.5	45.5	71.5	
	Strongly agree	57	28.5	28.5	100.0	
	Total	200	100.0	100.0		

Table 3: Analysis of users' satisfaction with the efficiency of library personnel in public and private Colleges of Education in Kwara State

(SSELP) Students Satisfaction with the Efficiency of Library Personnel (public COED)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	162	40.5	40.5	40.5
Disagree	92	23.0	23.0	63.5
Agree	89	22.2	22.2	85.8
Strongly agree	57	14.2	14.2	100.0
Total	400	100.0	100.0	

Table 3 shows the responses of respondents to the users' satisfaction with the efficiency of library personnel in private Colleges of Education in Kwara State. Majority of respondents agreed with 89(44.5%) to efficiency of library personnel, 57(28.5%) respondents strongly agreed, while 25(12.5%) respondents strongly disagreed and 29(14.5%) of respondents disagreed to student satisfaction with the efficiency of library personnel in private Colleges of Education in Kwara State. It therefore shows from table two and three that in public college of education library majority disagreed with the efficiency of personnel of the library, while in private college of education library, majority agreed with efficiency of personnel in the library.

Research Question 3: Are students satisfied with the general library services in public and private Colleges of Education in Kwara State?

Table 4: Satisfaction of students with the general library services in public and private Colleges of Education

S/N	How satisfied are you with the following available information resources in the library	Public COED				Private COED			
		S. A	A.	S. D	D	S. A	A.	S. D	D
		F & %	F & %	F & %	F & %	F & %	F & %	F & %	F & %
1	Information resources services	72 (32%)	76 (38%)	02 (1%)	164 (82%)	72 (36%)	76 (38%)	14 (7%)	16 (7%)
2	Efficiency of library personnel	48 (24%)	24 (12%)	16 (8%)	102 (51%)	14 (7%)	16 (08%)	02 (1%)	164 (82%)
3	Library programmes like orientation and seminars on the use of library resources	50 (25%)	10(5 %)	24 (12%)	116 (58%)	15 (7.5%)	58 (29%)	116 (58%)	11 (5.5%)
4	Inter-library services offered	14 (7%)	157 (78.5 %)	18 (9%)	11 (5.5%)	24 (12%)	46 (23%)	108 (54%)	22 (11%)
5	Overall services provided by school library	15 (7.5%)	58 (29%)	116 (58%)	11 (5.5%)	50 (25%)	10(5 %)	24 (12%)	116 (58%)

Tables 3 indicates the satisfaction of students with the overall library services in public and private Colleges of Education in Kwara State. From the table, majority of respondents (63.5%) in public colleges are not satisfied with the overall services provided by the College of education libraries, efficiency of library personnel, inter-library services and information resources services in the library. In private Colleges of Education, a greater percentage of respondents representing 15%, 83%, 63.5%, 65% and 70% were dissatisfied with the information resources services, Inter-library services and the overall services provided by school library respectively. However, findings also revealed that both users' in public (70%) and private (63.5%) in Colleges of Education in Kwara State are dissatisfied with the library programmes organised by the library. Overall, the average percentage response revealed that 56.2% of public Colleges of Education library users (students) are more

satisfied with the general library services than their private Colleges of Education students (35.8%) in Kwara State, Nigeria.

Discussion of Results

Our data reveal that majority of respondents in public COED are satisfied with information resources in public college of education library, especially in the area of provision of up-to-date textbooks in different subjects/courses, provision of up-to-date newspapers, provision of up-to-date magazines, provision of up-to-date reports and provision of up-to-date publications than what is available in private COED. Information resources such as computer, database and internet facilities are much available in private COED than public COED as revealed in the study. This negates the study by Onatola (2004) that most private institutions do not usually have standard library equipped with information

This finding therefore contradicts the findings of Bamidele *et al.* (2012) who found that user satisfaction with available information resources in selected tertiary institutions varies by type of institutions. Specifically, the researchers found that 57.51% of the respondents at private universities are unhappy with the availability of library items, while 42.41% are satisfied with the available library items in public Universities in Ogun State, Nigeria.

Furthermore, the study also revealed that majority of respondents, both in Public and private COED, agreed with general services of the library because both institutions have services they render to students.

Recommendations and Conclusion

In view of these results, the following recommendations are hereby made:

- i. Both the owners of public and private owned Colleges of Education should ensure that information resources required to facilitate effective service delivery of the library are adequately provided in order to meet the need and satisfaction of users. Besides, it will help to bridge the availability of information resources gap between public and private colleges of Education.

- ii. Library personnel are indispensable ingredient for effective delivery of library services at all levels of education. They, therefore, deserve more attention. They should be qualified, trained and re-trained periodically in order to keep them abreast of changes in the library profession.

From the findings of the study, it is clear that users of public colleges of Education in Kwara State are more satisfied with the library services (available information resources, efficiency of library personnel, and overall library services) offered to them than students' of private Colleges of Education in Kwara State.

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