



Professional Competence, Library Service Quality and User Satisfaction in Colleges of Education Libraries in Lagos State, Nigeria

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Abstract

User satisfaction is a pivotal factor motivating library use, contingent upon competent professionals delivering quality services. Professional competence, encompassing communication and academic qualifications, enables effective library performance. Inadequate library services in colleges of education may hinder user satisfaction. Despite empirical support for user satisfaction with library resources, scant literature addresses professional competence and library service quality's impact on satisfaction in Lagos State's college of education libraries, Nigeria. The study employed a survey design with a population of 12,450 users. A validated questionnaire achieved a 62% response rate, analysed through descriptive and inferential statistics. Results showed significant influence of professional competence on user satisfaction ($R^2 = 0.268$, $\beta = 0.518$, $t = 9.207$, $p < 0.05$). To enhance user satisfaction, college library management should assess service quality, employ qualified professionals, and prioritize positive working attitudes and environment. Ultimately, findings highlight the significance of the library environment and staff demeanour in fostering user satisfaction, underscoring the need for skilled professionals and conducive surroundings.

Keywords: Libraries, College of Education Libraries, Professional, Professional Competence, Satisfaction

INTRODUCTION

Satisfaction of User is a critical measure of success for libraries in educational institutions. Satisfaction hinges on the quality of service provided, which is influenced by the availability of resources, the competence of library personnel, and the overall service experience. Ensuring that libraries meet the evolving needs of users in a technology-driven environment poses significant challenges. Professional competence in librarianship, encompassing expertise in resource management, technological proficiency, and effective communication, is essential for delivering high-quality services. A conducive library environment, a well-maintained collection, and efficient staff are pivotal in fostering user satisfaction. Addressing issues related to staff competencies and service quality is crucial for enhancing the effectiveness of library services and ensuring that users remain content with their library experiences. Resource availability and quality services are essential for user satisfaction, with regular library use indicating contentment (Luqman & Etido, 2019). Library personnel competence, including knowledge, attitude, and skills, is vital (Pandey & Prasad, 2023; Febie, 2018).

Professional competencies involve expertise in resources, access, technology, and management, requiring communication, technical, academic, and ICT skills (Quadri, 2017). Users' satisfaction relates to service quality influenced by environment, collections, and staff efficiency (Kulkarni & Deshpande, 2016). Challenges include low awareness, relevance, skills, and environments (Peris & Otike, 2016). Staff competence and infrastructure impact service quality (Adam, 2017). Assessing quality involves tangibles, reliability, responsiveness, and empathy (Pandiya & Sarmah, 2014). Without conducive environments, staff attitudes, and resources, library users' satisfaction diminishes. Investigating competence, service quality, and satisfaction issues is crucial (Kulkarni & Deshpande, 2016), guiding enhanced service delivery as libraries evolve (Ho, Lai, & Chen, 2023). Maintaining staff competence and addressing challenges become pivotal for improved services.

High-quality library services rely on various factors, including the physical and digital resources available to users, the environment within the library, and the attitudes and competencies of the staff. Regular use of library services often correlates with user satisfaction, suggesting that consistent engagement with library resources and services reflects positive user experiences. Libraries must adapt to changing technological landscapes and user expectations to maintain this level of satisfaction. Service quality in libraries is influenced by the physical environment, the quality and relevance of the collection, and the efficiency of the staff. Libraries that maintain modern, comfortable facilities and up-to-date, relevant collections are more likely to satisfy their users. Moreover, staff efficiency, marked by quick and accurate responses to user inquiries and proactive assistance, enhances the overall service experience.

Assessing the quality of library services involves evaluating various dimensions, such as tangibles, reliability, responsiveness, and empathy. Libraries must regularly review and improve these aspects to meet user expectations and enhance satisfaction. By focusing on professional competence and addressing service quality challenges, libraries in Lagos State's colleges of education can improve their service delivery and better meet the needs of their users.

Statement of the Problem

Libraries are established to provide relevant information resources to satisfy users' information need. The College of Education library which is an aspect of academic library is established to provide quality services to support teaching, learning, research and community services that will result in users' satisfaction. However, satisfying users' needs in the college libraries has been the primary objective of both the libraries and the librarians. Every year, new students are admitted into the college with different needs and expectations thus, requiring professional competence of the library staff in providing quality service to its users. Besides, new technology, databases, and more innovative systems for accessing information have made the library delivery more complicated and challenging for librarians and users alike.

The unfriendly treatment of users by library staff, the frequent change in technology of information resources make it difficult to provide quality services that can result in dissatisfaction among college library users. Due to high workload, librarians who are expected to provide quality library service are sometimes overwhelmed with the demand of the users thereby resulting in poor service quality that brings dissatisfaction to users. This study is set to investigate the professional competence of the librarians and the quality of services in College of Education library that could result in users' satisfaction of their services received in the library.

Objectives of the Study

1. determine the level of users' satisfaction in libraries in Colleges of Education, in Lagos State, Nigeria;
2. find out the level of professional competence of librarians in Colleges of Educations in Lagos State, Nigeria;
3. examine the extent of library service quality in Colleges of Education in Lagos State, Nigeria;
4. determine the influence of professional competence on users' satisfaction in library services in Colleges of Education;
5. ascertain the influence of library service quality on users' satisfaction in libraries of Colleges of Education in Lagos State, Nigeria;
6. find out the combined influence of professional competence and library service quality on users' satisfaction in Colleges of Education in Lagos State, Nigeria;
7. identify the challenges facing users' satisfaction with the library services provided in colleges of education in Lagos State, Nigeria.

Hypotheses

- H₀₁ Professional competence does not significantly influence users' satisfaction in libraries in Colleges of Education, in Lagos State, Nigeria
- H₀₂ Library services' quality does not significantly influence users' satisfaction in Colleges of Education, in Lagos State, Nigeria.
- H₀₃ Professional competence and library services' quality do not have combined significant influence on users' satisfaction in libraries in Colleges of Education in Lagos State, Nigeria

- H₀₄ Professional competence and library services quality do not have relative significant influence on users' satisfaction in Colleges of Education libraries in Lagos State, Nigeria.

REVIEW OF LITERATURE

User Satisfaction

User satisfaction in libraries reflects how well resources align with users' information needs, encompassing availability, accessibility, and relevance (Awotona and Ipadeola, 2019). Aspects such as information satisfaction, system satisfaction, and support satisfaction play into this (Kalankesh et al., 2020). Positive interactions, easy material access, and knowledgeable assistance contribute to satisfaction (Luqman & Etido, 2019). For academic libraries serving diverse stakeholders, user satisfaction is vital (Tetteh & Nyantakyi-Baah, 2019). Factors including staff responsiveness, competence, tangible resources, and user-centricity influence satisfaction (Adam, 2017). Library value is showcased through consistent user-centeredness and sharing assessment data (Tetteh & Nyantakyi-Baah, 2019; Chen, Ho & Kuo, 2022). Meeting user needs through updated resources, accessible spaces, and responsive staff fosters satisfaction (Itumeleng et al., 2014). Physical spaces' roles in safety and user experience are key (Laura et al., 2019). Staff qualities like attentiveness, efficiency, and knowledge are vital (Fegan, 2014). Policies shape user experiences and staff behavior (Kasperek, 2014). Satisfactory service quality leads to repeat use and positive recommendations (Hadi & Indradewa, 2019; Bua & Yawe, 2014). Adapting to changing expectations and providing effective customer service are crucial (Oghenekaro, 2018). By exceeding expectations and addressing issues, libraries create positive user experiences, fostering satisfaction, repeat use, and word-of-mouth. Ultimately, user satisfaction is achieved through a combination of resource availability, quality services, and accommodating policies, ensuring a lasting positive impact.

Professional Competence

Professional competence in college of education libraries involves applying essential skills for effective library personnel performance (Atanda, Owolabi & Ugbala, 2021). Competencies encompass specialized knowledge, skills, attitudes, and practical problem-solving abilities (Adubra, 2014; Vitello, Greatorex & Shaw, 2021). Two branches of competencies exist in academic libraries: professional and personal (Marshal cited in Luqman & Etido, 2019). Professional competencies cover information resources, technology, management, and research application. Personal competencies include communication and adaptability (Bronstein, 2015; Abotalebi & Biglu, 2017). Continuous learning through formal and informal methods enhances competencies (Pan & Hovde, 2010). Effective communication is crucial for understanding patrons' needs (Mindapa, 2022). Competence aligns education, experience, and personal skills, influencing staff performance and effectiveness (Abotalebi & Biglu, 2017). It's vital for libraries to adapt and provide exceptional service, supported by competency frameworks for training, evaluations, and strategic alignment, ensuring high-quality service delivery.

Library Service Quality

This study seeks to assess the influence of library service quality on user satisfaction in college of education libraries. Service quality entails how well services align with user expectations (Fegan, 2014). Employing the SERVQUAL model, the research evaluates library resources, facilities, and staff interactions' impact on user satisfaction (Emiri & Olise, 2023). SERVQUAL, developed by Parasuraman, Zeithaml, and Berry, gauges quality through dimensions like Tangibility, Reliability, Responsiveness, Assurance, and Empathy (Maxwell et al., 2014), extending to libraries (Sales, 2016). Prior research has employed SERVQUAL to assess service quality and satisfaction, revealing gaps and connections (Nitecki, Fegan, 2014; Hernon & Calvert, Fegan, 2014). Luqman and Etido (2019) linked librarians' competencies to user satisfaction, while Hudron-Kari and Baro (2014) highlighted staff commitment's role in e-resource accessibility. The study contributes to improving library services by understanding user perceptions, aligning with broader goals (Egberongbe, 2020; Lynch et al., 2021).

Library Service Quality and Users Satisfaction

Numerous studies have explored the link between library service quality and user satisfaction. Okwu and Echem (2019) identified a significant relationship between collection development policies and user satisfaction in Nigerian university libraries. Adam (2017) found high satisfaction levels among undergraduates with library facilities, resources, and services. Chinonye et al. (2016) confirmed service quality's positive influence on user satisfaction among private university students. Mohindra and Kumar (2015) emphasized the significance of library environment and services over collections. Studies extend beyond libraries: Addo and Agyepong (2020) highlighted communication and technology impact on satisfaction in Kenya's public health sector. Nitecki and Hernon (2017) explored multifaceted service quality dimensions, while Pakurár et al. (2019) established their impact on satisfaction. Studies in Kenyan contexts by Mbua, Ocholla, and Mostert (2021) and Alam and Mezbah-ul-Islam (2023) further contribute insights into the relationship between service quality and user satisfaction across various dimensions and contexts.

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Evelyn and Lydia (2019) surveyed library users in Ghana to evaluate their satisfaction with services, resources, staff behavior, and academic impact. Results revealed high satisfaction with services, resources, and physical environment. Umar, Shaffe, and Rosnaini (2017) explored e-resource satisfaction in Nigeria's colleges, finding significant links between e-resource availability, infrastructure, staff commitment, and student involvement. Bulama, Daud, and Mahmud (2018) identified challenges affecting e-resource satisfaction, including staff commitment and improper implementation. Staff commitment emerged as pivotal (Hudron-Kari & Baro, 2014). Erpon (2015) emphasized multifaceted competence, encompassing qualifications and effective knowledge transfer in new contexts. These studies contribute to understanding user satisfaction and its relationship with services, resources, staff, and competency in diverse educational environments.

Theoretical Framework

Professional Evolution Theory (Abbot, 1988)

This theoretical framework explores the dynamic nature of professional evolution, particularly in librarianship, driven by changing problems, knowledge systems, and tools. It emphasizes that professions undergo transformative phases influenced by social, cultural, and technological forces, with the current focus being on technological change. The introduction of ICT in library and information services has led to competition from other fields and the liberalization of information as a resource. This competition necessitates the development of new skills and competences to remain relevant. The theory highlights that individuals and professions compete for dominance within their domain, setting rules and standards for success. In the library context, ICT-driven competition challenges historical claims of jurisdiction over information handling. The theory suggests that surviving these evolutionary trends requires acquiring new competences and adapting to changes, as information professionals must stay ahead in a competitive environment.

Expectancy-Value Theory (VET)

The Expectancy-Value Theory (VET), introduced by Martin Fishbein in 1970, proposes that behavior is shaped by individuals' expectations and the perceived value of achieving a goal. When users exhibit library usage behavior, they do so with the anticipation of gaining value and achieving successful outcomes. This theory asserts that behavior is driven by a combination of anticipated success and value. In line with the theory, individuals are goal-oriented, and their behaviors are influenced by their beliefs, which are aligned with achieving specific outcomes. The feeling of gratification resulting from achieving needs through specific behaviors reflects user satisfaction with library services. Library service provision impacts users' utilization of services, tied to their psychological, social, and academic needs. The theory highlights that when users perceive value in their library experience, satisfaction ensues, encompassing academic, entertainment, and social aspects. Satisfaction arises when the attained value aligns with expectations, while dissatisfaction arises when they don't. The VET framework provides insights into users' motivations, expectations, and satisfaction related to library services, aiding in a comprehensive understanding of their engagement and contentment.

METHODOLOGY

Sample Size

This study adopted Survey research design. The study involved libraries from five colleges of education in Lagos State, Nigeria, with a total population of 12,450 users and a sample size 378 using Krejcie and Morgan's sampling technique.

The sample sizes for each institution were determined as follows:

- Federal College of Technical Education (FCTE), Lagos: 4977 users with a sample size of 151.
- Adediran Ogunsanya College of Education, Otto-Ijanikin: 3280 users with a sample size of 100.

- Michael Otedola College of Primary Education (MOCPE), Noforija, Epe, Lagos: 1864 users with a sample size of 57.
- St. Augustine College of Education, Yaba, Lagos: 1256 users with a sample size of 38.
- Ansar-ud-deen College of Education, Isolo, Lagos: 1073 users with a sample size of 32.

What is the level of users' satisfaction with library services in colleges of education in Lagos State, Nigeria?

	HS Freq. (%)	S Freq. (%)	DS Freq. (%)	HD Freq. (%)	Mean (\bar{x})	Standard Deviation (SD)
Organisation of collections on the shelf	116 (49.8)	98 (42.1)	15 (6.4)	4 (1.7)	3.40	0.69
Lighting of the library reading space	111 (47.6)	999 (42.5)	20 (8.6)	3 (1.3)	3.36	0.69
Ventilation of the library reading space	109 (46.8)	101 (43.3)	18 (7.7)	5 (2.1)	3.35	0.72
Sitting position in the library	108 (46.4)	102 (43.8)	15 (6.4)	8 (3.4)	3.33	0.75
Pointers in the library to collections	93 (39.9)	107 (45.9)	30 (12.9)	3 (1.3)	3.24	0.72
Library staff relate well with users whenever they visit the library	111 (47.6)	101 (43.3)	13 (5.6)	8 (3.4)	3.35	0.74
Library staffs are committed in discharging their duties to users.	85 (36.5)	128 (54.9)	18 (7.7)	2 (0.9)	3.27	0.64
Approach of library staff in attending to users' information need in a polite manner	89 (38.2)	113 (48.5)	26 (11.2)	5 (2.1)	3.23	0.73
Passion of the library staff in providing new approach to solving problem of users in the library	84 (36.1)	113 (48.5)	32 (13.7)	4 (1.7)	3.19	0.73
Charging and discharging process of the library	98 (42.1)	115 (49.4)	15 (6.4)	5 (2.1)	3.31	0.69
Users' education	84 (36.1)	107 (45.9)	37 (15.9)	5 (2.1)	3.16	0.76
Library registration process	78 (33.5)	119 (51.1)	31 (13.3)	5 (2.1)	3.16	0.73
Opening hours of the library	82 (35.2)	111 (47.6)	31 (13.3)	9 (3.9)	3.14	0.79
Current awareness services	65 (27.9)	129 (55.4)	32 (13.7)	7 (3.0)	3.08	0.73
Internet services available for users' consumption	73 (31.3)	106 (45.5)	41 (17.6)	13 (5.6)	3.03	0.85
Updatedness of the collections in the library	102 (43.8)	102 (43.8)	24 (10.3)	5 (2.1)	3.29	0.74
Organisation of library collection	94 (40.3)	108 (46.4)	25 (10.7)	6 (2.6)	3.24	0.75

Volume of books in the library	82 (35.2)	114 (48.9)	30 (12.9)	7 (3.0)	3.16	0.76
Electronic information resources present in the library	77 (33)	119 (51.1)	27 (11.6)	10 (4.3)	3.13	0.78
Sufficient collections relevant to my discipline in the library	77 (33)	110 (47.2)	41 (17.6)	5 (2.1)	3.11	0.76
Online journal in the library	67 (28.8)	106 (45.5)	46 (19.7)	14 (6.0)	2.97	0.85
Average Overall Mean					3.21	0.74

Table 4.2.1 shows that Participants in colleges of education in Lagos State, Nigeria expressed satisfaction with library services, as indicated by an average mean score of 3.21. Notably, high satisfaction was reported for the library environment (\bar{x} =3.34) and staff attitude (\bar{x} =3.26), while satisfaction was also noted for library services (\bar{x} =3.15) and resources (\bar{x} =3.15). Further analysis highlighted high satisfaction with specific aspects: organization of collections on shelves (\bar{x} =3.40), lighting (\bar{x} =3.36), and ventilation (\bar{x} =3.35) in the library environment, as well as positive staff interactions (\bar{x} =3.35) and commitment (\bar{x} =3.27). Charging/discharging processes (\bar{x} =3.31) were also highly satisfying in terms of library services. Satisfaction was observed in up-to-date collections (\bar{x} =3.29) for library resources, with positive sentiments toward collection organization (\bar{x} =3.24) and relevant material availability (\bar{x} =3.11) across disciplines. This analysis suggests overall satisfaction with library services, with a stronger focus on environment and staff attitude.

Research Question Two: Level of Professional Competence of Librarians in Colleges of Education in Lagos State

	VHL Freq. (%)	HL Freq. (%)	LL Freq. (%)	NL Freq. (%)	Mean (\bar{x})	Standard Deviation (SD)
B.Sc/BLIS in Library and Information sciences	110 (47.2)	100 (42.9)	19 (8.2)	4 (1.7)	3.36	0.71
P.GD in Library and Information Sciences	92 (39.5)	107 (45.9)	26 (11.2)	8 (3.4)	3.21	0.77
M.Sc in Library and information Sciences	90 (38.6)	111 (47.6)	23 (9.9)	9 (3.9)	3.21	0.77
P.h.D. in Library and Information Science	75 (32.2)	114 (48.9)	35 (15)	9 (3.9)	3.09	0.79
Collections Management in the library	94 (40.3)	113 (48.5)	22 (9.4)	4 (1.7)	3.27	0.70
Organization of knowledge	82 (35.2)	121 (51.9)	26 (11.2)	4 (1.7)	3.21	0.70
Cataloguing and Classification	88 (37.8)	109 (46.8)	29 (12.4)	7 (3.0)	3.19	0.77

Electronic cataloguing like OPAC	80 (34.3)	117 (50.2)	32 (13.7)	4 (1.7)	3.17	0.72
Knowledge of the library professional makes them provide services with a touch of professionalism	95 (40.8)	114 (48.9)	16 (6.9)	8 (3.4)	3.27	0.74
Communication skills that enable them relate well with users	92 (39.5)	113 (48.5)	26 (11.2)	2 (0.9)	3.27	0.69
Communicate well with users based on the librarian experience on the job	94 (40.3)	103 (44.2)	31 (13.3)	5 (2.1)	3.23	0.76
Good work attitude that enables users derive satisfaction in library services	84 (36.1)	121 (51.9)	23 (9.9)	5 (2.1)	3.22	0.71
Politely respond to users' query	91 (39.1)	104 (44.6)	33 (14.2)	5 (2.1)	3.21	0.76
Prompt response to users request in a professional manner	73 (31.3)	119 (51.1)	35 (15)	6 (2.6)	3.11	0.75
Communication skills that enable library staff update users about current awareness (new arrivals).	64 (27.5)	123 (52.8)	38 (16.3)	8 (3.4)	3.04	0.76
Ability to operate the computer in order to access online database	111 (47.6)	86 (36.9)	27 (11.6)	9 (3.9)	3.28	0.82
Respond to frequently asked questions in electronic format	80 (34.3)	114 (48.9)	28 (12)	11 (4.7)	3.13	0.80
Make use of social media handles for information dissemination and current awareness	94 (40.3)	92 (39.5)	28 (12)	19 (8.2)	3.12	0.92
Register users online	85 (36.5)	102 (43.8)	31 (13.3)	15 (6.4)	3.10	0.86
Search online for relevant information to users	81 (34.8)	104 (44.6)	36 (15.5)	12 (5.2)	3.09	0.84
Project and teach using different e-learning tools	85 (36.5)	98 (42.1)	33 (14.2)	17 (7.3)	3.08	0.89
Average Overall Mean					3.18	0.77

Table 4.2.2 indicates that the professional competence of librarians in colleges of education in Lagos State, Nigeria was rated high by users, with an average mean score of 3.18. Specifically, users highly rated librarians' professional competence in terms of academic qualification (\bar{x} =3.22), technical skills (\bar{x} =3.21), communication (\bar{x} =3.19), and ICT skills (\bar{x} =3.10). Notable ratings were given to librarians' academic qualifications, such as B.Sc/BLIS in Library and Information Sciences (\bar{x} =3.36), P.GD in Library and Information Sciences (\bar{x} =3.21), and P.hD. in Library and Information Science (\bar{x} =3.09). Technical skills were highly rated for collection management (\bar{x} =3.27), organization of knowledge (\bar{x} =3.21), and electronic cataloguing (\bar{x} =3.17). Communication skills were well-received in terms of professionalism (\bar{x} =3.27) and user interaction (\bar{x} =3.27). Librarians' ICT skills garnered high ratings for computer operation (\bar{x} =3.28), responding to queries (\bar{x} =3.13), and utilizing social media and online searches (\bar{x} =3.09). This

analysis indicates users' satisfaction with librarians' professional competence, particularly in academic qualifications, technical skills, communication, and ICT skills.

Research Question Three: Extent of Service Quality of Colleges of Education Libraries in Lagos State

	VHE Freq. (%)	HE Freq. (%)	LE Freq. (%)	NE Freq. (%)	Mean (\bar{x})	Standard Deviation (SD)
Ensuring the reading space is well lighted	117 (50.2)	100 (42.9)	14 (6)	2 (0.9)	3.42	0.65
Ensuring the reading space is tidy and clean always	103 (44.2)	119 (51.1)	9 (3.9)	2 (0.9)	3.39	0.61
Providing adequate personnel of library in service delivery	105 (45.1)	108 (46.4)	15 (6.4)	5 (2.1)	3.34	0.70
Performing their duties diligently to users	103 (44.2)	111 (47.6)	14 (6)	5 (2.1)	3.34	0.69
Providing adequate information sufficient to satisfy the user information need	89 (38.2)	121 (51.9)	18 (7.7)	5 (2.1)	3.26	0.69
Paying more attention to the users' information need	78 (33.5)	129 (55.4)	23 (9.9)	3 (1.3)	3.21	0.67
Providing timely information resources to meets users need	105 (45.1)	106 (45.5)	17 (7.3)	5 (2.1)	3.33	0.71
Regularly updating the information resources in library	92 (39.5)	110 (47.2)	24 (10.3)	7 (3.0)	3.23	0.75
Being punctual in the library opening	80 (34.3)	128 (54.9)	20 (8.6)	5 (2.1)	3.21	0.69
Weeding of obsolete materials from shelves	89 (38.2)	107 (45.9)	28 (12)	9 (3.9)	3.18	0.79
Politely responding to users	105 (45.1)	103 (44.2)	17 (7.3)	8 (3.4)	3.31	0.75
Paying attention to each user need without discrimination	97 (41.6)	108 (46.4)	20 (8.6)	8 (3.4)	3.26	0.76
Assisting in information search using electronic and manual method	81 (34.8)	120 (51.5)	26 (11.2)	6 (2.6)	3.18	0.73

Providing regular power supply	81 (34.8)	120 (51.5)	24 (10.3)	8 (3.4)	3.18	0.75
Communicating with users in a friendly manner	107 (45.9)	104 (44.6)	14 (6.0)	8 (3.4)	3.33	0.74
Acting kindly to users without rude	90 (38.6)	107 (45.9)	32 (13.7)	4 (1.7)	3.21	0.74
Providing a secured reading environment to users	84 (36.1)	120 (51.5)	21 (9.0)	8 (3.4)	3.20	0.74
Ensuring adequate distribution of e-resources and non-e-resources for users' access	96 (41.2)	94 (40.3)	34 (14.6)	9 (3.9)	3.19	0.82
Average Overall Mean					3.27	0.72

Table 4.2.3 depicts that the extent of service quality in colleges of education libraries in Lagos State, Nigeria was rated very high, with an average mean score of 3.27. Users highly rated service quality in terms of tangibles ($\bar{x}=3.33$), while reliability ($\bar{x}=3.24$), responsiveness ($\bar{x}=3.23$), and empathy ($\bar{x}=3.23$) were rated as high. Notable ratings were given to various aspects of service quality. Tangibles were rated very high due to well-lit reading spaces ($\bar{x}=3.42$), tidiness ($\bar{x}=3.24$), and attention to users' needs ($\bar{x}=3.21$). Reliability received high ratings for timely information provision ($\bar{x}=3.33$), regular updates ($\bar{x}=3.23$), and weeding obsolete materials ($\bar{x}=3.18$). Responsiveness was highly rated for polite responses ($\bar{x}=3.31$) and unbiased attention to user needs ($\bar{x}=3.26$). Empathy received very high ratings for friendly communication ($\bar{x}=3.33$), kind behaviour ($\bar{x}=3.21$), and equitable distribution of resources ($\bar{x}=3.19$). This analysis indicates that service quality in these libraries was prominent in terms of tangibles, followed by reliability, responsiveness, with empathy being rated the least prominent.

Research Question Four: Challenges Facing Library User Satisfaction in Colleges of Education in Lagos State

	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean (\bar{x})	Standard Deviation (SD)
Lack of additional relevant and current Library Collections.	89 (38.2)	69 (29.6)	59 (25.3)	16 (6.9)	2.99	0.96
Obstruction of silence (from students, phone calls, generators & cars from outside of the library)	64 (27.5)	88 (37.8)	64 (27.5)	17 (7.3)	2.85	0.91
Impoliteness of some library staff toward users.	56 (24)	79 (33.9)	82 (35.2)	16 (6.9)	2.75	0.90
Insufficient number of computers in e-library	48 (20.6)	85 (36.5)	74 (31.8)	26 (11.2)	2.67	0.93
Poor ventilation.	54 (23.2)	69 (29.6)	75 (32.2)	35 (15)	2.61	1.00
Lack of toilets for students in the library	58 (24.9)	60 (25.8)	69 (29.6)	46 (19.7)	2.56	1.07
Lack of fast Internet connection.	47	68	84	34	2.55	0.97

	(20.2)	(29.2)	(36.1)	(14.6)		
Congestion: Lack of space, tables and chairs.	59 (25.3)	56 (24)	69 (29.6)	49 (21)	2.54	1.09
Lack of weekend library services.	56 (24)	59 (25.3)	63 (27)	55 (23.6)	2.50	1.10
Non-functional mouse and keyboard in the e-library.	41 (17.6)	75 (32.2)	64 (27.5)	53 (22.7)	2.45	1.03
Average Overall Mean					2.65	1.00

Table 4.2.4 shows that Participants acknowledged challenges in user satisfaction within colleges of education libraries in Lagos State, Nigeria (\bar{x} = 2.65). The identified challenges encompassed lack of current library collections (\bar{x} = 2.99), disturbance of silence (\bar{x} = 2.85), impolite staff behaviour (\bar{x} = 2.75), inadequate e-library computers (\bar{x} = 2.67), poor ventilation (\bar{x} = 2.61), absence of library restrooms (\bar{x} = 2.56), slow internet (\bar{x} = 2.55), congestion (\bar{x} = 2.54), and absence of weekend services (\bar{x} = 2.50). These findings underscore primary challenges in colleges of education libraries: insufficiency of relevant collections, noise concerns, staff demeanour, technology availability, and infrastructure issues.

Test of Hypotheses

H₀₁: Influence of Professional Competence on User Satisfaction in Colleges of Education Libraries in Lagos State

Variable	B	Std. Error	Beta (β)	t	p	R ²
(Constant)	30.936	3.153		9.810	0.000	0.371
Professional Competence	.547	.047	.609	11.683	0.000	

Dependent Variable: User Satisfaction

Table 4.3.1 indicates that Professional competence significantly influences user satisfaction in colleges of education libraries in Lagos State (R^2 = 0.371, β = 0.609, t = 11.683, p < 0.05). The model explains 37.1% variance (R^2 = 0.371) in user satisfaction. Rejecting the null hypothesis, the study demonstrates that enhanced professional competence positively and moderately impacts user satisfaction. This emphasizes the potential for boosting user satisfaction in Lagos State's colleges of education libraries through improved professional competence.

H₀₂: Influence of Library Service Quality on User Satisfaction in Colleges of Education in Lagos State

Variable	B	Std. Error	Beta (β)	t	P	R ²
(Constant)	35.826	3.466		10.337	0.000	0.268
Library Service Quality	.539	.059	.518	9.207	0.000	

Dependent Variable: User Satisfaction

Table 4.3.2 depicts that library service quality significantly impacts user satisfaction in colleges of education libraries in Lagos State (R^2 = 0.268, β = 0.518, t = 9.207, p < 0.05). The model accounts for 26.8% variance (R^2 = 0.268) in user satisfaction. Rejecting the null hypothesis, the study highlights that enhanced library service quality positively and moderately influences user

satisfaction. This underscores the potential of improving user satisfaction in Lagos State's colleges of education libraries through better library service quality.

H03: Influence of Professional Competence and Library Service Quality on User Satisfaction in Colleges of Education in Lagos State

Variables	B	Std. Error	Beta (β)	t	p	Adj.R ² F	Df	P	
(Constant)	25.921	3.442		7.532	0.000	0.395	76.617	2	0.000
Professional Competence	.422	.059	.470	7.096	0.000				
Library Service Quality	.227	.069	.219	3.300	0.001				

Dependent Variable: User Satisfaction

Table 4.3.3 shows that professional competence and library service quality significantly influence user satisfaction in Lagos State's colleges of education libraries (Adj. R2= 0.395, F(2, 230)= 76.617, p<0.05). The model indicates that their joint impact explains 39.5% variance (Adj. R2= 0.395) in user satisfaction. Rejecting the null hypothesis, the study underscores that enhancing both professional competence and library service quality can considerably enhance user satisfaction. Professional competence (β = 0.470, t = 7.096, p<0.05) and library service quality (β = 0.219, t = 3.300, p<0.05) positively and significantly influence user satisfaction. Professional competence emerges as a stronger predictor of user satisfaction than library service quality.

Discussion of Findings

This study delved into the impact of professional competence and library service quality on user satisfaction in Lagos State's colleges of education. Users expressed contentment with the library environment, staff attitude, services, and resources. Mohindra and Kumar (2015) noted the predictive role of the library environment and services in user satisfaction, similar to Sriram and Rajev (2014). Users appreciated various aspects of library services such as collections' organization, staff relations, and available resources, echoing findings by Cobblah and Van Der Walt (2016), Adam (2017), and Kiran (2015). Professional competence of librarians, including qualifications, technical skills, communication, and ICT proficiency, contributed to user satisfaction, consistent with Luqman and Etido (2019). The study also highlighted high service quality in terms of tangibles and reliability. However, challenges including inadequate collections, noise, impolite staff, and insufficient e-library resources impacted satisfaction, paralleling Hadrian, Offredy, and Vickers (2014). Professional competence significantly influenced user satisfaction, particularly communication and technical skills. Similarly, library service quality positively affected user satisfaction, with tangibles and reliability playing key roles. Responsiveness and empathy had less impact, corroborating Alam, & Mezbah-ul-Islam, 2023; Hadi & Indradewa, 2019. This research provides insights into factors influencing user satisfaction in college of education libraries, aiding in improving services for enhanced user experiences.



Conclusion

The study found that users were content with library services at education colleges in Lagos State, including processes like borrowing and user education. Librarians displayed high competence in qualifications, technical, communication, and ICT skills. Staff proficiency significantly impacted user satisfaction, suggesting a need for more skilled professionals (Masters, PhD holders) for innovative, effective communication. Service quality was notably high in tangibility, reliability, and empathy. Challenges included lacking relevant resources, noise issues, staff rudeness, inadequate e-library computers, and ventilation. Professional competence notably influenced user satisfaction in Lagos State's education college libraries.

Recommendations

Based on the finding of this study, the following recommendations are hereby made:

1. The college library management should ensure that the library render quality services to its users by evaluating the services to see if users are satisfied with services provided in the library.
2. The college library management should employ qualify Professional Librarians in the library, as this will promotes the images of the library in the institution and the users will be satisfy in services rendered.
3. The college management should always organize training for the staffers as this will enable them to acquire relevant skills in the field as this will help in rendering quality services to users.
4. The college library management should request the institutional management to provide fund which they will used to acquire relevant and updated collections that will be relevant to users in areas of their study.
5. The library management should ensure by providing conducive environment for learning as this will promotes the library services and more users will visit the library.
6. The library management should make the environment conducive for learning by making a rule they will promote silence in the library.

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