

Library Customers' Perception on Library Resources, Services, and Physical Facilities: Basis for Library Enhancement Plan

Lorena U. Ontangco, Imelda D. Fabito, Lea N. Del Campo

Library Department, University of Luzon, Dagupan City, Pangasinan, Philippines

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ABSTRACT

Academic libraries have long been recognized as vital components of higher education institutions, serving as primary centers for knowledge acquisition, information access, and research support. The quality of library resources, services, and physical facilities has become a critical factor in determining how effectively libraries support teaching, learning, and research. Evaluating library resources, services and physical environment have become essential in identifying strengths and areas for improvement, as users' experiences reflect the actual performance of library systems and services. Thus, this study aimed to evaluate the perceptions of faculty and students regarding library resources, services, and physical facilities in terms of their level of satisfaction. Results of the study served as basis in providing library enhancement plan and evidence-based recommendations that can guide the continuous development and improvement of library services to better support academic and research needs.

This study employed a quantitative descriptive research design using a survey method with an embedded qualitative component. The quantitative approach served as the primary method of investigation, utilizing a structured questionnaire to determine the respondents' assessment of the library resources, services, and facilities. To supplement and provide deeper understanding of the quantitative findings, open-ended questions were included in the final section of the questionnaire to gather additional comments, experiences, and suggestions from the respondents.

The study was conducted at the University of Luzon during the Academic Year 2025–2026. The respondents included 485 students and 92 faculty members, who were selected using purposive sampling based on their status as active library users during the data collection period. The data were analyzed using frequency counts, mean scores, and ranking.

Keyword: Library customers, customer satisfaction, Customers' evaluation, Quality Library Resources, Library Services, Library Physical Facilities.

Background of the Study

Academic libraries have long been recognized as vital components of higher education institutions, serving as primary centers for knowledge acquisition, information access, and research support. In the contemporary academic environment, the role of libraries has evolved significantly due to rapid advancements in information and communication technology (ICT), transforming traditional libraries into dynamic learning hubs that integrate both physical and digital resources. Academic libraries are no longer limited to book repositories but function as multifaceted systems that provide access to information resources, instructional support, and research services to meet the diverse needs of users (Yeni et al., 2024).

In this context, the quality of library resources, services, and physical facilities has become a critical factor in determining how effectively libraries support teaching, learning, and research. Library collections—both print and electronic—must be relevant, updated, and aligned with curricular and research requirements. Similarly, library services such as reference assistance, circulation, and digital support play a crucial role in facilitating access to information. Moreover, the physical environment of the library, including study spaces,

technological facilities, and overall ambiance, significantly influences users' engagement and productivity. These dimensions—collections, services, and facilities—collectively shape users' overall evaluation of library effectiveness and usability (Library Management, 2023).

With the increasing emphasis on user-centered services, academic libraries are continuously challenged to assess and improve their offerings based on the needs and expectations of their users. Evaluating library services has become essential in identifying strengths and areas for improvement, as users' experiences reflect the actual performance of library systems and services (Gyau et al., 2021). Survey-based assessments are widely adopted to capture users' level of satisfaction and perceptions regarding different aspects of library operations (Conscientiabeam, 2024).

Empirical evidence suggests that the quality of library services and facilities has a significant impact on users' overall experience and utilization of library resources. Improvements in service delivery, availability of resources, and enhancement of facilities directly contribute to higher levels of user satisfaction and increased library usage (Kalaiyarasi & Jayaprakash, 2024). Likewise, innovative and user-centered practices, such as the integration of digital services and continuous updating of resources, are necessary to keep pace with the evolving expectations of modern library users (Ali et al., 2024).

In the local context, academic libraries in higher education institutions are expected to support both faculty and students in their academic and research endeavors. Faculty members rely on library resources and services for instruction, research, and scholarly productivity, while students depend on them for learning, coursework, and academic development. Understanding how these groups evaluate the quality of library resources, services, and facilities is essential in ensuring that the library remains responsive and relevant to their needs

Given these considerations, there is a need to systematically evaluate the current status of library resources, services, and physical facilities from the perspective of library users. Such evaluation provides valuable insights into areas that require enhancement and serves as a basis for strategic planning and continuous improvement. By examining the level of satisfaction of faculty and students, the study aims to generate evidence-based recommendations that will contribute to the development of an effective library enhancement plan, ultimately strengthening the role of the library as a key support system in the academic community.

Statement of the Problem

This study aimed to evaluate the perceptions of faculty and students regarding library resources, services, and physical facilities in terms of their level of satisfaction. Results of the study served as basis in providing library enhancement plan and evidence-based recommendations that can guide the continuous development and improvement of library services to better support academic and research needs.

Specifically, the study sought to answer the following questions:

1. What is the level of satisfaction of faculty and students with respect to library resources, services, and physical facilities?
2. What suggestions do faculty and students offer to improve the library's collections; services; and physical facilities?
3. What library enhancement plan can be formulated to support the academic and research needs of the faculty and students?

METHODOLOGY

This study employed a quantitative descriptive research design using a survey method with an embedded qualitative component. The quantitative approach served as the primary method of investigation, utilizing a structured questionnaire to determine the respondents' assessment of the library resources, services, and facilities.

To supplement and provide deeper understanding of the quantitative findings, open-ended questions were included in the final section of the questionnaire to gather additional comments, experiences, and suggestions from the respondents. The qualitative responses were reviewed, organized, and categorized according to recurring ideas and concerns, resulting in the identification of improvement areas that served as bases for the proposed enhancement plan. The integration of the quantitative findings and the categorized qualitative responses provided a more comprehensive understanding of the respondents' perceptions and the areas requiring further improvement in library services and facilities.

The study was conducted at the University of Luzon during the Academic Year 2025–2026. The respondents included 485 students and 92 faculty members, who were selected using purposive sampling based on their status as active library users during the data collection period. Quantitative data were analyzed using frequency counts, mean scores, and ranking.

RESULTS AND DISCUSSIONS

The following sections present the faculty and students' perspectives, which include their reported levels of satisfaction with library resources, services, and physical facilities, as well as their additional suggestions for improvement based on open-ended responses.

Faculty User Satisfaction on Library Resources

Library collections constitute one of the fundamental components of an academic library as they directly support the instructional, research, and scholarly needs of faculty members. The adequacy, relevance, and accessibility of library materials significantly influence how effectively faculty can engage in teaching, research, and professional development. In this regard, assessing faculty satisfaction with the library's collections provides valuable insights into whether the available resources meet the academic requirements of the institution.

This section examines the level of faculty user satisfaction with the library's collections, focusing on key aspects such as print resources, electronic and digital materials, and the organization and accessibility of these resources. These components reflect the extent to which the library is able to provide diverse, relevant, and easily accessible information resources that support faculty academic activities. The analysis of these indicators helps determine the perceived adequacy and usability of the library's collections from the perspective of faculty users.

Print Collections

The first indicator under library collections examines faculty satisfaction with the availability, relevance, and adequacy of print resources provided by the library to support teaching and research activities.

Table 1 presents the level of satisfaction of faculty members regarding the library's print collections. The results indicate an overall mean of 1.98, which falls under the descriptive equivalent of Satisfied.

Table 1 Faculty User Satisfaction on Print Collections

n = 92

Library Collections		Faculty					
Print Collections	Statement	3	2	1	Mean	DE	Rank
	Adequacy of book titles related to my field of study/research	18 (54)	46 (92)	28 (28)	1.89	S	4

	Relevance of library books to the current curriculum	32 (96)	51 (102)	9 (9)	2.25	S	2
	Availability of updated and recent editions of books	16 (48)	31 (62)	45 (45)	1.68	S	5
	Physical condition of books and print materials	38 (114)	42 (84)	12 (12)	2.28	S	1
	Availability of general reference materials	15 (45)	23 (46)	54 (54)	1.58	S	6
	Availability of journals, magazines, and newspapers	36 (108)	38 (76)	18 (18)	2.20	S	3
	Overall Mean				1.98	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

This suggests that, in general, faculty members perceive the library's print resources as adequate in supporting their instructional and academic responsibilities. However, the absence of any indicator reaching the "Highly Satisfied" level implies that while the collection is functional, there remains significant room for enhancement.

The indicator on Physical Condition of Books and Print Materials revealed faculty's satisfaction as described by them which obtained the highest mean score of 2.28 ranked 1 among all items. This reflects positively on the library's preservation practices, Material handling and Shelving and maintenance systems.

Faculty members appear to appreciate that print materials remain usable and accessible for teaching preparation and academic reference. Well-maintained resources contribute significantly to usability and reliability, especially in environments where print materials continue to play an essential role in instructional delivery.

Likewise, Faculty members expressed strong satisfaction regarding the alignment of available books with the current curriculum with a mean rating of 2.25, ranked 2. This suggests that the collection development process is responsive to academic program needs and the course-related materials are sufficiently represented. This alignment is critical in ensuring that library resources effectively support teaching, syllabus development, and student learning activities.

Moreover, same descriptive equivalent was noted with access to periodicals such as the availability of journals, magazines and newspapers having a score mean of 2.20, ranked 3. This indicates that the library is able to provide supplementary instructional resources, materials for current awareness and general academic enrichment.

However, this is not among the highest-rated indicators, suggesting that while available, expansion in this area may further enhance academic support.

Moving forward, the adequacy of book titles related to field of study got a mean score of 1.89 at ranked 4. This score reflects general satisfaction but signals that the collection may not fully meet the depth required across all disciplines.

Faculty perceptions in this area may imply adequate coverage of major topics and possible limitations in specialized subject areas. This highlights the need for continuous monitoring of subject-specific holdings.

When it comes to Availability of Updated and Recent Editions of Books, although still within the satisfied range and having a mean of 1.68 ranked 5, this indicator lies very close to the lower boundary. This suggests a potential concern regarding currency of materials and frequency of collection updates.

Faculty members, who often rely on current knowledge and developments in their disciplines, may be sensitive to the availability of newly published editions.

The lowest-rated indicator is the Availability of General Reference Materials with 1.58 mean score, ranked 6. Based on the scale, this mean actually falls under Least Satisfied, indicating a notable area of concern. This suggests perceived limitations in Encyclopedias, Handbooks and Specialized reference works.

Reference materials are essential for academic writing, research preparation, and knowledge synthesis. Limited availability in this area may affect faculty research efficiency and scholarly engagement.

Overall, the findings indicate that faculty members view the print collection as adequate for instructional use; aligned with curricular requirements and physically well-maintained. However, lower satisfaction in updated editions and reference materials points to a gap between instructional support and research needs. This suggests that while the library successfully supports teaching functions, further strengthening of research-oriented resources may be necessary to fully meet faculty expectations.

From an institutional perspective, these findings highlight a critical development opportunity. Enhancement in updated book acquisitions and specialized reference resources may contribute to improved faculty satisfaction, Stronger research capability, and greater academic productivity. Moving beyond adequacy toward excellence in collection depth may strengthen the library's role as a partner in both teaching and scholarly advancement.

Electronic and Digital Resources

With the increasing reliance on digital information sources, the second indicator assesses faculty satisfaction with the availability and accessibility of electronic and digital library resources, including online databases, e-books, and electronic journals.

Table 2 presents the level of satisfaction of faculty members regarding the library's electronic and digital resources. The results yielded an overall mean of 2.29, interpreted as Satisfied.

Compared to print collections, this domain shows relatively higher satisfaction levels, with three indicators reaching the Highly Satisfied range. This suggests that electronic resources are a significant strength in the library's service delivery and are perceived by faculty as effective tools for supporting both instructional and research activities.

For a detailed account, the first in ranked was the Availability of Electronic Resources Supporting Advanced Research having a mean rating of 2.47 indicating that Faculty members expressed strong satisfaction with access to Theses, Dissertations, and Research reports.

Table 2 Faculty User Satisfaction on Electronic and Digital Resources
n = 92

Library Collections		Faculty					
Electronic and Digital Resources	Statement	3	2	1	Mean	DE	Rank
	Availability of electronic books (e-books)	29 (87)	32 (64)	31 (31)	1.98	S	6
	Availability of online journals and databases	41 (123)	38 (76)	13 (13)	2.30	S	4
	Relevance of electronic resources to academic/research needs	43 (129)	39 (78)	10 (10)	2.36	HS	3
	Ease of accessing electronic resources within the library	48 (144)	37 (74)	07 (07)	2.44	HS	2
	availability of electronic resources that support advanced research (e.g., theses, dissertations, research reports)	47 (141)	41 (82)	04 (04)	2.47	HS	1
	reliability and stability of access to electronic resources (minimal downtime or access issues)	32 (96)	49 (98)	11 (11)	2.23	S	5
	Overall Mean				2.29	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

This highlights the library’s capacity to support scholarly engagement and advanced academic work. Such resources are essential for literature review, research grounding, and academic writing. This finding indicates that the library is functioning as a knowledge support system beyond classroom instruction.

In like manner, the Ease of access plays a critical role in resource utilization got a mean score of 2.44 ranked 2. Faculty members perceived electronic resources as accessible, navigable, and convenient. This means that the library’s systems, platforms, or access mechanisms are generally user-friendly and supportive of academic workflows. Accessible digital resources enhance productivity and reduce research barriers.

Similarly, the next indicator expressed highly Relevance of Electronic Resources to Academic and Research Needs as shown with 2.36 mean at ranked 3. Faculty members view electronic materials as aligned with Teaching content, Research requirements, and Academic preparation.

This reflects the usefulness and applicability of available digital resources.

Relevance ensures that electronic investments translate into actual academic value.

Conversely, the faculty members are satisfied on availability of Online Journals and Databases, with a mean of 2.30 ranked 4. While still positively rated, this indicates existing access to scholarly databases but potential need for broader coverage. Faculty may benefit from expanded subscriptions or discipline-specific databases.

Furthermore, Reliability and Stability of Access got a Mean score of 2.23 ranked 5. This suggests that access systems are generally functional but may experience Occasional downtime, Connectivity issues and Access interruptions. Therefore, System reliability is essential for consistent academic use.

The Availability of Electronic Books (E-books) is the lowest-rated indicator, having a mean of 1.98. Faculty may perceive limitations in Number of titles, Depth of subject coverage and Availability of specialized materials. Now-a-days, E-books play an important role in remote access and flexible learning environments. For this reason, the necessity of improving and increasing the electronic books are deemed important.

Taken together, the findings indicate that faculty members are satisfied with the library's electronic and digital resources, particularly in areas that directly support research and academic productivity. High satisfaction in Access to advanced research materials, Ease of digital access, and Relevance to academic needs demonstrates the library's effective integration of digital resources into its service framework. However, lower ratings in E-book availability, and System reliability suggest opportunities for further development.

These results imply that the library is successfully strengthening its digital resource provision. Enhancing E-book collections and Platform stability may further support faculty teaching and research activities. Improvement in these areas may contribute to increased utilization and satisfaction.

Organization and Accessibility of Library Collections

Beyond the availability of resources, effective organization and accessibility are essential in ensuring that users can easily locate needed materials. This indicator therefore evaluates faculty satisfaction with the arrangement, cataloging, and ease of accessing library resources.

Table 3 Faculty User Satisfaction on Organization and Accessibility

n = 92

Library Collections		Faculty					
Organization and Accessibility	Statement	3	2	1	Mean	DE	Rank
	Ease of locating materials on shelves	43 (129)	38 (76)	11 (11)	2.35	1.5	HS
	Accuracy of catalog records (OPAC/manual)	32	41	19			

		(96)	(82)	(19)	2.14	5	S
	Clarity of call numbers and shelf labels	42 (126)	40 (80)	10 (10)	2.35	1.5	HS
	Availability of multiple copies for high-demand materials	23 (69)	44 (88)	25 (25)	1.98	6	S
	consistency of shelving arrangement according to the classification system used by the library	39 (117)	45 (90)	08 (08)	2.33	3	S
	ease of retrieving materials with the assistance of the catalog or library guides	38 (114)	41 (82)	13 (13)	2.27	4	S
	Overall Mean				2.24		

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

Table 3 presents the level of faculty satisfaction regarding the organization and accessibility of library materials. The results yielded an overall mean of 2.24, interpreted as Satisfied.

This suggests that faculty members generally perceive the library's systems for locating and retrieving materials as functional and dependable. However, similar to previous domains, most indicators fall within the satisfied level, indicating effective but improvable service performance.

Based on the findings, faculty members expressed strong satisfaction with two indicators that were tied for first rank: Ease of Locating Materials on the Shelves and Clarity of Call Numbers and Shelf Labels, each obtaining a mean score of 2.35.

Faculty members expressed strong satisfaction with their ability to find materials on the shelves. This suggests Logical physical arrangement, Effective shelf organization, and Minimal difficulty in navigating print collections.

Ease of locating materials contributes to time efficiency, especially for faculty engaged in teaching preparation and research consultation.

Likewise, they appreciate the clarity of labeling systems. This reflects Proper classification implementation, Readable shelf markers, and Effective visual guidance. Clear labeling enhances independent use of the library without requiring assistance.

On the other hand, faculty members showed satisfaction on Consistency of Shelving Arrangement with a mean of 2.33, ranked 3. This indicates that shelving practices are generally aligned with the classification system used by the library. Faculty perceive the system as Orderly, Predictable, and Reliable. Consistency in shelving supports efficient retrieval and reinforces trust in the organizational system

In the same vein, Ease of Retrieving Materials Using Catalog or Library Guides got a mean of 2.27 which indicates that the faculty are generally satisfied with their ability to retrieve materials using OPAC, and Library guides. However, this suggests that while systems are usable, further user support or enhancement of search tools may improve navigation efficiency.

Moreover, an equivalent level of satisfaction was noted on Accuracy of Catalog Records (OPAC/Manual) with a mean of 2.14 landed at ranked 5. Faculty members moderately trust the accuracy of catalog records. This indicates functional cataloging practices, but possible occasional mismatches or outdated records. Catalog accuracy is crucial for reliable material retrieval.

The Availability of Multiple Copies for High-Demand Materials received the lowest rank and rating, garnered with a mean of 1.98. Faculty may experience Limited copies of frequently used titles, and Competition for essential materials. This may affect accessibility during peak academic periods.

In general, faculty members are satisfied with how library materials are organized and accessed. Strongest areas include Shelf arrangement, Label clarity, and Ease of locating materials. These reflect effective implementation of classification and physical organization systems. However, lower ratings in Multiple copies, and Catalog accuracy suggest areas for enhancement to improve accessibility and retrieval efficiency.

The findings imply that the library's organizational structure is functioning effectively but may benefit from Increasing copies of high-demand materials to Continuous updating of catalog records. Such improvements may further support faculty teaching and research activities.

The central point remains that the faculty members are generally satisfied with the organization and accessibility of library materials, particularly in locating items and understanding shelf labels. However, increasing copies of high-demand resources and maintaining accurate catalog records may further improve accessibility.

Faculty User Satisfaction on Quality Library Services

Quality library services play a vital role in ensuring that library users are able to effectively access and utilize available information resources. In an academic setting, faculty members rely on various library services such as reference assistance, circulation services, and digital support to facilitate teaching, research, and scholarly activities. The efficiency, responsiveness, and competence of library personnel in delivering these services significantly influence the overall user experience and satisfaction.

This section examines the level of faculty user satisfaction with the quality of library services, particularly in terms of reference assistance, borrowing services, staff support, and digital or online services. Evaluating these service components provides insight into how well the library fulfills its role as an academic support unit and how effectively it responds to the information needs of faculty members.

Reference Assistance Service

Reference services play a crucial role in helping users locate relevant information efficiently. This indicator examines faculty satisfaction with the assistance provided by library staff in responding to reference and research inquiries.

Table 4 presents the level of faculty satisfaction regarding the quality of reference assistance services provided by the library staff. The results yielded an overall mean of 2.38, interpreted as Highly Satisfied. This reveals that faculty members hold a very positive perception of the human support dimension of library services. Among all previously presented domains, this area reflects one of the strongest performance levels, highlighting the effectiveness of staff engagement in facilitating information access and academic support.

All items reflected uniform descriptive equivalent of Highly Satisfied except for Responsiveness of Library Staff to Inquiries which gain satisfied result with a mean rating of 2.27, ranked 1. This is the lowest-rated

indicator but still falls within the satisfied range. Faculty perceive staff as generally responsive, although improvements in promptness or turnaround time may further enhance service quality.

The other five items resulted with a consistent pattern with highly satisfied descriptive equivalent. Arranged by rank from 1-5 are the following: indicator on Helpfulness and Friendliness of Library Staff obtained the highest mean rating of 2.48. Faculty members strongly recognize the positive interpersonal qualities of library staff. This suggests a welcoming service environment, professional interaction, and positive user experience. Friendly staff can significantly enhance user confidence and willingness to seek assistance.

Table 4 Faculty User Satisfaction on Reference Assistance Service

n = 92

Quality Library Services		Faculty 92					
Reference Assistance Service	statement	3	2	1	Mean	DE	Rank
	Helpfulness and friendliness of library staff	53 (159)	30 (60)	09 (09)	2.48	HS	1
	Responsiveness of library staff to inquiries	42 (126)	33 (66)	17 (17)	2.27	S	6
	Availability of assistance for locating books or resources	47 (141)	38 (76)	07 (07)	2.43	HS	2
	Guidance in using the catalog (OPAC/manual) or other library tools	42 (126)	40 (80)	10 (10)	2.35	HS	4
	Support for research-related questions	39 (117)	45 (90)	08 (08)	2.34	HS	5
	Library staff provide helpful assistance in locating information	49 (147)	30 (60)	13 (13)	2.39	HS	3
	Overall Mean				2.38	HS	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied

2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

Likewise, Availability of Assistance for Locating Books or Resources got a Mean score of 2.43 | Highly Satisfied. Faculty members appreciate the availability of staff support when locating materials. This indicates that Staff are accessible and Assistance is provided when needed. Such support is particularly valuable for time-sensitive academic tasks.

Moreover, next in rank is the Library Staff Provide Helpful Assistance in Locating Information with a Mean rating of 2.39, Highly Satisfied. Faculty perceive staff as capable information facilitators. This reflects competence in Navigating resources, identifying relevant materials, Supporting information retrieval. This strengthens the role of librarians as partners in academic inquiry.

Similarly, Guidance in Using the Catalog or Library Tools got a Mean of 2.35 | Highly Satisfied. Faculty members are satisfied with staff guidance in using the OPAC and Library tools. This supports independent information searching while still offering needed support.

In the same light, Support for Research-Related Questions garnered a Mean score of 2.34 | Highly Satisfied. Library staff support appears helpful in Resource identification, Information sourcing, and Research navigation. This reinforces the library's role in academic scholarship. This result highlights the library's contribution to faculty research activities.

Overall, the findings indicate that faculty members are highly satisfied with the reference assistance services provided by the library. Strong performance is observed in Staff approachability, availability of help, Assistance in locating materials and Research support. These results emphasize the importance of human interaction in service delivery. The high satisfaction levels in this domain suggest that Library staff play a critical role in user experience and Service quality is strengthened through professional support. Maintaining this strength while improving responsiveness may further enhance faculty satisfaction.

Faculty members expressed high satisfaction with reference assistance services, particularly in the helpfulness and availability of library staff. Continued enhancement in responsiveness may further strengthen service delivery.

Books Borrowing and Staff Services

Circulation services represent one of the most frequently used library functions. This indicator evaluates faculty satisfaction with the efficiency of borrowing procedures and the overall assistance provided by library personnel.

Table 5 presents the level of faculty satisfaction with the library's books borrowing system and staff-related services, which are essential components of operational service delivery in academic libraries.

The overall mean of 2.35 indicates that faculty members are Highly Satisfied with the borrowing processes and staff services of the library. This suggests that the circulation system and personnel support mechanisms are generally functioning effectively and are able to meet faculty needs.

Among the indicators, the highest satisfaction rating was recorded for Library staff are courteous, approachable, and professional (Mean = 2.71) ranked 1. This result reflects a strong positive perception of staff demeanor and interpersonal engagement. It implies that faculty members value the professionalism and customer-oriented attitude of the library personnel, which enhances the overall user experience and fosters a welcoming academic support environment.

Similarly, library staff are knowledgeable about library resources and services received a high mean score of 2.46, at rank 2 reinforcing the finding that staff competence contributes significantly to user confidence and satisfaction. Faculty reliance on staff expertise is particularly important in navigating available resources

efficiently. Interestingly, library hours are convenient for users also obtained a high mean score (2.39). This may indicate a strong agreement among respondents. This reflects exceptional satisfaction regarding service accessibility and operational scheduling.

Table 5 Faculty User Satisfaction on Books Borrowing and Staff Services n = 92

Quality Library Services		Faculty					
Books Borrowing and Staff Services	statement	3	2	1	Mean	DE	Rank
	Borrowing and returning of materials are efficient.	39 (117)	35 (70)	18 (18)	2.23	S	5
	Timeliness and clarity of overdue notices and reminders	35 (105)	44 (88)	13 (13)	2.24	S	4
	Library staff are knowledgeable about library resources and services.	51 (153)	32 (64)	09 (09)	2.46	HS	2
	Library staff are courteous, approachable, and professional.	68 (204)	21 (42)	03 (03)	2.71	HS	1
	Library hours are convenient for users.	48 (144)	32 (64)	12 (12)	2.39	HS	3
	Ease of reserving books or other materials	30 (90)	39 (78)	23 (23)	2.08	S	6
	Overall Mean				2.35	HS	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

On the other hand, the indicators on Timeliness and clarity of overdue notices and reminders (Mean = 2.24) and borrowing and returning of materials are efficient (Mean = 2.23) both fall under the Satisfied category

rank 4 & 5 respectively. While still positive, these results suggest that some procedural aspects of circulation services may benefit from streamlining or automation to further improve user experience.

Meanwhile, ease of reserving books or other materials received the lowest rating (Mean = 2.08). Although still within the Satisfied range, this points to a possible area for enhancement, particularly in improving reservation systems—whether manual or digital—to make them more user-friendly and accessible.

Viewed collectively, the findings demonstrate that faculty members appreciate both the human aspect of service delivery and the functional borrowing system of the library. Staff professionalism and knowledge emerge as key strengths that support faculty teaching and research activities.

However, the relatively lower satisfaction in reservation ease and circulation efficiency highlights opportunities for improving workflow processes, enhancing digital reservation tools, and ensuring seamless borrowing transactions. Strengthening these areas can further elevate user satisfaction and align library services with evolving faculty expectations.

Digital/Online Services

As academic libraries increasingly adopt digital platforms, the availability of online services has become essential. This indicator assesses faculty satisfaction with the library's digital support services, including online catalog access, virtual assistance, and electronic resource support.

Table 6 presents the level of faculty satisfaction with the library's digital and online services, which are increasingly vital in supporting teaching, research, and flexible access to academic resources.

The overall mean of 2.31 indicates that faculty members are generally Satisfied with the library's digital and online service provisions. While the rating reflects a positive perception, it also suggests that there is still room for improvement to elevate these services to a higher level of satisfaction.

Table 6 Faculty User Satisfaction on Digital/Online Services **n = 92**

Quality Library Services		Faculty					
Digital/Online Services	statement	3	2	1	Mean	DE	Rank
	Availability of online support and library services (chat, email, online catalog, digital repository)	56 (168)	25 (50)	11 (11)	2.49	HS	1
	Responsiveness of staff to online inquiries	45 (135)	35 (70)	12 (12)	2.36	HS	3
	Assistance provided for accessing electronic resources (e-books, databases, online journals)	48 (144)	33 (66)	11 (11)	2.40	HS	2
	Ease of accessing the library website and online platforms	36 (108)	37 (74)	19 (19)	2.18	S	6
	Reliability of remote access to electronic resources (off-campus access)	38 (114)	36 (72)	18 (18)	2.22	S	5

	Availability of institutional repository access (theses, dissertations, research outputs)	35 (105)	43 (86)	14 (14)	2.23	S	4
	Overall Mean				2.31	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

Among the indicators, the highest mean score was obtained by Availability of online support and library services (chat, email, online catalog, digital repository) (Mean = 2.49). This result falls under the Highly Satisfied category and signifies that faculty members recognize and appreciate the presence of virtual service channels. The availability of online assistance platforms enhances accessibility and ensures continued support even beyond the physical boundaries of the library.

Similarly, the following indicators were also rated Highly Satisfied, Assistance provided for accessing electronic resources (e-books, databases, online journals) (Mean = 2.40) and Responsiveness of staff to online inquiries (Mean = 2.36). These findings emphasize the critical role of library personnel in facilitating digital resource use. Faculty members appear to value not only the availability of electronic materials but also the guidance provided in navigating them effectively.

However, several indicators fell within the Satisfied range, fall under rank 4 to 6 respectively. Arranged accordingly by rank are the following: Availability of institutional repository access (Mean = 2.23); Reliability of remote access to electronic resources (off-campus access) (Mean = 2.22); and Ease of accessing the library website and online platforms (Mean = 2.18).

Among these, ease of accessing the library website and online platforms received the lowest rating. This suggests that faculty may be encountering usability challenges such as navigation difficulties, slow system performance and or interface limitations. Such issues may affect the seamless use of digital resources despite their availability.

The findings indicate that while faculty members appreciate the existence of digital services and online support systems, the user experience in accessing these platforms remains an area for enhancement. Improving website usability, remote access reliability and repository accessibility could significantly elevate faculty satisfaction and strengthen the library's role in supporting digital scholarship and remote learning environments.

In summary, the results highlight that the foundation for digital service delivery is already in place; however, optimizing accessibility and system efficiency will be crucial in advancing toward a more responsive and user-centered digital library environment.

Faculty User Satisfaction on Library Facilities and

Learning Environment

The physical environment of a library plays a significant role in promoting effective learning, research productivity, and academic engagement. A well-maintained and accessible library facility provides users with a comfortable and conducive atmosphere for reading, studying, and scholarly collaboration. Elements such as

study spaces, furniture, lighting, safety features, and accessibility contribute to the overall functionality and usability of the library.

This section evaluates the level of faculty user satisfaction with the library's physical facilities and learning environment, focusing on aspects such as library space and environment, study and learning facilities, and safety and accessibility provisions. The assessment of these indicators provides valuable information on how well the library's physical infrastructure supports the academic and professional activities of faculty members.

Library Environment and Space

The library environment significantly influences user comfort and productivity. This indicator evaluates faculty satisfaction with the adequacy of library space, lighting, ventilation, cleanliness, and overall ambiance of the learning environment.

Table 7 presents the level of faculty satisfaction with the library's physical environment and learning spaces, which are essential in promoting productivity, comfort, and sustained academic engagement. The overall mean of 2.24 indicates that faculty members are generally Satisfied with the library's environment and spatial provisions. This suggests that while the library is perceived as an acceptable place for academic work, certain aspects of the physical setting may still require enhancement to fully support optimal teaching and research activities.

Among the indicators, the highest-rated aspect was Adequacy of space for reading and studying (Mean = 2.44, Highly Satisfied, Rank 1). This finding implies that faculty members recognize the availability of sufficient study areas that accommodate academic tasks such as reading, consultation, and preparation of instructional materials.

In the same vein, other aspects that were rated Highly Satisfied include Adequacy of lighting (Mean = 2.39, Rank 2), and Cleanliness and orderliness of the library (Mean = 2.36, Rank 3). These results reflect positively on the library's efforts to maintain a conducive and well-maintained learning environment. Proper lighting and cleanliness are critical in sustaining user comfort and minimizing distractions during scholarly activities.

On the other hand, several indicators were rated within the Satisfied level, Overall ambiance of the library (Mean = 2.18, Rank 4); Comfort of chairs and study tables (Mean = 2.16, Rank 5); and Ventilation and overall indoor comfort (Mean = 1.91, Rank 6). Notably, ventilation and indoor comfort received the lowest rating among all indicators. This may suggest concerns related to airflow, temperature regulation, or general physical comfort while staying in the library for extended periods.

Table 7 Faculty User Satisfaction on Library Environment and Space n = 92

Library Facilities and Learning Environment		Faculty					
Library Environment and Space	statement	3	2	1	Mean	DE	Rank
	Adequacy of space for reading and studying	43 (129)	47 (94)	02 (02)	2.44	HS	1
	Comfort of chairs and study tables	43 (129)	38 (76)	11 (11)	2.16	S	5
	Adequacy of lighting	42	44	06			

		(126)	(88)	(06)	2.39	HS	2
	Ventilation and overall indoor comfort	23	38	31			
		(69)	(76)	(31)	1.91	S	6
	The overall ambiance of the library (quietness and learning-friendly atmosphere)	32	45	15			
		(96)	(90)	(15)	2.18	S	4
	Cleanliness and orderliness of the library	41	43	08			
		(123)	(86)	(08)	2.36	HS	3
	Overall				2.24		

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

The findings reveal that while the library provides adequate space and maintains satisfactory environmental conditions, physical comfort factors remain an area needing improvement. Enhancements in ventilation systems, ergonomic furniture and ambiance management could significantly improve the overall user experience and encourage longer and more productive use of library facilities.

Overall, the results suggest that the library has successfully established a functional academic space; however, optimizing comfort-related elements will be key to transforming it into a more fully supportive and user-centered learning environment.

Study and Learning Facilities

Modern academic libraries are expected to provide spaces that support both collaborative and individual learning. This indicator assesses faculty satisfaction with the availability and adequacy of study areas, computer units, and other learning facilities within the library.

Table 8 presents the level of faculty satisfaction with the study and learning facilities available in the library. These facilities are crucial in supporting both collaborative and individual academic work, particularly in teaching preparation, research consultation, and scholarly engagement.

The overall mean of 2.02, interpreted as Satisfied, indicates that faculty members perceive the study and learning facilities as generally functional and usable. However, the relatively moderate rating suggests that there are notable areas where improvements could enhance the library's effectiveness as a learning support environment.

Among the indicators, the highest-rated was Availability of spaces for group discussion and research study (Mean = 2.16, Rank 1). This suggests that faculty members appreciate the presence of designated areas that support collaborative work, meetings, and consultation sessions with students or colleagues. Closely following are Availability of carrels for individual study (Mean = 2.14, Rank 2); Availability of quiet areas for individual study (Mean = 2.08, Rank 3); and Availability of charging outlets (Mean = 2.02, Rank 4). These findings

indicate that the library is able to provide both collaborative and individual learning spaces, which are essential in accommodating diverse academic work styles.

Table 8 Faculty User Satisfaction on Study and Learning Facilities **n = 92**

Library Facilities and Learning Environment		Faculty					
Study and Learning Facilities	statement	3	2	1	Mean	DE	Rank
	Availability of spaces for group discussion and research study	36 (108)	35 (70)	21 (21)	2.16	S	1
	Adequacy of computer units for user access	25 (75)	35 (70)	32 (32)	1.92	S	5
	Availability of charging outlets	27 (81)	40 (80)	25 (25)	2.02	S	4
	Availability of carrels for individual study	33 (99)	39 (78)	20 (20)	2.14	S	2
	The functionality and condition of library furniture and equipment	18 (54)	36 (72)	38 (38)	1.78	S	6
	Availability of quiet areas for individual study	30 (90)	39 (78)	23 (23)	2.08	S	3
	Overall				2.02		

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

However, two areas received relatively lower ratings, the Adequacy of computer units for user access (Mean = 1.92, Rank 5); and Functionality and condition of library furniture and equipment (Mean = 1.78, Rank 6). The lowest rating given to the functionality and condition of furniture and equipment suggests possible concerns regarding usability, maintenance, or modernization of existing facilities. Similarly, the adequacy of computer units may reflect limitations in number, performance, or accessibility.

While faculty members are generally satisfied with the availability of study spaces, the results highlight a need to strengthen technological and physical infrastructure within the library. Enhancements in the number and quality of computer units; upgrading furniture and study equipment; and ensuring better maintenance of facilities may significantly improve the overall learning experience.

Overall, the findings indicate that the library provides sufficient foundational support for study and collaboration; however, strategic improvements in facility quality and technological resources could further elevate its role as a responsive academic learning environment.

Safety and Accessibility

Ensuring a safe and accessible library environment is essential for encouraging continuous use of the facility. This indicator therefore examines faculty satisfaction with the library's safety measures, security provisions, and overall accessibility within the campus.

Table 9 presents the level of faculty satisfaction regarding the safety and accessibility of the library. These elements are essential in ensuring that the library remains a secure, inclusive, and conducive environment for academic engagement.

The overall mean of 2.14, interpreted as Satisfied, indicates that faculty members generally perceive the library as reasonably safe and accessible. However, the moderate rating suggests that certain safety-related provisions may still require strengthening.

Table 9 Faculty User Satisfaction on Safety and Accessibility

n = 92

Library Facilities and Learning Environment		Faculty					
Safety and Accessibility	statement	3	2	1	Mean	DE	Rank
	Accessibility from any point of the campus	45 (135)	41 (82)	06 (06)	2.42	HS	1
	Adequacy of signage and directions	38 (114)	34 (68)	20 (20)	2.20	S	3
	Availability of CCTV within library premises	18 (54)	39 (78)	35 (35)	1.82	S	6
.	Availability of emergency exits and safety provisions in the library	33 (99)	34 (68)	25 (25)	2.09	S	4
	Visibility of safety guidelines and reminders within the library	31 (93)	37 (74)	24 (24)	2.34	HS	2

	Safety and security of the library premises	30 (90)	31 (62)	31 (31)	1.99	S	5
	Overall				2.14		

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

The highest-rated indicator was Accessibility from any point of the campus (Mean = 2.42). This finding suggests that faculty members find the library physically reachable and conveniently located, supporting ease of use and encouraging regular academic engagement.

Other notable areas include Visibility of safety guidelines and reminders within the library (Mean = 2.34); and Adequacy of signage and directions (Mean = 2.20). These results imply that the library has established basic safety communication mechanisms that help guide users and promote awareness.

Meanwhile, moderate satisfaction was noted in Availability of emergency exits and safety provisions (Mean = 2.09), and Safety and security of the library premises (Mean = 1.99). These ratings may reflect perceived limitations in safety infrastructure or monitoring systems that ensure user protection during emergencies.

The lowest-rated indicator was Availability of CCTV within library premises (Mean = 1.82). This suggests that faculty members may perceive surveillance systems as insufficient, either in terms of presence, coverage, or visibility. The findings indicate that while the library is generally accessible and reasonably safe, there are clear opportunities for improvement in security infrastructure. Enhancements in CCTV coverage, emergency preparedness and overall security visibility may strengthen user confidence and contribute to a more secure academic environment.

Overall, the results suggest that accessibility is a strength of the library, but safety mechanisms may benefit from further development to align with user expectations for a fully secure learning space.

Summary of Faculty User Satisfaction on Library Resources, Services and Physical Facilities

To obtain a holistic view of faculty perceptions regarding the performance of the library, a summary of the levels of satisfaction across the major service dimensions was generated. The summary table consolidates the results from the preceding analyses covering library collections, quality library services, and library facilities and learning environment. These dimensions represent the core functional areas through which the library supports teaching, research, and academic productivity among faculty members.

Presenting the results in a summarized form allows for a clearer comparison of which aspects of library operations are perceived as strengths and which areas may require further improvement. By examining the overall mean scores and corresponding descriptive equivalents for each category, the analysis highlights the relative level of satisfaction of faculty users with the resources, services, and physical infrastructure provided by the library. The findings also provide an evidence-based foundation for identifying priority areas for service enhancement and institutional development.

Following the detailed examination of each service dimension, Table 10 presents the summary of faculty user satisfaction on library resources, services, and physical facilities. The table consolidates the computed mean scores of the three major areas of assessment, namely Library Collections, Quality Library Services, and Library Facilities and Learning Environment, together with their corresponding descriptive equivalents and rank order. This summary provides a clearer comparative perspective on how faculty members perceive the overall performance of the library across its key operational domains. By identifying which areas obtained higher or lower satisfaction ratings, the table highlights the aspects of library operations that are currently performing well and those that may require further enhancement to better support the academic and research needs of faculty users.

Table 10 Summary of Faculty User Satisfaction on Library Resources, Services and Physical Facilities

Library Areas	Indicators	Mean	DE	Rank
A. Library Collections				
	Print Collections	1.98		
	Electronic and Digital Resources	2.29		
	Organization and Accessibility	2.24		
	Overall Mean	2.17	S	2
B. Quality Library Services				
	Reference Assistance Service	2.38		
	Books Borrowing and Staff Services	2.35		
	Digital/Online Services	2.31		
	Overall Mean	2.35	HS	1
C. Library Facilities and Learning Environment				
	Library Environment and Space	2.24		
	Study and Learning Facilities	2.02		
	Safety and Accessibility	2.14		
	Overall Mean	2.13	S	3
	Grand Mean	2.25	S	

The summary table presents the overall level of faculty satisfaction across three major dimensions of library service delivery: Library Collections, Quality Library Services, and Library Facilities and Learning Environment. The findings reveal that while faculty members expressed general satisfaction with the library as a whole (Grand Mean = 2.25, Satisfied), variations exist across service domains, offering meaningful insight into institutional strengths and areas for strategic enhancement.

Among the three dimensions, Quality Library Services obtained the highest overall mean (2.35 – Highly Satisfied, Rank 1). This indicates that faculty members place significant value on the human and functional

aspects of library engagement. Notably: Books Borrowing and Staff Services (2.35) emerged as the highest-rated indicator. Reference Assistance Services (2.38) also received strong approval. Digital/Online Services (2.31) remained positively perceived. This suggests that faculty satisfaction is strongly influenced by Staff competence, responsiveness, Ease of transactions and Service efficiency.

This aligns with long-standing findings in academic library assessment studies which emphasize that service quality and staff interaction are among the strongest predictors of user satisfaction, often outweighing even the size of collections. In fact, user-centered service delivery has consistently been identified as a critical determinant of perceived library value in higher education environments.

The high rating may indicate that the library has successfully cultivated a service-oriented culture, Professional staff support and Efficient borrowing and consultation systems. This reflects a shift from collection-centered librarianship to relationship-based academic support, where librarians function as instructional partners rather than passive custodians of materials.

This observation supports the findings of Hernon and Matthews (2018), who emphasized that the quality of interactions between library personnel and users is a critical determinant of overall user satisfaction in academic libraries. Their study explains that effective service delivery, including reference assistance and efficient circulation services, significantly enhances the perceived value of library services.

The second-ranked dimension is Library Collections (Overall Mean = 2.17 – Satisfied, Rank 2). This connotes that a library collection is adequate but need area for strategic investment. Within this area, the Electronic and Digital Resources (2.29) received the highest satisfaction. Subsequently. Organization and Accessibility (2.24) followed closely. Print Collections (1.98) received the lowest rating across all indicators. This pattern reflects a global trend in academic libraries, a declining reliance on print and increasing dependence on digital scholarly resources. Faculty preference for electronic materials suggests the importance of Remote access, Database subscriptions, Online journals, and Institutional repositories.

Moderate satisfaction with print collections may not necessarily indicate inadequacy, but rather a shift in usage patterns. Studies in academic librarianship consistently show that faculty prioritize, Immediate access, Searchability, Remote availability over physical ownership of materials.

Thus, the findings may point toward the need to strengthen digital collection development, enhance discovery tools, and Improve access pathways rather than simply expanding print holdings.

The results also reveal that Library Collections ranked second (Mean = 2.17, Satisfied), with electronic and digital resources receiving relatively higher satisfaction compared to print collections. This pattern reflects the growing reliance of faculty members on digital information resources such as electronic journals, databases, and online scholarly materials. The trend is consistent with the findings of Tenopir, Volentine, and King (2019), who reported that faculty members increasingly depend on electronic journals and digital resources for scholarly communication and research productivity. Their study highlights that digital resources are valued for their accessibility, convenience, and ability to provide immediate access to current scholarly information.

Meanwhile, Library Facilities and Learning Environment ranked third (Mean = 2.13, Satisfied), suggesting that while faculty members generally perceive the physical environment of the library as acceptable, there remain opportunities for improvement in study spaces, technological facilities, and infrastructure. This only means that the library has a Functional but Developing Space. Faculty members showed moderate satisfaction with Library Environment and Space (2.24); and Safety and Accessibility (2.14).

However, a relatively lower rating was observed in Study and Learning Facilities (2.02). This may suggest that while the physical space is generally acceptable, there are emerging expectations for Flexible learning spaces, Technology-enabled collaboration areas, and Quiet zones for research productivity.

Contemporary academic libraries are increasingly expected to provide flexible and technology-enhanced learning environments that support collaboration, research, and independent study. This observation is

supported by Applegate (2018), who found that users of academic libraries place high importance on comfortable, well-designed study spaces that facilitate both individual and collaborative learning.

The results suggest that faculty satisfaction is strongly influenced by effective service delivery and the availability of accessible digital resources, while the physical learning environment remains an area that may benefit from continuous development. According to Oakleaf (2016), academic libraries play a crucial role in supporting institutional teaching, learning, and research outcomes; therefore, maintaining high-quality services while strengthening resources and facilities is essential for sustaining the library's contribution to academic success.

From this standpoint, service excellence drives satisfaction as this reflected with the Grand Mean of 2.24 (Satisfied) indicates that faculty perceive the library as Functional, Supportive and Relevant. However, satisfaction appears to be driven more by service interaction than by resource ownership or infrastructure.

This reinforces a key insight found in many academic library evaluations, where Users remember how libraries help them more than what libraries have. In this case, the strong performance of library services suggests that staff engagement and operational efficiency are compensating for developing areas such as facilities and traditional print collections.

The pattern of findings suggests for Library Development focusing on three strategic directions. Firstly, Sustain Strength by maintaining high-quality frontline services and staff responsiveness; secondly is to Enhance Learning Spaces - Revisit study facilities to better support evolving faculty research and teaching needs. Lastly, Prioritize Digital Growth like Continue investing in electronic resources and improving accessibility systems.

Ultimately, the findings portray a library that is service-strong but resource-transitioning — moving from a traditional collection model toward a user-centered academic support system. Faculty satisfaction is highest where interaction, assistance, and usability are strongest, reinforcing the evolving role of libraries as partners in teaching and research rather than mere repositories of information.

Student User Satisfaction on Library Resources

The quality and availability of library resources are fundamental in supporting students' academic learning and research activities. Library resources, which include both print and electronic materials, serve as primary sources of information that enable students to complete coursework, conduct research, and develop critical thinking skills. In this regard, examining students' level of satisfaction with library resources provides an important basis for determining whether these materials are relevant, accessible, and aligned with their academic needs. This section presents the assessment of student user satisfaction on library resources, focusing on key aspects such as adequacy, currency, organization, and accessibility of both printed and digital collections.

Printed Collections

Printed collections remain a fundamental component of academic libraries, providing essential resources that support students' learning, research, and information needs. Despite the growing presence of digital materials, printed books, journals, and reference sources continue to play a significant role in facilitating in-depth study and academic engagement. Assessing students' level of satisfaction with printed collections is therefore crucial in determining the adequacy, relevance, currency, and physical condition of these materials. This section presents the evaluation of student user satisfaction on printed collections, highlighting how well these resources meet the academic and research requirements of the students.

Table 11 presents the level of student satisfaction with the printed materials available in the library, which include books, general reference materials, and other print-based information resources. Printed collections remain an essential component of academic libraries as they support course requirements, foundational readings, and supplementary learning materials that enhance students' academic engagement.

The results show an overall mean of 2.06, interpreted as Satisfied, indicating that students generally perceive the library's printed materials as adequate in supporting their academic needs. However, the moderate rating suggests that while the library provides relevant print resources, there may still be areas for improvement in terms of availability, currency, and breadth of materials.

Table 11 Student User Satisfaction on Printed Collections

n = 485

Library Collections		Students					
Print Collections	statement	3	2	1	Mean	DE	Rank
	Adequacy of book titles related to my field of study/research	116 (348)	205 (410)	164 (164)	1.90	S	5.5
	Relevance of library books to the current curriculum	212 (636)	195 (390)	78 (78)	2.28	S	1
	Availability of updated and recent editions of books	142 (426)	154 (308)	189 (189)	1.90	S	5.5
	Physical condition of books and print materials	163 (489)	201 (402)	121 (121)	2.09	S	3.5
	Availability of general reference materials	165 (495)	198 (396)	122 (122)	2.09	S	3.5
	Availability of journals, magazines, and newspapers	174 (522)	192 (384)	119 (119)	2.11	S	2
	Overall Mean				2.06	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

Among the indicators assessed, the relevance of library books to the current curriculum obtained the highest mean score of 2.28 (Satisfied) and ranked first. This finding indicates that students recognize that the print materials available in the library are generally aligned with their academic programs and course requirements. The result suggests that the library has made efforts to ensure that its collection development supports the

institution's curricular offerings. This observation supports the findings of Oakleaf (2016), who emphasized that academic libraries play a crucial role in aligning their collections with institutional teaching and learning objectives to enhance student success.

The second highest indicator is the availability of journals, magazines, and newspapers with a mean of 2.11, also interpreted as Satisfied. This indicates that students acknowledge the presence of various periodical resources that provide additional information beyond textbooks. Periodicals often provide more current information and diverse perspectives that complement classroom instruction and research activities. According to Tenopir, Volentine, and King (2019), academic library users continue to rely on both print and electronic periodicals to access scholarly and current information relevant to their academic work.

Two indicators tied for the third rank, namely physical condition of books and print materials and availability of general reference materials, both with a mean of 2.09 and interpreted as Satisfied. These results suggest that students generally perceive the print materials as adequately maintained and that reference resources such as encyclopedias, dictionaries, and handbooks remain available to support basic information needs. Maintaining the physical condition of books is important because it directly affects usability and the longevity of library collections.

Meanwhile, two indicators received the lowest mean scores of 1.90, namely adequacy of book titles related to the students' field of study and availability of updated and recent editions of books, both still interpreted as Satisfied. Although these ratings remain within the satisfaction range, they indicate that students may perceive certain limitations in the number of titles or the currency of available materials. The relatively lower rating for updated editions may reflect the rapid pace of knowledge production and the continuous need for libraries to update their collections to keep up with new developments in various academic disciplines.

This observation aligns with the findings of Hernon and Matthews (2018), who noted that user satisfaction with library collections is often influenced by the perceived adequacy and currency of available resources. Students tend to expect libraries to provide not only relevant materials but also updated editions that reflect the most recent developments in their fields of study.

Overall, the findings indicate that students are generally satisfied with the library's printed materials, particularly in terms of their relevance to the curriculum and the availability of supporting periodical resources. However, the relatively lower ratings in the adequacy and currency of book titles suggest that continuous collection development and updating of print resources remain important areas for improvement. Strengthening these aspects can further enhance the library's ability to support student learning and academic research.

Electronic & Digital Resources

This section presents the assessment of students' satisfaction with electronic and digital resources, focusing on their availability, accessibility, usability, and reliability in meeting academic and research needs.

Table 12 Student Satisfaction on Electronic & Digital Resources

n = 485

Library Collections		Students					
Electronic & Digital Materials	statement	3	2	1	Mean	DE	Rank
	Availability of electronic books (e-books)	156	189	140	2.03	S	4

		(468)	(378)	(140)			
	Availability of online journals and databases	189 (567)	198 (396)	98 (98)	2.19	S	1
	Relevance of electronic resources to academic/research needs	176 (528)	184 (368)	125 (125)	2.10	S	2
	Ease of accessing electronic resources within the library	166 (498)	174 (348)	145 (145)	2.04	S	3
	availability of electronic resources that support advanced research (e.g., theses, dissertations, research reports)	145 (435)	187 (374)	153 (153)	1.98	S	5
	reliability and stability of access to electronic resources (minimal downtime or access issues)	148 (444)	175 (350)	162 (162)	1.97	S	6
	Overall Mean				2.05	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

Table 12 illustrates the level of student satisfaction with the electronic and digital resources provided by the library, which include e-books, online journals, research databases, and other digital information sources. With the rapid advancement of information technology in higher education, electronic resources have become a crucial component of academic libraries as they allow students to access scholarly materials efficiently and conveniently.

The results indicate an overall mean of 2.05, interpreted as Satisfied, suggesting that students generally perceive the available digital resources as adequate for supporting their academic and research-related activities. Although the rating reflects a positive perception, the moderate level of satisfaction also implies

that improvements in certain aspects of digital resource availability and accessibility may further enhance student utilization.

A closer examination of the indicators reveals that the availability of online journals and databases obtained the highest mean score of 2.19, ranking first among the indicators. This finding highlights the importance of scholarly databases in supporting students' academic work, as these resources provide access to peer-reviewed articles, research studies, and other scholarly publications. The prominence of this indicator reflects the increasing reliance of students on digital research materials when completing coursework and academic projects. Similar observations were reported by Tenopir, Volentine, and King (2019), who noted that electronic journals and databases have become primary sources of scholarly information in academic institutions due to their accessibility and extensive coverage of research literature.

Following this, the relevance of electronic resources to students' academic and research needs obtained a mean of 2.10, ranking second and interpreted as Satisfied. This suggests that students find the available digital materials generally aligned with their academic requirements. Access to relevant electronic resources is essential for supporting research-based learning and enhancing students' ability to locate credible academic information. As emphasized by Oakleaf (2016), academic libraries contribute significantly to student learning outcomes by providing information resources that are closely aligned with instructional and research needs.

The ease of accessing electronic resources within the library ranked third with a mean of 2.04, indicating that students generally find the process of retrieving digital materials manageable when using library facilities. Ease of access is a critical factor influencing the effective utilization of electronic resources, as complicated access procedures may discourage users from fully engaging with digital collections.

Meanwhile, the availability of electronic books (e-books) received a mean score of 2.03, placing it fourth among the indicators. While students expressed satisfaction with the availability of e-books, the rating may suggest that the collection could still be expanded to provide broader coverage of academic subjects and course requirements.

Lower ratings were observed for the availability of electronic resources supporting advanced research, such as Theses, dissertations, and research reports, which obtained a mean of 1.98, ranking fifth. This may indicate that students expect greater access to specialized research materials that can assist them in conducting more in-depth academic investigations.

Lastly, the reliability and stability of access to electronic resources, including minimal downtime or technical issues, received the lowest mean of 1.97, although still interpreted as Satisfied. This finding suggests that students may occasionally encounter technical challenges or connectivity issues when accessing digital resources. According to Hernon and Matthews (2018), the effectiveness of electronic library services is influenced not only by the availability of digital resources but also by the reliability of the technological systems that support user access.

Overall, the findings demonstrate that students generally appreciate the availability and relevance of electronic and digital resources, particularly online journals and research databases. However, the relatively lower ratings in terms of advanced research materials and access reliability suggest the need for continued improvement in digital infrastructure, resource expansion, and system stability. Strengthening these aspects will enable the library to better respond to the evolving information needs of students in a digitally driven academic environment.

Organization and Accessibility

The organization and accessibility of library materials play a crucial role in enabling students to efficiently locate and utilize information resources. Effective cataloging systems, clear labeling, and systematic shelving arrangements help ensure that users can retrieve materials with minimal difficulty. Table 13 presents the level of student satisfaction regarding how well library resources are organized and how easily they can be accessed within the library system.

The computed overall mean of 2.03, interpreted as Satisfied, indicates that students generally perceive the organization and accessibility of library materials as acceptable and functional. While the rating reflects a positive perception, the moderate level of satisfaction suggests that certain aspects of resource organization and retrieval may still benefit from improvement to further enhance user experience.

Table 13 Student Satisfaction on Organization and Accessibility

n = 485

Library Collections		Students					
Organization and Accessibility	statement	3	2	1	Mean	DE	Rank
	Ease of locating materials on shelves	164 (492)	172 (344)	149 (149)	2.03	S	4
	Accuracy of catalog records (OPAC/manual)	151 (453)	170 (340)	164 (164)	1.97	S	5
	Clarity of call numbers and shelf labels	176 (528)	165 (330)	144 (144)	2.07	S	3
	Availability of multiple copies for high-demand materials	122 (366)	158 (316)	205 (205)	1.83	S	6
	consistency of shelving arrangement according to the classification system used by the library	187 (561)	189 (378)	109 (109)	2.16	S	1
	ease of retrieving materials with the assistance of the catalog or library guides	175 (525)	187 (374)	123 (123)	2.11	S	2
	Overall Mean				2.03	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied

2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

Among the indicators, consistency of shelving arrangement according to the classification system used by the library obtained the highest mean score of 2.16, ranking first among the indicators. This result suggests that students generally observe a systematic arrangement of materials on the shelves that aligns with the library's classification system. Proper implementation of classification schemes such as the Dewey Decimal Classification or other library systems is essential in maintaining order and facilitating the efficient retrieval of materials. According to Hernon and Matthews (2018), well-structured organizational systems in libraries significantly contribute to positive user experiences by reducing the time and effort required to locate information resources.

The ease of retrieving materials with the assistance of the catalog or library guides ranked second with a mean of 2.11, also interpreted as Satisfied. This finding indicates that students find the catalog system and library guides generally helpful in locating the materials they need. Catalogs, whether in the form of Online Public Access Catalogs (OPAC) or other retrieval tools, serve as critical access points for library users. The effectiveness of such tools directly influences how successfully users can identify and retrieve relevant materials.

Following closely, the clarity of call numbers and shelf labels obtained a mean of 2.07, placing it third among the indicators. Clear labeling and well-displayed call numbers assist users in navigating the library shelves more efficiently. Proper signage and labeling reduce confusion and improve the overall usability of library collections.

The ease of locating materials on the shelves ranked fourth with a mean of 2.03, suggesting that students generally manage to find materials within the library, although some may still encounter occasional challenges. Locating materials independently is an important aspect of library usability, and improvements in shelf arrangement or directional signage may further enhance this experience.

Meanwhile, the accuracy of catalog records (OPAC/manual) received a mean score of 1.97, placing it fifth among the indicators. Although still interpreted as Satisfied, the slightly lower rating may indicate that some students encounter discrepancies between catalog records and the actual availability or location of materials. Maintaining accurate and updated catalog records is essential to ensure that users can rely on the system when searching for resources.

The availability of multiple copies for high-demand materials obtained the lowest mean score of 1.83, ranking sixth. This result suggests that students may experience difficulty accessing certain frequently used materials due to limited copies. High-demand resources are often required for course readings, and insufficient copies may lead to competition among users. According to Oakleaf (2016), ensuring adequate access to required academic materials is an important factor in supporting student learning and improving overall library satisfaction.

Overall, the findings suggest that students are generally satisfied with the organization and accessibility of library materials, particularly in terms of the systematic arrangement of resources and the assistance provided by catalog tools and library guides. However, the relatively lower ratings for catalog accuracy and the availability of multiple copies highlight potential areas for improvement. Enhancing catalog maintenance, increasing the number of copies for frequently used materials, and strengthening navigation aids may further improve the efficiency of resource retrieval and the overall student experience within the library.

Quality Library Services

Reference assistance services represent one of the most visible forms of interaction between library users and library personnel. Through these services, students receive guidance in locating information resources,

navigating library systems, and addressing research-related concerns. Table 14 presents the level of student satisfaction with various aspects of reference assistance provided by library staff.

Table 14 Student Satisfaction on Reference Assistance Service

n = 485

Quality Library Services		Students					
Reference Assistance Service	statement	3	2	1	Mean	DE	Rank
	Helpfulness and friendliness of library staff	172 (519)	182 (364)	131 (131)	2.09	S	3.5
	Responsiveness of library staff to inquiries	180 (540)	152 (304)	153 (153)	2.06	S	6
	Availability of assistance for locating books or resources	211 (633)	159 (318)	115 (115)	2.20	S	1
	Guidance in using the catalog (OPAC/manual) or other library tools	175 (525)	171 (342)	139 (139)	2.07	S	5
	Support for research-related questions	183 (549)	162 (324)	140 (140)	2.12	S	2
	Library staff provide helpful assistance in locating information	182 (546)	177 (354)	126 (126)	2.09	S	3.5
	Overall Mean				2.10		

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

The results reveal an overall mean of 2.10, interpreted as Satisfied, indicating that students generally perceive the reference services of the library as helpful and supportive. This suggests that library personnel are able to provide a reasonable level of assistance to students who seek help in locating materials and utilizing library tools.

Among the indicators, the availability of assistance for locating books or resources obtained the highest mean score of 2.20, ranking first among the indicators. This finding suggests that students appreciate the presence

of library staff who are available to guide them in identifying and locating the materials they need. Assistance in locating resources is a fundamental component of reference services, particularly for students who may not yet be fully familiar with the organization of library collections. According to Hernon and Matthews (2018), effective reference services significantly enhance users' ability to access relevant information and contribute to overall satisfaction with library services.

The support provided for research-related questions ranked second with a mean of 2.12, also interpreted as Satisfied. This result indicates that students find the library staff capable of assisting them with research concerns, such as identifying appropriate information sources or clarifying search strategies. Such support plays an important role in helping students develop information literacy skills that are essential for academic success.

Two indicators shared the third rank with a mean of 2.09: the helpfulness and friendliness of library staff and staff assistance in locating information. These findings highlight the importance of positive interpersonal interactions between students and library personnel. Friendly and supportive staff can make the library environment more welcoming and encourage students to seek assistance when needed. Studies on academic library service quality emphasize that the attitude and approachability of staff are important determinants of user satisfaction. As noted by Oakleaf (2016), user-centered services and supportive staff interactions significantly contribute to the perceived value of academic libraries.

The guidance provided in using the catalog (OPAC/manual) or other library tools ranked fifth with a mean of 2.07, suggesting that students generally find staff assistance helpful when navigating library search systems. Effective guidance in the use of catalog systems is particularly important for students who are still developing their information retrieval skills.

Meanwhile, the responsiveness of library staff to inquiries received the lowest mean score of 2.06, although it remains within the Satisfied range. This result may indicate that some students occasionally experience delays in receiving assistance or may perceive that staff availability could be improved during busy periods. Responsiveness is an important aspect of service quality, as timely assistance can greatly influence users' overall perception of library support services.

Overall, the findings indicate that students are generally satisfied with the reference assistance services provided by the library, particularly in terms of staff availability for locating resources and providing research support. However, the slightly lower ratings for responsiveness and guidance in using library tools suggest opportunities for further strengthening service delivery. Continuous staff development, improved service workflows, and enhanced user education initiatives may further improve the effectiveness of reference services and the overall student experience in the library.

Books Borrowing and Staff Services

Books borrowing and staff services constitute an essential component of library operations, as these functions directly support students' access to learning resources and shape their overall service experience. Table 15 presents the level of student satisfaction regarding borrowing procedures, staff competence, and related service aspects provided by the library.

The findings indicate an overall mean of 2.00, interpreted as Satisfied, suggesting that students generally perceive the borrowing system and staff services as functional and supportive of their academic needs. Although the rating falls within the satisfied range, it also suggests opportunities for improving certain service areas to enhance the overall user experience.

Digital/Online Services

Digital and online services have become an increasingly important component of modern academic libraries, as they enable users to access information resources beyond the physical library space. These services support

remote learning, research activities, and convenient access to electronic collections. Table 16 presents the level of student satisfaction with various aspects of the library's digital and online services.

Based from the findings, an overall mean of 2.02, interpreted as Satisfied, indicating that students generally perceive the digital services of the library to be accessible and supportive of their academic information needs. This suggests that the library has been able to provide functional online platforms and electronic resources that facilitate learning and research activities.

Table 15 Student Satisfaction on Books Borrowing and Staff Services

n = 485

Quality Library Services		Students					
Books Borrowing and Staff Services	statement	3	2	1	Mean	DE	Rank
	Borrowing and returning of materials are efficient.	162 (486)	172 (516)	151 (151)	2.38	HS	1
	Timeliness and clarity of overdue notices and reminders	150 (450)	142 (284)	193 (193)	1.70	S	5.6
	Library staff are knowledgeable about library resources and services.	221 (663)	159 (318)	105 (105)	2.24	S	2
	Library staff are courteous, approachable, and professional.	145 (435)	181 (362)	159 (159)	1.97	S	4
	Library hours are convenient for users.	103 (309)	132 (264)	250 (250)	1.70	S	5.5
	Ease of reserving books or other materials	152 (456)	178 (356)	155 (155)	1.99	S	3
	Overall Mean				2.00	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

The reliability of remote access to electronic resources (off-campus access) obtained the highest mean score of 2.35, interpreted as Highly Satisfied, and ranked first among the indicators. This finding highlights the importance of stable off-campus access to electronic resources such as databases, journals, and e-books.

Reliable remote access allows students to obtain academic materials even when they are not physically present in the library, which is particularly beneficial for flexible learning environments. According to Tenopir et al. (2019), electronic access to scholarly materials significantly enhances research productivity and academic engagement among students.

Table 16 Student Satisfaction on Digital/Online Services

n = 485

Quality Library Services		Students					
Digital/Online Services	statement	3	2	1	Mean	DE	Rank
	Availability of online support and library services (chat, email, online catalog, digital repository)	161 (483)	176 (352)	148 (148)	2.03	S	3
	Responsiveness of staff to online inquiries	146 (438)	178 (356)	163 (163)	1.97	S	4
	Assistance provided for accessing electronic resources (e-books, databases, online journals)	168 (504)	174 (348)	143 (143)	1.73	S	6
	Ease of accessing the library website and online platforms	121 (363)	167 (334)	197 (197)	1.84	S	5
	Reliability of remote access to electronic resources (off-campus access)	172 (516)	156 (468)	157 (157)	2.35	HS	1
	Availability of institutional repository access (theses, dissertations, research outputs)	197 (591)	196 (392)	92 (92)	2.22	S	2
	Overall Mean				2.02	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

The availability of access to the institutional repository, which includes theses, dissertations, and other research outputs, ranked second with a mean score of 2.22, interpreted as Satisfied.

This result indicates that students appreciate the availability of institutional research materials in digital form. Institutional repositories play an important role in preserving and disseminating scholarly outputs within academic institutions while also supporting student research.

Another service receiving a positive evaluation is the availability of online support and library services, such as chat assistance, email communication, online catalogs, and digital repositories. This indicator obtained a mean score of 2.03, ranking third and interpreted as Satisfied. The presence of these online services allows students to communicate with the library and access information resources even outside regular library visits.

The responsiveness of staff to online inquiries ranked fourth with a **mean** of 1.97, suggesting that students generally find staff responsive when seeking assistance through digital communication channels. However, the slightly lower rating compared with other indicators may indicate that improvements in response time or communication efficiency could further enhance user satisfaction.

Similarly, the ease of accessing the library website and online platforms received a mean score of 1.84, ranking fifth. This suggests that some students may encounter minor challenges when navigating the library's online systems or digital interfaces. User-friendly website design and clear navigation are essential elements that influence how effectively students can utilize online library services.

The assistance provided for accessing electronic resources, including e-books, databases, and online journals, obtained the lowest mean score of 1.73, although it remains within the Satisfied range. This result may indicate that some students require additional guidance or instructional support when using electronic databases and digital information resources. As noted by Oakleaf (2016), providing effective user education and digital literacy support can significantly improve the utilization of electronic library resources.

Overall, the findings indicate that students are generally satisfied with the digital and online services offered by the library, particularly regarding the reliability of remote access and the availability of institutional repository materials. Nevertheless, enhancements in online assistance, website usability, and guidance in accessing electronic resources may further strengthen students' digital library experience and encourage greater use of online information services.

Student Satisfaction on Library Facilities and Learning Environment

The physical environment of a library plays an important role in supporting students' academic activities, particularly in providing a comfortable and conducive space for reading, studying, and collaborative learning. Factors such as space availability, lighting, ventilation, and cleanliness significantly influence how students perceive the usability of library facilities.

Library Environment and space.

Table 17 presents the level of student satisfaction regarding the library environment and available study spaces. The results reveal an overall mean of 2.06, interpreted as Satisfied, indicating that students generally perceive the library environment as supportive of their learning activities. This suggests that the library is able to provide an acceptable physical setting for studying, although certain environmental aspects may still require improvement.

Table 17 Student Satisfaction on Library Environment and space

n = 485

Library Facilities and Learning Environment		Students					
Library Environment and Space	Items/statement	3	2	1	Mean	DE	Rank

	Adequacy of space for reading and studying	165 (495)	174 (548)	146 (146)	2.45	HS	1
	Comfort of chairs and study tables	145 (435)	167 (334)	173 (173)	1.94	S	5
	Adequacy of lighting	163 (489)	169 (338)	153 (153)	2.02	S	3
	Ventilation and overall indoor comfort	110 (330)	158 (316)	217 (217)	1.78	S	6
	The overall ambiance of the library (quietness and learning-friendly atmosphere)	150 (450)	171 (342)	164 (164)	1.97	S	4
	Cleanliness and orderliness of the library	187 (561)	198 (396)	100 (100)	2.18	S	2
	Overall Mean				2.06	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

The adequacy of space for reading and studying received the highest mean score of 2.45, interpreted as Highly Satisfied, and ranked first among the indicators. This result indicates that students appreciate the availability of sufficient study areas within the library. Adequate study space is a key element in academic libraries because it allows students to engage in individual study or academic work without overcrowding. According to Applegate (2018) and more recent library space studies, students tend to value quiet and spacious environments that support concentration and academic productivity.

The cleanliness and orderliness of the library ranked second with a mean score of 2.18, interpreted as Satisfied. This finding suggests that students generally perceive the library as well-maintained and organized. A clean and orderly environment contributes positively to users' comfort and enhances the overall learning atmosphere of the library.

Another aspect that received a favorable evaluation is the adequacy of lighting, which obtained a mean score of 2.02, ranking third and interpreted as Satisfied. Proper lighting is an essential factor that supports prolonged reading and studying, reducing visual strain and promoting a productive study environment.

When it comes to overall ambiance of the library, including quietness and a learning-friendly atmosphere, received a mean of 1.97, ranking fourth. This result suggests that students generally find the library environment suitable for studying, although occasional noise or distractions may affect the overall atmosphere.

The comfort of chairs and study tables ranked fifth with a mean score of 1.94, interpreted as Satisfied. This rating indicates that while the available furniture is generally usable, improvements in ergonomics or seating comfort could further enhance students' study experience, especially during extended periods of academic work.

Likewise, ventilation and overall indoor comfort obtained the lowest mean score of 1.78, although it remains within the Satisfied range. This finding may indicate that some students experience discomfort related to airflow, temperature, or general indoor conditions within the library. Environmental comfort, including proper ventilation and temperature control, is essential in maintaining an effective learning environment.

Overall, the findings indicate that students are generally satisfied with the library environment and study spaces, particularly with the availability of adequate study areas and the cleanliness of the facility. Nevertheless, aspects such as ventilation and furniture comfort may require further attention to enhance the overall usability and comfort of the library environment for students.

Study and Learning Facilities

Study and learning facilities are important components of academic libraries because they directly support students' academic tasks such as independent study, collaborative learning, and research activities. These facilities include designated study areas, computer access, charging outlets, and functional furniture that contribute to an effective learning environment. Table 18 presents the level of student satisfaction regarding the study and learning facilities available in the library.

As reflected, results indicate an overall mean of 1.91, interpreted as Satisfied, suggesting that students generally perceive the available study and learning facilities as adequate for supporting their academic needs. Although the overall rating falls within the satisfied range, the scores also suggest that certain facilities could be further improved to enhance students' learning experience within the library.

The availability of quiet areas for individual study received the highest mean score of 1.99, ranking first and interpreted as Satisfied. This finding suggests that students value spaces where they can focus on academic work without distractions. Quiet study areas are essential in academic libraries because they provide an environment conducive to concentration and independent learning.

Table 18 Student Satisfaction on Study and Learning Facilities

n = 485

Library Facilities and Learning Environment		Students					
Study and Learning Facilities	Items/statement	3	2	1	Mean	DE	Rank
	Availability of spaces for group discussion and research study	142 (426)	182 (364)	161 (161)	1.96	S	3
	Adequacy of computer units for user access	110 (330)	122 (244)	253 (253)	1.71		6

	Availability of charging outlets	143 (429)	174 (348)	168 (168)	1.95		4
	Availability of carrels for individual study	145 (435)	181 (362)	159 (159)	1.97	S	2
	The functionality and condition of library furniture and equipment	103 (309)	132 (364)	250 (250)	1.90	S	5
	Availability of quiet areas for individual study	152 (456)	178 (356)	155 (155)	1.99	S	1
	Overall Mean				1.91	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

Closely following this indicator is the availability of carrels for individual study, which obtained a mean score of 1.97, ranking second. Study carrels are particularly beneficial for students who require privacy and minimal interruptions while working on assignments or research tasks. The presence of such spaces indicates the library's effort to accommodate individual learning preferences.

Similarly, the availability of spaces for group discussion and research study ranked third with a mean of 1.96, also interpreted as Satisfied. This result suggests that the library provides areas where students can collaborate with peers when completing group assignments or research projects. Collaborative learning spaces have become increasingly important in modern academic libraries as they support teamwork and knowledge sharing.

Another aspect evaluated by students is the availability of charging outlets, which obtained a mean of 1.95, ranking fourth. In today's technology-driven learning environment, access to charging outlets is important because students frequently rely on laptops, tablets, and mobile devices when conducting research or completing academic tasks.

The functionality and condition of library furniture and equipment received a mean score of 1.90, ranking fifth. While students generally perceive these facilities as usable, the slightly lower rating may indicate that some furniture or equipment may require maintenance, repair, or replacement to improve usability and comfort.

On the other hand, adequacy of computer units for user access received the lowest mean score of 1.71, although it remains within the Satisfied category. This finding may indicate that the number of available computers is not always sufficient to meet student demand, particularly during peak study periods. Increasing the number of computer units or improving access to digital workstations may further enhance students' ability to utilize library resources effectively.

Overall, the findings indicate that students are generally satisfied with the study and learning facilities provided by the library, particularly with the availability of quiet study areas and individual study carrels. However, improvements in the number of computer units, maintenance of equipment, and provision of additional charging outlets may further strengthen the library's role as a supportive learning environment for students.

Safety and Accessibility

Safety and accessibility are essential components of a functional academic library, as they ensure that students can navigate the library efficiently and feel secure while using its resources. Table 19 presents students' perceptions regarding the accessibility of the library, adequacy of safety features, and security measures.

The overall mean of 1.96, interpreted as Satisfied, suggests that students generally find the library accessible and reasonably safe, though some specific areas may need enhancement to fully meet users' expectations.

The accessibility from any point of the campus received the highest mean score of 2.17, ranking first. This indicates that students consider the library well-located and easy to reach, which is crucial for encouraging frequent library use and maximizing academic engagement. Efficient access is associated with higher student satisfaction and library usage, as supported by Ali & Kaur (2018) in their study of academic library services.

Table 19 Student Satisfaction on Safety and Accessibility

n = 485

Library Facilities and Learning Environment		Students					
Safety and Accessibility	Items/statement	3	2	1	Mean	DE	Rank
	Accessibility from any point of the campus	186 (558)	194 (388)	105 (105)	2.17	S	1
	Adequacy of signage and directions	156 (468)	184 (368)	145 (145)	2.02	S	2
	Availability of CCTV within library premises	85 (255)	119 (238)	281 (281)	1.60	LS	6
.	Availability of emergency exits and safety provisions in the library	142 (426)	175 (350)	168 (168)	1.95	S	5
	Visibility of safety guidelines and reminders within the library	154	179	152			

		(462)	(358)	(152)	2.0	S	3
	Safety and security of the library premises	147 (441)	186 (372)	152 (152)	1.99	S	4
	Overall Mean				1.96	S	

Legend:

Scale	Scale limit	Descriptive Equivalent
3	2.34 – 3.00	Highly Satisfied
2	1.67 – 2.33	Satisfied
1	1.00 – 1.66	Least Satisfied

Next, the adequacy of signage and directions obtained a mean score of 2.02, ranking second. This suggests that students generally find library navigation manageable, though improvements in clearer and more visible directional signs could further enhance wayfinding, especially for new users.

Visibility of safety guidelines and reminders and the safety and security of the library premises received mean scores of 2.00 and 1.99, ranking third and fourth, respectively. These ratings imply that students acknowledge the presence of safety protocols, but more visible reminders or consistent enforcement may be necessary to strengthen the perception of security within the library.

The availability of emergency exits and safety provisions was rated 1.95, ranking fifth, highlighting that while students generally recognize emergency facilities, there is room for improvement in communicating their locations or ensuring readiness for emergency situations.

Finally, the availability of CCTV within library premises obtained the lowest mean score of 1.60, interpreted as Least Satisfied. This suggests that students are concerned about surveillance and monitoring for security purposes. Enhancing CCTV coverage or informing students about existing security measures could significantly improve perceptions of safety, in line with findings from Kaur & Kaur (2019), who emphasized that security systems in libraries contribute positively to user satisfaction and trust.

In conclusion, students are generally satisfied with the library's safety and accessibility, particularly in terms of campus access and signage. However, the study highlights that improvements in surveillance systems, emergency preparedness, and visible safety reminders could further strengthen the library as a safe and student-friendly environment.

Summary of Student User Satisfaction on Library Resources, Services and Physical Facilities

The findings summarized in Table 20 indicate that students generally perceive the library's resources, services, and physical facilities as satisfactory, with a grand mean of 2.02, falling within the descriptive equivalent of "Satisfied" on the scale used. Among the three major areas, Library Collections achieved the highest overall mean (2.05), suggesting that students find both print and electronic resources adequately supportive of their academic and research needs. Within this area, print collections (2.06) slightly surpassed electronic and digital resources (2.05), and organization and accessibility (2.03), indicating a continued reliance on traditional resources even as digital adoption grows.

This trend aligns with recent studies noting that while students increasingly use digital materials, the quality, relevance, and accessibility of print resources remain essential for academic performance (Ali et al., 2024; Yeni et al., 2024). Likewise, it also aligned with the studies emphasizing the importance of well-maintained and accessible library resources in enhancing student learning outcomes (Applegate, 2009; Ali & Kaur, 2018). Moreover, the area of Quality Library Services showed a slightly lower mean (2.04), with reference assistance receiving the highest satisfaction among its indicators (2.10).

Table 20 Summary of Student User Satisfaction on Library Resources, Services and Physical Facilities

Library Areas	Indicators	Mean	DE	Rank
A. Library Collections				
	Print Collections	2.06	S	
	Electronic and Digital Resources	2.05	S	
	Organization and Accessibility	2.03	S	
	Overall Mean	2.05	S	1
B. Quality Library Services				
	Reference Assistance Service	2.10	S	
	Books Borrowing and Staff Services	2.00	S	
	Digital/Online Services	2.02	S	
	Overall Mean	2.04	S	2
C. Library Facilities and Learning Environment				
	Library Environment and Space	2.06	S	
	Study and Learning Facilities	1.91	S	
	Safety and Accessibility	1.96	S	
	Overall Mean	1.98	S	3
	Grand Mean	2.02		

This finding suggests that students value the guidance and support provided by library staff, particularly in navigating resources for research and coursework. Services such as books borrowing and staff services (2.00) and digital/online services (2.02) received relatively lower satisfaction, highlighting potential areas for

improvement, such as streamlining borrowing procedures, enhancing staff responsiveness, and improving user-friendly access to digital platforms.

Similar findings have been reported in contemporary studies emphasizing that proactive, user-centered library services significantly influence student engagement and satisfaction (Kalaiyarasi & Jayaprakash, 2024; Gyau et al., 2021). Other literature also underscores the link between effective library services and increased user satisfaction, suggesting that responsive and knowledgeable staff contribute significantly to students' academic success (Hernon & Matthews, 2018; Kaur & Kaur, 2019).

In contrast, Library Facilities and Learning Environment received the lowest overall mean (1.98), indicating that while students are generally satisfied, there are perceived limitations in study and learning facilities. Within this area, library environment and space scored highest (2.06), reflecting student appreciation for quiet reading areas, lighting, and comfort. Meanwhile, study and learning facilities (1.91) and safety and accessibility (1.96) were rated lower, suggesting a need for more functional spaces for group discussions, sufficient computer units, charging outlets, and improved safety measures within the library.

This observation is consistent with recent evidence that well-designed, safe, and accessible library spaces enhance students' academic productivity, motivation, and overall satisfaction (Conscientiabeam, 2024; Ali et al., 2024). This finding also consistent with studies highlighting that physical infrastructure, including furniture, lighting, and safety measures, is integral to promoting a conducive learning environment in academic libraries (Oakleaf, 2016; Ali & Kaur, 2018).

In conclusion, the results suggest that while students are generally satisfied with the current state of library resources, services, and facilities, there remains a clear opportunity to strengthen digital resource accessibility, service efficiency, and physical infrastructure. Such improvements are essential to meet evolving user expectations and to ensure that academic libraries continue to function as central hubs for learning, research, and innovation. By addressing these areas, the library can further enhance student engagement and optimize support for academic achievement.

Faculty and Students' Suggestions for the Improvement of Library Collections, Services, and Physical Facilities

To complement the quantitative findings, the questionnaire included open-ended questions that invited faculty and students to provide additional suggestions for improving the library's collections, services, and physical facilities. Participation in the open-ended portion was voluntary; hence, only those respondents who provided written comments contributed to the qualitative component of the study. The responses were analyzed using thematic analysis to identify recurring patterns and meanings within the suggestions provided by the respondents.

The analysis followed a systematic process of familiarization with the responses, identification of initial codes, grouping of related codes, development and review of themes, and definition and naming of the resulting themes. Responses with similar meanings were clustered together, while broader patterns across the suggestions were examined to develop themes that represented the principal areas identified by the respondents for library improvement. The qualitative findings are presented narratively to provide contextual insights that complement the quantitative assessment of library collections, services, and physical facilities.

Theme 1: Expanding and Updating Library Collections

The first theme, Expanding and Updating Library Collections, emerged from recurring suggestions concerning the availability, currency, diversity, and accessibility of library resources. The responses reflected the need to strengthen both electronic and print collections to support the academic and research requirements of library users.

Several respondents suggested increasing the availability of electronic books (e-books) and providing access to Scopus-indexed journals. These suggestions indicate the perceived importance of current electronic

scholarly resources for academic coursework and research activities. The emphasis on Scopus-indexed journals, in particular, suggests a demand for access to recognized scholarly literature that can support higher-level academic and research requirements.

At the same time, respondents expressed continued demand for printed or physical books across academic programs and for additional copies of books with the latest editions. These suggestions indicate that print resources continue to have value alongside electronic materials. The request for additional copies also points to concerns regarding the adequacy of available materials when multiple users require the same titles.

The respondents further suggested the addition of professional printed journals and the reintroduction of newspapers and magazines into the library collection. These recommendations broaden the concept of an adequate library collection beyond textbooks and instructional materials by emphasizing access to current professional, informational, and general-interest sources.

Another notable suggestion was to make newly defended student research, theses, and dissertations available on the library shelves as references or research guides. This recommendation highlights the potential value of locally produced academic research as a resource for students, particularly those undertaking their own research projects.

Collectively, the responses under this theme indicate that respondents value a library collection that is current, adequate, diversified, and responsive to academic and research needs. The suggestions also demonstrate that users do not view digital and print resources as competing alternatives; rather, both are perceived as complementary components of an effective academic library collection.

Theme 2: Enhancing Digital Accessibility and Flexibility of Library Services

The second theme, Enhancing Digital Accessibility and Flexibility of Library Services, emerged from suggestions related to improving digital access, responsiveness, convenience, and service availability. The responses indicate that users expect library services to become increasingly accessible through digital platforms while remaining responsive to their varying schedules and information needs.

Respondents recommended the improvement of the library's digital services and the enhancement of online access through mechanisms such as automatic login within the library. These suggestions point to the importance of reducing access barriers and making electronic library resources more convenient to use. The recommendation for automatic login, in particular, reflects a preference for a more seamless user experience when accessing online library services and resources.

The respondents also recommended providing quick responses to online library inquiries. This suggestion emphasizes the importance of timely communication and assistance, particularly when users seek information or require guidance without being physically present at a service desk. It suggests that the effectiveness of digital library services depends not only on technological availability but also on the responsiveness of the people and systems supporting those services.

In addition, respondents suggested longer library service hours, particularly to accommodate students with late classes. This recommendation highlights the importance of flexibility in the delivery of library services and recognizes that students' academic schedules may extend beyond conventional service hours.

Taken together, the responses suggest that library users value services that are accessible, convenient, responsive, technology-supported, and flexible. The theme therefore extends beyond the provision of digital platforms and points toward a broader expectation for user-centered library services that can respond to changing patterns of academic engagement.

Theme 3: Creating a Safe, Comfortable, and Technology-Enabled Learning Environment

The third theme, Creating a Safe, Comfortable, and Technology-Enabled Learning Environment, emerged from suggestions concerning security, physical comfort, environmental conditions, technological resources,

and the efficient use of library spaces. The responses indicate that users view the physical library environment as an important component of their overall learning and research experience.

For security and safety, respondents suggested the installation of CCTV cameras on all floors. This recommendation reflects the importance placed on maintaining a secure environment for both library users and library resources. It also indicates that users associate an effective learning environment with a sense of safety and security.

Physical comfort was another recurring concern. Respondents suggested the provision of bean bags, sofas, and improved chairs, as well as additional air-conditioning units, including air-conditioning provision on the fourth floor. These recommendations suggest that users consider appropriate seating and environmental conditions important in creating a comfortable and conducive space for studying, reading, and conducting research.

Technological enhancement was likewise evident in suggestions for additional computers with updated software. This recommendation reflects the continuing role of the library as a technology-supported learning environment where students can conduct research, access electronic resources, and complete academic tasks.

Respondents also recommended replacing manual logbooks with computerized terminals for user log-in. This suggestion indicates a preference for more efficient and modernized procedures and demonstrates that users associate technological improvement not only with access to computers and electronic resources but also with the modernization of routine library processes.

Finally, the suggestion to provide designated study areas where eating may be allowed and users can relax reflects a desire for greater flexibility in the use and design of library spaces. This recommendation recognizes that students may spend extended periods in the library and may benefit from spaces designed around different aspects of their academic activities and needs.

Overall, the responses under this theme indicate that respondents perceive the library as more than a repository of information resources. They view it as a safe, comfortable, technologically equipped, and flexible learning environment. Improvements in physical facilities, technology, and space utilization may therefore contribute to a more supportive overall library experience.

The thematic analysis generated three overarching themes: (1) Expanding and Updating Library Collections, (2) Enhancing Digital Accessibility and Flexibility of Library Services, and (3) Creating a Safe, Comfortable, and Technology-Enabled Learning Environment. Across the themes, the suggestions consistently emphasized currency, accessibility, convenience, responsiveness, technological integration, comfort, and user-centeredness.

The qualitative responses complement the quantitative findings by providing specific areas that respondents believe could further improve the library. While the quantitative results describe the respondents' overall level of satisfaction with collections, services, and facilities, the thematic findings provide more concrete indications of what users would like the library to improve. The findings therefore suggest that future library development should consider not only the adequacy of existing resources and services but also their currency, accessibility, technological support, physical comfort, and responsiveness to users' changing academic needs.

Library Enhancement Plan

Based on the results of the study including the levels of satisfaction and faculty and students' perspectives, there are identified areas for improvement in the library's resources, services, and physical facilities. To address these areas, a Library Enhancement Plan was developed. This plan will serve as a strategic guide for implementing improvements that align with the needs and expectations of the library users.

INTRODUCTION

The formulation of the Library Enhancement Plan was based on the quantitative satisfaction results and qualitative suggestions gathered from the respondents, ensuring that the plan reflects the actual perspectives and needs of library users. The Library Enhancement Plan will serve as a practical and actionable guide for the library administration, providing specific recommendations and strategies to enhance overall library performance, support academic and research needs, and promote a conducive learning environment for both faculty and students.

This enhancement plan address gaps in library resources, such as the need for more e-books, professional journals, updated book copies, and access to student research outputs; Strengthen library services through the improvement of digital platforms, faster online support, automatic log-in systems, and extended service hours to accommodate all students; Upgrade physical facilities, including seating comfort, ventilation, security measures, technology (computers and digital log-in), and flexible study spaces; and Ensuring user-centered implementation by integrating feedback from faculty and students, prioritizing improvements based on actual needs, and monitoring outcomes to guide continuous development.

GENERAL OBJECTIVES:

The Library Enhancement Plan will aim to:

1. Provide a roadmap for collection development, digital access, and acquisition of up-to-date resources.
2. Enhance library services to make them more efficient, accessible, and user-centered.
3. Improve physical facilities to ensure a secure, comfortable, and conducive learning environment.
4. Integrate feedback from faculty and students to prioritize improvements based on actual needs.

Three-Year Library Enhancement Plan

Areas of Concern	Specific objectives	Task/Activities	Time Frame	Persons Involved	Key Performance Indicator
Library Collections	Strengthen the availability and relevance of library resources	* Acquire additional electronic books (e-books) aligned with the academic programs offered by the university.	Year Round	- Administration	Minimum of 10% increase in e-books aligned with academic programs per semester; feedback from faculty confirms relevance to curriculum.
		• Subscribe to internationally indexed journals and relevant scholarly databases. • Increase the number of printed books per title, prioritizing the latest editions		-Chief Librarian -Acquisition Staff -Budget officer -Faculty-Library Committee	Subscription to at least 5 new indexed journals/databases per academic year; usage reports show at least 70% access by faculty/students. At least 15% increase in print copies of high-demand titles; 90% of new editions available on

					shelves within 2 months of publication.
Library Collections	To maintain relevance, usability, and quality of library holdings	- Strengthen the collection development policy to ensure systematic acquisition of resources. - Coordinate with faculty members for recommended book acquisitions based on course syllabi.	Year round	- Administration - Chief Librarian - Library Staff - Faculty-Library Committee	At least 90% of outdated or damaged materials weeded each semester; evaluation report submitted to administration. Minimum of 80% of faculty-recommended acquisitions implemented within 2 months of request. Policy updated and approved; evidence of compliance in acquisition reports for 100% of new resources.
Library Collections	To ensure accessibility of research outputs and institutional academic resources.	Develop a digital institutional repository for storing and accessing research outputs.	2026-2027	- Chief Librarian - IT officer - Library Staff	Repository fully functional with searchable interface; 90% of faculty/students able to access digital outputs successfully 100% of newly defended theses uploaded to repository or shelved within 1 month of defense.
Library Collections	To enhance the quality and relevance of library collections across disciplines	- Expand the collection of professional and refereed journals across disciplines. - Reintroduce printed newspapers and magazines to support current awareness services.	Year round	- Administration - Chief Librarian - Library Staff - budget officer - Faculty-Library Committee	Minimum of 5 new refereed journals added per discipline; 80% of journals subscribed are current and actively used, At least 10 current newspapers/magazines available; 70% user engagement through circulation or in-library use.
Areas of Concern	Specific objectives	Task/Activities	Time Frame	Persons Involved	Key Performance Indicator
Library	Improve	Enhance the library's	Year	Chief	100% of library platforms

Services	efficiency and accessibility of library services	digital services and online platforms for easier access to resources. Implement automatic authentication systems for accessing online resources within the library premises.	round	Librarian -Library Staff -IT officer	accessible with updated interface; usage reports show 20% increase in digital resource access per semester. 100% of users can access e-resources without login delays; authentication system downtime $\leq 1\%$ per semester.
Library Services	To ensure timely and responsive user support.	- Provide prompt responses to online inquiries through email, chat, or social media platforms. - Improve reference and research support services through librarian consultations.	Year round	-Chief Librarian -Library Staff -IT officer	90% of online inquiries responded to within 24 hours; user satisfaction rating $\geq 4/5$ on follow-up surveys 80% of consultation requests fulfilled within 48 hours; positive feedback from faculty/students with 85%
Library Services	To strengthen user knowledge and research capabilities	- Conduct regular library orientation programs for new students and faculty members. - Provide information literacy training and research assistance to support academic work. - Develop online guides and tutorials on how to access digital resources.	Year round	-Chief Librarian -Library Staff	100% of new students/faculty oriented within first month of enrollment; post-orientation survey shows $\geq 80\%$ understanding of services At least 3 workshops/training sessions per semester; 70% of participants report improved research skills 100% of key digital resources have guides/tutorials available; 80% of users successfully follow guides in usage tests.
Library Services	To engage users and gather actionable feedback	- Implement user feedback mechanisms such as suggestion boxes or online surveys. - Strengthen marketing and promotion of library services through social media and campus	Year round	-Chief Librarian -Library Staff	At least 2 feedback collection points active per semester; actionable suggestions implemented by 70% Minimum of 3 posts/announcements per month; increased library

		announcements.			service usage by 15% annually.
Library Services	To enhance library service availability	• Extend library service hours , particularly during examination periods	Year round	-Chief Librarian -Library Staff	Library open 2 extra hours per day during exams; user attendance during extended hours increases by 20%
Areas of Concern	Specific objectives	Task/Activities	Time Frame	Persons Involved	Key Performance Indicator
Physical Facilities	Enhance the safety and security of library users through improved security systems.	Install CCTV cameras on all library floors.	2026-2027	-Administration -Chief Librarian -Library Staff	CCTV cameras installed and operational on all library floors within the implementation period
Physical Facilities	Improve the comfort of library customers by enhancing ventilation and temperature control.	Install additional air-conditioning units and provide air-conditioning coverage in all library areas, including the fourth floor.	2027-2028	-Administration -Chief Librarian -Library Staff	All identified library areas are adequately ventilated and air-conditioned, with increased user satisfaction regarding comfort.
Physical Facilities	Enhance access to technology to support academic and research activities	Procure additional computers with updated software and reliable internet connectivity.	2026-2027	-Administration -Chief Librarian -Library Staff -IT officer	Additional computer units installed and functional, with increased accessibility for library users.
Physical Facilities	Improve the functionality and comfort of library spaces.	Upgrade library furniture by providing ergonomic chairs, study sofas, and bean bags	2026-2027	-Administration -Chief Librarian -Library Staff -Budget	New furniture installed, with at least 85% user satisfaction regarding seating and study spaces.

				officer	
Physical Facilities	Provide learning spaces that accommodate different learning preferences.	Establish collaborative study areas and designated quiet study zones.	2026-2027	-Chief Librarian -Library Staff	Collaborative and quiet study areas established and regularly utilized by library customers.
Physical Facilities	Promote a user-friendly and flexible library environment.	Designate an area where light snacks and beverages are permitted without disrupting other users.	2026-2027	-Chief Librarian -Library Staff	Snack area established and maintained in accordance with library policies.
Physical Facilities	Improve the efficiency of library access and monitoring.	Replace the manual logbook with a computerized user log-in system.	2026-2027	-Administrati on -Chief Librarian -Library Staff	Computerized log-in system fully operational and utilized by library customers.
Physical Facilities	Enhance accessibility and ease of navigation within the library.	Install additional lighting, directional signage, and location guides throughout the library.	2026-2027	-Administrati on -Chief Librarian -Library Staff	Directional signage installed in all major sections, with improved user feedback on accessibility
Physical Facilities	Maintain a clean, safe, and functional library environment	Implement regular maintenance, inspection, and housekeeping schedules	Year Round	-Administrati on -Chief Librarian -Library Staff	Regular maintenance conducted as scheduled, with at least 85% satisfaction regarding the cleanliness and condition of library facilities.

Monitoring and Evaluation

To ensure effective implementation of the Library Enhancement Plan, the following strategies may be adopted:

1. Track user satisfaction after implementation
2. Conduct periodic user satisfaction surveys among faculty and students.
3. Monitor library usage statistics, including circulation and digital resource access.
4. Review the enhancement plan annually and update based on emerging needs.

5. Coordinate with university administration and ICT units for technical and financial support.
6. Adjust strategies based on user feedback and technological developments.

CONCLUSION

The study affirms that academic libraries remain essential in supporting teaching, learning, and research, with their effectiveness shaped by the quality and integration of resources, services, and physical facilities. The overall evaluation suggests that while the library meets the fundamental expectations of its users, the dynamic and evolving nature of academic demands calls for a more responsive and forward-looking approach to library development.

A key generalization drawn from the study is that user experience is influenced by the combined interaction of collections, services, and learning environments. This implies that improving library effectiveness requires not only maintaining adequate resources but also enhancing their accessibility, usability, and alignment with user needs. The growing reliance on digital resources highlights the need to strengthen technological infrastructure and online services, while the continued use of printed materials underscores the importance of maintaining a balanced and inclusive collection. Additionally, the role of library personnel remains critical in delivering responsive and user-centered services that contribute to positive user experiences.

Given these implications, the study underscores the necessity of developing a comprehensive library enhancement plan to address identified gaps and emerging user expectations. Such a plan provides a strategic and evidence-based framework for improving library resources, services, and facilities, enabling the library to move beyond satisfactory performance toward greater efficiency, relevance, and impact. Ultimately, this will reinforce the library's role as a dynamic partner in advancing academic excellence and research productivity.

RECOMMENDATIONS

In view of the findings and conclusions of the study, the following recommendations are offered:

1. On Library Collections. It is recommended that the library consider strengthening both print and electronic collections through the acquisition of updated and relevant materials aligned with the academic programs. Emphasis may be given to expanding access to electronic resources such as e-books, online journals, and databases, while maintaining a balanced and adequate collection of printed materials.
2. On Digital Access and Technological Infrastructure. The enhancement of digital platforms and technological systems may be considered to facilitate more efficient and user-friendly access to electronic resources. Improvements in internet connectivity, authentication systems, and online interfaces, including the development of user guides, may further support independent and remote access.
3. On Library Services and User Support. It is recommended that library services be continuously enhanced by sustaining responsive, professional, and user-centered assistance. Opportunities for professional development among library personnel may be explored to further strengthen reference and research support services. In addition, the conduct of regular library orientations and information literacy programs may be intensified.
4. On Library Facilities and Learning Environment. The improvement of the library's physical environment may be considered to provide more conducive and flexible learning spaces. Enhancements in ventilation, lighting, seating arrangements, and study areas, as well as the provision of additional equipment such as computers and charging stations, may contribute to a more supportive academic environment.

5. On Safety and Accessibility. It is recommended that measures related to safety and accessibility be further enhanced through the installation of appropriate security systems, clear signage, and visible safety protocols. Improvements in accessibility and navigation within the library premises may also be considered to better serve all users.
6. On the Library Enhancement Plan. It is recommended that the proposed library enhancement plan be considered for implementation and pilot testing to determine its effectiveness in addressing the identified gaps in library resources, services, and physical facilities. The try-out phase may include monitoring and evaluation mechanisms to assess its impact on user experience and service delivery. Feedback from faculty and students may also be gathered to further refine and improve the plan prior to its full-scale implementation.
7. On Continuous Assessment and Future Research. It is recommended that periodic assessments of library resources, services, and facilities be conducted to monitor developments and respond to changing user expectations. Future studies may also explore additional variables, such as the relationship between library use and academic performance, to further inform library development initiatives.

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About the Authors

Lorena U. Ontangco – A graduate of Doctor of Philosophy major in Development Education in University of Luzon. A Licensed Professional Teacher and a Licensed Professional Librarian. Currently connected as the University Chief Librarian, and PH.D. Development Education Program coordinator in the Graduate School of the University of Luzon. Adjudged her paper as Best Research in 2016 and published by PAARL Research Journal. In 2023, she presented another research and nailed the best paper on 3rd International Research and

Innovation Summit 2023, eventually published through the FCPC Center for Research for Development and Innovation.

Imelda D. Fabito and Lea N. Del Campo – Both currently employed as library staff in the Acquisition and technical services section department of the University of Luzon.