

USER SATISFACTION WITH ACADEMIC LIBRARY FACILITIES AND TRANSFORMATIVE EDUCATION SUPPORT: THE CASE OF THE UNIVERSITY OF BAMENDA, CAMEROON

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ABSTRACT

The academic library is designed to satisfy the needs of its users. User satisfaction can be enhanced through the provision of adequate facilities and the library's support for transformative education. This study was guided by the following objectives: (1) to ascertain the extent to which library users at the University of Bamenda are satisfied with the library facilities; (2) to determine the extent to which library users at the University of Bamenda are satisfied with the library's transformative education support; and (3) to identify ways in which the library facilities and transformative education support for users at the University of Bamenda can be improved. A convergent parallel mixed-methods research design was employed, targeting lecturers and students of the University of Bamenda who frequently use the library. A total of 220 participants were selected through a simple random sampling technique. Data were collected using a structured questionnaire. Quantitative data were analyzed using frequency counts, percentages, means, and standard deviations, with the results processed using SPSS version 25.0. Qualitative responses were analyzed thematically. The findings revealed that respondents were satisfied with the library facilities, with an overall mean score of 3.14 and a standard deviation of 0.732. Similarly, respondents were satisfied with the library's transformative education support, with an overall mean score of 3.21 and a standard deviation of **0.653**. Respondents suggested the need for infrastructural upgrades and better environmental management to improve library facilities. They also emphasized staff assistance, community engagement, and inter-school competitive programs as vital strategies for fostering a transformative learning culture. These suggestions reflect users' recognition of the library's pivotal role in shaping innovative, research-oriented, and socially engaged graduates through improved resources, technology, and educational support systems.

Keywords: User satisfaction; library facilities; academic library; transformative education; The University of Bamenda

BACKGROUND TO THE STUDY

Introduction

An academic library is a library found in a higher institution of learning and aimed at satisfying the needs of users who are mainly students, researchers, teaching staff, non-teaching staff and administration. The main objective of an academic library is to support the parent institution in the achievement of its mission (Verma & Lalrokhawma, 2018). One of the ways the academic library can enhance the satisfaction of its users is through its facilities. The physical layout or library building, seating facilities, available study rooms and internet facilities play a very vital role in the satisfaction of library users (Umoh & Agwunobi, 2000). The satisfaction of academic library users with library facilities enhances teaching, learning, and research. The quantity and quality of library facilities made available to library users may meet users' satisfaction. According to Muthuraja, Surendra, and Halyal (2018), the extent of satisfaction in library facilities can be seen in the area of reading room space, equipment, toilet facilities, ventilation and lighting, and drinking water. Another aspect of user satisfaction in the present era is seen in the academic library's role in the transformation of education. Education has gone beyond literacy and numeracy. The main aim of education in the 21st century is to equip the learners with adequate knowledge, skills, and values that will enable them be partners in resolving interconnected challenges (Arbeiter & Bucar, 2021, citing the UN Secretary General, 2012). This is an era of great transformation in education. This has brought about the changing roles of libraries in higher institutions of learning like the universities. Academic libraries are no longer just repositories of books but dynamic spaces enhancing lifelong learning. Dixit et al (2024), opine that libraries support the goals and objectives of transformative education by being allies in shaping the future of education. Libraries provide equitable access to information resources, promote literacy and education, embrace technology and foster community engagement.

The Structure of The University of Bamenda

The University of Bamenda (UBa) comprises 06 faculties, 02 schools, 01 college and 03 institutes as follows: the Faculties of Arts (FA); Law and Political Science (FLPS); Economics and Management Sciences (FEMS); Education (FED); Science (FS); Health Sciences (FHS); the College of Technology (COLTECH); the Higher Institute of Commerce and Management (HICM); National Polytechnic Higher Institute (NAHPI); the Higher

Teachers' Training College (HTTC); and the Higher Technical Teachers' Training College (HTTTC). The structure of the Central Administration comprises of the Vice-Chancellor, Deputy Vice-Chancellors, the Registrar and the Directorates, then the library (Decree No. 2010/371 of 14 December 2010 creating The University of Bamenda). The total number of students at present is 22,848. There are 545 teaching staff, 361 administrative staff, 312 support staff, sanitation agents and campus police (The University of Bamenda Statistical Year Book, 2023-2024).

STATEMENT OF THE PROBLEM

It is expected that The University of Bamenda library, like many other institutions of higher learning in Cameroon and beyond, serve as a vital support system for teaching, learning, research, and outreach, contributing to transformative education in the University. The library's facilities can affect users' perceptions of the manner in which they think they can use the library. The library's facilities, information resources, and the learning space empower lecturers and students think critically, innovate, and excel in their academic pursuits. The purpose of the library is defeated if users are not satisfied with the facilities and services rendered. There has been no empirical evidence assessing the satisfaction of The University of Bamenda library users with the existing facilities and the library's transformative education support. It is therefore necessary to investigate user satisfaction with library facilities and transformative education support at The University of Bamenda, Cameroon.

REVIEW OF RELATED LITERATURE

Academic libraries

Academic libraries are those libraries within institutions of higher learning and their main goal is to support the research and learning needs of students, staff and the faculty. According to Ike et al (2023), academic libraries are those libraries in tertiary institutions that serve the dual purpose of teaching and learning. These are libraries of tertiary institutions like universities, polytechnics and higher teacher training colleges. Tseh (2021), also assert that academic libraries are those libraries attached to academic institutions of higher learning whose purpose is to serve teaching and research needs of students and staff. These libraries support the curriculum of their parent institutions and are in great support of research of the university, students and the faculty. Gyau, Liu and Kwakye (2021) opine that academic libraries are part and backbone of educational institutions and have a major part to play for every educational institution to achieve its set goals. Academic libraries have an obligation to deliver quality library services to satisfy student and staff learning, teaching and research needs. Muthuraja, Surendra and Halyal (2018) assert that the academic library status as the 'heart' of any educational institution is justified by the role in teaching, learning and research. In line with Mawia (2021), the academic library's function is to sustain research and development in the university. From the above it can be seen that academic libraries play important roles in the institutions they serve. The academic library's main goal should, therefore, be to satisfy the information needs or requirements of all users.

User Satisfaction with library facilities

Library facilities are of great concern to library users. Factors like the building, physical environment, seating capacity, internet access, comfortable learning spaces and toilet facilities are some of the facilities of great concern. Kassim (2009) carried out a study identifying the satisfaction level of library users regarding library services, infrastructure and information resources. He used a survey research method with a sample of 650 final year undergraduate students of a public university in Malaysia. His findings revealed an overall median (3.44) and mean (3.41) indicating an average satisfaction. The author recommended that the library should greatly improve infrastructure/space/place. Ikolo (2015) undertook a study investigating if users of the Delta State University main library, Abraka, Delta State were satisfied with the facilities and the library environment, among other objectives. A descriptive survey design was used and the population consisted of all registered library users in the Site II of the Delta State University. A simple random sampling technique was employed and a questionnaire as a data collection instrument. As concerns the library environment, the findings revealed an average satisfaction. The library environment is clean, the reading carrels adequate but no effective lightening and toilet facilities. Anmol, Khan, and Muhammad (2021) explored the level of satisfaction of faculty members of South District (Karak) of Khyber Pakhtunkhwa-Pakistan from their college libraries' services and facilities. A census-based survey research method was adopted for data collection. Self-constructed questionnaire was the data collection instrument. 147 questionnaires were administered and 120 (81%) returned. The findings revealed that a majority of users were satisfied with the general infrastructural facilities like the library building, reading space, toilet facilities, shelves and internet access. The study recommended the provision of more library facilities and services. Reyes (2016) carried out a library satisfaction survey using a 5 Likert scales to determine the satisfaction level to determine the satisfaction level of the library patrons in the Maritime Academy of Asia. All faculty and students were encouraged to participate through an online link. There were a total of 587 respondents. The results showed that the users were satisfied with the library services and resources. They were extremely satisfied with the library's physical facilities as evident by a weighted average of 4.52. The study recommended that regular needs assessments be conducted to have a wide perspective on what the library patrons need. These studies on users'

satisfaction with library facilities are in line with the present study that seeks to find out whether library users of The University of Bamenda are satisfied with the library facilities.

Transformative Education

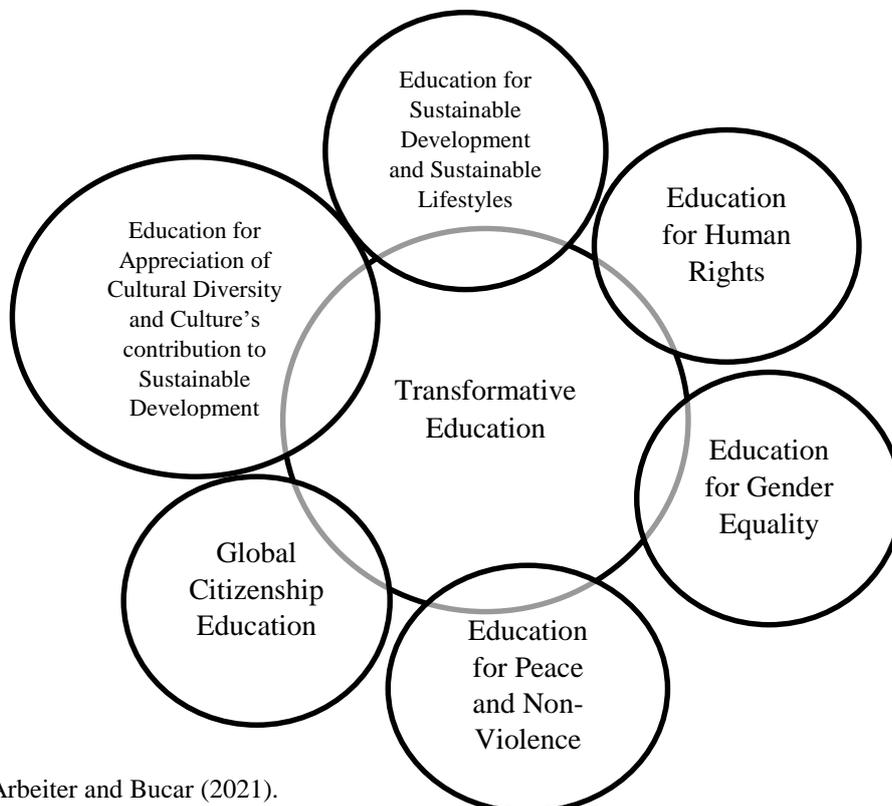
Transformative education educates the whole person enabling the individual as an agent of problem solving in complex societies as the case today. The recipients of transformative education are empowered to take informed decisions at the individual, community, and global levels. O’Grady (2023) carried out a study aimed at obtaining a deeper clue of the effects of transformative education at the faculty level. The results indicated a successful and realistic adoption of transformative education in sustainability programs within higher education. This therefore shows the importance of transformative education in higher education. Students must therefore be transformed in body, mind, and soul so as to graduate as useful citizens in the community. Lecturers as well must have acquired the required abilities to equip students with this type of education. The Global Institute for Transformative Education (GITE) (2025), views transformative education as the creator of autonomous and critical thinkers. GITE (2025) opines that transformative education;

“– teaches critical thinking skills;

- Promotes discovery learning through project-based learning;
- Focuses on education for environmental sustainability and social justice;
- Demonstrates collaboration as the norm and working in isolation, an anomaly;
- Promotes cultural exchange programs;
- Provides inclusive and personalized learning plans;
- Encourages students, teachers, and communities to rethink curricular;
- Creates spaces for students to analyze the universe;
- Inculcates research inquiry skills;
- Immerses learners in transformative leadership skills for their schools and communities;
- Encourages student-teacher partnerships;
- Challenges students to be active rather than passive learners; and
- Boosts computer and technological competency.”

Education does no longer provide only basic literacy and numeracy. It goes beyond that. Arbeiter and Bucar (2021), citing the United Nation Secretary General (2012), opine that today’s education should provide learners with knowledge, skills and values that will enable them be partners in the resolution of 21st century interconnected challenges. Education should further equip learners as agents for sustainable change. Hence the importance of transformative education.

Types of Transformative Education



Adopted from Arbeiter and Bucar (2021).

Libraries and Transformative Education

Libraries have evolved from mere repositories of books into dynamic spaces, which enhance exploration, collaboration, and lifelong learning. Librarians are vital in this transformative role by playing the role of instructors, facilitators, and leading in innovative learning. Dixit et al (2024) carried out a research exploring the transformative potential of libraries in a drive towards the paradigm shift through the New Education Policy of 2020. The results indicate that libraries play a vital role in the provision of equitable access to information resources, promote literacy and education, embrace technology and foster community engagement. Libraries in their unique nature support the goals and objectives of transformative education thereby being allies in shaping the future of education. Libraries also foster creativity and innovation and collaborate with educational stakeholders, thus empowering the learners, thus shaping a society that values knowledge, lifelong learning, and inclusive education. Nasir and Tyagi (2023) opine that for libraries to support the goals and objectives of transformative education, they should be able to make research available to everyone, collect and share free educational materials, make education fairer for everyone, and teach the users information and digital skills. Dei and Asante (2022) explore the role of four academic libraries in Ghana in quality education as a Sustainable Development Goal. A qualitative research approach was adopted and a descriptive case study design. The findings revealed that the libraries support student learning by providing relevant information resources and organized training on information literacy. The libraries also engaged library users in information literacy programs thereby creating awareness of the SDG 4. In this light, IFLA (2016) acknowledges the contribution of libraries to the improved outcomes in SDGs through the promotion of universal literacy (digital, media, information literacy and skills).

OBJECTIVES OF THE STUDY

The study was guided by the following objectives:

- 1) To ascertain the extent to which library users in The University of Bamenda are satisfied with the library facilities.
- 2) To determine how library users in The University of Bamenda are satisfied with the library's transformative education support.
- 3) To find out how library facilities and the transformative education support offered to library users of The University of Bamenda can be improved.

RESEARCH QUESTIONS

The following research questions gave focus to the study:

- 1) To what extent are library users in The University of Bamenda satisfied with the library facilities?
- 2) How satisfied are library users of The University of Bamenda with the library's transformative education support?
- 3) How can library facilities and the transformative education support offered to library users of The University of Bamenda be improved?

METHODOLOGY

To achieve the objectives of this study, a convergent parallel mixed-methods research design was employed. The target population of the study comprised of all lecturers and students of the University of Bamenda who frequently made use of the university library, as confirmed by their borrowing records. A total of 220 participants were selected through a simple random sampling technique. Data were collected using a structured questionnaire developed by the Librarian of the University of Bamenda to assess users' satisfaction with the facilities and support for transformative education. The instrument included closed-ended items rated on a four-point Likert scale (ranging from Very Satisfactory to Very Dissatisfactory) and open-ended questions that allowed respondents to offer suggestions for improvement. Measures were taken to ensure confidentiality and anonymity, enabling both students and lecturers to express their views openly on the library's effectiveness in addressing 21st-century learning needs. Quantitative data were analyzed using frequency counts, percentages, means, and standard deviations, with results presented in tabular form and processed using SPSS version 25.0. In contrast, qualitative responses were examined through a thematic analysis, presented narratively to complement the quantitative findings.

PRESENTATION OF RESULTS

Research Question One: To what extent are library users in The University of Bamenda satisfied with the library facilities?

Table 1: Satisfaction with Facilities

Questions	VS*	S	DS	VDS	Mean	Std. Dev.	Decision
How satisfied are you with the library's physical environment (lighting, temperature, cleanliness)?	109	96	14	1	3.42	.633	Satisfied
How satisfied are you with library furniture and seating arrangement?	62	112	44	2	3.06	.719	Satisfied
How satisfied are you with library's overall layout and organization?	58	121	36	5	3.05	.719	Satisfied
How satisfied are you with the availability of restrooms and other amenities?	45	113	48	14	2.86	.813	Satisfied
How satisfied are you with the library's quiet study spaces?	103	88	22	7	3.30	.778	Satisfied
Overall Mean of Items					3.14	0.732	Satisfied

* VS – Very Satisfied, S – Satisfied, DS – Dissatisfied, VDS – Very Dissatisfied,

Table 2 presents data on the extent to which library users at The University of Bamenda are satisfied with the available library facilities. The results show that respondents generally expressed satisfaction across all items, with an overall mean score of 3.14 and a standard deviation of 0.732, indicating a moderate level of agreement. Specifically, users were most satisfied with the physical environment of the library (Mean = 3.42, SD = 0.633), which includes lighting, temperature, and cleanliness. This suggests that the library has maintained a conducive and hygienic atmosphere suitable for study and research activities. Similarly, satisfaction with quiet study spaces was also relatively high (Mean = 3.30, SD = 0.778), implying that users appreciate the calm environment that supports concentration and academic productivity.

However, comparatively lower satisfaction levels were observed for the availability of restrooms and other amenities (Mean = 2.86, SD = 0.813), which had the lowest mean among the items, suggesting a need for improvement in this area. Satisfaction with furniture and seating arrangements (Mean = 3.06, SD = 0.719) and the overall layout and organization of the library (Mean = 3.05, SD = 0.719) were moderate, indicating that while the facilities meet basic expectations, there is room for enhancement to better accommodate user comfort and accessibility. Overall, the findings reveal that library users at The University of Bamenda are generally satisfied with the library's facilities, although improvements in amenities and space utilization could further enhance user satisfaction.

Research Question Two: How satisfied are library users of The University of Bamenda with the library's transformative education support?

Table 2: Satisfaction with Transformative Education Support

Questions	VS	S	DS	VDS	Mean	Std. Dev.	Decision
How well does the library support your critical thinking and problem-solving skills?	79	124	14	3	3.27	.638	Satisfied
How well does the library support your creativity and innovation?	60	140	19	1	3.18	.589	Satisfied
How well does the library support your collaboration and teamwork?	59	134	22	5	3.12	.668	Satisfied

How well does the library support your information literacy and research skills?	89	118	11	2	3.34	.616	Satisfied
How well does the library support your participation in any library programs that promote transformative education?	54	126	34	6	3.04	.714	Satisfied
How well does the library contribute to your academic success?	95	104	17	4	3.32	.695	Satisfied

Overall Mean of Items **3.21** **0.653** **Satisfied**

VS – Very Satisfied, S – Satisfied, DS – Dissatisfied, VDS – Very Dissatisfied,

Table 2 presents data on the extent to which library users at The University of Bamenda are satisfied with the library's support for transformative education. The findings reveal an overall mean score of 3.21 with a standard deviation of 0.653, indicating that users are generally satisfied with the library's contribution to transformative learning outcomes. Specifically, respondents expressed the highest satisfaction with the library's support for information literacy and research skills (Mean = 3.34, SD = 0.616) and academic success (Mean = 3.32, SD = 0.695). These results suggest that the library effectively provides access to research materials, databases, and resources that promote independent learning and academic achievement. Similarly, users also reported satisfaction with the library's role in enhancing critical thinking and problem-solving skills (Mean = 3.27, SD = 0.638), indicating that the library contributes meaningfully to intellectual development.

On the other hand, slightly lower satisfaction levels to those mentioned in the previous paragraph, were observed in areas related to creativity and innovation (Mean = 3.18, SD = 0.589), collaboration and teamwork (Mean = 3.12, SD = 0.668), and participation in library programs that promote transformative education (Mean = 3.04, SD = 0.714). These findings imply that while the library provides adequate support for individual academic growth, it could improve in fostering more interactive and innovative learning experiences. Enhancing participatory programs, workshops, and group-based learning initiatives could strengthen users' creative engagement and teamwork competencies. Largely, the data indicate that the library at The University of Bamenda plays a significant role in promoting transformative education, though further efforts in collaborative and innovative support could make its impact more holistic and far-reaching.

Research Question Three: How can library facilities and the transformative education support offered to library users of The University of Bamenda be improved?

Suggestions for Improving Library Facilities

Responses from library users at The University of Bamenda revealed a collective desire for the modernization and better maintenance of library facilities. Many users called for the acquisition of modern equipment, including new tables, chairs, and lighting systems, to enhance comfort and usability. As one respondent noted, "The library needs better seating and lighting to create a more conducive learning atmosphere." Several users also emphasized the need to expand and reorganize library space, suggesting that study areas should be separated from staff offices and storage areas to minimize noise and distractions. There were also calls for improved Internet connectivity, installation of solar panels to ensure reliable power supply, and the establishment of audio-visual studios to support media students and researchers. Additionally, users highlighted the importance of maintaining equipment and improving atmospheric conditions, such as ventilation and temperature control, to ensure a pleasant study environment. Other suggestions included providing clean and well-maintained restrooms with constant water supply, adding more signposts for easy navigation, and creating faculty or school-based libraries to decentralize access. Overall, the feedback underscores the need for infrastructural upgrades and better environmental management to enhance the functionality and appeal of the library.

Suggestions for Improving Library Support Towards Transformative Education

Library users also provided insightful suggestions on how the library can better promote transformative education at The University of Bamenda. A recurring theme among responses was the need to organize educational programs, workshops, and sensitization sessions focused on critical thinking, innovation, and problem-solving skills. One respondent remarked, "The library should host workshops on transformative education and provide books that foster creativity and innovation." Participants further suggested the integration of information literacy into the university curriculum, as well as the creation of an online repository and virtual library to widen access to digital resources. Users also called for the acquisition of modern books across disciplines, state-of-the-art research equipment, and reliable Internet and electronic networks to facilitate active and collaborative learning.

Moreover, respondents emphasized staff assistance, community engagement, and interschool competitive programs as vital strategies for fostering a transformative learning culture. Collectively, these suggestions reflect users' recognition of the library's pivotal role in shaping innovative, research-oriented, and socially engaged graduates through improved resources, technology, and educational support systems.

DISCUSSION OF FINDINGS

Satisfaction with Library Facilities

The study revealed that library users at The University of Bamenda are generally satisfied with the physical facilities provided, with an overall mean score of 3.14. Users expressed the highest satisfaction with the library's physical environment, including lighting, temperature, cleanliness, and quiet study spaces, suggesting that the library offers a conducive atmosphere for academic work. This finding aligns with the work of Ali and Mahmood (2018), who emphasized that the quality of the physical environment in academic libraries significantly influences user satisfaction and learning outcomes. However, satisfaction was comparatively lower for amenities such as restrooms and furniture, highlighting the need for improvement in comfort and accessibility. Previous studies, such as that by Akintunde and Osunade (2020), have shown that inadequate seating and poor facility maintenance can negatively impact students' study habits and time spent in the library. The moderate satisfaction with layout and organization also suggests that space utilization and navigability could be optimized to improve user experience. Overall, the findings underscore that while the University of Bamenda library maintains a generally supportive physical environment, continued investment in infrastructure, equipment, and spatial organization is necessary to enhance overall user satisfaction and learning productivity.

Satisfaction with Transformative Education Support

The study further revealed that library users are satisfied with the library's role in supporting transformative education, as indicated by an overall mean score of 3.21. Respondents particularly valued the library's contribution to information literacy, research skills, critical thinking, and academic success, suggesting that the library effectively supports independent learning and intellectual development. These findings are consistent with Mbarha, Maringa, and Makori (2018), who highlighted that access to comprehensive research resources and guidance enhances students' academic performance and critical thinking capabilities. Despite this, satisfaction was slightly lower in areas related to creativity, innovation, collaboration, and participation in transformative programs, indicating that while individual skill development is strong, opportunities for interactive, collaborative, and innovative learning are comparatively limited. Similar results were reported by Okoye, Obiora, and Agbasi (2019), who argued that academic libraries play a critical role in fostering transformative education, but effectiveness depends on integrating participatory and experiential learning initiatives. This suggests a need for the University of Bamenda library to complement existing resources with workshops, group projects, and innovation-driven programs to further enhance student engagement. In sum, the library contributes meaningfully to academic growth and transformative learning, though expanding participatory and interactive support could increase its overall impact.

Suggestions for Improvement of Facilities and Transformative Education Support

The third finding highlights users' recommendations for improving both library facilities and transformative education support. Participants emphasized modernization of infrastructure, including better seating, lighting, temperature control, and expanded study areas to reduce distractions, aligning with Khan and Ahmad's (2017) observation that well-maintained, ergonomically designed facilities enhance user satisfaction and learning efficiency. Users also suggested improved Internet connectivity, acquisition of state-of-the-art research equipment, and the creation of audio-visual studios to support diverse learning needs. In terms of transformative education, respondents called for workshops, orientation programs, interschool competitions, and integration of information literacy into curricula, reflecting a desire for more interactive, participatory, and skill-oriented learning experiences. Similar recommendations were reported by Ali and Mahmood (2018), who found that libraries that combine physical and digital resources with educational programs better promote critical thinking and research skills among students. Additionally, users highlighted the need for virtual libraries and cloud-based access to resources, emphasizing the importance of technological support in 21st-century education. Collectively, these suggestions indicate that infrastructural upgrades, enhanced digital access, and proactive educational programming are key strategies to strengthen the library's capacity to support learning and transformative education.

CONCLUSION

The study concluded that library users at the University of Bamenda are generally satisfied with both the physical facilities and the transformative education support provided by the library. Quantitative data revealed moderate to high satisfaction with aspects such as the physical environment, lighting, cleanliness, quiet study spaces, information literacy, research skills, critical thinking, and overall academic support. However, satisfaction levels were comparatively lower regarding amenities such as restrooms, furniture, collaborative spaces, creativity and innovation programs, and participatory initiatives. The qualitative findings further emphasized the need for

infrastructure modernization, enhanced digital access, and the implementation of participatory educational programs. Collectively, these results indicate that while the University of Bamenda library effectively supports independent learning and academic success, there remains room for improvement in facilities, technological resources, and programs that foster collaborative, creative, and transformative learning. The study highlights the pivotal role of academic libraries in promoting 21st-century learning competencies and underscores the importance of continuous investment in both physical and educational resources to meet the evolving needs of users.

IMPLICATIONS OF THE FINDINGS

1. The findings suggest that a well-maintained physical environment, including proper lighting, seating, and quiet study spaces, directly supports student concentration, research productivity, and learning efficiency. Universities need to recognize the link between infrastructure quality and academic outcomes.
2. Libraries that provide access to research resources, critical thinking tools, and support for problem-solving can significantly enhance intellectual development. This implies that academic libraries are central to fostering skills that go beyond rote learning, such as creativity, innovation, and analytical thinking, essential for 21st-century graduates.
3. The lower satisfaction scores in areas like amenities, collaborative spaces, and interactive programs highlight a need for targeted investments. Universities must prioritize not only physical infrastructure but also digital resources, workshops, and participatory initiatives to ensure a holistic learning environment that meets the diverse needs of students and staff.

RECOMMENDATIONS

1. The University of Bamenda should invest in ergonomic furniture, improved lighting, temperature control, clean restrooms, expanded study areas, and better space organization to enhance comfort and accessibility for all users.
2. The library should organize workshops, group projects, orientation sessions, and interschool competitions aimed at fostering creativity, collaboration, critical thinking, and problem-solving skills among students. Integrating information literacy into the curriculum will further strengthen these competencies.
3. The university should expand digital infrastructure, including high-speed Internet, cloud-based virtual libraries, and access to electronic research databases. The acquisition of state-of-the-art research equipment and audio-visual studios will further support interactive, innovative, and research-oriented learning experiences.

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