

USER'S FRUSTRATION AND DETERIORATION OF LIBRARY RESOURCES IN RAMAT LIBRARY UNIVERSITY OF MAIDUGURI, NIGERIA

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Abstract

This study examined the user frustration and the deterioration of library resources in Ramat Library, University of Maiduguri. The study was guided by four objectives: examine the frequency of use of library resources; assess the extent of deterioration of library resources; determine the level of user frustration among library users; and establish the relationship between user frustration and the deterioration of library resources. A descriptive survey research design was adopted, involving a population of 5,229 registered users. Using the Krejcie and Morgan formula, 362 respondents were selected, and data were collected using a validated and reliable questionnaire (Cronbach's Alpha = 0.82). Descriptive statistics such as frequency counts, percentages, mean score, and standard deviation were used to answer the research questions, while simple linear regression was used to test the hypothesis. Findings showed frequent use of the library for reading, assignments, and examination preparation, alongside a high extent of deterioration of books, shelves, and electronic equipment. Users also reported high levels of frustration due to damaged materials, faulty ICT facilities, and slow service delivery. The regression analysis revealed a strong, significant relationship between deterioration and user frustration ($R = 0.68$; $R^2 = 0.46$; $\beta = 0.68$; $t = 8.88$; $p = 0.000$). The study recommended enhanced preservation practices, improved digital facilities, and strengthened user support services.

Keywords: user frustration; library resources; deterioration

Introduction

User frustration is an emotional response that arises when individuals are unable to achieve desired goals due to obstacles or inefficiencies in their environment. User frustration is experienced by students, faculty, and researchers when they encounter difficulties in accessing library resources and services. Such difficulties include outdated or insufficient materials, broken or poorly functioning equipment, long waiting times for assistance, and challenges in navigating library catalogs and databases (Abubakari, Issah, & Iddirisu, 2019; Palaresha & Halyal, 2024). Since libraries play a central role in supporting teaching, learning, and research, any barrier that limits effective access to information directly affects users' academic productivity and satisfaction. Understanding user frustration is therefore essential for evaluating the quality of library services and their ability to meet users' needs.

Frustration manifests in different forms depending on the source of the obstacle. In libraries, goal frustration occurs when users are unable to access required materials for assignments or research due to limited or unavailable resources (Aryee, Apronti, & Tetteh, 2024). Environmental frustration results from physical or technical conditions such as broken computers, slow internet connectivity, poor lighting, or disorganized shelving systems, which negatively affect users' library experience (Palaresha & Halyal, 2024). Interpersonal

frustration emerges when users experience long waiting times for assistance or receive inadequate support from library staff, often linked to staffing and operational challenges (Abubakari et al., 2019). Cognitive frustration arises when users struggle to locate relevant materials due to poorly organized collections or ineffective access tools (Osunrinde & Adetunla, 2017). Systemic frustration is associated with institutional barriers such as inadequate funding, limited acquisition of current resources, and restricted access policies (Aryee et al., 2024). Collectively, these forms of frustration reduce user satisfaction and effective utilization of library services.

Deterioration of library resources refers to the gradual decline in the physical and functional condition of books, equipment, and other information materials. This deterioration is often caused by frequent use, poor handling, inadequate maintenance, limited funding, and weak preservation practices (Yusuf & Gadanga, 2023). Physical deterioration includes torn pages, broken bindings, faded print, and damaged shelving systems (Otolu & Saibakumo, 2025). Environmental deterioration results from exposure to humidity, dust, heat, and poor storage conditions, which accelerate the decay of library materials (Osunrinde & Adetunla, 2017). Structural deterioration affects library furniture, shelving, and equipment, while neglect and inadequate conservation measures further weaken the condition and usability of resources (Yusuf & Gadanga, 2023). These forms of deterioration significantly reduce the accessibility and longevity of library resources.

The University of Maiduguri, like many Nigerian universities, faces persistent challenges in maintaining quality library resources due to inadequate funding, insufficient preservation infrastructure, and weak maintenance practices. Studies on academic libraries in Nigeria reveal that many collections are outdated, equipment is frequently faulty, and conservation practices are poorly implemented, thereby limiting users' access to reliable information (Osunrinde & Adetunla, 2017; Yusuf & Gadanga, 2023). These conditions make it difficult for users to complete academic tasks efficiently, leading to dissatisfaction and frustration. Evidence from user satisfaction studies indicates that complaints about obsolete materials and malfunctioning facilities are common in academic libraries, contributing to delays in research and learning activities (Abubakari et al., 2019; Palaresha & Halyal, 2024).

User frustration and deterioration of library resources are interrelated and mutually reinforcing. When library materials are damaged, outdated, or insufficient, users experience frustration and dissatisfaction with library services. In turn, frustration may lead to careless handling, excessive use of limited materials, or negative user behavior, all of which accelerate resource deterioration (Aryee et al., 2024). As resources continue to deteriorate, users may reduce library visits and confidence in library services, leading to declining usage and relevance of the library (Abubakari et al., 2019). This cycle demonstrates that deterioration intensifies user frustration, while frustration further worsens resource conditions. It is against this background that this study investigates the relationship between user frustration and deterioration of library resources at the University of Maiduguri, with the aim of generating evidence-based strategies for improving resource management, service delivery, and user satisfaction.

Statement of the Problem

Despite the critical role of library information resources in supporting academic success, students and researchers at the University of Maiduguri are increasingly experiencing frustration in accessing these resources. This frustration stems from several factors, including outdated materials, inadequate infrastructure, and ineffective search systems. Furthermore, technical issues and a lack of adequate user support exacerbate the problem. As a result, there

is a noticeable deterioration of library resources, such as books, journals, and digital tools, due to overuse, neglect, and occasional acts of vandalism. These challenges have contributed to decreased user satisfaction, a decline in academic productivity, and a negative impact on research quality. Given the importance of effective library services in academic institutions, this study aims to investigate the relationship between user frustration and the deterioration of library resources at the University of Maiduguri, with the goal of identifying strategies to improve user experience and preserve the library's resources.

Objectives of the Study

The objectives of the study are to:

1. Examine the frequency of use of library resource among users of Ramat Library University of Maiduguri
2. Assess the extent of deterioration of library resources at Ramat Library University of Maiduguri.
3. Examine the level of user frustration among library users at Ramat Library University of Maiduguri
4. To determine the relationship between user frustration and deterioration of library resources.

Research Questions

1. What is the frequency of use of library resource among users of Ramat Library University of Maiduguri?
2. What is the extent of deterioration of library resources at Ramat Library University of Maiduguri?
3. What is the level of user frustration among library users at Ramat Library University of Maiduguri?

Hypothesis

H₁ There is no significant relationship between user frustration and deterioration of library resources at Ramat Library, University of Maiduguri.

Literature Review

Yeole and Aagashe (2024) conducted a descriptive survey at J. M. Patel College, Bhandara, India. The study examined the frequency of library use among undergraduate students. The study targeted 446 students selected through random sampling. Data were collected using a structured questionnaire and analyzed using frequencies and percentages. Findings showed that most students visited the library regularly, especially to borrow books and consult print materials, while fewer used digital resources. Weekly and monthly visits were most common, indicating moderate to high frequency of use. Students mainly used the library for assignments, examinations, and lecture preparation. However, some students reported reduced visits due to outdated materials and limited seating space. The authors concluded that frequency of library use is directly linked to relevance and accessibility of resources. They recommended regular updating of collections, improved reading space, and introduction of user-friendly digital systems to sustain frequent library use.

Gyau, Jing, and Akowuah (2021) investigated library use frequency among international students at Jiangsu University Library, China. The study used a quantitative survey design. The population consisted of 201 international students selected through convenience sampling. Questionnaires were used for data collection, and data were analyzed using descriptive and inferential statistics. Results showed that most students used library resources daily or weekly, both physically and online. However, many preferred Google and other online platforms for quick searches, reducing exclusive dependence on the library. Despite

this, students still visited the library frequently for textbooks, quiet study space, and internet access. The study found that satisfaction with services influenced how often students used the library. The authors recommended improving digital platforms, expanding electronic resources, and strengthening user orientation to increase frequency of library use.

Abdulkareem, Balogun, and Oladimeji (2025) studied factors affecting deterioration of library resources in colleges of education in Kwara State, Nigeria. The study adopted a descriptive survey design. The population comprised librarians and library officers, with questionnaires administered to a purposive sample. Data were analyzed using mean scores and percentages. Findings showed that a high extent of deterioration existed, caused by poor handling, environmental conditions, insects, dust, and inadequate preservation facilities. Many books had torn pages, broken bindings, and faded prints. Digital resources also suffered from outdated systems and poor maintenance. The authors concluded that deterioration was severe and threatened resource usability. They recommended increased funding, training of staff in preservation techniques, environmental control, and digitization of frequently used materials to reduce deterioration.

Aryee and Tetteh (2024) studied frustration among library users in five public universities in Ghana using a quantitative survey design. The population consisted of university students, with 636 respondents selected using stratified sampling. Data were collected through structured questionnaires and analyzed using factor analysis and structural equation modelling. Findings showed high levels of frustration due to limited availability of recommended textbooks, long waiting times, and poor access to digital resources. Many students admitted feeling annoyed when materials were unavailable or already damaged. The study found that frustration led to negative behaviors such as hiding books and tearing pages. The authors recommended increasing copies of core texts, improving access systems, and strengthening supervision to reduce frustration.

Malekana and Chuma (2025) examined user experiences and frustration in public libraries using a qualitative case study design. The population included active library users selected through purposive sampling. Data were collected through interviews and observation and analyzed thematically. Findings revealed high frustration caused by outdated materials, poor internet connectivity, lack of relevant books, and unfriendly service. Many users reduced their library visits because they felt their needs were not being met. Users expressed disappointment when they repeatedly encountered damaged or missing books. The study concluded that frustration discourages library use. The author recommended updating collections, improving technology, training staff in customer service, and regularly assessing user needs.

Aryee, Apronti, and Tetteh (2024) examined the link between resource condition and user behavior in Ghanaian universities. The study used a quantitative design, data were collected from 636 students, analyzed using structural equation modelling. The study found a significant relationship between limited or deteriorated resources and high user frustration. Students who could not access required books or met damaged materials reported higher frustration. This frustration led to harmful behaviors such as hiding books, tearing pages, and mishandling materials, which further increased deterioration. The authors described this as a vicious cycle where poor resources cause frustration, and frustration worsens resource damage. They recommended increasing resource availability, improving monitoring, and introducing user education to break this cycle.

Agboola and Adenike (2024) conducted a survey study in academic and public libraries in Ogun State, Nigeria. The study examined deterioration factors and preservation practices. The

population comprised library personnel, from which 128 respondents were selected using stratified sampling. Data were collected through structured questionnaires and analyzed using descriptive statistics such as frequencies and percentages. The findings revealed that deterioration of library resources was high, especially among physical books and journals, due to poor handling, environmental factors, vandalism, and inadequate preservation facilities. Users frequently encountered torn pages, missing sections, and malfunctioning computers, which reduced their confidence in the library and led to dissatisfaction and reduced usage. The study further showed that repeated exposure to deteriorated resources increased user frustration, which in turn resulted in careless handling and further damage to materials. The authors concluded that poor preservation practices significantly contribute to user frustration, and frustrated users accelerate resource deterioration. They recommended strict preservation policies, regular supervision of library use, user orientation on proper handling of materials, and consistent maintenance to reduce both deterioration and user frustration.

Research Methodology

This study adopts a descriptive survey research design to examine existing conditions and relationships between user frustration and deterioration of library resources without manipulating any variables. The population consists of 5,229 registered users of Ramat Library, University of Maiduguri, including undergraduate and postgraduate students and faculty members. A sample of 362 respondents were selected from different faculties using the Krejcie and Morgan (1970) formula to ensure representativeness. Data were collected using a self-designed questionnaire titled “Questionnaire on the Relationship Between User Frustration and Deterioration of Library Resources in the University of Maiduguri (QRUFDLR),” structured into four sections covering demographics, frequency of use, extent of deterioration, and level of user frustration. The instrument was subjected to face and content validity by experts in library and information science, who examined the items for clarity, relevance, and adequate coverage of the study variables. To ensure reliability, a pilot test was conducted using a sample outside the main study area, and the responses were analyzed using Cronbach’s Alpha, which yielded a reliability coefficient of 0.82, indicating that the instrument was reliable for the study. Data analysis involves descriptive statistics (frequency, percentage, mean, and standard deviation) to answer research questions and simple linear regression to test the hypothesis using SPSS version 27.0.0.

Results

Demographic Information of Respondents (N = 357)

Table 1: Demographic Distribution of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	210	58.8
	Female	147	41.2
	Total	357	100.0
Age Group	18–25	240	67.2
	26–35	85	23.8
	36–45	22	6.2
	46 and above	10	2.8
	Total	357	100.0
Academic Level	Undergraduate	280	78.4
	Postgraduate	60	16.8
	Faculty Member	17	4.8
	Total	357	100.0

Source: Field Survey, 2025

The finding on gender shows that male respondents (210; 58.8%) were more than female respondents (147; 41.2%). This indicates that more males participated in the study, which may reflect higher library usage among male students or higher male enrollment in the institution. The age distribution reveals that the majority of respondents were within 18–25 years (240; 67.2%), showing that most library users are young undergraduate students. Those aged 26–35 formed 23.8%, while respondents above 36 years were very few. This suggests that library usage is dominated by younger users who are actively engaged in academic activities. Academic level results show that undergraduates (280; 78.4%) constituted the largest group of library users, followed by postgraduates (60; 16.8%) and faculty members (17; 4.8%). This implies that students, especially undergraduates, are the major users of library resources, making their experiences important in assessing library services.

Frequency of Use of Library Resources

Table 3: Frequency of Use of Library Resources

S/N	Item	Very Often	Often	Rarely	Never	Mean	SD
1.	I visit the library to read my personal and class textbooks.	150 (42.0%)	120 (33.6%)	60 (16.8%)	27 (7.6%)	3.10	0.94
2.	I use the library to prepare for tests and examinations.	160 (44.8%)	110 (30.8%)	55 (15.4%)	32 (9.0%)	3.11	0.96
3.	I visit the library to borrow books and other learning materials.	145 (40.6%)	130 (36.4%)	55 (15.4%)	27 (7.6%)	3.10	0.93
4.	I use the library to access electronic resources such as e-books and online journals.	120 (33.6%)	125 (35.0%)	80 (22.4%)	32 (9.0%)	2.93	1.00
5.	I visit the library to do group and individual assignments.	155 (43.4%)	115 (32.2%)	60 (16.8%)	27 (7.6%)	3.11	0.95
6.	I use the library to access computers and internet services.	130 (36.4%)	120 (33.6%)	75 (21.0%)	32 (9.0%)	2.97	1.01
7.	I visit the library for quiet reading and academic study.	170 (47.6%)	105 (29.4%)	55 (15.4%)	27 (7.6%)	3.17	0.92

Source: Field Survey, 2025

The results presented in Table 2 show that library resources are frequently used by users for various academic purposes. A large proportion of respondents indicated that they very often or often use the library for reading personal and class textbooks, with a mean score of 3.10, highlighting the library's importance in supporting learning. Similarly, the library is widely used for preparing for tests and examinations, as reflected by a mean score of 3.11, indicating its role as a key center for serious academic study. Borrowing of books and learning materials is also a common activity, with a mean score of 3.10, suggesting that users actively rely on the library's collections. Use of electronic resources recorded a moderate mean score of 2.93, showing that although many users access e-books and online journals, a notable number rarely use them, possibly due to access or usability challenges.

The library also strongly supports coursework, as evidenced by a mean score of 3.11 for doing assignments. Use of computers and internet services recorded a fairly high mean score of 2.97, though not optimal, which may be attributed to limited or faulty equipment. Quiet reading and academic study recorded the highest mean score of 3.17, indicating that users mainly value the library as a conducive environment for focused study. Overall, the weighted

mean of 3.07 demonstrates that library resources are frequently used; however, the moderate use of electronic resources and ICT facilities suggests the need for improvement in digital infrastructure to enhance overall library utilization.

Extent of Deterioration of Library Resources

Table 3: Extent of Deterioration of Library Resources

S/N	Item	Very High Extent	High Extent	Low Extent	Very Low Extent	Mean	SD
1.	Many library books have torn pages and damaged covers.	135 (37.8%)	120 (33.6%)	70 (19.6%)	32 (9.0%)	3.00	0.97
2.	Some library materials have missing pages and unclear print.	120 (33.6%)	125 (35.0%)	80 (22.4%)	32 (9.0%)	2.93	0.96
3.	Shelves and book arrangements are damaged.	110 (30.8%)	130 (36.4%)	85 (23.8%)	32 (9.0%)	2.89	0.95
4.	Library computers and electronic equipment are often faulty.	140 (39.2%)	115 (32.2%)	70 (19.6%)	32 (9.0%)	3.02	0.98
5.	Some library resources are outdated and no longer useful.	150 (42.0%)	120 (33.6%)	60 (16.8%)	27 (7.6%)	3.10	0.93
6.	Environmental conditions affect the condition of books.	125 (35.0%)	120 (33.6%)	80 (22.4%)	32 (9.0%)	2.94	0.97
7.	Lack of regular maintenance increases the damage of library resources.	145 (40.6%)	120 (33.6%)	65 (18.2%)	27 (7.6%)	3.07	0.95

Source: Field Survey, 2025

The results presented in Table 3 reveal a high extent of deterioration of library resources. A large proportion of respondents reported that library books have torn pages and damaged covers, with a mean score of 3.00, indicating that physical damage to books is a serious issue in the library. Similarly, missing pages and unclear print recorded a mean score of 2.93, suggesting that users frequently encounter incomplete or unreadable materials. Damaged shelves and poor book arrangement also showed considerable deterioration, with a mean score of 2.89, implying that shelving problems hinder easy access to library materials. Faulty computers and electronic equipment recorded a high mean score of 3.02, indicating that electronic facilities are often in poor working condition.

Outdated resources recorded the highest level of deterioration, with a mean score of 3.10, showing that many library materials are no longer current or useful. Environmental factors affecting the condition of books and lack of regular maintenance also recorded high mean scores of 2.94 and 3.07 respectively, further confirming serious deterioration challenges. Overall, the weighted mean score of 2.99 indicates that library resources at Ramat Library are deteriorating to a high extent, which may negatively affect access to information and user satisfaction.

Level of User Frustration

Table 4: Level of User Frustration

S/N	Item	Very High Level	High Level	Low Level	Very Low Level	Mean	SD
1.	I feel frustrated when I cannot find the books I need in the library.	150 (42.0%)	115 (32.2%)	60 (16.8%)	32 (9.0%)	3.07	0.96
2.	I become annoyed when library materials I need are already damaged.	145 (40.6%)	120 (33.6%)	65 (18.2%)	27 (7.6%)	3.07	0.94
3.	I feel stressed when library computers or internet services are not working.	155 (43.4%)	110 (30.8%)	60 (16.8%)	32 (9.0%)	3.09	0.97
4.	Long waiting time for assistance in the library makes me frustrated.	140 (39.2%)	115 (32.2%)	70 (19.6%)	32 (9.0%)	3.02	0.98
5.	I feel disappointed when I leave the library without getting what I need.	150 (42.0%)	110 (30.8%)	65 (18.2%)	32 (9.0%)	3.06	0.97
6.	Difficulty in using the library catalogue or databases frustrates me.	130 (36.4%)	120 (33.6%)	75 (21.0%)	32 (9.0%)	2.97	0.98
7.	Because of frustration, I sometimes avoid using the library.	120 (33.6%)	125 (35.0%)	80 (22.4%)	32 (9.0%)	2.93	0.96

Source: Field Survey, 2026

The findings presented in Table 4 indicate a high level of user frustration among library users. A substantial number of respondents reported that difficulty in finding required books causes very high frustration, with a mean score of 3.07, showing that unavailability of materials strongly affects users. Similarly, damaged library materials recorded a high level of frustration, with a mean score of 3.07, indicating that deterioration of resources directly influences users' emotional responses. Faulty computers and internet services generated the highest level of frustration, as reflected by a mean score of 3.09, suggesting that problems with technology significantly disrupt users' library experience.

Long waiting time for assistance also contributed notably to frustration, with a mean score of 3.02, highlighting slow service delivery as a major concern. Leaving the library without obtaining needed materials recorded a mean score of 3.06, confirming that unmet information needs strongly affect user satisfaction. Difficulty in using the library catalogue and databases recorded a moderate mean score of 2.97, while avoidance of the library due to frustration recorded a mean score of 2.93, indicating that frustration is already influencing users' library usage behavior. Overall, the weighted mean score of 3.03 demonstrates that the general level of user frustration in the library is high.

Hypothesis

Table 5: Simple Linear Regression Analysis of the Relationship between User Frustration and Deterioration of Library Resources

Linear Regression	R	R ²	β	t	α -level	p-value
There is no significant relationship between user frustration and deterioration of library resources at Ramat Library, University of Maiduguri.	0.68	0.46	0.68	8.88	0.05	0.000

The linear regression analysis reveals a strong positive relationship between user frustration and deterioration of library resources at Ramat Library, University of Maiduguri, as indicated by the correlation coefficient ($R = 0.68$). The coefficient of determination ($R^2 = 0.46$) shows that 46% of the variation in user frustration is explained by the deterioration of library resources. The standardized regression coefficient ($\beta = 0.68$) and the high t-value ($t = 8.88$) further indicate that deterioration of library resources is a strong and significant predictor of user frustration. Therefore the hypothesis is rejected. At the 0.05 level of significance, the p-value (0.000) is less than the alpha level, this result implies that there is a statistically significant relationship between user frustration and deterioration of library resources at Ramat Library, University of Maiduguri.

Discussion of Findings

The findings on the frequency of use of library resources indicate that users frequently utilize the library for reading textbooks, preparing for examinations, completing assignments, and quiet study, with weighted mean scores showing consistent use. This aligns with the study by Yeole and Aagashe (2024), which found that undergraduate students frequently visited the library for assignments, examinations, and lecture preparation, though use of digital resources was lower. Similarly, Gyau, Jing, and Akowuah (2021) reported that students regularly used libraries for textbooks and quiet study despite a preference for online platforms for quick searches. These studies support the current findings that the library remains an essential center for academic work; however, the moderate use of electronic resources observed in this study contrasts with the frequent online usage reported by international students in China, suggesting that digital infrastructure or accessibility issues may limit e-resource utilization at Ramat Library.

The findings of the study shows a high extent of deterioration of library resources, with a weighted mean of 2.99. The findings show high levels of damage to books, shelves, electronic equipment, and outdated materials, with a weighted mean of 2.99, indicating serious resource deterioration. These findings are consistent with Abdulkareem, Balogun, and Oladimeji (2025), who found that physical books in Nigerian colleges of education suffered torn pages, broken bindings, and faded prints, while digital resources were also poorly maintained. Agboola and Adenike (2024) similarly reported high deterioration due to environmental factors, poor shelving, and vandalism, with frequent damage observed in both print and electronic materials. This shows that the problem of resource deterioration is widespread in Nigerian academic libraries and mirrors the challenges identified at Ramat Library.

The level of user frustration was generally high, with users reporting frustration due to missing or damaged materials, faulty computers, slow service, and difficulties using the

catalogue, with a weighted mean of 3.03. This corroborates the findings of Aryee and Tetteh (2024), who found that limited availability of textbooks, long waiting times, and poor access to digital resources generated high frustration among university students. Malekana and Chuma (2025) also observed that outdated materials, poor internet connectivity, and unfriendly services caused user frustration and led to reduced library visits. These studies confirm that user frustration at Ramat Library is not isolated but reflects a broader pattern in academic libraries where resource inadequacies hinder effective library use.

The hypothesis tested using simple linear regression revealed a significant relationship between deterioration of library resources and user frustration ($R = 0.68$, $R^2 = 0.46$, $\beta = 0.68$, $t = 8.88$, $p = 0.000$), indicating that as resources deteriorate, frustration increases. This finding aligns closely with Aryee, Apronti, and Tetteh (2024), who reported a vicious cycle in Ghanaian universities where poor resource conditions led to user frustration, which in turn accelerated further deterioration through careless handling. Agboola and Adenike (2024) also observed that repeated exposure to deteriorated materials increased user frustration, resulting in mishandling and additional damage. These studies strongly support the current finding that deterioration and frustration are interrelated, emphasizing the need for improved preservation practices and user orientation to break this cycle.

Conclusion

The findings of this study reveal that Ramat Library, University of Maiduguri, is used by users for a variety of academic purposes, including reading textbooks, preparing for examinations, completing assignments, and engaging in quiet study. However, the library faces significant challenges, as the deterioration of resources such as torn books, damaged shelves, outdated materials, and faulty electronic equipment has led to high levels of user frustration. The study further demonstrated a significant relationship between resource deterioration and user frustration, indicating that as library materials decline in quality, users experience increased dissatisfaction, which may, in turn, exacerbate further damage. These findings highlight the critical need for effective preservation, regular maintenance, improved access to digital resources, and enhanced user support services. Addressing these challenges will not only reduce frustration and prolong the lifespan of library resources but also strengthen the library's role in supporting teaching, learning, and research at the University of Maiduguri.

Recommendations

1. The library should upgrade and expand digital resources and ICT facilities, including e-books, online journals, and functional computers, to enhance access and encourage greater use of electronic resources alongside print materials.
2. The library management should implement regular maintenance and preservation practices, such as repairing damaged books, proper shelving, environmental control, and routine inspection of electronic equipment to reduce resource deterioration.
3. The library should improve service delivery by reducing waiting times, providing clear guidance on catalog use, and ensuring timely assistance, thereby minimizing user frustration and enhancing overall satisfaction.
4. The library should introduce a structured user education program and strict supervision policy to sensitize users on proper handling of library materials, as this will help break the cycle where deterioration leads to frustration, which in turn accelerates further damage.

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