

Users' Participation in Acquisition and Users' Satisfaction with the Information Resources in University Libraries in the South-South Zone of Nigeria

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ABSTRACT

The study was conducted to determine the influence of users' participation in the acquisition process on users' satisfaction with information resources in university libraries in South-South zone of Nigeria. The study adopted the survey research method. The population of this study consists of all university library staff and lecturers in government-owned university in the South South zone of Nigeria during the 2012/2013 academic session. Multi-stage sampling technique was used to select a sample of 36 library staff and 4627 lecturers from 6 of the universities in the zone. A structured questionnaire entitled: Users' Participation in the Acquisition Process and Users' Satisfaction with Information Resources (UPAPUSIRQ), was used to collect data. Means and standard deviation were used to analyse the data collected for the study while the hypothesis was tested using t-test in IBM SPSS for Window version 20 at $p = 0.05$ level of significance. The findings reveal among other things that there was significant influence of Users' participation in the acquisition process on users' satisfaction with information resources. It is therefore recommended that librarians should take cognizance of the factor of users' participation in the acquisition process when acquiring information resources for the libraries.

Keywords: *Users Participation, Acquisition Process, Users Satisfaction, Information Resources, University library*

INTRODUCTION

Universities are known for teaching, research and community service (Idiegbayan-Ose, Eruanga and Ojo-Igbinoba, 2005). The university libraries as the heartbeat of universities assist the universities to perform its functions. Kotso (2010) posits that libraries assist research process by collecting, preserving and making available an array of information resources relevant to their research community. Aguolu (1996) notes that university libraries, is an integral academic part of the universities generally emerged simultaneously with their parent institutions. The development of high quality information resources is a challenging task in university libraries. Since acquisition budgets are not unlimited, each selection decision is a crucial step towards providing titles that meet the needs of the university library users. An effective and efficient library system can significantly contribute to the lecturers, students and other users'

development. If library collection is up-to-mark, users will automatically be satisfied. The participation of the lecturers in the identification and selection of information resources to be procured for the university library is paramount. In the university library, information resources selected and acquired are meant to cater for the support of the curriculum, which means the input of the teaching staff is usually required in selecting appropriate materials for teaching and learning in most university libraries. The library committee made up of university librarian, members of management, lecturers representing different faculties can select information resources for different disciplines offer in the university and also a representative from the student union government.

Lecturers' opinion in evaluating collection development will assist in identifying areas of strength and weaknesses in the collection so that gaps and inadequacies can be filled. Lecturers when given the opportunity to select materials for acquisition bring expert knowledge of their fields of study to the job, because they know exactly what courses are being taught or considered. Input from lecturers is a key component in putting the best selection of information resources on the shelves with the resultant collection that are relevant. Little active participation of lecturers in information resources selection can lead to a lack of balance in the library collection, and the absence of important works in some areas and also lack of sufficient coverage on certain subjects. Though lecturers rely on library information resources to support their research and teaching, librarians still rely on lecturers for assistance in identifying important publications. The customers (students, lecturers and researchers) are the centres of the university library services. There should therefore be a continuous tracking of customers' needs. Librarians usually use various strategies to determine the needs of the users and these include: questionnaire, informal discussion, interview, suggestion box, graffiti and reading list. Surveys have often been used as a tool to assess service quality and user satisfaction.

The role of library during accreditation cannot be overemphasized. The National Universities Commission (NUC) team considers the quality of the holdings and currency of the information materials in stock in the library (NUC, 2012). During the accreditation exercise, if the university library is scored less than 70%, but all other components are scored 100%, those programmes will not get full accreditation (NUC, 2012). Consequently, the university library is used in evaluating and scoring academic programmes. Academic worth, intellectual vitality and effectiveness of any university depend on the state of its library (Aguolu, 1984). The library has much role to play in order to ensure that the quality and credible information resources are acquired for the successful accreditation result.

Based on the aforesaid, therefore, there is the need for a periodic evaluation of the university libraries so as to determine how well they are meeting the objectives for which they were established. Users are in the best position to evaluate the effectiveness of any library. Such an evaluation should determine how well the acquired information resources satisfy the needs of its users. Users' satisfaction is

an essential matter in terms of survival of university library. This study is therefore an attempt to ascertain the influence of users' participation in the acquisition process of information resources on users' satisfaction with the acquired information resources in the university libraries in the South-South zone of Nigeria. It is unfortunate that at times the lecturers are not involved in collection development of information resources (both print and electronic) with the result that resources not relevant to the needs of the users are selected and acquired in the library. Does it mean that lack of enthusiasm on the part of lecturers to actively participate in selecting resources for the subject they teach give rise to lack of balance in the collection, the absence of important works in some areas and also lack of sufficient coverage for those subjects? Library users' frustration, low patronage of university library information resources are some of the factors that affect information service delivery in Nigeria and as a consequent user satisfaction (Phiri, 1996; Ogunleye, 1997). The question arising from these is how can university libraries' information resources yield satisfaction to library patrons? Based on the above premise therefore, this study aims at investigating the influence of collection development criterion in form of users' participation in the acquisition process of information resources on users' satisfaction with the information resources in university libraries in the South-South zone of Nigeria.

The university libraries in the South-South zone are a fair representation of other libraries in Nigeria since sources of funds for Nigerian university libraries are the same (Akinyemi, 2013; ETF, 2010). The acquisition of information resources will be the responsibility of the librarian and the various user groups. This also includes the final decision on the acquisition and deselecting of all information resources (Atta-Obeng, 2007). Collection development is a collective effort requiring the involvement of librarians, teaching staff, researchers and graduate students. This is not always the case. For instance, at the University of Dar es Salaam library in Tanzania, the majority of stakeholders rarely participate in collection development despite frequent reminders requesting them to participate in selecting titles for courses they teach (Nkhoma-Wamunza, 2003).

Collection development is acknowledged as a purely professional and academic activity. That is why lecturers should be involved in the identification and selection of information resources to be procured for the university library. This explains why Lungu (1995) reports that academic routines such as collection development can be more progressively organized with the active participation of the teaching staff. Avafia (1985) notes that in practice responsibility for selection and acquisition of library materials varies from one university to another. He posits that the librarians at the University of Alexandria have no say in what is acquired for the different faculty libraries and it seems as if the academic staff on the other hand are not very enthusiastic about the selection of books for the central library. Selection of periodicals is done after discussions in faculty meetings. He therefore concludes after interviewing many university librarians, that it should be the joint responsibility

of librarians and faculty to select materials for the library. It is necessary to set up library committee which will be made up of librarians, lecturers, and student body from each of the departments who will be responsible for selection of suitable titles of their departmental interest for acquisition (Eze I. and Eze J., 2006). Lecturers' participating in book selection taps into faculty knowledge of their discipline, and helps librarians build sound collections that support all teaching departments. Lecturers bring expert knowledge of their fields of study to the job, and also know exactly what courses are being taught or considered.

Naturally, collection development, as Evans (2005) puts it is a universal process in the library whereby the library staff bring together a variety of materials to meet patron's demands. The Nampa Public Library (2008) delegates the authority and responsibility for selection of all print and non-print materials to the Library Director. Selection responsibilities have been assigned to the Assistant Director, who leads a selection team composed of librarians and library staff from different library departments. The Selection Team will select materials consistent with the adopted selection criteria and procedures and choose to be inclusive, not exclusive, in developing the materials collection. The library solicits staff purchase suggestions, comments, and ideas about the collection and its development, and welcomes customer purchase requests and suggestions.

Some empirical studies of small academic libraries relied on numerical tabulations of lecturers' participation. Arnold (1994) surveyed the frequency and extent of faculty book selection and posits that the lecturers are important constituents in the collection building process at academic libraries. Their subject expertise and first-hand knowledge of course contents are especially valued in the small academic library, where a limited staff rarely has the time or the subject knowledge to make all selection decisions. Lecturers' participation in book selection, however, can be sporadic and uneven. The purpose of this study is to determine whether approval plan notification slips facilitate faculty participation in book selection at a small university library. Other relevant factors pertaining to faculty book selection practices are included in the study.

Jenkins (1999) compared the results of a faculty survey regarding importance of book reviews to the selection process to the actual percentage of reviewed titles requested. The survey finds that faculty recognizes the importance of book reviews to the selection process, but sometimes must recommend un-reviewed titles owing to uneven coverage of *Choice*, the major review journal used for selection compared the number of titles requested by faculty of several departments from *Choice* review cards as opposed to those from other sources. Kuo (2000) measured the proportion of book orders received by the library from faculty in four subject areas. The largest share originated with faculty in the Liberal Arts, although not necessary in proportion to their standing as the largest group of campus faculty (Kuo, 2000). Lecturers' involvement in library resources decisions is not only a common place, but essential in making decisions (Alkinson, 1998). Lecturers' opinion of a library collection is

the aggregate of the individual views, attitudes, and beliefs about the extent to which the library has met the demands of the curriculum. The development of a university library collection is a cooperative effort between librarians and teaching staff. Olanlokun and Adekanye (2005) note that a deficient collection can have an adverse effect on the institution. Lecturers' opinion as a process of evaluating collection development will assist in identifying areas of strength and weaknesses in the collection so that gaps and inadequacies can be filled.

Traditionally, Nigerian university libraries build information sources to meet the information needs of their patrons. It is therefore argued that quality of information sources have influence on the use of library services (Ologbonsaiye, 1994). This argument was reinforced when Ologbonsaiye (1994) states that the quality of a library's information resources has been identified as one of the yardsticks for measuring the library users' satisfaction of library services. Maigari (1985) describes poor library services as a national problem, which he attributes to lack of quality information sources. Maigari's view was reinforced by Kolo (1994) who reveals that library services in Nigeria have been of poor quality, which he attributed to acute shortage of quality information resources for an effective academic and other educational activities in the country.

Ogunrombi (2004) appraised the status of library information resources in Nigerian university libraries based on the assessment of the National Universities Commission (NUC) and reveals that most universities missed the accreditation because of poor quality information resources. The argument is that the quality of education and research depends on the quality of library services, which in turn depends on the quality of information resources. Ogunrombi (2004) further argues that there is correlation between quality of intellectual materials available and the quality of research and scholarship; that no educational system is greater than the quality of its teachers; and that teachers that are starved of current information sources will be ill prepared to produce quality graduates, a pre-requisite to national development. He recommends that the Committee of University Librarians of Nigerian Universities (CULNU), with a view to advising the proprietors of the universities to revitalize their libraries to shore up quality, should study the document by the NUC emanating from the 1999/2000 accreditation exercise.

Librarians need to carry out assessment of their resources and services from time to time to ensure continual relevance to their parent organizations. It appears that service quality is not a new concept; however, measuring and managing service quality from the consumers' point of view is still a developing and challenging issue. Both from the academic community point of view, and in business practice, it is well established that measurement of service quality is an important procedure for improving the performance of the overall service quality (Jayawardhena, 2004; Tih, 2004). Nwalo (1997) defines library evaluation as the quantification and comparison with laid down standards of library provisions and services. In simple terms, library evaluation is carried out to check and balance library activities with

its mandate. This helps to see how the library is meeting its users' needs and also what decision to take and those to be revised. This is why library evaluation has been referred to by some scholars as a management activity. In this study, users' satisfaction refers to the extent to which the users of the information resources in university libraries in the South-South zone of Nigeria are satisfied with such resources with respect to the extent at which users participate in the acquisition process of the acquired information resources. It can be seen that the works reviewed, although significant contribution to existing body of knowledge in collection development criterion of users' participation in the acquisition process of information resources and users' satisfaction, failed to cover both despite its management importance. This is the gap in knowledge of collection development that this study intends to fill.

The study is delimited to the library staff of the cadre of librarians and library officers of the university libraries who were involved in selection and acquisition of information resources and the lecturers of these universities who make use of information resources in the university libraries. The aim is to ascertain the influence of users' participation in the acquisition process on users' satisfaction with the information resources in university libraries in the South-South zone of Nigeria. A comprehensive research question was formulated to guide this study: Hence, to what extent does users' participation in the acquisition process of information resources influence users' satisfaction with the acquired information resources in university libraries in the South-South zone of Nigeria? Consequently, a corresponding hypothesis was formulated for the research question, thus, mean response score on users' participation in the acquisition process does not significantly influence users' satisfaction with the acquired information resources in university libraries in the South-South zone of Nigeria.

PARTICIPANTS AND PROCEDURE

The design for this study was a descriptive survey. Data were collected from librarians and library officers who work or had worked in the acquisition unit of the university libraries under study. Data were also collected from lecturers who are the users of the university libraries under study. The study covered the university libraries located in the South-South zone of Nigeria. There are thirteen government-owned universities in the zone. The study focuses on Government-owned university libraries. The private university libraries found in the zone were not considered in the scope of this study. Each of the universities has its own university library. Three of the federal universities as well as three State university libraries were selected for the study. The federal universities are University of Calabar (UNICAL), University of Port Harcourt (UNIPORT) and University of Uyo (UNIUYO). The State universities are Niger Delta University (NDU), Wilberforce Island, Bayelsa State; Cross River University of Technology (CRUTECH), Calabar and Rivers State University of Science and Technology (RSUST), Port Harcourt, Rivers State. The population of the study is

made up of university lecturers and library staff (librarians and library officers involved in the selection and acquisition of information resources) in the South-South zone of Nigeria. The sample of the study is made up of 4627 lecturers teaching in the universities as the users of the university libraries and 36 university library staff working in the acquisition departments of the university libraries. The sample was selected using multistage sampling technique from the universities under study. The sample for Section A concerning Users participation in the Acquisition Process of information resources consisted of all librarians and library officers who had worked and also those presently working in the acquisition units of the universities under study. The target respondents for Section B on users' satisfaction were the lecturers of the universities randomly selected for the study. As for the lecturers, the numerical quota sampling method was therefore adopted and a sample size of three hundred and sixty-eight was obtained. This size was obtained from an arithmetic mean of the result of Yaro Yameni's formula (Baridam, 2001) for sample size determination. The detailed computation yielded an approximate value of 368. Therefore, a sample size of 368 lecturers was used for the study.

The instrument used in this study was Likert-scale type of questionnaire. Likert scales, called summated-rating or additive scales are widely used and very common because of easy construction, higher reliability, and successful adaptation to measure many types of affirmative characteristics (Soncu, 1998). The instrument for data collection in this study was a researcher designed questionnaire entitled: "Users' Participation in the Acquisition Process and Users' Satisfaction with Information Resources Questionnaire (UPAPUSIRQ), that was divided into two sections A and B. Section A presented items statements of Users' Participation considered by librarians in the acquisition of information resources. There were 7 item statements (for library staff). Section B focused on users' satisfaction with 6 item statements (for lecturers). The subjects (library staff and lecturers) responded to each item on the following response mode: where 5 represented Very High; 4, High; 3, Average; 2, Low; and 1, Very Low.

Face validation of the instrument named Users' Participation in the Acquisition Process and Users' Satisfaction with Information Resources Questionnaire (UPAPUSIRQ) was done by giving the instrument to four experts in Measurement and Evaluation. These four experts were requested to evaluate the instrument with respect to its relevance to the study objective, research question and hypothesis. The feedbacks received from the aforementioned sources were incorporated by the researcher into the final research instrument before administered to the sampled subjects. In order to determine the reliability of the instrument, the instrument was trial-tested by the researchers in four university libraries. These were Federal University of Technology, Owerri and Imo State University in Owerri, University of Port Harcourt and Rivers State University of Science and Technology, Port Harcourt. The respondents were library staff and lecturers of the above-named universities. The data collected formed the basis of analysis using Pearson Product

Moment Correlation Coefficient formula to determine the reliability coefficient for the study (Maduabum, 1999; Rodgers and Nicewander, 1988). Using data collected from the pilot study, the reliability coefficients of 0.88 was obtained, indicating that the instrument is reliable and can be used for further study. Copies of the instrument were distributed to library staff and lecturers personally by the researchers and with the assistance of colleagues working in the six university libraries under study during the 2012/2013 academic session. It should be noted that every questionnaire was personally handed over and instructions were given to each respondent before completing the questionnaire. Most respondents complied with the request for immediate completion and return of the research instrument. The completed copies of the questionnaire were collected and formed the basis for data analysis

The data that were collected from the field were analysed. Firstly, the research hypothesis was tested. Data analysis was done using mean, standard deviation and t-Test statistics in Statistical Package for the Social Sciences (SPSS). SPSS is an already prepared programme in the computer for data analysis used by social and behavioural scientists (Borg and Gall, 1997). This package enables the user to perform many different types of statistical analysis. The t-Test statistics is a statistical application which permits the researcher to measure the differences between samples and to make an inference about the population from which they were drawn (Osuala, 2005). Data obtained from the field work were structurally arranged in Microsoft excel and exported to SPSS (IBM SPSS, 2011) for Window version 20 at $p = 0.05$ level of significance. This is the level of significance usually preferred by researchers in the fields of education and social studies because; their researches involve human beings who can be influenced by several factors within and outside the research structure (Onwioduokit, 2000).

RESULTS AND DISCUSSION

Table 1 presents data from responses by library staff on users' participation in the acquisition process of information resources. Items 1-7 are the different statements pertaining to the users' participation in the acquisition process of information resources under the five categories of Very High, High, Average, Low and Very Low. Table 1 shows the respondents mean scores for the item 1-7 statements varied ranging from 2.78, SD 0.33 (the library acquires information resources based on graffiti) (comments made by users) to 4.50, SD 1.30 (the library acquires information resources requested by the academic staff of the institution). The mean scores for the other five item statements are as follows: 2.81, SD 0.30 (the library acquires information resources based on interlibrary loan report), 3.89, SD 0.95 (the acquisition librarian acquires information resources for the library), 3.14, SD 0.41 (the management members acquire information resources for the library), 3.00, SD 0.55 (the academic staff acquire information resources in their various subject areas), and 3.97, SD 0.91 (the university librarian acquires information resources for the library). The overall mean score for the seven item statement as shown on table 3 is

3.44 with a standard deviation of 0.67. The overall mean score is greater than the criterion score of 3.00, an indication that the information resources in the South-South zone of Nigeria university libraries are built taking cognizance of the users' participation in the acquisition process of information resources. Table 2 shows data from responses by lecturers on users' satisfaction with information resources based on users' participation in the acquisition process of information resources. Items 1-6 are the different statements pertaining to the users' satisfaction based on users' participation in the acquisition process of information resources under the five categories of Very High, High, Average, Low and Very Low.

Table 2 further shows that the respondents (users) are however slightly divided in their opinion about the information resources stocked by the university libraries based on users' participation in the acquisition process of information resources with mean scores between 2.29 and 3.12. Specifically, the lecturers are satisfied that they make recommendations on titles to acquire for their various subject areas (mean score 3.12, SD 0.42) and that they acquired information resources in their various subject areas (mean score 3.02, SD 0.32). However, they are dissatisfied with the rest of item statements; the library acquired information resources requested by course lecturers (mean score 2.51, SD 0.36), the library acquired information resources based on graffiti (or comments) made by users (mean score 2.29, SD 0.28), the management acquired information resources for their departments (mean score 2.86, (SD 0.27) and the university librarian acquired information resources for their departments (mean score 2.95, (SD 0.32).

The overall score for the six item statements is 2.79 with a standard deviation of 0.32 as shown on table 3. The overall score being lower than the criterion score of 3.00 indicates the users' dissatisfaction with the level of participation in the acquisition process of information resources in the university libraries. On table 3, the overall score for users' participation in the acquisition process of information resources is 3.44 (SD 0.67) which is higher than the average score of 3.00. This indicates moderate level of users' participation in the acquisition process of information resources in the university libraries. The inference is that university libraries in the South-South zone, Nigeria moderately consider the criterion, users' participation in the acquisition process of information resources.

Table 3 further shows that the overall score for users' satisfaction based on participation in the acquisition process of information resources is 2.79 (SD 0.32) which is lower than the criterion score of 3.00. This infers low level of users' satisfaction with their participation in the acquisition process. The inference is that users of the university libraries in the South-South zone, Nigeria are not satisfied with their level of participation in the acquisition process. The overall score for users' participation in the acquisition process of information resources is 3.44, a value higher than the mean score of 2.79 for users' satisfaction with their level of participation in the acquisition process of information resources. Therefore users' participation in the acquisition process of information resources and users' satisfaction

with information resources in university libraries in the South-South zone of Nigeria are different. On table 4, the t-test was run to determine the influence of users' participation in the acquisition process on users' satisfaction with information resources in university libraries in the South-South zone, Nigeria. Table 4 shows the influence of users' participation in the acquisition process of information resources on users' satisfaction. The mean and standard deviation scores of the respondents with regard to the influence of users' participation in the acquisition process on users' satisfaction with information resources in the university libraries in the South-South zone, Nigeria are presented on table 4. The table shows that the mean score for the users' participation in the acquisition process is 3.44, which is greater than the criterion score of 3.00. This shows that librarians in the zone build their library collection taking cognizance of users' participation in the acquisition process. The table also provides that the mean score for users' satisfaction is 2.79, which is less than the criterion score of 3.00. This reveals that users of the university libraries in the South-South zone of Nigeria are unsatisfied with the libraries' information resources based on the level of users' participation in the acquisition process.

From the table 4, the *p* (*sig*, 2-tailed) value is 0.017 and is less than the pre-specified alpha level of 0.05. The indication is that there is significant influence of mean response score of users' participation in the acquisition process on users' satisfaction with the information resources in university libraries in the South-South zone of Nigeria. According to this, results indicate that there was an influence of users' participation in the acquisition process on users' satisfaction which was statistically significant $\{t(402) = 2.151, p = 0.017 < 0.05\}$. The t-statistics is 2.151 with 402 degrees of freedom. The corresponding two-tailed *p*-value is 0.017, which is less than 0.05, the pre-set alpha level. Therefore, the null hypothesis that there is a significant influence of mean response score of users' participation in the acquisition process on users' satisfaction with the information resources in university libraries in the South-South zone of Nigeria is rejected.

In addition to using a *Sig* (2-tailed) value to determine whether to reject or retain the null hypothesis, the *t*-calculated for users' participation in the acquisition process and users' satisfaction with information resources is 2.151, while the *t*-critical value at 0.05 level of significance is 1.960 at 402 degrees of freedom (df). The *t*-calculated value was found to be greater than the *t*-critical value. The calculated *t* is statistically significant at alpha is 0.05 level of significance, since it is greater than the critical value of *t*. This infers that there is a significant influence of mean response score of users' participation in the acquisition process on users' satisfaction with information resources in university libraries in the South-South zone of Nigeria. It therefore follows that the hypothesis that mean response score of users' participation in the acquisition process does not significantly influence users' satisfaction with the information resources in university libraries in the South-South zone of Nigeria is rejected. There is a significant influence of users' participation in the acquisition process on users' satisfaction with information resources. This

result therefore infers that there exists a significant influence of users' participation in the acquisition process on users' satisfaction with information resources in university libraries in the South-South zone of Nigeria. Users' satisfaction is influenced by the level of users' participation in the acquisition process of the information resources. The selection of information resources will be the responsibility of the librarian and the various user groups. This also includes the final decision on the acquisition and deselecting of all information resources (Atta-Obeng, 2007). Selection according to Ikhizama (1994) is the first stage in collection development and it involves choosing the right document which the library wishes to acquire. The selection of documents is regarded as a highly intellectual exercise which has to be handled by librarians, subject specialists and those experienced in the literature of the different disciplines. In theory every member of the community that the library serves should participate in the selection. For example, in the university library, it is expected that lecturers, administrative staff and students should participate in book selection.

However, in practice only the university library staff and a few committed lecturers usually show any interest in book selection (Ikhizama, 1994). It is also important that the selector be thoroughly familiar with the basic criteria used for evaluating all types of information resources and also with the numerous selection aids that are available. Acquisition is the process of obtaining books and other documents in a library. Acquisition follows immediately after selection has been completed. Acquisition is the procurement of selected materials with a view to enriching the library collection for user benefits. The inference is that university librarians in the process of acquiring information resources for the university libraries should work in partnership with the users or their representatives to solicit their views or recommendations on the contents of the resources they want to acquire in terms of their intellectual quality. This will go a long way in boosting users' satisfaction with the information resources. Lecturers direct their students to the library through classroom assignments. If they are satisfied with library resources and make use of such resources, it is more likely that students will have a good impression of the library and be encouraged to use it.

Table 1: Means and Standard Deviations of Responses by the Library Staff on Users' Participation in the Acquisition Process of Information Resources in University Libraries under Study (N = 36)

Users' Participation in the Acquisition Process of Information Resources	Categories						Total Score	Mean (\bar{T}) (Total Score ÷36)	Std Dev (SD)
		(5)	(4)	(3)	(2)	(1)			
The library acquires information resources requested by the academic staff of the institution	Freq	24	6	6	0	0	162	4.50	1.39
	Score	120	24	18	0	0			
The library acquires information resources based on interlibrary loan report	Freq	3	7	10	12	4	101	2.81	0.30
	Score	15	28	30	24	4			

The library acquires information resources based on graffiti (comments made by users)	Freq	3	7	12	7	7	100	2.78	0.33
	Score	15	28	36	14	7			
The acquisition librarian acquires information resources for the library	Freq	17	9	3	3	4	140	3.89	0.95
	Score	85	36	9	6	4			
The management members acquire information resources for the library	Freq	6	11	6	8	5	113	3.14	0.41
	Score	30	44	18	16	5			
The academic staff acquire information resources in their various subject areas	Freq	3	14	5	8	6	108	3.00	0.55
	Score	15	56	15	16	6			
The university librarian acquires information resources for the library	Freq	15	13	2	4	2	143	3.97	0.91
	Score	75	52	6	8	2			
Note: (5) = Very High (4) = High (3) = Average (2) = Low (1) = Very Low									
Source: Field Survey, 2013									

Table 2: Means and Standard Deviations of Responses by the Lecturers on Users' Satisfaction Based on Users' Participation in the Acquisition Process of the Information Resources in Universities under Study (N 368)

Users' Participation in the Acquisition Process of Information Resources	Categories		(5)	(4)	(3)	(2)	(1)	Total Score	Mean	Std Dev
									(\bar{T}) (Total Score ÷ 368)	(SD)
The library acquired information resources requested by course lecturers.	Freq	9	59	127	87	86	922	2.51	0.36	
	Score	45	236	381	174	86				
The library acquired information resources based on graffiti (or comments) made by users	Freq	15	29	110	107	107	842	2.29	0.28	
	Score	75	116	330	214	107				
Lecturers make recommendations on titles to acquire for their various subject areas	Freq	51	92	129	43	53	1149	3.12	0.42	
	Score	255	368	387	86	53				
The management acquired information resources for my department	Freq	57	51	106	92	62	1053	2.86	0.27	
	Score	285	204	318	184	62				
The lecturers acquired information resources in their various subject areas	Freq	51	83	108	73	53	1110	3.02	0.32	
	Score	255	332	324	146	53				
The university librarian acquired information resources for my department	Freq	80	59	68	86	75	1087	2.95	0.32	
	Score	400	236	204	172	75				
Note: (5) = Very High (4) = High (3) = Average (2) = Low (1) = Very Low										
Source: Field Survey, 2013										

Table 3: Descriptive Statistics of Mean Scores and Standard Deviations of Respondents Concerning the Influence of Users' Participation in the Acquisition Process of Information Resources on Users' Satisfaction with Information Resources

Variable	Mean Score	Standard Deviation (SD)	Remarks
Users' Participation in The Acquisition Process Of Information Resources	3.44	0.67	Moderate Level of Users' Participation in the Acquisition Process of Information Resources
Users' Satisfaction	2.79	0.32	Low Level of Users' Satisfaction

*** Criterion Score = 3.00**

Mean response score on users' participation in the acquisition process does not significantly influence users' satisfaction with information resources in university libraries in the South-South zone of Nigeria ($P < 0.05$).

Table 4: t-Test Analysis of the Influence of Users' Participation in the Acquisition Process of Information Resources on Users' Satisfaction with Information Resources

(Level of significance set for this study is 0.05 alpha)

Variable	N	Mean Score	SD Score	$p = Sig$ (2tailed)	t-Statistic Calculated	t-Critical	Remarks
Users' Participation in the Acquisition Process	36	3.44	0.67	0.017	2.151	1.960	Reject Ho
Users' Satisfaction	368	2.79	0.32				

Total N = 404, DF = 404-2= 402

CONCLUSION AND RECOMMENDATIONS

It can be concluded from the findings of this study that the acquisition of balanced information resources for university libraries will help the universities achieve their basic functions of teaching, research and community service. This study reveals that there is significant influence of users' participation in the acquisition process of information resources on users' satisfaction with information resources in university libraries in the South-South zone of Nigeria. It is therefore recommended that librarians should take cognizance of users' participation in the acquisition process when acquiring information resources for the libraries. The implication of these findings is that users of university libraries in the zone will get satisfaction from the use of information resources that are built with active participation of the users (lecturers). This is because, lecturers would bring expert knowledge of their disciplines to the task as they are aware of exactly the courses being taught or considered. Input from lecturers is a key component in putting the best selection of information resources on the shelves. In order to have a well-rounded perception of users' satisfaction with information resources in university libraries in the South-South zone of Nigeria similar research should also be conducted using students as users.

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