

AN INVESTIGATION INTO THE FACTORS AFFECTING THE
DEMAND AND SUPPLY OF INFORMATION RESOURCES
IN FEDERAL UNIVERSITY LIBRARIES IN NORTH-WEST
NIGERIA

BY

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SPS/11/MLS/00040

BEING A DISSERTATION SUBMITTED TO THE DEPARTMENT OF LIBRARY
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DECLARATION PAGE

I declare that this dissertation is the product of my own research conducted under the supervision of Dr. Khalil Ibrahim Sa'id. It is my original work which has not been presented before and it shall not be presented elsewhere for the award of any degree. All consulted sources have been duly acknowledged.

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CERTIFICATION PAGE

This research titled “An Investigation into Factors Affecting the Demand and Supply of Information Resources in Federal University Libraries in North-West Nigeria” and the subsequent preparation of this dissertation by Muhammad Kabiru Usman was carried out under my supervision. It meets the regulation governing the award of Master of Library and Information Science (MLIS) by Bayero University Kano; it is hereby approved for its literary contribution to knowledge.

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ABSTRACT

This study investigates the factors affecting the demand and supply of information resources in five (5) out of the seven (7) Federal University Libraries in North-West Nigeria. The study was conducted using mixed research methodology. Questionnaire and interview were used to collect data for the study. Questionnaire was used to collect data on factors affecting the demand for information resources, 376 registered users were randomly selected as the sample from a population of 18,432 registered users available in the federal university libraries understudy. From the 376 questionnaires distributed, 283 questionnaires representing (75.6%) were duly filled, returned and used as authentic data for the study. Interviews were further conducted with collection development librarians on factors affecting the supply of information resources in the federal university libraries understudy. The study revealed that users are fairly satisfied with the information resources in their libraries because they are affected by stock failure and inefficient information retrieval techniques. Issues such as ineffective catalogue, non-noncurrent information resources, illiteracy of using library catalogue as well as the absence of a comprehensive library guide affects demand for information resources. On the factors affecting the supply of information resources, the study shows that there is a shortage of providing current information resources due to inadequate funding, inadequate indigenous published resources, foreign exchange issues, unreliable information resource supply vendors as well as inadequate ICTs for providing required information resources to university library users were the factors militating against the acquisition and supply of information resources by university libraries in the North-West region of Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study is prompted by some university undergraduate students' lamentation about the unavailability of current information resources to do their academic work. It is in this light that the interest of the researcher on examining factors affecting the demand and supply of information resources among the federal university libraries in North West Nigeria is developed.

Universities are established for the purposes of teaching, learning, research and community services. According to Nigerian Universities Commission, a federal university is a term that is used to qualify universities in Nigeria which are directly established and funded by the federal executive government in Nigeria. These universities are institutions of higher learning, and are meant to train and graduate individuals who will not only occupy managerial positions, but also contribute in the socio-economic, political and industrial transformation of the Nigerian state specifically through the creation of policies.

The mission of universities dictates that in line with community service they develop, conserve and impart knowledge. Accordingly, as a university strives to attain excellence in content, process and product, it also establishes certain facilities to enrich, to vitalize and humanize tertiary education. Among other facilities established to achieve the mission of a university, the university library is the most crucial one. It is an instrument which enables a university to properly develop, impart and conserve knowledge. Ifidon (1997) remarks that; "university libraries are the nerve wire that connect all that the

university education is set up to achieve”. By their nature, university libraries select, acquire, process and organize an array of pertinent books and other information resources capable of satisfying the demand for information resources by its user community.

There is a positive correlation between the success of university libraries and information resources. If the library is deficient of relevant information resources, it goes on to tell that such a university library is not working in line with those purposes for which it was established. Akintunde (2006) remarked that; “information resources continue to hold a place in higher education worldwide. It has remained the strength of the best traditions in academics; it marked out Oxford University, Cambridge University, Harvard University, University of Illinois, University of Ibadan as well as the University of Ife (now Obafemi Awolowo University) as centers of academic excellence”.

Information resources are materials that are intended for the enlightenment of the human mind. They entail texts and graphical inscriptions such as textbooks, journals, encyclopedia, magazine, newspaper, maps, charts, scrolls and dictionaries. The importance of information resources cannot be over emphasized; they are essentials and they support the learning, teaching and research activities that all academic institutions are renowned for. Information resources are indispensable to sound education and they constitute the major elements that give libraries their names. Osinulu and Amusa (2010) were of the opinion that; “a library’s collection of books and other reading materials are the bedrock of library service”.

The objective of establishing university libraries emphasizes supplying information resources in relation to the demand for them. The most desired equilibrium between

demand and supply of information resources is postulated by Ranganathan, who asserted that “every book its user” and “every user his book”. This implies that every user coming into the library should be able to find the resource he/she needs. Similarly, it means that no book supplied into the library should perpetually sit idle in the library without being used. As such, the issue of accessibility, library guide, library orientation, currency and relevance of information resources are crucially needed to bridge the gap between the demand and supply of information resources; else the role of the university library in imparting knowledge would be a charade.

The core concepts underlying the conduct of this study are;

- a) Demand for information resource and;
- b) Supply of information resources.

Demand for information resources is a situation whereby a user obtains information resources to satisfy the academic functions of teaching, learning and research. The presence of a library within the university community signifies that information resources that are relevant to the academic programs of a university would be put up for demand by users in order for them to achieve academic excellence. However this situation is not always attainable, Aguolu and Aguolu (2002) remarked that books may be available in the library but at the same time inaccessible to users because they are not relevantly good enough to support their academic needs. The authors concluded that a situation whereby library users are unable to access needed information resources can lead to users' frustration.

The supply of information on the other hand, entails the provision of information resources by university libraries to support attaining the objectives of establishing

university in terms of learning, teaching and research. Supply of information for effective utilization by its clientele is the major responsibility of a university library to its parent body. Haruna and Mabawonku (2001) posit that for an information system to be meaningful and useful to its users, it must make information resources available at the time it is needed. Thus, the continuous exercise of the effective acquisition of information resource in print and non-print formats is a requirement for the existence of every university library which ought to be taken with utmost important.

Evidence from the literature shows a dismal revelation about the largeness, comprehensiveness, currency as well as relevance of information resources in some university libraries in Nigeria. It has been revealed by previous studies that the status of information resource supply in some university libraries in Nigeria is below par. Studies such as those of Dike (1992); Ochai (2001) Ogunrombi (2004); as well as Egwim (2006) have all indicated a sordidly degrading state of information resources supply in university libraries.

From those studies conducted on information resource provision by university libraries, it was discovered that such researches used survey research design and were mainly quantitative in nature, with some element of descriptive information thereof. For example Awojobi & Madu (2005); used the survey method to study the use of information resources at Olabisi Onabanjo University and as a result they utilized a pre-tested interview to come up with a questionnaire for their data collection. In the case of Egwim (2006), it was discovered that personal observation was used as an added instrument upon the questionnaire.

To this end, this study would hopefully provide an insight about factors affecting the demand for information resources from the users' perspective and also provide a basis for understanding factors affecting the supply of information resources from the library perspective.

1.2 Statement of the Problem

Information resources are essentials for supporting educational development and enhancing literacy. They are the major stock in trade or the primary tools by which the objectives of libraries are achieved. Nowadays, the rate at which information resource is produced is so overwhelming that there is now an unprecedented proliferation of resources with which librarians can serve their users better. Accordingly, there are quite a number and variety of information resources in the market today. The implication of this is that no library user should complain of inadequate supply of information resources especially in university libraries.

Despite the explosion of information in the world, Ochogwu (2007) highlighted that developing countries are inflicted with information poverty syndrome due to the failure of library and information professionals to acquire resources and provide needed access. In a survey, Babamale, Turank and Bashir (2001) highlighted that; Students find it difficult to locate books meant for assignment or reading for further research. They highlighted that all materials in the library are obsolete books of the 70s and 80s, and this makes it difficult for students to find relevant materials for doing assignment.

The above lamentation does not only confirm the presence of information poverty syndrome in a typical Nigerian university library, but also brings it to the lime light that

there is a shortage supply of relevant books and information resources for students and researchers who are in dire need of these materials to make meaningful progress in their quest for academic excellence. It is worrisome that this situation persists in our highest institutions of learning. Thus, the poverty level of information resources in the face of information resource explosion is an enigma which requires a separate study of this nature to clarify.

Thus, it is important to investigate factors that affect the demand and supply of information resources in the federal university libraries in North-West Nigeria. Hopefully, when that is done a complete picture of the information poverty syndrome and the causes of the poverty syndrome for the whole of Nigeria will be known.

1.3 Research Questions

This study is conducted to find answers to the following questions;

- 1) What types of information resources are demanded by users of university libraries in North-West Nigeria?
- 2) What types of information resources are supplied by university libraries in North-West Nigeria?
- 3) What are the factors affecting information resource demand by users in the university libraries under study?
- 4) What are the factors affecting the supply of information resources in the university libraries under study?
- 5) What is the level of user satisfaction with information resource supplied by the university libraries under study?

1.4 Research Objectives

This study is embarked upon to find out the factors affecting the demand and supply of information resources in university libraries that exist in North-west Nigeria.

Accordingly, the specific objectives are to:

1. Identify the types of information resources demanded by users of university libraries in North West Nigeria
2. Identify the types of information resources supplied by university libraries in north west Nigeria
3. Ascertain the factors affecting the demand for information resource by users of university libraries in North West Nigeria
4. Discover the factors affecting the supply of information resources by university libraries in North West Nigeria
5. Determine the level of user satisfaction with information resources supplied by the university libraries in North West Nigeria

1.5 Significance of the Study

It is hoped that this study contributes to the wealth of knowledge in the area of information resource provision by university libraries. The study would serve as an evaluative avenue for understanding what retards university libraries from supplying adequate information resources to their users. Likewise, this study would highlight the factors that retard users from obtaining information resources from the university libraries in the North West Nigeria.

This study is expected to provide knowledge about whether university libraries in the North West Nigeria are providing effective information service delivery by way of providing users with information resources that are in consonance with accomplishing the objectives of establishing a university.

This study would make students of library and information science to conduct interdisciplinary researches by embarking on library research that are related to politics, law, sociology, agriculture etc. In the same vein this study would be useful in providing students with knowledge of how to organize the conduct of their study. Accordingly, this study will stimulate researchers to replicate similar research in other geopolitical zones of Nigeria with a view to establishing whether the findings of this study affects them or it is something different that affect the libraries under study.

1.6 Scope and Limitation of the Study

This study is about an aspect of collection development. It covers information resource provision and utilization in the Federal University libraries of Ahmadu Bello University, Bayero University Kano, Usman Dan Fodiyo, Federal University Dutsin-Ma and Federal University Dutse.

This study is limited to federal university libraries in North-West Nigeria, excluding other academic libraries existing in colleges and polytechnics. Accordingly, a major limitation to this study is that despite the desire to study the federal universities in North West Nigeria, this study do not cover those in Kebbi and Zamfara because they are yet to commence academic activities

In carrying out this research, the researcher was further faced with bureaucratic problems, especially in terms of obtaining information about the census of the population intended for this study.

1.7 Operational Definition of Terms

Information Resources: this entails information bearing items such as books, journals, gazettes, maps, and other information resources that enlighten the library users.

Information Resource Demand: this entails the need to obtain and use a book or any information resource from a library collection, so as to satisfy the desire of attaining knowledge about something.

Information Resource Supply: This is the provision of fundamental information resources such as books, encyclopedia, journals, thesis etc. that can enhance learning, teaching and research activities that academic institutions engage in. In this study, it encapsulates the provision of information resources to influence users academic satisfaction.

Satisfaction: this refers to the benefits derived from the use of a product or service especially the information resource of the library.

Access and Use: Is the extent to which library users (undergraduates and faculty members) patronize and benefit from the available information resources in a university library. In this study, access and use is meant to describe the degree to which information resources in a university library are made reachable, exploited or utilized by the patrons.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is second in the series of chapters that make up this study. The objective of this chapter is to present the previous literature related to the area under study. To accomplish this objective, the works of numerous scholars have been consulted, synthesized and presented under the following sub-headings;

2.2 The Concept and Significance of Information Resources

2.3 Types of Information Resources Demanded by University Library Users

2.4 Information Resource supply by University Libraries

2.5 Information Use and User Satisfaction

2.6 Factors Affecting Demand and Supply of Information in University Libraries

2.7 Theoretical/Conceptual Framework

2.8 Summary of the Review and Uniqueness of the Study

2.2 The Concept and Significance of Information Resources

Information resources are knowledge bearing materials that support learning, teaching and research. Chimah and Nwokocho (2013) conceive information resources as “those materials, strategies, manipulations, apparatuses or consultations including all forms of information carriers that can be used to promote and encourage effective learning and research, as well as developmental projects”. Ogbekor (2011) defined information resources as “an organized collection of published and unpublished books and audiovisual materials which a library uses to meet the informative, research, educational and recreational needs of its users”. He further highlighted that just as information

resources plays a significant role in education, it also plays a very crucial role in librarianship as a profession that is interested in the collection, organization, retrieval and dissemination of recorded knowledge. This is because;

1. The physical entity known as library would be meaningless without information resources, and;
2. If not for information resources, libraries would not have ensured the sustenance of knowledge from ages past to date

Bitagi & Garba (2014) opined that information resources constitute a range of materials and equipment gathered by a library in order to meet the information needs of both intended and anticipated users. Aliyu (2006) corroborates that information resources are made up of a variety of materials on which information could be stored, retrieved and disseminated for use. On his own part, Muteshewa (2004) asserted that libraries store different types of information resources in different formats, with various tools and guides for locating them, and this is because access to these guides has become paramount in ensuring their retrieval to gain useful knowledge.

Information resources are basically made up of two categories. Lance, Rodney and Pennell, (2005) remarked that we can divide library resources into two categories i.e., traditional printed material or resources and non-printed or electronic resources. The print ones are those on paper while the non-print are those made available through information and communication technologies. Ezeala and Yusuff (2011), same as Adeoye and Popoola (2011) inferred that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers,

magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms.

A successful educational system depends on the accessibility and utilization of information sources and services. This view is supported by Williams, Wavell and Coles (2001), who highlighted that the efficient and effective provision of information resources by a university library can have a positive impact on students' academic achievement. Ogunrobi (2003) highlighted that there is a correlation between quality of information resources and the quality of education (research and scholarship) and that no educational system would be greater than the quality of its teachers. He argues that "the quality of education and research depends on the quality of the library services, which in turn depends on the quality of information sources". Similarly, Jamil, Tariq and Jamil (2013) essentially highlighted that "printed and e-resources are essentially important in preparing teaching activities, lecture notes, students' assignment, as well as for conducting research work".

Okello-Obura and Magara (2008) stated that though the impact of moving from text-based to an e-resource based learning has evolved heavier demand for more varied media sources, the format in which an information resource is produced influences the demand for using information resources. The authors who conducted a study on Access and Utilization of Electronic Information by Makerere University Students in Uganda, 250 second and third-year students who have been exposed to information and communication technologies (ICTs) in their first year of studies, were discovered to have peculiar preference for the format in which information resource is produced. A large majority (90%) of the respondents neither agree nor strongly agree with the statement

that the standard of their academic work would suffer without electronic resources, only 10% agree, indicating that they cannot avoid the utilization of electronic information resources and still perform better. As a result, 60% of the respondents indicate that they strongly prefer printed materials over electronic resources, while 40% of the respondents do not choose printed materials over electronic resources basically because they are yet to know how to use electronic resources.

Ijirigho (2009) observed that despite the increasing availability of online resources, there is ample evidence which shows that faculty staff members have a preference for using conventional libraries and as such do not want to part with a paper-based library as they preferred information resources provided to them in print format. From the literature reviewed, it is obvious that information resources could either be in the print or non-print format. Nevertheless, the gap in the literature tells that no discovery was made about which format of information resources is most preferred by users of the university libraries understudy. Thus, this study would seek to find out the format of information resources that is most preferred by users of the university libraries in North-West, Nigeria.

2.3 Types of Information Resources Demanded by University Library Users

Demand for information resource entails obtaining and using a book or any of the information resource in a library's collection, so as to satisfy the desire of gaining knowledge about a given phenomenon. Demand for information resources by users of university libraries is often done to gain knowledge with which to do academic work, especially so as to enhance scholarly communication between lecturers and their students. Owolabi, Jimoh and Okpeh (2010) observed that students demand information resources

because of their course work, which is in terms of; enhancing their lecture notes as well as for writing assignment, examination and test. Oyediran-Tidings (2004) summed up that the whole reason why university students' demand for information resources is because of the quest for an academic excellence in their respective field of study.

A successful demand for information resources depends upon the availability of information resources. It is not enough that they are available, or even bibliographically accessible; they must be physically accessible to those who would demand for them. Adeoye and Popoola (2011) highlighted the effectiveness, availability, accessibility and use of information resources in their study. They explained that, for effective demand of information resources by users to support their learning process, learners must have access to essentially current and relevant information materials and resources. The authors added that users demand for information resources may encounter five possible types of information resources inaccessibility problems that are; conceptual, linguistic, critical, bibliographic, and physical in nature.

Unlike Adeoye and Popoola (2011), who believe demand for information resources could be affected by the nature of their accessibility, relevance and currency. Rehman and Shafiqi (2011) highlighted that demand for information resources by undergraduate users is affected by the size and quality of library collection (the adequacy of the collection), organization of the collections, the usefulness of the bibliographic tools (catalogues, indexes and abstracts) in providing accessibility to the collections (availability of resources) and the ability and willingness of staff to assist users in exploiting these resources (staff quality vis-à-vis reference service).

Information resources demanded in university libraries vary considerably among the various types of academic library users. The information resource demanded by academic library users has been conceived from its holistic nature. Akintunde (2006) asserted that:

From a heuristic insight, it is evident that the library need of tertiary education patrons – staff and students, are for teaching, learning and research. The teaching need of academic library patrons includes textbooks, journals, bibliographies, indexes, abstract, dictionaries and inter-library loan services...electronic equivalent of these are required in order to make teaching curricula current, deep and very effective in higher education (p. 3)

Thus, the nature of the information resource demanded by undergraduate students mainly consist of books which are meant for under graduate instruction, term papers and projects as well as for their supplementary reading. Ifidon (1999) highlighted that the nature of information resources demanded by undergraduates are mostly curriculum based, they are related to particular subject areas such as accountancy, engineering, law, medicine, and natural science”, the author further noted that depending on the level of readership intended, some of them are for beginners while a few others are for research. Seldom treating any subject in detail, they are an excellent starting point for writing term papers and projects on practically any topic.

In a study by Akalumhe (2010), where information resources organization of 64.99% was discovered alongside 41.16% patronage of the library, 48% of the respondents demand for library textbooks because they have direct bearing to their course of study, 22.23% demand for reference materials from their university library in order to get general knowledge about their distinct area of study, 14.92% visit their university library to

consult serial materials, while 11.08% and 3.77% of the respondents browse the library internet and also consult fiction titles respectively.

Onwubiko (2005) carried out a research on use of university library resources by Sandwich Students of Abia State University, and affirmed that 40.5% of the students make demand for books and other information resources because they rate the library collections as relevant and current to their needs, while 18.45% rate the collection as relevant and very good for their academic activities. Awolola (2004) researched on the utilization of the library by Sandwich degree students at a College of Education Library at Ilorin, where it was discovered that 47.4% of the respondents do not use the library let alone demand the books of the college library because there are no better books to be read in the library. Tsafe (2004) studied the reasons for the demanding medical library facilities at Usmanu Danfodiyo University Medical College. The author reported that 15% of the respondents read their own books in order to pass their examinations while 38% of the respondents visit the library to make demand for library materials and even borrow them.

The types of information resources demanded by postgraduate students differ from those of undergraduate students but similar with what is demanded by lecturers. Akintunde (2006) highlighted that because of the need to engage in research in the last couple of years, postgraduate students in Nigerian tertiary institutions have demanded access to the internet from their libraries. The information resources demanded for research by patrons in tertiary institutions in Nigeria include: inter-library loan of books and journals, access to on-line databases, and subscription to particular journals by individual lecturers and post graduate students. Also, lecturers have increasingly requested electronic

communication services from libraries. Such services include: registration for professional membership, access to other libraries across the globe real-time online, electronic mails, group lists, video conferencing etc.

On his own part, Ifidon (1999) opined that “unlike the undergraduate students, to satisfy faculty members and postgraduate researchers, university libraries require more advanced and, up-to-date materials”. The category of materials required for this level include; periodicals, theses, manuscripts, government publications, archival collections and microform among others.

Singh (2002) conducted a survey on the Use of College Libraries by Faculty Members of University of Delhi. The study highlighted that textbooks are not much demanded by faculty members while journals are mostly demanded by faculty members to do their academic work. The author further revealed that the resources of college libraries in Delhi are inadequate to their users demand, almost all the respondents favoured the need for digitizing (computerizing) their libraries to enhance access to information resources. Similarly, in a study conducted on 76 postgraduate students, Onifade, Ogbuiyi and Omeluzur (2013) revealed that 47.4% majority of the respondents visit their library occasionally, 20% of the respondents demand for using internet facilities than any other resources. Books and monographs are less demanded, e-books and e-journals are also demanded and used at the rate of 17% while other resources comprising of reference materials, theses and dissertation, government publication as well as conference/seminar papers accounted for 43% of information resource demand by the university library users studied.

In the study of Oluwatobi, Ehioghae, Arowolo and Olusegun (2014), the demand for information resources was believed to be induced by the extent to which they are made available. The study collected data of information resource demanded by postgraduate students in relation to the accessibility of information resources, the study shows 33% level for resource accessibility to postgraduate students, and as a result the level of demand for information resources is as low as 17.6%.

2.4 Information Resource Supply by University Libraries

Information resource supply is a term that is synonymous with information resource development. It encapsulates making available or providing information resources such as books, journals, newspaper, encyclopedia, dictionary, etcetera to users of an academic library, in order to support the imparting and acquisition of knowledge. Bawden, Petuchovaite and Vilar (2005) strongly believe that the supply or provision of information resources is a not just a mere topic, but an activity of importance to all university libraries. This is because without the continuous growing of the library system by adding newly published information resources to a library's collection, meeting users' satisfaction would be difficult, if not impossible, and as a result, users' patronage of the library to demand for information resources could deteriorate.

Oyewusi and Oyeboade (2009) wrote on the Accessibility and Use of Library Resources. The authors asserted that; "the primary purpose of making information resources available in university libraries is to provide information resources to support teaching, learning and research in ways consistent with supporting the missions and goals of a university", they further explained that the information resources supplied by university libraries should be sufficient in quality, quantity, diversity and currency so as to support

the universities curriculum and also to support the intellectual, cultural, technological, and social development of undergraduates enrolled in Nigerian universities.

It has been observed by Omagbemi, Ogunbote and Adekunmisi(2003) that; information resource supply is not only to be viewed from the angle of growth in volumes and titles, but in terms of the quality and relevance of acquired materials in enhancing effective information delivery and the use of such to reduce academic frustration. On his own part, Gwang (2011) noted that the provision of information resources by university library is a positive step towards making information widely available to enhance its usage for meaningful self-development.

Osinulu (2010) highlighted that the American Library Association judges a university library's supply of information resource based on its responsiveness to usability, comprehensiveness, diversity, and size...this means university library should provide varied, authoritative, and up-to-date resources that support its mission and the needs of undergraduates, post graduates and faculty staff. Bitagi and Udoudou (2013) opines that; "the availability of all forms and types of information resources in academic libraries is highly imperative if libraries are to meet up with satisfying the information needs of both user and researchers in their parent institutions".

The supply of information resources by an academic library to its user community is necessitated by the dynamic nature of the academic world in which the library is situated. Simsaye (2012) highlighted that "the university community is not a static environment, but rather, one fraught with changes and adjustments". In realization of this fact, university libraries therefore need to brace up to ensure that every single change in its

parent organization is wholesomely reflected in its provision of information resources and services. These changes include; an increase in the number of students in postgraduate and undergraduate courses, the broadening of curricula, the introduction of interdisciplinary studies, the introduction of disadvantaged students to the university campuses and the marked interest in research projects that have all made an unprecedented demand upon university libraries for their resources and services(Agoulu & Agoulu, 2002).

Lumande, Ojedokun, Leboste and Mbangiwa (2000), highlighted that in any academic library, materials selection is not only to be considered on the basis of the total funds to be invested for the supply of information resources, but also on such criteria as library materials essential for the instructional needs of each faculty. Other criteria are the number of faculty in each department, number of courses taught (graduate and undergraduate), new courses to be introduced, deficiencies in the existing collection, the number of students enrolled, and the average prices of books and other materials in the different subject areas.

It has been empirically determined that there is a strong correlation between the size of university library collections and excellence of universities. In an assessment of the quality of American postgraduate education, The American Council on Education as cited by Agoulu and Agoulu (2002) indicates that, the adequacy (size) of a university library collection is an index to the quality of postgraduate study and research. They noted that all American universities that are rated “distinguished” also had their libraries rated “distinguished”. The finding was based on the total number of volumes, and current periodicals held by the university libraries, and upon the number of volumes added

annually. The implication of this is that; the supply (availability) of information resources is a prerequisite for academic excellence. Thus, the fundamental basis of supplying adequate information resources in any university library results from; the need to meet the highly varied and unpredictable bibliographic information requirements of university students (diploma, undergraduates, postgraduates and faculty) with varied humanistic, social, and scientific interests.

In order to ensure the efficient supply of information resources, it has been observed that like all other organizations and individuals, librarians need a policy frame work to guide the supply of information resources in order to have a sense of direction. Popoola (2001) noted that; “a balanced collection development policy is one which is aimed at facilitating the efficient and effective provision of information to library clientele. The policy priority for the supply of information resources in university libraries should always ensure undergraduate user category come first before any other user category (Ifidon, 1997). In the same vein, Harmeyer (1995) believes that when librarians design and use their policy they are stimulated by their professional standards to endorse the ethical principles that, libraries should provide information materials representing all points of view on current and historical issues. By providing materials that are in line with professional pronouncements like; the library bill of rights, the idea of intellectual freedom and other professional pronouncements which provide librarians and information scientist with basic principles and guidelines for carrying out an effective supply of information resource.

In a study titled, “Problems of Developing Library Collections: A Study of Colleges of Education Libraries in Botswana”, Adekanmbi and Boadi (2008) confirmed the

availability and use of collection development policies in the college of education libraries in Botswana. Adebayo (2007) examined the implementation of library service standards in the colleges of education using a structured questionnaire. One of the results of the study revealed that those libraries acting in accordance with their standard (policy), are rendering an efficient library service as recommended by National Commissions for Colleges of Education. Also, Partap (2007) conducted a survey of the libraries of 18 colleges of education in 3 districts of Punjab. The author highlighted that the size of the collection in the libraries varied comparatively. The study highlighted that older colleges have large collections, and it was also found that newly established institutions spend more funds to build up their basic collection, whereas long-standing institutions have not increased their expenditure for supplying information resources in proportion to increase in students and teachers. The study brought forward that importance given to libraries on the theoretical proposition which states that the library is a growing organization is less experienced in the older libraries when compared to the new ones.

Information resource supply is a capital intensive activity and as such, money is one of the major thing that influence information resource supply in university libraries. Authors like ifidon (1997) as well as Omagbemi, Ogunbote and Adekunmisi (2003) noted that university authorities should enforce the National University Commission's recommendation for funding. The authors believe that the decision of Nigerian Universities Commission (NUC) which states that 10% recurrent expenditures of Nigerian universities budget should be set aside for library up-keep is a positive development. Hence, information resource supply in academic libraries is often intended to consider annual increment in both users demand and user population.

A step towards influencing the satisfaction of library users with information resource supply is to engage users to participate in the selection of information resources. Carr (2006) wrote an article titled; “What Users Want: An Academic ‘Hybrid’ Library Perspective”. The author emphasized that the idea of ‘users get what we give them’ attitude should be transformed into ‘users get what they want’. The author advocated for a user centered approach to the supply of information resources by academic libraries because; the failure to take what users want into account would leave academic libraries high and dry in the desert of lost opportunities. Adekanmbi and Boadi (2008) found out that when it comes to information resource supply (collection development) majority of libraries do not involve their users in the formulation of library Policies, and as a result lack the enforcement to implement these for collection development.

Popoola (2001) strongly believes that; if faculty staff and students are to make maximum use of library products and services and even derive greater benefits there from; they must be informed, because information availability alone does not mean accessibility and utilization. University libraries should therefore stimulate demands for their products and services.

It has been observed that the recent trend in supplying information resources entails that library users should be involved in a form of Patron Driven Acquisition (PDA) of information resources. Tyler et al (2014) believes that even with a good collection development policy and an adequate financial support for supplying information resources, a library might end up not providing what is needed to academically support its user community unless its collection development is user driven. They opined that a library can only enhance the awareness, use and satisfaction with its resources when users

are involved in the selection process. Liestman (2001) also believes that involving users in the selection decision of information resources supply holds an eventual tendency of enhancing the awareness and use of information resource.

However, Gordon (2000) believes that “Librarians are more likely to see that the collection is balanced and of a high quality than the users. This is because librarians are better trained to identify gaps in the collection which might be overlooked by academics”. On his own part, Leonhardt (1990) maintains that the supply of information resources should be a collaborative work between bibliographers and their users, rather than a solitary function of the bibliographers alone. He asserted that even in smaller libraries where selection is traditionally carried out by faculty...they still do the selection in close cooperation with faculty members in order to ensure collective (shared) selection and not personal selection.

Abd-Rahman and Darus (2004) conducted a study on Faculty Awareness on the Collection Development of an International Islamic University Library. Statistics from the study shows an information gap of the existence of a library-faculty initiative for supplying information resources. Only 8(25%) of them have knowledge about it; unfortunately the large percentage 75(%) of them do not know about the existence of the programme, even though they have been teaching in the university for more than five years. The authors established that faculty members can be hesitant to involve themselves either due to an ambiguous misunderstanding of the selection methods practiced by an academic library or because some of the faculty members feel comfortable with the personal collection that they have in their room without realizing that their students face problems of insufficient collection in the library. The authors recommended that;

librarians need to use every tool available from newsletter to bulletin board, and from seminars to casual contact to minimize any information gap in a library practicing library-faculty collection development.

Singh (2002) highlighted that a library committee is indispensable for ensuring a comprehensive supply of information resources in academic libraries. The author noted that the library committee should be all encompassing, so that all members of a university community coming as undergraduate, postgraduates (researchers) and faculty members have a representation in the library committee. Even though the author noted that having a library committee is an essential tool for ensuring a comprehensive supply of information resources, he highlighted that researches have shown that irregular tenure of members of the committee affects all that it is established to achieve in terms of information resource supply. The author recommended that the tenure of members in the library committee should be consistent enough to foster continuity of purpose.

The supply of information resources into academic libraries is a topic of continuous research interest among librarians, perhaps this could be because there would be no librarianship if there are no information resources in the library. In numerous studies, such as Adewumi (2003); Oyediran-Tidings (2004); Egwim (2006); Adeoye and Popoola (2011); Bitagi and Udoudou (2013); Jamil, Tariq and Jamil (2013); Bitagi and Garba (2014); Oyewumi, Yemisi and Adewale (2014); the supply of information resources has been surveyed in order to present the extent of their supply, provision or availability in university libraries.

From those studies a major discovery made is that; in contrast to the “information flood” or information overload experienced by developed countries, there is prevalent lack (inadequate) of information resources in most university libraries, which also reflects the state of affairs in most developing countries. Ochogwu (2007) corroborates that; “Developing countries are inflicted with information poverty largely due to the failure of library and information professionals to acquire resources and provide access”.

Shaheen, Mumtaz and Tamara (2001) carried out a study on five agricultural libraries in Malaysia to investigate factors that contribute positively to the users’ perception of the library effectiveness. The authors emphasized that a comprehensive library effectiveness studies ought to be associated with meeting user satisfaction vis-à-vis users’ expectations. The authors highlighted that there is a positive relationship between the adequate supply of information resources (library collections) and library effectiveness. They further discovered that; like what obtains in most libraries of developing countries, the common problems discovered from their study about information resources were; inadequate, irrelevant and outdated collections which fail to fulfill the information demand of their users, and this is what leads to user reluctance to go to the library

In a study conducted by Adewumi (2003) on the information seeking habits and needs of agricultural research scientists in Ibadan metropolis, absolute absence of information resources supply was discovered. But despite the absolute inadequate supply of information resources, it was observed that scientists still heavily demand for information resources made available to them by their libraries. Even though the study of Adewumi discovered the absence of information resource supply, it was able to confirm that

information resources are essentials that support the education because information resources are used for the conduct of research.

Similarly, Dulle, Lwehabura, Mulimila and Matovelo (2001) conducted a survey in Tanzania about researchers' perspectives on agricultural libraries and their information resources, they asserted that; "access to timely and relevant information, as well as the proper organization of information resources are key issues in the effectiveness of any information system". Their study revealed that the information resource supply by many agricultural libraries in Tanzania was inadequate. As a result, it was reported that due to the inability of those agricultural libraries to meet up with the needed supply of information resources, most researchers resorted to use other libraries outside the country or the libraries of international organizations to address their information needs due to poor library collections.

Bitagi and Garba (2014) opines that university libraries gather and provide a range of information materials in order to meet the information needs of both intended and anticipated users. In order to ascertain the empirical status of their assertion, the authors conducted an evaluative study of information resources provision by the academic libraries in Niger State. It was discovered that over 50% users of the university library studied are supplied with information resources such as textbooks, journals, technical report and newspaper, while less than 50% respond that they are provided with computer resources. However, despite the supply of information resources of over 50%, the resources are discovered to be too obsolete to the demand of users. The authors recommended the need for providing ICT-based resources because they can be vastly accessed and easily updated.

Apeji (1999) assessed information availability and use in the Nigerian Educational Research and Development Council (NERDC) Library. The study revealed that the library resources mainly consist of books and back volumes of journals. The available resources were found to be accessible and relevant but inadequate. The Author suggested the provision of sufficient funds and the use of computer to enhance greater access to information resources.

Joshi (2001) used a structured questionnaire to conduct a survey of the Veterinary College Library of Maharashtra. The author disclosed that; the growth of book collection as well as journal subscription was very slow and inadequate to meet the information needs of users. The Author emphasized that adequate information resource supply alone is not enough to propel their demand. He advised the need for regular orientation programs and that; the education in India should be adequately funded to reflect a growth in library product and services.

In a survey by Oyewumi, Yemisi and Adewale (2014) about users' perception and library patronage among postgraduate students, it was observed that 40% of the respondents indicate that journals and related periodicals constitutes information provided to them by their library. Textbooks and reference books are provided by 30%, newspaper and magazines are only supplied at 15% while computer based information resources are provided at 9% only. This revelation confirms that the library is biased to the supply of non-print information resources, because they are inadequately supplied in the academic libraries of Niger State. As a result the researchers advised librarians to curtail biasness to a given format of information resources. They assert that; "Librarians should have a collective vision towards the provision of adequate and relevant information resources, so

as to support an education that is globally competitive and reputed for academic excellence”.

Adeoye and Popoola (2011) used a questionnaire to cover 156 teaching staff in eight (8) Schools of Nursing in Osun and Oyo States, Nigeria. The authors studied teaching effectiveness in relation to the availability, accessibility, and use of library and information resources. Their study highlighted that; “readers tend to use information sources that require the least effort to access. The more accessible are information sources, the more likely they are to be used”. As a result the respondents were asked to rate the information resources supplied by their libraries based on how accessible they are for use, an overall mean of 2.63 was computed, indicating that information resources were relatively supplied and readily available for use.

From the literatures reviewed on the supply of information resources in academic libraries, it is obvious that mixed revelations have been made regarding the extent of information resource supply by university libraries. While some revelations portray adequacy, others portray inadequacy of information resource supply in academic libraries. However, the literature reviewed highlighted the need for a policy, a committee as well as adequate funding to adequately supply information resources to university library users.

2.5 Information Resource Use and User Satisfaction

A philosophical postulation by Ranganathan states that; “books are for use”. Accordingly, numerous studies have come up in the literature of library and information science attempting to find out about using the information resources in academic libraries. Information use as a concept is one of the three core elements of information seeking behaviour often studied in line with information needs and information seeking. Case (2012) highlights that information use studies have received less attention and it remains a poorly expressed concept when compared with information need and information seeking behavior. User satisfaction entails the subjective pleasure derived by a user from the consumption of a product or service. Bassey, (2006) highlighted that satisfying the request of library users implies providing the actual information or services that will meet users’ needs. Simisaye (2012) conceives library use study as “an aspect of user studies that is a vital aid for effective planning and management”. He further observed that “user studies have ever since been the interest of librarians. They become essential when a library has gone through significant changes and needs to assess how it affects users’ views on its services or when user input and support are critical”.

Satisfaction with information resources supplied by a university library is a topic of major concern to librarians. Users want information resources supplied to them with minimal effort and timeliness; they want in-time service. In other words, efficiency in user satisfaction has become a crucial theme of discussion among academic libraries, more importantly today than ever before. The satisfaction with a library is viewed from its resources, services and facilities. Hermon and Niteki (2009) as well as Iwhiwhu and Patience (2012) posit that Satisfaction with a library revolves around three things which

includes; (a) resources, information sources/content, which bother on availability of resources, (b) service environment and resource delivery, this bothers on efficiency like reference services efficiency; and (c) service delivered by staff, which bothers on staff quality; and a good staff quality is dependent on staff is literacy

Akinlade (2000) observes that the expectations of library users are high when they desire to use information resource. The author suggested that libraries should adopt customer satisfaction strategies used by business organizations especially by identifying the characteristics of customers and their needs. Similarly, Iyoro (2004) and Ugah (2008) remarked that university students have since realized the importance of libraries and they are not against coming to use the information resources of the library, it is only that users would want to use relevant information resources made accessible to them by their libraries.

Some library use studies focus on satisfaction with resources; services and frequency of library patronage, while in other studies use and satisfaction are surveyed as a correlate of awareness, accessibility, format of information resources and academic performance. For example, in a study of faculty awareness and use of library and information services of universities in South-west, Nigeria, Popoola (2001) noted that there is a positive relationship between awareness and use of library products and services. Consultation with the librarians, User education programs coupled with planned public relations were recommendations made to improve awareness and use of library products and services.

A study by Lawal and Amusa (2005) revealed little use of the library because most Nigerians do not see the relevance of their library as a means of furthering their education

or as an avenue for extending the frontier of knowledge. The authors attributed this dismal revelation to low level of literacy and poor reading culture in Nigeria. They further observed that most literate Nigerians, especially students, do not patronize libraries for self-education; they rather confine themselves to consulting lecture' notes, handouts and recommended textbooks, thereby reading only to pass examinations. The authors advised librarians to create an awareness of the relevance of the library in the light of its resources and services via an aggressively marketing strategy.

Nwalo (2000) as well as Aina (2004) opined that no matter how systematic information resources are organized in a library, and no matter how good the catalogue is designed, personal assistance to users is a very crucial factor that influences the use of information resources. Lamptey (2010) highlights that improving user's knowledge of the library resources through user education could be a motivating factor for users to demand and use the information resources in a library. Naser (2004) investigated the supporting role of the academic bibliographic programmes offered by academic libraries, he found out that there is a strong relationship between bibliographic instruction programme and student use of the library. The author highlighted that bibliographic instruction does not only influence demand for library resources but it further ensures independent information retrieval by library users.

In their study, Oyewusi and Oyeboade (2009) investigated the accessibility and use of library resources by undergraduate students of Ladoké Akintola University. A total of 600 questionnaires were distributed among students in the university, out of which 393 were found appropriate for data analysis and conclusion. The respondents were asked to indicate the reasons for using the library, it was reported that 76.8% respondents use the

library as a place where they can read and study, 7.9% use it for research, only 4.3% visit the library when they want to borrow book, while 7.4% sleep and socialize in the library. The authors highlighted that the university students conceive the library as a place where serious academic work can be done, yet there is an indication of less use of the information resources in the library, when compared with how much the surveyed students use the library as a place where information resources are disseminated.

Haruna (2004) studied the “Utilization of Information Resources and Services of the Kogi State Public Library, Lokoja, Nigeria”, and found that 40.9% users of the library are partially satisfied with library material and are using it because they do not have any other alternative.

Aina (2004) discussed user studies and appraised their role in library service provision. The Author provided various guidelines for conducting user studies and concluded that; a comprehensive user studies strengthens the planning and decision-making processes of the library at several levels. So, the responses of users should be an integral part of the ongoing practice of librarians who are charged with the professional ethics of providing library service in line with the demand of the users. Promise and Jerome (2011) surveyed the impact of library user education on the students of Covenant University and discovered a very positive impact of user education on use of library resource. 82% of the respondents reveal that through library user education they are acquainted with new information resource supplies, while 80.7% state their satisfaction with user education. It assists them to demand and use the available resources in the library so as to boost their academic performance.

Mbashir and Adeoti (2008) studied the use of the Kogi State University Library by faculty members. The study revealed a relatively high level of satisfaction with using the library because the resources in the library relevantly meet the needs of faculty members. However, the respondents still complain of inadequate current awareness service as a hindrance to library usage among faculty members. On the contrary, Simisaye (2012) studied faculty use of Tai Solarin University of Education and revealed that majority of the respondents (59.3%) consult the library ones a week while (11.1%) use it daily. The author discovered that quite a large number of respondents signify that they always derive satisfaction with the use of textbooks, newspapers, e-journals, computers, online and e-library.

Similarly, Awojobi (2004) evaluated the use of OlabisiOnabanjo University library by lecturers in the faculty of science and college of Agricultural sciences. The result showed that the socio-educational status, sex, marital status, academic qualification, academics rank and discipline have no significant relationship with using the library and its information resources. The study further revealed that only few respondents derive satisfaction with using the library to read for pleasure, and this was attributed to the paucity of current and relevant information resources. In a study of 240 undergraduate students by Chimah and Nwokocho (2013), it was discovered that 39.2% majority of the respondents use the library once in two days. Out of the many information resources available in the libraries, non-fiction and reference materials are the most frequently used information resources at the rate of 91.7%.

In a study concerning user perception and patronage of a university library, Oyewumi, Yemisi and Adewale (2014) discovered that most students only use the library to demand

for information resources when the need arises, but a situation might arise whereby the library will witness very high or low patronage. Out of the 150 students that were surveyed it was discovered that 108 (72%) state that they use the library only when the need arise, 16 (11%) and 14 (9%) respond that they visit the library to utilize the resources daily and weekly respectively, while 12 (8%) state that they have never visited the library to utilize its information resources because they have other options they make use of. As a result majority of the respondents 70 (47%) are of the opinion that the level of satisfaction derived from library resources and services provided are fairly satisfactory, 49 (33%) stated that they are moderately satisfactory, 20 (13%) of the respondents indicated that they were not satisfactory while only 11 (7%) state that they were highly satisfied.

From the literature reviewed it can be observed that use and satisfaction are often treated synonymously in the literature of library user studies. While, use and satisfaction are becoming a topic of immense interest in library studies as depicted by Simisaye (2012), this study would seek to establish whether the supply of information resources by university libraries leads to user satisfaction.

2.6 Factors Affecting Demand and Supply of Information in University Libraries

The literature is relatively starved with information regarding factors affecting the demand and supply of information resources. Even those available are somehow outdated. Awolola (2004) remarked that students would not use the library let alone demand for the books of a college library if there are no better books that are current and relevant to the need of the readers. Iwhiwhu (2007) noted that a library user may be

affected by stock failure and reader's failure in a bid to obtain information resources from a library. Stock failure entails a library's inability to acquire or provide the materials needed by the patron while reader's failure has two aspects which are bibliographical and physical in nature. Bibliographical aspect involves the reader's inability to find the items using the library catalogue because the bibliographic description is inadequate, incomplete or incorrect. In many cases, information retrieval devices themselves are lacking. The physical aspect is the failure to locate where an information resources is housed in the library.

Aguolu and Aguolu (2002) wrote about the factors affecting the ability of library users to obtain books and other information resources from a library. The factors they reported about factors affecting the demand for information resources are in line with those of Iwhihwu (2007). The authors stated that the failure to locate information resources on the shelf is a common challenge that leads to frustration among library users, especially because there is no indication on the library catalogue that an item is lost, sent to the bindery for repairs, weeded, or stolen. The authors further highlighted that users find it difficult to obtain information resources from a library when;

- i. Users do not precisely know what they want, or even if they do, they cannot articulate their needs accurately to the library staff.
- ii. The bibliographic or intellectual access to the content of the library is inadequate owing to poor indexing system in the library catalogue or of the library collection itself.
- iii. Items are misshelved or because a library staff might have removed materials for their private use or that of their relatives, friends, and associates.

- iv. The circulation policy of the library is inefficient, shelving methods are inadvertent, and guides to the library arrangement are lacking.
- v. Unnecessary physical and administrative barriers are imposed upon the use of the library material by the library management.

The factors affecting information resource supply or provision by university libraries has been discussed over and over as a topic of research interest resulting in seminars, conferences and other forums involving librarian. Nevertheless, the problem seems to be escalating instead of any form of relief to alleviate them. Ogunrobi (2003) appraised the status of information resources in Nigerian University Libraries based on the assessment of (NUC), the author remarked that most Universities missed the accreditation because of poor quality information sources. The author argued that quality of education and research depends on the quality of the library services, which in turn depends on the quality of information sources... "When teachers are starved of current, adequate quality information sources, they would be ill prepared to produce quality graduates, which are the prerequisite to national development". In essence, inadequate information resource supply tends to militate against service provision by academic libraries and thus; have a negative effect on the image of the academic institution as a whole.

Numerous studies have been conducted to show the state of information resource supply in academic libraries. These studies include, Wombo (1993); Ifidon (1997); Ozowa and Sule (1997); Ochai, (2001) and Egwim (2006). All these studies have been conducted as a correlate of certain criteria. The criteria upon which these information resource studies were conducted or judged relate to funding, increased user population and novelty of courses among others. The resultant revelation thereof shows that the state of information resources supply in Nigerian university libraries is rather low. Information resource

supply by academic libraries in Nigeria has often been hindered by inadequate funding, the problem of foreign exchange as well as inadequate indigenous publishing of books and other information materials.

Information resource supply in academic libraries is capital intensive in nature. Funding is very integral to the supply of library resources, but when factors affecting the supply of information resource is to be discussed it happens that funding is first to be mentioned. In a study, Oyediran (1998) raised an alarm that there is deterioration of information resources available in the Nigerian university library system due to economic down turn. Olson (1994) and Gorman (1994) remarked that; there is an increasing demand for information materials, which cannot be met at present levels of funding to libraries supporting research.

Fourie (2001) reported that; amongst the greatest problems facing university libraries is that the collection development programmes for information resources cannot be brought to fruition due to high rate of inflation, the escalating costs of print journals and books, declining funding from the parent institutions and the vast range of formats needed by users and researchers.

The studies of Balarabe (1992) and that of Ekpenyong (1993) substantiate and clearly indicate the relationship between funding and information resource supply, the resultant effect of financial austerity on collection development indicate a dismal growth in the supply of information resources mainly resulting from unavailability of funds.

Egwim (2006) conducted a survey of information resource supply titled “A study of Collection Development at Federal University of Technology”. The author empirically

revealed that; student's growth rate and the rate of growth of teaching staff, which do not correspond with the increase in library funding in Nigerian universities, pose a great problem to collection development. Also, the study of Ahiazu (1989) as substantiated by Agoulu and Agoulu (2002) revealed that the continuous increase each year in students' intake with continuous decline in the number of books received by the university libraries Nigeria is one of the major factors affecting the supply of information resources.

Another issue associated with inadequate funding of academic libraries is the partial implementation of budgets for book supply. Douglas (1989) noted that "in some weird cases budgeting is only on paper and not used or referred to in the day-to-day financial transactions of the institution" Douglas further stated that; in the case of a University, whereby monies are spent haphazardly and there emerges a lopsided expenditure, some faculties, departments or projects of the institution are favored at the detriment of other. Such practices often degenerate to open market (haggling). The more you hustle the higher you get for your department. The procedure is very retrogressive and very unhealthy, such arbitrary allocation and expenditure by top management renders budgeting impotent

The issue of foreign exchange is also another problem for collection development in the academic libraries in Nigeria. The purchase of book from a foreign country always involves payment in the currency of the country from which the book is acquired. Foreign exchange has been cited as a frustrating problem of collection development. This is because there are stringent protocols which make it difficult to foot bills of invoices as expeditious as desired, thereby resulting in delays in receiving ordered resources. Douglass

(1989) discovered that since 1907 the issue of foreign exchange and its resultant effect on collection development causes unnecessary delays in receiving orders.

Inadequate indigenous intellectual output by scholars in Nigeria has been identified as one of the major problems of collection development in Nigeria. This problem has been captured since 1980s by Douglas (1989) as “the dearth of books and journals published in Nigeria”, the writer lamented that the state of publishing industry in Nigeria is still very far from solving the books and journals requirement of libraries that exist in the country. Ugah (2011) described poor library services as a national problem which was blamed on acute lack of quality information sources. Kolo (1995) substantiates that library services in Nigeria has been poor as a result of acute shortage of quality information sources which is a major setback to collection development, only a few titles are produced in the country. With regards to journals, the local production is still very low and where some are produced they are irregular. Even at a time when there has been awareness on the need to produce information resources locally, Douglas (1989) asserted that most authors prefer to publish their books abroad. Academicians prefer to publish their research findings in journals published overseas. This is because such publications are classed as having international recognition and they receive royalties in hard currency. With this situation local output becomes very low

A major problem of information resource supply is the absence of a collection development policy. The lack of a collection development policy in academic libraries has been lamented upon by scholars. Agoulu and Agoulu (2002) stated that “The initial absence of a collection development policy is a problem which most libraries may not lay

emphasis on, whereas without a collection development policy it becomes more difficult to re-align in a vacuum the process involved, especially in times of financial hardship”.

From the literature reviewed it is obvious that the incidence of information resource supply in university libraries is undermined by certain factors predominantly caused inadequate funds. The problems highlighted are retardants to the growth and development of the university library and as such this puts the assertion the library is a growing organization into undeserved extinction and falsification. This study shall identify which of the cited problems are attainable in the libraries understudy and as much ascertain whether they have hindered the supply of information resources in the universities understudy.

2.7 Theoretical Framework

Theories are universal truth or universal realities; According to a publication of the Trent University of Canada, a theoretical framework refers to that; which provides a particular perspective with which to examine a particular topic of investigation. Borgatti (1996) maintains that, theoretical framework is a blend of interrelated concepts likewise a theory that serves as a framework of action that guides a research. Accordingly, the theory of demand and supply is used to indicate this study’s point of view, with the support of the Principle of Least Effort as propounded by Moores (1990).

The theory of demand states that; the higher the price the lower the quantity demanded and the lower the price the higher the quantity demanded, similarly, the theory of supply states that; the higher the price the higher the quantity supplied and the lower the price the lower the quantity supplied.

The theory of demand believes that human beings are rational beings that would properly utilize price information to make demand for goods and services. This theory is not only meant to depict what the incidence of demand looks like at certain price regimes, it also demonstrates the psychological assumption of how a consumer maximizes satisfaction whether in times of abundance or scarcity. Thus, the consumer behavior literature has traditionally suggested that demand is a relative concept, and is always judged in relation to the price of a commodity.

Unlike the demand for goods in relation to the price of a commodity, there is no price that would influence demand for information resources available in a university library, especially because they are virtually free of charge. However, what influences demand for information resources are accessibility, proper organization of resource, relevance, and currency of the resources vis-à-vis academic works such as assignment, test, examination and research that a student ought to write as a requirement for earning a degree certificate.

Integral to the theory of demand is the principle of effective demand. The principle of effective demand asserts that no demand is effective until it is backed up by the purchasing power of that commodity. Likewise the demand for information resources is supported by the Principle of Least Effort as propounded by Moores (1990). This principle states that a rational individual will adopt a course of action that will involve the “probably least average rate of his effort”. In support of the Principle of Least Effort, Odumewu and Omagbemi (2008) noted that in order to save the time of the reader,

libraries ought to properly organize their information resources to efficiently enhance access and use.

Adeoye and Popoola (2011) highlighted that; “readers tend to demand for information sources that require the least effort to access. The authors strongly believe that the more accessible are information sources, the more likely they are to be demanded. For an effective demand of information resources by users to support their learning process, they must have access to essentially current and relevant information materials and resources.

Dulle, Lwehabura, Mulimila and Matovela (2001) also remarked that; “access to timely and relevant information, as well as the proper organization of information resources are key issues in the effectiveness of any information system”. Popoola (2001) corroborates that faculty staff and students make maximum use of library products and services when they are made aware. The author noted that for faculty staff and users to derive greater benefit from the information resources in a library they must be informed, because benefit from information resources availability does not begin with accessibility alone.

Hardy (2002) emphasized that the rationality aspect in the Principle of Least Effort maintains that physical and psychological efforts would only be expended in demanding for information resource that are relevant to the cause of their inquiry. Accordingly, Onwubiko (2005) empirically remarked that students would highly demand for books and other information resources when a library’s collections are current and relevant to the need of their academic activities.

The theory of supply maintains that producers would naturally like to maximize profit, and as such would do whatever it takes to increase sell at a high price. Similarly, a

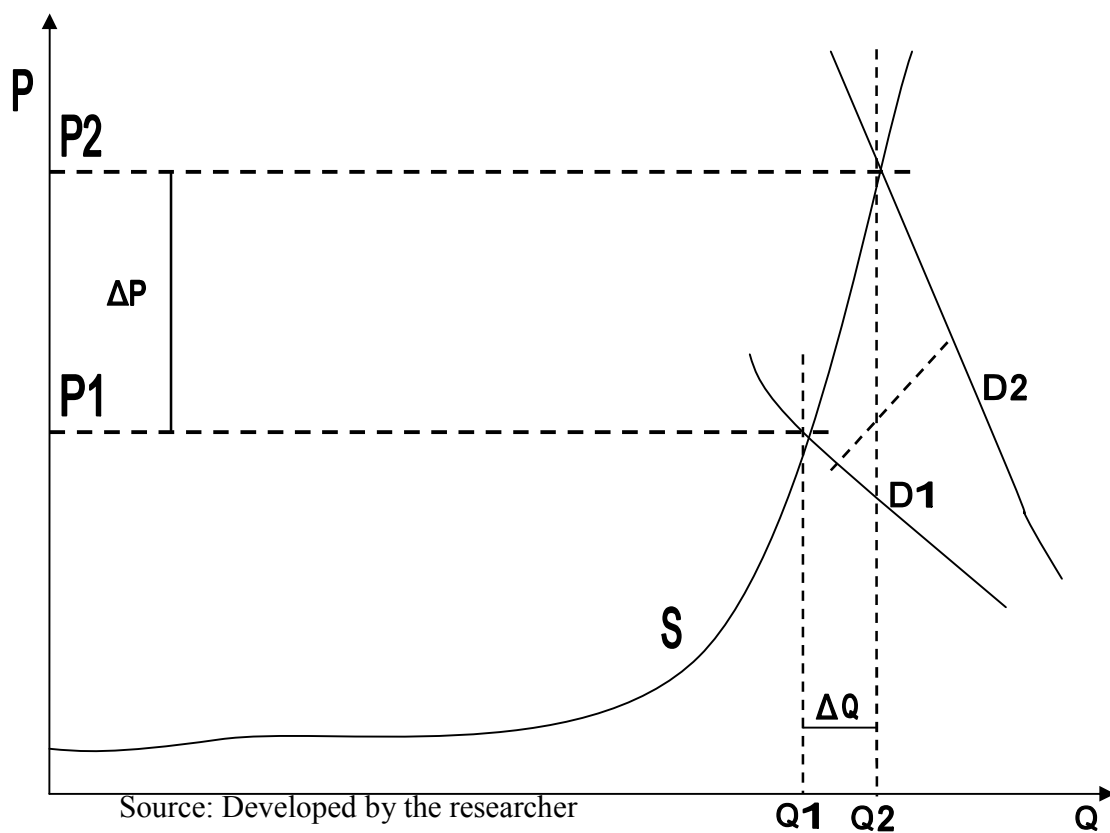
producer can maximize profit even by selling plenty at a relatively high price. In other words, a university library would supply information resources to ensure use and user satisfaction. In essence no university supply information resources to its user just like that unless for the sake of being used to earn satisfaction. Bitagi and Udoudou (2013) opines that; “the availability of information resources in academic libraries is highly imperative if libraries are to meet up with satisfying the information needs of the users (students and researchers) in their parent institutions”.

While a producer would be motivated by higher price to produce more, a university library would be motivated by the academic work of its users to supply more information resources. Oyewusi and Oyeboade (2009) asserted that; “university libraries provide information resources to support teaching, learning and research in ways consistent with supporting the missions and goals of a university”. The authors remarked that information resources supplied by university libraries should be sufficient in quality, quantity, diversity and currency so as to support the universities curriculum and also, so as support the intellectual, cultural, technological, and social development of undergraduates enrolled in Nigerian universities.

Apart from the fact that university libraries provide information resources to support teaching learning, teaching and research, university libraries are also influenced by changes happening within the university to supply information resources. Simsaye (2012) highlighted that; “the university community is not a static environment, but rather, one fraught with changes and adjustments”. In realization of this fact, university libraries need to brace up and ensure that every single change in its parent organization is wholesomely reflected in its provision of information resources and services. These

changes include; increase in the number of students in graduate and under graduate courses, the broadening of curricula, the introduction of interdisciplinary studies, the introduction of disadvantaged students to the university campuses and the marked interest in research projects that have all made an unprecedented demand upon university libraries for their resources and services (Agoulu & Agoulu, 2002).

Fig: 1 Conceptual Framework



From the above diagram, the demand for information among the Federal University Libraries understudy changes due to many factors. These changes can be difficult to predict, short lived or relative, requiring the use of Demand Schedules and Demand Curve Graphs to adequately address them as they show change in quantity demanded not in relation to the single factor of price.

The need to support the objectives of establishing a university is what brings about the supply of information among federal university libraries. However, university libraries are influenced by; user's expectations, increase number of students and the introduction of certain new branches of knowledge to continue supplying information resources. Increases in number of students among the universities generally lead to an increase in supply of information resources to ensure the effective demand for information, while decreases in students' number will have the opposite effect.

Changes in information as shown in the above framework (due to writing assignment, test, examination and conducting research) causes movement along a Demand Curve from the D1-D2, this is influenced by users expectation in terms of relevance, currency and accessibility to the resources are made possible through an index such as the catalogue.

2.8 Summary of the Review and Uniqueness of the Study

The literature review explored the demand, the supply as well as the use and user satisfaction with information resources. This study is the first of its kind to be conducted in relation to the field of economics. It is also the first study to be conducted at regional level with the aim of finding out what could possibly retard users from demanding for information resources likewise what retards libraries from supplying information resources into university libraries in the region under study.

The review highlighted that information resources are essentials that support learning, teaching and research. However, the existence of information resources in numerous

formats comprising of print and non-print are cited by Ifidon (1999); Akintunde (2008); Okello-Obura and Magara (2014) as well as Oyewumi; Yemisi & Adewale (2014).

The literature reviewed reveals that demand for information resources varies considerably among the numerous categories of academic library users. Even though the peculiarity of information resource demand could be a factor affecting the demand for information resources, the studies of Adeoye and Popoola (2001) highlighted that awareness and accessibility of information resources are key factors affecting the demand for information resources by university library users. As a result numerous empirical findings from some studies such as Akalumhe (2010); Bitgi and Garba (2014) as well as Oluwatobi et al (2014) revealed that the demand for information resources by university library users is not yet at the optimum level due to irrelevance of resources to their users area of study, due to the prevalence of noncurrent resources available in university libraries and due to the inability of users to use the catalogue to demand for information resources.

The supply of information resources is presented to encapsulate the provision of information resources by university libraries. The literatures that were reviewed shows that information resources supply is a major function of university libraries that is carried out in order to; enhance scholarly communication between lecturers and their students. The literature revealed that some university libraries do not have adequate information resources. It was further discovered that it is not only funding that could affect the supply of information resources. Other issue affecting supply of information resources include, inadequate indigenous publishing, foreign exchange protocols, absence of collection development policy and inadequate ICT.

Also reviewed is the use and user satisfaction with information resources. It was discovered that users make use of the information resources in the library at a relatively moderate level. There is a positive correlation between use of information resources and the awareness made about the availability of information resource (Popoola, 2001), it was also highlighted that use of library resources among university library users is mostly occasional especially when a serious academic work such as examination is at stake. Another observation from the literature reviewed is that the systematic organization of resources coupled with a personal assistance (reference service) is strongly believed to influence the demand and use of information resources.

The challenges of supplying information resources into university libraries were presented in the literature review. Some of the challenges that were presented include; funding, collection development policy, foreign exchange and inadequate local production of information resources.

The theoretical framework that supports the conduct of this study includes the theory of demand and supply. These theories show that consumer demand for information resources is responsive to needs for a given good in relation to its price. In the same vein, the theory of supply implies that producers would supply more goods into the market at higher price to maximize profit. These theories are interpreted in this study to show that users would be influenced on whether to demand for a given information resources by considering their accessibility, currency, relevance vis-à-vis the need to do their academic works that include writing assignments, test, examinations, as well as thesis and dissertation. On the part of the library, the theory supports the fact that information

resources are supplied by university libraries to support the objectives of establishing a university in terms of learning teaching and research.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology adopted in carrying out this study. Pickard (2007) asserts that methodological issues are crucial to the conduct of a research, and that no inquirer ought to go about the business of conducting an enquiry without being clear about what paradigm informs and guides his or her study. Accordingly, he further asserted that a research paradigm is a point of view that dictates the nature of research that is being conducted. The chapter deals with the following;

3.2 Research Method

3.3 Research Design

3.4 Population of the Study

3.5 Sampling and Sample Size

3.6 Data Collection Instrument

3.7 Validity and Reliability

3.8 Administration of Research Instrument

3.9 Method of Data Presentation and Analysis.

3.2 Research Method

The mixed research methodology was the framework with which this study is carried out.

The mixed research methodology is a blend of two distinct methodologies i.e. the quantitative and qualitative research methodologies (Adamu, 2006).

The mixed research method is a type of research in which the paradigm characteristics of quantitative and qualitative methods or techniques of conducting research are mixed together in one study. Adamu (2006) opined that “it is a research in which the researcher

uses the qualitative research for one phase of a research study and the quantitative research paradigm for another phase of the study”. The mixed research methodology was deemed worth using for conducting this study because on one hand, data collected for the conduct of this study was collected numerically and on the other hand, it involves a concise construct of textual meanings based on the data obtained from the participants of the study.

This study utilizes the QUAN-Qual level of conducting mixed research. QUAN-Qual mixed research entails using both quantitative and qualitative data in such a way that both data are used at an equal volume, such that the extent of superiority between either of the data cannot be easily discovered. The justification for choosing the QUAN-Qual mixed research methodology in this study is to report data in the format it was collected without distortions.

3.3 Research Design

This study is carried out using the triangulation design of conducting research. Triangulation basically entails the combination of one or more research design in one study. Cohen, Manion and Morrison (2007) remarked that triangulation involves “the use of two or more methods of data collection (multi-methods) in the study of some aspects of human behavior or phenomena”. The justification for conducting this research using triangulation is because of the flexibility it offers in the conduct of research using two or more methods in one study, Gorrard and Taylor (2004) further substantiated that the use of triangulation design helps to overcome the problem of method-boundedness, meaning that the research process is flexible enough to navigate through two or more methodologies.

The triangulation of this study is descriptive in nature; it uses cross-sectional survey research design with case studies. Survey research design is one which gathers data from members of a population in order to determine the current status of that population with respect to one or more variables. According to Babbie and Mouton (2001), survey research design is the best method available to social scientists interested in making generalization using the subgroup of a population that is too large. More so, the survey research design is flexible and enables the researcher to use a standard questionnaire.

The justification of using survey research design was because the population of this study was so overwhelming that it is not possible to engage each and every one of them for a response. Therefore, using a small proportion of the entire population by surveying them is the best way to overcome the over demanding task of data collection.

3.4 Population of the Study

The research population of a study constitutes all the perceivable elements upon which a study is carried out. According to Abdul-Maliq (2006), a research population refers to;

All conceivable elements, subjects or observations relating to a particular phenomenon of interest to the research, that is its totality of items, objects, issues, or observations who share a common attribute or characteristics on which the research is centered. These could be people, objects, items, cities, countries or issues, ideas etc (p.129).

Based on the above definition, the population of this study comprises all the federal universities as well as all the registered users in the seven federal universities that are in North-West Nigeria. The federal university libraries under study and the population of their registered users are presented in table 3.1

Table 3.1 Population of the Study

S/N	University Libraries	Number of Registered Users
1.	Ahamadu Bello University Library	5936
2.	Bayero University, Library Kano	5450
3.	Federal University, Dutse Library	1193
4.	Federal University, Dutsin-Ma Library	1749
5.	Usman Dan-Fodiyo, University Library	4104
6.	Federal University, Gusau Library	-
7	Federal University, Birnin Kebbi Library	-
Total		18432

Source; Preliminary Study

From the above table, the primary population of this study comprises five (5) federal universities only, this is because Federal University Gusau and Birnin Kebbi were yet to take off as at the time of the preliminary study carried out for this study and as a result, they are not included in this study.

3.5 Sampling and Sampling Technique

Sampling in research is concerned with selecting a portion of the universal population of a study in order to represent the views of the entire population of a study. A research sample according to Abdul-Maliq (2006) is defined as “a small amount or portion of a total, selected to represent the total”.

The sampling technique adopted for the primary population of this study was the simple random sampling. Mohammed (2006) asserts that; simple random sampling entails a sampling method in the statistical computations of social science research whereby elements are randomly selected from the population based on a mathematical sample frame, such that the exact elements to be studied are selected to represent the entire population of a study. On their own part, Mitchell and Jolley (1996) asserted that in

simple random sampling technique, each member of the population has an equal probability of being selected because selection of respondents is independent of any criteria. In other words, being part of a study has no influence on the selection or exclusion of any member of the population.

The justification of using simple random sampling technique for the conduct of this study was to avoid bias and ensure that equal chance of participating in the research is given to all the respondents in each of the university libraries under study.

To obtain the actual sample size for the secondary population of this study, the formula for calculating sample size as proposed by Krejcie and Morgan (1979) is used. The formula is given by:

$$\frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)}$$

Where;

X^2 is the desire level of confidence given as 1.96^2

N is the population size 18432

P is the population proportion given as 0.5

d^2 is the degree of accuracy given as 0.05

The calculation made is presented as follows;

$$\frac{1.96^2 \cdot 18432 \cdot 0.5 \cdot 0.5}{0.05^2 \cdot (18432 \cdot 1) + 1.96^2 \cdot 0.5 \cdot (1 \cdot 0.5)}$$

$$\frac{17702.0928}{0.05^2 \cdot 18431 + 1.96^2 \cdot 0.5 \cdot 0.5}$$

$$\frac{17702.0928}{46.0775 + 0.9604}$$

$$\frac{17702.0928}{47.0379}$$

$$= 376.2639$$

$$\sim 376$$

Based on the result of the calculation made for the sample size of this study, it follows that 376 undergraduate students from the five federal university libraries under study serve as that the sample size of this study. Accordingly, this also means that 376 copies of questionnaire are produced and distributed among the undergraduates under study

3.6 Data Collection Instrument

This section presents information about what is used to gather information required for the study. This study uses two instruments for data collection. They include;

- i. Questionnaire
- ii. Interview

Questionnaire: Questionnaire is one of the instruments used for collecting data in a study. According to Abdul-Maliq (2006) a questionnaire is “an assemblage, an array or set of questions, which are embodied normally in one document of which there are many

copies, intended to be answered by several persons in order to provide information for a specific purpose". The questionnaire as an instrument for data collection in the context of this study was meant for users of the academic libraries under study. The questionnaire is self-developed. It is a combination of a likert-scale and close-ended format, containing twenty five (25) questions divided into six sections A-F.

The justification for the use of questionnaire in this study was based on the fact that the respondents of this study were geographically distributed over a vast span of land, too much, to a magnitude that they cannot be individually engaged for a response. Therefore, using the questionnaire as the instrument for data collection offers the flexibility with which to overcome the mandatory need for physically meeting the respondents of this study one after the other, so as to engage them for a response. A copy of the questionnaire is attached in the appendix of this study.

Interview: In line with the use of questionnaire, a brief structured interview is used to supplement the data collected using questionnaire. According to Abdul-Maliq (2006) interview is the act of asking a person or a group of persons questions to provide answers there and then. He further commented that there and then may not necessarily be as prompt as this may suggest, sometimes an interviewer may allow reflection but then the response is often provided without undue delay.

The interview conducted for this study is a structured one. It was based on a schedule of nineteen (19) questions presented in sections A-E. The interview conducted enabled the researcher to cover questions on the second variable of this study whose respondents are five in number i.e. either the Librarians or the Collection Development Librarians of the

university libraries under study. Consequently, a copy of the proposed interview schedule is attached in the appendix. The Interview Guide is self-developed and is validated by the researcher's supervisor and five (5) senior lecturers in the Department of Library and Information Sciences.

3.7 Validity and Reliability

Validating a research instrument is very important in the conduct of research. It implies adopting procedures to ensure that the research instrument used in this study measures what it suppose to measure (Ifidon & Ifidon, 2007). To ensure face and content validity of the questionnaire; copies of the questionnaire were given to the researcher's supervisor. Moreover, some senior lecturers and researchers in the field of Library and Information Science also validate the instrument.

To ascertain the reliability of the research instrument, the researcher distributed 40 copies of the questionnaire to students of FCE Kano. Out of the 40 copies of the questionnaire distributed, 32 were returned. The reliability of the instrument using the Cronbach Alpha indicates that Section B has a reliability score of 0.925, Section C has a reliability of 0.781, Section D has a reliability score of 0.97, and Section E has a reliability score of 0.897, while Section F has a reliability score of 0.827.

3.8 Administration of Research Instrument

The questionnaires for the conduct of this study were self-administered to the respondents of the study at a place they usually collectively gather especially in their lecture halls. With regards to the interview, the librarians of the libraries understudy were served with an interview request letter on which a scheduled date for the interview was stated.

However, the librarians were given the privilege of rescheduling the interview if the initial date intended for the interview is not suitable to any of the librarians.

3.9 Method of Data presentation and Analysis

The data collected for this study are presented using tables. The reason for using tables in presenting the data is because it will be visually appealing to the reading audience of this study to easily make inference about the data presented, in a way of avoiding unnecessary difficulty.

The data collected for this study was analyzed using descriptive statistics with the help of the 20th edition of SPSS. The justification for using statistical application for data analysis was to ensure both reliable and error free data analysis and presentation.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyzes the data collected for this study. The chapter presents data on the following;

4.2 Response Rate

4.3 Information Resources Demanded by the Respondents

4.4 Information Resources Supplied by the University Libraries

4.5 Factors Affecting Respondents' Demand for Information Resources

4.6 Factors Affecting the Supply of Information Resources by University Libraries

4.7 Respondents' Satisfaction with Information Resources in the University Libraries

4.8 Discussion of Findings

4.2 Response Rate

In research, response rate deals with information about how the sampled population of a study provided data required for making inference. In this study, three hundred and seventy seven (376) copies of questionnaire were administered out of which only two hundred and eighty three (283) copies, representing 75.2% were returned and found useful for the analysis. The response rate of 75.2% reveals that the study has a relatively high response rate that increases reliability of the findings of this study. The response rate is presented in Table 4.2

Table 4.2 Response Rate

Response rate	Frequency	Percentage
Administered questionnaire	376	100%
Returned questionnaire	283	75.5%
Not returned	92	24.5%

The gender distribution of the study revealed that 195 respondents representing 69.9% are male, while 88 respondents representing 21.1% of the entire respondents of this study are female. More than half of the respondents are between the ages of 15-24. Users between 15-24 years of age have the highest frequency of 157 respondents, while those between 25-34 years of age have a frequency of 78 respondents. Also, library users between 45-54 have 16 respondents while users between 35-44 have 20 respondents. However, the age grade of 55years and above has no respondent.

The user category of this study consists of undergraduates, postgraduates as well as academicians. Majority of the respondents of this study are undergraduates. Those who are undergraduates are 75% while those who belong to the postgraduate and academicians user category are 16% and 8% respectively. Furthermore, it can be deduced that the undergraduate user category demonstrate that they need the library more than their postgraduate counterpart and also more than academicians who need the university library.

The purpose why users visit university libraries has been cited in the literature reviewed. The response obtained reveals that university library users in North-West Nigeria visit their libraries for three major reasons which include; reading books, browsing the internet and to complete assignments. As a result, 79.8% state that they visit their university

library to read books while 61.1 percent visit their library to browse the internet while 69.6 percent visit their library to complete their assignments. Among other reasons why the respondents visit their library involves preparing notes and borrowing library books. This revelation conforms with the view of Owolabi, Jimoh and Okpeh (2010) as well Oyediran-tidings (2004) who opined that university libraries are facilities that inspire academic confidence and ensure academic success among those who patronize it.

A total of 263 respondents state how often they visit the library. Those who visit the library occasionally have the highest frequency of 83 (31.5%). Those who visit the library once a week have the second highest frequency of 86 (32.7%) responses. while those who visit the library daily have 61 (23.5%) response. Those who visit the library 1-2 times a month as well as those who visit the library 2-3 times a week are not much, they only represent 2.0% and 10.3% of the entire response gathered about how often users visit university libraries in North-West Nigeria. In essence, responses gathered about how often respondents visit the library reveal that university libraries in North-West Nigeria experience a relatively high rate of users visit. This is because 64.5% visit the library within a week while 32.5% respondents barely visit the library on a monthly basis.

4.3 Information Resources Demanded by the Respondents

The first objective of conducting this study is to ascertain the types of information resources demanded by federal university library users in north-west Nigeria. In order to attain this objective, the respondents were presented with an array of information resources from which they were required to indicate which information resources they demand from their university libraries. Accordingly, table 4.3 below presents a frequency

distribution of the nature of information resources demanded by university library users in North-West Nigeria.

Table 4.3 Information Resources Demanded by the Respondents

S/N	Types of Information Resources	Yes	No
a.	Textbooks	229 (81%)	54 (19%)
b.	Journals	166 (58.6%)	117 (41.4%)
c.	Newspaper	186 (67.7%)	97 (34.3%)
d.	Index and abstracts	35 (12.4%)	248 (87.6%)
e.	These and dissertation	97 (34.3%)	186 (67.7%)
f.	Magazines	128 (45.2%)	155 (54.8%)
g.	Government publications	32 (11.3%)	251 (88.7%)
h.	Technical report	17 (6%)	266 (94%)
i.	Encyclopedia	174 (61.5%)	109 (38.5%)
j.	Manuscript	8 (2.8%)	275 (97.2%)
k.	Microform	-	-
l.	Manuals	2 (0.7%)	281 (99.3%)
m.	Offline database	173 (61.1%)	110 (38.9%)
n.	Online database	173 (61.1%)	110 (38.9%)
o.	e-books	112 (39.6%)	171 (60.4%)
p.	e-journals	97 (34.3%)	186 (65.7%)

Source: Field Survey

Table 4.3 presents the types of information resources demanded by the respondents in North-west Nigeria. The response presented in table 4.3 indicates that university library users demand for numerous information resources. Majority stated that they demand for information resources such as textbooks, newspaper, online database, offline database, encyclopedia, journals, magazines, e-books and e-journals.

On the other hand, it is discovered that the least demanded information resources include; manuals, manuscript, technical report, government publication as well as index and abstracts.

Responses on the relevance of information resources in their libraries showed that 39 (13.7%) users state that the relevance of their information resources is excellent, while 141 (50%) and 53 (18.7%) describe the information resources in their library as good and fair respectively. Also, 42(14.8%) and 8(2.8%) of respondents stated that their library resources are either poor or very poor.

The current nature of information resources is a basic requirement for the advancement of knowledge. The response obtained from users revealed that information resources of the federal university libraries under study are not that much current, as only 11(3.9%) indicate excellent, 18 (6.4%) indicate good while 82 (29%) indicate fairly current. 135 (47.5%) state that the information resources in their library is poor in terms of currency while 17.4% state that the library resources are in a very poor state of currency. Thus, the data presented confirms that users' demand for information resources that are not current.

Accessibility is a basic characteristic required for ensuring the demand for information resources. The university library users under study were asked to describe the accessibility of the information resources in their library. Accordingly, 51 (18%) indicated that the accessibility of information resources in the university libraries under study is excellent while 119 (42.1%) stated that the information resources of the university libraries under study is good. Similarly, 72 (25.4%) state that the accessibility

of information resources in their library is fair while 29 (10.2%) and 12(4.3%) stated that the information resources in their library is poor and very poor respectively.

Another basic determinant of information resource demanded by university library users is the format on which it is produced. Data shows that majority prefer print resources. It was discovered that 158 (55.8%) respondents of this study reveal that they prefer to demand for print information resources, 49 (17.3%) express a preference for non-print information materials while 76(26.9%) stated that they are indifferent to either the print or non-print format.

4.4 Information Resources Supplied by the University Libraries

The second objective of this study is to establish the types of information resources supplied by the university libraries under study. This objective is achieved through interview conducted with the five Collection Development Librarians of the Libraries being studied.

The interview reveals that all the libraries supply information resources in line with world best practice. All the collection development librarians narrated that they supply resources in line with world best practice that requires gathering request from users and providing those requested information resources based on the approval of their respective library committees. The participants further stated they are not biased to format in supplying information resources in both print and non-print format.

All the librarians understudy noted that non-print resources is a fast evolving trend that is characterized with enhancing accessibility to resources in the libraries under study. However, the participant from Usman Dan-Fodiyo noted that due to the fact that the

existence of print resources precedes the non-print resources for more than a thousand year ago, our libraries still have more of print than non-print information resources.

The information resources supplied by the libraries understudy include; textbooks, journals, newspapers, technical reports, e-books, e-journals as well as offline and online databases.

4.5 Factors Affecting Respondents' Demand for Information Resources

The third objective of conducting this study is to ascertain the factors affecting university library users' demand for information resources. Accordingly, the respondents use the likert-scale format to state the factors affecting their demand for information resources. The decision of whether a factor affects the demand for information resources is reached using the mean score of the response. The decision rule is as follows: Strongly Affect 4.5 - 5.0, Affect 3.5 – 4.0, Fairly Affect 2.5 - 3.0, Disaffect 1.5 – 2, Strongly Disaffect 0.5 – 1.

Table 4.5 Factors Affecting respondents' Demand for Information Resources

Respondents were asked to indicate factors affecting the factors demand for information resources as shown in table 4.5

S/N	Factors	SA 5	A 4	FA 3	DA 2	SDA 1	Mean(\bar{x})
1.	Poor organization of library resource	26 9.2%	19 6.8%	14 4.9%	87 30.7%	137 48.4%	2
2.	Ineffective library catalogue	58 20.5%	105 37.1%	26 9.2%	54 19.1%	40 14.1%	3.3
3	Inability of using catalogue to identify information resources	141 50%	59 20.8%	18 6.4%	39 13.7%	26 9.1%	3.9
4..	Inadequate collections	14 4.9%	25 8.8%	42 14.8	76 27%	126 44.5%	2
5.	Irrelevant collections	39 13.8%	13 4.7%	29 10.2%	91 32.2%	111 39.2%	2.8
6.	Inaccessible collections	19 7%	33 11.7%	29 10%	85 30%	117 41.3%	2.1
7.	Outdated/non-current collections	73 25.9%	132 46.6%	21 7.4%	39 13.8%	18 6.3%	3.7
8.	Absence of library guide	152 53.7%	42 14.8%	28 10%	44 15.5%	17 6%	3.9
9.	Users illiteracy on use of library	91 32.2%	119 42%	25 8.8%	37 13.1%	11 3.9%	3.9
10.	Unfriendly staff behavior	26 9.2%	37 13.1%	4 1.4%	121 42.8%	95 33.5%	2

Source: Field Survey

From the mean result presented in table 3, five items have a mean score above 3.5 and this signifies that they affect demand for information resources. Respondents further reveal that item 2, 3, 6, 7, and 8 affects their demand for information resources. This indicates that ineffective catalogue, inability of using catalogue to demand for information resources, outdated/ noncurrent collection of information resources, users' illiteracy on use of library as well as the absence of library guide for using the library are all what affect users from demanding for information resources.

Item 5 has a mean score of 2.8, going by the decision rule guiding this study, item five moderately affects the demand for information resources. This reveals that in comparative terms, the resources available to the users of the libraries are not directly relevant to their users' area of study.

Furthermore, the data presented indicates that four items do not affect the demand for information resources among the respondents of this study. Based on the decision rule governing this study, it follows that items 1, 4, 6 and 10 do not affect the demand for information resources. Accordingly, poor organization of resources, inadequate collections, inaccessibility of resources and unfriendly staff behavior do not affect demand for information resources.

4.6 Factors Affecting the Supply of Information Resources by University Libraries

The fourth objective of this study is to determine the factors affecting the supply of information resource among the libraries in North West Nigeria. The responses obtained from the participants are presented in table 4.5.

Table 4.6 Factors Affecting the Supply of Information Resources by University Libraries

Librarians were asked to state factors affecting the supply of information resources as indicated in the table 4.6

S/N	Factors	ABU	BUK	FUD	FUDM	UDUS
1.	Inadequate funding	√	√	√	√	√
2.	Inadequate indigenous publishing	√	X	X	X	√
3.	Foreign exchange protocols	√	√	√	X	√
4.	Inadequate ICT infrastructure	X	√	X	X	X
5.	Unreliable information resource supply vendor	√	√	X	X	√

Source: Field Survey

Note: √ means affected and X not affected

From table 4.6, the interview conducted with the Collection Development Librarians of those libraries shows that all the five of them stated that they are affected by inadequate funding for supplying information resources into their respective university libraries. They asserted that inadequate funding have a multiplier effect on information resource supply. It was reported that due to insufficient funding, university libraries hardly supply all the information resources that they intend to supply into their libraries. They note that the cost of information resources is very high, the cost of electronic resources is very expensive and this leads to inadequate budget for providing the resources required by users.

It was further discovered that due to shortage of funds majority of the libraries do not have up-to-date subscription for some of their e-resources. The librarian from UDUS state that “we have shortage of funds and that is why we cannot provide enough current resources, we only provide as much as our budget can afford and leave the rest that we cannot afford till when we get funds again”.

On the second row of table 4.6, two (2) university libraries at ABU and UDUS assert that they are affected by inadequate indigenous information resources to select from. The participant from ABU stated that inadequate local publishing is pervasive in our libraries, a large proportion of the resources in our libraries are foreign ones and as such very expensive. “We are challenged by inadequate quality of our local publishing, the works of our Nigerian authors are not encouraging they are not much and they lack the quality that would influence us to acquire them into our libraries. Apart from the fact that they are not much in the market, they lack quality publishing outlook that is durable to sustain

the wear and tear of constant use”. The participant concludes that unless our publishers use quality publishing materials they would hardly attract buyers.

On the fourth row of table 4.6, majority of the participants indicate that they are affected by foreign exchange issues. The participants note that foreign exchange issue is unfavourable to our Nigerian libraries, “we are at a disadvantaged whenever they wish to acquire information resources from foreign countries, because the exchange rate of foreign currencies compared to our local currency limits the amount of resources we can acquire”.

On the fourth row of table 4.6, data presented indicates that the four university libraries at ABU, FUD, FUDM and UDUS did not state that inadequate ICTs affect them from supplying resources. Only BUK assert that its supply of information resources is affected by inadequate ICTs. BUK state that they have shortage of ICTs to supply information resources. “The ICTs we have are insufficient to satisfy the ever increasing thirst for knowledge among our library user community. Due to inadequate IT infrastructures (electricity, bandwidth and computer hardware), our library does not support more than 200 users at a time when compared to the thousands of our university library’s user community”

The fifth and final row of the table 4.6 shows that unreliable information vendor affects university library from supplying information resources (journals) into their respective university libraries as at when they are currently published. ABU and UDUS assert that “there are no reliable vendors anymore”, ABU states that “whenever we engage the service of book vendors its either we have missing copies or we experience delays for

months before getting our parcel delivered to us. Hence, our users are often prevented from getting access to what they request for as at when needed”. UDUS note that “engaging book vendors is risky you stand a chance of having what you did not order for in place of what you ordered for. BUK stated the experience they had with a vendor who absconded with their money. “We entrusted a vendor with over one million to supply information resources into our library but it was unfortunate that he absconded and never returned”.

4.7 Respondents’ Satisfaction with Information Resources in the university Libraries

The last objective of this study is on whether users of the libraries under study are satisfied or not with the information resources that they demand from their libraries.

Table 4.7 Respondents Satisfaction with Information Resources in the university Libraries

Respondents were asked to state how they are satisfied with information resources as indicated in table 4.7

Options	Frequency	Percentage
Very satisfied	23	8.2
Satisfied	55	19.4
Fairly	119	42.1
Unsatisfied	77	27.2
Very Unsatisfied	9	3.1
Total	283	100

Source: Field Survey

Table 4.7 presents how the respondents of this study describe their satisfaction with the information resources in their libraries. The data presented shows that 23 (8.2%) of the respondents are very satisfied, 55 (19.4%) are satisfied, 119 (42.1%) are fairly satisfied

while 77 (27.2%) and 9 (3.1) are unsatisfied and very unsatisfied with the information resources.

The mean method is used to decide the extent of satisfaction of users with information resources, the decision rule decision of whether respondents are satisfied with the information resources in their libraries is as follows: very satisfied 4.5 - 5.0, Satisfied 3.5 – 4.0, fairly satisfied 2.5 - 3.0, Dissatisfied 1.5 – 2, Strongly Dissatisfied 0.5 – 1. Based on the decision rule governing users satisfaction, it can be said that users are fairly satisfied with the information resources available in the university libraries.

4.8 Discussion of Findings

The study reveals the types of information resources demanded by university library users. It is discovered that majority demand for resources that are curriculum based. Information resources are mainly demanded by users to support the academic activities of the university in terms of learning, teaching and research. This discovery conforms with Ifidon (1999), Akintunde (2006) and Akalumhe (2010) who noted that university library users' demand for information resources are curriculum based and often related to specific subject areas such as accountancy, engineering, law and medicine.

The study reveals that the university libraries under study supply resources in both print and non print format. Accordingly, university libraries have since realized the need to avoid bias in providing resources in either print or non-print format alone. Like the studies of Okello-Obura and Magara (2008) the findings of this study implies that impact of moving from a text-based to an e-resource provision is a fast evolving trend among most libraries under study. Where e-resources are efficiently provided by a library, it is

expected that users would make the most use of library resources even from the comfort of their preferred destinations.

University library users have long realized that the library is a very crucial facility that would enhance their academic success, only that library users would prefer to engage the library without much hitch. The study revealed that some factors could hinder users from making the most use of the resources in the library. The findings of the study signifies that most of the factors affecting users' demand for information resources are mostly encountered due to stock failure and due to the inability of the library to engage the users in a detailed orientation of efficient information resource retrieval techniques. The study shows that information resource demand is affected by ineffective catalogue, inability to use catalogue to demand for resources and users' illiteracy on the use of library as well as the absence of library guide. Stock failure as noted by Iwhiwhu (2007) was identified as a factor affecting demand for information resources. This implies that information resources of the libraries are outdated and noncurrent in nature and this adds veracity to the assertion of Awolola (2004) who remarked that students would not use the library let alone demanding for the books if there are no better books that are current and relevant to the need of the readers. Hence, unless libraries meet the need of their users by providing current information resources that conforms with what is being taught to students in the class, library users would lament about the provision of their libraries and end up making the library as a store house of knowledge and not a place for the advancement of knowledge.

The supply of information resources is the cardinal preoccupation of a library. A library that is inadequate of resource provision is bound to dissatisfy and frustrate its users, just

as expressed by users' lamentation that prompted the conduct of this study. While most scholars like Egwim (2006) stressed that information resource is a capital intensive activity, the study discovers that the necessary capital required for efficient provision of information resources was not adequately provided for. The issue of underfunding has been identified by the studies of Gorman (1994) and Fourie (2001) to be amongst the greatest problem facing collection development programs especially due to inflation. The implication of underfunding on a library has a multiplier effect on the entire operation of libraries the ones studied inclusive. It was discovered that underfunding is what makes libraries to supply noncurrent information resources which would hardly be demanded by library users.

The dearth of published materials is an issue that retards libraries in north-west Nigeria from acquiring resources into libraries. The study discovered that information resources produced in Nigeria are characterized by poor publishing quality that would withstand constant use. Douglas (1989) implies that inadequate indigenous publishing affects information resource provision by libraries, this is because only few resources are produced in the country and most authors prefer to publish, thinking that their work would have greater coverage not realizing that their works are hardly used for the advancing knowledge in their own country. The findings of the study imply that there is the need to make authors realize that the focal context of their work should be their immediate environment first before any other place.

The study also reveals that the buying and selling (foreign exchange) of information resources is unfavorable to third world countries like our own. The study discovers that the cost of buying a book from another country is detrimental to the budget capability of

our libraries. The implications of foreign book trade as revealed by this study results in exploitation, it results in acquiring information resources for a value that is over and above the real value of the information material, unlike if such resources were to be purchased with a similar unit of our local currency.

The provision of information resources is discovered to be affected by unreliable information resource supply vendors who often delay the delivery of information resources as at when expected. The situation is identified in three out of the five libraries under study. It is further revealed that some vendors cheat by absconding with the money paid as deposits to facilitate them in making prompt delivery. This trend has a bad effect on the meager funding that our university libraries get from their parent organization; it implies that our libraries would place two different orders for one material.

Information resource provision through ICTs is very good. It enhances greater accessibility to resources. Despite the fact that using ICTs enable a library to serve a lot of users within a short time, having the inadequate amount of computers in relation to the user community of a library undermine the success of providing computer based library service. Like the study of Joshi (2001), one of the libraries under study is suffering from inadequate ICTs when compared to the thirst for knowledge among university users who wish to excel in their academic activities. The implication of inadequate computer hardware on information resource supply means that the desire to avoid bias and satisfy the e-resource preference of some users would hardly be achieved.

User satisfaction with the resources of the libraries under study was below par and as such university libraries should do more than they are currently doing. The study shows

that users are moderately satisfied with the information resources in the university libraries in north-west Nigeria. The implication of the findings regarding the little amount of satisfaction derived by using information resources in the libraries ought to be improved by providing information resources that are current and relevant to the academic needs of students and researchers, it further implies that the proposition of Ranganathan regarding every user his /her book and every book his/her user is not the guiding principle of some university libraries, this is because whenever there is a proper match between a users and his/her demand for information resources nothing will prevent the attainment of satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This work is written on factors affecting the demand and supply and information resources in federal university libraries in North-West Nigeria, it is divided into five chapters. Chapter one is the basic introductory aspect of the study. In it are Background to the Study, Statement of the Problem, Research Questions, Research Objectives, The Significance of the Study, Scope and Limitation of the study as well as Operational Definition of Research Terms. The second chapter in this thesis review relevant literatures related to the area under study. The third chapter is called Research Methodology. It presents the strategies followed in the conduct of this study; in it are the research Method, Research Design, Population of the Study, Sampling Technique, Research Instrument, Data Collection Instrument as well as Method of Data Analysis. The fourth chapter entails data presentation and analysis of the study while the final chapters summarizes the whole study in terms of findings made from the study and thereof make conclusions and proffer recommendations for the study.

5.2 Summary of Findings

The study reveals that users of university libraries in North West Nigeria demand for numerous information resources highlighted in the questionnaire that were administered to the respondents of this study. The study discovered that;

1. Majority of the library users demand for information resources such as textbooks, journals, newspaper, magazine, offline and online database, e-books and e-journal. On the other hand, the study finds out that manuals, manuscripts,

technical reports, government publications as well index and abstracts are the least demanded information resources while microform is not demanded at all by users of the libraries under study.

2. The study discovers that all the libraries understudy supply a variety of print and non-print information resources that correspond with what users state that they demand from their respective libraries.
3. The study reveals that ineffective catalogue, inability of using catalogue, outdated or non-current collections, users' illiteracy on the use of library catalogue, as well as the absence of a comprehensive library guide, affect demand for information resources users of the libraries under study. On the other hand, the study reveals that organization of resources, inadequate collections as well as unfriendly library staff behavior does not affect demand for information resources. Furthermore, it was discovered that the irrelevance of the resources in the libraries under study fairly affects demand for information resources.
4. The study shows that inadequate funding affects all the libraries understudy from supplying adequate information resources to their users. Inadequate indigenous publishing affects the two university libraries at ABU and UDUS from supplying information resources to their users whereas those at BUK, FUD and FUDM are not affected by inadequate indigenous publishing. Foreign exchange affects the four university libraries at ABU, BUK, FUD and UDUS from supplying information resources. Only FUDM is not affected. Similarly, inadequate ICTs are discovered to affect the supply of information resources at BUK but the other four libraries at ABU, FUD, FUDM and UDUS are not affected by inadequate

ICTs in the respective libraries. Unreliable vendor affects supply of information resources in the university libraries at ABU, BUK, and UDUS while the two libraries at FUD and FUDM are not affected.

5. Finally, the study reveals that 42.1% users of the libraries under study are fairly satisfied with the information resources available in the federal university libraries in the region under study.

5.3 Conclusion

This study demonstrates the factors affecting the demand and supply of information resources among Federal University Libraries in the North-West Region of Nigeria. The study provides an insight regarding certain factors that negate efficient library service. An acute shortage of providing current information resources by university libraries in north-west Nigeria is observed and it is further indicated that users are faced with stock failure and inefficient information retrieval techniques.

The findings of the study show that the users are in a dire need of an orientation on efficient information resource retrieval techniques. The study proves that the libraries are in need of more funding, more indigenous publishing of information resources and more computer hardware and software that would boost the supply of information resources. Furthermore, the libraries need a flexible arrangement for acquiring information resources from foreign countries. The study has opened a gap in knowledge regarding the practice of efficient information resource retrieval among university library users.

5.4 Recommendations

Based on the findings of this study, the following recommendations are hereby made to help overcome the factors affecting the demand for information resource:

- 1) University library users need to be properly oriented on efficient information search and retrieval technique. Accordingly, a course on use of library should be put in place so as to enlighten users (especially the fresh ones) on how to interact with the library.
- 2) University libraries should be well funded and the minimum amount stated by the Nigerian Universities Commission should be strictly adhered to.
- 3) University libraries should exploit other avenues such as interlibrary loan and exchange programs so as to ensure greater availability of information resources.
- 4) Authors should be offered incentives by government so as to encourage them to publish books and other information resources that would support the nation's education. Similarly, publishing companies should also be considered among small and medium scale enterprises that are often catered for by the government with incentives or subsidies.
- 5) There should be an increased provision of ICT infrastructures to adequately supply information resources that would ensure greater access to information resources.
- 6) A flexible arrangement for information resource produced in foreign countries should be put in place between Nigeria and foreign countries so that the exorbitant cost of buying resources using the currency of foreign countries would be curbed and possibly avoided.

Suggestions for Further Study;

The following are some suggestions for further studies

- i. University library funding as a correlate of information resources supply among university libraries.
- ii. The use of library catalogue as an information seeking behavior and its effect on the demand for information resources
- iii. A survey of information resources availability as a correlate of the literary output of Nigerian authors

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Appendix I (Request Letter)

 **DEPARTMENT OF LIBRARY AND INFORMATION SCIENCES**
BAYERO UNIVERSITY, KANO

VICE CHANCELLOR: Prof. Abubakar Adamu Rasheed mni, MFR
B.A., M.A. (BUK), M.A. (Nottingham), PhD (ABU)

HEAD OF DEPARTMENT: Dr S.O. Bello (CLN)
Cert. Office Supy (London Poly), BA (BUK), M.L.S (ABU), PhD (BUK)

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BUK/DLS/216 21st October, 2014

THE DIRECTOR,
MIS USMAN DAN FODIHO
UNIVERSITY

Dear Sir,

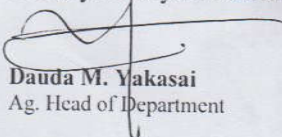
INTRODUCTORY LETTER IN RESPECT OF MUHAMMAD KABIRU USMAN
(SMS/11/MLS/00040)

The bearer whose name and registration number appeared above is a Postgraduate Student of the Department of Library and Information Science, Bayero University Kano.

He is conducting a piece of research TITLED: **An Investigation into Factors Affecting the Demand and Supply of Information Resources in Federal University Libraries of North –West Nigeria.**

You may wish to render any assistance he may require from you.

Thank you for your consideration and cooperation.


Dauda M. Yakasai
Ag. Head of Department

Appendix II (Interview Guide)

Interview Guide for Investigating Factors Affecting the Supply of Information Resources in Federal University Libraries in North-West Nigeria

- 1) Name of participant
- 2) Educational qualification of participant
- 3) Years of working experience
- 4) Mention the types of information resources supplied into your library
- 5) Do you have a collection development policy in your library?
- 6) Is the collection development policy a written type?
- 7) Do you have a library committee that selects information resources into your library?
- 8) Mention who are members of the committee that supply information resources into your library
- 9) Mention the source available to your library for selecting information resources
- 10) Mention the methods used for selecting information resources in your library
- 11) Mention the amount of information resources is added to your collection annually?
- 12) Mention the sources of fund to your university library?
- 13) Do you access up to 10% of your university's recurrent budget as library fund?
- 14) Mention what are the factors affecting the supply of information resources into your university library
- 15) Suggest means of overcoming the above mentioned factors affecting the supply of information resources into your library.

Appendix III QUESTIONNAIRE

BAYERO UNIVERSITY, KANO DEPARTMENT OF LIBRARY AND INFORMATION SCIENCES

Dear Sir/Ma

Academic Research Questionnaire

I am a student of the above named institution and department, undertaking a research titled **An Investigation into Factors Affecting the Demand and Supply of Information Resources in Federal University Libraries in North-west Zone of Nigeria**. The research is in partial fulfilment of the requirement for the award of Masters in Library and Information Sciences. You are one of the respondents to this study; kindly provide some information by assisting to fill this questionnaire.

Be assured that information provided by you will be used solely for the purpose of this research with utmost confidentiality. Thank you for your anticipated cooperation.

SECTION A: PERSONAL DATA (please tick✓ as appropriate to you)

1) Respondents Gender:

- a) Male { }
- b) Female { }

2) Respondents Age:

- a) 15- 24 { }
- b) 25 -34 { }
- c) 35- 44 { }
- d) 45- 54 { }
- e) 55 and above { }

3) Which of these categories do you belong to?

- a) Lecturer { }
- b) Post graduate student { }
- c) Undergraduate { }

4) In which of these faculties are you?

- a) Agriculture { }
- b) Arts and Humanities { }
- c) Education { }
- d) Engineering { }
- e) Sciences { }
- f) Social and management Science { }
- g) Medicine { }
- h) Law { }
- i) Others please specify _____

5) State for which of these reasons do you visit your university library (Tick as applicable to you)

- a) For reading books { }
- b) For borrowing books { }
- c) For conducting research { }
- d) For browsing the internet { }
- e) For socializing and interacting with friends { }
- f) For completing assignments { }
- g) For preparing notes { }
- h) Others please specify.....

6) How often do you visit your university library to demand for information resources?

- a) Daily { }
- b) 2-3 times a Week { }
- c) Once in a week { }
- d) 1-2 times in a month { }
- e) Occasionally { }

SECTION B: Types of Information Resource Demand by Users (TIRDU)

7) Kindly indicate which of these information resources do you demand from the university library (Tick as applicable to you)

- a) Textbook { }
- b) Journals { }
- c) Newspaper { }
- d) Index and abstracts { }
- e) Theses and dissertation { }
- f) Magazines { }
- g) Government publication { }
- h) Technical report { }
- i) Encyclopedia { }
- j) Manuscripts { }
- k) Microform { }
- l) Manuals { }
- m) Offline database { }
- n) Online database { }
- o) e-Books { }
- p) e-Journals { }

8) On which of these formats are the information resources in your university library?

- a) Print format only { }
- b) Non-print format only { }
- c) Both print and non-print format { }

- 9) On which of these formats do you prefer to demand for the information resources in your library?
- a) Print format only { }
- b) Non-print format only { }
- c) Both print and non-print format { }
- 10) Are the information resources you demand in your university relevant to your academic needs?
- a) Yes { }
- b) No { }
- 11) How relevant are the information resources in your library to your academic needs
- a) Very Relevant { }
- b) Relevant { }
- c) Undecided { }
- d) Irrelevant { }
- e) Very irrelevant { }
- 12) Does the information resources in your library comprise of the most current publications in your area of study?
- a) Yes { }
- b) No { }
- 13) How current are the information resources available in your university library to your academic needs?
- a) Very current { }
- b) Current { }
- c) Fairly current { }
- d) Not current { }

SECTION C: Factors Affecting Demand for Information Resources (FADIR)

- 14) use the table below to indicate factors affecting your demand for information resource available in your library

	Factors	SA 5	A 4	FA 3	DA 2	SDA 1
1.	Poor organization of library resource					
2.	Ineffective library catalogue					
3	Inability of using catalogue to identify information resources					
4..	Inadequate collections					
5.	Irrelevant collections					
6.	Inaccessible collections					
7.	Outdated/non-current collections					
8.	Absence of library guide					

9.	Users illiteracy on use of library					
10.	Unfriendly staff behavior					
11	Inadequate ICTs such as computer and internet					

SECTION D: Extent of User Satisfaction (EUS)

15) How can you describe your satisfaction with the information resources available in your library?

- a) Very satisfied { }
- b) Satisfied { }
- c) Fairly satisfied { }
- d) Unsatisfied { }
- e) Very unsatisfied { }

SECTION E: Solutions for factors affecting the Demand for Information Resources

	Factors	SA 5	A 4	FA 3	DA 2	SDA 1
1.	The library should ensure Proper organization of library resource					
2.	Ineffective library catalogue					
3	Inability of using catalogue to identify information resources					
4..	Inadequate collections					
5.	Irrelevant collections					
6.	Inaccessible collections					
7.	Outdated/non-current collections					
8.	Absence of library guide					
9.	Users illiteracy on use of library					
10.	Unfriendly staff behavior					
11	Inadequate ICTs such as computer and internet					