

## Library use as Correlate of user Satisfaction amongst Lecturers in University Libraries in South-East Zone of Nigeria

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### ABSTRACT

This study was conducted to find out the relationship between library use and lecturers' satisfaction in university libraries in South-East Zone of Nigeria. The population of this study was made up of 112 librarians and 4469 lecturers drawn from eleven (11) universities within the study area. The research design used was a combination of descriptive survey and linear correlation. Two (2) researcher-made rating scales were used for data collection. Census sampling was applied in choosing librarians while stratified random sampling technique was used to select respondents from the lecturers' sub-stratum. Out of the 112 and 447 copies of research instrument administered, 87 and 366 copies were returned by librarians and lecturers, respectively giving a total return-rate of 81.0%. Data was analyzed using a combination of descriptive and inferential statistics. The Pearson Product Moment Correlation (PPMC) was used to ascertain the strength of the relationship between lecturers' library use and their satisfaction (independent and dependent variables, respectively). Results from the correlation coefficient of the two variables showed that there is a weak relationship between library use and the satisfaction derived by faculty members from services received in the university libraries studied. The recommendations made on the basis of these findings include: improvement of the quality of library collections, infrastructure upgrade, diversification of information services and adequate funding of Nigerian university libraries.

**Keywords:** Library use, User Satisfaction, University Libraries, South-Eastern Nigeria.

### INTRODUCTION

There are indications in several published research reports that lecturers rank among the major users of the university library and its stock of information offerings (Nnadozie, 2006 and Shafique, Rehman & Mahmood, 2012). It couldn't have been otherwise since the lecturers' social and professional undertakings predispose them to regular use of information materials for knowledge generation and career advancement. The increase in library use amongst these academic staff is a further demonstration that most of these faculty members rely on their institutions' libraries to obtain textbooks, reference materials, journals articles, newspapers, reports, government publications and other vital sources that have informational, research and educational values. These information resources are complemented by other infrastructural facilities in order to enhance service delivery. The

availability of these materials stems from the fact that the National Universities Commission (NUC) and other regulatory bodies insist on the provision of qualitative library services as a precondition for accreditation of academic programmes. Access to these materials enhances effective teaching, support research activities and facilitate the generation of new knowledge for enlightenment and general development of the larger society (Nnadozie, 2016).

The resources, facilities and general practice of university libraries in Nigeria have evolved considerably in the last few decades. These innovations are intended, in part, to assist the teaching staff (lecturers) discharge the responsibilities associated with academic status. Part of the changes in university librarianship in the country is the expansion and renewal of collections, as well as integration of information and communication technologies (ICTs) into

their services and automation of routine activities. Much of the necessary facilities and services are reported adequate during statutory verification and accreditation exercises. Consequently, academic librarians in these university libraries are expected to be professionally competent. This competency improves the quality of their services, as well as enhances the satisfaction derived by their patrons, especially faculty members.

Considering that lecturers in universities need information services for the teaching, research and community services (Nnadozie & Nnadozie, 2008), it is not surprising that they rank among the major users of available library resources and information services. The provision of most of these library facilities and services is statutory as required by government regulatory agencies like (NUC) and professional accrediting and regulatory bodies. are delivered under the guidance and supervision of academic librarians. It also underlines the commitment of university administrators and managers of their libraries to support the teaching and research activities of lecturers. Since these university libraries are the single most important infrastructure for the conduct of researches and generation of new knowledge within the university community, it becomes necessary to ascertain if any correlation exists between the use to which these facilities are put by the teaching staff and the satisfaction derived from such usage. This study, therefore, investigates the relationship between lecturers' use of library resources and services (independent variable) and the satisfaction derived from such patronage (dependent variable) in university libraries in South-East Zone of Nigeria.

### **Problem Statement**

University libraries are established to support the teaching, research and community service preoccupations of their parent institutions. Like their counterparts in other parts of the world, university libraries in Nigeria are at the heart of knowledge generation and dissemination. In order to live up to their broad mandate, these libraries acquire different kinds of information materials have reference, research, educational and historical values. Additional to these information resources are other infrastructural facilities without which service delivery would be hampered. Lecturers in Nigerian universities appreciate the importance of library services to the performance of their tasks. This is evident in

the existence of published reports that categorized lecturers among the major users of the university library and its stock of information offerings (Nnadozie, 2006 and Shafique, Rehman & Mahmood, 2012). It may be quite erroneous to assume that this regular use of library resources and services simply translate to satisfaction. Instructively, a search of available literature revealed the absence of any empirical study to establish whether Nigerian university lecturers' patronage of their institutions' libraries is motivated by the satisfaction received. The implication is that the general association of patronage with satisfaction has no factual or documentary backup. This exposes a gap in knowledge that should be addressed through an empirical research. It is this problem situation as manifested in the gap in available literature that is intended to be solved by the present study.

### **Research Question and Hypothesis**

The research question carved out of the purpose of this study is as follows: To what extent does library use amongst lecturers relate with their satisfaction with information delivery in university libraries in South-East Zone of Nigeria?

This study is further anchored on a null hypothesis which states that: The correlation coefficient between library use and user satisfaction with information delivery in university libraries in South-East Zone of Nigeria is not statistically significant.

### **Related Studies**

The reasons for which people use libraries are many. A study of some published reports showed that primary among these reasons is the need to source information and expand knowledge (Vickery & Vickery, 1987 and Uhegbu, 2007). For the required information-cum-knowledge resources to be used in libraries, such materials should be properly organized and managed. It is therefore clear that there exists a connection between arrangement or organization of information resources (knowledge management) and library use. This means that, *ceteris paribus*, library use increases when knowledge-bearing resources in the collection are effectively managed (Nnadozie, 2016).

Knowledge management makes for better use of the library and its assorted information-cum-knowledge resources. Successful management of recorded knowledge involves identification, listing/recording (accessioning), processing and dissemination of information (Kumar, 2010).

Libraries adopt various strategies to enhance the use of their resources and services. One of these strategies, which has survived several centuries and still remains relevant, is the management of library documents and other information sources (Peacock & Middleton, 1999). When library materials are properly arranged, access and retrieval becomes easier which leads to satisfaction and ultimately encourages sustained library use by many.

The circulation record which libraries routinely keep can be used to ascertain the extent to which a library is patronized. Townley (2001) concurred with this submission and posited that libraries use their circulation records to know the frequency of use of particular books or journals in an area. This concerns knowledge management because such record can be used to refer a library patron to more scholarly and current knowledge or put in contact with another person who needs his or her skills or shares similar research interests (Townley, 2001).

Varalakshmi (2009) observed that most people who use the library rely on librarians and other categories of library staff for sundry assistance. This shows that the willingness and enthusiasm of library staff to be serviceable to their clientele promotes library use. Oblinger (2007) stated that it is now the trend among college students to use the library's website to access, retrieve and utilize different electronic resources. A survey by Sevakan and Muneer (2015) revealed that a good number of faculty members and postgraduate research students visit their institutions' libraries in order to use the ICT facilities to access social networking sites for teaching and research. This is equally true of medical students as revealed in separate studies by Inthiran, *et al.* (2015) and Abderrahim, *et al.* (2015), respectively. Other studies point at an impending reduction in the volume of library use as a good number of students and researchers now access needed information on the internet and other electronic sources outside their institution's library (Oblinger 2007 and Varalakshmi, 2009).

When library resources are efficiently managed and information services adequately co-ordinated, it finds expression in increased library use. With respect to academic libraries, the rationale for their use are several. For example, people use academic libraries to access textbooks and journals, conduct research to write projects/theses and do class assignments

(Okunlaya, Oluwafemi & Ajegbomogun, 2014). Others visit these libraries to obtain reference and circulation services in furtherance of their academic and social needs (Echezona, Asogwa & Asada, 2010). Venampy and Sivesan (2013) assessed the service quality of university libraries in Sri Lanka and extracted four (4) factors which affect library use, namely: convenient opening hours, currency of information materials, collection comprehensiveness and convenient access to collection.

Available literature gives insight into other reasons for library use by different categories of clientele. For instance, Sohail, Pandye and Upadhyay (2012) studied students' use of library resources and found that most of them came to obtain guidance in the use of various information resources and services just as journals, text books and lecture notes were the popular sources of information for a good number of these library users. Issa, *et al.* (2015) examined this phenomenon and found that undergraduate students use university libraries in Nigeria mainly to do class assignments and write research projects. On the other hand, other studies point to the fact that postgraduate students rank amongst the heaviest users of the resources and services of libraries in universities and other tertiary educational institutions (Owolabi, Idowu & Aliu, 2015). Prabhavathi (2011) examined the information seeking behavior of post-graduate students and found that half of the respondents visited the library everyday with the main purpose of preparing for examinations. This result is reinforced by the findings of another study which revealed that journals, textbooks and theses are the main library materials requested and utilized by postgraduate students in Nigerian universities (Iwara, 2015). A related report by Ranganathan and Babu (2012) revealed that respondents always came to the library in order to use available e-resources to satisfy their information needs. These facts have been validated by a other research reports in which most respondents visited a university library primarily to read documents, consult reference works and borrow books for study and other research purposes (Ijiekhuamden, Aghojare & Ferdinand, 2015 and Mohindra & Kumar, 2015).

Another survey by Poll and Payne (2006) drew attention to the potential of regular library use to improve the library skills and information literacy of library patrons stressing that regular library use enhances the academic performance

of students and researchers. Nnadozie (2016) added that the use of library resources and services has positive impact on the research and teaching engagements of academic staff. Simmonds and Andaleer (2001) found that usage of academic library is mostly influenced by the users' awareness of available library resources while Fidzani (1998) specified that frequent usage of library resources and services will help the students get the necessary information to meet their diverse social and educational needs.

There are other reasons for library use. Worthy of mention is the need to get assistance of professionals in the choice of information materials (Maughan, 1999). This is understandable bearing in mind that some patrons rely on library staff for advice or suggestion on alternative information sources, as well as guidance in selecting the ones most relevant to their various research topics. Another survey revealed that the orderliness and quietness of the library, ease at which needed documents are located and good attitude of library staff are major sources of motivation (Martenson & Gronholdt, 2003). Attention has also been drawn to the quality of information services as another issue that engenders library use (Popoola, 2000 and Meho & Tibbo, 2003). Nevertheless, the major reasons for the use of the resources and services of academic libraries have been summarized by Sriram and Rajev (2014) including, amongst others, borrowing and lending books and other materials, reference services, cataloguing, photocopying, printing of documents, use of computer laboratory facilities and negotiation of inter-library loan services.

### **Significance of the Study**

This study directs attention to library use as a predictor of user satisfaction in university libraries. It also provides the required research evidence in support of the relationship that exists between rate or frequency of library use and user satisfaction. The result equally expands and deepens the stock of published information on library user studies. Moreover, this study specifically contains valuable information that would enable critical stakeholders (especially, government policy-makers, university administrators, professional librarians, library scholars/researchers and library patrons), assess

the extent to which lecturers in Nigerian universities utilize the resources and services of their institutions' libraries. More importantly, this research report may open the way for more incisive investigation of the interaction of the independent and dependent variables in this study. An important significance of this study therefore rests on its potential to generally increase the stock of published literature in Library and Information Science (LIS) scholarship.

### **RESEARCH METHOD**

The two (2) research designs combined in this study are descriptive survey and linear correlation. Descriptive survey design enabled the researchers to collect and analyze data from a representative sample of a larger population that is heterogeneous in location, gender, work experience, computer literacy level and career status at minimal cost (Aina & Ajiferuke, 2002 and Ali, 2006). The descriptive survey design was combined with linear correlation which involved matching the mean ratings of the independent and dependent variables as analyzed in the contingency tables. This helped to establish the extent to which library use (independent variable) affect or influence lecturers' satisfaction (dependent variable) with information delivery in the universities surveyed.

Two researcher-designed rating scales were used for data collection. The first of these instruments is entitled: *Rating Scale for Librarians' Perception of Lecturers' Use of Nigerian University Libraries* (i.e. RSLPLUNUL) while the second is called *Rating Scale for Lecturers' Satisfaction with Information Delivery in Nigerian University Libraries* (i.e. RLSIDNUL). Both modified Likert-scale instruments were scrutinized by a University Librarian and a Reader in Education Measurement/Evaluation to ascertain their face and content validity. The computation of the reliability coefficient indices of the instruments using Cronbach's Alpha Testing Technique produced a reliability index of  $r=0.84$  for RSLPLUNUL and  $r=0.82$  for RLSIDNUL, respectively.

Every participant-university was visited in the course of data collection. Using a combination of census and stratified random sampling techniques, respondents were selected from the



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two sub-sets of the population. The census sampling method, which is a situation in which an 'entire population is studied' (Isanghedighi & Ogomaka, 1992, p. 108) was applied to librarians considering their small population while stratified random sampling technique was used to draw samples from the lecturers' sub-population. Hence, every of the 112 librarians that has attained academic status in the selected universities was given the RSLPLUNUL while the RSLSIDNUL was issued randomly to 447 faculty members found in the sampled university libraries in the course of questionnaire distribution. The sample of 447 represents 10% of the 4469 lecturers in the participant-universities in line with the suggestions of Borg and Gall (2006). This exercise, which lasted for three months (May - July, 2015), was accomplished with the assistance of colleagues in each library. At the end of the questionnaire administration, 87 and 366 copies were returned by academic librarians and faculty members, respectively. This amounts to a total return-rate of 453 or 81.0%.

Descriptive and inferential statistics were used for data analysis while results were presented in frequency tables. Responses to the item

statements in the instrument are weighted as follows: Strongly Agree (SD) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1. A bar chart was further used to pictorially show the relationship between the independent and dependent variables using their mean scores. The Pearson Product Moment Correlation (PPMC) was used to ascertain the strength of the relationship between the two variables. A criterion mean of 2.5 was used while the hypothesis was tested at 0.05% level of significance. The table of p-value was used for decision.

### RESEARCH FINDINGS

The mean value of response scores from academic librarians is presented first (Table 1). This is followed by the mean value of response by lecturers (Table 2). Answer to the research question was obtained by a correlation analysis of the grand mean scores of Tables 1 and 2 - i. e. independent and dependent variables (Table 3). The relationship between librarians' perception of library use and faculty members' satisfaction as deduced from the mean scores is shown pictorially in *Fig 1*. Lastly, the result of the test of hypothesis is presented in Table 4.

**Table1.** Mean and Standard Deviation of Responses by Academic Librarians on Library Use in University Libraries Under Study (N = 87)

S/N	ITEM STATEMENTS	SA	A	D	SD	Total	Mean	Std. Dev	
1.	The use of university library increases when knowledge resources are managed effectively.	52	26	3	6	87	3.425	0.858	
2.	Libraries that insist on proper organization of their knowledge-bearing materials are used mostly for research-related activities.	41	24	7	15	87	3.046	1.120	
3.	Faculty members use library resources and services more than other groups within the university community.	9	11	46	21	87	2.092	0.884	
4.	Majority of lecturers use the university library on regular basis.	7	13	44	23	87	2.046	0.861	
5.	The highest use of processed information (knowledge) materials in university libraries occurs during examination period.	53	18	6	10	87	3.31	1.027	
6.	Librarians in university libraries are motivated by increase in patronage of their resources and services.	40	26	7	14	87	3.057	1.093	
		Pooled Mean						2.83	0.895

Researcher's Field Survey, 2015 Nb: Criterion Mean =2.5

Table1 displays data from responses by librarians on their perception of library use by lecturers in university libraries in South-East Zone of Nigeria. It can be observed in the analysis that out of the 6 item statements, the mean score for items 1, 2, 5 and 6 are above the

criterion mark of 2.5. This is reflected in the pooled mean of 2.83. It can be further deduced from this result that majority of the respondents (i.e. librarians) agree that lecturers use the library in several ways and for different reasons.

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**Table2.** Mean and Standard Deviation of Responses by Lecturers on Users Satisfaction Based on Library Use in the University Libraries Under Study (N=366)

S/N	Item Statements	SA	A	D	SD	Total	Mean	Std. Dev.
1.	The number of people who derive satisfaction from using the knowledge resources in the university library has increased in recent years.	14	25	182	145	366	1.748634	0.7455
2.	Majority of those that come to the university library to carry out research are satisfied with the quality of resources and services.	10	12	201	143	366	1.696721	0.6648
3.	The major group that derives satisfaction from the resources and services of the university library is the faculty members.	11	19	206	130	366	1.756831	0.6852
4.	Many lecturers use the university library regularly because they are satisfied with the available resources and services.	17	12	190	147	366	1.724044	0.7386
5.	The heaviest use of the resources and services of the university library occurs during examination periods.	159	157	29	21	366	3.240437	0.829
6.	Increase in the patronage of the university library indicates satisfaction with available resources and services.	18	14	181	153	366	1.718579	0.7585
		Pooled Mean					1.980874	0.6843

Researcher's Field Survey, 2015 NB: Criterion Mean = 2.5

Table 2 presents data from responses by the lecturers. There are 6-item statements covering various responses by lecturers on user satisfaction based on library use in university libraries in South-East Zone of Nigeria. The result suggests a near-unanimous disagreement by the respondents on their opinion as they only agreed with item statement five (5) that the heaviest use of the resources and services

of the university library occurs during examination periods ( $\bar{x} = 3.2$  and  $SD = 0.829$ ). The low mean scores recorded for item statements 1, 2, 3, 4 and 6 indicates lecturers' disagreement that they use their institutions' libraries because they are satisfied with them. This near-total disagreement is manifest in Table 2 as pooled mean ( $\bar{x}$ ) of 1.99 is lower than the benchmark of 2.5 set for this study.

**Table3.** Correlation Analysis Between Library Use and User Satisfaction with Information Delivery in University Libraries in South-East Zone of Nigeria

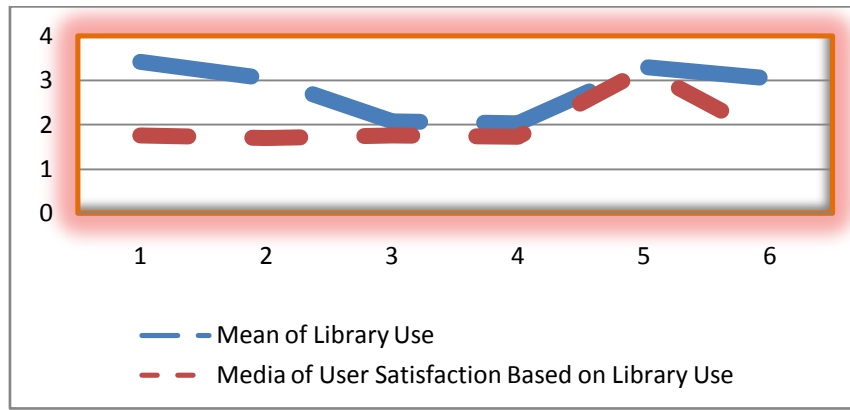
Items	Mean of Library Use	Mean of User Satisfaction Based on Library Use	Pearson Correlation Coefficient
1.	3.42	1.748	0.383
2.	3.04	1.696	
3.	2.09	1.756	
4.	2.04	1.724	
5.	3.31	3.240	
6.	3.05	1.718	

SPSS Correlation Analysis Output

Table 3 presents the correlation analysis between lecturers' library use and user satisfaction with information delivery in university libraries in South-East Zone of Nigeria. The table reports a correlation coefficient of 0.383 or 38.3%. This result indicates that a weak correlation exists between library use and user satisfaction with information delivery in university libraries

surveyed. The level or strength of the correlation is not significant which means there is a gap between library use and user satisfaction. This is a problem situation which needs to be addressed. Figure 1 is a pictorial representation of the relationship between the mean scores of the independent variable (library use) and dependent variable (user satisfaction), respectively.

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**Figure1.** Pictorial Representation of Mean Scores Showing Relationship Between Library Use and User Satisfaction

**Table4.** Correlation Analysis between Library Use and User Satisfaction with Information Delivery in University Libraries in South-East Zone of Nigeria

**Correlations**

		Mean of Library Use	Mean of User Satisfaction based on Library Use
Mean of Library Use	Pearson Correlation	1	.383
	Sig. (2-tailed)		.453
	N	6	6
Mean of User Satisfaction based on Library Use	Pearson Correlation	.383	1
	Sig. (2-tailed)	.453	
	N	6	6

The presentation in *Table 4* shows the correlation analysis between lecturers' library use (independent variable) and user satisfaction (dependent variable) with information delivery in selected university libraries. The result highlights the correlation analysis output from SPSS version 19 which reports a p-value of 0.453 and correlation coefficient of 0.383. The result indicates a p-value that is greater than 0.05% level of significance (i.e.  $P > 0.05$ ). It can be concluded from the analysis that the correlation coefficient between the independent variable (library use) and dependent variable (user satisfaction) is not statistically significant. As a result, the null hypothesis which states that: "the correlation coefficient between library use and user satisfaction with information delivery in university libraries in South-East Zone of Nigeria is statistically not significant" is accepted as correct. This test of hypothesis confirms that the weak relationship existing between library use (independent variable) and user satisfaction (dependent variable). It can be

surmised from this correlation analysis that the frequency or volume of library use by lecturers does not always translate to their satisfaction in the university libraries studied.

**DISCUSSION OF FINDINGS**

The study produced a correlation coefficient of 0.383 or 38.3% (Table 3), indicating a very weak correlation existing between lecturers' library use (independent variable) and their satisfaction (dependent variable) with information delivery in university libraries in South-East Zone of Nigeria. It also proved that majority of the librarians agree that a relationship exists between library use and lecturers' satisfaction with information delivery in university libraries. This relationship accounts for a pooled mean value of 2.83 and a standard deviation (SD) of 0.895, respectively (Table 1). The result further revealed a disagreement by an overwhelming majority of the lecturers that increase in the volume of library use tantamount to their satisfaction in the university libraries. This

disagreement by lecturers is responsible for the low pooled mean score of 1.99 and SD of 0.684, respectively (Table 2). Despite the absence of consensus by the two sets of respondents, the test of hypothesis shows that the correlation coefficient (Table 3) is weak. The weak correlation between the independent and dependent variables reveal the gap between "use or patronage" and "satisfaction". The existence of this gap points to inadequacies of information materials, shortage of basic facilities and delivery of poor-quality services. This suggest that library use amongst lecturers does not flow from their satisfaction with available information resources and services. in university libraries in South-East Zone of Nigeria.

The outcome of this study tends to reflect the popular narrative on library use. This is more so when the responses from lecturers (library users) are placed in proper context. Their submission that there is a decline in the number of people who derive satisfaction from library materials cannot be faulted considering the inability of most of these libraries to procure needed published materials as reported in Nnadozie (2016, p. 167). The failure of lecturers to use the university libraries and their resources regularly is evident in *Table 2*. The worrisome trend revealed in this study could easily be blamed on the busy schedule of most faculty members in Nigerian universities. An additional reason is, perhaps, the emergence of the Internet and allied open-access electronic information databases. Irregular or total non-use of library services by lecturers is anomalous because a lecturer that does not patronize library services is most unlikely to encourage students to cultivate that habit. Haphazard and inconsistent use of library materials could further erode the quality of scholarship, especially as an appreciable number of materials posted on the e-platforms may not have undergone rigorous vetting, peer-review and other elements of validation.

The disagreement of respondents with the item statement which sought to find out if 'patronage of university libraries indicate satisfaction with available resources and services' is most instructive (see item 6 in *Table 2*). The analysis of responses clearly suggests that most people subscribe to library services not necessarily because they are satisfied with the quality of library resources and services. This means that the volume or frequency of library use may not

be a good parameter for gauging user satisfaction in university libraries. It is therefore not surprising that majority of those that visited these university libraries to read, carry out researches and conduct other transactions were not satisfied with the quality of resources and services (see the pooled mean score for *Table 2*). Reports in available literature corroborate the findings of this study in respect of reasons for library use. For instance, a study of service quality in university libraries in Sri Lanka by Velampy and Sivesan (2013) revealed that library use was mostly influenced by factors such as opening hours, currency of materials and convenience of access. Recent researches by Issa, *et al.* (2015), Mohindra and Kumar (2015), Ikolo (2015) and Ijiekhuamhen, Aghojare and Ferdinand (2015) affirm that most respondents visited university libraries primarily to read documents, consult reference works and borrow books for study and other research purposes. Studies by Fidzani (1998), Peacock and Middleton (1999) and Simmonds and Andaleer (2001) indicated that there has been a steady decline in the rate of use of university libraries. This has been reinforced in later surveys by Oblinger (2007) and Varalakshmi (2009) which pointed out a reduction in the volume of library use as a good number of students and researchers now access needed information on the Internet and other electronic sources outside their institution's library.

The researches cited above are, however, contradicted by a report by Ranganathan and Babu (2012) which revealed that respondents always came to the library in order to use available e-resources to satisfy their information needs. The study by Eiriemiokhale (2012) found that lecturers who used some university libraries were satisfied with the electronic information resources. In another survey by Prabhavathi (2011), it was found that half of the respondents visited the library everyday with the main purpose of preparing for examinations. The assertion by respondents in *Table 2* that the highest use of university libraries happen during examination periods (item 5) has validated the submissions of Prabhavathi (2011) and reaffirmed a later published research by Mohindra and Kumar (2015). Aspects of the findings of this study (as shown in responses to item statements in *Table 2*) have clearly revealed the weak correlation between use and satisfaction. The conclusion is that low quality



collection, infrastructural deficit and poor service delivery result in weak relationship between library use and user satisfaction.

### **CONCLUSION AND RECOMMENDATIONS**

Based on the results of this study as presented in *Tables 1 – 3* and Fig. A, it can be concluded that a relationship exists between librarians' perception of lecturers' library use and lecturers' satisfaction in university libraries. This conclusion is buttressed by the test of hypothesis where the correlation analysis produced a p-value of 0.453 and correlation coefficient of 0.383 showing that the p-value is greater than 0.05% level of significance (i.e.  $P > 0.05$ ). This means that the correlation coefficient of the independent and dependent variables is statistically or mathematically insignificant. It can be further deduced from this conclusion that frequency or volume of library use does not always indicate to user satisfaction. This is because, most of these users (lecturers) were not satisfied despite their patronage (Table 2). The following recommendations are made based on the major findings of this study:

1. Lecturers in universities in Nigeria should cultivate and sustain the habit of regular and effective use of the resources and services of university libraries. This suggestion flows from the analyses in *Tables 1* and *2* which suggest that university lecturers in Nigeria are not regular library users. However, consistent patronage of library services would help to keep these faculty members abreast of new research findings and current developments in their fields. By so doing, their proficiency and productivity would be enhanced. Besides, lecturers by their social standing and occupation are mentors and role-models. Based on this premise, a lecturer that has developed the habit of using the library regularly is more likely to inculcate that positive attitude to their students and other mentees.

2. Effort should be made to improve the quality of library collections and other information materials in university libraries. Specifically, the basic texts in each subject/discipline offered in each university should be acquired by the university library. Provision of these information materials would assist lecturers keep abreast of current trends in their fields, as well as enhance conduct of researches and preparation of lectures.

3. Furthermore, administrators of Nigerian universities and managers of their institutions' libraries should ensure that facilities and infrastructure required to drive library services are provided and maintained. This infrastructural facilities cut across library building with adequate floor/office space, library furniture, library machines, as well as ICTs and other computer gadgets. The level of satisfaction derived by lecturers would certainly improve upon the provision of these basic facilities in the required quantity.

4. Librarians in Nigerian universities should diversify the range of their services. These information professionals must strive to take their emphasis beyond the traditional or conventional librarianship. For instance, more emphasis should be on such electronic services as Internet search and electronic reference services. These services should be complimented by table of content services and preparation of reading lists. This will add value to their services and improve the satisfaction derived by lecturers and other users.

5. Budgetary allocation for library services in universities should be increased and released as and when due. When this is done, these libraries would have the necessary financial resources to procure and install the required facilities, diversify their services and maintain basic equipment. This would improve the capacity of Nigerian university libraries to deliver specific information services targeted at faculty members and other specialized user-groups within these institutions of higher learning and research.

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