

**ADEQUACY OF INFORMATION RESOURCES AND STAFF EMOTIONAL
INTELLIGENCE AS CORRELATES TO INFORMATION SERVICES
PROVISION TO UNDERGRADUATE STUDENTS OF UNIVERSITY OF ILORIN
LIBRARY**

BY

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Abstract

The study ascertained adequacy of information resources and staff emotional intelligence as correlates to information services provision to undergraduate students of University of Ilorin library with Four research questions and objectives. Descriptive survey design of correlation was used. Simple random sampling technique was used to select a sample size of 392 undergraduate students out of the total population of 30,350. Questionnaire was the instrument used. The descriptive research design of percentages, mean and standard deviation were used to analyse the research questions. Four null hypotheses were tested at 0.05level of significance. Pearson Product Moment Correlation (PPMC) determined the relationship between the variables while multiple regression was used to predict or determine the effect of the independent variables on the dependent variable. The findings revealed that lack of funds, diminishing budget, lack of infrastructural facilities, lack of spaces in the library, and inadequacy of some information resources, negatively affected information services provision for undergraduate students of university of Ilorin library. Recommendations amongst others include that the university Management provides adequate budgetary allocation to make the library perform excellently, the management of the University of Ilorin library should intensify on the resources acquired in-order to have enough resources for satisfactory information services provision. Library staff should be commended for their high level of emotional intelligence.

Keywords: Information Resources, Staff Emotional Intelligence, Correlates, Information Services Provision, Undergraduate Students, Ilorin.

Introduction

Background to the Study

University libraries exist to enhance the acquisition of knowledge by their clientele through the provision of reading materials (book and non-book) for the purposes of teaching, learning and research. A university library, according to Mallaiah, Kumbar and Mudhol (2008) as cited by Olajide and Fabunmi (2011) occupies the central and primary place in teaching and research, therefore, it has to meet the diverse and growing needs of educational programmes at the undergraduate, postgraduate and research levels.

The quantity and quality of the collection are vital in the achievement of the university library's goals and objectives. The efficiency of library is governed by the quantity and quality of its collection so as to be able to provide information services. The information services provisions in the libraries are met by print and non-print materials. They have created an opportunity for global access to information resources such as books, periodicals, audio-visual and electronic media. The provision of information services to clients in this age of globalisation is tasking especially in developing countries, such as Nigeria. Bids (2011) opined that the lecturers require the service of a well-stocked (balanced) and up-to-date library for the preparation of their lectures and research papers while the students need it for class assignments, research, projects, term papers, and further readings, therefore adequacy of information resources is needed for satisfactory information services provision in libraries.

Adequacy of information resources therefore, refer to the totality of documents and other non-book materials with which a library satisfies the information needs of its clientele. Council (1994 :15), as cited by Bida (2011) defined library resources as "either capital assets or wealth". Addition of information resources to any library is therefore a function of its resource development processes. Information resources is a term used to cover books, journals, databases, multimedia materials, packages, archives or heritage collections acquired or paid for by the library to support learning, teaching and research at the University. Bida (2011) defined information resource development as "the process of planning a stock acquisition programme not simply to clear for immediate needs but to build a coherent and reliable resources over a number of years to meet the objectives of the service. Information resources refer to the materials or tools employed by the information providers in order to deliver information. The term information resources in the library dictionary points at the containers of information held by the library.

Adequacy of information resources comprises of both human and material components of the library. They are harnessed together to achieve the objectives of library establishment. More so, without resources the purpose of setting up a library cannot be achieved. The importance of resources in our educational institutions have been in the minds of great authors. The ability to meet the diverse information needs of its clientele depends on among other things, the availability of an array of documentary and non-book materials. The totality of these information sources therefore, constitute the resources of library. According to Ifidon (1997:20), as cited by Bida (2011) the excellent library and information services cannot be given without life resources. The assemblage of book and non-book information purveyors in the required quality and quantity depends on adequacy of information resource development activities of the university library so that satisfactory information services provision would be given by staff with high emotional intelligence.

Emotional intelligence is the ability to express feelings, express understanding, and regulate sentiments. Also, the ability to manage these moods and emotions so as to achieve the desired performance level is known as emotional intelligence. Emotional Intelligence (EI) is a capacity that profoundly affects all other abilities in every human being, either facilitating or interfering

with them. Emotional intelligence (EI) plays a key role in determining success in life and in the workplace. Mandip et. Al. (2012) posit that in hard times, the soft stuff often goes away. But emotional intelligence is turned on. If emotional obliviousness jeopardises your ability to perform, fend off aggressors, or be compassionate in a crisis, no amount of attention to the bottom line will protect your career.

Ortese (2008) defined emotional intelligence as a set of non-cognitive intelligence and a type of social intelligence, which involves the capacity to recognise one's own feelings and those of others for motivating and managing emotions well in oneself and in one's relationships. Thus emotional intelligence (EI) refers to an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures

Emotional intelligence which falls under the affective learning domain works synergistically with intelligence quotient to enhance human performance. Emotionally intelligent people are skilled in the following non-cognitive areas: identifying emotions, using emotions, understanding emotions and regulating emotions. Individuals who have a strong balance between intelligence quotient and emotional intelligence according to Mandip et.al. (2012) are more successful in their chosen fields than those who have outstanding intelligent quotient but less developed emotional intelligence. Emotional Intelligence (EI) becomes a key element in organisation's success and one of must-have skills and capabilities- among other things- needed by leaders and followers in the workplace to encounter the environment changes and do as possible as they could to gain the organisation commitments that could lead to organisation's success.

With the growing expansion of globalisation of the business world, organisations must adopt a variety range of strategies and fresh regulations in all-inclusive and innovative way in order to accomplish efficient and effective work (Mandip et.al. 2012). They also must try to deliver the most efficient and effective work in order to achieve a competitive advantage. The employees' effectiveness in the workplace depends on a number of factors such as financial support, educational background, job position and attitude. Over the year, the debate has raged about these important factors. This research has been undertaken to find these factors and it has been found out that emotional intelligence (EI) plays a key role in making the employees successful in the workplace and hereby this success will lead to organisation's whole success.

In the recent times, emotional intelligence is gradually being regarded as a relevant factor in the field of librarianship more so, Maxwell (2010) linked better services in library to self-awareness, which is a strong component of emotional intelligence. EI is also referred to emotional intelligence as an inner light which helps Librarians to deliver their services well. It makes them to be aware that change is inevitable and should prepare for it. A critical examination of emotional intelligence and its numerous benefits show that it will be of immense value to academic library in various ways. It facilitates ability to understand readers' feeling and paying attention to them through good character, smooth and spontaneous social interaction.

Nevertheless, the library resources and services must be sufficient for the users in order to achieve their aim and objectives. Furthermore, staff must be motivated in his or her duty post in the library through the emotional intelligence components. It also helps them to identify, understand, use and regulate their personal and readers' emotions, record more success in academic library activities and services, and prevent or tackle problems such as: poor reading culture, defamation, stealing and library users' insensitivity.

There have been studies to establish the degree of relationship between adequacy of information resources and staff emotional intelligence but the relationship which exists between adequacy of information resources as well as emotional intelligence and information services provision is worth investigating, and that is the gap this research intends to fill, therefore this study attempts to show

the relationship which exists between adequacy of information resources as well as emotional intelligence and information services provision at university of Ilorin library .

Statement of the Problem

The efficacy of any library depends, to a great extent, on its ability to provide information services. Preliminary investigations and observations of the Researchers reveal that information services provision are saddled with problem as a result of lack of funds, diminishing budget, inadequate personnel, lack of infrastructural facilities, lack of spaces in the library, nonchalant attitude of staff toward users and, inadequacy of information resources. Economic recession in the country has greatly affected funding in Nigeria universities, there by affecting information services provision. Information services are also provided to help users. It is expected that users will use these resources maximally.

It is based on all the aforementioned identified problems, like lack of funds as a result of diminishing budget, nonchalant attitude of staff towards users, inadequacy of information resources, inadequate competent personnel amongst others, lack of adequate infrastructural facilities, that this study intends to investigate how adequacy of information resources and staff emotional intelligence could be correlates of information services provision in the University of Ilorin library.

Objectives of the Study

The broad objective of this study is aimed at finding out the adequacy of information resources and staff emotional intelligence on information services provision to undergraduate students of University Ilorin Library. The specific objectives are to;

1. find out the level of information services provision available to undergraduate students of university of Ilorin library;
2. find out the level of information resources adequacy available to undergraduate students of university of Ilorin library;
3. investigate the library staff's attitude to work as regards emotional intelligence; and
4. find out the library staff's attitude to students in giving them service as regards emotional intelligence;

Hypotheses

The following hypotheses was tested at 0.05 level of significance;

H01: There is no significant relationship between adequacy of information resources and information services provision to undergraduate students of university of Ilorin library.

H02: There is no significant relationship between staff emotional intelligence and information services provision to undergraduate students of university of Ilorin library.

H03: There is no relative contribution of adequacy of information resources and staff emotional intelligence to information services provision to undergraduate students of university of Ilorin library.

H04: There is no composite contribution of the adequacy of information and staff emotional to information services provision.

Research Methodology

Research Design

The descriptive survey of correlation research method was adopted for this study to examine the adequacy of information resources and staff emotional intelligence as correlates of information services provision to undergraduate students of University of Ilorn. According to Onwukanjo

2017, the concept of correlation is a statistical method which enables the researcher to find whether two variables are related and to what extent they are related. Correlation is considered as the symbiotic relationship of two or more variables.

Validity and reliability

The instrument was validated to ensure both the face and content validity. To achieve this, the instrument was given to two experts whose research areas of interest include training evaluation for scrutiny and expertise judgment. The method which was used to determine the reliability of the instrument for the collection of data in this study was pilot test reliability method. Pilot test method was used to ascertain reliability of the instrument by administering twenty (20) copies of the questionnaire to the same respondents at the interval of two weeks at the Kwara state University Malete (KWASU). Cronbach Alpha method was used to test for the level of reliability. A mean correlation coefficient of 0.71 was obtained across the three variables. This is high enough to show that the instrument was reliable for the study.

Method of data analysis

The research questions were analysed using descriptive statistics of simple percentages and frequency counts, mean and standard deviation to answer the research questions, while inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test the hypotheses, to determine the relationship between the variables, while multiple Regression Analysis was used to predict or determine the effect of the independent variable to the dependent variable.

The data was coded, captured and analysed and results were presented in descriptive statistics such as frequencies and percentages. The responses given by the respondents were presented in the form of tables for illustration.. The analyses were based on the stated objectives of the study which were turned to research questions.

Analyses of objectives in line with research questions.

Research Question1 /objective1 1: What is the level of information services provision available to undergraduate students of university of Ilorin library.?

Table 4.5 Level of available information services provision to undergraduate students of University of Ilorin.

S/ N O	STATEMENT	RESPO NSE				X	ST D	D/R
		SA 4	A 3	D 2	SD 1	(%)		
1	Current Awareness Services is well carried out	50 (12.7%)	46 (11.7%)	247 (63.0%)	49 (12.5%)	(392) (100%)	2.2 5	0.83 3
								Disagr ee d
2	Charging and discharging services are satisfactory	65 (16.5%)	62 (15.8%)	199 (50.7%)	66 (16.8%)	(392) 100%	2.3 2	0.94 3
								Disagr ee d

3	Library display services, library exhibition services are satisfactory	55 (14.0%)	68 (17.3%)	201 (51.2%)	68 (17.3%)	(392) (100%)	2.2 8	0.91 2	Disagr ee d
4	Selective Dissemination of Information services is well carried out	49 (12.5%)	71 (18.1%)	198 (50.5%)	74 (18.8%)	(392) (100%)	2.2 4	0.90 2	Disagr ee d
5	Photocopying services, miscellaneous services are satisfactory	38 (9.8%)	54 (13.7%)	51 (13.0%)	249 (63.5%)	(392) (100%)	1.7 0	1.03 5	Disagr ee d
6	Internet services is well carried out	74 (18.8%)	84 (21.4%)	205 (52.2%)	29 (7.3%)	(392) (100%)	2.5 2	0.88 2	Agree d
7	Inter-library loan services is well carried out	45 (11.4%)	43 (10.6%)	32 (8.1%)	272 (69.3%)	(392) (100%)	1.6 5	1.06 8	Disagr ee d
8	User Education Services is well carried out	95 (24.2%)	112 (28.5%)	82 (20.9%)	103 (26.2%)	(392) (100%)	2.5 1	1.12 4	Agree d
9	Organization/Arrangement of Library Services are satisfactory	125(31.8%)	117 (29.8%)	87 (21.1%)	63 (16.0%)	(392) (100%)	2.7 8	1.06 6	Agree d
10	Computer literacy skilsl services is well carried out	75 (19.1%)	84 (21.4%)	85 (21.6%)	148 (37.7%)	(392) (100%)	2.2 2	1.14 6	Disagr ee d
Grand Mean							22.4 7	9.91 1	
							2.2 5	0.99 1	

Key:4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Agree, x=mean, SD=standard deviation=Decision Rule

Undergraduate students of the University of Ilorin library formed the sample for the study. A questionnaire on the level of available information services provision to undergraduate students of University of Ilorin was used to obtain responses. Analysis of data is revealed on Table 4.5 which displays the results of the analysis of the undergraduate students' responses on the level of available information services provision to undergraduate students of the University of Ilorin.

Table 4.5 shows the mean level of available information services provision by undergraduate students. Questionnaire items mean of 1,2,3,4,5,7 and 10 respectively strongly disagreed mean rating of these items 1.65-2.32. It implied that the information services provision in these areas need improvement. However, items which agreed with the mean rating of these items include :Internet services 2.52; users education services 2.51; Organisation/Arrangement of library services 2.78. This implied that there were high level of satisfaction with information services. The four point likert- scale of,: Strongly Agreed=SA, Agreed=A,Disagreed=D,Strongly Disagreed=SD: were used to determine the average responses of the respondents were 4,3,2,1=10. When $10/4=2.5$. Therefore, 2.5 is the bench mark mean score therefore all the means below 2.5 suggests inadequacy in information services provision, while all the means above 2.5 suggests adequacy in their information services provision.

Objective2/ Research Question2 : What is the level of information resources adequacy available to undergraduate students of university of Ilorin library?

Table 4.7: Adequacy of information resources available in the Library

S/ N O	STATEMEN TS	RESPO NSE				I 1 %	X	ST D	D/R
		VA 4	A 3	L 2					
1	Text Books	210(53.5%)	111(28.3%)	51(13.0%)	20(5.1%)	392(100%)	3.26	0.971	Adequate
2	Journals, Magazines,	188(47.9%)	110(28.0%)	56(14.2%)	38(9.6%)	392(100%)	3.17	0.972	Adequate
3	Encyclopaedia, Dictionaries	170(43.3%)	190(48.4%)	30(7.6%)	2(0.5%)	392(100%)	3.35	0.641	Adequate
4	Yearbook, Almanac, Handbook	48(12.2%)	184(46.9%)	105(26.7%)	55(14.0%)	392(100%)	2.57	8.79	Adequate
5	E-books	105(26.7%)	122(31.1%)	130(33.1%)	35(8.9%)	392(100%)	2.76	0.949	Adequate

6	E-journals	45(11.4 %)	54(13.7 %)	92(23.4 %)	201(51.2 %)	392(100 %)	1.8 5	1.04 5	Inadeq uate
7	Audio-visual materials, slide projector	45(12.5 %)	54(13.0 %)	92(23.2 %)	201(51.2 %)	392(100 %)	1.8 5	1.04 5	Inadeq uate
8	Newspapers	210(53.5 %)	112(28.5 %)	45(11.4 %)	25(6.3 %)	392 (100%)	2.7 8	1.37 3	Adequa te
9	Special Collections/Gove rnment Publications	155(39.5 %)	114(36.7 %)	40(10.2 %)	83(13.5 %)	392 (100%)	2.8 7	1.15 4	Adequa te
10	Students Long Essays (Projects)	208 53.0%)	100 (25.5%)	81 (20.6%)	3 (0.7%)	392(100 %)	3.3 1	0.82 1	Adequa te
							27. 77	17.7 61	
	Grand Mean						2.7 8	1.77 61	

Key: 4=Very Adequate, 3=Adequate,=2=Low, 1=Inadequate, x=mean,SD=standard deviation=Decision Rule

Undergraduate students of the university of Ilorin library formed the sample for the study. Questionnaire items on the adequacy of information resources available in the University of Ilorin library were used to collect data. Analysis of the data were displayed on Table 4.7 which shows the results of the analysis of the undergraduate students on the adequacy of information resources available to them.

Table 4.7 shows the mean of adequacy of information resources available in the library by undergraduate students. Questionnaire items 6 and 7 strongly disagreed mean rating of these items by scoring them 1.85 respectively. It implied that these items were not adequate, therefore they need improvement for excellent information resources adequacy. Items which strongly agreed include: Textbooks, 3.26 journals, magazines;3.17; Encyclopedia, Dictionaries3.35; Yearbook, Almanac, Hand book 2.57; E-bookss 2.76; Newspapers 2.78, Special collection/Government publications 2.87; Students' long Essays (projects) 3.31. This implied that there were high level of adequacy of information resources available in the library. The four point Likert- scale of: Very Adequate=VA,Adequate=A,Low=L,Inadequate=I: used to determine the average responses of the respondents where 4,3,2,1=10. When $10/4=2.5$. Therefore, 2.5 is the bench mark mean score implying that apart from items 6 and 7 all the other information resources examined were adequate.

Objective3/ Research Question3 : In exhibiting emotional intelligence, what is the library staff's attitude to work?

S/N	STATEMEN T	RESPONS E					MEAN	STD	D/R
		SA 4	A 3	D 2	SD 1	%			
1	Library staff are very friendly and always make themselves available to students information needs	250 (63.7%)	85 (21.6%)	35 (8.9%)	22 (5.9%)	392 (100%)	3.44	0.874	Agreed
2	Library staff exhibit high level of courtesy when dealing with students	245 (62.5%)	97 (24.7%)	22 (5.6%)	28 (7.1%)	392 (100%)	3.43	0.887	Agreed
3	Students information need is promptly attended to.	115 (29.3%)	125 (31.8%)	124 (31.6%)	28 (7.1%)	392 (100%)	2.82	0.947	Agreed
4	They are always eager to attend to students' queries.	120 (30.6%)	130 (33.1%)	82 (20.9%)	60 (15.3%)	392 (100%)	2.79	1.042	Agreed
5	The library staff								

do not show	120	220	42	10	392			
non-challant	(30.6%	(56.1%	(10.7%)	(2.5%)	(100%)	3.15	0.703	Agree
attitude to	)	)			s			d
work.								
						15.63	4.453	
Grand Mean						3.13	0.890	
							6	

KEY:SA= 4 Strongly Agreed, A=3 Agreed, D= 2Disagreed, SA= 1Strongly Disagreed
x=mean,SD=standard deviation=Decision Rule

Undergraduate students of the University of Ilorin library formed the sample for the study. Questionnaire items on the emotional intelligence of library staff as regards attitude to work at the University of Ilorin library were used to collect data. Analyses of the data were revealed on Table 4.8.

The Table 4.8 shows the mean of emotional intelligence of library staff as regards work towards undergraduate students in the University of Ilorin library. Questionnaire items of (1,2,3,4,and 5) which all agreed with mean rating of these items producing mean of (3.44, 3.43, 2.82, 2.79,3.15), respectively. Furthermore, items which strongly agreed include: Library staff are very friendly and always make themselves available to students' information needs with mean responses of 3.44; library staff exhibit high level of courtesy when dealing with students with mean response of 3.43; students information need is promptly attended to, showing a mean response of 2.82; they are always eager to attend to students' queries also indicates mean response of 2.79; the library staff do always show nonchalant attitude to work showing mean response of 3.15. These implied that there were high level of emotional intelligence of library staff's attitude to work at the University of Ilorin library. The four point likert- scale of,; Strongly Agreed=SA, Agreed=A,Disagreed=D,Strongly Disagreed=SD: were used to determine the average responses of the respondents were 4,3,2,1=10. When $10 \div 4 = 2.5$ Therefore, 2.5 is the bench mark mean score. The staff level of emotional intelligence in attending to the undergraduate students were high and therefore commendable.

Hypotheses Testing

H01. There is no significant relationship between adequacy of information resources and information services provision to undergraduate students of university of Ilorin library.

Table 4.9 Pearson Product Moment Correlation of Adequacy of information resources and Information services provision

<i>Std. Deviation</i>	<i>r- value</i>	<i>P-Value</i>				
<i>Variables</i>	<i>Mean</i>	<i>n</i>	<i>n</i>			
Adequacy of information resources	2.78	0.527	392	0.710**		0.000
Information services provision	4.85	0.526	392			

The result from Table 4.9 shows the Pearson product moment correlation between Adequacy of information resources and Information services provision. From the table since the correlation

coefficient r value = 0.710 it infers that there is a strong positive correlation between the two variables Adequacy of information resources and Information services provision. And P -value = 0.000 less than 0.05 level of significance, justifies the significance of the strength of relationship of the correlation coefficient r . Thus we reject the null hypothesis (H_{01}) in favour of the alternative H_1 and conclude that there is significant relationship between the two variables (Adequacy of information resources and Information services provision).

H02: There is no significant relationship between staff emotional intelligence and information services provision to undergraduate students of university of Ilorin library.

Table 4.10 Pearson Product Moment Correlation of Staff emotional intelligence and Information services provision

<i>Variables</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>n</i>	<i>r- value</i>	<i>P-Value</i>
Staff emotional intelligence	2.91	0.431	392	0.580**	0.000
Information services provision	4.85	0.526	392		

The result from table 4.10 shows the Pearson product moment correlation between information services provision and staff emotional intelligence. From the table since the correlation coefficient r value = 0.580 it infers that there is a strong positive correlation between the two variables information services provision and staff emotional intelligence. And P -value = 0.000 less than 0.05 level of significance, justifies the significance of the strength of relationship of the correlation coefficient r . Thus we reject the null hypothesis (H_{02}) and conclude that there is significant relationship between the two variables (Information services provision and staff emotional intelligence).

H03: There is no relative contribution of adequacy of information resources and staff emotional intelligence to information services provision to undergraduate students of university of Ilorin library.

Table 4.11 Regression Analysis of Information services provision versus Adequacy of information resources and Staff emotional intelligence (Relative contribution)

<i>Source</i>	<i>DF</i>	<i>Adj SS</i>	<i>Adj MS</i>	<i>F-</i>	<i>P-Value</i>	
<i>Value</i>	<i>R-sq</i>					
Regression	2	49.302	24.6510	163.43	0.000	45.66%
Adequacy of information resources	1	13.036	13.0360	86.43	0.000	
Staff emotional intelligence	1	43.038	43.0375	285.33	0.000	

Error	389	58.674	0.1508
Total	391	107.976	

- Dependent variable: Information services provision
- Predictor variables: Adequacy of information resources and Staff emotional intelligence

Table 4.11 shows the ANOVA table for the regression analysis for influence of the following predictor variables; Adequacy of information resources, Staff emotional intelligence on Information services provision. The result from the table shows that there is a significant relationship between the dependent variable (Information services provision) and the independent variables (Adequacy of information resources and Staff emotional intelligence) since the p-values = 0.000 from the table is less than 0.05 level of significance. Table 4.13 shows the coefficients of the individual predictor variables and their contributions.

Table 4.12 Coefficients of the individual predictor variables (Composite contribution)

		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>			
<i>Model</i>	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>Rank</i>	<i>t</i>	<i>Sig.</i>	
(Constant)		8.101	0.186			43.585	.000
Adequacy of information resources		-0.352	0.038	0.353	2nd	-9.297	.000
Staff emotional intelligence		-0.782	0.046	0.641	1st	-16.892	.000

The result from the table 4.12 shows the individual contributions of the independent variables Adequacy of information resources and Staff emotional intelligence on the dependent variable Information services provision. From the table the result of the standardized coefficient beta ($\beta = 0.353$ and 0.641) with p value < 0.05 show positive significant contributions of each independent variables (adequacy of information resources and staff emotional intelligence). And by ranking from the table it shows that staff emotional intelligence contributed higher than adequacy of information resources.

H04: There is no composite contribution of the adequacy of information resources and staff emotional intelligence to information services provision.

Table 4.13. Pearson Product Moment Correlation of Staff emotional intelligence and Adequacy of information resources

<i>Std. Variables</i>	<i>r- value</i>	<i>P-Value</i>	<i>Mean</i>	<i>Deviation</i>	<i>n</i>
Adequacy of information resources	2.78	0.527	392	0.543**	0.000
Staff emotional intelligence	2.91	0.431	392		

The result from Table 4.13 shows the Pearson product moment correlation between Adequacy of information resources and Staff emotional intelligence. From the table since the correlation coefficient $r - \text{value} = 0.543$ it infers that there is a strong positive correlation between the two variables Adequacy of information resources and Staff emotional intelligence. $P\text{-value} = 0.000$ less than 0.05 level of significance, justifies the significance of the strength of relationship of the correlation coefficient r . Thus we reject the null hypothesis (H_0) in favour of the alternative hypothesis H_1 and conclude that there is a weak negative significant relationship between the two variables (Adequacy of information resources and Staff emotional intelligence).

Discussion of findings

Level of available information services provision

The study revealed that they were satisfied with the availability of internet services, users education services, organization/Arrangement of library services.

The study further revealed that library services such as current awareness services, charging and discharging services, library display services, library exhibition services, selective dissemination of information services, photocopying services, miscellaneous services, inter-library loan services, computer literacy skills services were not satisfactory nor available. The findings of this study buttress the submissions of Anunobi and Okoye (2008) who agreed to the effect that though libraries in federal Universities provide basic information services, some of these are still below the required standard. This is also in line with the findings by Okeodion and Anaehobi (2014) which showed that inter-library services, document delivery, reference services and lending services were provided.

Extent of satisfaction of users with information services provision

The study from the table revealed that some of the services such as selective dissemination of information services (SDIS), photocopying services, miscellaneous services, Internet services, inter- library loan services, computer literacy skills services were fully provided. , It is revealed in the study that some services such as current awareness services, charging and discharging services, library display services, library exhibition services, users education services, organization or arrangement of library services, were not satisfactory but need improvement on the information services provision. This result is in line with the findings of Ahmed, Romle and Mansor (2015) which opined that use of library service does not always presuppose satisfaction. It therefore becomes necessary to find out the extent or level of satisfaction with the resources and services of federal University libraries in Nigeria using a sub-set of the academic community. Okorodudu (2012) argued that these libraries can meet the satisfaction level of users if the following strategic approaches are adopted and implemented: adequate funds should be provided by the proprietors of these libraries to enable them acquire relevant information resources and ICT facilities and staff are expected to change their attitude to work and towards users and render the necessary assistance to facilitate information search and retrieval in order to satisfy their information need.

Adequacy of information resources in the library

The study revealed that many of the respondents were satisfied with adequacy of information resources in the library. Users were satisfied with many of the resources such as textbooks, journals, magazines, encyclopedias, dictionaries, Yearbook, Almanac, Hand book, E-books, newspapers, special collection/Government publications, students long essay (projects) were fully provided. Some of them were, however dissatisfied with the inadequacy of information resources in the library like : E-journals, Audio visual materials, slide projectors. This also, was supported by the findings of Yusuf and Iwu (2010), Gunasekera (2010), Ababio et al. (2012) and Eiriemiokhale (2012) which revealed that an overwhelming majority of their participants were dissatisfied with the resources and services provided in the surveyed institutions. On the contrary, Shafique et al. (2012) revealed that although respondents have shown their overall satisfaction with the major library services, the analysis of the data about users' satisfaction shows that they were not fully satisfied with their respective library resources.

level of emotional intelligence as regards library staff's attitude to work

The study revealed that the level of emotional intelligence as regards staff's attitude to work in University of Ilorin library, Kwara State was very high. This means that the library staff would be able to cope with any situation and circumstances that may come their ways in the library to work effectively. This was agreed by Saba (2011) and Medhi et.al (2012) who emphasised that emotional intelligence (EI) is an important factor and if found very high in employees will determine the prospects of the organisation. The finding was also in line with the findings of Akintayo and Babalola (2012) who explained that if the emotional intelligence of workers are high, they are likely to be able to handle information challenges and pressure from organisation to perform contemporarily. However, the attitude of library staff to work in University of Ilorin is very high. They opined that individuals and organisations as a whole with high emotional intelligence (EI) levels experience greater success in term of work productivity. In a similar way, Akintayo and Babalola (2012), and Mehdi et al. (2012) maintained that emotional intelligence (EI) is associated with performance and productivity of a worker.

Conclusion

Based on the analysis of the research data, one can see that there is good emotional intelligence of staff toward users and there is a problem of inadequacy of some information resources. These challenges could be as a result of funds, diminishing budget ,lack of infrastructural facilities.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. That the library Management should provide adequate budgetary allocation to enable the Library effectively provide the necessary information resources and services.
2. The Library staff should be commended for the way they relate with students as regards to staff emotional intelligence.

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