



IMPACT OF INFORMATION RESOURCE QUALITY ON POSTGRADUATE STUDENTS' SATISFACTION AT THE IGNATIUS AJURU UNIVERSITY OF EDUCATION LIBRARY

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ABSTRACT

The study sought to determine the quality of information resources and postgraduate students' satisfaction with the use of Ignatius Ajuru University of Education library. Specifically, the study examined if the information resources contained in the Ignatius Ajuru University of Education Library are current, relevant, accurate, authoritative, and satisfy the purpose of the information needs of postgraduate students of Ignatius Ajuru University of Education. A descriptive survey research design was adopted for the study. The total population of the study was 412 postgraduate students' registered with Ignatius Ajuru University of Education Library while the sample size was 206 postgraduate students' selected using simple random sampling technique. The study found that information resources are available in Ignatius Ajuru University of Education library and are of uncompromising qualities. They are current and up-to-date, relevant to the fields of study, of good authority, authentic, accessible, and hold reliable information. The information resources are accurate to the need of the postgraduate students', as well as meets the purpose of the postgraduate students'. Also the study revealed that there is a significant relationship between available information resources, quality of information resources and postgraduate students' satisfaction using Ignatius Ajuru University of Education library. Hence, the study recommends that user education/information literacy programmes, current awareness services should be done on regular basis in order to increase users' knowledge on library usage in order to guarantee continuous Postgraduate students' satisfaction in Ignatius Ajuru University of Education Library

Keywords: Quality information resources, students satisfaction, library

INTRODUCTION

There is credible evidence among scholarly works on the continued relevance of the role of university libraries in the emerging information explosion resulting from the influence of Information and Communication Technologies (ICT), which have continuously eased the way we receive and use information (Nnadozie and Nwosu 2016; Rasul and Singh 2017). Others have acknowledged the various efforts of university libraries, information managers and scholars towards improving the libraries including the information resources, facilities, and services to meet the information needs of its diverse users (Iwhiwhu and Okorodudu, 2012; Adeoye and Popoola, 2011).

Kim-Soon and Ahmad (2013) maintain that the purposes of facilities in a library are to ensure the delivery of relevant information resources and services needed by its user. They contend that the library will not serve its purpose if its resources and services provided do not satisfy the user's needs. Evaluating information resources is not a new concept. There is ample evidence that students including the present crop of postgraduate students, born in the era of Information and Communication Technology (ICT), often described as a digital generation should have acquired the capacity to know how to and where to go to evaluate different information resources at their disposal. There is a grand consensus among all walks of academia that with the infinite variety and levels of scholarship available today, the evaluation of information resources is one of the most important skills that every student and scholars should possess, which of course librarians and instructors, have been teaching students (Wichowski and Kohl, 2013; Blakeslee, 2004). One of the most popular criteria available for evaluating information resources is that developed in 1998 by a librarian named Jim Kapourn, which is an evaluation checklist to help students determine if a website was credible. The checklist has 5 criteria; accuracy, authority, objectivity, currency, and coverage (AAOCC). Many scholars have modified these criteria, in particular, the "CRAAP" created by Blakeslee (2004) of Meriam Library, one of the University of California libraries. Essentially, it is meant to help students evaluate the information resources for Currency, Relevance, Authority, Accuracy, and Purpose, thus the acronym CRAAP.

This information is presented in different media that are used for holding and propagating information called information resources. The academic libraries are established essentially as the custodian of information resources by procuring information materials and providing other services that support the teaching, learning and research activities of their parent institutions. Some describe academic libraries today as dynamic and complex institutions with multiple roles and a host of related operations and services developed over the years whose primary objective has remained to provide access to trustworthy, authoritative knowledge (Nnadozie and Nwosu, 2016).

The rapid growth in the number of information resources both in traditional print and the burgeoning electronic media resources are increasing the necessity for more quality assurance in the information people seek from the library information retrieval systems. The ubiquitous nature of information resources especially the electronic resources where anyone can publish a web page on any subject and the attendant uncontrolled quality parameters requires that the source and the information it provides should be evaluated critically to ensure quality in the information resources provided to satisfy the information needs of the students that depends on the university library for a dependable and authoritative knowledge (Son 2013).



By its nature, as a center of excellence, universities are more likely to be explicitly concerned with information quality than other populations. Characteristically, a postgraduate work is heavily involved in an interaction with information: Postgraduate students find relevant information, assess the quality of the information, and use information in their research process. However, the competence of these students in evaluating the quality of information or seeking and using quality information for learning and research related activities is not certain. It depends among other things; their knowledge of the services provided by the academic library, the information resources available in the library, how accessible are these information resources, and what is the difference in the quality of information resources obtainable in the library compared to other sources.

Some writers report that the students typically begin their information seeking processes with search engines which require less expertise than those of more authoritative sources such as traditional and online library information retrieval systems (Son 2013; Taylor 2012; Campbell 2006). They maintained that students are often satisfied with the “good enough” results of what they find immediately in Google, but it is unclear how they determine the quality of information resources. Son concludes that it is uncertain whether the students take the quality of information as a concern after all.

Users' satisfaction is the level at which services rendered to users meet their expectations and pleasures. User satisfaction is an evaluation of a product or service in terms of whether that product or service has met their needs and expectations (Motiang, Wallis and Karodia, 2014; in Bala, Abubakar, and Usman, n.d.). Satisfaction with the resources and services of a library portrays the information resources and services of good quality and worthy of use.

It is in the opinion of some library and information science scholars that a comprehensive understanding of the information seeking behaviour of the postgraduate students can help reshape their information environment (Holliday and Li, 2004) and to better assist them with their information needs in the context of learning (Son 2013). This study therefore aligned with how the quality of information resources in Ignatius Ajuru University of Education library satisfies the information needs of the postgraduate students of the institution.

Statement of the Problem

University library is attached to a university to support the teaching, learning and research activities of the university. To do this, the university library is expected to provide diverse information resources irrespective of the format. Postgraduate students constitute the major users of the library hence, library resources and services are supposed to be provided bearing postgraduate students in mind.

Bearing in mind that all secondary data have been initially generated for different purposes, sources need to be firstly evaluated in regards to their relevance to the project. Once they seemed relevant the sources are further assessed for its Currency, Authority, Accuracy, and Purpose. Therefore, postgraduate students need quality information resources to meet up their academic achievement and libraries are expected to provide the needed support.

However, whether libraries are stocked with quality information resources to the satisfaction of postgraduate students is unknown to the researcher. Non-currency, non-relevance, poor-authority, inaccuracy, and their purpose not met could hamper postgraduate students' academic

achievement which could also lead to inadequate use of information resources by the postgraduate students. It is against this backdrop that the study sought to determine the quality of information resources and postgraduate students' satisfaction with the use of Ignatius Ajuru University of Education library.

Objectives of the study

The main purpose of this study is to determine the extent to which the impact of information resource quality on postgraduate students' satisfaction at the Ignatius Ajuru University of Education library.

The specific objectives are to:

1. Ascertain the relationship between the currency of information resources and postgraduate students' satisfaction in Ignatius Ajuru University of Education library.
2. Determine the relationship between relevance of information resources and postgraduate students' satisfaction in Ignatius Ajuru University of Education library.
3. Establish the relationship between the authority of information resources and postgraduate students' satisfaction in Ignatius Ajuru University of Education library.

Research questions

Specifically, this study addresses the following research questions:

1. How current are the information resources in Ignatius Ajuru University of Education Library to satisfy the information needs of postgraduate students?
2. What are the relevant information resources in the Ignatius Ajuru University of Education Library for postgraduate students?
3. What are the authoritative information resources contained in the Ignatius Ajuru University of Education Library?

Hypothesis

There is no significant relationship between the quality of information resources and postgraduate students' satisfaction in Ignatius Ajuru University of Education library.

Significance of the study

The researcher hopes that the findings will be of immense benefit to the society considering that university library plays an important role as the primary providers of quality information resources to the satisfaction of the academic community. The increasing demand for postgraduate studies and growing field of studies undertaken by the Ignatius Ajuru University of Education justifies the need for evaluation of how university libraries warehouse information but also in how users perceive the quality of information resources provided by libraries.

The study may also, through the recommendations to be made, assist the Department of Library and Information Science, researchers, lecturers and postgraduate students. Thus, libraries that apply the recommended approach derived from the results of this study will be able to deliver on its mandate better.

Literature Review

Conceptual Review

Information

Information can then be described as what postgraduate students employ, require and seek to accomplish their work, for their research, education, recreation, socio-economic life, etc. This is in line with McCreadie and Rice (1999) four major notions about information, which consider information as a physical commodity to be produced, purchased, replicated, distributed, manipulated, passed along, controlled, traded and sold; Information could also be viewed as including readily available data from an individual's environment; Information can be a representation of, or pointer to, knowledge that is contained in the printed document, i.e. books, journals, citations, etc., and they concluded that information can also be a part of the communication process such as timing, social and interpersonal factors that influence the processing and interpretation of information. Information, therefore, exists in different forms such as books, journals, television, Compact Disc-Read Only Memory's (CD-ROMs), letters, etc.

Information needs

According to Talja in Anwar & Asghar (2016), "information needs arise when an individual finds himself in a problem situation when he or she no longer can manage with the knowledge that he or she possesses". They contend that it is the information need that activates information seeking which is initiated by "uncertainty due to what Kuhlthau (1993) described as lack of understanding, the gap in meaning, or a limited construct". We, as individuals and groups often find ourselves in situations where a requirement information need drives us to gather, sought, organize, retrieve, process, evaluate, and use information.

Postgraduate students have an inherent information need or gap which inform the reason they engage in different information seeking behaviour to bridge this gap, this is in line with Wilson's 1997 information seeking behaviour model where it noted that information needs are influenced by background, characteristics such as emotional, educational, demographic, social or interpersonal, environmental, and economic intervening variables; and by social context in which the need arises (Wilson, 1997).

Information seeking

Many studies have established the primacy of the use of academic libraries by students to address their learning-related information needs and typically begin their information seeking processes from what in their view is an information resource center. In the views of Kundu (2017) "any analysis of the literature of information-seeking behaviour must be based upon some information behavior models, of which information seeking and information-seeking behaviour are two parts". As pointed out by Pettigrew, Fidel & Bruce cited in Son, (2013), individuals basically "need, seek, give, and use information in different contexts". Different areas of information seeking behavior have been the focus of many studies including information need initiation, information gathering, as well as information sharing and use in distinct disciplines or contexts (Son 2013).

Information seeking behaviour of Postgraduate Students

To understand the information seeking behaviour of postgraduate students it is important we put in perspective various issues that relate to the student and the interplay of the environment in which the postgraduate students operate. They include cultural background, personality issues, educational, demographic, social or interpersonal context, environmental concerns, and economic matters. These variables are what or should define his information need and seeking behaviour (Singh, 2012). In particular, Abiddin and Ismail 2011, describe postgraduate studies as a growth process where students, have to develop as scholars with the support and guidance of the institution. Postgraduate students are matured persons, pursuing an academic career path after their Bachelor Degree or Higher Education, and they represent a significant range of diversity: age; cultures; capability; nature of the program (part-time, full-time, internal or external); their changing needs over time/place/space.

Information Resources

It has been established that information is the key component of modern society and almost each and everything is based on the information and depends upon its resources. The means through which information is communicated to its pre-determined target is usually referred to as information resources. In the works of Iwhiwhu and Okorodudu (2012) on the evaluation of user satisfaction of Public Library Information Resources, Facilities, and Services, they explain that in a library and information science research, information can be perceived as a product that can only be consumed together with delivery systems and/or services. Information resources are one of the significant processes of communication. Many observers believe information resources does not only facilitate communication of information but also made possible the transmission, storage, preservation and future use of the information. It is also considered as an assemblage of valued information generated through human activities. In a broader sense, it includes related equipment, personnel, and capital.

Users' Satisfaction

User satisfaction has been used in many studies involving information resources to determine availability, accessibility/organization, quality of services offered, and capability, of information resources as perceived by users. It has also been used as a determinant of quality of library services offered, Effectiveness of Reference Services, etc.

The fundamental role of libraries is information dissemination to meet the information needs of its users. Foremost among its role is the provision of the desired information resources, facilities, and services expected by its users.

Library in the views of library and information science scholars exist to satisfy its users. This implies that users' satisfaction refers to how users weigh the services of libraries. As mentioned earlier, library's role is to fulfill the information needs of its user, which Iwhiwhu and Okorodudu (2012) admit that it is only the user that can tell if the library meets his expectation. Ogunsola, cited in Iwhiwhu and Okorodudu, agrees that satisfying users is a major concern and an integral part of library and information science practice. They assert that user satisfaction is the ultimate aim of all libraries as a service-oriented organization, which has become the focus of researches in librarianship and information science.



University Library Information Resources

University Libraries collect and preserve diverse information resources for the benefit of its users, which are mainly encyclopedias, books, newspapers, journals, and other editorials, but with the advent of the internet, digital sources of information have become prevalent. These digital sources of information include, but not limited to, online libraries and journals, online encyclopedias like Wikipedia, blogs, video logs like YouTube, etc. Even movie clippings, especially from history, have played a large role in modern research, and hence are classifiable under 'Library Resources'.

The availability of information resources entails carefully selecting, acquiring and also providing means by which postgraduate students could get the necessary information resources needed. Oriogu (2015) agree that 'information resources availability is a function of their presence in the libraries. Adeleke (2005) contended that libraries should procure resources and guarantee viable use of such resources by their clients to enable them to add to the headway of information. Without the availability of information resources, accessibility will be difficult and its utilization impaired.

Empirical Review

A couple of empirical studies have been carried out on the quality of information and users' satisfaction and use of library within and outside Nigeria. Some of the reviewed studies which are relevant to this study are discussed as follows:

Solomon, Rebecca and Nancy (2012) studied the extent to which users are satisfied with reference and circulation services provision by agricultural research libraries in Nigeria. This study concludes that reference and circulation services were highly provided by the agricultural research libraries in Nigeria. The majority of the users were satisfied with both the reference and circulation services provision by the agricultural research libraries. However, the study reported that referral service and shelf management of books were regarded dissatisfied. Some of the constraints to user satisfaction as identified in the study includes; irregular and expensive internet services, outdated material, and staff unresponsiveness. The study recommended that there is a need for the librarian to design a system that can facilitate and enhance referral services between the library and users. An adequate shelf management system that would allow a proper shelf arrangement of books should also be put in place.

Iwhiwhu and Okorodudu (2012) conducted a study on "Public Library Information Resources, Facilities, and Services: User Satisfaction with the Edo State Central Library, Benin-City, Nigeria". Based on the findings, it is clear that the library users are satisfied with some facilities but not satisfied with the information resources and services of the Edo state central library. This is said to be as a result of the poor state of information resources and inadequate services rendered by the library staff, coupled with their poor attitude to work. The foregoing suggests that the unsatisfactory level of users has serious implications for the library and its users. The poor stocking of information resources and poor quality services makes it difficult for librarians to achieve the purpose of establishing the library. On the whole, the study revealed that information resources, facilities, and services shape users' satisfaction.

Furthermore, Kattimani (2010) explored the quality awareness of online information resources among library users. Internet and online resources as revealed in the study provides access to a



variety of information ranging from primary to tertiary sources. However, the authenticity and value of the online information, the study concludes, mainly remains questionable. Therefore, quality awareness among users is necessary for value-added information and research. Moreover, accessibility, format, style, and arrangement of the online information resources are said to be different from conventional sources. Hence, users are expected to adopt different approaches to access and use online sources.

Olajide and Adio (2017), studied Effective Utilization of University Library Resources by Undergraduate Students: a case study of Federal University Oye-Ekiti, Nigeria. The general focus of this study is to survey the utilization of library resources of Federal University Oye-Ekiti (FUOYE) Library, Ekiti State, Nigeria. It was revealed in the study that the major problems hindering students from effective utilization of the resources in the library for their information needs includes adequate reading space, erratic power supply, functional resources, lack of physical facilities, etc. Recommendations such as construction of standard library building furnished with required facilities like toilet, spacious reading rooms, conference centers etc., and stand-by generator, inverter or solar power were solutions proffered as a way to increase patronage and effective use of the library resources by the students.

Gilbert (2015) carried out a study titled Survey of Users Satisfaction with Public Library Services. The study surveyed the users' satisfaction with public library services in Mubi Adamawa State, it also examined the types of services rendered and the resources available. The finding of the study revealed that most of the materials are outdated and the services provided by the library is not adequate. It was recommended that at least 10-15% of the annual educational grant in the state should be allocated to the public library for its development.

In a similar development, Adeniran (2011) has attempted to study the user satisfaction with academic libraries services: Academic staff and students perspectives of Redeemer's University library. The finding of this study shows that users' satisfaction is a function of the quality of library services provision by the staff. The study also revealed that provision of relevant information resources, ease of access and conducive learning environment, teaching and research lead to an increase in the patronage of library. From the findings of the study 54% of the total respondents agreed they easily had access to current information resources on current research areas in the library.

However, Omotunde, Ehioghae, Aluko-Arowolo and Onasote (2014) carried out a study titled "Utilization of library resources for effective research output among postgraduate students in Adventist university of Africa". Findings revealed that the most frequently used library materials is the online database, dictionaries, books and encyclopedia which are used daily, while the least used material was CD-ROM database. According to the respondents, the available library resources have a very low bearing on their individual research work. This influenced majority of the respondent's level of satisfaction with the use of library information resources to be perceived low. A test of relationship among AUA postgraduate students' accessibility and use of library resources in Babcock University was positive at $P > 0.01$ significant level. In conclusion, bases on the result, Libraries in Nigerian universities should regularly evaluate the quality, adequacy, and use of their library's information resources and services in other to meet up with the quality of library services.



Several studies show that academic library patrons use the library for different purposes. Kayongo and Helm (2010) observed that undergraduates use the library as a place to study, while graduates use it as a place to study and to have access to their collections and services. The faculty make use of the collections and services. Omehia, Obi, & Okon, (2008) asserts that the Nigerian undergraduates depends heavily on library resources because of many factors such as socio economic background, year of study and academic discipline.

Berger and Hines cited by Kayongo and Helm (2010) found that Duke University undergraduates were more interested in generalist types of materials (e.g., magazines and newspapers). This suggests that “esoteric research publications” were more often used by the faculty (e.g., manuscript materials and conference proceedings). In the same study Shoaf (2003) concluded that faculty were more interested in print books and journals and remote access than were graduate students. In Idoniboye-Obu (2013), where the use of library resources by doctoral students of the University of KwaZulu-Natal, College of Humanities was evaluated, the study highlighted the level of usage of the library resources by doctoral research scholars. It listed books, journals, magazines, newspapers, internet access, CDs (Compact Discs), DVDs (Digital Video/Versatile Discs), maps, movies, microfilms, computers, printers, photocopiers, scanners, and so forth as the commonly available information resources the doctoral students use, the factors that influenced such use and the competency of use.

The study by Kayongo and Helm (2010), examined the extent to which the Hesburgh Libraries of the University of Notre Dame meets the needs of its graduate students with focus on how postgraduate students located research materials and how useful the University Library collections were in their research and studies. It observed that most respondents (62.8 percent) preferred to access library resources for their research through means convenient to them. The research concludes that postgraduate students were generally satisfied with the different library services available. In the survey 44.6 percent and 41.1 percent of the respondents appraised the library as “very useful” and “useful,” respectively. Kayongo and Helm (2010) conclude that the data collected has provided a better understanding of postgraduate student research behavior, methods of library access, and levels of satisfaction with library resources.

Postgraduate students visit the library for different purposes. Some visit the library to mainly consult materials for research, some visit the library to prepare their seminar presentation, some also visit the library to read newspapers. Fasae (2011) assert that majority of the postgraduate students in Federal University of Technology Akure used the library to consult research materials. Many library and information science scholars agree that the university library exist essentially to assist the university achieve its aim; therefore its acquisition development policy must be tailored to support the research programme of the university and it should enjoy adequate funding to enable it build strong collections needed for research. In addition, the university library should ensure that they stock adequate and quality information resources that will help the postgraduate students in conducting and facilitating their research.

Methodology

This study adopted a descriptive survey research design and the area of this study is Rivers State. The population of the study comprised all the 412 postgraduate students’ registered with the



Ignatius Ajuru University of Education Library, who are registered for the 2017/2018 academic session for postgraduate studies for the award of various degrees such as Postgraduate Diploma (PGD), MSc., MLS, PhD., etc. in different fields. Simple random sampling technique was used to sample fifty percent (50%) of this population, which yield a sample of 206 postgraduate students registered with the Ignatius Ajuru University of Education Library. The instrument was a structured questionnaire titled Quality of Information Resources and Postgraduate Students' Satisfaction with the Use of Ignatius Ajuru University of Education Library Questionnaire (QIRPSSQ). The questionnaire was made-up of two (2) sections. Section A is about the personal data of respondents where the requirements were simply to fill as appropriate. Section B contained items which helped to provide information related to quality of information resources and postgraduate students' satisfaction with the use of Ignatius Ajuru University of Education Library. To ascertain the validity of the research instrument, the research supervisor, four experts in librarianship and others in the Department of Library and Information Science of Ignatius Ajuru University of Education assisted in reviewing the instrument and in order to ascertain the reliability, the instrument was trial tested by administering it to fifty (50) undergraduate students in Ignatius Ajuru University of Education (IAUE) who are not part of the study but similar to the respondents in the study, a reliability index of 0.70 guaranteed the usage of the instrument. The Data collected was analyzed using simple percentage, mean and standard deviation while regression model was used to test the hypotheses.

Result and Findings

Table 1: Summary of mean responses on the available information resources in IAUE library

| S/N | Items Statement | Available | | Not available | | Remark |
|-----|---|-----------|------|---------------|------|---------------|
| | | Freq | % | Freq | % | |
| 1 | Textbooks | 175 | 86.6 | 27 | 13.4 | Available |
| 2 | Journals | 164 | 81.2 | 38 | 18.8 | Available |
| 3 | References Information Sources (e.g. dictionaries, encyclopedias, directories etc.) | 136 | 67.3 | 66 | 32.7 | Available |
| 4 | Newspapers and Magazines | 150 | 74.3 | 52 | 25.7 | Available |
| 5 | Audio-visual resources. | 38.0 | 18.8 | 165.0 | 81.2 | Not Available |
| 6 | Bibliographies | 150 | 74.3 | 52 | 25.7 | Available |
| 7 | Electronic Information Resources (e.g. e-journals, e-books, databases etc.) | 136 | 67.3 | 66 | 32.7 | Available |
| 8 | Indexes and Abstracts | 159 | 78.7 | 43 | 21.3 | Available |
| 9 | Projects, Dissertations & Thesis | 140 | 69.3 | 62 | 30.7 | Available |
| 10 | Government Information Resources (e.g. Government Annual reports, gazettes etc.) | 122 | 60.4 | 80 | 39.6 | Available |

Table 1 above shows that textbooks, journals, reference information sources, newspapers, magazines, bibliographies, e-journals, e-books, databases, indexes and abstracts, projects, dissertation and thesis, Government information resources (Government Annual reports, gazettes) etc. are available in the library of Ignatius Ajuru University of Education Port Harcourt except audio-visual resources.



Table 2: Summary of mean responses on the quality information resources in IAUE library possess

| S/N | Items Statement | SA | A | D | SD | Mean | Std | Remark |
|-------------------|---|----|----|----|----|-------------|-------------|-----------|
| 11 | Information resources in the library are current/up-to-date. | 63 | 63 | 42 | 34 | 2.77 | 1.07 | Agreed |
| 12 | Information resources in the library are relevant to my field of study. | 68 | 68 | 47 | 19 | 2.92 | 0.97 | Agreed |
| 13 | Information resources in the library are of good authority | 52 | 88 | 51 | 11 | 2.90 | 0.85 | Agreed |
| 14 | Information contained in the Information resources are accurate to my need. | 53 | 67 | 61 | 21 | 2.75 | 0.96 | Agreed |
| 15 | Information resources in the library meet my purposes or information need | 52 | 89 | 37 | 24 | 2.84 | 0.95 | Agreed |
| 16 | Information resources in the library are very authentic. | 68 | 84 | 33 | 16 | 3.01 | 0.91 | Agreed |
| 17 | Information resources in the library are reliable | 57 | 95 | 25 | 24 | 2.92 | 0.94 | Agreed |
| 18 | Information resources in the library are inadequate for library users. | 11 | 44 | 78 | 69 | 1.98 | 0.88 | Disagreed |
| 19 | Information resources in the library are accessible to all users. | 54 | 76 | 55 | 16 | 2.84 | 0.92 | Agreed |
| 20 | The languages used in the Information resources are very clear (clarity). | 56 | 61 | 57 | 27 | 2.73 | 1.01 | Agreed |
| Grand Mean | | | | | | 2.87 | 0.95 | |

Table 2 with the item Means of 2.77, 2.92, 2.90, 2.75, 2.84, 2.92, 3.01, 2.84 and 2.73 and Standard deviations of 1.07, 0.97, 0.85, 0.96, 0.95, 0.91, 0.94, 0.92 and 1.01 showed that the respondents agreed that the information resources in the library are current and up-to-date, relevant to their field of study, of good authority, authentic, accessible, reliable, the information resources are accurate to the need of the postgraduate students', meet the purpose of the postgraduate students' information needs and languages used in the information resources are very clear. However, item 18 shows that respondents disagreed that the information resources are inadequate for the library users (Mean; 1.98 and Std; 0.88).

Table 3: Summary of mean responses on the extent of users' satisfaction on the quality of information resources in IAUE library

| S/N | Items Statement | VHE | HE | LE | VLE | Mean | Std | Remark |
|-----|---|-----|----|----|-----|------|------|--------|
| 21 | Currency of periodicals in IAUE library satisfy my information needs. | 81 | 72 | 36 | 13 | 3.09 | 0.91 | Agreed |
| 22 | My needs are satisfied due to relevance of information resources consulted. | 66 | 79 | 45 | 12 | 2.99 | 0.89 | Agreed |
| 23 | The accuracy of information resources enhances my satisfaction. | 69 | 89 | 30 | 14 | 3.05 | 0.88 | Agreed |



| | | | | | | | | |
|-------------------|--|----|----|----|----|-------------|-------------|------------------|
| 24 | The authoritativeness of information resources satisfy my information needs. | 72 | 83 | 32 | 15 | 3.05 | 0.90 | Agreed |
| 25 | IAUE library satisfy my purpose for information sourcing. | 77 | 79 | 34 | 12 | 3.09 | 0.88 | Agreed |
| 26 | The IAUE library information resources are satisfactorily authentic. | 77 | 87 | 32 | 6 | 3.16 | 0.80 | Agreed |
| 27 | Information resources are satisfactorily adequate in IAUE library. | 74 | 83 | 32 | 13 | 3.08 | 0.88 | Agreed |
| 28 | The accessibility of information resources in IAUE library are satisfactory. | 72 | 84 | 36 | 10 | 3.08 | 0.85 | Agreed |
| 29 | Clarity of languages in information resources gives me satisfaction | 71 | 77 | 40 | 14 | 3.01 | 0.91 | Agreed |
| 30 | Low quality of information resources dissatisfy my needs. | 7 | 29 | 90 | 76 | 1.84 | 0.80 | Disagreed |
| Grand Mean | | | | | | 2.94 | 0.87 | Agreed |

Table 3 with the item means of 3.09, 2.99, 3.05, 3.05, 3.09, 3.16, 3.08, 3.08 and 3.01, they derive satisfaction from currency of periodical, relevance of information resources consulted, accuracy of information resources, authoritativeness of the source of information. Also, the users get satisfied with their purpose of information needs, they derive satisfaction from information resources due to their authenticity, adequacy, accessibility, clarity of languages, information resources are generally high as showed by the grand mean (2.94) and standard deviation (0.87).

HO2: There is no significant relationship between the quality of information resources and postgraduate students' satisfaction in Ignatius Ajuru University of Education library.

Table 4: Summary of regression on relationship between quality of information resources and postgraduate students' satisfaction in Ignatius Ajuru University of Education library.

A. Model Summary

| Model | R | R Square | Adjusted Square | R Std. Error of the Estimate |
|-------|-------------------|----------|-----------------|------------------------------|
| 1 | .555 ^a | .308 | 0.304 | 2.55369 |

a. Predictors: (Constant), Quality of Information resources

B. ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 783.301 | 1 | 783.301 | 25.396 | .007 ^b |
| | Residual | 6168.704 | 200 | 30.844 | | |
| | Total | 6176.005 | 201 | | | |

a. Dependent Variable: Postgraduate students satisfaction with the use of IAUE library

b. Predictors: (Constant), Quality of Information resources

C. Coefficients^a



| Model | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. | 95.0% Confidence Interval for B | |
|---------------------------------------|-----------------------------|------------|-----------------------------------|--------|------|---------------------------------|-------------|
| | B | Std. Error | | | | Lower Bound | Upper Bound |
| (Constant) | 28.130 | 2.743 | | 10.257 | .000 | 22.722 | 33.538 |
| 1 Quality of Information resources | 5.046 | .095 | .555 | 5.312 | .027 | -.141 | .233 |

a. Dependent Variable: Satisfaction

Y= Postgraduate students satisfaction with the use of IAUE library; X = Quality of Information resources

The Part A table above showed the coefficient of relationship between quality of Information resources and postgraduate students' satisfaction with the use of Ignatius Ajuru University of Education library is 0.555 while the R-squared value is 0.308 indicating that quality of Information resources relates positively with postgraduate students' satisfaction with the use of Ignatius Ajuru University of Education library. The table also showed that quality of Information resources account for only 30.8% (0.308x100) relationship with postgraduate students' satisfaction using Ignatius Ajuru University of Education library. Meaning that, the remaining 60.2% of postgraduate students' satisfaction with the use of Ignatius Ajuru University of Education library is explained by other variables not included in the model.

From Part B, the F-statistic shows that there is a significant relationship between quality of Information resources and postgraduate students' satisfaction using IAUE library $F_{1, 200}=25.396$, $p<.05$. Therefore, the null hypothesis two was rejected at 0.05 alpha level. The regression equation $y=28.130 + 5.046x$ indicating that an increase in quality of Information resources will lead to an increase in postgraduate students' satisfaction with the use of Ignatius Ajuru University of Education library.

Also, in Part C, the column label t under availability of information resource (5.312) confirmed the significance of F-statistics with $\text{Sig}<0.05$.

Conclusion

The study assessed the quality of Information resources and Postgraduate Students' satisfaction with the use of Ignatius Ajuru University of Education Library. The study found that information resources are available in Ignatius Ajuru University of Education library such as textbooks, journals with uncompromising qualities like current and up-to- date, relevant to the fields of study, of good authority, authentic, accessible, and reliable. The information resources are accurate to the need of the library users, meet the purpose of the postgraduate students' and languages used in the information resources are very clear which make the postgraduate students' derive satisfaction consulting the materials. Amongst other things lack of awareness is one of the major factors inhibiting users' satisfaction in Ignatius Ajuru University of Education library. This implies that users will always be encouraged to make use of the library where the quality information resources and quality of library services rendered to the users satisfy their needs and expectations.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Ignatius Ajuru University of Education library should be encouraged to make more information resources available.
2. While encouraging the staff and principal officers to strive to maintain the quality of information resources in Ignatius Ajuru University of Education library, the users on the other hand are advised to use the information resources with care and responsibility.
3. Only quality resources should be shelved in the university library; obsolete information resources should be checked from time-to-time to ensure feature of quality resources in the library.

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