

**UTILIZATION OF REFERENCE RESOURCES AMONG  
POSTGRADUATE STUDENTS OF FEDERAL UNIVERSITY  
LIBRARIES IN SOUTH EAST NIGERIA**

**BY**

**EBERE EDITH ONAH  
PG/MLS/10/57873**

**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE  
UNIVERSITY OF NIGERIA,  
NSUKKA**

**DECEMBER, 2012**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCES  
UNIVERSITY OF NIGERIA,  
NSUKKA**

**SUPERVISOR: DR. (MRS) V.N. OKAFOR**

**DECEMBER 2012**

**APPROVAL PAGE**

This work by Ebere Edith Onah (PG/MLS/10/57873) has been approved for the Department of Library and Information Science, by:

í í í í í í í í í

Dr. (Mrs) V.N. Okafor  
(Supervisor)

í í í í í í í í í .....

Prof. V.W. Dike  
(Head of Department)

í í í í í í í í í .....

Internal Examiner

í í í í í í í í í í

External Examiner

í í í í í í í í í í í í .

Prof. I.S. Ifelunni  
(Dean, Faculty of Education)

**CERTIFICATION**

Ebere Edith Onah, a postgraduate student in the Department of Library and Information Science, University of Nigeria, Nsukka with Registration Number PG/MLS/10/57873, has satisfactorily completed research requirements for the award of Master in Library and Information Science. The work embodied in this thesis is original and has not been submitted in part or in full for another degree of this or any other University.

í í í í í í í í í í ..

Onah, Ebere Edith  
(Student)

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Signature

í í í í í í í í í í ..

Dr. V.N Okafor  
(Supervisor)

í í í í í í í í í í .....

Signature

## **DEDICATION**

This research work is dedicated to God Almighty who in His infinite mercies strengthened, guided and inspired me throughout the period of the research.

## ACKNOWLEDGEMENTS

The Researcher wish to express her sincere gratitude to God Almighty who granted her life, wisdom, courage, abundant favor in the sight of men. Glory be to God. It wasn't easy, but His grace brought the researcher to this point. The researcher's special thanks goes to her wonderful supervisor, Dr. (Mrs.) V. N. Okafor a resource person, whom her taste of quality has shaped the working , attitude and creating in the researcher the desire to reach out for more in academics; Mummy, may the Lord bless and preserve you.

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MAY GOD BLESS YOU ALL

Onah, Edith Ebere  
Dept of Library and Information Science,  
University of Nigeria, Nsukka.

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## ABSTRACT

This study was an examination of the utilization of reference resources among postgraduate students of 3 federal university libraries in South East Nigeria. The aim of the study was to identify reference resources available for use by postgraduate students in the federal university libraries in South East Nigeria; to determine the purpose of use of reference resources by postgraduate students in the university libraries; to examine the extent to which reference resources are used by post graduate students of these university libraries; to ascertain the perception of postgraduate students of the role of reference librarians in ensuring the effective utilization of reference resources among postgraduate students; to determine the problems hindering the effective utilization of reference resources in the university libraries; to proffer strategies to enhance the effective utilization of reference resources among postgraduate students in these libraries. Three null hypotheses were generated and tested for the study. Relevant literature and empirical studies were also reviewed from which a gap was established that needed to be filled. The study employed descriptive survey research design. The population of the study comprises of 2068 postgraduates students who were duly registered with the libraries. Proportionate stratified random sampling technique was used to select a total of 206 respondents for the study. The instrument for data collection was face validated by three lecturers in the department of library and information Science, University of Nigeria, Nsukka. The data for the study were collected through Observation Checklist and Questionnaire. Data collected through Observation Checklist were descriptively analyzed while that of questionnaire was analyzed with the use of frequencies, percentages, mean and one way of analysis of variance. Results indicated that there are reference resources available for postgraduate students in federal university libraries under study. The study further revealed that postgraduate students of the institutions utilized the resources to a very great extent. The study identified lack of awareness of reference resources in the library, lack of current resources (materials), lack of adequate and trained personnel among others as the problems hindering the effective utilization of reference resources in the libraries. The test also revealed a significance difference in the mean responses of UNN, NAU and FUTO PG Students on the extent to which reference resources are used in the federal University libraries in South East Nigeria, the problem affecting the use of reference resources as well as a significant difference in the mean responses of UNN, NAU and FUTO PG students on the strategies for enhancing the use of reference resources in the federal University libraries. The study recommended that adequate orientation should be given to users of the resources by the librarians, most especially postgraduate students to enable them know what is available in their institutional libraries that will aid their research.

## **CHAPTER ONE:**

### **INTRODUCTION**

#### **Background to the Study**

University libraries are the essential components of any university. They are considered as the intellectual heart upon which any university is built in order to achieve her primary goal of teaching, learning, research and community services. University libraries according to Sambe and Emmanuel (2012) are the type of libraries established and attached to universities with the major aim of satisfying the general information needs of the academic community. The information needs of the institution are usually reflected in the library collection. This makes the collection of the university library to be mainly the function of the courses offered and the research being conducted in the institution.

University libraries worldwide have the basic functions of acquiring, processing and disseminating information resources to their clientele. Edoka (2000) asserts that the prime obligation of any university library is to provide appropriate information resources for study and research to the members of its institution. Specifically, university libraries perform varieties of functions ranging from provision of materials for undergraduate and postgraduate instructions, project and term papers writing as well as for supplementary reading. It also provides expensive materials in support of faculty, external and collaborated researchers. University libraries also provide expensive standard works especially in the professional disciplines. They also make provision for specialized information on the region within which the university is situated as well as cooperation with other academic libraries, a view to developing a network of academic library resources that is at the disposal of all scholars (Fabunmi, 2004). In order to perform the above functions, university libraries provide information sources in both print and non-print format. Some of these include generalized or

reference materials such as dictionaries, bibliographies, abstracts and indexes, travel guides, yearbooks, encyclopedias etc.

The word reference comes from the verb *ōreferō* meaning to turn for aid or information. Thus, any person or thing referred to for the purpose of assistance or aid or information is a reference source or resource. Reference resources are sources that are meant for consultation rather than page by page reading. On the other hand, a source which is consulted for aid or information on a topic, theme, an event, a person, date, place, or a word is a reference source (Otubelu, 2005). This means reference resources can also be called reference sources. In this regard, Buckland (2005) refer to it as documents that are consulted when necessary in order to supply specific information desired by library users or researchers. Reference resources can appear in printed and electronic formats. For the purpose of this work, reference resources are materials that are found in a separate section called reference section of the university library that are designed in a way that users can refer to them in the course of research for specific information rather than reading it from page to page. Reference materials contain the origin of events, phenomenon, ideas and sometimes their history while other texts may not necessarily contain such. They are specially compiled to provide answers to any type of queries that might be raised by the user of a library. They contain facts and rarely does a reference source contain opinions. In the printed format we have encyclopedias, dictionaries, almanacs, handbooks, bibliographies, directories, indexes, gazetteers, journals and other materials generally referred to, for detail information (Ominyi, 2011).

However, all the above mentioned print materials are now contained or available electronically. Electronic resources are those reference resources or materials that are in machine-readable format and require electricity, computer and at times access to internet to make them usable. They contain bibliographic databases and non-bibliographic databases.

Bibliographic databases are databases that are in machine readable form such as indexes and abstracts while non bibliographic as the name implies according to Madu (2010) are forms of electronic databases that are not bibliographic. On the other hand, online reference resources contain a variety of information types such as bibliographic databases and non bibliographic databases. They (bibliographic databases) provide records which are made of citations to articles, books chapters as well as notes and a suggested title if the original work is not informative. They also provide such elements as publication type, date of publication and language of the document for easy search. Abid cited in Anyaogu (2007) informed that it is now common to find reference resources such as dictionaries, encyclopedias, gazettes, journals and guides in electronic format or in digital form. All these put together makes reference resources so vital in university libraries.

Reference resources are one of the essential information resources of modern libraries. Their value is inestimable in the hands of a user, who requires quality information to meet a need. Nworgu and Obiagwu (1991) stated that reference materials are the gold mines of knowledge. There are two types of reference resources and each of them contain diverse information ranging from simple definition of words and concepts to detailed explanation of ideas and events. These include the source type and the access type. The source type of reference materials (books) according to Iroaganachi and Ilogho (2011) are those that contain the information needed by the users (e.g., encyclopedias, dictionaries, and handbooks) while the access type of reference books are those that refer the user to the source of information required (e.g., indexes, abstracts, and bibliographies). Also, reference books are either general or specific in scope of their subject. What is important about reference books is that the subjects they contain have been well researched and proven to be of high intellectual standard by subject experts. Thus a scholarly work without consultation of good reference books is deemed to be shallow. Igwe (2004) rightly observed this by asserting that

A search for literature in research work will not be complete without examining some relevant reference materials necessary for exploring the topic. Some reference works, such as almanacs and encyclopedias, provide information directly. Other works, such as indexes and bibliographies, lead users to where information is. This is why Sowol (2009) emphasized that reference resources such as dictionaries, encyclopedias, atlas etc are research tools that can provide relevant information that will help students in their term paper or project writing. Reference sources provide answers to specific questions, such as brief facts, statistics and technical instructions and provide background information. In most libraries, reference source do not circulate and are located in a separate reference collection. Aina (2004) is of the view that reference sources are designed to be consulted rather than read through. Their design is generally dependent on the type of information and treatment provided.

Also according to Anyaogu (2007), reference resources are very vital to the effective provision of reference services in libraries and information centers. They are the working tools of the reference librarian who needs to provide the right information to the right reader at the right time. Reference resources contain facts that have been brought together from sources and organized for easy and quick use in a particular arrangement or by the use of detailed indexes and cross reference, most of the sources are provided in order to facilitate the resources or information in the library (Olanlokun and Salisu, 1993). Reference resources provide information to users on request. These requests could range from the specific to general information. Whatever form of information desired by postgraduate students can be made available if the library has adequate reference and information resources in its collections. In other words, reference resources are those resources that are designed to be consulted rather than read through. Their design is generally dependent on the type of information and treatment provided. In most libraries, reference source do not

circulate and are located in a separate reference collection. All the above mentioned resources could be effectively utilized by the postgraduate students.

Utilization simply means the extent to which people are making use of whatever resources that is already available in the community or in an organization. In this context, utilization means the extent to which postgraduate students made use of reference resources already provided in the university library situated in the university community. Reference resource utilization therefore, is the total amount of resources actually consumed, compared against the amount of resources planned for a specific process. It is normally measured as a percentage. Utilization of reference resources by postgraduate students will enable them to gain a high level of research output. Iroaganachi and Ilogho (2011) are of the view that the use of reference sources is highly beneficial or even indispensable for postgraduate students to achieve their educational outcomes. Using reference is one of the most important parts of the process in an academic exercise. It avails the researcher of an opportunity to get informed about a topic. Corijn and Dukes (2011) affirm that reference sources help make your choice easier, look up textual information about your subject. Finding out information on your chosen subject, learn about it. How it works, what it's made of, what it's used for, why it exists, who uses it, what different types there are, anything you can find out is good. This might help to spark the interest of postgraduate students and motivate them.

Postgraduate students are those who already hold a first degree and who are doing programmes leading to the award of higher degrees. Ibegbulam (2000) sees them as those studying for various programs leading to advanced degrees. They are research students by and large who engaged in an enquiry spread over a period of years in which they are left very much on their own, though under the supervision of a faculty member. Postgraduate students are characterized by the type of degrees. That is to say, their programmes ranges from Postgraduate Diplomas (PGD), Masters (M.SC/M.Tech/MLS/M.A/M.Engr/M.Ed) and Ph.D.

Based on the above programs that characterized postgraduate students, postgraduate students therefore need information in different areas to help find out information about their chosen topics, make their choice easier, as well as look up textual information about their subject in order to boost their research output.

According to Appleby (1990), postgraduate students are characterized by visibility, willingness to work hard, reflection of the program value, true interest in research and development of relationship with a mentor. This means that they are directly or indirectly present, hardworking, perceived of their professional program values of research and scholarly excellence, work extremely hard to develop their research skills and attached themselves to one or two faculty members with whom they continued to work during the course of their programme. However, for the purpose of this study, postgraduate students are characterized by dedication, hard work, commitment, clarity of goals, and willingness to embrace the values of their program. All these are geared towards developing research skills which reference resources stand to be a vital tool. Aina (2002) maintain that postgraduate students use the library essentially for research. The library provides essential resources needed for carrying out effective learning and research activities.

However, the optimal utilization of reference resources is not know . It is in view of this that this study is designed to investigate the use of reference resources among post graduate students in federal university libraries in south eastern Nigeria. The Federal University Libraries under study in South East Zone of Nigeria include: Nnamdi Azikiwe Library of the University of Nigeria, Nsukka (UNN); Nnamdi Azikiwe University Library, Awka (NAU); and Federal University of Technology Library, Owerri (FUTO).

The Nnamdi Azikiwe library started in October, 1960. In 1961, the library moved from its temporary quarters into the then completed library building. The reference section of the library shares a seating capacity of one hundred and eighty (180) and seventeen shelves



that can contain over five thousand stocks of reference resources for postgraduate students of the university.

The Federal University of Technology Library, Owerri (FUTO) was established in 3<sup>rd</sup> August 1981. The library was moved to the purpose built library in 1983. Presently, the collection of the library stands at 60, 949 blocks; 582 bound periodicals, 1, 727 documents and 998 maps approximately. Reference services by competent professionals are offered from Monday to Friday. While the Nnamdi Azikiwe library Awka now called Prof. Festus Aghagbo Nwanko library started in 1982. Today, the library can accommodate 3,000 readers at a time and stocked about 140,000 volumes of books and 880 journal titles to support teaching, learning and research.

### **Statement of the Problem**

Reference resources are the starting point of any kind of research to be carried out by postgraduate students, be it seminar or project. Reference resources provide background information on the subject or topic. In view of the importance of reference resources, federal university libraries under study spent substantial amount of money to make the resources available for use by postgraduate students of the institutions. The implication is that postgraduate students of the institutions are expected to be making judicious use of the resources for their research work so that they will be exposed to a wide number of research sources that will boost their research output.

However, the researcher during her library internship with the Nnamdi Azikiwe library, University of Nigeria Nsukka (one of the federal university libraries in south eastern Nigeria) while in reference section observed that the reference section which houses reference materials is almost always desolate, giving the researcher the impression that may be majority of the postgraduate students do not know that there is a section in the library called reference section with valuable resources. The questions now are: are the postgraduate

students really making optimal use of the reference resources? What are the factors hindering the effective utilization of reference resources by postgraduate students?

These are the questions that need urgent investigation. If nothing is done to find out whether postgraduate students made use of the reference resources, the library may be spending money acquiring the resources and the postgraduate students may be suffering in silence while their research may be shallow and this may lead to non achievement of their educational outcomes. In other word the result of this may be, the researchers end up producing poor quality research work. This therefore, calls for an urgent investigation into the utilization of reference resources among postgraduate students of federal university libraries in south eastern Nigeria.

### **Purpose of the study**

The general purpose of this study was to examine the use of reference resources among postgraduate students of the three university libraries under study. Specifically, the researcher seeks to;

1. Identify reference resources available for use by the postgraduate students in the federal university libraries in south east Nigeria.
2. Determine the purpose of use of reference resources by postgraduate students in the university libraries under study.
3. Examine the extent to which reference resources are used by postgraduate students of these university libraries.
4. Ascertain the perception of postgraduate students of the role of the reference librarians in ensuring the effective utilization of reference resources.
5. Determine the problems hindering the effective utilization of reference resources in these libraries.
6. To proffer strategies to enhance the effective utilization of reference resources among postgraduate students in these libraries.

## Research Questions

This study was guided by the following research questions:

1. What are the reference resources available for use by postgraduate students in the federal university libraries in south east Nigeria?
2. For what purpose are reference resources utilized by postgraduate students in the libraries under study?
3. To what extent are reference resources used by postgraduate students of these University libraries?
4. What are the postgraduate students' perceptions of the role of a reference librarian in ensuring effective utilization of reference resources?
5. What are the problems hindering the effective utilization of reference resources in these libraries?
6. What are the strategies for enhancing the effective utilization of reference resources among postgraduate students in these libraries?

## Research Hypothesis

The following null hypothesis was formulated to guide the study and was tested at 0.05 levels of significance.

**H0<sub>1</sub>:** There is no significant difference in the mean responses of UNN, NAU and FUTO PG students on the extent to which reference resources are used in the University libraries

**H0<sub>2</sub>:** There is no significant difference in the mean responses of UNN, NAU and FUTO PG Students on the problems affecting the use of the reference resources in the University libraries

**H0<sub>3</sub>:** There is no significant difference in the mean responses of UNN, NAU and FUTO PG Students on the strategies for enhancing the use of reference resources in the University libraries.

### **Significance of the Study**

The findings of this study are expected to be beneficial to reference librarians, university libraries, and researchers in related areas, postgraduate students and library schools.

To the reference librarians, the findings of the study will reveal the problems that affect postgraduate students' use of reference resources and the strategies for enhancing the use of the resources. This will enable reference librarians to employ useful measures to ensure effective use of reference resources. This will help the librarian and library staff to make effort to improve on their services.

To the postgraduate students the finding of this study will cause the consciousness of students to appreciate the use of reference resources in academic libraries in general and university libraries in particular. The findings will go along way and reveal the reference resources available and the purpose to which the resources are to be utilized by postgraduate students of the federal university libraries under study.

The findings of this study will also be useful to researchers in related areas who may be carrying out similar studies. This is because the study will show the research design, area, population, sample and sampling technique etc which will serve as a reference source for future research.

Finally library schools will also benefit from the findings of this study. This is to the fact that the result of the research work which will reveal reference resources available for reference services will be added to the existing literature of the profession.

**Scope of the study**

This study was limited to South East Zone of Nigeria. South East is made of Enugu State, Anambra, Abia, Imo and Ebonyi State. Specifically, the study covered the utilization of reference resources among postgraduate students of the Nnamdi Azikiwe Library of the University of Nigeria, Nsukka (UNN); Nnamdi Azikiwe University Library, Awka (NAU); Federal University of Technology Library, Owerri (FUTO).

## CHAPTER TWO

### REVIEW OF LITERATURE

This chapter will review related literature relevant to the study under the following subheadings.

#### **Conceptual Framework**

Reference Resources Available for University Libraries

Purpose of Use of Reference Resources by Postgraduate Students in University

Libraries

Extent of Reference Resources Utilization in University Libraries

Students Perception on the Role Played by the Reference Librarians in University

Libraries

Problems Hindering the Effective Utilization of Reference Resources in University

Libraries

Strategies for Effective Utilization of Reference Resources in University Libraries

#### **Review of Related Empirical Studies**

#### **Summary of Literature Review**

#### **Conceptual Framework**

#### **The Concept of Reference Resources**

The reference library plays a valuable role in a print environment for at least two purposes: direct ready reference, the seeking or verification of basic facts; and finding contextual aspects of a person, place, event, period, or other topic. For the first task, one needs an appropriate single source; for the second, a well-selected range of different reference resources, such as dictionaries, encyclopedias, atlases, bibliographies, and biographical dictionaries (Buckland, 2005).

Reference Resources otherwise referred to as reference sources are document or materials that are not meant to be read from page to page but only be consulted for specific

piece of information. According to Aina (2002), reference resources are documents that contain miscellaneous information on any topic be it an event or individual. These reference and information sources are not meant to be read from cover to cover. Rather, they are expected to be consulted as and when necessary in order to supply information desired by a user of the library. Because of the importance of these reference sources, they are usually separated from the regular non-fiction books in the library.

Reference sources are materials that are highly specialized publications, not intended to be read from page by page or at a sitting. Ozioko (2005) opined that they are like textbooks; rather they are to be referred to or consulted for specific information that is sought for. They are rarely the work of an individual but usually the production of team work. Quite often, they are produced by a team of editors brought together by a publisher. Arua (1997), Reference sources are those materials that are consulted by users for particular items of information. Reference resources are mainly produced for reference and they form the reference collection of a library. Their nature is such that they are prepared for brief and quick consultation rather than for continuous reading through cover to cover.

Reference sources are those materials that are consulted by users for particular items of information. Reference resources are mainly produced for reference and they form the reference collection of a library. Their nature is such that they are prepared for brief and quick consultation rather than for continuous reading through cover to cover. According to Ifidon and Ifidon (2008), reference books are books that are designed to be looked up for specific information that is not meant to be read through and that has an array of disjointed entries which are generally alphabetically arranged. They also stated that to perform well as a reference librarian, a substantive knowledge is a must, liberal education a help, a scientific and technological background useful. They may also include formulas, statistics, diagrams, tables, or maps with or without abstract, annotations, bibliographies and other features. The

books are not borrowable but rather meant to be used within the library and arranged according to a given scheme of classification. Reference resources are the stock in trade of the reference librarian as they provide authoritative answers to reference questions (Madu, 2002).

In this line, Sowol (2009), emphasis that references resources such as dictionaries/, encyclopedia, atlas etc are research tools that can provide relevant information that will help students in their term paper or project writing. Reference sources provide answers to specific questions, such as brief facts, statistics and technical instructions and provide background information. In most libraries, reference source do not circulate and are located in a separate reference collection. Aina (2004) is of the view that reference sources are designed to be consulted rather than read through. Their design is generally dependent on the type of information and treatment provided.

According to (Anyago, 2007) reference resources are very vital to the effective provision of reference services in libraries and information centers. They are the working tools of the reference librarian who needs to provide the right information to the right reader at the right time. Reference resources contain facts that have been brought together from sources and organized for easy and quick use in a particular arrangement or by the use of detailed indexes and cross reference, most of the sources are provided in order to facilitate the resources or information in the library (Olanlokun and Salisu, 1999). Reference resources provide information to users on request. These requests could range from the specific to general information. This information might be in providing background information to the independence struggle in Africa (Aina, 2002). In other words, reference resources contain specific information, information that is not meant to be read through and that has an array of disjointed entries which are generally alphabetically arranged. It also defines it as a book whose use is restricted to the library building. The dictionary of Library



and Information Science (2004), sees reference sources as any publication from which authoritative information may be obtained, including but limited to reference books, catalog, records, printed indexes and abstracting services, and bibliographic databases. Therefore, for the purpose of this study, reference resources could be seen as documents which are only meant to be consulted or refer to for specific information in order to satisfy specific information need of a library user.

University libraries are libraries attached to Universities. According to Sambe (2012), University libraries are established to support the basic functions of Universities, viz:- teaching learning, research and community services. Specifically, the main aim of any university library is to satisfy the general information needs of the community of users. University libraries are the most important organ of the University education. Fabunmi (2004), is of the view that university scholars and some outside users depend on university libraries for acquisition of knowledge. University libraries has traditionally been seen as the -heart of the universityø serving the academic community of its parent institution. However, Grimes notes as cited in Brophy (2001), that the metaphor has been used loosely and with little evidence that it reflects institutional realities. He refers to a number of areas: øStudents and faculty alike fail to involve library resources and services in regular learning and instruction, turning to the library primarily as an undergraduate study hall or reserve book room í National initiatives í fail to mention, much less to plan, improvement of library resources í (There is) a disheartening decrease in academic library share of institutional funding í they remain, for the most part, on the periphery of decision-making and innovative processes í librarians are often not involved in information policy development. í In all, the -library is the heart of the universityø metaphor leads librarians and academics to erroneous conclusions about the real relationships between the library and the university. Brophy (2001) notes that many other commentaries on the academic library as the

centre of scholarly activity neglect the fact that for most university researchers such notions simply do not reflect reality, if they ever did.

Utilization on the other hand is derived from utilize meaning to use. Therefore it is the process of making use of something. Dike (1993) view utilization as being able to employ appropriate instructional material expertly and at the right time in order to attain an instructional objective. In the context of this work, utilization simply means the ability of the user to identify reference resources available and make judicious use of the resources. It can also be seen as the ability of the user to technically use the resources of the university library. The full utilization of these materials will help to uplift the objectives of the university's teaching, learning, research and community services.

### **Reference Resources Available for University Libraries**

A good number of reference resources exist in different forms for university libraries. These include human resources, printed resources and electronic resources. In the view of Okore (2009), resources can be people, equipment, facilities for funding or any other aid required for the completion of a project. However, for the purpose of this research work reference resources means every information source that is required to supply immediately or direct postgraduate students to their needed information relevant to their research. These sources include: printed resources and electronic resources and the staff.

In the case of the printed resources, reference resources appear in physical forms which include books, pamphlets, journals, newspapers, maps etc. Anyaogu (2007) informs that they consist of general and specialized dictionaries and encyclopedias, almanac, handbooks, bibliographies, directories, indexes, statistical sources, journals, gazettes, biographical sources, guides to literature. Otubelu (2005), mention them as encyclopedias, maps, bibliographies, serials, dictionaries, almanac, Year Books, Gazetteers, gazettes.

Reference resources could also be called reference materials. In this way, Ikegbune (2003) fully listed reference materials as dictionaries, manuals, encyclopedia and indexes and abstracts. These materials are what bring the public to the reference section. They come to make use of them as the references librarian guide and direct them. Dike (1993) strongly reasserts that reference materials are kept in the library at all times and are not loaned out to borrowers. In this way, they will be available at any time they are needed. Since reference resources are repeatedly and constantly used by users, they are kept in the library to avoid disappointments of users when they need them. Thus, they are not borrowed out and are ever ready in the reference department for users' consultation.

In view of discussing collection development policy with specific reference to reference resources such as Almanacs, Directories, Yearbooks, Annuals housed by the reference section of the Ekstrom library, Ekstrom (2008) pointed out that current editions of sources are kept in reference, with earlier editions being housed in the general stacks. Representative encyclopedia yearbooks and some annual review publications are retained to provide a year-by-year historic record as far back as possible. If the title is not to be replaced by any later edition, it should be considered for transfer to the general stacks for historical reference, or withdrawn if not of permanent value (Ekstrom, 2008). Furthermore, in its discussion of procedures applying to the acquisition of reference collections the same source revealed that favorable reviews or inclusion in a reputable bibliography, reputation of the author and/or publisher, currency of the topic, relevancy to support of University curriculum should be considered. In view of the selection of electronic resources the source revealed that primary criteria for selection of electronic resources are no different than those for selection of traditional reference materials. Authoritativeness, currency, comprehensiveness, ease of use, and value to users should be the initial screening criteria. The above assertion could be interpreted to mean that reference resources or collection need to be current in order to attract

users of the library who are in search of information especially on current topics, subject or issues.

Similarly, discussing guidelines for Selecting E-Reference Resources Lethbridge (2010) averred that currency- timeliness of the information meaning when was the information published or posted, has the information been revised or updated and are the links functional should be considered. In its professional competencies for reference and user services librarians, Rusa (2003) noted that the goal of service delivery is for a librarian to evaluates new or existing services for a match between user capabilities and service technological requirements in order to determines the appropriate mix of technologies and delivery channels to meet the particular user group's needs.

Conclusively, James (2012) in his classification of reference materials listed reference materials to include: dictionaries, subject specific dictionaries, directories, encyclopedias and credo. Oduwole et al (2003) in his classification include CD ó ROM databases, electronic mails, Online Public Access Catalogues as online reference resources available for users.

### **Purpose of Use of Reference Resources by Postgraduate Students**

Reference resources are used by postgraduate students for different purposes. According to James (2012), reference materials are used to define terms in your lecture materials or assignment questions and also to confirm facts and figures. Reference resources are also contained in electronic format. In this way, Okiki and Asiru (2011) inform that postgraduate students use electronic sources for research project work, quick access to information, searching for new things, writing term paper, doing course assignments, quality of resources, currency of information, assisting others to get materials, pressure and less expensive. This showed that the postgraduate students used Electronic Information Sources (EIS) because they wanted to excel in their courses of study. They make use of EIS to garner additional points to what they got from the oriented sources. Ekstrom (2008) concurs with the

above by maintaining that reference resources are used because they contain favorable reviews or reputable bibliography, reputation of the author and/or publisher, current topics which are relevant to support University curriculum.

Discussing on the purpose for which reference resources are used by users, Olanlokun and Salisu (1993) proclaimed that reference resources contain facts that have been brought together from sources and organized for easy and quick use in a particular arrangement or by the use of detailed indexes and cross reference, most of the sources are provided in order to facilitate the resources or information in the library. Reference resources are also used because they provide background information to users on the subject or topic of interest request. These requests could range from the specific to general information.

Reference resources are also used to improve one's vocabulary. Taking dictionaries as a point of contact, Nwalo (1999) noted that dictionaries are mainly consulted by people who want to improve on their vocabulary. They help them in verifying or clarifying the meanings of words being used. At the higher level, academics who are writing or are engaged in editorial works also use dictionaries (Aina, 2004).

Reference resources are also consulted for the fact that they are research tools which are brief in introducing the contents of an article, books or papers. In regards to this, Utor (2004) looking in the single role of abstracts and index he says they are used because they serve to introduce the reader to the largest single source of reference materials other than books, that is serials. They tell in a brief, what the writer has in the original articles, that is the strength and the weakness of the articles in question. This means that reference resources such as abstracts are bridges to information materials that enhance quick access to tools and adequate utilization of resources. They help in achieving bibliographic control. They also help to quickly and easily consult a required material through the bibliographic compilation in citations in order to resort to the full text of the required document.

In conclusion, reference resources are consulted because they also provide information about locations, descriptions and distances. They provide information on population of an area, its size, birth and death rates, emigration and immigration (Anyaoagu, 2007). They also have information on the statistical and historical development of an area. They also give information about the names, and addresses of places, towns, cities, regions, countries, organizations, individuals, latitude, longitude etc. They appear to be the most often used geographical reference source. Taking gazettes as an example of reference resources (Udofia, 2002) affirm that they are used mainly to formalize important government activities such as decree on land use, promotions and appointments, retirements from civil service, resignation, etc

#### **Extent of Reference Resources Utilization in University Libraries**

Preliminary research has shown that reference resources are utilized in university libraries. Sowole and Onifade (2009) supported this when they proclaimed that the most used reference source is the dictionary. According to them other reference sources are not adequately used by students. Users who are not familiar with other reference materials do not know the importance of these materials to their study.

Postgraduate students make extensive use of such materials as indexes, guides, abstracts, catalogues, and bibliographies in locating required reference materials (Mole, 2000). Students also consult staff of the reference section for assistance to locate needed materials, and reference staffs are very helpful to the postgraduate students as they compile bibliographies for users and provide adequate orientation for them.

Ozoemelem (2009) averred that there is a low level of electronic resource experience amongst Postgraduate Students. He further demonstrated that the internet via Cybercafé is the major facility used to access electronic resources by postgraduate students. He pointed out

that there is a level and frequency of electronic resource usage by both male and female Postgraduate Students. There is a high frequency of usage of electronic resources by both male and female Postgraduate Students. In other words gender gap in electronic resource usage is quite negligible.

Schottlaender et al (2004) noted that print and electronic reference resources are "popular, extensively used, and pervasive", although to a lesser extent for arts and humanities and for undergraduate students. However, print format remains important. Discussing extent of use of reference sources in university libraries Kumari and Talawar (2009) reveal that small percentage of users made use of bibliographies and directories as compared to the use of dictionaries, encyclopedia and yearbooks.

### **Students' Perception of the Role Played by the Reference Staff in University Libraries**

The role of academic reference librarians is taking new shape with the continuous development of library technologies. In addition to their traditional bibliographical, academic, and personal competencies, librarians also have to possess technological expertise in order to gain access to automated library processes both for themselves, and for providing individual and group online and CD-ROM instruction. Additionally, because of their daily contact with patrons, librarians can aid in determining user and community needs, thereby helping to establish budget priorities for building library resources and managing staffing. Administrative decisions about automation are also increasingly being made by reference librarian. According to Aina (2004); reference librarian is a link between the information and the users. The reference librarians would first analyze and clarify the query, identify the type of reference services, identify the information source to use, that is the success of the reference transaction depends on how well, two parties have cooperated during the transaction.

Throughout the years, the role of the reference librarian has changed due to technological advancements. With the invention of the online public access catalog, electronic databases and indexes, and the ever-popular World Wide Web, reference services have become even more essential to the academic library (Avery, 2001). The rapid growth of electronic media in reference services has placed reference librarians in a unique position. According to Bopp and Smith (2001), the primary task of a reference librarian is to help individuals who have reached barriers during the process of seeking information, find what they need using relevant sources. Keeping in line with the role of the reference librarian, the Reference and User Services Association (a division of American Library Association that is responsible for supporting the development of reference services for library users of all ages) has guidelines for the development and delivery of reference services. They are as follows:

• information services in libraries take on a variety of forms including direct personal assistance, directories, signs, exchange of information culled from a reference source, readers' advisory service, dissemination of information in anticipation of user needs or interests, and access to electronic information (Bopp and Smith, 2001).

Reference librarian evolved from face-to-face interaction with patrons at the desk to using the telephone or mailing system to address patron requests from outside of the library. Now, reference librarians are carrying out classroom and in-house (the library) instruction to provide students with the skills they need to maneuver through today's academic library (Edison, 2000). An interesting quote appears in Barbara Moran's book, *Academic Libraries* (1984), and it reads: "Academic libraries must search for a way to superimpose modern information services upon their traditional functions while they make the transition into the information age." It is because of the technological advancements in academic libraries that more sophisticated librarians are required. According to Nwalo (2003), the role of the academic librarian would be to provide more effective service such as instruction in library



and information skills to library users. Over time, the reference librarian has primarily adopted this role.

Research performed in 1990 by Heavener, showed that certain ready reference questions are answered quicker using online sources. Online sources have become so popular with students that they often expect to find everything they are looking for through online searches. Because there is a lack of skill in how to use certain databases or online indexes, reference librarians have been drafted as the main source of instruction in this area. According to Roesch (2006), situations such as these have presented reference librarians with more complex questions from students. Instead of students asking where they must look to find information on an assignment, they are now asking, "How do I use this database or which database do I use?"

### **Problems Hindering the Effective Utilization of Reference Resources in University Libraries**

Despite the benefits derived from the use of reference resources in university libraries some problems are still recorded. Adeyemi, (2005) in her study of issues in the Application and Utilization of ICT to Reference services in libraries and Information centers discovered that majority of the users do not know the proper methods of retrieving materials in the library, as good percentage of them get materials on the shelves through trial and error. In affirmation, Ifidon (1997) assert that students and researchers using academic libraries are not finding it easy to use the library properly. According to him majority of them are not aware of relevant abstracts, indexes, and other reference resources and that among those who are aware of the existence of subject catalogue, about half do not use it or have difficulty in using them.

In another development, Nwalo (2002) stated that academic reference services in most tropical Africa rarely provide adequate and relevant materials, hence they are ineffective.

This is because academic reference sections are mainly stocked with foreign literatures that are both outdated and irrelevant to the users that are expected to read them. Mabawonku (2004) noted that resources in academic libraries are already over stretched and inadequate for the needs of the academic and research staff as well as the students. She further opined that most of the books are outdated. Sowole and Onifade (2009) noted that, a majority of respondents do not find most reference sources relevant because they are obsolete and do not meet their current needs.

Furthermore, Akanya (2006) stated that the reference collections are extremely poor. Any academic collections that are not current and are inadequate will definitely reflect on the production of manpower of the institution that will not compete favorably with other institutions in an information driven environment. This is the pathetic situation which academic reference services had found themselves, this requires prompt measures to revolutionize these services. Olubiyo (2006) discovered that the expensive nature of relevance materials and dependence on overseas publishing houses and marketing agents for collection. Apart from the high cost of reference collection the distance of the overseas agents and publishers is another wearying case. Due to distance, materials ordered can take months, or years before they finally arrive. On arrival, a lot of changes might take place in terms of the physical condition.

Furthermore, Echezona (2005) noted that lack of computer skills and time constraints affect the use of reference collections. The library that has gone on-line, users who are not skillful in using computer network system may see no reason why they should visit the library for information search. She (2005) further supports this view by saying; relevant scientific materials are not up-to-date and also not accessible. The materials are not accessible because weeding is rejected. Gay (1992) concludes that as unplanned and used collection

grows, Shelf and Seating shrink and work with need information are lost in the duster of outdated and inappropriate materials crowding shelves.

The environment of the library is also another problem of utilization of reference resources in libraries. Utor (2004) equally agreed that storage facilities and library building are also major barriers in enhancing utilization of reference resources in University Libraries. Thus, it is very obvious that if appropriate space and storage facilities are lacking reference collection cannot be available because the seats and desks meant for uses cannot be turned to storage facilities

Another nagging problem with reference resources is poor knowledge of the subject. According to Udofia (2002) one major problem reference librarians and users have to contend with is poor selection of reference resources. This could be caused by poor subject knowledge of the reference and acquisition on one hand and the library's selection on the other hand as well as the use of poor and inadequate selection tools and poor access to adequate and current sources. Again most reference librarians neither have knowledge about various print and electronic data resources available to needed information nor do they have a strategy by which these resources can be search in an expedient and thorough manner. Idowu (1999) speaking on the important role of train librarians concluded that the best stocked library in the world cannot give efficient and comprehensive services to its users if it does not at the same time possess a keen, efficient and highly trained staff capable of exploiting the stock and its fullest advantages. Hobson cited by Ezeani (2006) agreed that staff performance at the library circulation and reference desk is so crucial that it often sets the services time of any library and to a large extent influences user perception of any library. She affirmed that librarians remain gatekeepers to information rather than gateways or information intermediaries and the job of the reference section is fundamental in keeping the power image

of the library. This means that for any library to perform its functions well, it must have trained staff that is ready and capable of providing needed information for its clientele.

On the other hand, electronic resources especially that of electronic reference resources are not seen as being straightforward. In contrast to an Internet search engine, where a single keyword search will usually result in thousands of hits, no matter what the topic, in the library, students have to choose a particular database and be more selective in the search words they use. Ozoemelem (2009) noted that database subjects often overlap, with differences in dates, journal and subjects covered, and whether the material is full-text or not. In addition, the library may have a print subscription to a certain title that is not full-text electronically, or the title may be accessible full-text through another database than the one originally searched. Therefore, not only do students have to find the relevant citations, but they also have to know how to locate the article after that. This means juggling many screens, many technologies, multi-tasking electronic jobs, and of course, knowing where to look for all this necessary information. Lastly, there is the additional confusion that more and more library databases use Web-based technologies. Because the interface is seamless there does not seem to be a visible, on the screen, difference between Web-based library resources and general Web-based resources. All of the above also assumes the student is proficient in the use of computers. It is quite clear that searching for information has become "inexorably linked to computer technology (Fabunmi 2010).

Doyle (1993) also identified that lack of availability and accessibility of information source in University libraries on the extent of use of information sources in the library, Okore (1998) speaking in the same vein identified that lack of availability and accessibility of information sources in the library are the fundamental problems associated with the use of library materials and the reference materials are not exception. While Muyanyi (2000) added that lack of proper infrastructure, funds, managerial skills and lack of ICT equipments also

inhibit the use of on-line and printed reference resources in the University Libraries in Nigeria. Lankes (2005) in support of this stated that inadequate funding for all types of libraries, in turn reflect in the holdings in the reference collections. In Nigeria, no special priority is given to education, and of course, the library is affected because it depends in the parent organization for fund. This condition has gone to affect the collection strength of reference library. In addition, Utor (2004) also discovered that some users are unnecessarily selfish in the way and manner they make use of library resources. Some either tear pages of sheets of books or journals they consider most useful, or at times steal the whole document. When this type of habit is carried out, it tells on other users because they will not have access to the material again.

The reading environment also influences to a great deal the user on the use of the reference resources in the library. If the reading environment in the reference section or in any section of the library (comfortable reading chairs, Fans & Relaxation corners,) is not conducive, this might affect the use of materials in the reference section. In affirmation Bicknell in Mabawonku (2002) maintains that many libraries in Nigeria do not have access to internet facilities, in this information age where Hi-tech information systems have greatly influence all field of human endeavor, frustration and dissatisfaction. According to Sowole (2001) majority of postgraduate and undergraduate students in the University libraries, are not aware of reference services and resources in the libraries. Even those who were aware viewed using reference sources as the same thing as reference services. Many do not see the reference librarians as a resource person who is capable of enhancing their searches and satisfy in their information needs.

In the same vein, Buckland (2005) discussing accuracy of print reference materials for reference library services in the digital environment proclaimed that one cause is that printed reference works are sometimes inaccurate and always obsolescent; another is that reference

collections are selective and necessarily incomplete; a third is that the librarian may have failed to understand the patron's query. Nwachukwu (2006) concludes that questions often put to the reference libraries are not well framed. The wording may not convey the actual intentions of the users. If the librarian does not get the questions appropriately, it will be very difficult to know the exact materials to consult for the answer and the questions asked.

### **Strategies for Effective Utilization of Reference Resources in University Libraries**

In spite of the current advancements or trends introduced by information and communication technology, many of the university libraries are still finding it difficult to provide functional state of the art resources. Many libraries in Nigeria do not have access to internet facilities Mabawonku (2002). In this information age where Hi-tech information systems have greatly influence all fields human endeavor, frustration and dissatisfaction. Oketunji (2005) in support of this averred that application of computers to library activities in Nigeria has been more of dream than reality.

Talking about training, Kresh, (2001) recommended that the personnel of libraries need adequate training for them to perform efficiently. They should be sent regularly to in-services course to keep abreast with the expanding frontiers of knowledge and the latest means of accessing and delivery information. Daniel (2000) is of the view that internet makes possible worldwide accessibility to on-line reference resources and many other reference resources. Internet has become the magic tool in the head of the reference librarian to promptly resolve user's queries. Edison (2000) believes that reference librarian specialist training and subject skills will help mediate user's information needs. Librarians should develop the competencies; they need to be more successful.

Similarly, Tolle (2001) confirms in his study that many users do not know where to begin their research and most users who walk into the library have little or no ideas of how to

use the on-line catalogue or perform searches in a database it is therefore necessary for reference librarians to spend extra time with users to guide them through the search process. Avery (2001) Agrees that librarians must examine what people need and determine what will provide the best services to the users. Aguolu (2002) also maintained that parent institution should be educated that full computerization of their libraries enhances utilization of on-line reference sources. The computer must be networked, integrated and applied in the performance of routine activities. This system allows the user of on-line reference sources. Proper networking makes it possible for users to login from remote locations, thus accessing the materials, and making reservation without physical coming to the library building. Hence both the users and the staff should be trained to have skills of using these technologies in retrieval of on-line resources for their study research. This will go a long way in enhancing utilization of on-line reference resources by postgraduate student in academic libraries.

Furthermore, for postgraduate students to be effective in the use of library, user education is of immense value. Nwachukwu (2006) therefore asserts that "the commonest approach to user education is the orientation programme" the programme can be organized for postgraduates, other users and new staff. During the orientation programme, he mentioned the following to be discussed; the use of reference books including electronic reference resources, variety of collections and their locations and general arrangement of the library including provision to open and closed access sections.

In addition, Udofia (2002) gives the strong challenge that new technological development creates the need for the librarians to develop strategies that would help them cope with the challenge. One of such strategies is the improvement of competencies of librarians. Major competencies that librarians need include skills to learn and use the changing technologies, thus with this kind of improvement and flexibility librarians will be able to serve better, knowing all the current reference resources and how to manipulate them

to help meet user information needs. In a research conducted Aina (2001) suggested that government should therefore provide ending environment and called for improvement on power supply. There is need for government to take more stringent measures to achieve this laudable venture. For effective utilization of on-line reference resources Aboyode (1999) opined that without steady power supply, vertical library and all other requirements may turn out to be elephant project.

Moreover, Madu (2010) advocated that a space and physical facility is another crucial importance strategy for enhancing utilization of reference resources. The library building should be appropriate to accommodate the service rendered to the users, the sighting of photocopying sections should be in a place easily accessible for users, the library should be in well ventilated atmosphere, and the table and chairs provided should match, all these will enhance the utilization of reference resources by postgraduate students and other users in academic libraries.

According to Aina (2002) the reference librarian would first analyze and clarify the query identify the type of reference services, identify the information source to use, that is the success of that is the success of the reference transaction depends on how well, two parties have cooperated during this transaction. Lending support to the above observed that, if every user were able to formulate his question clearly, half of the problem would have been solved. Many uses have vague ideas of what they need and might mislead the reference librarian into providing an unacceptable answer.

Since knowledge is power, the users of these resources should be provided with adequate knowledge in gaining access to the wide range of resources. Nwalo (2003) advised that reference librarians should provide access to their reference collection through improved reference and improved assistance in many other ways, in relation with the above, Nkiko (2006) opined that academic library should ensure that specialists are allowed to head the



reference sections, when a person with good mastery of a subject helps students and staff for literature search and other subject specific issues, better, good result will be assured. Conclusively, Sowole and Onifade (2009) recommend that new and current reference sources that serve the university curriculum should be acquired. In addition, innovations such as using electronic resources to provide reference services should be considered.

### **Review of Related Empirical Studies**

This section deals with the review of empirical work related to the topic and to show relationship and differences between the empirical works and the present study. Some researcher such as Ezema (2001), Obiefuna (1996), Olubiyo (2006), Kudu (2011), Okiki and Asiru (2011) has carried out a study on this area. For instance, Ezema (2001) carried out a study of utilization of reference sources: a comparative study of Faculties of Education and Arts students. The purpose of the study was to know the strength of the reference collection in Nnamdi Azikiwe library. The sample of 250 was used for the study. Data for the study were collected through structured questionnaire and interviews. The findings of the study revealed that the strength of the reference collection is not much compared to the teeming population of the undergraduate students in the university; the sources are not enough to cover the curricula of both students of Education and arts. The study therefore recommended that the university librarian should make sure that more emphasis is laid on the provision of most current reference sources in the library.

The relationship between Ezema's work and the present study is that it covers the subject of the study (utilization of reference resources). This work is difference with the current study for the fact that it compares utilization of reference resources in the faculty of education and faculty of arts where as the current does not limit itself to only the above named faculties but covers the whole faculties in the federal university libraries in the south-east zone of Nigeria.

On the other hand, Obiefuna (1996) carried out a study on the use of reference sources in Nnamdi Azikiwe library by postgraduate students of the faculty of Arts. The purpose of the study was to discover the problems encountered by postgraduate students of the faculty of arts in Nnamdi Azikiwe Library of the University of Nigeria Nsukka. Questionnaire was used to collect data from the sample population of one hundred and six students. The results of the study show that most of the reference sources are not up to date, that the materials are either missing or misplaced. It was recommended that library should bear in mind that students of the faculty of arts do not only use literature of the humanities but often use social science literature due to the relationship. This empirical study is related to the current study because it is concerned with the use of reference resources by postgraduate students. However, the formal study limit itself with only postgraduate student of faculty of arts while the ongoing study covers all the postgraduate students in the federal university libraries in the south east zone of Nigeria.

Furthermore, Olubiyo (2006) conducted a study of availability and utilization of reference resources in university Ilorin library Ilorin. The study was aimed at determining the various kinds of reference resources available and its utilization in University of Ilorin Library. Questionnaire, Observation checklist and interview were used to collect data. The major findings were that various kinds of reference resources are available in the reference department and they are used for difference purposes. The study suggested employment of more reference staff, sanitation of library environment and facilities, provision of more inductive training extension of consultation and allocation of fund to the library and organization of fund raising activities by libraries. Olubiyo study reviewed above is related to the present study in the sense that it centered on the availability and utilization of reference resources in a university library (University of Ilorin Library).The different however, is that while the formal dealt with availability and utilization of reference resources in a different

areas, the present limit itself on only utilization of reference resources in a different area (south-east zone of Nigeria).

In a similar way Kudu (2011) studied reference and information services delivery in academic libraries in Nasarawa State. The main purpose of the study was to examine the reference and information services of academic libraries in Nasarawa State. The population of the study consists of all reference staff in the three (3) institutions under study as well as a total of 1,361 undergraduate students who are duly registered with the libraries of the institutions serves as the population for the study. Proportionate Stratified Sampling was used to select a total of 272 respondents for the study. Data was collected through questionnaire and observation checklist. Findings of the study revealed that current awareness services, selective dissemination of information, indexing and abstracting were the major services provided in these libraries. Online catalogue and indeed ICT facilities were not available for reference and information services in these libraries. The study recommend that improve funding, regular evaluation of reference and information services be made available.

Kudu's work bears a striking relationship to the present one in the sense that the instrument, method of data analysis is almost the same with the present. The difference however, is that while the current work limits itself to university libraries, the former dealt with academic libraries in general. Again, the former was carried out in a different geographical area (Nasarawa State in North Central Zone), the present is carried out in South East Zone of Nigeria.

In a related development, Okiki, and Asiru, (2011) carried out a study on the Use of Electronic Information Sources by Postgraduate Students in Nigeria: Influencing. The purpose of the study was to look into the factors influencing the effective use of electronic information sources among postgraduate students in Nigerian Universities. The stratified disproportionate random sampling technique was adopted for the study. The target

populations were stratified institutionally as follows: Five hundred (500) respondents were randomly selected each from University of Ibadan, (U.I.) and University of Lagos while one thousand five hundred copies of questionnaire were distributed equally at 250 each among other four Universities making a total number of Two thousand, five hundred respondents. The result of the study shows that the strongest factor that influenced the use of EIS is the need to carry out a research. This work is similar to the current study in that it dealt with utilization of electronic information resources among postgraduate students while the ongoing study limits itself with only reference resources.

### **Summary of Literature Review**

The review of literature discusses utilization of reference resources in university libraries. It sees reference resources as both human and material resources. Human resources as staff who aid users to access the material resources while materials resources as specialized sources that are not meant to be read from cover to cover or page to page but only consulted for a special purpose.

The literature reviewed was carried out under the conceptual framework of reference resources which deals with the concept of reference resource and importance of reference resources in libraries. The researcher also reviewed a literature on the reference resources available which concerned with both human and material resources of the libraries such as staff, dictionaries, encyclopedias etc. Relevant literature was also reviewed on the extent of the use of reference resources in university libraries by post graduate students, and other students.

On the other hand, the role of reference staff/librarians such as assisting library users to make use of reference resources in university libraries was also reviewed. The problems hindering the effective utilization of reference resources in libraries and the possible ways of enhancing the utilization of reference resources in libraries were also reviewed. The study

also reviewed a number of empirical studies covering utilization of reference resources, availability and use of reference resources, reference and information services delivery as well as electronic information resources.

However, the summary of literature reviewed show that reference resources are underutilized in federal Universities in south East Nigeria as the researcher was unable to lay hands on any study covering utilization of reference resources in the three federal university libraries by postgraduate students who are duly registered with the federal university libraries under study in this zone. In view of this, there exists a gap in this area of study. Therefore, the present study is set to fill the gap created in the literature of the subject.

## **CHAPTER THREE: RESEARCH METHOD**

This chapter presents the procedure of the study under the following: research design, area of study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, method of data collection and method of data analysis.

### **Design of the study**

This study employed a descriptive survey research design. Descriptive survey research design according to Baba (2005) is the type of design that is interested in observing and describing the existing characteristics of an event or situation without manipulating any variable. This is because the study involves a large group of subjects which was studied in fraction of that large population and the findings were generalized to the overall population.

### **Area of the Study**

The area of the study is South Eastern Nigeria. South eastern Nigeria is one among the six zones found in Nigeria. It is located in between North Central Nigeria and South South Nigeria. It is populated with five Igbo speaking states namely Enugu, Ebonyi, Anambra, Abia and Imo. It is bounded in the North with Benue and Kogi States, in the South with rivers and Akwa Ibom States while in the East it is bounded by Cross River and in the West by Delta State respectively. The choice of South eastern Nigeria is justified due to a good number of Federal University libraries found in the zone supporting teaching, learning and research activities in the federal universities offering a wide range of post-graduate programmes dominated by research.

### **Population of the Study**

The population of the study comprises of two thousand and sixty eight (2,068) registered postgraduate students who are duly registered with the three Federal University

Libraries under study. According to the information derived from users registration register of the federal university libraries under study, this is categorized as: Nnamdi Azikiwe Library of the University of Nigeria, Nsukka (UNN), seven hundred and ninety (790); Federal University of Technology Owerri Library (FUTO), four hundred and eighty six (486) and Nnamdi Azikiwe University Awka Library (NAU), seven hundred and ninety two (792) registered postgraduate students respectively. **See appendix A –page – 83**

### **Sample and Sampling Technique**

The total sample of ten percent (10%) representing 206 was selected using proportionate stratified random sampling technique from the population of two thousand and sixty eight (2,068) postgraduate students who are registered users of the Nnamdi Azikiwe Library of the University of Nigeria, Nsukka (UNN), Federal University of Technology Library Owerri (FUTO), Nnamdi Azikiwe University Library Awka (NAU). This is because Nwana cited by Uzoagulu (2011) noted that for a population size of thousands, 10% of them should be used.

### **Instrument for Data Collection**

The major instrument for data collection for this study was questionnaire while observation checklist was used for availability of reference resources. The questionnaire which was titled **“Utilization of Reference Resources by Postgraduate Students Questionnaire” (URRPGSQ)** was formulated by the researcher in consonance with the six research questions guiding the study. The questionnaire was divided into two sections (A & B). Section A contains four items which sought to collect the bio data of the respondents such as name of the institution, department, and type of programme and field of study.

Section B which was made up of six clusters. Cluster one contain eighteen (18) items which sought to collect data on reference resources available. Cluster two contains five (5) items which elicit data on the purpose of utilizing reference resources. Cluster three was made up of eighteen (18) items which collect data on the extent of utilization of reference

resources. Cluster four which was made up of eight (8) items look forward in collecting data on the student's perception of the role of the reference librarian. While cluster five which contain twelve (12) items that collect data on the hindrances to the effective utilization of reference resources and finally cluster six which contain twelve(12) items which sought to elicit relevant data on the strategies for enhancing utilization of reference resources in the libraries. This brought the total no of items in section B to 73 items.

The observation checklist on the other hand was designed by the researcher in line with the research question one which dealt with availability of reference resources. The observation checklist consisted of eighteen (18) items that solicit data on the availability of reference resources in federal university libraries under study.

### **Validation of the Instrument**

The instrument for data collection was face validated by 3 lecturers in the department of Library and Information science, University of Nigeria, Nsukka. This was done for the purpose of clarity of instrument, relevance of items, and proper wordings of the items. Their comments were collected and used in the final modification of the instruments.

### **Method of Data Collection**

Questionnaires was administered to the respondents and collected in an interval of one week. The researcher employed three trained research assistants for the purpose of familiarity with the environment and users who were trained on how to administer and retrieve the questionnaire. This was done to enhance high return rate of the questionnaire.

In case of observation checklist, an inspection visit was carried out in the reference sections of the federal university libraries under study by the researcher to personally observe the type of reference resources available for utilization by the postgraduate student.



## Method of Data Analysis

The data collected were presented in tabular form. Frequencies, percentages, mean and anova were adopted for the analysis of the results. The frequencies of respondents were used for the calculation of percentage of items 1-18 in clusters one while mean was used in calculating the result of items 19-73 in clusters 2,3, 4, 5 and 6, while anova was used to analyze items 24-41 in cluster three respectively. Cluster 2-6 in the questionnaire are opinion based with response options of strongly agree (SA), agree (A), Disagree (D), and Strongly disagree (SD); (VHE), Very high extent (HE), High extent (LE), Low extent (NE) No extent; very appropriate (VA), appropriate (A), fairly appropriate (FA), Not appropriate (NA). These are assigned weighing of 4, 3, 2 and 1 respectively.

The researcher considered the average mean of 2.5 and above acceptable and that below 2.5 as not acceptable. This was calculated using the weighing attached to response options of very high extent (4), high extent (3), very low extent (2), no extent (1), strongly agree (4), agree (3), strongly disagree (2) and disagree (1) hence  $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$

ANOVA statistics was used to test the 3 null hypotheses at probability of 0.05 level of significance anova. Any Hypotheses whose significance  $\alpha$  level was less than or equal to 0.05 level of significance, it was said to be significance. Hence the null hypothesis was rejected but if significance  $\alpha$  levels were greater than 0.05 level of significance, it was said to be not significant. Hence, the null hypotheses were accepted.

## **CHAPTER FOUR**

### **PRESENTATION OF DATA**

The results of the analysis are summarized and presented in this chapter. Two hundred and six questionnaires were administered to the postgraduate students of the federal university libraries under study out of which one hundred and ninety seven (197) representing 95% were returned and found usable. The data were analyzed on the basis of six research questions that guided the study.

#### **Research Question 1**

What are the reference resources available for postgraduate students of the three federal university libraries under study?

This research question sought to collect data on awareness of reference resources and availability of reference resources in the libraries under study. In order to collect reliable data on the availability of reference resources in the libraries under study, the researcher personally carried out an inspection visit to the concern libraries and observed the types of reference resources available for use in these libraries. Data collected through observation are presented and analyzed below.

**Table 1: Reference Resources Available in Federal University Libraries in South East Nigeria**

S/N	Reference resources	A	UNN	NAU	FUTO		
			NA	A	NA	A	NA
1	Encyclopedias	√		√		√	
2	Dictionaries,	√		√		√	
3	Almanacs	√		√		√	
4	Handbooks	√		√		√	
5	Bibliographies	√		√		√	
6	directories,	√		√		√	
7	Indexes	√		√		√	
8	Gazetteers	√			x	√	
9	Abstracts	√		√		√	
10	Manuals	√		√		√	
11	Guides	√		√		√	
12	Maps	√		√		√	
13	Biographies	√		√		√	
14	Travel guide	√			x	√	
15	Year book or Annuals	√		√		√	
16	Biographical dictionaries	√		√		√	
17	Thesaurus	√		√		√	
18	Atlases	√		√		√	
19	Online Dictionaries	√		√		√	
20	Online Encyclopedias	√			x		x
21	Online Directories	√		√		√	
22	Online Biographies	√		√		√	
23	Online Maps	√			x	√	
24	Online Atlases	√		√		√	
Total		24/24		20/24	4/24	23 /24	1/24

Key: A=Available; NA=Not Available

The result in table 1 is based on observation checklist of the reference resources available in the libraries under study by the researcher. Result presented in table 1 reported that 24/24 of the reference resources presented above are available in Nnamdi Azikiwe Library, University of Nigeria Nsukka. Whereas 20/24 of the items presented are available in UNIZIK

library Awka, 4/24 of the items are not available in the library. Finally, while 23/24 of the reference resources presented in the table are available in FUTO library 1/24 of the items are not available. This means that reference resources are available in the federal University libraries in South East Nigeria.

### Research Question 2

For what Purpose do the Postgraduate Students Use Reference Resources?

This research question sought to collect data on the purpose for utilizing reference resources. To achieve these respondents were asked to indicate their purpose of utilizing the resources. Their responses are presented thus;

**Table 2: Purpose for Utilization of Reference Resources by Postgraduate Students**

N=197							
S/N	Purpose	SA	A	D	SD	$\bar{x}$	Remark
1	To solve assignments	127	63	2	2	3.6	Accepted
2	To write my project and research papers	141	33	8	6	3.6	Accepted
3	To find background information	127	51	12	4	3.5	Accepted
4	To prepare for seminars/workshops	102	60	18	10	3.3	Accepted
5	To prepare for examinations	51	95	32	12	2.9	Accepted

KEY: N=Number of Questionnaire Returned

In table 2 above, the respondents agree with all the options presented meaning that all the mean scores are above the average mean scores of 2.5. In the table the highest rated reason for utilizing reference resources by postgraduate students is to solve assignments and to write their projects and research papers with a mean score of 3.6 each. Other reasons for the utilization of reference resources by postgraduate students are to find background information, prepare for seminars/workshops and prepare for examinations with 3.5, 3.3, and 2.9 mean scores respectively.

### Research Question 3

To what extent are reference resources in these university libraries used by postgraduate students?

In view of the extent to which postgraduate students utilize reference resources in the libraries under study, the respondents opinions collected through questionnaire are presented and analyzed as follows.

**Table 3: Extent of Utilization of Reference Resources by Postgraduate Students**  
N=197

S/N	Items	VHE	HE	LE	NE	$\bar{x}$	Remark
1	Encyclopedias	108	40	39	7	3.2	Accepted
2	Abstracts	87	65	32	10	3.1	Accepted
3	Indexes	26	65	29	18	2.7	Accepted
4	Dictionaries	32	76	44	18	2.7	Accepted
5	Biographies	34	68	66	16	2.6	Accepted
6	Bibliographies	34	46	74	36	2.4	Rejected
7	Yearbooks or Annuals	25	43	76	38	2.3	Rejected
8	Guides	14	56	72	30	2.3	Rejected
9	Manuals	19	43	73	43	2.2	Rejected
10	Handbooks	32	37	49	57	2.2	Accepted
11	Maps	30	24	73	43	2.2	Rejected
12	Directories	30	48	55	53	2.2	Rejected
13	Almanac	27	37	58	58	2.1	Rejected
14	Thesaurus	22	24	77	45	2.1	Rejected
15	Gazetteers	25	37	49	57	2.1	Rejected
16	Biographical dictionaries	16	43	65	58	2.0	Rejected
17	Atlases	8	32	72	62	1.9	Rejected
18	Travel guide	9	31	60	76	1.8	Rejected

KEY: N=Number of Questionnaire Returned

Results from Table 3 shows that reference resources such as encyclopedias, abstracts, indexes, dictionaries and biographies with mean scores of 3.2, 3.1, 2.7, 2.7 and 2.6 respectively are indicated to be utilized by postgraduate students to a very high extent. While bibliographies, yearbooks or annuals, guides, manuals, handbooks, maps, directories, almanac, thesaurus, gazetteers and biographical dictionaries with mean scores of 2.4, 2.3, 2.3,

2.2, 2.2, 2.2, 2.2, 2.1, 2.1, 2.1, 2.0 respectively are indicated to be utilized to some extent, atlases and travel guide with mean scores of 1.9 and 1.8 respectively are reported to be utilized by postgraduate student of the federal university libraries under study to a very low extent. This could be that the research value of the resources rejected is not associated with the purpose to which postgraduate students of the university libraries under study used the reference resources.

#### **Research Question 4:**

What is the Students Perception of the role of reference librarians in ensuring the effective utilization of reference resources among postgraduate students?

In order to collect relevant information on the above research question, postgraduate students were asked to indicate their perception on the role of reference librarians in the utilization of reference resources in the libraries under study. Their responses were collected and analyzed thus;

**Table 4: Student's Perception of the Role of Reference Librarian in University Libraries**

							N=197	
S/N	Items	SA	A	D	SD	$\bar{x}$	Remark	
1	The reference librarian is a link between the information and the users	120	60	2	4	3.5	Accepted	
2	Help users to find what they need using relevant sources	112	56	16	4	3.4	Accepted	
3	Analyze and clarify the query	72	88	14	8	3.2	Accepted	
4	Disseminate information in anticipation of user needs or interests	48	64	18	10	3.0	Accepted	
5	Identify the type of reference services	56	82	30	12	3.0	Accepted	
6	Identify the information source for use	64	70	34	14	3.0	Accepted	
7	Advice and direct users to the sources of information	58	82	32	12	3.0	Accepted	
8	Establish budget priorities for building library resources	30	64	48	34	2.5	Accepted	

KEY: N=Number of Questionnaire Returned

In Table 4 above, it was reported that reference librarians have some roles to play in the utilization of reference resources by postgraduate students. In the table, all the items presented were rated above the criterion mean scores of 2.5 which mean all the items were accepted as the student's perception on the roles of the reference librarians in utilizing reference resources in the university libraries under study. However, the highest rated among the items is that the reference librarian is a link between the information and the users with a mean score of 3.5. This is closely with mean scores of 3.4 and 3.2 respectively, meaning that reference librarians help users to find what they need using relevant sources as well as analyze and clarify the query. Others are to dissemination of information in anticipation of user needs or interests, identify the type of reference services, identify the information source for use, advice and direct users to the sources of information with mean scores of 3.0 respectively while establish budget priorities for building library resources with 2.5.

**Research Question 5:**

What are the problems hindering the utilization of reference resources by postgraduate students in federal university libraries in South East Nigeria?

This research question sought to get information on the problems that hinder the effective utilization of reference resources by postgraduate students in the federal university libraries in south Eastern Nigeria. To realize this, the students were asked to indicate such problems. Their responses are collected and presented below.

**Table 5: Hindrances to the Effective Utilization of Reference Resources by Postgraduate Students**

**N=197**

S/N	Items	SA	A	D	SD	$\bar{x}$	Remark
1.	Lack of awareness of reference resources in the library	104	60	10	10	3.4	Accepted
2	Lack of current resources (materials)	76	66	28	16	3.0	Accepted
3	Lack of adequate and trained personnel	64	72	52	14	2.9	Accepted
4	Constant power failure	80	42	40	24	2.9	Accepted
5	Lack of proper organization of reference resources	50	84	26	26	2.8	Accepted
6	Lack of adequate and relevant materials	58	68	18	38	2.8	Accepted
7	Lack of online databases	34	86	26	26	2.6	Accepted
8	Lack of computer skills and time constraints	48	48	32	36	2.6	Accepted
9	Lack of internet connectivity	42	76	26	42	2.6	Accepted
10	Poor selection of reference resources	28	72	50	30	2.5	Accepted
11	High cost of reference materials	34	46	66	36	2.3	Rejected
12	Lack of space and storage facilities	38	20	66	78	2.1	Rejected

KEY: N=Number of Questionnaire Returned

Results in Table 5 indicated that lack of awareness of reference resources in the library and lack of current resources (materials) with mean scores of 3.4 and 3.0 respectively are the greatest problems hindering the effective utilization of reference resources in federal university libraries in South East Nigeria. Next to the above indicated problems are lack of adequate and trained personnel and constant power failure with mean scores of 2.9 each, lack of proper organization of reference resources and lack of adequate and relevant materials with 2.8 respectively. Others include lack of online databases, lack of computer skills and time



constraints, lack of internet connectivity, poor selection of reference resources, high cost of reference materials as well as lack of space and storage facilities with mean scores of 2.6, 2.6, 2.6, 2.5, 2.3 and 2.1 respectively

### Research Question 6:

What are the strategies for enhancing the effective utilization of reference resources among Postgraduate students in these libraries

This research question solicited relevant data on the strategies that will enhance the effective utilization of reference resources in the federal university libraries under study. Their responses are presented and analyzed below.

**Table 6: Strategies for Enhancing Effective Utilization of Reference Resources.**

							N=197
S/N	Items	VA	A	FA	NA	$\bar{x}$	Remark
1.	Adequate orientation should be given to users of the resources by the librarians	146	34	-	-	3.8	Accepted
2.	Adequate and relevant materials should be provided by the libraries	110	58	10	2	3.5	Accepted
3.	More attention and assistance should be given to users by the libraries	110	48	16	4	3.5	Accepted
4.	proper organization of reference resources for easy accessibility	92	68	18	2	3.3	Accepted
5.	Computers should be connected to the internet	100	54	16	10	3.3	Accepted
6.	More training should be given to reference staff	100	60	10	10	3.3	Accepted
7.	Online databases should be made available for use	98	62	20	4	3.3	Accepted
8.	proper organization of reference resources	90	58	26	2	3.3	Accepted
9.	Standby generators should be provided by the libraries in case of power failure	94	48	24	12	3.2	Accepted
10.	Selection of reference resources should be based on specialist	78	48	24	18	3.1	Accepted
11.	Adequate space and physical facility should be provided by the libraries	70	68	18	22	3.0	Accepted
12.	Users should be taught how to use computers System	44	62	36	38	2.6	Accepted

KEY: N=Number of Questionnaire Returned

Data presented in Table 6 shows that the respondents have recommended that adequate orientation should be given to users of the resources by the librarians with a mean scores of 3.8, adequate and relevant materials should be provided by the libraries and more attention and assistance should be given to users by the libraries with a mean of scores of 3.5 respectively. While a mean scores of 3.3 each have been indicated to proper organization of reference resources for easy accessibility, computers should be connected to the internet, more training should be given to reference staff, and online databases should be made available for use and proper organization of reference resources as the strategies, 3.2 and 3.1 respectively have also been indicated to standby generators should be provided by the libraries in case of power failure and selection of reference resources should be based on specialist as strategies respectively. Finally, other strategies as indicated by the subjects include: adequate space and physical facility should be provided by the libraries and users should be taught how to use computers systems with 3.0 and 2.6 mean scores.

### **Test of Hypotheses**

The three null hypotheses formulated at the beginning of the study to validate the answer to the research questions were tested here.

**H<sub>0</sub><sub>1</sub>**: There is no significant difference in the mean responses of UNN, NAU and FUTO PG

Students on the extent to which reference resources are used in the University

Libraries

**Table 7: Analysis of Variance on the Extent to Which Reference Resources are Used by PG Students in the University Libraries**

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
DICTIONARIES	Between Groups	2.649	2	1.325	1.782	.171
	Within Groups	144.183	194	.743		
	Total	146.832	196			
INDEXES	Between Groups	1.389	2	.695	.854	.427
	Within Groups	157.799	194	.813		
	Total	159.188	196			
YEAR BOOK	Between Groups	2.294	2	1.147	1.541	.217
	Within Groups	144.447	194	.745		
	Total	146.741	196			
BIBLIOGRAPHIES	Between Groups	.883	2	.441	.555	.575
	Within Groups	154.244	194	.795		
	Total	155.127	196			
ALMANACS	Between Groups	1.223	2	.612	.598	.551
	Within Groups	198.320	194	1.022		
	Total	199.543	196			
DIRECTORIES	Between Groups	.572	2	.286	.290	.749
	Within Groups	191.306	194	.986		
	Total	191.878	196			
BIOGRAPHIES	Between Groups	3.052	2	1.526	1.430	.242
	Within Groups	207.059	194	1.067		
	Total	210.112	196			
GUIDES	Between Groups	4.919	2	2.459	2.237	.110
	Within Groups	213.294	194	1.099		
	Total	218.213	196			
ABSTRACT	Between Groups	.208	2	.104	.140	.869
	Within Groups	143.904	194	.742		
	Total	144.112	196			
GAZETTEERS	Between Groups	2.219	2	1.110	1.299	.275
	Within Groups	165.750	194	.854		
	Total	167.970	196			
MAPS	Between Groups	1.470	2	.735	.877	.418
	Within Groups	162.672	194	.839		
	Total	164.142	196			
HANDBOOK	Between Groups	3.389	2	1.695	1.549	.215
	Within Groups	212.306	194	1.094		
	Total	215.695	196			

MANUALS	Between Groups	4.963	2	2.481	2.351	.098
	Within Groups	204.732	194	1.055		
	Total	209.695	196			
YEARBOOK OR ANNUALS	Between Groups	1.897	2	.949	.999	.370
	Within Groups	184.225	194	.950		
	Total	186.122	196			
ATLASES	Between Groups	1.089	2	.544	.662	.517
	Within Groups	159.672	194	.823		
	Total	160.761	196			
TRAVEL GUIDE	Between Groups	1.513	2	.756	.902	.407
	Within Groups	162.619	194	.838		
	Total	164.132	196			
BIOGRAPHICAL DICTIONARIES	Between Groups	1.688	2	.844	.958	.386
	Within Groups	171.012	194	.882		
	Total	172.701	196			
THESAURUS	Between Groups	3.132	2	1.566	1.643	.196
	Within Groups	184.888	194	.953		
	Total	188.020	196			
ENCYCLOPEADIAS	Between Groups	.478	2	.239	.296	.744
	Within Groups	156.528	194	.807		
	Total	157.005	196			

The result of the hypothesis as shown in table 7 reveals that there is no significant difference in the mean responses of UNN, NAU and FUTO PG Students on the extent to which reference resources are used in the University libraries. This shows that in the federal University libraries under study the significance level of all the items (24-41) are greater than (>0.05) level of significance. Therefore the null hypotheses was accepted.

**H0<sub>2</sub>** There is no significance difference in the mean responses of UNN, NAU and FUTO PG Students on the problem affecting the use of the reference resources in University libraries

**Table 8: Analysis of Variance on the Problems Affecting the Use of Reference Resources by PG Students in the University Libraries**

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Lack of awareness of reference resources in the library	Between Groups	3.371	2	1.685	3.430	.034
	Within Groups	95.319	194	.491		
	Total	98.690	196			
Lack of proper organization of reference resources	Between Groups	1.037	2	.518	.684	.506
	Within Groups	146.963	194	.758		
	Total	148.000	196			
Inadequate current resources(materials)	Between Groups	2.348	2	1.174	1.588	.207
	Within Groups	143.439	194	.739		
	Total	145.787	196			
Lack of adequate and relevant materials	Between Groups	.327	2	.164	.153	.858
	Within Groups	207.815	194	1.071		
	Total	208.142	196			
Lack of computer skills and time constraints	Between Groups	.093	2	.047	.040	.961
	Within Groups	226.831	194	1.169		
	Total	226.924	196			
High cost of reference materials	Between Groups	.525	2	.262	.252	.778
	Within Groups	202.439	194	1.044		
	Total	202.964	196			
Lack of adequate and trained personnel	Between Groups	1.032	2	.516	.673	.511
	Within Groups	148.846	194	.767		
	Total	149.878	196			
Lack of space and storage facilities	Between Groups	13.460	2	6.730	5.634	.004
	Within Groups	231.758	194	1.195		
	Total	245.218	196			
Lack of internet connectivity	Between Groups	11.824	2	5.912	6.036	.003
	Within Groups	190.004	194	.979		
	Total	201.827	196			
Lack of online databases	Between Groups	18.766	2	9.383	10.749	.000
	Within Groups	169.355	194	.873		
	Total	188.122	196			
Poor selection of reference resources	Between Groups	6.844	2	3.422	3.701	.026
	Within Groups	179.359	194	.925		
	Total	186.203	196			
Constant power failure	Between Groups	.683	2	.342	.341	.711
	Within Groups	194.311	194	1.002		
	Total	194.995	196			

The result of the analysis of hypothesis as shown in table 8 indicated that there is a significance difference in the mean responses of UNN, NAU and FUTO PG Students on the problem affecting the use of the reference resources in the federal University libraries under study. This means that there is a significant difference in the mean responses of items 52, 53, 54,55,56,57 and 61 as it is greater than ( $> 0.05$ ). Therefore, the null hypothesis is accepted.

**H<sub>03</sub>** There is no significance difference in the mean responses of UNN, NAU and FUTO PG Students on the strategies for enhancing the use of reference resources in the University libraries.

**Table 9: Analysis of Variance on the Strategies for Enhancing the Use of Reference Resources by PG Students in the University Libraries**

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Adequate orientation should be given to users of the resources by the librarians	Between Groups	.605	2	.303	1.094	.337
	Within Groups	53.669	194	.277		
	Total	54.274	196			
Adequate and relevant materials should be provided by the libraries	Between Groups	1.288	2	.644	1.449	.237
	Within Groups	86.225	194	.444		
	Total	87.513	196			
proper organization of reference resources	Between Groups	.799	2	.400	.701	.497
	Within Groups	110.511	194	.570		
	Total	111.310	196			
Adequate space and physical facility should be provided by the libraries	Between Groups	1.036	2	.518	.532	.588
	Within Groups	188.964	194	.974		
	Total	190.000	196			
More attention and assistance should be given to users by the libraries <sup>33</sup>	Between Groups	4.603	2	2.301	4.300	.015
	Within Groups	103.844	194	.535		
	Total	108.447	196			
More training should be given to reference staff	Between Groups	.519	2	.260	.343	.710
	Within Groups	146.679	194	.756		
	Total	147.198	196			
Online databases should be made available for use	Between Groups	.595	2	.297	.532	.588
	Within Groups	108.309	194	.558		
	Total	108.904	196			

Selection of reference resources should be based on specialist	Between Groups	1.106	2	.553	.628	.535
	Within Groups	170.813	194	.880		
	Total	171.919	196			
Standby generators should be provided by the libraries in case of power failure	Between Groups	.363	2	.182	.233	.792
	Within Groups	151.109	194	.779		
	Total	151.472	196			
Proper organization of reference resources for easy accessibility	Between Groups	4.352	2	2.176	3.968	.020
	Within Groups	106.389	194	.548		
	Total	110.741	196			
Users should be taught how to use computers systems	Between Groups	2.512	2	1.256	1.267	.284
	Within Groups	192.290	194	.991		
	Total	194.802	196			
Computers should be connected to the internet	Between Groups	.868	2	.434	.634	.532
	Within Groups	132.777	194	.684		
	Total	133.645	196			

The analysis of the hypothesis as shown in table 9 shows that there is a significant difference in the mean responses of UNN, NAU and FUTO PG Students on the strategies enhancing the use of reference resources in federal University libraries. This means that there is a significant difference in the mean responses of items 63, 64, 65,66, 67,68,69,70,71,and 73 as it is greater than ( $> 0.05$ ). Therefore, the null hypothesis was accepted.

### Summary of Major Findings

The following major findings are deduced from the above presented and analyzed data.

1. The reference resources available in the three federal university libraries under study for postgraduate student's utilization are dictionaries, almanacs, handbooks, bibliographies, directories, indexes and gazetteers. Others are abstracts, manuals, guides, maps, biographies, travel guide, year book or annuals, biographical dictionaries, thesaurus and atlases etc.

2. Postgraduate students use the resources to do assignments, write their projects, write their research papers, find background information, prepare for seminars/workshops and prepare for examinations.
3. Postgraduate students of the federal university libraries utilize reference resources such as encyclopedias and abstracts to a very great extent. The test of the hypotheses revealed that there is no significance difference in the mean responses of UNN, NAU & FUTO PG Students respondents on the extent to which reference resources are used in the university libraries.
4. Reference librarians are a link between the information and the users. They help users to find what they need using relevant sources as well as analyze and clarify the query.
5. Utilization of reference resources in these libraries is hindered by lack of awareness of reference resources in the library, lack of current resources (materials), lack of adequate and trained personnel etc. The test of the hypotheses revealed that there is no significance difference in the mean responses of UNN, NAU & FUTO respondents on items 52, 53, 54,55,56,57 and 61 on the problem affecting the use of the reference resources in the federal university libraries under study.
6. In view of the above problems, it was recommended that adequate orientation should be given to users of the resources by the librarians, adequate and relevant materials should be provided by the libraries, more attention and assistance should be given to users by the libraries etc. The test of the hypotheses revealed that there is no significance difference in the mean responses of UNN, NAU & FUTO respondents on items 62, 63, 64,65,66,67,69,70,71 and 73 on the strategies enhancing the use of reference resources in federal University libraries under study.



## CHAPTER FIVE

### Discussion, Recommendations and Conclusion

This chapter presents the discussion of research findings, conclusion, implications of the findings, recommendations, suggestions for further studies and summary of the study.

#### Discussion of the Findings

The findings of this study were discussed in line with the six research questions of the study. The discussion was done under the following subheadings:

#### *Reference Resources Available for Postgraduate Students in University Libraries*

Reference resources are available for postgraduate students in university libraries in south east Nigeria. In this study, findings revealed that encyclopedias, dictionaries, almanacs, handbooks, bibliographies, directories, indexes and gazetteers are available in these libraries. Others reference resources available in these libraries are abstracts, manuals, guides, maps, biographies, travel guide, year book or annuals, biographical dictionaries, thesaurus and atlases. The online reference resources available include online dictionaries, online abstracts, online yearbooks, online manuals, online encyclopedias, online biographies, online maps and online atlases. This is in line with Ikegbune (2003), Otubelu (2005) and Anyaogu (2007) who identified reference resources available as encyclopedias, maps, bibliographies, dictionaries, almanac ,yearbooks or annuals, Gazetteers, gazettes, handbooks, directories, indexes, statistical sources, gazettes, biographical sources, guides to literature, manuals, abstracts. Thus, reference resources available in federal university libraries in South East Nigeria are encyclopedias, dictionaries, almanacs, handbooks, bibliographies, directories, indexes and gazetteers. Thus, there are reference resources in the university libraries. The major reference

resources available in these university libraries are encyclopedias, dictionaries, almanacs, handbooks, bibliographies, directories, indexes and gazetteers.

### ***Purpose for Utilization of Reference Resources by Postgraduate Students***

Postgraduate students in university libraries use reference resources for a purpose. In the university libraries under study, the findings of the study reported that postgraduate students of the institutions who use the library use reference resources to solve their assignments, write their projects, write their research papers, find background information, prepare for seminars/workshops and prepare for examinations. This support the findings of Okiki and Asiru (2011) who observed that postgraduate students use electronic sources for research project work, quick access to information, searching for new things, writing term paper, doing course assignments, quality of resources, currency of information, assisting others to get materials, pleasure and less expensive. This means reference resources (printed or electronic) are used based on the individual needs of postgraduate students. In these libraries, reference resources are used by postgraduate students to solve their assignments, write their projects, write their research papers, find background information, prepare for seminars/workshops and prepare for examinations.

### ***Extent of Reference Resources Utilization by Postgraduate Students***

From the result of the data collected and analyzed, it was discovered that postgraduate students of the libraries under study utilized reference resources such as encyclopedias, abstracts, indexes, dictionaries, handbooks and biographies are utilized by postgraduate students to a very high extent while bibliographies, yearbooks or annuals, guides, handbooks, manuals, maps, almanac, thesaurus, gazetteers, biographical dictionaries, atlases and travel guide are utilized by postgraduate student of the federal university libraries under study to no extent. This finding disagrees with that of Sowole and Onifade (2009) who revealed that the

mostly used reference source is the dictionary and that other reference sources are not adequately used by students. On the other hand, this finding agrees with the finding of (Mole, 2000) who pointed out that postgraduate students make extensive use of such materials as indexes, guides, abstracts, catalogues, and bibliographies in locating required reference materials. The above finding could be rightly summarized that postgraduate students of the institutions utilized reference resources like encyclopedia to a very high extent while indexes, dictionaries and handbooks are being utilized to a high extent. This is because postgraduate students are more of researchers than undergraduate students.

In view of the hypothesis of the study, it was revealed that there is a significant difference in the mean responses of UNN, NAU and FUTO PG students on the extent to which reference resources are used in the university libraries. This infers that in the federal University libraries under study the significance level of all the items (24-41) are greater than (>0.05) level of significance.

### ***Students' Perceptions of the Role of Reference Librarians in University Libraries***

Reference librarians in any library have a lot of work to do in order to ensure that reference resources of the library are well utilized. In case of the federal university libraries under study, it was discovered that reference librarians are a link between the information and the users. They help users to find what they need using relevant sources as well as analyze and clarify the query. The study also discovered that reference librarians disseminate information in anticipation of user needs or interests, identify the type of reference services, identify the information source for use, advice and direct users to the sources of information as well as establish budget priorities for building library resources. This tallies with Aina (2003) who maintains that reference librarian is a link between the information and the users. The reference librarians would first analyze and clarify the query, identify the type of reference services, identify the information source to use. That is to say that the success of the

reference transaction depends on how well, two parties have cooperated during the transaction. To achieve this reference librarian must serve as a link between the transaction processes.

### ***Problems Hindering the Utilization of Reference Resources in University Libraries***

In spite of the availability, and role of reference librarian in ensuring that reference resources are efficiently utilized by postgraduate students in university libraries, it was found out that utilization of reference resources by postgraduate students of the federal university libraries in South East Nigeria is hindered by lack awareness of reference resources in the libraries. This affirms the position of Ifidon (1997) who asserts that students and researchers using academic libraries are not finding it easy to use the library properly because majority of them are not aware of relevant abstracts, indexes, and other reference resources and that among those who are aware of the existence of subject catalogue, about half do not use it or have difficulty in using them. Other reasons are found to be lack of current resources (materials), lack of adequate and trained personnel, constant power failure, lack of proper organization of reference resources, lack of adequate and relevant materials, lack of online databases, lack of computer skills and time constraints, lack of internet connectivity, poor selection of reference resources, high cost of reference materials as well as lack of space and storage facilities. This tallies with Onifade and Sowole (2012) who noted that, a majority of respondents do not find most reference sources relevant because they are obsolete and do not meet their current needs. Thus, the major problem of reference resources in university libraries is lack awareness of reference resources in the libraries. When users are aware of the existing resources in their libraries they make use of it better than when they do not know what is in existence in their libraries.

In view of the hypothesis, it was revealed that there is a significant difference in the mean responses of UNN, NAU and FUTO PG students on the problem affecting the use of

the reference resources in the federal University libraries. This infers that in the federal University libraries under study the significance level of items 52, 53, 54,55,56,57 and 61 are greater than ( $>0.05$ ) level of significance.

### ***Strategies for Effective Utilization of Reference Resources in University Libraries***

In order to provide strategies that will enhance the effective utilization of reference resources in these libraries, the study strategized that adequate orientation should be given to users of the resources by the librarians. On the other hand, adequate and relevant materials should be provided by the libraries, more attention and assistance should be given to users by the libraries and there should also be proper organization of reference resources for easy accessibility by postgraduate students of the libraries. Furthermore, computers should be connected to the internet, more training should be given to reference staff, online databases should be made available for use, proper organization of reference resources, standby generators should be provided by the libraries in case of power failure and selection of reference resources should be based on specialist. Others strategies to be adopted in search of solutions to the problems were provision of adequate space and physical facilities by the libraries and users should be taught how to use computers system. This is in support of Nwalo (2003) who recommend that reference librarians should provide access to their reference collection through improved reference and improved assistance in many other ways. Therefore, the major strategy for the effective utilization of reference resources in university libraries is that libraries should give adequate orientation to users of the resources to enable them make better use of the resources. The libraries should also provide adequate and relevant materials that will pull the interest of users as outdated materials discourage the use of such resources.

In view of the hypothesis, it was revealed that there is a significant difference in the mean responses of UNN, NAU and FUTO PG students on the strategies for enhancing the

use of reference resources in federal University libraries. This infers that in the federal University libraries under study the significance level of items 63, 64, 65,66,68,69,70,71,and 73 are greater than ( $>0.05$ ) level of significance.

### **Implications of the Study**

It has been observed that reference resources play a key role in the academic life of postgraduate students. Utilization of reference resources enhances research output of graduate students in universities across the world. They play very important roles in university libraries in a bid to support teaching, learning and research. In view of this, if reference resources are made available and utilized, it will indeed enhance the research output of the graduate students. The university will in turn justify the purpose for provision and utilization reference resources utilization. The study revealed the position of availability and utilization of reference resources in university libraries as well as the impediments for in the university libraries. This will enable the libraries under study to take a bold step to move it forward in terms of more provision of current resources, creation of awareness as well as employ measures that will enhance the effective utilization of reference resources by the postgraduate students.

### **Recommendations**

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

1. Adequate, relevant and current reference resources should be provided by the libraries to boost the research output of the postgraduate students of the institutions.
2. Adequate orientation should be given to the postgraduate students of the institution who are the core users of the resources by the librarians to enable them utilize the resources effectively.

3. More attention and assistance should be given to postgraduate students by the reference librarians in terms of providing them with directional and ready reference sources of information to meet up with their research needs.
4. Proper organization of reference resources for easy accessibility by postgraduate students of the libraries should be the top priorities of the university libraries.
5. There should be internet connectivity with online databases for use by postgraduate students of the institutions to enhance their research.
6. More training should be given to reference staff to enable them select reference resources and orientate postgraduate students on how to use them.

### **Limitations of the Study**

This study has the following limitations:

1. The respondents were on holidays so the researcher found it difficult to get them to respond to the questionnaire as expected.
2. Respondents complained about the bulkiness of the questionnaire items for them to complete in a short period of time.

### **Suggestions for Further Research**

The following are suggested for further research:

1. Impact of reference resources utilization on the academic performance of postgraduate students in university libraries in south east Nigeria
2. Availability and accessibility of reference resources in federal university libraries in south east Nigeria.
3. An Experimental study of reference resources and services in university libraries in south east Nigeria.
4. Extent of satisfaction with utilization of reference resources among postgraduate students in federal university libraries in south east Nigeria.

5. Competencies required by postgraduate students utilization of reference resources in federal university libraries in south east Nigeria.
6. Extent of availability and accessibility of reference resources by postgraduate students in federal university libraries in south east Nigeria.

## **Conclusion**

The study was designed to examine the use of reference resources among postgraduate students of federal university libraries in south east Nigeria. It was guided by six research questions. The study which employed a descriptive survey research design collected data through observation checklist and questionnaire from a sample of two hundred and six (206) respondents. Data collected through observation checklist were descriptively analyzed while that of questionnaire was analyzed with the use of frequencies, percentages, anova and mean.

The study reported that reference resources such as encyclopedias, dictionaries, almanacs, handbooks, bibliographies, directories, indexes and gazetteers, abstracts, manuals, guides, maps, biographies, travel guide, year book or annuals, biographical dictionaries, thesaurus and atlases are available for postgraduate students in federal university libraries under study. And those postgraduate students of the institutions used the resources to a very great extent. However, the study identified lack of awareness of reference resources in the library, lack of current resources (materials), lack of adequate and trained personnel among others as the problems hindering the effective utilization of reference resources in the libraries.

The study also reveal a significant difference in the mean responses of UNN, NAU and FUTO PG students on the extent to which reference resources are used, the problem affecting the use of the reference resources as well as a significant difference in the mean



responses of UNN, NAU and FUTO PG students on the strategies for enhancing the use of reference resources in the federal University libraries. The study therefore, recommends that adequate orientation should be given to users of the resources by the librariansø most especially postgraduate students to enable them know what is available in their institutional libraries that will aid their research.

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### APPENDIX A

**TABLE 1: A Table Representing the Population of the Study**

<b>S/N</b>	<b>UNIVERSITY LIBRARIES</b>	<b>Registered no of PG students</b>
1	FUTL      OWERRI	486
2	NAUL      AWKA	792
3	NAL      UNN	790
<b>TOTAL</b>		<b>2,068</b>

### APPENDIX B

**TABLE 2: A Tabular Representation of the Study Sample**

<b>S/N</b>	<b>UNIVERSITY LIBRARIES</b>	<b>Sample of PG students</b>
1	FUTL      OWERRI	48
2	NAUL      AWKA	79
3	NAL      UNN	79
<b>TOTAL</b>		<b>206</b>

## APPENDIX C

**Table 7: Analysis of Variance on the Extent to which Reference Resources are Used by PG Students in the University Libraries**

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
DICTIONARIES	Between Groups	2.649	2	1.325	1.782	.171
	Within Groups	144.183	194	.743		
	Total	146.832	196			
INDEXES	Between Groups	1.389	2	.695	.854	.427
	Within Groups	157.799	194	.813		
	Total	159.188	196			
YEAR BOOK	Between Groups	2.294	2	1.147	1.541	.217
	Within Groups	144.447	194	.745		
	Total	146.741	196			
BIBLIOGRAPHIES	Between Groups	.883	2	.441	.555	.575
	Within Groups	154.244	194	.795		
	Total	155.127	196			
ALMANACS	Between Groups	1.223	2	.612	.598	.551
	Within Groups	198.320	194	1.022		
	Total	199.543	196			
DIRECTORIES	Between Groups	.572	2	.286	.290	.749
	Within Groups	191.306	194	.986		
	Total	191.878	196			
BIOGRAPHIES	Between Groups	3.052	2	1.526	1.430	.242
	Within Groups	207.059	194	1.067		
	Total	210.112	196			
GUIDES	Between Groups	4.919	2	2.459	2.237	.110
	Within Groups	213.294	194	1.099		
	Total	218.213	196			
ABSTRACT	Between Groups	.208	2	.104	.140	.869
	Within Groups	143.904	194	.742		
	Total	144.112	196			
GAZETTEERS	Between Groups	2.219	2	1.110	1.299	.275
	Within Groups	165.750	194	.854		
	Total	167.970	196			
MAPS	Between Groups	1.470	2	.735	.877	.418
	Within Groups	162.672	194	.839		
	Total	164.142	196			
HANDBOOK	Between Groups	3.389	2	1.695	1.549	.215
	Within Groups	212.306	194	1.094		
	Total	215.695	196			

MANUALS	Between Groups	4.963	2	2.481	2.351	.098
	Within Groups	204.732	194	1.055		
	Total	209.695	196			
YEARBOOK OR ANNUALS	Between Groups	1.897	2	.949	.999	.370
	Within Groups	184.225	194	.950		
	Total	186.122	196			
ATLASES	Between Groups	1.089	2	.544	.662	.517
	Within Groups	159.672	194	.823		
	Total	160.761	196			
TRAVEL GUIDE	Between Groups	1.513	2	.756	.902	.407
	Within Groups	162.619	194	.838		
	Total	164.132	196			
BIOGRAPHICAL DICTIONARIES	Between Groups	1.688	2	.844	.958	.386
	Within Groups	171.012	194	.882		
	Total	172.701	196			
THESAURUS	Between Groups	3.132	2	1.566	1.643	.196
	Within Groups	184.888	194	.953		
	Total	188.020	196			
ENCYCLOPEADIAS	Between Groups	.478	2	.239	.296	.744
	Within Groups	156.528	194	.807		
	Total	157.005	196			

**Table 8: Analysis of Variance on the Problem Affecting the Use of Reference Resources by pg Students in the University Libraries**

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Lack of awareness of reference resources in the library	Between Groups	3.371	2	1.685	3.430	.034
	Within Groups	95.319	194	.491		
	Total	98.690	196			
Lack of proper organization of reference resources	Between Groups	1.037	2	.518	.684	.506
	Within Groups	146.963	194	.758		
	Total	148.000	196			
Inadequate current resources(materials)	Between Groups	2.348	2	1.174	1.588	.207
	Within Groups	143.439	194	.739		
	Total	145.787	196			
Lack of adequate and relevant materials	Between Groups	.327	2	.164	.153	.858
	Within Groups	207.815	194	1.071		
	Total	208.142	196			
Lack of computer skills and time constraints	Between Groups	.093	2	.047	.040	.961
	Within Groups	226.831	194	1.169		
	Total	226.924	196			
High cost of reference materials	Between Groups	.525	2	.262	.252	.778
	Within Groups	202.439	194	1.044		
	Total	202.964	196			
Lack of adequate and trained personnel	Between Groups	1.032	2	.516	.673	.511
	Within Groups	148.846	194	.767		
	Total	149.878	196			
Lack of space and storage facilities	Between Groups	13.460	2	6.730	5.634	.004
	Within Groups	231.758	194	1.195		
	Total	245.218	196			
Lack of internet connectivity	Between Groups	11.824	2	5.912	6.036	.003
	Within Groups	190.004	194	.979		
	Total	201.827	196			
Lack of online databases	Between Groups	18.766	2	9.383	10.749	.000
	Within Groups	169.355	194	.873		
	Total	188.122	196			
Poor selection of reference resources	Between Groups	6.844	2	3.422	3.701	.026
	Within Groups	179.359	194	.925		
	Total	186.203	196			
Constant power failure	Between Groups	.683	2	.342	.341	.711
	Within Groups	194.311	194	1.002		
	Total	194.995	196			

**Table 9: Analysis of Variance on the Strategies for Enhancing the Use of Reference Resources by PG Students in the University Libraries**

**ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
Adequate orientation should be given to users of the resources by the librarians	Between Groups	.605	2	.303	1.094	.337
	Within Groups	53.669	194	.277		
	Total	54.274	196			
Adequate and relevant materials should be provided by the libraries	Between Groups	1.288	2	.644	1.449	.237
	Within Groups	86.225	194	.444		
	Total	87.513	196			
proper organization of reference resources	Between Groups	.799	2	.400	.701	.497
	Within Groups	110.511	194	.570		
	Total	111.310	196			
Adequate space and physical facility should be provided by the libraries	Between Groups	1.036	2	.518	.532	.588
	Within Groups	188.964	194	.974		
	Total	190.000	196			
More attention and assistance should be given to users by the libraries <sup>33</sup>	Between Groups	4.603	2	2.301	4.300	.015
	Within Groups	103.844	194	.535		
	Total	108.447	196			
More training should be given to reference staff	Between Groups	.519	2	.260	.343	.710
	Within Groups	146.679	194	.756		
	Total	147.198	196			
Online databases should be made available for use	Between Groups	.595	2	.297	.532	.588
	Within Groups	108.309	194	.558		
	Total	108.904	196			
Selection of reference resources should be based on specialist	Between Groups	1.106	2	.553	.628	.535
	Within Groups	170.813	194	.880		
	Total	171.919	196			
Standby generators should be provided by the libraries in case of power failure	Between Groups	.363	2	.182	.233	.792
	Within Groups	151.109	194	.779		
	Total	151.472	196			
Proper organization of reference resources for easy accessibility	Between Groups	4.352	2	2.176	3.968	.020
	Within Groups	106.389	194	.548		
	Total	110.741	196			
Users should be taught how to use computers systems	Between Groups	2.512	2	1.256	1.267	.284
	Within Groups	192.290	194	.991		
	Total	194.802	196			
Computers should be connected to the internet	Between Groups	.868	2	.434	.634	.532
	Within Groups	132.777	194	.684		
	Total	133.645	196			

**APPENDIX D**

University of Nigeria, Nsukka  
Faculty of Education  
Department of Library and  
Information Science  
May, 2012.

Dear Respondents,

I am a postgraduate student of the above institution and department currently undertaking a research on **“Utilization of Reference Resources among postgraduate students in Federal University Libraries in South East Nigeria”**

I solicit your response to items on this questionnaire to enable me complete my research work. All information provided will be treated with confidentiality and used for academic purpose only.

Kindly free your mind and provide objective responses as your responses will be purely used for research purpose.

Thanks for yours anticipated cooperation.

Onah, Edith Ebere.

PG/MLS/10/57873

## UTILIZATION OF REFERENCE RESOURCES BY POSTGRADUATE STUDENTS QUESTIONNAIRE (URRPGSQ)

This questionnaire is made up of two sections. Section one contain the background information of the institutions. Please tick as appropriate the option (s) that you consider to be the correct answer.

1. Name of institution.....
2. Department í
3. Type of Programme PGD ( ), Mls / Msc, M.tech ( ), Ph.D ( ) í í í í í .....
4. Field of study í ..

### SECTION B:

#### Cluster One: Reference Resources Available

##### Observation Checklist

S/N	Reference resources	Available	Not Available
1	Encyclopedias		
2	Dictionaries,		
3	Almanacs		
4	Handbooks		
5	Bibliographies		
6	directories,		
7	Indexes		
8	Gazetteers		
9	Abstracts		
10	Manuals		
11	Guides		
12	Maps		
13	Biographies		
14	Travel guide		
15	Year book or Annuals		
16	Biographical dictionaries		
17	Thesaurus		
18	Atlases		

## CLUSTER 2: Purpose for Utilizing of Reference Resources

Please, indicate your purpose of using reference resources

s/n	Purpose	SA	A	D	SD
19	To solve assignments				
20	To prepare for examinations				
21	To prepare for seminars/workshops				
22	To write my project and research papers				
23	To find background information				

**Key: SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree.**

## Cluster 3: Extent of Utilization of Reference Resources

Please, indicate the extent you use the following reference resources

S/N	Reference resources	VHE	HE	LE	NE
24	Dictionaries				
25	Indexes				
26	Yearbooks or Annuals				
27	Bibliographies				
28	Almanacs				
29	Directories				
30	Biographies				
31	Guides				
32	Abstract				
33	Gazetteers				
34	Maps				
35	Handbooks				
36	Manuals				
37	Atlases				
38	Travel guide				
39	Biographical dictionaries				
40	Thesaurus				
41	Encyclopedias				

**Key: VHE=Very High Extent; HE=High Extent; LE=Low Extent; NE=No Extent**



#### Cluster 4: Postgraduate Students Perception of the Role of Reference Librarians

Please, indicate what you think is the role of the reference librarians in ensuring your effective utilization of reference resources.

S/N	Item	SA	A	D	SD
42	The reference librarian is a link between the information and the users				
43	analyzes and clarifies the query				
44	identifies the types of reference services				
45	identifies the information source for use				
46	Establishes budget priorities for building library resources				
47	helps users to find what they need using relevant sources				
48	disseminates information in anticipation of user needs or interests				
49	advices and directs users to the sources of information				

**Key: SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree.**

#### Cluster 5: Hindrances to the Effective Utilization of Reference Resources

Please, indicate what you think hinders the effective utilization of reference resources in your institutional library

S/N	Item	SA	A	D	SD
50	Lack of awareness of reference resources in the library				
51	Lack of proper organization of reference resources				
52	Inadequate current resources (materials)				
53	Lack of adequate and relevant materials				
54	lack of computer skills and time constraints				
55	High cost of reference materials				
56	Lack of adequate and trained personnel				
57	Lack of space and storage facilities				
58	Lack of internet connectivity				
59	Lack of online databases				
60	poor selection of reference resources				
61	Constant power failure				

**Key: SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree.**

### Cluster 6: Strategies for Enhancing Effective Utilization

Please, indicate the strategies for enhancing effective utilization of reference resources

S/N	Item	VA	A	FA	NA
62	Adequate orientation should be given to users of the resources by the librarians				
63	Adequate and relevant materials should be provided by the libraries				
64	proper organization of reference resources				
65	Adequate space and physical facility should be provided by the libraries				
66	More attention and assistance should be given to users by the libraries				
67	More training should be given to reference staff				
68	Online databases should be made available for use				
69	Selection of reference resources should be based on specialist				
70	Standby generators should be provided by the libraries in case of power failure				
71	proper organization of reference resources for easy accessibility				
72	Users should be taught how to use computers systems				
73	Computers should be connected to the internet				

**Key: VA= Very Appropriate; A= Appropriate; FA= Fairly Appropriate; NA=Not Appropriate**