

USE OF REFERENCE SOURCES AND SERVICES BY STUDENTS OF FEDERAL UNIVERSITY GUSAU, ZAMFARA STATE, NIGERIA

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Abstract

Purpose: This study investigated the use of reference sources and services by Students of Federal University Gusau, Zamfara State, Nigeria.

Design/Methodology/Approach: The descriptive survey design was used. The population comprise of students from the three faculties of the University registered with the library. The study was done in the 2018/2019 academic session. A total of 346 students were used. Proportionate stratified sampling technique was adopted to ensure equal participation of the subgroups in line with their respective population, hence Krejcie and Morgan formula and table for determining sample size from a giving population was used. The instruments for data collection were Students' library registration record, observation check list and structured questionnaire. A total of 346 copies of the questionnaire were distributed and were all returned and used for this study. Simple percentage was used to analyse the data collected.

Findings: Findings of the study include, that out of the 15 services in the check list, 7 are available in the library, (bibliographic instruction, Current Awareness Services etc) and out of 16 sources/materials listed in the check list 11 were available - dictionaries, encyclopedia, handbooks etc. The study found that dictionary, encyclopedia and handbooks are the most used reference sources. It was also found that they have good perception of both reference services and sources. Poor selection of reference materials and limited opening hours are the major challenges of provision of reference sources and services.

Practical implications: Giving the importance of reference section of the library, full reference sources and reference services should be in place to enable students exploit and benefit from these sources and services for enhanced academic performance.

Originality/Value: It was recommended that the University Librarian should endeavour to provide all reference services and information resources which they do not currently have and make them available to users and also ensure balanced selection of their reference sources so as to cover all courses in the university.

Key Words: Use, Reference, Services, Sources, University Library, Academic Library

Paper type: Empirical Research

Introduction

Universities as citadel of learning have the mandate of teaching, learning and research. It is in furtherance of these mandates that the university library is established. The university library provides needed information resources used in pursuing these mandates. Amongst these information resources are the reference services and sources. One of the functions of the library is to disseminate the acquired, processed and preserved information resources, hence, reference sources are librarian is made available. The library also

disseminated to the library users through the reference service of the library. Thus, reference services are the fundamental bases of research activities to university library users. Reference section is therefore an important section of the university library, one that brings users in face to face interaction with the specialized librarian-the reference librarian or information scientist. According to Elmer E. Rasmuson Library (2018), reference services do vary from one library to another, but an Information or Reference Desk is a common feature in most of them and that is where assistance from a holds that all libraries provide reference

services to their users through the telephone, email, text, or chat services anchored by a reference librarian. Some factors that really necessitate the need for reference service according to Onuoha (2012) include, increase in the number and variety of information resources available, increase in the complexity of information resources and difficulty in sourcing information within the available sources, increase in the number and diversity of library users as well as the range of information sought, also volume of enquiries made and sophistication in the process of searching for information. All these factors could still be prominent considering the continuous increase in the creation and the need for current information by divers users. As a result of these, adequate and relevant reference services that will meet the information needs of the user must be provided.

References Services are some special services offered by the librarian to its users, sometimes on demand and in other times on anticipation of user need. For example, a user might work up to the librarian placing a query on where to find a background information, past events etc, and the librarian renders service to such a user by directing him to the reference source which will further direct the user to the source of the information he / she seek or send/hand over to him the source /materials that contains the information he /she seeks. Through Selective Dissemination of Information (SDI), the librarian sends to a user anticipated information. Reference Services offered in most university libraries according to Azubuike (2000) include Abstracting, Indexing, bibliographic instruction, selective dissemination of information (SDI), Bibliographic services, Inter-library loan, library exhibitions including display of new additions to the library, compilation of bibliographies, current awareness services (CAS), internet/e-mail services, photocopying services. Categorizing the services Bunge and Bopp 2009 (in Atanda and Ekenam 2019) gave three groups, first, information services that take the forms of ready reference questions; bibliographic verification; interlibrary loan and document delivery; information and referral services; research questions and fee-based

services and information brokering; they are also seen as Guidance; including readers' advisory services; bibliography; term-paper counseling; selective dissemination of information (SDI); current awareness service (CAS); and as one-to-one or group instruction. However, another reference service, 'referral service' was highlighted by Atanda and Ekenam (2019) as an act of referring a user for consultation, review, or further action. This is done when the officer handling the query do not have the information being sought but certainly knows where the information could be gotten outside the library. This service does not provide the user with the needed documents or information actually needed for his query but refer him to the sources such as secondary publications, professional organizations, and research institutes. This service can function on its own or with other services (Atanda and Ekanem, 2019). This can be likened to a medical doctor referring a patient to a known specialist for a particular ailment he do not have expertise in. The ultimate thing here is to satisfy the information need of the user. However, Atanda and Chinu (2019), concluded that reference services is not taking root in developing countries, rather it is piteously declining. They attributed this to some factors, which include inadequate and obsolete materials, lack of fund, lack of ICT facilities and skills etc.

Reference sources/materials on the other hand are special information materials that are not meant to be read page by page but rather consulted from time to time as the need arises. Some of the reference sources points or directs the users to the main source of the information while some others are the main sources/carriers of the information. Examples of reference sources are Encyclopedia, dictionaries, atlas, maps, abstract, index, bibliography, yearbook, directories, gazetteers, government publications, handbooks etc. However, with the advent and consolidation of ICT in library services, digital reference services have taken root in libraries, especially academic libraries. Here according to Onuoha (2012) reference services are provided to users (answer to their questions) in a computer mediated environment, while Silverstain (in Onuoha 2012) says digital

reference is a network of expertise, human intermediation and resources placed at the disposal of users in an online environment. Nevertheless, the advent of the digital reference has not stopped the old form of reference services (face to face) since many academic libraries are hybrid. To the best of the researchers' knowledge, no such study has been done on reference sources and services in this university, hence, the need to fill this gap and contribute to knowledge in this all-important area of library services. This study therefore is aimed at investigating the use of this all-important information sources and services by students of Federal University Gusau so as to determine its strengths, weaknesses as well factors militating against the provision of effective reference services.

Brief Background of Federal University Gusau Library

Federal University Gusau (FUGUS) was established on 18th February, 2013 as one of the twelve newly approved universities in Nigeria and one of the last three established in the second phase to enhance access to tertiary education towards striking a balance between access, equity and quality in education. The emphasis was to have one where such is absent by the Federal Government of Nigeria. The University is located in North West Nigeria. The University took off in Zamfara College of Arts and Science (ZACAS) with a Pre-degree Programme that produced bulk of its first set of undergraduates for the 2014/2015 academic session. On 5th January, 2015 proper academic activities of the university began at the permanent site. It started with three faculties and Seventeen programmes. The faculties are: faculty of Science, Faculty of Management & Social Sciences and Humanities & Education. The library started with about four thousand volumes of books and about six hundred journals, largely from donations, but at the moment the collection has grown astronomically to over twenty thousand volumes of relevant and current books and journals including reference sources / materials, in addition to some thousands of e-resources all available on open access to the University community. The university graduated its pioneer students in 2018.

Statement of Problem

Reference service is the fundamental bases of

research activities to university library users. Reference section is therefore an important section of the university library, one that brings users in face to face interaction with the specialized librarian-the reference librarian or information scientist. As a result of this, an adequate and relevant reference services that will meet the information needs of the users is a must. A reference service handles inquiry and assists user in finding the information they need. It also helps to fulfill the Laws of Ranganathan using various references sources. Therefore, no library plays with its reference services, as they always strive to provide adequate resources and services to their users. But unfortunately, studies like Ademodi (2004) and Onifade and Sowole (2011) (cited in Ogunniyi, Efosa and Sheji 2013) agreed that most library users are not aware of services offered by reference section of the library. Hence, the problem of unavailability and underutilization of library reference sources and services.

It is therefore, the intention of this study to investigate reference sources and services by students of Federal University Gusau so as to determine availability, perception of users as well factors militating against the provision of effective reference sources and services as well as their utilization.

Purpose of the Study

The purpose of this study is to investigate the use of reference sources and services by Students of Federal University Gusau, Zamfara State, Nigeria.

The specific objectives are to:

1. To identify the reference sources and services available in Federal University Gusau Library.
2. To determine students' perception of reference sources and services in Federal University Gusau Library.
3. To determine the mostly used reference sources in Federal University Gusau Library.
4. To find out the factors militating against the provision of effective reference sources and services in Federal University Gusau Library.

Research Question

The following research questions guided the study:

1. What are the reference sources and services available in Federal University Gusau Library?
2. What are the students' perception of reference sources and services in Federal University Gusau Library?
3. What are the reference sources mostly used by students of University Gusau Library?
4. What are the factors militating against the provision of effective reference sources and services in Federal University Gusau Library?

Review of Literature

Reference materials are special data and facts carriers. They are indispensable in any meaningful research. Here availability or otherwise to a large extent determines the depth of a library's services, particularly academic libraries. In line with this, Iroaganachi, and Ilogho, (2012) posits that the importance of reference materials in an academic environment cannot be overemphasized. It helps the researcher to get informed about a topic (Iroaganachi, and Ilogho, 2012). In his study Anumkua (2016) discovered availability of reference materials in the library studied. This is a pointer to the importance of reference materials.

In a study conducted by Onifade and Sowole (cited in Ogunniyi, Efosa and Sheji2013) found out that majority of the respondents in their study do not know the difference between reference services and sources. While the findings of the Ogunniyi, Efosa and Sheji(2013) shows that 246(60.7%) have good understanding of what reference materials are; 222 (54.8%) have good understanding of what reference service is all about. Despite these, minority do not know that when one receives assistance from the reference librarian, it is a form of reference service.

Iroaganachi, and Ilogho (2012) in their study reveals that the majority of the respondents, (280, 93.3%) had knowledge of what constitute reference materials in the library while only 8 (2.6%) of the total respondents did not. This shows a positive perception of reference sources, hence, further findings of the study shows that a very great percentage (293, 97.6%) of the respondents knows that the use of reference materials is indispensable in their

research work while an insignificant figure, 4 (1.3%) were not.

On students use of reference services, Ogunniyi, Efosa and Sheji (2013), found out that 295(72.8%) of their respondents agreed making use of reference materials in the College Library. Ogunniyi, Efosa and Sheji (2013) also discovered that encyclopedias 239 (59%) and dictionaries 200 (49.3%) have higher rates of usage than other reference sources in the library. In the same vein, Ademodi (2004), Onifade and Sowole (2011)(in Ogunniyi, Efosa and Sheji2013) showed that encyclopedias 53 (29%) and dictionaries 32 (18%) are mostly used in Adekunle Ajasin University Akungba-Akoko while dictionaries 72 (21.1%) and encyclopedias 66(19.3%) are the reference sources/materials mostly used among the undergraduates of Federal University of Agriculture, Abeokuta. Furthermore, corroborating this, Oyewusi and Oyeboade (2009) in their study of undergraduate use of library resources, the respondents who were asked to indicate the library resources they use mostly LAUTECH library, reference services recorded a high score of 44.3% ($\chi = 2.33$). Gunasekera (2010) revealed that (95%) of his respondents use reference sources/materials, while Ugah (2007) in their study discovered that reference sources/materials at 25(16.2%) was the second mostly used material in the library.

Iroaganachi, and Ilogho, (2012) shows that 152 (52.9%) of their respondents used reference materials frequently while 135 (44.9%) did not, and 132 (43.9%) said that they consult only online reference sources because they are easier to use while 198 (65.9%) disagreed. About the whole respondents (296, 98.6%) disagreed to their having ever used a physical reference material before. While on the use of only dictionary, 242 (80.9%) respondents disagreed while 51 (16%) agreed and 7 (2.3%) did not respond. Ogunmaoded, Adio and Odunola (2011) in their study discovered that students use of reference materials is very minimal with 43.3% ($X=2.33$) of the students agreeing to be using reference resources as against 54.8% ($X= 2.48$) and 52.2% ($X=2.42$) who used books and reprographic resources of the library among other resources respectively. Anumkua (2016) discovered that

Encyclopaedias are the most used reference materials with 120 (63%) respondents, while annuals is the least consulted with 10 (5.2%)

Ogunniyi, Efosa and Sheji (2013) reveals in their study that old reference sources with 82 (20.2%) respondents and time wasting when searching for reference sources 75 (18.5%) constitute the major factors militating against the use of reference sources in Adeyemi College of Education Library, Ondo. Onifade and Sowole (2011) corroborated with the above finding on old reference sources/materials as they discovered that reference materials available in Federal University of Agriculture Library, Abeokuta are very old and therefore not relevant to their study.

On ways of improving reference sources and services, Ogunniyi, Efosa and Sheji (2013) revealed in their study that 300 (74%) respondents suggested that new reference materials should be acquired to cover all courses and 229 (56.5%) said that there should be students orientation on the use of reference materials.

Results

Table 1: Distribution of Respondents by Faculty

S/N	Faculty	No. Of Questionnaire Distributed
1.	Science	166 (48%)
2.	Management & Soc. Sci.	66 (19%)
3.	Humanities & Education	114 (33%)
	Total	346 (100%)

The above table shows the distribution of the questionnaires among the three faculties and the return rate. It shows that a total of 166 (48%) was distributed to students from the faculty of sciences, while 66 (19%) was distributed to the faculty of Management and Social Sciences. And 114 (33%) went to the

Methodology

The descriptive survey design was used in the study. The population comprises of students from the three faculties in Federal University Gusau and registered with the library. The study was done in the 2018/2019 academic session. 346 students were used as sample. Proportionate stratified sampling technique was adopted to ensure equal participation of the subgroups in line with their respective population, hence Krejcie and Morgan (1970) formula and table for determining sample size from a giving population was used. The instruments for data collection were Students’ library registration record observation check list which was used to study the reference services available in the library and a structured questionnaire. Respondents were given time and opportunity to complete the questionnaire in the library. 346 questionnaires were distributed while 224 were properly completed and returned. This is 65% of the sample population. The data was analyzed using simple percentage.

faculty of Humanities and Education. The table shows that science has the highest number of questionnaires, because they have the highest number of registered library users and faculty of management and social sciences has the least number of respondents because that have the least number of respondents.

Table 2: Observation check list on availability of reference services in Federal University Gusau

S/N	Reference Services	Available	Not available
1	Abstracting		X
2	Indexing		X
3	Bibliographic Instruction	√	
4	Selective Dissemination of Information (SDI)		X
5	Bibliographic Services		X
6	Inter-library Loan		X
7	Library Exhibitions		X
8	Compilation of Bibliographies		X
9	Current Awareness Services (CAS)	√	
10	Online -Internet/E-mail Services		X
11	Photocopying Services	√	
12.	Answering users queries	√	
13.	Librarians giving assistance to users	√	
14	Open Access of reference sources/materials	√	

Table 2 above shows reference services that are available in Federal University Gusau Library. The finding shows that out of the 15 services studied 7 are available in the library. These are bibliographic instruction which is a user education programme done in two ways, namely Fresh Student Orientation and the course Use of Library, Study Skill and ICT, code

named GST 105, Current Awareness Services (CAS), Photocopying services, open access etc.. Some of the services that are not available include abstracting, indexing, SDI, Compilation of bibliography amongst others. This may be because of the age of the library. Perhaps in the near future the library will provide all the reference services to her users.

Table 3: Observation check list on availability of reference sources Federal University Gusau

S/N	Reference Sources/materials	Available	Not available
14	Abstract		X
15	Index		X
16	Bibliography		X
17	Encyclopaedia	√	
18	Maps/Atlases	√	
19	Handbooks	√	
20	Dictionaries	√	
21	Directories	√	
22	Biographical sources e.g. Who's Who	√	
23	Manuals	√	
24	Yearbooks		X
25	Guides	√	
26	Government publications	√	
27	Annuals	√	
28	Almanacs		X
29	Online Reference Sources		

Table 3 above shows reference sources that are available in the library. Out of the 16 different reference sources/materials listed in the observation check list only 5 were not available in the library. This is an indication that the library has fairly good number of different

reference sources/materials with room for improvement. Some of the available materials are Annuals, Government publications, Dictionaries, Encyclopedias, Handbooks etc. while Abstracts, Bibliographies, index etc are not available.

Table 4: Percentage analysis of Students Perception on Reference Sources in Federal University Gusau Library?

S/N	Item	A	SA	D	SD
30	Reference sources/materials meant to be consulted for specific information and not to be read from cover to cover	42 (12%)	270 (78%)	21 (6%)	13 (4%)
31	Reference sources/materials are textbooks in the library	83 (24%)	49 (14%)	130 (38%)	84 (24%)
32	Reference sources/materials are books to be read from cover to cover and can be borrowed	60 (17%)	58 (17%)	110 (32%)	118 (34%)
33	Reference sources/materials are not to be borrowed	121 (35%)	125 (36%)	52 (15%)	48 (14%)
34	I do not know about reference sources/materials	50 (14%)	61 (18%)	98 (28%)	137 (40%)

Key =Percentage, A=Agree, SA=Strongly Agree, D=Disagree, SD= Strongly Disagree

The result from this table shows that the students have good perception of reference sources. A very high number of students 270 (78%) have the understanding that Reference sources/materials are meant to be consulted for specific information and not to be read from cover to cover. This is the basic truth about reference sources/materials. 130 (38%) rightly disagreed that reference sources/materials are textbooks in the library. 137 (40%) strongly

disagreed to the statement “I do not know about reference sources/materials”. This finding corroborated the earlier study of Ogunniyi, Efosa and Sheji (2013) which revealed that 246(60.7%) have good understanding of what reference materials are. Iroaganachi, and Ilogho, (2012) had also in their study discovered that (280, 93.3%) of their respondents had knowledge of what constitute reference materials in the library while only 8 (2.6%) of the total respondents did not.

Table 5: Percentage Rating of Students Perception on Reference Services in Federal University Gusau Library?

S/N	Items	A	SA	D	SD
35	Reference service is when one receives assistance from the librarian	112 (32%)	157 (45%)	37 (11%)	40 (12%)
36	Reference service is when a user is directed to certain information or sources of such information	98 (28%)	142 (41%)	58 (17%)	48 (14%)
37	Reference service is when a librarian answers users’ query	181 (52%)	140 (40%)	16 (5%)	9 (3%)
38	Reference service is when one consults reference sources/materials	90 (161%)	161 (47%)	39 (11%)	56 (16%)
39	I do not know about reference services	43 (12%)	49 (14%)	100 (29%)	154 (45%)

Key =Percentage, A=Agree, SA=Strongly Agree, D=Disagree, SD= Strongly Disagree

Table 5 above is on students perception on reference services and it shows that the respondents have good understanding of reference services. This is in line with the study of Ogunniyi, Efosa and Sheji(2013) which revealed that 222 (54.8%) have good understanding of what reference services are.157 (45%) knows that reference service is when one receives assistance from the librarian. Also 161 (47%) knows that reference service is when reference sources are made and available

and consulted by the user. 142 (41%) understands that reference service is when a user is directed to need information or the source(s) of such information. To cap it all 154 (45%) strongly disagreed to the statement “I don’t know about reference services.” However, the study of Onifade and Sowole (2011) in Ogunniyi, Efosa and Sheji (2013) showed that majority of the respondents in their study do not know the difference between reference services and sources

Table 6: Percentage Rating of the most used reference sources/materials in Federal University Gusau Library?

S/N	Item: Sources	A	SA	D	SD
40	Abstract	8 (2%)	6 (2%)	132 (38%)	200 (58%)
41	Index	6 (2%)	4 (1%)	105 (30%)	231 (67%)
42	Bibliography	6 (2%)	8 (2%)	119 (34%)	213 (62%)
43	Encyclopaedia	104 (30%)	201 (58%)	33 (10%)	8 (2%)
44	Maps/Atlases	90 (90%)	48 (14%)	108 (31%)	100 (29%)
45	Handbooks	86 (25%)	110 (32%)	102 (29%)	48 (14%)
46	Dictionaries	120 (35%)	210 (61%)	11 (3%)	5 (1%)
47	Biographical sources e.g. Who's Who	70 (20%)	129 (37%)	138 (40%)	9 (3%)
48	Directories	60 (11%)	70 (20%)	54 (16%)	162 (47%)
49	Manuals	66 (19%)	89 (89%)	98 (28%)	93 (27%)
50	Yearbooks	6 (2%)	11 (3%)	141 (41%)	188 (54%)
51	Guides	80 (23%)	104 (30%)	96 (28%)	66 (19%)
52	Annuals	87 (25%)	104 (30%)	82 (24%)	73 (21%)

Key =Percentage, A=Agree, SA=Strongly Agree, D=Disagree, SD= Strongly Disagree

Table 6 provides answers to the question on the most used reference sources. Dictionary with 210 (61%), Encyclopedias 201 (58%) and Handbooks 110 (32%) tops the list of most used references sources in that order. Similarly, in their different studies, Ademodi (2004), Onifade and Sowole (2011) cited in Ogunniyi, Efosa and Sheji (2013) showed that encyclopedias 53 (29%) and dictionaries 32 (18%) are mostly used at the Adekunle Ajasin University Akungba-Akoko while at the Federal University of Agriculture, Abeokuta, dictionaries 72 (21.1%) and encyclopedias 66(19.3%) are the reference sources/materials mostly used. Anumkua (2016) discovered that Encyclopaedias are the

most used reference materials with 120 (63%) respondents, while annuals is the least consulted with 10 (5.2%). This is contrary to the 104 (30%) respondents who strongly agreed that they use annuals.

On the other hand, Bibliography 166 (48%), Abstracts 165 (48%), and Directories 162 (47%) were the least used reference sources/materials in the library. The first two, bibliography and abstracts were not available in the library, which explains why they top the least of less used sources/materials. However, directories which is available has a very high un-use rate, perhaps, the students do not really appreciate the need for the material.

Table 7: The Percentage Rating of factors militating against the provision of effective reference sources and services?

S/N	Factors against the provision of reference services	A	SA	D	SD
53	Reference Materials are Obsolete/not current	40 (12%)	70 (20%)	97 (28%)	139 (40%)
54	Lack of Fund affect effective reference services	90 (26%)	160 (46%)	40 (12%)	56 (16%)
55	Unavailability of reference services and information resources	158 (46%)	75 (22%)	74 (21%)	39 (11%)
56	Non co-operative attitude of reference staff	73 (21%)	69 (20%)	100 (29%)	104 (30%)
57	Reference materials not properly organized	60 (17%)	80 (23%)	82 (24%)	124 (36%)
58	Poor selection of reference materials. (some courses are not well covered)	102 (29%)	174 (47%)	51 (15%)	17 (5%)
59	Poor Conducive Environment	38 (11%)	38 (11%)	117 (34%)	153 (44%)
60	Incessant Power Outage.	100 (29%)	164 (49%)	39 (11%)	31 (9%)
61	Lack of trained/Professional Reference Librarians	38 (11%)	48 (14%)	88 (25%)	172 (50%)
62	Lack of provision of online reference services	98 (28%)	148 (43%)	68 (20%)	32 (9%)
63	Limited Opening hour of the library	121 (35%)	169 (51%)	53 (15%)	17 (5%)
64	Non borrowing of the reference sources/materials	109 (32%)	148 (43%)	60 (17%)	29 (8%)
65	Inadequate user education (Student orientation, use of library course etc)	58 (17%)	63 (18%)	88 (25%)	137 (40%)

Key: A=Agree, SA=Strongly Agree, D=Disagree, SD= Strongly Disagree

Here, table 7 shows results of the factors that militate against the use of reference services and sources. Poor selection of reference sources comes first with 174 (51%), others are limited opening hours 169 (51%), incessant power outage 164 (49%), Lack of fund for the provision of services and sources 160 (46%). The respondents also identified lack of provision of online sources 148 (43%) as a challenge. However, respondents strongly disagreed with the statement that “lack of trained/professional reference librarian 172 (50%) is a factor against their use of reference services and sources. Second to the strongly disagreed value is that the reference sources are obsolete 139 (40%),

however, this is in contrast with the study of Ogunniyi, Efosa and Sheji (2013) which reveals that old reference sources with 82 (20.2%) respondents and time wasting when searching for reference sources 75 (18.5%) constitute the major factors militating against the use of reference sources in Adeyemi College of Education Library, Ondo. Onifade. The respondents strongly disagreed that Inadequate user education 137 (40%) affects their use of reference services and sources in Federal University Gusau Library. This means that the two aspects of user education undertaken by the library (Fresh students’ orientation and the teaching of use of course) is effective.

Table 8: Percentage Rating of the Strategies for enhancing the utilization on reference services in

Federal University Gusau

S/N	Strategies for enhancing the utilization of reference services	A	SA	D	SD
66	Acquisition of current reference materials.	42 (12%)	61 (18%)	103 (30%)	140 (40%)
67	Provision of trained/Professional reference Librarians	82 (24%)	92 (27%)	43 (12%)	129 (37%)
68	Proper shelving/shelf reading of reference books	81 (23%)	82 (24%)	61 (18%)	122 (35%)
69	Provision of internet services in the reference section.	131 (38%)	172 (50%)	38 (11%)	5 (1%)
70	Provision of Conducive reading Environment.	50 (14%)	54 (16%)	98 (28%)	144 (42%)
71	Provision of 24 hours services	103 (30%)	195 (56%)	31 (9%)	17 (5%)
72	Proper Funding of the Reference section of the library	100 (29%)	188 (54%)	37 (11%)	21 (6%)
73	Proper selection of reference material	89 (26%)	193 (56%)	19 (5%)	45 (13%)
74	Provision of all reference services and information resources by making them to be available	98 (28%)	201 (58%)	38 (11%)	9 (3%)
75	Provision of constant power supply	100 (29%)	201 (58%)	29 (8%)	16 (5%)
76	Library staff should co-operate with one another in order to improve the reference services in the library	91 (26%)	89 (26%)	90 (26%)	76 (22%)
	User education	38 (11%)	48 (14%)	88 (25%)	172 (50%)

Key = A=Agree, SA=Strongly Agree, D=Disagree, SD= Strongly Disagree

In table 8 above, the findings shows that 201 (58%) Strongly agreed to the statement "provision of all reference services and information resources and making them to be available". This is in response to the findings in the observation check list which shows that all the services and sources listed in the check list are not available in Federal University Gusau. Provision of constant power supply also has 201 (58%). Incessant power outage is a problem faced in Nigeria, with libraries having their own fair share of that problem, so there is need for improvement. Provision of 24 hours services 195 (56%). proper selection of reference materials 193 (56%), this is in line with the findings of Ogunniyi, Efofa and Sheji (2013) which revealed that 300 (74%) respondents suggested that new reference materials should be acquired and proper selection should be done to cover all courses. provision of internet services in the reference services 172 (50%) were strongly agreed to by the respondents as possible strategies for enhanced reference

services and sources in Federal University Gusau among others. A high score of 144 (42%) strongly disagreed on provision of conducive reading environment, 140 (40%) also strongly disagreed that the available sources are obsolete. Respondents strongly disagreed on User education 172 (50%), an indication that user education in Federal University Gusau is well delivered, this is against Ogunniyi, Efofa and Sheji (2013) which reported low awareness and such there should be better students' orientation on the use of reference materials.

Conclusion

Findings of the study revealed a good users' perception of reference services and sources. However, there are few reference services and sources available in Federal University Gusau Library. Despite this, there is a good use of reference sources and services. This is attributed to the successful delivery of two user education programmes (fresh students' orientation and use of library course-GST 105) in the university. Dictionary was found to be the

most used as against Encyclopedia which is the most used from other studies. Increased library service hours was asked for by the respondents.

Recommendations

From the findings of the study, the following recommendations were made:

1. The University Librarian should endeavour to provide all reference services and information resources which they do not currently have and make them available to users;
2. Efforts must be made to make a balanced selection of reference materials that will reflect all the programmes offered in the university;
3. The management should endeavor to make available steady power supply;
4. The management should make provision for internet facilities so as to be able to provide online reference services and
5. The Library management should endeavor to provide longer hours of services.

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