

Empirical Study of Awareness and Use of Reference Sources by Undergraduates in Adekunle Ajasin University Library

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Abstract

This paper discussed awareness and use of reference sources by undergraduate students in Adekunle Ajasin University library, Akungba-Akoko, Nigeria. Random sampling technique was used to select 400 hundred undergraduate students from the total population of undergraduate students in the University. Questionnaire was the only research instrument used in this study and four (400) questionnaire was administered out of which three hundred and ninety four (394) was returned and used for the study representing 98.5% return rate. The study used descriptive statistics to analyse demographic variables and chi square to test research areas. Findings were presented in tables and Bar charts.

The findings revealed that majority of undergraduate students patronize library but the highest patronage is from 100 level – 300 level students. Few students are aware of the services library offer while there is a significantly high response in awareness of reference sources. However, the response rate of use of reference sources is significantly low.

Further conclusions are made based on the findings and recommendations which include qualitative and practical-oriented user education among others are made.

Keywords: Reference Service, Reference source, Undergraduates, Accessibility, Utilization, Library.

INTRODUCTION

The Library has been described as a resources-based centre. This nature of the library explains the critical role library plays in the development of human capital and education of a nation in terms of information literacy vis-a-vis acquisition of knowledge. The library has also been identified as one of the key pillars of knowledge society (KS) or knowledge-based economy (KBS) Saniya et.al (2011).

Central to the library services is the library resources which are both in print and non-print formats retrievable to meet the information related needs of users. The library offers quite a number of services to its clientele. These services avail users the opportunity to have access and not only that appreciate the collection of the library. These library services include among others; lending referral, microfilming, indexing and abstracting, document delivery, reprography, photocopying, E-mail, facsimile, bindery, translation consultancy, online database searching, user education current content listing, technical writing, selective dissemination of information and data processing as highlighted by Popoola and Zaid (2006).

Nevertheless, these services are functionally depended on the availability of library resources both in print and electronic formats. Libraries have long recognized the need for adequate and result-oriented service hence libraries offer proper guidance to user in terms of their services to enable library users have contact with the available resources in the library.

The objectives of acquiring library resources such as acquisition of addiction knowledge and information to what students gained from lecturers, discovery of new knowledge and ideas, development of critical and creative thinking, acquisition of literacy and problem-solving skill just to mention a few will be functionally jeopardized

if there are no resources on one hand, their accessibility and utilization on the other hand.

Hence, library resources constitute essential component of library functionality and their related significance to library operations cannot be over-emphasised. The library acquires gamut of resources and prominent amongst these resources are references sources. There are other resources but for the purpose of this study, reference sources will be considered. Reference sources/resource are materials/ books housed in the reference unit which are meant to be read for factual information, not to be read from cover to cover but permanent in the custody of the reference unit. Reference sources include among others Dictionaries, Encyclopedias, biographical sources, Almanacs and Years books, Geographical sources such as atlas, Gazetteers, Directories, Indexes and Abstracts.

Reference service is basically put in place in the library to help and guide users to locate and maximally utilize these reference sources Achebe (2012) consented that reference service is an aspect of library service in which contact between the reader and library resources is established through staff assistance matching the user with the library materials which could be printed or electronic. Reference service brings the content and the activities of the library close to the users. Ifafesobi (2005) consented that reference sources are information materials in the library, regardless of their format whether in print or electronic format can be used to provide relevant answers to divergent information needs of library users. He stressed further that no reference service

could be offered by reference librarian without reference sources. Ifeka et al (2013) in his contribution, defines reference source/book as information bearing materials that can be used within the library building or environment where information is disseminated. Nwogu (n.d) adds that reference sources(s) are books not meant to be read from cover to cover but to be consulted for certain or specific information. Ifeka et al (2013) reiterates the importance of reference source as; provides a good introduction to a topic, provide brief factual information, summaries and clarify issues, define unfamiliar terms and identify additional relevant sources such as books and periodical titles.

However, one cogent fact that is too glaring to be ignored is that availability of reference source do not really enhance accessibility and utilization of the references sources. It is only when undergraduates are aware of the availability of reference sources that accessibility and utilization can come into play. Undergraduate students in Nigerian Universities are exposed to the use of reference sources and even reference service in the library, yet the expectation is far from real, hence the need to find out the awareness and use of reference sources by undergraduates in Adekunle Ajasin University library. It is a truism that awareness enhances utilization of library resources. Neelameghan (1985) was of the view that the scenario in many libraries in developing countries is under-utilized information sources and services, partly due in inadequacies in facilities for literature searching and to improve their teaching of students.

REVIEW OF RELATED LITERATURE

Reference Service constitutes essential component of library operations while reference sources form the nucleus of library collection or holdings. According to Oguniyi et al (2003) in their study of use of reference sources and services by student in Adeyemi College of Education consented that reference sources/materials/books are not meant to be read from cover to cover but to be consulted for certain information or facts, these books are expected to be in the library at all times.

This assertion explains the unique characteristics of reference sources which make these resources different from other resources in the library. In a similar perspective, Elmer E. Ramuson and Biosciences Libraries (2009) described reference sources such as dictionaries, encyclopedias. Almanacs, atlas etc as research tools that can help in writing a paper and project. They stressed further that these materials provide answers to specific questions such as brief facts, statistics and technical instructions, provide background information, or direct one to additional sources.

Going by the nature of these resources, its effective utilization particular in academic libraries requires specialized skill, in terms of service and knowledge of these resources, hence, Sohail et al (2012) in his study of use of library resources by students in University of Kalyani opined that guidance in the use of library resources and services was necessary help to students to meet their information needs. Ademodi (2004) in his study of students' awareness of reference service in Adekunle Ajasin University Library, states that reference service is the core of research activities in academic library. He stressed further that librarians and students should seek reference service and master reference sources that suit their academic needs.

The need for specialized service and maximum use of resources cannot be over-emphasised in academic libraries. The expectations of the library will not be met, if its resources and the services provided to facilitate the use of its resources are not properly structured. Librarians should be curious of the need to provide services that enhance students' knowledge of resources available in the library and the need to maximize utilization of library resources. Edison (2000) pointed out that librarians should develop competencies they need to be more successful while Osunnilu (2003) corroborates that poor library service will create a poor image for the library.

The success of library operations depend largely on awareness and use of its resources by the clientele it serves. Popoola and Zaid (2006) in their study of faculty awareness and use of library information products and services in Nigerian University opined that how well a University library is able to render effective information services like, lending, referral, indexing and abstracting, current awareness to mention a few has functional relation with the resources available at its disposal. Sharing this view, Ifafesobi (2005) asserted that no reference librarian can offer any reference service without reference sources.

The awareness of reference sources by users become crucial and critical to sustainable reference service. In furtherance of their opinion on the need for awareness of library resources by library users, Popoola and Zaid (2006) concluded that faculty status, membership of library committees, frequency of use of information products and services and frequency of consultations with the library personnel are dependent of faculty awareness of library information product and services.

Arif and Meadows (1994) noted that once users become aware of information sources, they tend to use it. Apparently, availability of reference resources does not translate to accessibility and utilization of library resources. Furthermore, it is also implied that information sources which users are not aware of would be under utilized. Therefore what is fundamental to library information provision and utilization is to create users awareness. Belkin (1982) in line with this perspective on the need to create users' awareness consented that

users have a gap in their knowledge and so they seek information to bridge the gap by becoming aware of resources available in various areas of knowledge.

Conclusively, the current study builds on the previous study of the researcher on awareness and use of reference service which the findings revealed that awareness and use of reference service by undergraduates was extremely low. It is against this background that the researcher seeks to find out the awareness and use of reference sources by undergraduates in Adekunle Ajasin University library Akungba-Akoko, Ondo State, Nigeria.

STATEMENT OF PROBLEM

The researcher has observed that undergraduate's students who constitute greater percentage of library clientele hardly ask questions that require the use reference sources that can provide solution to their information related needs. Furthermore, reference shelves are always left alone while students cluster round other shelves looking for other category of information sources especially textbooks, journals newspaper etc to use. The researcher also observed that the number of reference materials retrieved from reading tables for shelving on daily basis is always very few.

The thinking then could be that undergraduate students have not been making judicious use of reference sources which could be as a result of unawareness of these resources in the library on their part.

Another view of the problem is that most studies carried out in the reference unit of the library focused on awareness, perception, use of reference service and library information services (LIS).

None of these studies had beamed research light on awareness and use of reference sources specifically. Hence, this research posits to study the awareness and use of reference sources in Adekunle Ajasin University Library.

SCOPE OF STUDY

This study is limited to Adekunle Ajasin University library. The content of the study consists of reference sources both printed and electronic formats, reference service and awareness and use of reference sources by undergraduates. The targeted subjects of the study are undergraduates.

PURPOSE OF THE STUDY

This research work is carried out for the following purposes;

1. To find out the availability of reference sources in the University Library,.
2. To find out reference sources undergraduates use mostly in the library
3. to find out the level of undergraduates awareness and use of reference sources
4. To find out constraints to their awareness and use of reference sources.

SIGNIFICANCE OF STUDY

The study when carried out is expected to bring about the following improvement on the part of undergraduate students, the university library and its services;

1. Enhance awareness of reference sources in the university library among students
2. Improve the awareness of other library information sources and services among the undergraduates.
3. Enhance adequate and judicious utilization of reference sources among undergraduates
4. It will bring about improvement in the research gestures of undergraduates.
5. It will make undergraduates to be more familiar with the use of reference sources.

METHODOLOGY

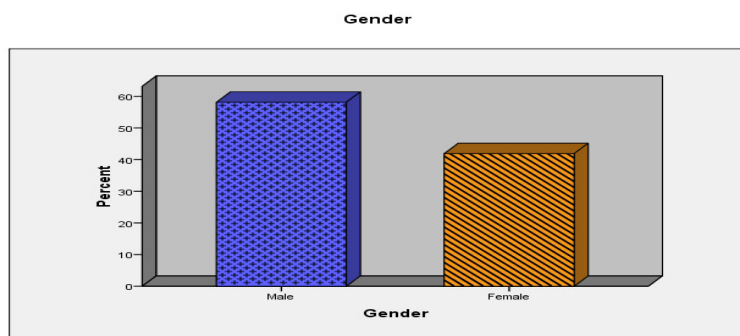
The data collected for the research was analysed and presented in figures and tables. The respondents' demographic information or characteristics were tested using descriptive statistics showing frequency distribution and the results were presented also in Bar charts.

Chi square was used to test the research areas and the findings were presented in tables (Tables 4:1-4:7). The population of the study comprises of all undergraduates in the University. Four hundred (400) students were used as sample. Out of the four hundred questionnaires, three hundred and ninety four questionnaires were returned and used for the study representing 98.5% return rate. The questionnaire for the collection of data was administered in the University library covering a period of three weeks (3wks).

DATA ANALYSIS AND FINDINGS

Table 1: Showing Distribution of Respondents by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	229	58.1	58.1	58.1
	Female	165	41.9	41.9	100.0
	Total	394	100.0	100.0	



The figure above indicated that 58.1% of the respondents were male students, while 41.9% were female students. This implies that majority of the respondents were male.

Table 2: Showing Distribution of Respondents by level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100level	115	29.2	29.2	29.2
	200level	112	28.4	28.4	57.6
	300level	105	26.6	26.6	84.3
	400level	56	14.2	14.2	98.5
	500level	6	1.5	1.5	100.0
	Total	394	100.0	100.0	

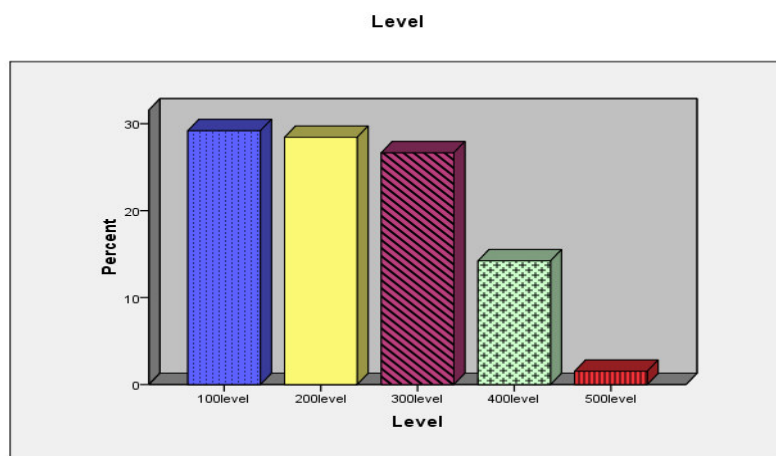
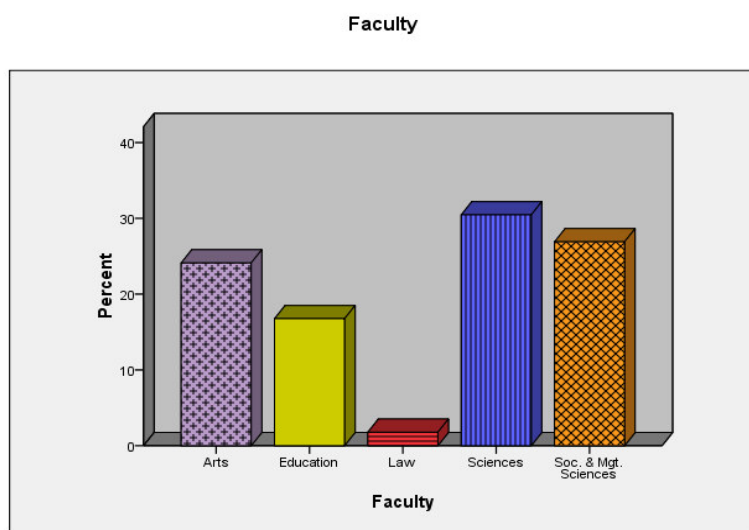


Figure 4.2 shows that 115(29.2% of the responding students were in 100level, 112(28.4%) were in 200level, 105(26.6%) were in 300level, 58(14.2%) were in 400level and 6(1.5%) were in 500level. From the finding, it was noted that students from all levels in the undergraduate studies were duly represented. Also majority of the respondents were in 100level.

Table 3: Showing the Distribution of Respondents by Faculty

		Faculty			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts	95	24.1	24.1	24.1
	Education	66	16.8	16.8	40.9
	Law	7	1.8	1.8	42.6
	Sciences	120	30.5	30.5	73.1
	Soc. & Mgt. Sciences	106	26.9	26.9	100.0
	Total	394	100.0	100.0	



The figure showing the distribution of respondents on the bases of faculty indicated that 95(24.1%) were in faculty of Arts, 66(16.8%) were from faculty of Education, 7(1.8%) was from faculty of Law, 120(30.5%) were from faculty of Sciences, while 106(26.9%) were from faculty of social and management sciences. The findings revealed that majority of the respondents were from faculty of Sciences.

The test on questions regarding the research areas were carried out using chi square analysis showing percentage distribution inclusively. The results are presented below in tables.

Table 4.: Chi Square Summary Showing Library Patronage

Questions	Response	F	%	Expected N	df	X ²	P
How often do you come to the library?	Not at all	7	1.8	98.5	3	202.162	< .05
	Occasionally	104	26.4	98.5			
	Often	204	51.8	98.5			
	Very Often	79	20.1	98.5			
	Total	394	100.0				

The result shows that 7(1.8%) of the respondents affirm that they do not come to the library at all. 104(26.4%) said they do occasionally 204(51.8%) do use the library often, while 79(20.1%) do very often. This implies that majority of the respondents often patronize the library (X²=202.162, p < 0.05).

Table 5: Chi Square Summary Showing Awareness of Library Services

Questions	Response	F	%	Expected N	df	X ²	P
Reference Services	No	229	58.1	197.0	1	10.396	< .05
	Yes	165	41.9	197.0			
	Total	394	100.0				
Lending Services	No	353	89.6	197.0	1	247.066	< .05
	Yes	41	10.4	197.0			
	Total	394	100.0				
Abstracting and Indexing	No	350	88.8	197.0	1	237.655	< .05
	Yes	44	11.2	197.0			
	Total	394	100.0				
Selection, Dissemination of Information (SDI)	No	349	88.6	197.0	1	234.558	< .05
	Yes	45	11.4	197.0			
	Total	394	100.0				
Reprographic services	No	355	90.1	197.0	1	253.442	< .05
	Yes	39	9.9	197.0			
	Total	394	100.0				
Library Instruction	No	327	83.0	197.0	1	171.574	< .05
	Yes	67	17.0	197.0			
	Total	394	100.0				

The result of respondents' awareness of library services indicated that 41.9% of the respondents were aware reference services in the library. Just 10.4% were aware of lending services, 11.2% were aware of abstracting and indexing, 11.4% were aware of selection, dissemination of information (SDI), 9.9% were aware of reprographic services. 17% were aware of library information. This implies that just about average numbers of the respondents are aware of reference services while very few have the knowledge of other library services. These findings were all significantly confirmed by the chi square analysis.

Table 6: Chi Square Summary Showing Awareness of Reference Sources in the Library

Questions	Response	F	%	Expected N	df	X ²	P
Are you aware of reference sources in the Library?	No	99	25.1	131.3	2	279.294	< .05
	No response	15	3.8	131.3			
	Yes	280	71.1	131.3			
	Total	394	100.0				

The finding in Table 4.3 shows that 99(25.1%) of the respondents were not aware of reference sources in the Library 15(3.8%) did not respond, while 280(71.1%) concur that they are aware of reference sources in the Library. This means that majority of the respondents were aware of reference sources in the Library and it was significantly confirmed ($X^2=279.294$, $p < 0.05$).

Table 7: Chi Square Summary Showing Respondents Use of Reference Sources in the Library.

Questions	Response	df				P			
		Not at all	Occasionally	Often	Very Often				
Encyclopedias	Frequency	104	83	100	107	3	3.503	> .05	
	%	26.4	21.1	25.4	27.2				
	Expected N	98.5	98.5	98.5	98.5				
Abstracts	Frequency	114	108	96	76	3	8.558	< .05	
	%	28.9	27.4	24.4	19.3				
	Expected N	98.5	98.5	98.5	98.5				
Indexes	Frequency	119	77	91	107	3	10.264	< .05	
	%	30.2	19.5	23.1	27.2				
	Expected N	98.5	98.5	98.5	98.5				
Dictionaries	Frequency	55	67	121	151	3	62.406	< .05	
	%	14.0	17.0	30.7	38.3				
	Expected N	98.5	98.5	98.5	98.5				
Almanacs	Frequency	146	48	97	103	3	49.025	< .05	
	%	37.1	12.2	24.6	26.1				
	Expected N	98.5	98.5	98.5	98.5				
Yearbooks	Frequency	138	65	113	78	3	33.635	< .05	
	%	35.0	16.5	28.7	19.8				
	Expected N	98.5	98.5	98.5	98.5				
Handbooks	Frequency	113	80	118	83	3	11.909	< .05	
	%	28.7	20.3	29.9	21.1				
	Expected N	98.5	98.5	98.5	98.5				
Directories	Frequency	126	84	102	82	3	12.701	< .05	
	%	32.0	21.3	25.9	20.8				
	Expected N	98.5	98.5	98.5	98.5				
Maps/ Atlas	Frequency	153	66	74	101	3	47.036	< .05	
	%	38.8	16.8	18.8	25.6				
	Expected N	98.5	98.5	98.5	98.5				
Biographies	Frequency	220	56	57	61	3	199.97	< .05	
	%	55.8	14.2	14.5	15.5				
	Expected N	98.5	98.5	98.5	98.5				

Table 4.4 indicated that 104(26.4%) do not use Encyclopedias at all, 83(21.1%) use it occasionally, 100(25.4%) use it often, while 107(27.2%) use it very often, although the differences were not significant ($X=3.503$, $p > 0.05$). The response on the use of abstracts indicated that 114(28.9%) do not use it at all 108(27.4%) use it occasionally, 96(24.4%) use it often, while 76(19.3%) use it very often and the finding were significantly confirmed ($X=8.558$, $p < 0.05$). On the use of indexes; 119(30.2%) do not use indexes at all, 77(19.5%) use it occasionally, 91(23.1%) use it often, while 107(27.2%) use it very often. The use of dictionaries indicated that 55(14%) do not use it at all, 67(17%) use it occasionally, 121(30.7%) use it often, while 151(38.3%) use it very often ($X=62.406$, $p < 0.05$). For the use of almanacs, 146(37.1%) do not use it at all, 48(12.2%) use it occasionally, 97(24.6%) use it often, while 103(26.1%) use it very often ($X=49.025$, $p < 0.05$). About 138(35%) of the respondents do not use yearbooks at all 65(16.5%) use it occasionally, 113(28.7%) use it often, and 78(19.8%) use it very often ($X=33.635$, $p < 0.05$). Also, significantly noted is the use of directories and it indicated that 126(32%) do not use it at all, 84(21.3%) use it occasionally, 102(25.9%) use it often and 82(20.8%) use it very often ($X=12.701$, $p < 0.05$). For the use of Maps and Atlas, it was noted that 158(38.8%) do not use it at all, 66(16.8%) use it occasionally, 74(18.8%) use it often, while 101(25.6%) use it very often ($X=47.036$, $p < 0.05$). Lastly, majority of the respondents 220(55.8%) do not use gazetteers at all. About 14.2% use biographies occasionally, 57(14.5%) use it often while 61(15.5%) use it very often ($X=199.97$, $p < 0.05$).

Table 8: Chi Square Summary Showing Respondents Purpose of Using Reference Sources in the Library.

Questions	Response	F	%	Expected N	df	X ²	P
Assignment	No	240	60.9	197.0	1	18.772	< .05
	Yes	154	39.1	197.0			
	Total	394	100.0				
For additional facts to the lecturers notes	No	241	61.2	197.0	1	19.655	< .05
	Yes	153	38.8	197.0			
	Total	394	100.0				
Leisure	No	360	91.4	197.0	1	269.736	< .05
	Yes	34	8.6	197.0			
	Total	394	100.0				
To enrich my knowledge	No	199	50.5	197.0	1	.041	> .05
	Yes	195	49.5	197.0			
	Total	394	100.0				
For research	No	293	74.4	197.0	1	93.563	< .05
	Yes	101	25.6	197.0			
	Total	394	100.0				
For project/ time/ paper/ class presentation	No	342	86.8	197.0	1	213.452	< .05
	Yes	52	13.2	197.0			
	Total	394	100.0				

The table indicating the purpose of using reference sources in the library shows that 154(39.1%) use it for assignment, 153(38.8%) use it for additional facts to the lecturers notes 34(8.6%) uses it for the purpose of leisure, 195(49.5%) use it to enrich their knowledge, 101(25.6%) use it for research purpose, while 52(13.2%) use it for project, time-paper or class presentation. This implies that minority of students uses reference sources in the library for most of the listed reasons, but the purpose that it is used to enrich knowledge indicated an average distribution and it could not be underestimated as the minority response ($X^2 = 0.041$, $p > 0.05$).

Table 9: Chi Square Summary Showing Respondents Understanding of Reference Sources in the Library.

Questions	Response	F	%	Expected N	df	X ²	P
What do you understand reference sources to be in the Library	They are textbooks in the Library	55	14.0	78.8	4	359.579	< .05
	They are books to be read from cover to cover and can be borrowed	33	8.4	78.8			
	They are either direct users to relevant information sources or provide factual information to solve users' information needs.	228	57.9	78.8			
	They are books to be read from cover to cover, but not be borrowed	28	7.1	78.8			
	No idea	50	12.7	78.8			
	Total	394	100.0				

The findings about students understanding of what reference sources is shows that 55(14%) said they are textbooks in the Library 33(8.4%) affirm that they are books to be read from cover to cover and can be borrowed 223(57.9%) concur that they either direct users to relevant information sources or provide factual information to solve users' information needs 28(7.1%) said they are books to be read from cover to cover, but not be borrowed, while 50(12.7%) said they had no idea. These findings were significantly confirmed and it indicated that majority agreed that they either direct users to relevant information sources or provide factual information to solve users' information needs ($X^2 = 359.579$, $p < 0.05$).

Table 10: Chi Square Summary Showing Challenges in Using Reference Sources in the Library.

Questions	Response	F	%	Expected N	df	X ²	P
What challenges do you have in using reference sources in the Library?	No staff on ground to assist me in using reference sources	44	11.2	65.7	5	112.041	< .05
	I do not know how to make use of reference sources	89	22.6	65.7			
	The reference sources in the Library are old	80	20.3	65.7			
	There are no reference source in my course	38	9.6	65.7			
	I do not usually ask Library staff for a guide in the use of reference sources.	123	31.2	65.7			
	I do not use reference Sources	20	5.1	65.7			
	Total	394	100.0				

The findings on challenges in using reference sources in the library show that 44(11.2%) said that there is no staff on ground to assist them in using reference sources. 89(22.6%) said that they do not know how to make use of reference sources 80(20.3%) said the reference sources in the Library are old 38(9.6%) said there are no reference sources on their course.123(31.2%) said they do not usually ask Library staff for a guide in the use of reference sources. Lastly, 20(5.1%) said they do not use reference sources at all. This finding indicated that the most challenge faced by students in using reference source in the library is that they do not usually ask Library staff for a guide in the use of reference sources ($X=112.041$, $p < 0.05$).

SUMMARY OF FINDINGS

The summary of the findings are as follow:

- Undergraduates at lower levels patronize library more than other levels. This is a common research outcome. It is expected that the reverse should be the case because those in higher levels are expected to use the library more for research and general reading for the fact that they have more academic engagements than those in the lower levels.
- Undergraduates in Faculty of Science had the highest response. This shows that they patronize the library and use the library more than other Faculties. Faculty of Law had the lowest response. However this does not suggest that Law students do not use the library. The questionnaire was administered in the Main Library. Only few Law students who came to do some reading in the main library responded to the questionnaire.
- Majority of undergraduate students often patronize the library.
- Just very few of the total respondents were aware or have the knowledge of the services the library offer.
- Majority of respondents were aware of reference sources in the library, but the major problem is that of use of reference sources as the number of respondents who use each of the sources were far below average.
- Amongst the various reference sources, Encyclopedias, indexes and Map/Atlas are used on very often basis. It is also noted from the research that just about average of total respondents do not use reference sources. This is quite alarming and therefore calls for urgent attention.
- On respondents purpose for using reference sources, just about average indicated using reference source to gain additional information/facts to the knowledge derived from lecturers while a good number also indicated using reference sources to enrich their knowledge. On a general note, the use of reference sources by undergraduates is till very poor as only 52 (13.2%) use reference sources for project/time paper and class presentation and 100 (25.5%) use these resources for research.
- A good number of respondents have good understanding of what reference sources are as 228 (57.9%) indicated that reference sources either direct users to relevant information sources or provide factual information to solve users' information needs.
- The major challenge respondents have in using reference sources is that they do not ask library staff/reference librarian for a guide on the use of reference sources.

DISCUSSION

The discussion on this study is based on the findings. The findings revealed that respondents have good understanding of reference sources. This research outcome is similar to the finding of a study on use of

reference sources and services by students in Adeyemi College of Education Library by Ogunayi et al (2003). The study also revealed that the use of encyclopedia and dictionaries were rated over and above other reference sources. This finding is in tandem with a similar study conducted by Onifade and Sowole (2011). However, the respondents indication of awareness of reference sources in the library 290 (71.1%) should have reflected in the use of these resources but reverse is the case. It becomes expedient to intensify efforts on how library resources could be effectively utilized by the library users through effective user education or library instructions. Saikia and Gohaiin (2013) emphasized that Librarians should develop an information marketing strategy to create awareness about library resources and services among students. This will help better utilization of library resources and services offered in the Library. The purpose of using reference sources is to 'enrich my knowledge' ranked over and above other purposes. This shows that that undergraduate do not utilize these resources adequately for the purpose they are meant to serve. It is expected that items such as research, Assignment and Time paper presentation and project should be rated higher than other items if actually respondents are utilizing these reference sources for the purpose they are meant to serve in the library.

It is obvious from the data that respondents ranked "I do not usually ask library staff/Librarian for a guide on the use of reference sources" higher followed by 'I do not know how to make use of reference source'. Apparently, it is evident that undergraduates in the University lack literature search skill. Ifeka et al (2013) noted that lack of literature search skill constitute a major constraint in the utilization of reference sources. Another major factor that hinders undergraduates from using reference resources is a situation where reference sources are old or obsolete. Though the ranking does not suggest that the reference sources are too old or obsolete however, there is the need to regularly update this collection to make them relevant at all times.

CONCLUSION AND RECOMMENDATION

A lot of factors have been responsible for the poor use of library resources and services generally in University libraries particularly among undergraduates. This trend calls for a quick intervention of management of libraries and librarians as well.

More efforts should be geared towards providing adequate, efficient and effective services to library patrons. The information environment is fast changing and users are equally changing particularly in the 21st century information explosion age triggered by the emerging information and communication technology (ICT).

Most users of this age are Digital Natives, hence any library that cannot provide services and resources that will match their needs will only discover that the library resources and services will be grossly under-utilized.

RECOMMENDATION

- University management should release more fund to university libraries to procure relevant resources and ICT infrastructures that will make such libraries to be at par with best practices.
- The need for manpower recruitment and development is very crucial and critical to sustainable library services and utilization of its resources. University management should employ more staff, so that adequate services in libraries could be rendered. Most libraries have no reference librarians to handle users' queries, hence, reference sources are grossly under-utilized and in some libraries users are unaware that such reference sources exist.
- Librarians should endeavour to have sound knowledge of the sources in the library, particularly reference librarians who on regular basis interface with users to solve their information related problems. A good knowledge and understanding of library collection will go a long way in rendering quality service to library users.
- Lastly, a qualitative and practical-oriented User Education should be given by librarians through library instructions, information handling and searching skills instruction, bibliographic instructions among others to their users, so that users will not be deficient in their quest for information and utilization of resources in the library.

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