USE OF INTERPERSONAL COMMUNICATION SKILLS BY REFERENCE LIBRARIANS IN FEDERAL ACADEMIC LIBRARIES IN KOGI STATE, NIGERIA

BY

FLORENCE BOSEDEAGUNSOYE
P14EDLS8139

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

SEPTEMBER, 2018

USE OF INTERPERSONAL COMMUNICATION SKILLS BY REFERENCE LIBRARIANS IN FEDERAL ACADEMIC LIBRARIES IN KOGI STATE, NIGERIA

BY

FLORENCE BOSEDEAGUNSOYE
P14EDLS8139

ADISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDEISAHMADU BELLO UNIVERSITY, ZARIA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF LIBRARY SCIENCE (MLS),
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,ZARIA
NIGERIA.

SEPTEMBER, 2018

DECLARATION

I hereby declare that this dissertationtitled “Use of Interpersonal Communication Skills by Reference Librarians in Federal Academic Libraries inKogi State, Nigeria” has been written by me in the Department of Library and Information Science under the supervision of Dr. Ezra Gbaje and Dr.(Mrs) M.F Mohammed. All the literature cited were duly acknowledged. No part of this dissertation was previously presented for another degree or diploma at any institution.

AGUNSOYE, Florence Bosede **Date**

CERTIFICATION

This is to certify that this dissertationtitled “Use of Interpersonal Communication Skills by Reference Librarians in Federal Academic Libraries inKogi State, Nigeria” by Agunsoye, Florence Bosede meets the regulations governing the award of the degree of Master of Library Science (MLS) of theAhmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. Ezra S. Gbaje **Date**
Chairman, Supervisory Committee

_____ _____

Dr.(Mrs) M. F. Mohammed **Date**
Member, Supervisory Committee

_____ _____

Dr. Habibu Mohammed **Date**
Head of Department

_____ _____

Prof. A. Z. Abubakar **Date**
Dean, Postgraduate School

DEDICATION

This research work is dedicated tomy late parents, my husband and children for their support, advice and general concern.

ACKNOWLEDGEMENTS

I am most grateful to Almighty God for giving me the opportunity to be alive to see the end of my course despite all odds. I return all glory and honor to Him. I like to express my profound gratitude to my supervisors, Dr. Ezra S.Gbaje and Dr.(Mrs)M.F. Mohammed for their support, encouragement, understanding, patience, perseverance and constructive criticisms throughout the period of this research work despite their tight schedules.

I would like also to appreciate my beloved husband Dr. Johnson KayodeAgunsoye, my children Mrs.Iyefe Joshua, John, Joel, Joseph and my son-in-law Captain Tunde Joshua for their love and cooperation. My appreciation goes to the Dean of the Faculty of Education, Prof. Y.K. Kajuru, Head of Department of Library and Information Science, Dr. Habibu Mohammed, Postgraduate Coordinator of the Department, Dr. (Mrs.) M.F.Mohammed. I am also grateful to all other academic and non-academic members of staff of the Department of Library and Information Science, Ahmadu Bello University, Zaria.

My sincere gratitude also goes to the academic librarians of the Federal University Lokoja, Federal Polythenic,Idah and Federal College of Education,Okene who responded to my questionnaire including their supportive staff. I willalso want to appreciate all my course mates for their cooperation during the time we spent together.

Lastly, I appreciate my late parent Mr. and Mrs.AdewuyiObadofin, may their souls rest in peace (Amen)

ABSTRACT

This study on the Use of Interpersonal Communication Skills by Reference Librarians in Federal Academic Libraries in Kogi State, Nigeria was carried out. Four research questions were raised which soughtto find out the types of reference and information services provided by librarians in federal academic libraries, the interpersonal communication skills possessed by librarians for reference and information services in federal academic libraries, the interpersonal communication skills utilised by librarians for reference and information services in federal academic libraries in Kogi State among others. Quantitative research method was adopted using survey design. The target population of the study consisted of all librarians of the three academic libraries of federal tertiary Institutions in Kogi State with total number of 47. The instrument for data collection was the questionnaire. Data collected were descriptively analyzed using frequency tables, simple percentages mean and standard deviation. The findings of the study revealed among others thatassisting users in using the library and information and referral service were the major types of reference and information services provided by librarians, The ability to serve the users with the right information was the major interpersonal communication skills the librarians possess for the provision of reference and information services, ability to speak fluently to the users, the ability to understand the users' query were the major interpersonal communication skills utilised by the librarians for reference and information services in federal academic libraries in Kogi State. It could be concluded that there exist interpersonal communication between reference librarians and library users but not very effective and could be one of decline in reference patronage in the Federal University Lokoja, Federal Polytechnic Idah and Federal College of Education Okene. It was recommended among others that the reference librarians should provide morereference services to the users in satisfying their needs. Reference librarians should adequatelyserve their users with the right information, at the right time so that the users would be satisfied with the reference and information services provided by the reference librarians and reference librarians should be adequately trained to be able to use the ability to speak fluently to the users, the ability to understand the users query as parts of interpersonal communication skills they utilised in the provision of reference and information services in federal academic libraries in Kogi State.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

1. ABU: Ahmadu Bello University
2. Et al.: And Others
3. Dr.: Doctor
4. F: Frequency
5. FCEO: Federal College of Education Okene
6. FUL: Federal University Lokoja
7. FPI: Federal Polytechnic Idah
8. Mr.: Mister
9. Mrs.: Mistress
10. No.: Number
11. Prof.: Professor
12. S: Serial
13. %: Percentage

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Reference and information services are central tasks of any standard library and information center. Reference and information services are primary services of the librarians irrespective of the type of library and information center. Reference department serves as the link between the library and its immediate clientele be it public, community or groups of specialist users.Reference and information services cannot stand alone. The library clienteles are the hub of reference service. However, the reference librarian and the clientele belong to different communities. The process which integrates the duo and makes reference service happen is interpersonal communication (Kemoni, 2014). When the user expresses his/her needs, the reference librarian considers what resources to use to meet them. Reference interview is the crux of interpersonal communication in reference transactions.

The reference librarian is an intermediary between the library collection and the library user. The assistance rendered by professionals in the reference section of the library is better appreciated by someone who has experienced frustration when in need of information, and being overwhelmed somewhat or confused by the amount available and the complexities of shifting, through what is available to find what is needed (Keyton, 2011). The experts, however, work with the patrons through the intricacies of the available information. Such personal assistance is the essence of reference services and it is the fundamental role of the reference librarian (Bopp R. 2014). The reference librarian originally answers questions and assist library user from the reference desk and the users' advisory desk. Often times, the reference librarian prepared query slips and handed them out to the library users to ascertain their information needs. The major

constraint of this process is that the presence of users at the reference desk is required for the service to be effective. In recent times, the situation has changed. Library clientele are scattered all over and yet, most have needs that can only be attended to by the services provided at the reference section of the library. The need for media in this instance becomes imperative.

Communication is the process of sharing ideas, feelings, thoughts and messages with others (Ojomo, 2014). Rothwell (2014) sees communication as a transactional process of sharing meaning with others. Communication involves the giving and receiving of information, signals or messages by talk, gestures and writingKemoni (2014). As a result, communication effectiveness becomes a very vital factor in determining the efficiency with which reference unit performs as a whole. When two or more people are in the same place and are aware of each other being there, then communication is said to be taking place, no matter how subtle or inadvertent it may be. Even without vocalizations, an onlooker may be using prompts of stance (posture), facial manifestation, and garb to impact other's role, poignant situation, persona or intents. The basic process of communication initiates when a fact is perceived or an idea devised by a single person. That person (the sender) chooses to decipher the perception into a message, and subsequently conveys the message through some communication medium to another person (the receiver). The receiver then must construe the message and supply feedback to the sender indicating that the message has been comprehended and fitting action taken.

Interpersonal communication involves sending and receiving of messages between two or more people. DeFleur and Dennis (2012) conceptualized interpersonal communication as a process of using language and non-verbal cues to send and receive messages between individuals that are intended to arouse particular kinds of meaning. Rothwell (2014) postulate that interpersonal communication is dyadic communication According to him, it is a transaction that

takes place between two people. Interpersonal communication is the procedure by which people swap information, feelings and impart through verbal and non-verbal messages. This definition underlines the crucial fact that interpersonal communication is not only apprehensive about 'what' is pronounced, i.e., the language employed, but 'how' it is pronounced, e.g., the nonverbal messages sent, such as tone of voice and facial expressions. Interpersonal communication can be seen as the process of interacting simultaneously with another and mutually influencing each other, usually for the purpose of managing relationships.

Interpersonal communication can be media mediated or take place face to face between the librarian and the library user. Media mediation in reference service has been branded as mediated communication. Mediated communication is viewed as a situation where a technological medium is employed into face to face interaction. Telephone conversations, letters, electronic mail, instant messages, multimedia messages, faxes, etc. are modes of interpersonal mediated communication. The application of these technologies in reference interaction has impacted greatly on relationships and made face to face contact dispensable. Although immediacy of feedback is ensured, however privacy and communication control is alteredKemoni (2014).

It is common knowledge that the non-verbal aspects of communication are often more important than the verbal. That is, what is said is less important than how it is said. The reason for this is that the non-verbal techniques indicate exactly what interpretation should be put on the words that are uttered. However, According to Texas Association of Police Explorers (2009) we rarely examine exactly what factors in our non-verbal communication are most important.

Interpersonal communication processes are crucial in elements in functioning of libraries in general and in the reference interaction in particular. Interpersonal communication is used in sharing ideas, knowledge, skills and strategies among personnel managing reference collections. It is also used in fostering good relationship between library personnel and information seekers (DeFleur and Dennis,2012).

According to KreitnerandBuelens(2002), effective communication occurs when the richness of the medium is matched appropriately with the complexity of the problem or situation. Furthermore, they state that ineffective communication results when the medium is either too rich or insufficiently rich for the comprehension of the problem or situation, both types of media are found in libraries and only the appropriately rich are required for successful academic services. In their own assessment of effective communication, Tubbs and Moss (2013) stated that it is a situation that occurs when the stimulus as it was initiated and intended by the sender or source corresponds closely to the stimulus as it is perceived and responded to by the receiver.

Effective communication is the process by which information is appropriately transmitted and understood between two or more people. While communicating, we rarely reach a level of perfect sharing but we aim for it when trying to reach library clientele and achieve academic library objectives. According to Ugwuanyi (2014), an academic library is a library that takes care of the people engaged in academic and research work in the institutions of higher learning. Such institutions include the libraries found in universities, colleges of education, colleges of technology and polytechnics. It is a melting point for different people requiring the services of libraries. They require good service through effective communication and services delivery. The main aim is to provide a wide range of services and facilities, which will enhance exploitative use of the literature through the concepts of assistance and self-direction

The growth of learning today, according to Katz (2012), no longer can be termed gradual. He noted that finding specific bits of data among the mass of undifferentiated information is a great challenge, and the reference librarian is in the best position to meet this challenge. Relationships thrive on the maintenance of a good communication link between the parties involved, the reference librarian is expected to be a good communicator who links library users to the resources of their choice.

An effective interpersonal communication enhances the quality of services rendered to clients by the reference librarian. For reference librarian to effectively meet the information needs of its clients, effective interpersonal communication is needed. It is most important and relevant to librarians and workers whose basic instrument and stock-in-trade rests on continuous exchange of information with their clientele. Effective interpersonal communication between reference librarian and library patrons is one of the most important elements for improving user satisfaction (Ojomo, 2014). Academic libraries are to survive the present global organizational competitiveness and be able to make an indelible impact on their clientele,their workers must have good understanding of the indispensable need for communication proficiency and effectiveness. This is because much of what the library workers do on daily basis to accomplish their tasks and maintain balance is communicating at all levels.Ifidon andIfidon(2012) stated that communication is such an important element of management that it deserves a special treatment. People communicate every day from when they wake up in the morning until they go to bed at night. This process goes on in every unit of society and in every discipline, including librarianship. Consciously, communication involves sharing of ideas, feelings, thoughts, and many other things that humans share. In fact, what the reference unit requires mainly is

communication. It is an inseparable, essential and continuous process just like the circulatory system in the human body.

1.2 Statement of the Problem

Interpersonal communication encompasses many kinds of relationships from the most casual to the most long-lasting, Good interpersonal communication in reference section creates good relationship between patron and reference librarians, it makes the patrons feel free to express their feelings and their information needs to reference librarian for anticipation. A reference service is referred to as one of the most professional aspects of the librarian's responsibilities, which every prospective librarian must properly grab. Nwalo (2010) observed that the primary function of reference unit of the library is answering reference questions and user education. Reference librarians are the image maker for the library and the link between the library, library resources and library patrons. Reference librarians are to assist patrons when they do not know who to ask or need to look for specific information and do not know where to begin.

Despite the relative assistance reference librarians render to library users, the preliminary investigation carried out by the researcher inFederal Academic Libraries in Kogi State shows that there is low patronage in the reference section of the libraries based on the statistics and report taking on daily, weekly and monthly basis of users in the reference section. In relation to this observation, scholarssuch as Tubs and Moss, (2013) also observed similar situation,which could also be due to problems associated with interpersonal communication skills. It is based on this observation,preliminary investigation and support from literature that the researcher carried out this study on the use of interpersonalcommunication skills by reference librarians in Federal Academic Libraries in Kogi State, Nigeria.

1.3 Research Questions

The following research questions were formulated to guide the study:

1. What types of referenceservices are provided byreference librarians in federalacademic libraries in Kogi State?
2. What interpersonal communication skills do librarians possess forreference and information services in federal academic libraries in Kogi State?
3. What interpersonal communication skills areutilised by librarians forreference and information services in federal academic libraries in Kogi State?
4. How do interpersonal communication skills possessed by librarians affect reference and information services in federal academic libraries in Kogi State?

1.4 Objectives of the Study

The following objectives guided this study:

1. To find out the types of reference and information services provided by librarians infederal academic libraries in KogiState.
2. To identify the interpersonal communication skills possessed by librarians forreference and information services in federal academic libraries in Kogi State.
3. To find out the interpersonal communication skills utilize by librarians forreference and information services in federal academic libraries in Kogi State.
4. To determine theeffect of interpersonal communication skills possessed by the librariansfor reference and information services in federal academic libraries in Kogi State.

1.5 Significance of the Study

This study would be significant to the following by providing an insight to the immerse benefit, importance, the role and how to improve interpersonal communication effectiveness:

i. Management of the Federal University, Lokoja

ii. Management of the Federal Polytechnic, Idah

iii. Management of the Federal College of Education, Okene

iv. Academic librarians

v. Library clientele/users

vi. Reference and information services systems of academic libraries studied

vii. Management of institutions

viii. Other academic libraries

ix. Students researching in Library and Information Science

1.6 Scope of the Study

This study covered the library of Federal Institutions in Kogi State cutting across university, polytechnic and college of education, namely; Federal University Lokoja, Federal Polytechnic Idah, and Federal College of Education, Okene respectively. However, it excluded state and private institutions in Kogi State. The reason for excluding these libraries was that the state and private institutions had limited funds to finance their library compare to federal institutions.

1.7 Operational Definition of Terms

The terms used are defined operationally as follows:

Academic Libraries: These are libraries that are attached to a higher education institution which serves two complementary purposes to support the school's curriculum and to support research work.

Information Services: Assistance rendered to library clientele/users that are or can be known about a given topic, communicable knowledge of something by reference librarians

Interpersonal Communication Skills: The ability of reference librarian to carry out one to one conversation with information user within the physical library setting effectively.

Reference Librarian: A librarian employed in a reference department, who is responsible for providing helpful information in response to queries posed by users of the library

Reference Services: Information assistance given to information seeker at the reference section of a library toward where and which information material can meet the user's need.

References

Bopp, R.E. and Smith, L.C., (2011). *Reference and Information Services: An Introduction,* 4th ed. New York: Libraries Unlimited.

Burstein, J. (2010). *Have You Heard?ActiveListening*. New York, NY: Crabtree Publishing.

Defleur, M.L. & Dennis, E.E. (2012).*Understanding Mass Communication: A Liberal Perspective*
7th ed., Boston: Houghton Mifflin.

Ifidon, SE &Ifidon EI (2012).*New Direction in African Library Management*. Ibadan: Spectrum Books Limited.

Katz, W.A. (2012). *Introduction to Reference Work: Basic Information Services.*8th ed., New York: McGraw-Hill

Kemoni, H.N. (2014). Melvin DeFleur'sInformation Communication Model: ItsApplication to Archives Administration. *African Journal of Library, Archives & Information Science*,14(2), 167-175

Keyton, J. (2011). *Communication and Organizational Culture: A Key to Understanding Work Experience.* Thousand Oaks, CA: Sage.

Kneen, J. (2011). *Essential Skills: Essential Speaking and Listening Skills*. New York, NY:

Oxford University Press.

Kritner KA, Buelens M (2002). *Organizational Behviour*. 2nd ed. London: McGraw Hill

Publishing Company

Nwalo, K.I.N. (2010).*Reference sources and services*. Ibadan: Centre for External Studies, University of Ibadan.

Ojomo, O.W. (2014). *Communication: Theory and Practice*. In E. Adegbija (ed.), Language, Communication and Study Skills , (pp. 77-95). Ota: Covenant University.

Rothwell, J.D. (2014). *In the Company of Others: AnIntroduction to Communication.* 2nd ed. New York: McGraw-Hill

Texas Association of Police Explorers, (2012) Texas Explorer's Guide to Law Enforcement Training Available at: www.TexasPoliceExplorers.com

Tubbs SL, &Moss S (2013).*Human Communication: Principles and Context.* 10th ed. Boston: McGraw. Hill Company.

Ugwuanyi, R.N.C. (2014). Preservation of Traditional Library Materials in Academic Libraries in Enugu State.UnpublishedMLS.Thesis University of Nigeria, Nsukka

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature was reviewed base on the research questions raised for this study. The review is done on the following sub- headings:

2.2Concept of Reference and Information Services Provision

2.3Concept of Reference Librarian

2.4 Concept of Interpersonal Communication

2.5Interpersonal Communication Skills Posses by Reference Librarian

2.6 Interpersonal Communication Skills Utilsed by Reference Librarians in Academic Libraries.

2.7Effectiveness of Interpersonal Communication Skills by Reference Librarians

2.8Summary of the Review

2.2 Concept of Reference and Information Services Provision

A large library is likely to have a reference section of several staff who deal with a wide variety of subjects. They may also be responsible for a function or a subject area. A large library will have a separate reference desk and a loans desk to meet the need of the users. A smaller organization may have only one or two staff that must provide a wide variety of services, although in a more specialized subject area. Keegan (2013) pointed out that academic libraries focus on teaching users how to find information, special libraries primarily find information and package it for their users, and public libraries practice some of both approaches.

Adedeji (2013) noted that the reference services provided by a library include:

a. Assistance in using the library

b. Answering requests for information

c. Reader education

d. Conducting literature searches

e. Current awareness services

The distinguishing feature of reference and information services is that it specifically ensures the optimum uses of information resources through substantive interaction with the users on direct and indirect levels as follows:

a. Reference or information services consist of personal assistance provided to users in pursuit of information.

b. Formal and informal instruction in the use of the library or information center and it resources may range from the explanation of the use of the bibliographical aids (for example catalogues, information databases) to more formal assistance through interpretive tours and lectures.

c. Indirect reference service reflects user access to a wide range of informational sources (for example bibliographies, indexes, information databases(Ahlers and Steiner, 2012).Chowdhury and Chowdhury (2002) noted that the provision of such personalized information services has remained the central theme of the library and information profession. The importance of reference services grew over time with the introduction of new technologies and services in libraries.

Yersavich (2014) categorized reference services into three broad groups:

a. Information services that involve either finding the required information on behalf of the users, or assisting users in finding information;

b. Instruction in the use of library resources and services (broadly defined as information literacy skills); and

c. User guidance, in which users are guided in selecting the most appropriate information sources and services.

2.3 Concept of Reference Librarian

Library users can consult the staff at the reference desk for help in finding information. Using a structured reference interview, the librarian works with the library user to clarify their needs and determine what information sources will fill them. To borrow a medical analogy, reference librarians diagnose and treat information deficiencies. The ultimate duties provided may consist of reading material in the form of a book or journal article, instruction in the use of specific searchable information resources such as the library's online catalog or subscription bibliographic/full text databases, or simply factual information drawn from the library's print or online reference collection. Typically, a reference desk can be consulted either in person, by telephone, through email or online chat, although a library user may be asked to come to the library in person for help with more involved research questions. A staffed and knowledgeable reference desk is an essential part of a library. The services that are provided at a reference desk may vary depending on the type of library, its purpose, its resources, and its staff.

Reference librarian perform various duties, these duties have impact on interpersonal communication in reference services. Relationships thrive on the maintenance of a good communication link between the parties involved, the reference librarian is expected to be a

goodcommunicator who links library users to the resources of their choice. The essence of reference work is personal service. The primary function of the reference department as observed by Nwalo (2010) among other things is answering reference questions and user education. Katz (2012) also highlighted the following as some of the duties of a reference librarian:

a. To promote an end product: the information sought by the user

b. Teaching people how to find information. Such instructions can range from the individual explanation of information sources or creation of guides and appropriate media to formal assistance.

One of the major ways through which these duties or functions can be performed effectively is through interpersonal communication between the reference librarian and the library user. Reference librarians engage in person-to-person services. They interact with library patrons and interview them to be able to articulate their information needs clearly. They must possess conversational skills which according to Katz (2012) is the ability to talk to all types of people, to find out what they need. The ability to communicate effectively on an interpersonal level will go a long way in ensuring that they meet the demands of the clientele and also gain their confidence. Rothwell (2014) notes that communication skills are critical to landing a job, receiving a promotion and performing effectively in the workplace. Skill in interpersonal communication is one of the factors that distinguish a reference librarian. In general, Interpersonal communication serves as a process of establishing relationship. It connects people and their social activities and providing a manner consistent with a bond. In this, it connects people closer to each other who sometimes seem to be away from each other.

2.4 Concept of Interpersonal Communication

Interpersonal communication is usually defined by communication scholars in numerous ways, usually describing participants who are dependent upon one another. It can involve one on one conversations or individuals interacting with many people within a society. It helps us understand how and why people behave and communicate in different ways to construct and negotiate a social reality. Interpersonal communication is the process that we use to communicate our ideas, thoughts, and feelings to another person. Our interpersonal communication skills are learned behaviors that can be improved through knowledge, practice, feedback, and reflection (Shri, 2011).

Akor and Udensi (2013) opines that Interpersonal communication involves sending and receiving of messages between two or more people. The basic process of communication initiates when a fact is perceived or an idea devised by a single person. That person (the sender) chooses to decipher the perception into a message, and subsequently conveys the message through some communication medium to another person (the receiver). The receiver then must construe the message and supply feedback to the sender indicating that the message has been comprehended and fitting action taken.

Rothwell (2004) posits that interpersonal communication is dyadic communication.According to him, it is a transaction that takes place between two people. Interpersonal communication is the procedure by which people swap information, feelings and impart through verbal and non-verbal messages. This definition underlines the crucial fact that interpersonal communication is not only apprehensive about ‘what’ is pronounced, i.e., the language employed, but ‘how’ it is pronounced, e.g., the nonverbal messages sent, such as tone of voice and facial expressions. Interpersonal communication can be seen as the process of

interacting simultaneously with another and mutually influencing each other, usually for the purpose of managing relationships. In other words interpersonal communication includes message sending and message reception between two or more individuals. This can include all aspects of communication such as listening, persuading, asserting, nonverbal communication, and more.

A primary concept of interpersonal communication looks at communicative acts when there are few individuals involved unlike areas of communication such as group interaction, where there may be a large number of individuals involved in a communicative act.Individuals also communicate on different interpersonal levels depending on who they are engaging in communication with. For example, if an individual is communicating with a family member, that communication will more than likely differ from the type of communication used when engaged in a communicative act with a friend or significant other(Burstein, 2010).

Overall, interpersonal communication can be conducted using both direct and indirect mediums of communication such as face-to-face interaction, as well as computer-mediated communication. Successful interpersonal communication assumes that both the message senders and the message receivers will interpret and understand the messages being sent on a level of understood meanings and implications. Interpersonal communication is real-time, face-to-face or voice-to-voice conversation that allows immediate feedback.

Kneen (2011) noted that interpersonal communication involves human's ability to turn meaningless grunts into spoken and written words, through which they are able to make known their needs, wants, ideas and feelings. It is also a complex process that can be described in simplified terms by a sender and a receiver who exchange messages containing ideas and feelings, mixed together. According to Braham, Elston and Shepherd (2010), interpersonal

communication does not simply involve the exchange of messages; it essentially involves the creation and exchange of meaning. The sender sends a message with a certain intention in mind. The receiver of the message tries to understand and interpret the message sent. He then gives feedback to the original sender, who in turn interprets the feedback. This process, repeated continuously, constitutes interpersonal communication. Interpersonal communication can be defined as communication between a small group of individuals, typically in a face-to-face setting, where participants engage in a minimally restricted dialogue with each other. The reason is because, it is 'minimally restricted' is because individuals who engage in interpersonal communication share some level of familiarity with each other, making them more likely to self-disclose information, or provide more intimate details than one would with a stranger, for example (Keyton, 2011).

Interpersonal communication connects people and their social activities in form of a bond. In this connection, sometimes closer to two people away from each other, sometimes it is possible to express (Yusuf, 2011). This type of communication in any library environment makes for good rapport and quick answers to inquiries and requests, but more to academic libraries for knowledge delivery (Ifidon and Ugwuanyi, 2013). Without interpersonal communication, librarians-users relationship is in shambles.

Ifidon and Ifidon (2012) opined that interpersonal communication is such an important element of management which deserves a special treatment. People communicate everyday from when they wake up in the morning until they go to bed at night. This process goes on in every unit of society and in every discipline, including librarianship. The literature on communication generally acknowledges that the basic function of communication is to affect receiver knowledge or behavior by informing, directing, regulating, socializing, and persuading. Keyton, (2010)

identifies the primary functions of organizational communication as: compliance-gaining, leading, motivating, and influencing, sense-making, problem-solving and decision-making, conflict management, negotiating, and bargaining.Yildiz (2012) opined that effective interpersonal communication in an organization involves all the elements that make up the human group (the customer/users, employees, librarians, managers, cleaning personnel, etc.), cooperate with each other and provides an open and reliable environment for organizational success. Owoeye and Dahunsi (2014) stressed that the role of effective use of interpersonal communication in any organization cannot be over emphasized most especially in libraries and information centers. Libraries are established to achieve set goals and objectives. It is obviously clear that realizing the objectives effectively predicates on effective and adequate communication of policies and procedures that will sustain the organizational efforts towards their goals.

Interpersonal communication is a complex process and there are many parameters that can be used for assessing effective interpersonal communication in reference services. These parameters are as follows:

- Communication language between sender of the message– receiver of the message

The language used in the process of communication is extremely important. The sender's perceptions, attitudes, expectations, intentions affect the way the message is sent. Likewise, these factors also affect the person receiving the message.

- Communication Channels

Communication channels used in the communication process, i.e., where the means of the communication is extremely important. For example, the reference librarian who is one of

the parties talking face to face with library patron and he/she looks at the other way and still trying to engage in telephone conversation, such factors will definitely affect interpersonal communication. In addition, especially in the written communication, the written language used in communicating to general audience should be selective. It does not target anyone, not offended, written language must be clear and understandable.

- Feedback / reverse transmission

When a message is processed and interpreted, the recipient reverse transmission or send feedback to the sender, when this is achieved, communication is said to be effective in reference services. This process makes the most effective, appropriate responses, on the side of the recipient. Provide feedback, such as better understanding between people conveying the message quickly, this mechanism saves time. The feedback is usually more rapid than face to face communications.

- Environmental Factors

Effective interpersonal communication is a process which takes place between reference librarian and library patrons within the environment of the library, the physical conditions in this environment, and some external environmental factors such as noise which may prevent the existence of effective interpersonal communication between the reference librarian and the patron must be avoided (Ahlers and Steiner, 2012).

The above parameters in assessing effective interpersonal communication in reference services of a library form the basis for a reference librarian to be considered as a commendable communicator. Thus, the absence of those parameters, constitute a barrier to effective performance of reference service delivery by reference librarian.

Interpersonal communication is therefore a much-needed factor in libraries for utmost, precise and effective reference service delivery. It is the life wire of every vibrant organization but more to libraries especially in reference services. It is the highest common factor for all those who congregate in libraries, especially in reference section where teaching, learning, research, querying and answering questions forms the bedrock of their functions.

2.5 Interpersonal Communication Skills Possessed by Reference Librarians

Interpersonal communication skills are set of abilities, attitudes and values that enable reference librarians to work efficiently, be good communicators and survive in the new world of work (Haddow, 2013). These skills are further described as the basic tools for creating and nurturing an environment of mutual respect and trust. It is also noted that a major component of reference work involves direct service to and interaction with patrons. Literature review shows that reference librarians are mostly trained to interact effectively with a variety of clientele and are taught skills such as approachability, showing interest as well as verbal and non-verbal cues. As observed by Saunders (2012), interpersonal communication skills as well as the ability to build relationships through active listening and inquiring is essential when offering a reference service. Saunders also noted that as reference services move online, interpersonal and communication skills are very important since librarians are communicating with patrons in many different ways and often without the support of nonverbal cues.

Koganuramath and Angadi (2005) emphasized that it is vital that reference librarians be kept in touch with modern developments and maintain a proactive approach to their work in an ever-changing information world. This is because we live in a world where information and knowledge are a momentous force in shaping society, and require more sophisticated

skills.Muddapur and Agadi (2017) noted that interpersonal skills for library professionals especially in the reference section of any library is all about possessing effective listening, writing, presentation, decision making, problem solving and leadership skills to create friendly environment for library users, create and promote a positive image and good will for the library and enhance information service delivery. They stated that reference librarians are the most friendly, lively, self-controlled library staff and also have nice sense of humour.

Kolle and Parmeshwar (2014) identified ten vital interpersonal skills that reference librarians should possess which include the following:

1. Ability to work with people
2. Social poise, self-assurance and confidence
3. Consideration for others; tolerant and patient
4. Exhibit self-control; be tactful
5. Able to make decisions
6. Maintain high standards of professionalism
7. Honest and objective
8. Organize time and priorities
9. Be persuasive and create enthusiasm
10. Have a high concern for communication

Shir (2011) also maintained that reference librarians need to be:

- Friendly
- Maintain enthusiasm
- Good personality
- More helpful when dealing with users

- Able to remain calm and polite under stress
- Accurate, quick and efficient
- Able to work on their own
- self-motivated
- If it is needed, able to ask for help
- Involve in team work.

Shir explained that reference librarians always maintain eye contact with users, good facial expression, body language, personal requirements and room geography (dress, office space, etc) in the effective provision of their services.

Furthermore, Kumar and Hitu (2014) identified and discussed four major interpersonal communication skills that reference librarians must possess if they must succeed in effective delivery of reference services which are:

1. Thinking: Thinking as being a interpersonal communication skill is imperative for reference librarians. Having a clear idea of symbolic internal reality you want to convey to another person or group of people is the beginning of effective communication. Reference librarians must be able to think critically on the best methods or ways communicating to satisfy the desperation and curiosity of library users.

2. Listening: Effective listening skills allows reference librarians to enter the reality of the patrons and help to understand what their information needs are so as to be able to provide information to satisfy their needs.

3. Speaking: The third communication skill that leads to effective communication are involves the selection of words and the voice tones that reference librarians use during face-to-face

interaction. Reference librarians must be able to speak well if they must improve the quality of library patronage.

4. Nonverbal interpersonal communication: Non-verbal interpersonal communication is the communication skill that usually receives little thought because it happens automatically. We actually learn to communicate nonverbally at a very young age (a baby crying) and are able to communicate quite effectively using only non-verbal communication. It is more detailed information about nonverbal communication. Reference librarians should be able to interact with patrons using body language which includes; gesture, nodding, blinking of the eyes, touching, pinching, etc.

In agreement with Kumar and Hitu (2014), Owoeye and Dahunsi (2014) noted that interpersonal communication plays an important role in carrying out various activities that are geared towards meeting the information needs of users especially in the reference service section of an academic library. They emphasize the fact that reference librarians in most academic libraries possesses oral communication skills, written communication skill and non-verbal communication skill which enhances library patronage and promote of the good image of the library.

Furthermore, Saunder (2013) studied the core reference competencies from an employers' perspective in the United States. She noted that reference librarians must possess a very high level ofinterpersonal skills to be able to interact with diverse patrons.She identified five of the interpersonal skills possessed by most reference librarians to include; verbal communication skills, listening skill, approachability, and adaptability/flexibility. These five are closely followed by other skills such as written communication skills and sense of humour.

Hence, the ability to interact and communicate with a wide range of patrons is essential for successful reference librarians. According to Kakirman-Yildiz (2012), one of the basic components of interpersonal communication is language. Language as a verbal communication is very important in achieving understanding between reference librarians and library clienteles. Reference librarians are mostly trained to be proficient in spoken language so as to be able to effectively attend to library clients.

Hartzell, (2013*)* tends to agree on a number of core areas in which competency is essential for effective interpersonal interactions for reference librarians. These include the following:

Self-awareness: Self-awareness is considered to be a pre-requisite for the type of "other awareness" or empathy assumed to underlie effective communication.

Effective listening: The ability to listen effectively is a core skill in a range of interpersonal situations.

Questioning: The ability to use questions that maximize the amount of relevant information that is gathered in an exchange, serves to enhance the communicative efficiency of the interaction.

Helping or facilitating: The ability of reference librarians to be effective at helping others is considered an important aspect of interpersonal competence.

Reflecting: Reflecting involves the discerning of statements in the interviewers own words that encapsulate and re-present the essence of the interviewee's own words. Presenting reflections during interactions can serve a similar information gathering function to that seen in questioning.

Assertiveness: Being assertive is an important interpersonal skill for interactions in all domains. Asserting oneself can serve many different communicative functions including allowing the expression of views clearly and openly and the avoidance of negative conflicts.

Non-verbal communications: A number of communicative activities also involve nonverbal behaviour and an ability to detect and portray messages through this medium is also seen as a central interpersonal skill (Harrigan, Rosenthal and Scherer, 2005). Messages can be communicated through the following non-verbal channels:

1. *Facial expressions:* Facial expressions, according to Harrigan, Rosenthal and Scherer, provide solid evidence and information about an individual's emotional state. In addition, facial expressions can be used to regulate interactions, for example the synchronization of conversations.

2. *Gaze:* Emotion information can also be communicated through gaze. For example, long stares are often seen as signals of hostility or aggression. Looking can also be used to initiate and regulate interpersonal interactions and can be used to assess the reactions of others during oral presentations and conversations.

3. *Gestures:* Gestures can be used to replace words, in addition to words to place emphasis on an element of a verbal message, or to regulate or signal the beginning or end of an interaction.

4. *Posture:* An individual's posture can reveal how they feel and their attitude towards others involved in the interaction. Posture also tends to vary as a function of how formal an interpersonal situation is with more relaxed postures indicating less formal situations.

5. *Paralinguistic cues:* Non-verbal vocal cues such as the pitch, tone and speed of speech can also reveal information about emotional states and can be used to regulate interactions. For example, people experiencing anxiety tend to speak very quickly and in a high pitch. Paralinguistic cues can also regulate turn-taking in interactions and pitch changes also indicate when questions have been asked.

2.6 Interpersonal Communication Skills Utilsed by Reference Librarians in Academic Libraries

Interpersonal communication involves one on one conversation or individuals interacting with many people within a society. Interpersonal communication helps us understand how and why people behave and communicate in different ways so as to construct and negotiate a social reality. Interpersonal communication is the process adopted by reference librarians and library patrons to communicate ideas, thoughts, and feelings to each other. Hence, interpersonal communication skills are learned behaviours thatcan be improved through knowledge, practice, feedback, and reflection (Rothwell, 2014)

Miles (2013) conceptualized interpersonal communication as a process of using language and non-verbal cues to send and receive messages between individuals that are intended to arouse particular kinds of meaning. Based on this concept, it is obvious that reference librarians always use spoken language and non-verbal communication skills in administering reference services to their patrons daily. Furthermore, Haddow, (2012)explained that interpersonal communication includes message sending and message reception between two or more individuals which includes all aspects of communication skills such as listening, persuading,

asserting, nonverbal communication, and more used by reference librarians (Owoeye and Dahunsi, 2014).

An interesting study by Keegan (2013) examined the effect of face-to-face or side-to-sidecommunication libraries. Keegan stated that the face-to-face arrangement makes the two personsinvolved in communication to gain corporation and understanding of each other's intents. He also noted that as part of non-verbal interpersonal communication, doodling is also used as an aid to concentration and this illustrates that there is no universally agreed interpretation of all non-verbal signals. Facial expressions and gestures may be used alongside speech to complement and emphasize what is being said.

A person's appearance, in terms of the clothes they wear, their hairstyle etc. also conveys meaning. Studies have shown that people form impressions of others in the first few seconds of meeting them. Once the initial impression is formed people will seek out evidence of behaviour that confirms the initial impression, rather than form a balanced view by weighing all the evidence (Saunders and Jordan, 2013). However, much of the function of non-verbal communication is to accompany, augment and facilitate verbal communication. Non-verbal communication also conveys important emotional information.

Grgic and Zivkovic (2012) noted that reference librarians provide assistance, advice and instructions which include both direct and indirect service to users. The competencies relevant to this job which most reference librarians adopt include good verbal and non-verbal skills, reference interview skills, ICT skills, public relation skills and writing skills, without which reference services are considered barren (unproductive). Also, Akor and Udensi (2013) asserted that reference librarians implore various interpersonal skills in order to effectively provide

assistance to users in the use of library, answering request for information, providing reader education, conducting literature search and provision of current awareness services.

Chawner and Oliver (2013) maintained that the adoption of information and communication technology (ICT) in library service delivery mean that library staff involved in providing a reference service may need to develop new skills, while at the same time maintaining their traditional skills. Traditional skills include knowledge of reference sources, the reference interview and the ability to provide information literacy instruction. Whereas, the new skills include the use of social media such as blogs,twitter and facebook to reach out to new clients. Everyday reference librarianshelp people locate the information they need and give directions to information sources. The question of skills and competencies of reference staff has been widely debated in the field of reference services. It is evident that technology and user expectations have considerably altered the manner in which reference services are delivered in academic libraries. Chawner and Oliver (2013) argue that changes in information and communication technology used to communicate with members of the academic library community require library staff involved in providing reference services to develop new skills while at the same time maintain their traditional skills. Reference service staff requires not only traditional reference skills, but also skills in customer service, good communication skills as well as keeping abreast with the technological changes.

2.7 Effectiveness of Interpersonal Communication Skills by Reference Librarians

Effectiveness in reference work as stressed by scholars in the field of librarianship requires the acquisition and possession of good communication skills. Such communication skills include verbal skills, extra-verbal skills and listening skills. Verbal skills involve much of

talking as questions are being asked and responses or answers are provided. Extra verbal skills also known as non-verbal skills involve the ability to read meaning from what people do, how they appear, what they put on or from physical object around. While listening skills deal with making sense of what is heard and it requires the reference librarian to constantly pay attention, interpret and remember what is heard (Prajapti, 2013).

According to Adedeji (2013) the effectiveness of interpersonal communication skills in reference service delivery in libraries is perceived in the quality of the reference services provided to clients. He noted that as long as the reference librarians are able to effectively conduct reference interviews, answer queries, provide general and specific information to clienteles, provide advisory services, assist in the use of reference materials and other services to meet the client's needs, it is an evidence of the effectiveness of the quality of interpersonal communication skills possessed by reference librarians. Edom (2013) also revealed that interpersonal communication skills are very essential and effective for successful reference transactions in academic libraries. this is because, the interpersonal components of reference services is known as reference interview which attempt to understand and appreciate the user and his query. Reference interview is done to arouse the client to present his queries which will help the reference librarian to determine the kinds of documents or information resources the client needs as well as to determine the level of reference service to give to the client. Onifade and Sowole (2011) emphasize that services such as bibliographic services, current awareness services, selective dissemination of information and referral services are effectively provided through the application of effective interpersonal communication skills which reference librarians cannot do without them.

Various methods are used to provide reference services in university libraries. Tajer (2009) affirms that new reference service models have been designed and developed roving reference, reconfiguring the reference desk, no reference desk, consolidating service points, tiered, outreach, and virtual reference. Prajapati (2013) describes virtual reference service, where reference services are provided via email and telephone.

There is usually interplay of interpersonal, inter-cultural, and interdisciplinary communications that take place during reference services. People from various cultural and professional backgrounds visit the library for various reasons; to consult materials, gather information on various research topics, to find out what the collections of the library is, etc. The likely person they will be directed to is the reference librarian who must be very skillful in communication in order to understand their information needs and be able to meet them. Yersavich (2014) observes that half of the battle in reference and information work is to discover exactly what a reader wants. The implication of these for reference librarians is that they must demonstrate a high level of dexterity in interpersonal communication. The reference department serves as a meeting point between the library and its external environment. It is one of the major areas of the library where contact is made with the public; the reference librarian therefore serves as the contact personnel. The effectiveness and efficiency of this contact is premised on the ability of the reference librarian to communicate effectively with the users which in turn promotes the public image of the library and improves library patronage.

According to Shir (2011), reference librarians are seen as public relations personnel of the library. The aim of public relation in reference services in library and information centres, is to communicate essence of the library to the appropriate users, to whom it has so much to offer and to fix the idea in their minds that the library is a source of incalculable value. Certainly there

is a need for a concrete campaign of public relation in librarianship through reference services. This is achievable through effective interpersonal as well as communication skills. If we apply good interpersonal communication skills to reference services and promote it as a business, then definitely we will be on our way to establishing successful public relations.

Therefore, there is growing recognition that the need for interpersonal communication skills applies to internal management relations as well as to user-contact activities. Good communication skills, record-keeping skills, teaching skills, information research skills and the ability to evaluate material to be provided to the patrons have been proved by scholars and researchers to be very keen in the provision of reference services (Yildiz, 2012). Because of the immense importance of the impact of interpersonal communication on effective reference delivery all over the world, reference librarians are constantly trained to be friendly, maintain enthusiasm, have pleasing personality, helpful and patient when dealing with users, able to remain calm and polite under stress, accurate, quick and efficient, able to work on their own and self-motivated, so as to improve users patronage of the library's resources and services.

2.8 Summary of the Review

The literature reviewed for this study focused on the conceptual framework which was centered on the concept of reference services provision, the concept of interpersonal communication, interpersonal communication skills possessed by reference librarian, interpersonal communication skills used by reference librarians in academic libraries, effectiveness of interpersonal communication skills by reference librarians and barriers to effective use of interpersonal communication by reference librarians in academic libraries. The literature reviewed showed that all agreed on the fact that interpersonal communication plays a

very important role in the transfer of information between the reference librarians and reference users, Interpersonal communication involves sending and receiving of messages between two or more people. Communication refers to the process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. They all see reference service as personal assistance provided to library reference users and also all agreed that teaching people how to find information in a good communication medium like face to face interaction is part of the reference librarian's duty, they also agreed that barriers like stereotype, low level of education, boundaries in relationship all affect interpersonal communication. They all agreed that communication can be improved effectively through the senders' and receivers' responsibility to listen effectively.Therefore, the gap in the literature reviewed on the use interpersonal communication skills in academic libraries necessitated the need for the study on the use of interpersonal communication skills by reference librarians in Federal Academic Libraries in Kogi State, Nigeria.

References

Adedeji, A.F. (2013). *Reference Services: Issues, Concepts and Trends.*In Issa, A.O., Igwe, K.N. and Uzuegbu, C.P. (2013).Provision of Library and Information Services to Users in the Era of Globalization. Lagos: Waltodanny Visual Concept.

Ahlers, D., and Steiner, H. (2012).The Approachable Reference Desk.*College & Research Libraries News, 73*(2), 70-73. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db-llf7AN=71495818&site=ehoslive

Akor, P.U. and Udensi, J.N. (2013).Functions of Interpersonal Communication in Rendering Reference Services in Two University Libraries in Nigeria.*Library Philosophy and Practice (e-journal)*. 896. Available at: http://digitalcommons.unl.edu/libphilprac/896

Braham, J., Elston, C. & Shepherd, T (2010).Listening and Interpersonal Skills Review.http://archive.learnhigher.ac.uk/resources/files/LIPS/literature_review.pdfon August3, 2017.

Burstein, J. (2010). *Have You Heard?: Active Listening*. New York, NY: Crabtree Publishing.

Chawner, B. and Oliver, G. (2013). A Survey of New Zealand Academic Reference Librarians:Current and Future Skills and Competencies. *Australian Academic and ResearchLibraries*, 44 (1), 29-39.

Cheney, G. (2011). *Organizational Communication in an Age of Globalization: Issues, Reflections, Practices*. Long Grove, IL: Waveland Press. Collins, B.L., Mellon.

Chowdhury, G and Chowdhury, S (2003) Introduction to Digital Libraries. London: Facet Publishing. pp. 22-35

Das, T., Gurey, P. and Saha, N. (2009). Evaluation of Current Trends in Reference Services in Lieu of a Model: a Case Study of Central Library, Visva-Bharati. Available at: http://www.Crl.du.ac.in/ica109/papers/index-files/ica/-86-171-368-1-Rv.pdf.

Edom, B.O. (2013) *Provision of Reference Services to Users in Academic Libraries in the Global Era.*InIssa, A.O., Igwe, K.N. and Uzuegbu, C.P. (2013).Provision of Library and Information Services to Users in the Era of Globalization. Lagos: Waltodanny Visual Concept.

Grgic, I.H. and Zivkovic, D. (2012).Core Competencies for Academic Reference Librarians in Croatia.*Qualitative and Quantitative Methods in Libraries (QQML). 3:247-256.*

Haddow, G. (2012). Knowledge, Skills and Attributes for Academic Reference Librarians.*Australian Academic and Research Libraries, 43 (3), 231-248.*

Harrigan, J.A., Rosenthal, R., and Scherer, K.R. (Eds.) (2005).*The New Handbook of Methods in Nonverbal Behaviour Research.*Oxford: Oxford University Press.

Hartzell, S. (2013*).*Types of Communication: Interpersonal, Non-Verbal, Written & Oral. http://study.com/academy/lesson/types-of-communication-interpersonal-non-verbalwritten-oral.html

Ifidon SE and Ifidon EI (2012).*New Direction in African Library Management*. Ibadan: Spectrum Books Limited

Ifidon, I.E. &Ugwuanyi, R.N.C.(2013) Effective Communication in Academic Libraries: An Imperative for Knowledge Delivery.*International Journal of Library and InformationScience.*Vol. 5(7), pp. 203-207. DOI:10.5897/IJLIS11.066.

Igbinovia, M.O. andSolanke, E.O. (2015).Shining a Light on the Reference Librarian Role as Reference Services Adapt to Users' Needs.*Library Connect*. Retrieved fromhttp://libraryconnect.elsevier.com/articles/2015-06/shining-light-reference-librarianrole-reference-services-adapt-users-needs on August 3, 2017.

Keegan, D. (2013). *Foundations of distance education*. New York: Routledge

Kemoni, H.N. (2014). Melvin DeFleur'sInformation Communication Model: ItsApplication to Archives Administration. *African Journal of Library, Archives & Information Science*, 14(2), 167-175

Keyton, J. (2011). *Communication and Organizational Culture: A Key to Understanding Work Experience*. Thousand Oaks, CA: Sage.

Kneen, J. (2011). *Essential skills: Essential Speaking and Listening Skills*. New York, NY: Oxford University Press.

Koganuramath, M. and Angadi, M. (2005) Interpersonal Skills for Effective Library Management.Accessed on 12/08/2017 at: *eprints.rclis.org/4972/1/Interpersonal-skills.PDF*.

Kumar, N. and Hitu, M. (2014).Communication Skills and Library Service Management.*International Journal of Enhanced Research in Educational Development.* 2(2): 13-17.

Li, P. (2013). Effect of Distance Education on Reference and Instructional Services in Academic

Magi, T.J. &Mardeusz, P.E., (2013). "What Students Need from Reference Librarians: Exploring the Complexity of the Individual Consultation". *University Libraries Faculty and Staff Publications.*Paper 11.Available at: http://scholarworks.uvm.edu/libfacpub/11

Miles, D.B. (2013). Shall We Get Rid of the Reference Desk? *Reference and User Service Quarterly,* 52 (4), 320-333.

Muddapur, S. &Agadi, K.B. (2017).Library Professionals: Skills For Providing Information Services. Accessed on 12/08/2017 at: *www.iiserpune.ac.in/~library/life2017/program/16/10-suman-muddapur.pdf*

Nwalo, K.I.N. (2010). *Reference Sources and Services*. Ibadan: Centre for External Studies, University of Ibadan

Onifade, F.N. and Sowole, A.O. (2011). Reference Service in University Library: Awareness and Perception of Undergraduate Students. *PNLA.*Retrieved from: www.pnla.org/assets/documents/Quaterly/pnlag75-3spring2011.pdf.

Owoeye, P.O. and Dahunsi, F.T. (2014). The Role of Communication in Effective Service Delivery in Libraries and Information Centers: A Case Study of Ekiti State University Library. *International Journal of Library and Information Science.*6(5): 75-87.

Prajapati, R.S. (2013). *Theories and Practice of Librarianship*. New Delhi: Discovery Publishing House PVS ltd.

Rothwell, J.D. (2004). *In the Company of Others: An Introduction to Communication* (2nd ed.). New York: McGraw-Hill.

Saunder, L. (2012). Identifying Core Reference Competencies from an Employer's Perspective: Implications for Instruction.*Collage and Research Libraries* 73(4). Available at: https://hiringlibrarians.com/2013/04/02/researchers-coner-reference-competencies-from-the-academic-employers-perspective/.

Saunders, L., & Jordan, M. (2013).Significantly Different?Reference Services Competencies in Public and Academic Libraries.*Reference and User Service Quarterly*, 52 (3), 216-23.

Sethi, D. & Seth, M (2009). Interpersonal Communication: Lifeblood of an Organization. *The IUP Journal of Soft Skills*, Vol. (3 & 4). Retrieved from http://iims.uthscsa.edu/sites/iims/files/Novel/communication/Communication-5.pdf

Shri. T.M. S. (2011). Effective Interpersonal Skills for Library Management.*Indian Streams Research Journal.* 1(1): 184-186.

Tajer.P. (2009). Reference Services 2.0: A Proposal Model for Reference Services. In Library 2.0.7th International CALIBER.

Nworgu, B.C. (2006). *Educational Research: Basic Issues and Methodology*. Ibadan: Okeseyi Press.

Wolfe, J.A., Naylor, T. &Drueke, J. (2010).The Role of the Academic Reference Librarian in the Learning Commons.*Faculty Publications, UNL Libraries.* Paper 221. . Retrieved from http://digitalcommons.unl.edu/libraryscience

Yersavich, T. (2014). The Reference Interaction: Fusion of Modern and Traditional Reference Services. Available at: http://www.webjunction.org/news/reference-interaction-fussion-of-mordern-and-traditional-reference-services.html.

Yildiz, A. K. (2012). Effective Communication Skills to Manage the Library: Relations Between Managers and Librarians. *Qualitative and Quantitative Methods in Libraries (QQML*) 2, 141 – 153

Yusuf, F. (2011).Effective Communication for Reference Service Delivery in Academic Libraries.*Library Philosophy and Practice (e-journal).* Retrieved from http://www.unllib.unl.edu/LPP/ on August 11, 2017

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described thoroughly the process in which the research was conducted.

3.2 Research MethodAdopted

The research method adopted was quantitative. The research design used was cross-sectionalsurvey. This is because the study areas were more than one and the researcher cut across all the areas. It was used to assess Interpersonal Communication in Providing Reference Services in Federal Academic Libraries in Kogi State. Survey research design is a commonly used design of collecting information about a population of interest. The design helps a researcher to obtain general result about the sample. In other perspective, Orodho (2003) postulated that a study concerned with obtaining information by administering a questionnaire to a sample of respondents is a descriptive survey. The survey design was considered appropriate in this study as it allowed for the use of questionnaire as a data collection instrument and because of the low cost and easy access to information from the respondents.

3.3 Population of the Study

Population is the total collection of objects to be observed or studied in a particular research. In other word, the term "population" as used in this research refers to the entire number, group, objects and elements which are of interest to the researcher. It can also be referred to as the aggregate of all observations of interest to the researcher. According to Best and Khan (2006), population is any group of individuals that has one or more characteristics in common which are of interest to the researcher. The target population of the study consisted of all librarians of the academic libraries of federal institutions in Kogi State. According to the

records obtained from three academic libraries for this study, there are 47 academic librarians in the three academic libraries, 16 librarians from Federal University, Lokoja, 15 librarians from Federal Polytechnic Idah and 16 librarians from Federal College of Education, Okene.

Table 3.1: Population of the Study

S/N	AcademicLibraries	Librarians
1.	Federal University, Lokoja (FUL)	16
2.	Federal Polytechnic Idah (FPI)	15
3.	Federal College of Education, Okene (FCEO)	16
Total		**47**

Source: Staff Records of FUL, FPI and FCEO (2017)

3.4 Sample and Sampling Technique

A sample is a small proportion of a population that is selected for analysis. Sampling is the process of selecting units, subsets or parts (e.g. people, organization) from a population of interest so that by studying the sample, we may fairly generalize our results back to the population from which they were chosen (Osuala 2001). There are different methods of sampling which are referred to as sampling techniques. Rossi et al (1983) recognized that the determination of sample size is a major problem for researchers. They postulated a theory that a research should seek the empirical approach that uses sample sizes as a way of solving the problem.

In order to arrive at a more reasonable and realistic conclusion that would apply to other users which the study could not cover and to open room for generalization, the 47 librarians from the three academic libraries were used as the sample size i.e Sample Size= Total Population. This is in line with the submission ofIsreal (2003) who stated that if the population is less than

50, the entire population can be used for the study. Chava (1992) is of the opinion that such sample size increases the level of accuracy in estimating parameters.

3.5 Instrument for Data Collection

Questionnaire method of data collection was used. The reason for using the instrument was because the type of data collected for this research was largely quantitative.The choice of this instrument was also valid given the geographical spread of the librarians within Kogi State. Anthony (2006) believed that questionnaire as an impersonal survey method has advantages of low cost, reduction in bias, greater anonymity among others. One set of structured questionnaire titled "Use of Interpersonal Communication Skills by Reference Librarians in Federal Academic Libraries in Kogi State, Nigeria" was constructed for the respondents. The questionnaire was divided into two parts: Section A elicited responses about Demographic Information while Section B provided data related to the research questions.Likert Scale with five (5) items was used for research question three because it involved the utilization with (3.0) as the benchmark. For other research questions, the highest figures were used as benchmark because they do not have Liker Scale as used in this study. The breakdown of the benchmark was presented as follows:

Highly Utilise 5

Utilise 4

Rarely Utilise 3

Not Utilise 2

Undecided 1

Mean $\sum X/N$

Therefore, Mean = $\sum X/N$ =5+ 4+3+2+1 = 15

15/5 = 3.0

3.6 Validity of the Instrument

An instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed (Patten, 2004). The procedure used to measure the validity of the instrument for this research was content validity. Content validity is the degree or the extent to which the instrument covers the content of what is to measure or the extent to which the instrument measure or is specifically related to factors and character traits (i.e. traits for which it was designed).

In order to ensure content and construct validity mechanism, the instrument was given to a specialist in the Department of Library and Information Science for scrutiny and expertise judgment with a view to checking the appropriateness of language to enable it measure what it is supposed to measure before administering the instrument.

3.7 Reliability of the Instrument

The reliability of the instrument was established by conducting a pilot study within two weeks in Kashim Ibrahim Library (KIL) of Ahmadu Bello University, Zaria and seven (7) librarians were issued the research instruments. The reliability of the questionnaire was determined using a Split- half technique; here the internal consistency of scores using scores from a single testing was used. A single test was administered but two scores were obtained for each individual.This means that the test was divided into two halves using odd and even

numbers. The reliability co-efficient obtained was 0.83. This shows that the instrument is reliable.

3.8 Procedure for Data Collection

The researcher, with the help of some research assistants, administered and collected back the completed copies of the questionnaires from the respondents. The research assistants used were trained on how to carry out the exercise. Four weeks were used to distribute and collect the instruments back. This period was considered to be adequate because the respondents are literate and are geographically spread.

3.9 Procedure for Data Analysis

The data collected for the research was in the form of nominal (demographic information) and ordinal (Liket Scale). It was organized, presented and analysed using descriptive statistics such as frequency, percentage, mean and standard deviation. This is because the two descriptive statistics tell more about the variables that are measured in the study.

References

Anthony, A. (2006).*Conducting Research in Education and the Social Science*. Enugu: Tashiwa Network Ltd.p.129.

Best, J. W., & Kahn, J.V. (2006). *Research in Education*. Boston: Pearson.

Chava, F.N. (1992).*Research Methods in the Social Science* 4thed London: J.W. Arrow Smith Ltd. p.117.

Orodho, A. J. (2003). *Essentials of Educational and Social Sciences Research Method*. Nairobi: Masola Publishers.

Osulala, E.C (2001). *Introduction to Research Methodology*. 6th ed. Onitsha: African-First Publisher Ltd.

Patten, S. B. (2004). The Impact of Antidepressant Treatment on Population Health: Synthesis of Data From Two National Data Sources in Canada. *Population Health Metrics,* 2(9).

Rossi, H. P., Wright, D. J., & Anderson, B. A. (1983).*Handbook of Survey Research*.Orlando: Academic Press. pp180

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This Chapter presents the data collected for the study as well as analysis and interpretation of the data.

4.2 Response Rate

A total of forty-seven (47) copies of questionnaire were distributed to the sampled reference librarians in the institution under study.Out of the 47 copies of the questionnaire distributed, a total of 45 (95.7%) copies, (15 from Federal University, Lokoja, 15 from Federal Polytechnic, Idah and 15 from Federal College of Education Okene) were returned duly completed and found usable for this study. The response rate was realized due to the fact that the research assistants were employed in the respective institutions studied. Besides, the respondents were given up to three weeks within which to complete and return their copies of questionnaire. The response rate is shown in Table 4.1.

Table 4.1: Response Rate

S/N	Academic Librarians	Questionnaire Distributed	Questionnaire Returned	% of Questionnaire Returned
1.	Federal University, Lokoja	16	15	93.7%
2.	Federal Polytechnic Idah	15	15	100%
3.	Federal College of Education, Okene	16	15	93.7%
Total		**47**	**45**	**95.7%**

From Table 4.1, it can clearly be seen that a response rate of 95.7% was obtained. That showed that there was little variation in the response rate from reference librarians in the studied

area. The little variation in the response rate is due to the fact that the population size of reference librarians of these institutions studied is not much. The 100% response gotten from Federal Polytechnic Idah was due to the fact that, all the librarians are always available without shift of duty and that they can only be away when anyone is on leave. The table revealed that Federal University, Lokoja, and Federal College of Education, Okene have higher population of reference librarians than Federal Polytechnic Idah.

4.3 Descriptive Analysis

This section presented the data collected and analyzed using descriptive statistics. The data analyzed in this section was collected using four (4) research questions which guided this study, frequency scales, percentages, mean and standard deviation were used in the computation of the data collected and analyzed in this section.

4.3.1 Types of Reference and Information Services Provided by Librarians in Federal Academic Libraries in Kogi State

The researcher attempted to identify the various types of reference services provided in the study area. In order to achieve this, a list of reference and information services was provided for the respondents to tick as many as available in their respective institutions. The Table 4.2 shows the types of reference and information services provided.

Table 4.2: Types of Reference and Information Services Provided by LibrariansinFederal Academic Libraries in Kogi State

S/N	Types of Reference and Information Services provided	Federal University, Lokoja		Federal Polytechnic, Idah		Federal College of Education, Okene		Total	Mean	SD
		F	%	F	%	F	%			
1	Assisting Users in Using the Library	15	33.3	14	31.1	15	33.3	44	0.98	1.71
2	Answering Users request for Information	15	33.3	14	31.1	14	31.3	43	0.96	1.69
3	Reader Education	14	31.1	12	26.7	12	26.7	38	0.84	1.59
4	Literature Searches on behalf of Users	14	33.1	13	28.8	13	28.8	40	0.89	1.63
5	Current Awareness Services	14	31.1	14	31.1	14	31.1	42	0.93	1.67
6	Online Reference Services	10	22.2	10	22.2	13	28.8	33	0.73	1.48
7	Selective Dissemination of Information	10	22.2	9	20.0	7	15.6	26	0.58	1.31
8	Information and Referral Services	14	31.1	15	33.3	15	33.3	44	0.98	1.71
9	Ready reference services	11	24.4	14	31.1	15	33.3	40	0.89	1.63
10	Selection of Information Resources	14	31.1	13	28.9	14	31.1	41	0.91	1.65
11	Directional Services	13	28.9	13	28.9	11	24.4	37	0.82	1.57

Table 4.2 presented thetypes of reference and information services provided by librarians in federal academic libraries in Kogi State.From the Table, it was discovered that in Federal University Lokoja, assisting users in using the library and answering users request for information were the types of reference and information mostly provided by librarians with frequency and percentage of 15 (33.3%) for both. Online reference services were the least reference and information service the librarians provided with frequency and percentage of 10

(22.2%). On the part of Federal Polytechnic,information and referral service with frequency and percentage of 15 (33.3%) was the major types of reference and information services provided by librarians in academic libraries. Online reference services were the least reference and information service the librarians provided with frequency and percentage of 10 (22.2%). On the part of Federal College of Education, Okene,assisting users in using the library, information and referral service and ready reference services, all with frequency and percentage of 15 (33.3%) were the majortypes of reference and information services provided by librarians in academic libraries. Selective dissemination of Information with frequency and percentage of 7 (15.6%) was the least type of reference and information service provided.

On the part of mean and standard deviation, assisting users in using the library and information and referral service with means of 0.98 both were the majortypes of reference and information services provided by librarians in academic libraries, others include; Reader Education, Literature Search, Current Awareness Services, Selection of Information Resources and Directional Serviceswith mean of 0.84, 0.89, 0.93, 0.91 and 0.82 respectively. This outcome related with that of Kumar and Hitu (2014) who discovered that the common functions of reference librarians were assisting users in using the library, helping users in solving their problems among others. This means that if librarians deviate from assisting users in using the library and helping users in solving their problems, the users would not become satisfy with the services of reference librarian.

4.3.2 Interpersonal Communication Skills the Librarians Possess for the Provision of Reference and Information Services in Federal Academic Libraries in Kogi State

The researcher attempted to find out the interpersonal communication skills possessed by librarians in federalacademic libraries in Kogi State. In doing this, list of options were provided

for the respondents to indicate the skills. Their responses were captured and presented in Table 4.3.

Table 4.3:Interpersonal Communication Skills the Librarians Possess for the Provision of Reference and Information Services in Federal Academic Libraries in Kogi State

S/N	Interpersonal Communication Skills the Librarians Possess for the Provision of Reference and Information Services	Federal University, Lokoja		Federal Polytechnic, Idah		Federal College of Education, Okene		Total	Mean	SD
		F	%	F	%	F	%			

1	Ability to ask the users relevant questions concerning their needs	14	31.1	14	31.1	14	31.1	42	0.93	1.67
2	Ability to speak fluently tousers	10	22.2	10	22.2	13	28.8	33	0.73	1.48
3	Ability to understand users query	12	26.7	14	31.1	15	33.3	41	0.91	1.65
4	Ability to guide users properly after listening to their queries	11	24.4	14	31.1	15	33.3	40	0.89	1.63
5	Ability to serve users with the right information	14	31.1	15	33.3	15	33.3	44	0.98	1.71
6	Ability to send users answers to their queries using appropriate channel	11	24.4	14	31.1	15	33.3	40	0.89	1.63
7	Ability to receive and treat users' queries effectively	13	28.9	13	28.9	11	24.4	37	0.82	1.57
8	Ability to provide good listening ears to users	11	24.4	14	31.1	15	33.3	40	0.89	1.63

Table 4.3 presented the interpersonal communication skills the librarians possess for the provision of reference and information services in federal academic libraries in Kogi State.From the Table, it was discovered that the ability to ask users relevant question concerning their needs and ability to serve users with the right information with frequency and percentage of 14 (31.1%) both were the major interpersonal communication skills the librarians possess for the provision of reference and information services in academic libraries in Federal University Lokoja. The ability to speak fluently to users with frequency and percentage of 10 (22.2%) was the least interpersonal communication skills the librarians possess for the provision of reference and information services. On the part of Federal Polytechnic, Idah,The ability to serve the users with

the right informationwith frequency and percentage of 15 (33.3%) was the majorinterpersonal communication skills the librarians possess for the provision of reference and information services. The ability to speak fluently to users with frequency and percentage of 10 (22.2%) was the least interpersonal communication skills the librarians possess for the provision of reference and information services. On the part of Federal College of Education, Okene,the ability to understand users query, ability to guide users properly after listening to their query,ability to serve users with the right information, ability to send users answer to their query using appropriate channel and ability to provide good listening ears to userseach with frequency and percentage of 15 (33.3%) respectively were the majorinterpersonal communication skills the librarians possess for the provision of reference and information services in academic libraries in Kogi State. The ability to receive and treat users query effectively with mean of 0.82 was the least interpersonal communication skills the librarians possess for the provision of reference and information services.

On the part of mean and standard deviation, ability to serve users with the right information with mean of 0.98 was the major interpersonal communication skills the librarians possess for the provision of reference and information services in federal academic libraries in Kogi State. This finding has agreed with that of Owoeye and Dahunsi (2014) who discovered that the primary function of reference librarian was the ability to serve the users with the right information at the right time. This implies that any reference librarian who does not possess this quality is hardly for him or her to satisfy the users need.

4.3.3Interpersonal Communication Skills Utilised by Librariansfor Reference and Information Services in Federal Academic Libraries in Kogi State

The researcher attempted to find out the interpersonal communication skills utilised by librarians for the provision of reference and information services in federal academic libraries in Kogi State. In doing this, list of options were provided for the respondents to indicate the interpersonal communication skillsutilise. Their responses were captured and presented in table 4.4.

Table 4.4: Interpersonal Communication Skills Utilised by Librariansfor Reference and Information Services in Federal Academic Libraries in Kogi State

S/N	Interpersonal Communication Skills Utilise by Librarians for the Provision of Reference and Information Services	Academic Libraries									Total	Mean	S. D
		Federal University, Lokoja			Federal Polytechnic, Idah			Federal College of Education, Okene					
		U	R	UN	U	R	UN	U	R	UN			
1	Ability to ask users relevant question concerning their need	6 (13.3)	5 (11.1)	4 (8.9)	5 (11.1)	3 (6.7)	7 (15.6)	6 (13.3)	4 (8.9)	5 (11.1)	45 (100)	4.5	2.1
2	Ability to speak fluently tousers	7 (15.6)	8 (17.8)	0 (0.0)	5 (11.1)	3 (6.7)	7 (15.6)	6 (13.3)	5 (11.1)	4 (8.9)	45 (100)	6.6	2.6
3	Ability to understand users queries	5 (11.1)	7 (15.6)	3 (6.7)	3 (6.7)	6 (13.3)	6 (13.3)	8 (17.8)	4 (8.9)	3 (6.7)	45 (100)	5.7	2.4
4	Ability to guide users properly after listening to their queries	3 (6.7)	7 (15.6)	5 (11.1)	5 (11.1)	5 (11.1)	5 (11.1)	4 (8.9)	4 (8.9)	7 (15.6)	45 (100)	2.2	1.5
5	Ability to serve users with the right information	6 (13.3)	5 (11.1)	4 (8.9)	5 (11.1)	3 (6.7)	7 (15.6)	6 (13.3)	4 (8.9)	5 (11.1)	45 (100)	4.5	2.1
6	Ability to send users' answers to their queries using appropriate channel	6 (13.3)	4 (8.9)	5 (11.1)	5 (11.1)	3 (6.7)	7 (15.6)	6 (13.3)	4 (8.9)	5 (11.1)	45 (100)	4.4	2.0
7	Ability to receive and treat users' query effectively	5 (11.1)	7 (15.6)	3 (6.7)	3 (6.7)	6 (13.3)	6 (13.3)	4 (8.9)	7 (15.6)	4 (8.9)	45 (100)	2.6	1.6
8	Ability to provide good listening ears to users	6 (13.3)	4 (8.9)	5 (11.1)	5 (11.1)	3 (6.7)	7 (15.6)	6 (13.3)	5 (11.1)	4 (8.9)	45 (100)	4.5	2.1

Key: U=Use, representing Used and Highly Used. R=Rarely Used, representing Rarely Used and Not Used. While UN=Undecided representing only Undecided

Table 4.4 presented the interpersonal communication skills utilised by librarians for the provision of reference and information services in federal academic libraries in Kogi State. From the Table, it was found out thatability to speak fluently to users with frequency and percentage of 7 (15.6%) was the major interpersonal communication skills utilised by librarians in Federal University, Lokoja for reference and information services. The ability to understand the users query, the ability to receive and treat users query effectively with frequency and percentage of 3 (6.7%) represent the number of respondents who were undecided. On the part of Federal Polytechnic, Idah, the ability to ask users relevant question concerning their needs, ability to speak fluently to users with frequency and percentage of 5 (11.1%) among others were the major interpersonal communication skills utilised by librarians for the provision of reference and information services. Ability to guide users properly after listening to their querieswith frequency and percentage of 5 (11.1%) represent the number of respondents who were undecided. On the part of the Federal College of Education, Okene, the ability to understand users query with frequency and percentage of 8 (17.8%) was the major interpersonal communication skills utilised by librarians for the provision of reference and information services. The ability to understand the users query with frequency and percentage of 3 (6.7%) represents the number of respondents who were undecided.

On the part of mean and standard deviation, the ability to speak fluently to the users, the ability to understand the users query with means of 6.6 and 5.7 respectively were the major interpersonal communication skills utilised by librarians for the provision of reference and information services in federal academic libraries in Kogi State. These finding among others were more significant because they were above the benchmark used which is 3.0. As such, they were considered the highest considering the other means from the Table. This finding aligned with that

of Saunders and Jordan (2013) who reported that the ability to speak correctly to the users as well as the ability to understand the users querywere the tasks the librarians mostly used. This implies that librarians would always fail to satisfy the needs of users if they do not have the ability to speak and understand the users query.

4.3.4 How Interpersonal Communication Skills Possessed by the Librarians Affect Reference and Information Services in Federal Academic Libraries in Kogi State

This section set to find out the procedures through which the interpersonal communication skills possess by the librarians affect the provision of reference and information services in federal academic libraries in Kogi State. List of options were provided for the respondents to indicate the procedures through which the interpersonal communication skills possess by the librarians affect the provision of reference and information services. Their responses were captured and presented in Table 4.5.

Table 4.5: How Interpersonal Communication Skills Possess by the Librarians Affect Reference and Information Services in Federal Academic Libraries in Kogi State

S/N	How Interpersonal Communication Skills Possess by the Librarians Affect Reference and Information Services	Federal University, Lokoja		Federal Polytechnic, Idah		Federal College of Education, Okene		Total	Mean	SD
		F	%	F	%	F	%			
1	The librarians' listening skill helps them in understanding users' query	14	31.1	14	31.1	14	31.1	42	0.93	1.67
2	The librarians' ability to ask the users relevant question assist them in the provision of effective reference and information services to the users	10	22.2	10	22.2	13	28.8	33	0.73	1.48
3	The librarians' ability to speak fluently help them in serving the users with the right information	11	24.4	14	31.1	15	33.3	40	0.89	1.63
4	The ability of the librarians to pay attention to the users' statement enables them to receive and treat their query effectively.	14	31.1	15	33.3	15	33.3	44	0.98	1.71
5	The ability of the librarians to accommodate users, help them in understanding their query	11	24.4	14	31.1	15	33.3	40	0.89	1.63

Table 4.5 presented how interpersonal communication skills possess by the librarians affect information services in Federal academic libraries in Kogi State. From the table, it was found out thatthe librarians' listening skill helps them in understanding users' query, the librarians' ability to provide good listening ears to the users enables them to easily identify their need and the ability of the librarians to pay attention to the users' statement enables them to receive and treat their query effectively with frequency and percentage of 14 (31.1%) were the procedures through which the interpersonal communication skills possess by the librarians affect

the provision of reference and information services in academic libraries in Federal University, Lokoja. The librarians' ability to ask the users relevant question assist them in the provision of effective reference and information services to the users with frequency and percentage of 10 (22.2%) was the least among the procedures through which the interpersonal communication skills possess by the librarians affect the provision of reference and information services in federal academic libraries. On the part of Federal Polytechnic, Idah, the librarians' ability to provide good listening ears to the users enables them to easily identify their need and the ability of the librarians to pay attention to the users' statement enables them to receive and treat their query effectively with frequency and percentage of 15 (33.3%) were the major procedures through which the interpersonal communication skills possess by the librarians affect the provision of reference and information services in federal academic libraries.The librarians' ability to ask the users relevant question assist them in the provision of effective reference and information services to the users with frequency and percentage of 10 (22.2%) was the least among the procedures through which the interpersonal communication skills possess by the librarians affect the provision of reference and information services in academic libraries. On the part of Federal College of Education, Okene,the librarians' ability to provide good listening ears to the users enables them to easily identify their need and the ability of the librarians to pay attention to the users' statement enables them to receive and treat their query effectively with frequency and percentage of 15 (33.3%) were the major procedures through which the interpersonal communication skills possess by the librarians affect the provision of reference and information services in federal academic libraries. The librarians' ability to ask the users relevant question assist them in the provision of effective reference and information services to the users with frequency and percentage of 13 (28.8%) was the least among the procedures through which

the interpersonal communication skills possess by the librarians affect the provision of reference and information services in federal academic libraries. On the part of mean and standard deviation, the librarians' ability to provide good listening ears to the users enables them to easily identify their need with mean of 0.98 was the majorprocedure through which the interpersonal communication skills possess by the librarians affect the provision of reference and information services in federal academic libraries. This finding agreed with that of Shri (2011) who discovered that the librarians' ability to provide good listening ears to the users enables them to easily identify the users need. This implies that unless the librarians have passion and interest in listening to the users' needs during communication, they cannot help them.

References

Kumar, N. and Hitu, M. (2014).Communication Skills and Library Service Management.*International Journal of Enhanced Research in Educational Development.* 2(2): 13-17.

Owoeye, P.O. and Dahunsi, F.T. (2014). The Role of Communication in Effective Service Delivery in Libraries and Information Centers: a Case Study of Ekiti State University Library. *International Journal of Library and Information Science.*6(5): 75-87.

Saunders, L., & Jordan, M. (2013).Significantly Different?Reference Services Competencies in Public and Academic Libraries.*Reference and User Service Quarterly,* 52 (3), 216-23.

Shri. T.M. S. (2011). Effective Interpersonal Skills for Library Management.*Indian Streams Research Journal.* 1(1): 184-186.

Yildiz, A. K. (2012). Effective Communication Skills to Manage the Library: Relations Between Managers and Librarians. *Qualitative and Quantitative Methods in Libraries (QQML*) 2, 141 – 153.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.3 Introduction

This Chapter provided the summary, conclusion and recommendations of the study. It also provided the suggestions for further studies as follows:

5.2 Summary of the Study

The studyonUse of Interpersonal Communication Skills by Reference Librarians in Federal Academic Libraries in Kogi State was carried out. In order to achieve the objectives of the study, four research questions were formulated to include: What types of reference and information services are provided by librarians in federal academic libraries in Kogi State?, What interpersonal communication skills does librarians possess for reference and information services infederal academic libraries in Kogi State? What are interpersonal communication skills utilised by reference librarians for reference and information services in federal academic libraries in Kogi State. The instrument for data collection was questionnaire.The research method used was quantitative using survey design.The population of the study was made up of all the forty-seven (47) reference librarians in Federal University Lokoja, Federal Polytechnic Idah and Federal College of Education Okene. The analysis was done descriptively using, frequency distributions, percentages, mean and standard deviation.

5.3 Summary of Major Findings

The major findings under descriptive analysis were that:

1. Assisting users in using the library and information and referral services were the major types of reference and information services provided by librarians in federal academic libraries in Kogi State.

2. Ability to serve the users with the right information was the major interpersonal communication skills the librarians possess for the provision of reference and information services in federal academic librariesin Kogi State.
3. Ability to speak fluently to users, ability to understand users queries were the major interpersonal communication skills utilised by the librarians in the provision of reference and information services in federal academic libraries in Kogi State.
4. Ability to provide good listening ears was the major skills that affect reference and information services through easy identification of users' needin federal academic librariesin Kogi State.

5.4 Contribution to Knowledge

Based on the findings of this study, the following contributions to the body of knowledge were provided:

1. Use of Interpersonal communication skills possessed by reference librarians in academic libraries is a factor to effective reference and information services delivery in Federal Academic Libraries in Kogi State.
2. Reference librarians in Federal Academic libraries in Kogi State utilized interpersonal communication skills andthey exceptionally speak fluently to understand and interactwith users for reference and information services.

5.5 Limitations of the Study

In the course of conducting this study, the following limitations were encountered:

1. Researcher was unable to cover state and private academic libraries in Kogi State to do comparative analysis due to the time and cost implication of carrying out such task.
2. It is obvious that this study is on use of interpersonal communication and there are just few empirical literatures conducted on interpersonal communication in library and

information science,and thereby making researcher to be limited to literatures in carrying out this study.

5.6 Conclusion

There exist interpersonal communication between reference librarians and library users in the Federal University Lokoja, Federal Polytechnic Idah and Federal College of Education Okene for reference and information services. The interpersonal communication skills possessed and utilized by reference librarians in the studied areas are; ability to serve the users with the right information and ability to speak fluently respectively,which are not enough in effective and efficient reference and information services and it can be concluded to be the reason for continuous decline in library patronage as observed by the researcher.

5.7 Recommendations

Based on the major findings and conclusion of this study, the following recommendations were made. That:

1. More reference librarians should provide more reference and information servicessuch as; Selective Dissemination of Information, Directional Services, Online Reference Services, and Reader Education. Especially, in Federal Polytechnic Idah and Federal College of Education Okene.
2. Reference librarians should improve on the following interpersonal communication skills possessed; ability to guide users properly after listening to their queries, ability to send users' answers to their queries using appropriate channel and ability to provide good listening ears to users. Especially in Federal University Lokoja.
3. Reference librarians should utilized the ability to understand users queries, ability to serve users with right information and ability to provide good listening ears to users.

4. To enhance the effectiveness of interpersonal communication skills for reference and information servicesdelivery, library management should organize, train and re-train reference librarians on high level of interpersonalcommunication skills exhibitions between them and their clientele.

5.8 Suggestions for Further Studies

This research focused on Use of Interpersonal Communication Skills by Reference Librarians in Federal Academic Libraries in Kogi State. In the course of the research, the following areas were brought to light which were not within the scope of this present study. Therefore, further studies need to be conducted in the following areas;

1. Comparative Analysis of Interpersonal Communication Skills by Reference Librariansin Federal, State and Private Academic Library in Kogi State.
2. Users Satisfaction with Service Quality of Selected Academic Libraries in Kogi State.
3. Perceived Library Services Effectiveness by Users of Federal Academic Libraries in Kogi State

Bibliography

Adedeji, A.F. (2013). *Reference Services: Issues, Concepts and Trends.*InIssa, A.O., Igwe, K.N. and Uzuegbu, C.P. (2013).Provision of Library and Information Services to Users in the Era of Globalization. Lagos: Waltodanny Visual Concept.

Aina L.O. (2004). Library and Information Science Text for Africa. Ibadan: third World Service Limited. P.67

Akor, P.U. and Udensi, J.N. (2013).Functions of Interpersonal Communication in Rendering Reference Services in Two University Libraries in Nigeria.*Library Philosophy and Practice (e-journal)*. 896. Available at: http://digitalcommons.unl.edu/libphilprac/896

Ahlers, D., and Steiner, H. (2012).The Approachable Reference Desk.*College &Research Libraries News*, *73*(2), 70-73. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db-llf7AN=71495818&site=ehoslive

Anthony, A. (2006). *Conducting Research in Education and the Social Science*. Enugu: Tashiwa Network Ltd.p.129.

Arndt, T.S., (2010). Reference Service Without the Desk. *Dickinson College Faculty Publications.*Paper 142.http://scholar.dickinson.edu/faculty_publications/142

Barnhart, F., and Pierce, J. (2011). Becoming Mobile: Reference in the Ubiquitous Library. Journal of Library Administration. 51(3), 279-290,

Best, J. W., & Kahn, J.V. (2006). *Research in Education*. Boston: Pearson.

Bopp, R.E. and Smith, L.C., (2011). *Reference and Information Services: An Introduction*, 4th ed. New York: Libraries Unlimited.

Braham, J., Elston, C. & Shepherd, T (2010).Listening and Interpersonal Skills Review.http://archive.learnhigher.ac.uk/resources/files/LIPS/literature_review.pdf on August3, 2017.

Brownell, J. (2009). *Listening: Attitudes, Principles, and Skills*. Boston, MA: Pearson

Burstein, J. (2010). *Have You Heard?ActiveListening*. New York, NY: Crabtree Publishing.

Chava, F.N. (1992).*Research Methods in the Social Science* 4th ed London: J.W. Arrow Smith Ltd. p.117.

Cheney, G. (2011). *Organizational Communication in An Age of Globalization: Issues, Reflections,practices*. Long Grove, IL: Waveland Press.

Chowdhury, G and Chowdhury, S (2003) Introduction to Digital Libraries. London: Facet Publishing. pp. 22-35

Das, T., Gurey, P. and Saha, N. (2009). Evaluation of Current Trends in Reference Services in Lieu of a Model: A Case Study of Central Library, Visva-Bharati. Available at: http://www.Crl.du.ac.in/ica109/papers/index-files/ica/-86-171-368-1-Rv.pdf.

Defleur, M.L. & Dennis, E.E. (2005). *Understanding Mass Communication*: A Liberal Perspective 7th ed. Boston: Houghton Mifflin.

Defleur, M.L. & Dennis, E.E. (2012).*Understanding Mass Communication: A Liberal Perspective* 7th ed., Boston: Houghton Mifflin.

Edom, B.O. (2013) *Provision of Reference Services to Users in Academic Libraries in the Global Era.*InIssa, A.O., Igwe, K.N. and Uzuegbu, C.P. (2013).Provision of Library and Information Services to Users in the Era of Globalization. Lagos: Waltodanny Visual Concept.

Grgic, I.H. and Zivkovic, D. (2012).Core Competencies for Academic Reference Librarians in Croatia.*Qualitative and Quantitative Methods in Libraries (QQML). 3:247-256.*

Haddow, G. (2012). Knowledge, Skills and Attributes for Academic Reference Librarians.*Australian Academic and Research Libraries, 43 (3), 231-248.*

Harrigan, J.A., Rosenthal, R., and Scherer, K.R. (Eds.) (2005).*The New Handbook of Methods in Nonverbal BehaviourResearch.*Oxford: Oxford University Press.

Hartzell, S. (2013*).*Types of Communication: Interpersonal, Non-Verbal, Written & Oral. http://study.com/academy/lesson/types-of-communication-interpersonal-non-verbalwritten-oral.html

Ifidon SE and Ifidon EI (2012).*New Direction in African Library Management*. Ibadan: Spectrum Books Limited.

Ifidon, I.E. andUgwuanyi, R.N.C.(2013) Effective Communication in Academic Libraries: An Imperative for Knowledge Delivery.*International Journal of Library and InformationScience.*Vol. 5(7), pp. 203-207. DOI:10.5897/IJLIS11.066.

Igbinovia, M.O. andSolanke, E.O. (2015).Shining a Light on the Reference Librarian Role as Reference Services Adapt to Users' Needs.*Library Connect*. Retrieved fromhttp://libraryconnect.elsevier.com/articles/2015-06/shining-light-reference-librarianrole-reference-services-adapt-users-needs on August 3, 2017.

Industrial Service Select (2007). Knowledge Delivery: Availableonline@http://www.ventyxcom./PDF/knowledge-delivery.PDF.

Iwundu, I.E. and Aniago, M.A. (2010).*Hindrances to Effective Communication and Governance in the Local Government System*: The Study of Enugu and Imo States of Nigeria.In E.J. Otagburuagu, I.E. Ibenekwu& E. Iwundu (Eds.).Governance atthe Grassroots. Enugu: Benak Ventures pp.173-185.

Katz, W.A. (2012). *Introduction to Reference Work: Basic Information Services*(8th ed.). New York: McGraw-Hill 46

Keegan, D. (2013). *Foundations of Distance Education*. New York: Routledge

Katz, W.A. (2012). *Introduction to Reference Work: Basic Information Services.* 8th ed., New York: McGraw-Hill

Kemoni, H.N. (2014). Melvin DeFleur'sInformation Communication Model: ItsApplication to Archives Administration. *African Journal of Library, Archives & Information Science*, 14(2), 167-175

Kneen, J. (2011). *Essential Skills: Essential Speaking and Listening Skills*. New York, NY: Oxford University Press.

Keyton, J. (2010). *Case Studies for Organizational Communication: Understanding Communication Processes*. New York, NY: Oxford University Press

Keyton, J. (2011). *Communication and Organizational Culture: A Key to Understanding Work Experience*. Thousand Oaks, CA: Sage.

Kneen, J. (2011). *Essential Skills: Essential Speaking and Listening Skills*. New York, NY:

Oxford University Press.

Kritner KA, Buelens M (2002). *Organizational Behviour*. 2nd ed. London: McGraw Hill Publishing Company.

Krejcie,R. V.& Morgan,D.W. (1970). Small Sample Techniques.*The NEA Research Bulletin*, vol 38 pp.99.

Kumar, N. and Hitu, M. (2014).Communication Skills and Library Service Management.*International Journal of Enhanced Research in Educational Development.* 2(2): 13-17.

Li, P. (2013). Effect of Distance Education on Reference and Instructional Services in Academic Libraries.*Internet Reference Services Quarterly, 18*(1), 77-96.

Magi, T.J. and Mardeusz, P.E., (2013). "What Students Need from Reference Librarians: Exploring the Complexity of the Individual Consultation". *University Libraries Faculty and Staff Publications.*Paper 11.Available at: http://scholarworks.uvm.edu/libfacpub/11

Miles, D.B. (2013). Shall We Get Rid of The Reference Desk? *Reference and User Service Quarterly,* 52 (4), 320-333.

Nwalo, K.I.N. (2010). *Reference Sources and Services*. Ibadan: Centre for External Studies, University of Ibadan.

Nworgu, B.C. (2006). *Educational Research: Basic Issues and Methodology*. Ibadan: Okeseyi Press.

Ojomo, O.W. (2014). *Communication: Theory and Practice*. In E. Adegbija (ed.), Language, Communication and Study Skills, (pp. 77-95). Ota: Covenant University.

Orodho, A. J. (2003). *Essentials of Educational and Social Sciences Research Method*. Nairobi: Masola Publishers.

Osulala, E.C (2001). *Introduction to Research Methodology*. 6th ed. Onitsha: African-First Publisher Ltd.

Owoeye, P.O. and Dahunsi, F.T. (2014). The Role of Communication in Effective Service Delivery in Libraries and Information Centers: A Case Study of Ekiti State University Library. *International Journal of Library and Information Science.*6(5): 75-87.

Patten, S. B. (2004). The Impact of Antidepressant Treatment on Population Health: Synthesis of Data From Two National Data Sources in Canada. *Population Health Metrics,* 2(9).

Prajapati, R.S. (2013). *Theories and Practice of Librarianship*. New Delhi: Discovery Publishing House PVS ltd.

Rossi, H. P., Wright, D. J., & Anderson, B. A. (1983).*Handbook of Survey Research*.Orlando:

Academic Press. pp180

Rothwell, J.D. (2004). *In the Company of Others: An Introduction to Communication.* 2nd ed. New York: McGraw-Hill

Saunder, L. (2012). Identifying Core Reference Competencies From An Employers Perspective: Implications for Instruction. *Collage and Research Libraries* 73(4). Available at: https://hiringlibrarians.com/2013/04/02/researchers-coner-reference-competencies-from-the-academic-employers-perspective/.

Saunders, L., & Jordan, M. (2013).Significantly Different?Reference Services Competencies in Public and Academic Libraries.*Reference and User Service Quarterly,* 52 (3), 216-23.

Sethi, D. & Seth, M (2009). Interpersonal Communication: Lifeblood of AnOrganization. *The IUP Journal of Soft Skills*, Vol. (3 & 4). Retrieved from http://iims.uthscsa.edu/sites/iims/files/Novel/communication/Communication-5.pdf

Shri. T.M. S. (2011). Effective Interpersonal Skills for Library Management.*Indian Streams Research Journal.* 1(1): 184-186.

Tajer.P. (2009). Reference Services 2.0: A Proposal Model for Reference Services. In Library

2.0.7th International CALIBER.

Texas Association of Police Explorers Texas Explorer's Guide to Law Enforcement Training www.TexasPoliceExplorers.com

Tubbs SL, Moss S (2013). *Human Communication: Principles and Context.* 10th ed. Boston: McGraw. Hill Company.

Ugwuanyi, R.N.C. (2014). Preservation of Traditional Library Materials in Academic Libraries in Enugu State.Unpublished MLS. Thesis University of Nigeria, Nsukka

Wise, S., Henniger, M., & Kennan, M.A. (2011).Changing Trends in LIS Job Advertisements.*Australian Academic and Research Libraries,* 42(4), 268-295.

Wolfe, Judith A.; Naylor, Ted; and Drueke, Jeanetta, "The Role of The Academic Reference Librarian in the Learning Commons" (2010).*Faculty Publications, UNL Libraries*. 221. http://digitalcommons.unl.edu/libraryscience/221

Yersavich, T. (2014). The Reference Interaction: Fusion of Modern and Traditional Reference Services. Available at: http://www.webjunction.org/news/reference-interaction-fussion-of-mordern-and-traditional-reference-services.html.

Yusuf, F. (2011).Effective Communication for Reference Service Delivery in Academic Libraries.*Library Philosophy and Practice (e-journal)*.Retrieved from http://www.unllib.unl.edu/LPP/ on August 11, 2017.

QUESTIONNAIRE

APPENDIX I

Department of Library and InformationScience,
Faculty of Education,
Ahmadu Bello University, Zaria.
18th July, 2017.

Dear Respondent,

I am a postgraduate student in the above named Department conducting a research titled "Use of Interpersonal Communication Skills by Reference Librarian in Federal Academic Libraries in Kogi State". This research is purely meant for academic purposes. The identity of the respondent is not required.

Therefore, kindly assist to respond to questions in this questionnaire. All the information given will be used strictly for the research purposes only.

Thank you for your cooperation.

Yours Sincerely,

Agunsoye Florence Bosede

Section A: Demographic Information

1. Institution……

Section B: Types of Reference and Information Services Provided by Librarians in Federal Academic Libraries in Kogi State

2. What types of reference and information services are provided by librarians in federal academic libraries in Kogi State?

a. Assisting users in using the library [ ]
b. Answering users request for information [ ]
c. Reader Education [ ]
d. Literature Searches on behalf of Users [ ]
e. Current Awareness Services [ ]
f. Online Reference Services [ ]
g. Information and Referral Service [ ]
h. Selective Dissemination of Information [ ]
i. Ready reference services [ ]
j. Selection of Information Resources [ ]
k. Directional Services[ ]
l. Others (specify)……..

Section C: Interpersonal Communication Skills the Librarians Possessed for Reference and Information Services in Federal Academic Libraries in Kogi State

3. What interpersonal communication skills do the librarians possess for reference and information services in federal academic libraries in Kogi State?
   a. Ability to ask users relevant question concerning their need
   b. Ability to speak fluently to users
   c. Ability to understand users query
   d. Ability to guide users properly after listening to their query
   e. Ability to serve users with right information
   f. Ability to send users answer to their query using appropriate channel
   g. Ability to receive and treat users query effectively
   h. Ability to provide good listening ears to users
   i. Others (specify)……

Section D: Interpersonal Communication Skills Utilised by Librariansfor Reference and Information Services in Federal Academic Libraries in Kogi State

4. What interpersonal communication skills are utilised by librarians for reference and information services in federal academic libraries in Kogi State?

S/N	Interpersonal Communication Skills Utilised by Librarians for the Provision of Reference and Information Services	Highly Utilise	Utilise	Rarely Utilise	Not Utilise	Undecided
a.	Ability to askusers relevant question concerning their need					
b.	Ability to speak fluently to users					
c.	Ability to understand users query					
d.	Ability to guide users properly after listening to their query					
e.	Ability to serve users with the right information					
f.	Ability to send users answer to their query using appropriate channel					
g.	Ability to receive and treat users query effectively					
h.	Ability to provide good listening ears to users					
i.	Others (specify)					

Section E: How Interpersonal Communication Skills Possessed by the Librarians Affect Reference and Information Services in Federal Academic Libraries in Kogi State

5. How do interpersonal communication skills possessed by librarians affect the reference and information services in federal academic libraries in Kogi State?
   a. The librarians' listening skill helps them in understanding users' query [ ]
   b. The librarians' ability to ask users relevant question assist them in the provision of effective reference and information services to the users [ ]
   c. The librarians' ability to provide good listening ears to users enables them to easily identify their need [ ]
   d. The librarians' ability to speak fluently help them in serving the users with the right information [ ]
   e. The ability of the librarians to pay attention to users' statement enables them to receive and treat their query effectively [ ]
   f. The ability of the librarians to accommodate users, help them in understanding their query [ ]
   g. Others (specify)……..

Thank You