

**PERCEPTION OF POSTGRADUATE STUDENTS ON REFERENCE SERVICES
OF KASHIM IBRAHIM LIBRARY, AHMADU BELLO UNIVERSITY, ZARIA**

BY

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AHMADU BELLO UNIVERSITY
ZARIA - NIGERIA**

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BLIS ABU (2009)
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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
FACULTY OF EDUCATION
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ZARIA - NIGERIA**

NOVEMBER, 2016

DECLARATION

I declare that the work in this dissertation entitled “**Perception of Postgraduate Students on Reference Services of Kashim Ibrahim Library, Ahmadu Bello University, Zaria**” has been carried out by me in the Department of Library and Information Science. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this dissertation was previously presented for another degree or diploma at any other Institution.

Lois YABANET
Student

Signature

Date

CERTIFICATION

This dissertation entitled “**PERCEPTION OF POSTGRADUATE STUDENTS ON REFERENCE SERVICES OF KASHIM IBRAHIM LIBRARY, AHMADU BELLO UNIVERSITY ZARIA**” by Lois YABANET meets the regulations governing the award of the degree of Master’s Degree in Library and Information Science of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my late Dad Special Apostle Luka Yabanet

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OPERATIONAL DEFINITION OF TERMS

The following are the definitions of the terms as used in this study:

Kashim Ibrahim Library: The major library of Ahmadu Bello University, Zaria

Library Anxiety: Refers to the unease of using Kashim Ibrahim Library.

Perception: This refers to the way and manner students view the reference services of Kashim Ibrahim Library.

Postgraduate Students: Students of Ahmadu Bello University undergoing their second degree.

Reference Librarians: These refer to librarians in Kashim Ibrahim Library who assist and provide users with information on how to use the reference services.

Reference Services: These are services that are provided to users in Kashim Ibrahim Library in order to satisfy their quest for information resources.

ABSTRACT

Reference services are services rendered to students by a library in order to provide information resources for its teeming users. This study examined the perception of postgraduate students on the reference service of Kashim Ibrahim Library of Ahmadu Bello University, Zaria. For the purpose of this study, four research questions and four research objectives were postulated. Qualitative research design was used to gather data necessary to answer the research questions. Convenience purposive sampling was used to select the seven (7) interviewees from three faculties. An inductive approach was done with the aid of Nvivo software which yielded one hundred and twenty codes, seven major categories and three sub-categories. The findings from the study revealed amongst others that some postgraduate students saw the library as being adequate on first glance and hence want to come back and visit the library as they attributed to their serenity, quiet, calm and spacious and big nature of the libraries. It was concluded that approachability, interest, listening, accuracy, search and follow-up which are constructs of Durrance's theory are very important in the information service unit as it will either encourage or discourage the user from making use of the information service unit of the libraries. It was recommended amongst others that sitting arrangements, lighting systems and unavailable/insufficient internet service ports should be improved upon.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Library patronage has steadily dwindled over the years. This has been associated with the frustrations users experience in the use of libraries (Bunge & Bopp, 2001). This could be attributed to the amount of information sources available (Fitzgerald, 1999) and the confusion of having to learn to use these information sources in the libraries (Ozoemelem, 2009; Fister, 2013). This is evident in the anxiety that these users face when they consider using the library. Library anxiety is characterized by an inability to navigate the library and inferiority complex when the user compares their library skills to those of other users who can use the library (Katopol, 2005).

Scholars have conducted studies aimed at reducing library anxiety with varying recommendations (Fitzgerald, 1999; Fister, 2013). These recommendations have highlighted the need for information literacy programmes and the need for libraries to have user education programmes and sections, but to no avail. More so, Mellon (1986) recommended the need for library users to consult library staff in reference sections as a means of allaying library anxiety. In order for libraries to stem the continuous decline in the use of reference units, there is the need to explore the experiences of library users in their consultations with reference librarians.

Users who have experienced the frustration of needing information but being somewhat overwhelmed or confused by the amount available and the complexities of finding what is needed can appreciate the value of personal assistance in the library (Bunge & Bopp, 2001). Personal assistance aids in the achievement of individual goals just as reference services aid in meeting information needs, hence personal assistance is the essence of reference services. Reference service refers to a variety of activities associated

with personal assistance to library users including selection, liaison activities, bibliographic instruction, and the implementation of electronic products (Gibson & Mandernach, 2013). Reference service is undoubtedly one of the basic services provided in the library especially academic libraries, and is a major backbone of library and reference services delivery. It is one of the most social departments in most libraries, and this is because it interacts directly with the users on a daily basis and considered very important in the retention of users (Ifeka, Lucky & Ezembac, 2013).

Library Anxiety

Library anxiety is an uncomfortable feeling or emotional disposition, experienced in a library setting, with cognitive, affective, physiological, and behavioral ramifications (Battle, 2004). It is characterized by rumination, tension, fear, feelings of uncertainty and helplessness, negative self-defeating thoughts, and mental disorganization, which debilitate information literacy and the symptoms only appear when students are in or are contemplating a visit to the library (Jioa & Onwuegbuzie, 1999; Jioa, Onwuegbuzie & Bostick, 2004). Users who experience library anxiety undergo either emotional or physical discomfort when faced with any library or library related task, whether a routine responsibility such as returning a library book or a more complex task such as conducting an extensive library search. Library anxiety arises from a lack of self-confidence in conducting research, lack of prior exposure to academic libraries, and the inability to see the relevance of libraries in ones' field of interest or career path and this manifests into a disdain and dislike for the library.

Bostick (1992) identified five components of library anxiety: barriers with staff, affective barriers, comfort with the library, knowledge of the library and the mechanic barriers. Barriers with the staff involve the student's perception that library staff are intimidating and aloof as well as the extent to which librarians are perceived to be too busy

to attend to students. Affective barriers measure students' feelings of inadequacy with the use of library. Comfort with the library deals with students' feelings about how safe, welcoming and non-intimidating the library is. Knowledge of the library refers to how familiar students feel they are with the library. Mechanical barriers are concerned with feelings that emerge as a result of the students over dependence with library equipment. The first and most important component is barrier with the information librarian.

1.1.1 Role of Reference Librarian

The role of the reference librarian has been defined by the users' need for human mediation. Reference service librarians apply critical-thinking skills, emotional intelligence, teaching ability, and question analysis to connect the user with appropriate resources. While some libraries developed variations such as tiered models, the traditional model, involving face-to-face interaction between a user and a librarian who answered every type of question from one or more multipurpose service points.

Reference librarian promotes the library's services, interacts with faculty, teaches information literacy courses, collection development, keeps up with new technology, create reference services and conducts reference interview (Wofle & Druke, 2010). Reference librarians help library users locate the information that they need. While actual job duties vary by library type and size, reference librarians usually maintain a collection of relevant and accurate reference sources, assist users with information searches, and in some contexts, train users in reference and citation techniques (Petersen, 2013). Charles (2005) points out that reference librarians are the library's eyes and ears. They understand user needs and perceptions. They know what is working and what is not. When they act as subject selectors, they are the library's primary liaison with faculty in their subject areas and its most visible representatives. They know how to help, inform, persuade, and teach users.

Many library users use the library for work, business and personal research projects. Reference librarians help these users find and select appropriate information sources, usually after completing a reference interview. During the reference interview, the librarian works with the user to determine their needs and then recommends online or in-library sources for further research. In addition to offering one-on-one assistance, reference librarians often create topical documents called pathfinders, which consist of list of several authoritative resources on a specific subject matter which serve as a quick guide to a library's reference materials. Reference librarians use both online and offline reference sources to answer users' questions. Some libraries provide users with quick answers to questions through ready reference desks, homework assistance hotlines and email or telephone reference services. Not all libraries provide this service and many restrict the nature and complexity of the questions that reference librarians will answer. If they can't answer a user's question, they may still provide the user with a list of recommended sources so he can do his own research.

Reference librarians also participate in the selection of new materials for a library's collection, replacing lost or damaged items, and weeding out old or outdated materials. In academic and special libraries, reference librarians use their expertise to identify materials needed to serve the needs of the library's users. They also market their information resources to the users to make them to become aware of the resources available and the services they rendered in the section. This could be achieved and accessed online by using their websites.

The need for accountability and justification of the huge amount of money spent in the libraries have stimulated the study of the perception of users on library services in anticipation that it is a key factor in determining usability of these services. Perception according to Gray (2004) refers to the recognition, organization and meaningful

interpretation of sensory stimuli. Simply put, perception is the process by which we interpret the world around us, forming a mental representation of the environment. It is a tool used to understand and make sense out of the countless sensation that is continually experienced because without perception even the most mundane tasks would become impossible.

Jiang and Wan(2006) posited that service perception is the users' judgment and evaluation of a service performance received and how it compares to their need. As such, when library users' expectations are met or surpassed, it can be inferred that a positive perception has occurred about quality creating lasting effects in the patrons' mind (Tuan, 2012). Similarly Baird, Leslie and McCabe (2009) argued that while outside factors influence decisions, perceptions act as the underlying cause for decisions and behaviors. The positive perception of library user will result to his willingness to return to the library.

1.2 Statement of the Problem

The primary aim of the library is to offer a variety of services to its users to meet their specific information requirements (Chowdury & Maragariti, 2004). Reference services form a very important service in the library, this is because reference service is a standard feature, regardless of the type of library, the size of its collections, or the demographics of its users. Users expect to get help with everything from complex research projects to finding materials in the collections. In the case of postgraduate students of Ahmadu Bello University, Zaria, it is not always so because help is not gotten from the reference service providers as they tend to embarrass postgraduate students from the slightest opportunity with their unfriendly attitude.

The researcher observed over a period of time (four months) during the academic session that the number of library users in Kashim Ibrahim Library of Ahmadu Bello University, Zaria (ABU) that patronized the reference services was very small, in spite of

the numerous beneficial tasks that the reference service librarians provide to library users. Some studies conducted have suggested that this could be caused by the fear to approach library staff by students with library anxiety (Mellon, 1986), but no recent study to the researcher's knowledge has been conducted in Nigeria to assess the current state of the phenomenon among students in the northern part of Nigeria. Specifically, there is a compelling need to understand postgraduate students' perception of library staff and the reference services they provide.

There is a new trend in reference and information services. Now with Information and Communication Technology (ICT), reference work has given way to ICT, researchers and scholars do not visit the library. This poses a lot of problems and challenges.

This study intends to explore students' perception as it relates to the reasons users do not patronize the reference service of Kashim Ibrahim Library, ABU, Zaria. This was achieved by using Durrance's Theory of Willingness to Return which deals with a user focused reference service as a means to improving the overall user's patronage.

1.3 Research Questions

This study addresses the problems identified by answering the following research questions:

1. How do postgraduate students perceive their visitation to Kashim Ibrahim Library, ABU, Zaria?
2. How do postgraduate students perceive the reference services of Kashim Ibrahim Library?
3. What are the sources of users' library anxiety in Kashim Ibrahim Library, ABU Zaria?

4. How does Durrance's Theory of Willingness to Return explain postgraduate students' perception on Kashim Ibrahim Library reference service librarians as a source of anxiety?

1.4 Objectives of the Study

The general objective of the study is to examine perception of postgraduate students on reference services of Kashim Ibrahim Library, Ahmadu Bello University Zaria. In specific terms the study has the following objectives to:

1. examine the perception of postgraduate students on visiting Kashim Ibrahim Library;
2. explore the perception of postgraduate students on the reference service;
3. identify the sources of users' library anxiety in Kashim Ibrahim Library; and to
4. examine how Durrance's Theory of Willingness to Return explains users' (postgraduate) perception of library staff as a source of library anxiety.

1.5 Significance of the Study

The finding of this study will be of significance to the Librarians, researchers and postgraduate students.

It will help librarians understand why the patronage of the reference service is low, hence re-strategize on how to ensure that library users will be willing to return to the library. This will in turn help the librarians to improve on their attitudes towards information seekers as it will increase patronage of the reference service by postgraduate students.

The study will be of significant value to researchers and scholars in Library and Information Science as it will contribute to the body of knowledge in Nigeria and the world at

large. This would serve as a basis for other researchers as they could fill in the missing gap in this study.

The outcome will also result in an increase in the number of postgraduate students that patronize the library which will in-turn improve the quality of the postgraduate work by providing postgraduate students with a user friendly environment in terms of quality service delivery.

1.6 Scope of the Study

This study covers reference service of Kashim Ibrahim Library, Ahmadu Bello University Zaria. The study targeted postgraduate students who have used the reference services in Kashim Ibrahim Library of Ahmadu Bello University, Zaria.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is a review of relevant literature that guides the research effort. It reviews the research paradigm for the study, theoretical framework and summary of review. The chapter is reviewed under the following sub-themes:

2.2 Reference and Information Services

2.2.1 Direct Reference Services

2.2.2 Indirect Reference Services

2.3 Research paradigm

2.4 Durrance Theory of Willingness to Return,

2.4.1 Basic Principles of Durrance's Theory of Willingness to Return

2.5 Review of Previous Studies

2.6 Summary of the Review.

2.2 Reference and Information Services

Reference service as a concept has been defined severally by different scholars in the field of librarianship. However, a reference service is seen as the personal assistance provided to the users and potential users of information (Bunge in Bhatia and Vohra, 2007). This is seen as the degree of interaction between the reference librarian and individual users or specifically identified group of users.

According to Gbaje (2007), reference service is a platform where human intermediation occurs in a face-to-face mode and users express their information problems (or what they know about them) to intermediaries. Madu (2010) referred to reference services as the personal assistance eagerly given to library users in pursuit of information by a librarian working in the reference section. Singh (2004) also sees reference service as

the personalized guidance to library users in accessing appropriate information resources to meet their information needs. Bunge (1999) pointed out that reference service which is sometimes referred to as “reference and information services”, can be regarded as the personal assistance provided to users in the pursuit of information.

Reference service also involves “determining information needs and understanding their context (Joseph, 2004). Additionally, this involves working with individuals that have difficulty articulating or even understanding their own information needs. Reference librarians then use a variety of search techniques and their skill in identifying sources to assist the users with the aim of ultimately empowering them to be able to do more themselves later.

The provision of reference services in a library or information centre therefore, should be regarded and also be recognized as a serious aspect of library services which seek to satisfy the hunger of the user for information. Reference services is defined to include the professional advice and assistance provided by the library staff, from materials in the library’s collections or elsewhere to assist individuals using the library’s reading rooms or making enquiries by mail, telephones or online to meet their information needs (Oketunji 2008). It also includes the range of information products such as guides, and the equipment and facilities that are provided to enable research to be carried out to meet information needs. The delivery of materials from the collections to users in the reading rooms is also included in the scope of reference services. Ultimately reference service is not simply someone asking a question and someone else providing an answer. It is about someone with an information problem working with someone with information skills.

Lawal (2000) maintained that the reference department service is a link between the library and its immediate public, community or groups of specialist users. 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. Tolle (2001) confirms in his study that many users do not know where to begin their research and most users who walk into libraries have little or no idea of how to use the online catalogue or perform searches in a database. It is therefore, necessary for reference librarians to spend extra time with users to guide them through the search process. Rothwell (2004) 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. Interpersonal communication in reference services facilitates understanding of users' queries and enhances articulation of answers to users' inquiries.

Avergy (2001) agrees that librarians must examine what people need and determine what will provide the best reference service. Certain distinctive features of reference service have been identified which make reference service unique to some extent, they include the following: the willingness and ability of the librarians to provide reference aid, staff devoted exclusively to reference work, reference collections stored on open shelves in room planned as referee quarters, and ready guide to library resources such as dictionary, catalogue, precise scheme of classification (Onifade and Sowole 2010).

The provision of information to users is the product of information services rendered. Information service has become more pronounced today because of the increasing need for it in fields like the social sciences and humanities where information proliferation has also caught up with rather than only the science and technology areas where it first developed. Information services originated out of the need by subject specialist to have one of them to keep the rest informed of new information and development in their field locally and beyond and to also organize the literature (Kumar in Oluchukwu, 2013)

Information service consists of two aspects, they are: the provision of information in anticipation known as dissemination of information and the provision of information on demand known as retrospective searching. Dissemination of information which is known as Current Awareness Service (CAS) involves keeping users abreast in the field of specialization and related subjects. This aspect of information service is a special feature of special libraries' information and documentation centers.

The main idea of information service is that it is based on the information requirement of users. Finegold, Kumar, Winkler and Gold (2011) noted that it should be based on the nature of information sought by users. No matter the kind of information services being offered, the depth or level and in whatever area, all depends on an organized collection and dissemination of books and related materials as well as appropriately trained personnel, funds, ICT facilities.

Afolabi (1995) noted that information service may involve repackaging of information which involves processing of activities of the existing information services such as books, journals, reports, thesis, newspapers, magazines and video cassettes is subject to. They are organized in some order to make them useable. Information repackaging involves reorganizing these packaged resources for particular purposes and in a particular way to meet the needs of information users. He noted that such information service includes compilation of bibliographies, abstracting and indexing services, reviewing books, cataloging, preparation of list of table of contents, dubbing video and audio cassettes and preparing accession list. Some of these functions are more intellectual than others for instance whereas indexing and abstracting involves knowledge of the subject content of documents, dubbing a video cassette only requires a technical skill.

Uche (1999) defined information service as a service provided by or for a special library which draws attentions to information possessed in library or information

department in anticipation of demand. This is done by providing a reference and information desk, preparation and circulation of news sheet and documented result of literature surveys, preparation of bibliographies, reading lists, index and abstract, particulars of articles in current periodicals, creation of data base through documentation of information which are anticipated would be of interest to potential user of the services.

2.2 Types of Reference Services

Reference services is one of the services provided in any of the libraries all over the world and academic libraries is not an exception. Ruteyan and Akporhonor (2007) stated that reference services is divided into two types and they are direct and indirect reference services.

2.2.1 Direct Reference Services

Pegah (2009) stated that this form of reference service is performed on a face-to-face process between the librarian and the library user in the traditional way in meeting the needs of the users. Under this form of reference services, the reference librarian helps in providing answers to users' questions directly. These services consist of information services and library instruction. In providing this service, the reference librarian ensures that he or she helps the user to retrieve the information. Library instruction which is vital to the library profession is seen as an inseparable part of the direct reference services. Ruteyan and Akporhonor (2007) stated in their work that reference is acclaimed to be direct when the reference librarian is rendering a personal assistance to meet the need of the information seeker.

2.2.2 Indirect Reference Services

Ruteyan and Akporhonor (2007) opined that indirect reference services consists of all the activities that are done behind the scene to ensure that the needs of library users are met and they include selection, acquisition, processing, and maintenance of library

catalogue, bibliographies, other reference aids and the administration of the reference section. Indirect services include reference sources selection, provision and publishing of bibliographies, union catalogues, guidelines, newsletters and reference sources evaluation. Heilig (2001) noted that indirect reference services consists of behind-the-scenes activities: preparation and development of catalogs, bibliographies, and all other reference aids which help in providing access to the library's collection; selection and organization of reference materials; evaluation of the reference collection and reference services; and interlibrary loan. Such activities no longer need to be centered on a physical library.

2.3 Research Paradigm

Every society and culture is governed by a set of beliefs that they have evolved over time. So also with research, different philosophies, practices, and beliefs govern the ways in which research studies are conducted. In every research endeavour, standards and rules have been fashioned to guide a researcher's actions and beliefs. These standards or principles are referred to as a paradigm. Kuhn (1962) sees a paradigm as "an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools". Explaining further, he stated that the term paradigm refers to a research culture, embodied with a set of beliefs, values, and assumptions that a community of researchers have in common regarding the nature and conduct of research. In distinction to the view that a paradigm is, by its very nature, beyond description and the understanding of the human intellect, it is believed that the intellect, by its extremely nature, is more general than any world perception on which it takes its existing cognitive carriage (Ogilvy, 2006). Hence it is likely and necessary to enlarge individual's awareness to eloquent any essential way that an individual frames his world, for dissimilarity of epistemology, methodology, as well as supporting perspective are more often than not based on model supposition. While paradigms could be drawing out in straightforward

cognitive terms, their natural world is far better-off as Ogilvy (2006) reveals out, they are more concerned with models, mythology, frame of mind and descriptions (Venkatesh, 2007).

A paradigm by its nature then implies a pattern, structure and framework or system of scientific and academic ideas, values and assumptions (Olsen, Lodwick, and Dunlop, 1992). The role a paradigm plays in research enables investigators to make sense of data and facts being analyzed and the findings from such efforts. For this study, the researcher adopted the interpretative paradigm principle.

Interpretative paradigm is supported by observation and interpretation, that is, observation aids the collection of information about events, phenomena, happenings, etc, while interpretation is done with the intention of making meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern (Aikenhead, 1997). The interpretative paradigm endeavors to understand phenomena through the meanings that people assign to them (Deetz, 1996). Reeves and Hedberg (2003) stated that the “interpretivist” paradigm places emphasis on the need to put analysis in context. It focuses on understanding the world as it is from the personal or subjective experiences of individuals. The paradigm captures the intention of the research which is targeted at exploring the individual experiences, perceptions and opinions of the postgraduate users whose usage of reference service of the library have continually declined over the years. It is mostly appropriate because interpretivist paradigm use meaning oriented methodologies, such as interviewing or participant observation that rely on a subjective relationship between the researcher and subjects. Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making of the situation.

2.4 Durrance Theory of Willingness to Return

The concept of willingness to return started as a user focused indicator of library reference success and also a qualitative study of the reference interaction from the perspective of users. During the 1980s accuracy was the key indicator of reference success (Crowley & Childers, 1970). By mid of 1980 the principles had become the standard for evaluating the success of the reference transactions. Thus, willingness to return to a service librarian is attributed to the resources collection available at that time to assist user at that time with his quest. Durrance went further to explain about the concept that if librarians would increase their accuracy rate, reference service would be improved. Durrance believes that for a user to return to a librarian for the second time, this means that there was great satisfaction by the user (Durrance, 1989, 1995). He opined that the return measures were influenced by the emerging knowledge gained from research on information seeking and use and the work of a researcher (Dervin and Nilan, 1986)

In order to understand willingness to return as it applies to the reference interview, one needs to understand the nature of the interaction that occurs between the user and the information provider. The early willingness to return shows that users were likely to return to librarian who were effective communicators and who used open question.

2.4.1 Basic Principles of Durrance Theory of Willingness to Return

Durrance built his theory of willingness to return based on basic principles. For the purpose of this study, five basic principles are adopted: principle of approachability, principle of accuracy, principle of interest, principle of follow up and principle of search. These principles are discussed below:

Approachability

This is important for the reference service because it starts the very first contact between librarians and users. Being greeted appropriately to users and willing to help.

Dervin and Nilan (1986) also stated approachability behaviors such as the initial verbal and non-verbal responses of the librarian will set the tone for the entire communication process (be in a relaxed tone), and this will influence the depth and level of interaction between the librarian and the users. According to Durrance, librarians are expected to appear willing to render assistance. The researcher believes that the reference librarians should rove through the reference area offering assistance whenever possible and acknowledge others waiting for service. During the process of in-person information service, emphasis should be made on initial eye contact with users, and acknowledge the presence of users through smiling, attentiveness and welcoming body language. This helps build the foundation for a friendly atmosphere and develop an easy and creative communication, which would more likely lead to a productive result. An atmospheric situation will be created at the very beginning when the librarian will welcome the user and ask him to wait a moment. At least with this, the user will feel welcome and feel comfortable.

Interest

According to Durrance and in the guidelines for behavioral performance of reference and reference service, not every query will contain stimulating intellectual challenges. The librarian should be interested in each user's information need and should be committed to providing the most effective assistance. The impression that a librarian takes an interest in his query encourages the user to give more information about the reference topic and be willing to confide in him on issues which in other ways would not be told (Fritch & Mandernack, 2001). The emerging information paradigm is that the librarian should be open to a mutual learning experience with the user; learning the true dimensions of the query, the user's present knowledge and actual needs, and then responding appropriately. As a result, the interest which is required for librarian to take in user's each

inquiry should not be a put on one rather, the librarians might take it as a mutual learning experience.

Listening

During reference interview, the librarian should give a listening ear to the user so that the librarian would be able to understand, interpret, rephrase the question or request and ask for confirmation to ensure that it is understood. Use of open, closed or clarifying questions are made to refine the search query. The librarian should apply well developed communication skills to ascertain the needs of users and respond to all requests with courtesy, patience, sensitivity and tact. Dervin and Nilan (1986) posited that during the interview process, care is required to avoid misunderstanding the user's need or prematurely assuming one has fully understood it (Bopp & Smith, 2001).

Search

Concerning the searching, Rusa (2004) believes that the search process is the portion of the transaction in which behavior and accuracy intersect. One of the reasons for people coming to the reference unit is that users believe that the librarians in the unit can provide the information sources to fulfill users' information needs. Being able to locate the information and provide answer is the main job for librarians working in the reference section, because they are more knowledgeable. The reference librarians are expected to perform an efficient and accurate search to provide the right answer for information seekers. During the search session librarians should involve the user on how to search with the help of the search strategy and the use of key terms. Further sophisticated searching could be conducted on the same subject and more suitable and useful items might be located. When search is done and result is not found, they should refer users to other sources.

Follow-Up

Librarians are responsible for determining if the users are satisfied with the results of the search. They are also responsible for referring the users to other sources since it is the fundamental role of the reference librarian. Schwartz and Eakin (1986) reported in their study that in reference transaction, asking follow-up question is a very significant behavior because it has the potential for allowing one to remedy lapses. Asking follow-up questions according to Bosley, Dashen and Fox (1999) is a widely used technique for increasing survey efficiency. The response to a follow-up question establishes whether or not a particular respondent has some attribute, or meets some condition, that makes it worthwhile or appropriate to ask additional follow-up questions about a particular topic (reference services rendered).

Librarians in the reference section are required to ask confirmation questions to make sure the users get what they really need and also give notification inviting them to come back for further information. Asking confirming questions may not be a reference routine procedure, but helps in follow up. Reference librarians need to employ the various strategies available to identify a user's hidden need.

Accuracy:

Durrance stated that librarians need to provide accurate information possible to users regardless of the type of question. This means that they need to be up to date with the current trend. If not sure of the information need of the user, book an appointment with the user so as to remedy the issue at hand.

2.5 Review of Previous Studies

A study conducted by Kawon (2007) on Public Library Patrons' use of Collaborative Chat Reference Service: the effectiveness of question answering by question

type. This study investigated the effectiveness of question answering by question types in the inter-institutional collaborative chat reference service at a public library system. It also examined whether subject-based research type questions are answered as effectively as simple factual type questions, and whether local-specific questions are answered as effectively as non-local questions in the inter-institutional chat reference service. The research questions included what is the profile of questions that public library patrons bring to inter-institutional collaborative chat reference? In the inter-institutional collaborative chat reference, is the effectiveness of question answering different among different types of questions? The methodology used was survey as a research method and the findings suggested there should be room to advance the service. The study recommended that more effective assignment and routing of those repeatedly occurring questions using automated question distribution systems or triage systems should be used.

A study conducted by Eli, Einat, Limor, Moti & Knobler (2010) on Factors Influencing the Willingness of Volunteer Paramedics to Re-Volunteer in a Time of War. The study describes that services professional volunteer's play a crucial role in reinforcing emergency medical services in Israel particularly at a time of self-risk such as war. The research question asked were, what are motivational factors responsible for their willingness to return to another shift? The methodology used in the study was qualitative, case study was used as research method, using questionnaire as instrument for data collection in order to assess the satisfaction of volunteers participating in the reinforcement with regards to their physical environment, job assignment and the actual activity they were involved in. The findings of the study were, the willingness to return to do more shifts was affected by their welcome and reception at the station and the sleeping conditioning. The study recommended that the factors that contributed to the willingness of volunteer to re-

volunteer should be taken into account and be properly improved by organization they rely on.

Another study conducted by Finegold, Kumar, Winkler and Argod (2011) titled “Will they Return?” The willingness of potential faculty to return to India and the key factors affecting their decisions. The study entails the need of India to recruit at least one million new faculty members for her colleges and universities if she is to meet the governments’ ambitious target to educate at least 20% of all young people by 2010. The most promising way to fill this gap is to recruit back many of her Indians who were studying in other nations or who have completed their degrees and began academic careers abroad. The research question raised from the study was what are the key factors why Indian students travel abroad for their studies? The methodology used was survey method using copies of questionnaire and interviews as instrument for data collection. The findings of this study indicated that Indian graduates seek their degrees abroad due to high quality teaching, cutting-edge research, professionalism and post-graduation options were all deemed to be very important in attracting young people to study in the US. It was recommended that there should be improved leadership at the higher education institutions to cut the red tape and corruption, increase funding in infrastructure development like building laboratory, getting hi-tech equipment and increase collaboration.

Another study conducted by Barringer (2008) on Exploration of the Relationship between Service Quality and Consumer Intent to Return and Willingness to Recommend in the Restaurant Industry shade more light on the willingness to recommend in full the sector of the restaurant industry in urban Orlando and rural New Smyrna beach. The research question of this study was “what is the difference between the services rendered in the urban Orlando and that of the New Smyrna beach in the restaurant industry?” The findings indicated that, there are differences between service quality of the urban and rural

restaurant due to the different marketing strategies employed. It was recommended that improved marketing should be introduced.

Jacoby (2005) assessed the Impact of Reference Services Provided to Undergraduate Students. This article described a study assessing the impact of reference services on undergraduate students and the study targeted undergraduates receiving non directional reference assistance. The research questions were “do undergraduate students perceive the reference staff as being friendly and approachable?” “Do they learn something during the course of the reference interaction?” “Do they feel more confident about their ability to find information after the reference interaction than they did before?” Survey method was used and copies of questionnaire (print and online) and follow-up interviews were used as instrument for data collection. The findings suggested that reference services can play a significant role in helping students become confident independent information seekers. It was recommended that friendliness of the reference staff was one of the best predictors of students' confidence in their ability to find information on their own and that reference interaction should be more effective as a means of teaching students not only about specific library resources, but also about the process of finding, evaluating, and using information

Similarly, Soo (1994) in an article on Changing Reference Service Environments: a review of perspective from managers. Librarians and users discussed academic reference services and the changes in the traditional reference desk. The questions asked were, what should managers do to support reference services in changing environments? How do librarians deal with changes in their professions and working environments? Can new reference models improve user's information search process? Based on the findings from the managers, librarians and users reviewed that new research directions are proposed in which user's information search processes and librarian's intervention in reference services

are integrated. It was recommended that there should be collective and training of managers, librarians and users in the new environment

Bidwell (2007) in his article *Voices from the Other Side: user reports of New Zealand library reference encounters*. This research examines user satisfaction with the quality of reference service in New Zealand libraries, and reminds library staff of how it feels on the public side of the library desk. It analysed the experiences of Open Polytechnic of New Zealand students asking reference questions in libraries, including whether users were given skills to research their own questions. The methodology used for this research work is both quantitative and qualitative method. The findings of the study indicate that there are significant issues with the quality of reference services provided in many libraries. It was recommended that all libraries, particularly major reference libraries, should actively encourage staff awareness, library qualifications and training. Also, collaboration and information sharing should be encouraged, and could be assisted by reference discussion forum or web log.

A study conducted by Means (2009) on willingness to return to digital learning resources: information environment of students following online course completion adopted the theory willingness to return by Durrances as a measure to improve rendering of services to its users. The study is all about the need for universities to move from traditional brick and mortar institution to brick and click institutions, or institution offering distance education and providing learners and flexibility to learn anywhere, anything and anytime. The research questions of the study were what the characteristics of learner's information environments are, and how do these characteristics influence an online course? How do learners as perceptions of quality of the course resources influence willingness to return to digital resources from an online course? The methodology used in the study was a mixed approach method research design that combined qualitative (in-depth interviews)

and quantitative (survey – access log analysis) methods for data collection. The findings of the study show that learners employ various methods of keeping digital and printed resources and because of the uncertainty of future need for information (or not knowing what will need to know), they tend to save everything. The study recommended that learners first have to recognize a need for information, they know, remember, or reminded that the resources are available, then return to the resources and be able to find what they need.

2.6 Summary of the Review

Reference services are all encompassing as it involves all assistance rendered to the library users in order to meet their information needs which could either be direct or indirect reference services. Reference and information services were discussed as well as the types of reference services rendered to users.

The research paradigm was explored, discussing the philosophical assumptions for the study putting into perspective what research paradigm is and how it is applied in the study. The paradigm adopted for the study was the interpretative paradigm.

The chapter also discussed the theoretical framework adopted for the study and why Durrance theory of willingness to return is appropriate for the study. Approachability, accuracy, interest, search, listening and follow up which are constructs of Durrance's theory were discussed with a view to creating a better understanding of the theory. Various studies that made use of willingness to return theory were reviewed. Also reviewed are previous studies that also used the theory from a variety of fields, their objectives for the studies, methodology, and their findings highlighted.

Finally, a general review of some related previous studies that made use of this theory such as Kawon (2007); Eli, Einat, Limor, Moti and Knobler (2010); Finegold, Kumar, Winkler and Argod (2011); Barringer (2008) were reviewed, and that most of these

studies were done in Medicine, Education and war except for studies by Jacoby (2005) and Soo (1994) that were related to the current study on reference services.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research method adopted for the study under the following headings:

- 3.2 Research Method Adopted
- 3.3 Population of the Study
- 3.4 Sample and Sampling Techniques
- 3.5 Instrument for Data Collection
- 3.6 Rigour
- 3.7 Procedure for Data Collection
- 3.8 Procedure for Data Analysis

3.2 Research Method Adopted

Research design according to Ali (2006) can be thought of as the logic or master plan of a research that throws light on how the study is to be conducted. It shows all of the major parts of the research study, the samples or groups, measures, treatment or programs that work together to address the research work. This research used qualitative methodology to gather data necessary to answer the research questions. Qualitative research is naturalistic and it attempts to study the everyday life of different groups of people and communities in their rational settings. It involves an interpretive, naturalistic approach to its subject matter and it attempts to make sense of, or to interpret phenomena in terms of the meaning people bring to them (Denzim & Lincoln, 2003).

In this research, case study research method was adopted to study the postgraduate users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria and how the services can be improved in order to help users in seeking information.

According to Lincoln and Guba (2002) a case study is a “construction that uses conventions of narratives to explore insightfully and evocatively issues which the researcher has intellectually wrestled with, in order to challenge, empower and help users vicariously understand a problematic case in new way. Similarly, Yin (2003) defined case study as an empirical inquiry that investigates a contemporary phenomenon within its real life context especially when the boundaries between phenomenon and context are not clearly defined. Therefore, case study as research method allows for an in-depth examination of events, phenomena, or other observations within a real-life context for purposes of investigation, theory development and testing, or simply as a tool for learning. Case study research has been defined by the unit of analysis, the process of study, and the outcome or end product, all essentially the case (Merriam, 1998).

In the same vein, Gillham (2003) defined case study as an investigation to answer specific research questions which seeks a range of different evidences from the case settings. Case study relies on multiple forms of data in order to build an in-depth case. It allows the researcher to develop categories and themes surrounding the statements of the research participants, provide a description of the experiences, and extracts information that addresses the primary research question (Maxwell, 1996).

3.3 Population of the Study

Ifidon and Ifidon (2007) referred to population as the entire entity that is of interest to the researcher; it is the aggregate of all elements that conform to some designated set of specification. In addition, population of a study is the people or objects that the researcher is studying or has studied. The population of this study according to the information derived from Ahmadu Bello University, Zaria Management Information System (ABUMIS, 2015) is seven thousand two hundred and forty (7240), that is, all the postgraduate students of Ahmadu Bello University, Zaria.

3.4 Sample and Sampling Technique

Sampling is the procedure a researcher uses to identify people for study. Sample is subset or small parts of a population (Rudolph 2002). According to Aina (2004) using a sample, rather than the entire population has the advantage of being cheaper and faster. He added that, findings from the sampled population can be used to generalize the whole population.

For this study, purposive sampling was adopted in selection of sample for the study. Purposive sampling is a non-random sampling where the researcher selects “information rich” cases for study in depth (Patton, 2002). Purposeful sampling takes place when the researcher selects a sample from which the most can be learned (Rudolph, 2002). The advantage of using purposeful sampling is that, any common patterns that emerge from great variation are of particular interest and value in capturing the core experience and centrally shared dimension of a setting or phenomenon. Convenience purposive sampling was used to select the interviewees. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dornyei, 2007).

The sample for the study was 7 who are postgraduate users of reference service. Participants were drawn from returning postgraduate students, that is 2 from Faculty of Administration, 2 from Faculty of Agriculture and 3 from Faculty of Education. According to Creswell (1998), in conducting phenomenological studies he recommended 5 to 25 while Morse (1994) suggested at least 6 sample size. Qualitative sample size may best be determined by the time allotted, resources available and study objectives (Patton, 1990).

3.5 Instruments for Data Collection

Obeka (2011) described instrument as the tools that are used to collect data. He further stressed that their primary function is to enable a researcher to collect reliable data which will later be analyzed. In this study, observation and interview were adopted to gather data so as to answer the research questions.

Semi-Structured Interview

Interviews are method of gathering information through oral quiz using a set of preplanned core questions. According to Shineiderman and Plaisant (2005), interviews can be very productive since the interviewer can pursue specific issues of concern that lead to focused and constructive suggestions. Aina (2004) added that, this process has advantage of encouraging the researcher to explain confusing or ambiguous research phenomenon in detail. However, the interview was recorded using a phone recorder.

Observation

The researcher as a participant observer physically observed how the reference librarian rendered their services in the reference service section. Osuala (2001) opined that observation method is not only valuable and popular but it is sophisticated because it eliminates biases that are common in participant and structural observation. Czaja (2005) says observation is the direct means of studying the overall behavior of people or the reaction in some things. It involves watching directly and indirectly people, events, situations, phenomenon or an activity from which some behavior or reactions is expected.

3.6 Rigour

Rigour in qualitative research helps to determine whether upon a repeat of the same study by another researcher, that the same result can be achieved using the same methods of research. A detailed description of the methods used during the preparation for the field exercise, data collection process, transcription, coding, analysis and presentation research

findings to achieve rigour in qualitative research (Ritchie and Lewis, 2003). An argument has been presented that this helps to solve the issue of reliability and validity, thus enhancing the quality of case studies when applied. To ensure that the trustworthiness of qualitative studies is strengthened, four criteria were posited by Lincoln and Guba (1985). They are: Credibility, Dependability, Confirmability and Transferability

Credibility: this refers to the confidence in the truth of the findings using prolonged engagement, persistent observation, and triangulation.

Dependability: the findings should be consistent and could be repeated. Research dependability could be proven through inquiry audit. In this way the researcher will involve a researcher that is not involved in the research process to examine the process and product of the research study. The idea of the dependability in qualitative research is to appraise if the findings, interpretations and conclusions are supported by the data collected.

Transferability (Fittingness): this helps to show if the findings of a research can be suitable in other context. Transferability of a study can be ensured through thick description. Thick description as defined by Lincoln and Guba (1985) is a way of achieving some form of external validity. By giving a detailed description of an occurrence one can evaluate if the conclusions drawn are transferable to other times, settings, situations and people.

Confirmability: this refers to the quality of a research findings. It helps to ensure that the finding of a study is neutral, that the research findings are formed by the respondents and not researcher's predisposition, enthusiasm or curiosity. Techniques for establishing confirmability according to Lincoln and Guba (1985) are confirmability audit, audit trail (relevant chronological record), triangulation (the use of multiple data source) and reflexivity (self-searching).

Rigour can be achieved through detailed documentation of the research process to include even the structured interview and component in Appendix I of this study. More so, the supervisors of this work were also seen as inter-coders to ensure the trustworthiness of the emergent codes from the analysis of this work.

3.7 Procedures for Data Collection

The data necessary for achieving the objectives of this study was collected using interview and observation (See Appendix I). Firstly, after drafting the interview guide, a pilot test was conducted on two postgraduate students, one from Faculty of Science and another from Faculty of Arts to test the effectiveness of the designed questions. The postgraduate students from these faculties were selected as they were not part of the samples used for the interview. The outcomes of the interview lead to the adjustment of questions that appeared to be too ambiguous so as to avoid confusion and waste of time of the interviewee.

3.8 Procedure for Data Analysis

In this study, thematic approach was used for data analysis. Thomas (2003) stated that the method is a simple and straightforward approach for deriving findings (themes, concepts) from raw data through detailed readings of the data transcripts. Using this approach, the researcher determined the important themes, and selected the data to support, describe and derive meaning from these. Bogdan and Biklen (2003) defined data analysis as working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them and searching for patterns. This aims at discovering new patterns, themes and meaning. In this study, observation was carried out and interview was recorded and transcribed. In this process useful information that was closely linked to their experiences emerged.

The data obtained was first organized and then transcribed as is (verbatim). Subsequently the researcher imported the transcribed data onto Nvivo software and set up nodes (categories) based on the research question. Coding was done to be in line with the already defined research questions before the interpretation of coded data which answered the research questions.

The transcribed responses were analyzed, compared and categorized using thematic data analysis. The results of the transcribed interviews were interpreted and conclusions drawn using the constructs of the theory adopted for the study (See Appendix II and III).

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CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

The purpose of this case study was to assess the perception of postgraduate students on reference services of Kashim Ibrahim Library, ABU and highlight the reasons for low patronage in the library. This section presents the data analysis and discussion of results.

4.2 Interview Analysis

The study designed a semi-structured interview guide to answer the research questions. The responses obtained from the in-depth interview were transcribed word for word (verbatim), the transcribed data were imported onto Nvivo software, coded and analyzed. The transcripts produced 120 codes, 7 major categories and 3 sub categories. It is upon these categories and subcategories that the analyses for this study were based.

Each of the seven (7) interviews was transcribed, read, examined, re-examined using thematic analytical process described by Creswell (2003) wherein “the researcher works back and forth between the transcripts until the researcher established a comprehensive set of codes and themes”. To achieve this, the data was collected through the use of semi structured interviews which lasted approximately 56 minutes, 41 seconds. The data collected from these seven interviews were examined, read and then imported into qualitative research coding software (Nvivo) where they were re-read and pertinent codes were highlighted giving a total of a hundred and twenty narratives (120). Subsequently, categorization of these free nodes or open codes was done with the aim of grouping together all codes which answered the research questions into themes with major categories and sub-categories.

4.3 Categories that Emerged from the Interview

Seven categories and three sub-categories emerged from the interview showing perception of postgraduate students on reference services of Kashim Ibrahim Library, ABU, Zaria. They include: Category one: Serene Environment, Category Two: Unconducive Environment, Sub-category: Unavailability of network, Category Three: Outdated and Irrelevant Resources, Sub-category: Inadequate Resources, Category Four: Professional conduct, Category Five: Attitudes of Librarians, Category Six: Dressing and attire, sub-category: embarrassed while trying to gain entry, Category Seven: Unfamiliar environment.

The findings of this research will be discussed under the sub-headings of the research questions. Hence, the findings will answer the research questions of this research, in a conclusive manner in order to achieve the stated objectives of this study.

4.4.1 Perception of Postgraduate Students on their Visitation to Kashim Ibrahim Library

Interviews were granted to postgraduate students on their perception on visitation to Kashim Ibrahim Library. From the interview, two major categories and a sub-category emerged namely;

- i. Serene environment and
- ii. Unconducive environment
 - a. Insufficient network

Serene Environment

This category highlights the views and understandings of postgraduate students on their visitations to the libraries, responses gotten indicated that some users of the library community felt satisfied with the layout and serenity of the environment. As reported by a respondent

“the number one experience I have is that the place is quiet”.

Other responses highlight similar opinions with a respondent stating

“I like the environment because it is spacious, well kept, organized and clean. I really love it”

Unconducive Environment

This category highlights contrasting opinions and understanding of other postgraduates on their visitation to the library, it has one subcategory: insufficient network. The responses showed a great disparity from the opinions in category one a respondent noted “the library is not very conducive, during the heat the place can be very uncomfortable one can hardly concentrate and read. This means that some users perceive the library as unfavourable especially during heat periods. This perception further dampens their need to go to the library as a respondent further noted “when the thought of library comes into my mind, I’d prefer to go to my class which is more conducive and comfortable”. Other responses recorded in this category are the kind of sitting arrangement, lighting, and ventilation. Respondents noted displeasure in all of the above areas.

“The place is sometimes hot and stuffy because of the number of people coming in to use the library, no proper air conditioning system and ventilation”, “you know instead of soft seats, we have hard seats and they are not comfortable”, “they should make it more conducive, fit it with more light, comfortable chairs and people would come in to use the library”.

Insufficient network: This sub-category depicts narratives related to internet connectivity provided as a service within the library environment. The narratives showed that users (postgraduate students), were unsatisfied with this service as noted by a respondent

“there was a time I and my friend wanted to use the ports in the library and there was none available for use because only

two ports were functioning for public use so we just angrily walked out”.

This singular bad experience made the user opt out or leave the library environment and looked for an alternative source for this service.

The study found out that postgraduate students loved the library for its serenity; being serene meant that the library’s outward appeal as perceived by postgraduate students was quiet, calm and seen as a peaceful place to sit and study. Also postgraduate students liked the spacious and big nature of the library. This implies that users saw the library as being adequate on first glance and hence would want to come back and visit the library.

Despite their perception of the library as being serene, they had other perceptions, being that the library was not as conducive as it should be (unconducive environment). These opinions are attributed to postgraduate students’ experiences whilst trying to make use of the library. The opinions are directly attributed to the climate (weather) of the environment, sitting arrangement, lighting and unavailable/insufficient networks. These fixtures were found to be wanting in their eyes and overall these perceptions will result in a negative reaction of such students towards the library.

4.4.2 Perception of Postgraduate Students on Reference Services in Kashim Ibrahim Library, ABU

On the perception of postgraduate students on reference service in Kashim Ibrahim Library, ABU Zaria, two major categories and one sub-category also emerged;

- i. Outdated and irrelevant resources
 - a. Inadequate resources
- i. Professional conduct

Outdated and Irrelevant Resources

This category highlights the opinions of postgraduate students on the reference service of Kashim Ibrahim Library. It had one sub-category: Inadequate resources. The

responses obtained under this category showed that users deem the reference service provided as outdated and irrelevant. A respondent stated;

“what would bring me to the library when all they have are outdated books? I would rather stay at home and source for resources online”

This response highlights great distaste towards information resources obtainable in the library. Further noted was the fact that postgraduate students are required to present recent researches that relate to their research work, hence the respondents opting for alternative sources online. Other narratives obtained in this category points out that resources provided were sometimes not relevant to the researcher query.

Inadequate resources: This sub-category represents narratives related to the reference service and information sources provided to postgraduate students. The responses obtained showed that postgraduate students (users) viewed information resources in the library as inadequate and unable to cater for the population of students as noted by a respondent;

“the few one’s that are relevant, you find out that students colonise the book and they would not allow others to use them”.

He further stated in frustration that;

“there was a time I was in the library and a lecturer came in with his boot (Car boot) full with text books to renew them and not return”.

These responses of the respondent shows that his past experiences greatly inhibit his need to revisit the library as he perceived the library system as being partial in the course of service delivery.

Conduct of Library Staff

This category reveals narratives that explain how users feel about the reference librarian, the narrative depicts mixed opinions towards the conduct of the staff which hinder the use of the library and its resources. A respondent stated;

“you can ask them for something and they would just tell you to go and look for it even when you don’t know where and how to find it”.

While other responses denote the librarians as being efficient on the job;

“Some of the times you meet the librarians and they are up and doing and help you search for the material”.

This and other experiences from respondent portray the view that users viewed the librarians’ conducts towards their job as questionable. As some respondents choose to stay away;

“I don’t go to the library because I have to contact them when I need a new book”.

The findings showed that users (postgraduate students), perceive the services provided in the form of information resources as being outdated. Postgraduate students are sometimes required to provide recent studies and researches for their write-ups and visiting the library does not help as users tended towards the use of the internet for their information. This is not particularly good as not every user is skilled in the search and retrieval of resources from the internet. The reference librarians do consult the internet to get up-dated materials for the library users as well as make use of CD-search section of the library to source for reference materials for users. The implication of this is that the reference librarians can only attend to few library users at a particular time and the postgraduate students complained of the small nature of the CD-search section.

Responses from the respondents showed that they were not very conversant with the working of the reference unit and found it sometimes difficult to find the needed resources to which reference librarians did not always come to their aid. These responses point to the professional conduct (manner) of the reference librarians as not always being up and doing in performing their tasks. This implies that librarians in the reference unit have to buckle up in the course of performing their functions because the responses

obtained are not in line with Ranganathan's fourth law which is on saving the time of the reader. Time is important to every person. Time management is a key to success in life. Librarians in the reference unit must have the objective of saving the time of the reader. The entire journey of librarianship is about devising, designing, and developing methods, systems of organization and dissemination of information to provide the best service to their readers in the most efficient, accurate, and effective manner and thus saving the reader's time.

4.4.3 Sources of Postgraduate Students' Library Anxiety in Kashim Ibrahim Library, ABU, Zaria

On the sources of postgraduate students' library anxiety in Kashim Ibrahim Library, three major categories and a sub-category emerged namely;

- i. Attitude of librarians
- ii. Dressing and attires
 - a. Embarrassed while trying to gain entry
- iii. Unfamiliar environment

Attitude of Librarians

This category discusses narratives which relate to the attitude of librarians as a source of anxiety which hinders the use and re-use of the library. A respondent noted that the librarians' attitudes;

“are so poor and they need to re-strategize, because they are not even friendly so which information do I want to go and find from them when they are not even friendly.”

This response is indicative of the fact that librarians' attitudes towards their job description are poor, and this has affected the way students perceive the library. Their unfriendly conducts and attitudes have resulted in anxiety amongst users and prospective users would feel frightened to ask the librarians for assistance.

Dressing and Attires

This category covers further narratives which revealed the sources of library users' anxiety, it has one sub-category. The narratives covered issues raised by the respondents who have had negative experiences with regards to their dressing and attires. A respondent noted that one of such anxieties is the problem of carrying bags into the library, as they need to use computer systems which are housed in these bags. Another response and cause of anxiety was on the dress code

“I can remember I had an issue with the security concerning my dressing, they said I cannot use armless shirts into the library”.

She further stated in frustration

“you know you can't force someone to wear what they don't want to wear, I mean I know that I'm well dressed and just because the arm of my dress is not covering my arm completely it became a problem”

Embarrassed Whilst Trying to Gain Entry

This sub-category highlighted narratives that related to experiences of students who visited the library. The responses showed that as a result of some rules and past experiences they chose to stay away from the library. A respondent stated;

“sometimes even when you dress up properly they would still tell you that you have violated dress code, so that is why I don't visit the library”

Others stated they chose to stay away from the library in a bid to avoid trouble and embarrassment by security personnel at the library.

Unfamiliar Environment

This category revealed narratives which related to the orientations on the use of the library resources. The narratives depicted a knowledge deficiency in the users as they lacked the requisite know-how to search and obtain resources in the library. This deficiency

has resulted in frustration as users sought other means of locating information resources. A respondent noted that;

“I can’t go to the library to be frustrated by the nature of the place so I would rather use the internet rather than go and get frustrated”.

This deficiency coupled with the fact that the librarians are deemed unprofessional and unfriendly has led to unease or worries amongst library users as captured in the following responses;

“you don’t know how to check call numbers so when you get to the reserve section, they just start speaking to you in harsh tone and this is frustrating”.

The sources of anxiety were accredited to the attitude of librarians; responses show that users tend to avoid contacting librarians to solve their information needs as they were found to be unfriendly. This is attributed to past experiences of the users and also what they heard from fellow students as this perception was attributed to all staff of the library. User’s anxiety also came about as the librarians always shushed them and require them to remain silent whilst not holding themselves to the same standard.

Security concerns and the university council require that students appear formal for lectures and other formal gatherings. The library as a unit is supposed to be a place of relaxation and expansion for the mind and hence should not be too formal. However, the dress code has been stretched to the library, to the point of users being turned back by security operatives for not being properly dressed. The security personnel should soften a little in handling indecent dressings as some dressings could be considered for entry into the library. Other anxiety issues raised were the library was not conducive because many of the postgraduate students complained of no entry with bags. This is especially related to the female postgraduate students who carry their reading materials in their bags to the library

as well as male postgraduate students who want to make use of the library after leaving their respective lecture rooms. The implication of such strict rules are that users would shy away from such environments and even deter other prospective users from coming to make use of the library as they would consider the library as user-unfriendly.

The last source of user anxiety was that users were not so conversant with the setting and arrangement of books. It is recommended that the reference librarians should ensure that books returned are placed in the right shelves so as to avoid wasting of the librarians time as well as the readers, as some of the postgraduate students term them as not competent since they cannot pick up the books required by the students just on a go. This anxiety coupled with the perception of the users that the staff were always harsh when one does not know how to get the document or information required frustrate and make them shy away. Users reported they prefer to go online and search for any information they required. This invariably implies that where librarians would have served and acquired the needed information, they were found wanting and therefore cut from the search process.

4.4.4 Durrance's Theory of Willingness to Return and Perception of Postgraduate Students on Staff of Reference Services of Kashim Ibrahim Library

The theory of willingness to return looks at the communication between the reference librarian and a prospective user. It was based on the belief that for a user to return to a librarian for the second time, this means that there was great satisfaction to the user (Durrance, 1989, 1995). Being that the theory looks at communication, it can be used to discuss the phenomenon at hand. It can be used to explain and understand the nature of the interaction that occurs between the user and the information provider and reasons why users would seek to return or not return to the library environment.

Approachability

This construct deals with contact between the librarian and his user. It discusses the manner in which a user is greeted and the willingness to help of the librarian. Dervin

(1986) also stated approachability behaviors, such as the initial verbal and non-verbal responses of the librarian will set the tone for the entire communication process. This will influence the depth and level of interaction between the librarian and the users. The construct shows what is deemed as ideal and relates to the category serene environment which is the perception of users on visitation to the library. It also relates to the category; dressing and attires, and embarrassed whilst trying to gain entry. As the construct deals with approach and tells us why from the stated categories, users will choose to opt for any other means to get their information.

Interest

This construct discusses the guidelines for behavioral performance of reference and reference service librarians. Since not every query will contain stimulating and intellectual challenges the librarian should show involvement in each user's informational need and be committed to providing the most effective assistance. This construct related to the category of conduct of library staff, since it discussed on interest in search queries and the category dealt with the behavior exhibited by librarians as told by the respondents. The construct best explains why such conduct would be inappropriate and the best means of capturing the user thus enabling them to relay more information on their information needs.

Listening

The construct of listening further explains what goes on during the reference interview. The librarians should give a listening ear to the user so that the librarian would be able to understand, interprets, rephrase the question or request. The construct also related to the category of conduct of the library staff as it dealt with listening to the user and understanding what he/she wanted in order to provide the needed information. Since the category also delved in on issues pertaining to wrong information disseminated. The

construct helps understand why listening to the user is important during the reference interview.

Search

The construct discusses the ability of the reference librarian to locate the right information. Since the main job for librarians into reference services is to provide the right information as they are deemed to be more knowledgeable. The construct related to the category unfamiliar environment as a source of anxiety to users. Since users are not very conversant with the setting and arrangement of the library they needed a helping hand in their search for needed information.

Follow-Up

Follow up is closely related to the construct of search as follow up is a byproduct of the search done to determine if users are satisfied with the results of the search. Follow up is essential as it aids the librarian in referring the users to other sources that are related to the search and also in determining satisfaction level. This construct helped in understanding the following categories outdated and irrelevant resources which deal with the perception of the user on the reference services provided and also unfamiliar environment being a source of anxiety to the users.

Accuracy

The construct states that librarians are responsible for providing the most accurate information possible to users regardless of the type of question. This means that they needed to be up-to-date. When not sure of the information needs of the user, book an appointment with the user so as to remedy the issue at hand. The construct ties closely to the category outdated and irrelevant resources amongst the views of users towards the librarian and the service. The construct helps provide understanding on the best form of action against such negative views by users.

4.5 Implications and Discussion of Findings

The study revealed that users saw the libraries as being adequate on first glance and hence would want to come back and visit the library. This means the postgraduate source of anxiety (refusal to come to the library) has nothing to do with the library itself. Their source of anxiety could be one of the other three sources of library anxiety as opined by Battle (2004).

The study also revealed that users avoid contacting librarians to solve their information needs as they found librarians to be unfriendly and inhospitable which in turn make the students to lose confidence in themselves in the search for information. If librarians become friendly, students gain confidence in themselves as suggested by Jacoby (2005) that reference services can play a significant role in helping students become confident and independent information seekers. According to Durrance (1995), users return to services when the providers of the services are approachable. The more approachable the librarians are, the more the willingness of the users to return to the library.

The study also revealed that users shy away from the use of the library as they are turned back for improper dressing by the staff. This is in line with the findings of Bostick (1992) who mentioned barrier with staff as one of the components of library anxiety. Barriers with the staff involves the student's perception that library staff are intimidating and aloof as students as some of the librarians are too busy to attend to students. Since the users are frustrated, they would naturally not return and since they believe they are being humiliated by the library staff they would avoid any contact with them. More so since librarians work in the libraries, it means the users would avoid the libraries.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusion and recommendations for the study on the Perception of Postgraduate Students on the Reference Services of Kashim Ibrahim Library A.B.U. This chapter is presented as follows:

- 5.2 Summary of the study
- 5.3 Summary of Major findings
- 5.4 Contributions to Knowledge
- 5.5 Limitations of the Study
- 5.6 Conclusion
- 5.7 Recommendations
- 5.8 Suggestion for further Studies

5.2 Summary of the Study

The aim of the study was to understand and proffer reasons for users willingness to return to Kashim Ibrahim Library, ABU Zaria with specific objectives of identifying the perception of postgraduate students on visiting the library; exploring the perception of postgraduate students on the information service. Other objectives include identifying the sources of users' Library anxiety in Kashim Ibrahim Library, ABU Zaria and finally examining how Durrance's Theory of Willingness to Return explains users' perception of library staff as a source of library anxiety.

To achieve these objectives, four research questions were put forth. These questions include: how do postgraduate students perceive their visitation to Kasim Ibrahim library? How do postgraduate students perceive reference services of Kashim Ibrahim Library, ABU Zaria? What are the sources of users' Library anxiety in Kashim Ibrahim Library,

ABU Zaria? and How does Durrance's Theory of Willingness to Return explain postgraduate students' perception on Kashim Ibrahim Library reference service librarians as a source of anxiety?

The study adopted a qualitative research method, and for the purpose of the study, a case study research design was adopted. The population of the study comprised of all postgraduate students of Ahmadu Bello University, Zaria. Purposive sampling was the sampling technique adopted for this study. The research made use of semi structured interview and observations for collecting data in the study. The researcher personally visited the site under study and conducted the semi-structured interview. The data that was collected from the research instruments was first organized and transcribed using Nvivo software. The data collected was subsequently sorted, examined, compared, categorized, and synthesized. Finally, Chapter four contained the analysis and findings of the research.

5.3 Summary of Major Findings

Based on the data collected and analyzed for this study, the following are the major findings:

1. The study revealed that users saw the libraries as being adequate on first glance and hence would want to come back and visit the library. This is particularly attributed to their serenity, quiet, calm and spacious and big nature of the library.
2. The study also revealed that users avoided contacting librarians to solve their information needs as they were found to be unfriendly. This was attributed to past experiences of the users and also what they heard from fellow students as this perception was attributed to all staff of the library.
3. On the issue of library anxiety, the study revealed that: users shy away from the use of the library as they are turned back for "improper dressing" and they even deter other prospective users from coming to make use of the library as they consider the

library as user-unfriendly. It also revealed that library anxiety of users on improper dressing coupled with the perception of the users that the staff were always harsh when one does not know how to get the document or information required made users frustrated and shy away.

4. The study further revealed that reference librarians should be approachable so as to create a user-friendly atmosphere and increased rapport between the users and the librarians; the librarian should show involvement in each user's informational needs and be committed to providing the most effective assistance. The reference librarians should develop positive attitudes towards; listening, search, follow-up and accuracy in order to meet the needs of the library users.

5.4 Contributions to Knowledge

1. The study has been able to establish that postgraduate students' perception of reference librarians as regards provision of information services in Kashim Ibrahim Library is inadequate since the section has non-current and inadequate information resources to satisfy the information needs of users.
2. The study also revealed that reference staff and other library staff of Kashim Ibrahim Library are not friendly to users thereby cause anxiety in users.
3. The study has added to the already existing literature in reference services of academic libraries in Nigeria.

5.5 Limitations of the Study

The study had some limitations. Some of the limitations of the study include; the scope of the study was only Kashim Ibrahim Library and postgraduate students who have used the reference services of the library. These narrowed the scope of generalization of

findings. The study was limited to the use of qualitative research method which made the researcher to interview only a very few postgraduate students who have visited the library.

5.6 Conclusion

Willingness to return to a service librarian is attributed to the resources/collection available at a particular time to assist users at that time with their quest. It was therefore concluded that approachability which is a construct of Durrance's theory is very important in the reference service as it will either encourage or discourage the user from making use of the reference service of the library.

5.7 Recommendations

Based on the findings of the study, it is recommended that:

1. sitting arrangement, lighting systems and unavailable/insufficient internet service ports should be improved upon so as to encourage postgraduate students' visit to the library;
2. in order to encourage the patronage of the reference services by postgraduate students, the reference librarians should be friendlier to the users so as to encourage them as well as guide them in searching for information resources knowing fully well that most of the postgraduate students can access information resources with ICT facilities without making use of the reference services;
3. sources of library anxiety identified such as modes of dressing and unfamiliar environment could be taken care of. This could be done if users are well informed on the need for decent dressing to avoid embarrassment upon entry to the library as well as sensitize users on the need to make use of library in order to familiarize themselves with the working environment of the library; and

4. the librarians should be positively inclined to the Durance's theory of willingness to return especially on the construct of approachability in providing answers to users on information resources regardless of the questions.

5.8 Suggestions for Further Studies

Based on the findings, conclusion and recommendations of the study, the researcher suggested the following for further studies:

2. A replication of this particular study in other sections of Kashim Ibrahim Library of Ahmadu Bello University, Zaria; and
3. The use of a different research method such as the use of survey research method for this type of study.

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Appendix I: Interview Guide

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

TOPIC: PERCEPTION OF POSTGRADUATE STUDENTS ON REFERENCE SERVICE OF KASHIM IBRAHIM LIBRARY, AHMADU BELLO UNIVERSITY, ZARIA

This Interview guide will be used to gather information from the user of reference services of Kasim Ibrahim Library, Ahmadu Bello University Zaria with the view of the perception of postgraduate students on reference services of Kashim Ibrahim Library, ABU Zaria. Responses will be treated in strike confidence and will only be used for academic purpose.

SECTION A: perception of postgraduate student on visitation to Kashim Ibrahim library

1. Do you visit the library?
2. Tell me your experiences when you visited the library?

SECTION B: perception of postgraduate students on reference services of Kashim Ibrahim Library

3. What are your views on the reference service librarian when contacted for assistance?
4. How do you perceive the reference service provided by the reference service unit?

SECTION C: Sources of user anxiety in Kashim Ibrahim Library, ABU

5. Can you describe the challenges you face whilst using the library?
6. Could these challenges be the reason you keep away from the library?

APPENDIX II: Node Summary Report

Project: LOIS WORK
Generated: 19/07/2016 20:54

Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)	Tree Node
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Nickname		Words Coded	0
Created	23/03/2016 15:59	Paragraphs Coded	0
Modified	02/06/2016 14:55	Coding References	0
		Sources Coded	0
		Cases Coded	0

Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)\Serene Environment	Tree Node
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Nickname		Words Coded	41
Created	28/03/2016 14:39	Paragraphs Coded	4
Modified	02/06/2016 15:15	Coding References	4
		Sources Coded	3
		Cases Coded	0

Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)\Unconductive environment	Tree Node
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Nickname		Words Coded	332
Created	24/03/2016 15:33	Paragraphs Coded	13
Modified	04/07/2016 14:05	Coding References	23
		Sources Coded	7
		Cases Coded	0

Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)\Unconductive environment\Insufficient network	Tree Node
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Nickname		Words Coded	108
Created	29/03/2016 12:04	Paragraphs Coded	5
Modified	04/07/2016 14:05	Coding References	5
		Sources Coded	2
		Cases Coded	0

Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)	Tree Node
---	-----------

Nickname		Words Coded	0
Created	23/03/2016 16:00	Paragraphs Coded	0
Modified	02/06/2016 14:55	Coding References	0
		Sources Coded	0
		Cases Coded	0

Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Conduct of			Tree Node
Nickname	Library Staff	Words Coded	553
Created	28/03/2016 14:33	Paragraphs Coded	14
Modified	04/07/2016 14:05	Coding References	18
		Sources Coded	6
		Cases Coded	0

Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Outdated & Irrelevant Resources			Tree Node
Nickname		Words Coded	269
Created	24/03/2016 13:21	Paragraphs Coded	15
Modified	04/07/2016 14:05	Coding References	18
		Sources Coded	7
		Cases Coded	0

Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Outdated & Irrelevant Resources\Inadequate Resources			Tree Node
Nickname		Words Coded	223
Created	29/03/2016 12:24	Paragraphs Coded	4
Modified	03/06/2016 16:21	Coding References	5
		Sources Coded	1
		Cases Coded	0

Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)			Tree Node
Nickname		Words Coded	0
Created	23/03/2016 16:01	Paragraphs Coded	0
Modified	02/06/2016 14:56	Coding References	0
		Sources Coded	0
		Cases Coded	0

Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Attitude of librarians			Tree Node
Nickname		Words Coded	420
Created	24/03/2016 16:03	Paragraphs Coded	18
Modified	04/07/2016 14:05	Coding References	31
		Sources Coded	6
		Cases Coded	0

Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Dressing & Attires			Tree Node
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Nickname		Words Coded	77
Created	24/03/2016 16:08	Paragraphs Coded	4
Modified	05/07/2016 14:48	Coding References	4
		Sources Coded	2
		Cases Coded	0

Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Dressing & Attires\Embarrrsed while trying to gain entry			Tree Node
--	--	--	-----------

Nickname		Words Coded	69
Created	29/03/2016 11:58	Paragraphs Coded	4
Modified	04/07/2016 14:05	Coding References	5
		Sources Coded	3
		Cases Coded	0

Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Unfamiliar environment			Tree Node
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Nickname		Words Coded	172
Created	24/03/2016 16:07	Paragraphs Coded	7
Modified	04/07/2016 14:05	Coding References	8
		Sources Coded	4
		Cases Coded	0

APPENDIX III: Source Summary Report

Project: LOIS WORK
Generated: 19/07/2016 20:53

transcript 1			Document
Created	22/03/2016 12:33		Cases Coding 0
Modified	29/03/2016 12:23		Relationships Coding 0
Length	879 words		Other Nodes Coding 7
Paragraphs	45		
transcript 2			Document
Created	22/03/2016 12:33		Cases Coding 0
Modified	22/03/2016 22:39		Relationships Coding 0
Length	526 words		Other Nodes Coding 5
Paragraphs	35		
transcript 3			Document
Created	22/03/2016 12:33		Cases Coding 0
Modified	03/06/2016 17:12		Relationships Coding 0
Length	412 words		Other Nodes Coding 5
Paragraphs	15		
transcript 4			Document
Created	22/03/2016 12:33		Cases Coding 0
Modified	04/07/2016 14:07		Relationships Coding 0
Length	755 words		Other Nodes Coding 8
Paragraphs	37		
transcript 5			Document
Created	22/03/2016 12:34		Cases Coding 0
Modified	03/06/2016 16:21		Relationships Coding 0
Length	1,282 words		Other Nodes Coding 5
Paragraphs	43		
transcript 6			Document
Created	22/03/2016 12:33		Cases Coding 0
Modified	03/06/2016 16:55		Relationships Coding 0
Length	413 words		Other Nodes Coding 6
Paragraphs	17		
transcript 7			Document

Created 22/03/2016 12:33
Modified 23/03/2016 15:58
Length 543 words
Paragraphs 28

Cases Coding 0
Relationships Coding 0
Other Nodes Coding 5

APPENDIX IV: Coding Summary Report

Project: LOIS WORK
Generated: 19/07/2016 20:55

transcript 5	Document
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Total References **19**

<u>Node Coding</u>	Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)\Serene Environment	<u>References</u> 1	<u>Coverage</u>	0.54 %
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<i>Reference 1</i>	<i>Character Range</i> 1,817 - 1,855
<hr/> I like the library because it is quiet	

<u>Node Coding</u>	Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)\Unconducive environment	<u>References</u> 3	<u>Coverage</u>	3.81 %
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<i>Reference 1</i>	<i>Character Range</i> 804 - 937
<hr/> there are times you get to the library and getting a sit to sit down becomes a problem because of the number of people in the library	

<i>Reference 2</i>	<i>Character Range</i> 942 - 998
<hr/> that is actually a problem for me because I like privacy	

<i>Reference 3</i>	<i>Character Range</i> 4,477 - 4,555
<hr/> e challenges I face in the library is noise and they disturb the peace of othe	

<u>Node Coding</u>	Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Conduct of Library Staff	<u>References</u> 7	<u>Coverage</u>	22.10 %
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<i>Reference 1</i>	<i>Character Range</i> 2,415 - 2,519
<hr/> Some of the times you meet the librarians and they are up and doing and help you search for the materia	

<i>Reference 2</i>	<i>Character Range</i> 2,536 - 2,740
<hr/> you meet them and they act in unfriendly manner but other times it is not their fault because some student would collect a book and keep renewing and renewing the book, hindering others access to the boo	

<i>Reference 3</i>	<i>Character Range</i> 2,892 - 3,122
<hr/> the librarian on duty but the staff in the reserve section and they would promise that if the person come they would call the person to book, but sometimes we don't wait for the person to come and to see if they keep to their wor	

<i>Reference 4</i>	<i>Character Range</i> 3,823 - 4,234
<hr/> there are particular time you go to the reserve section and you meet some staff there who makes you want to come back to the library because even if the book is not available. There was a time I needed a book and a staff in reserve section ask what I wanted and when I told him he told me that the book was not available but gave me another book that was closely related to the book I needed and I was impress	

<i>Reference 5</i>	<i>Character Range</i> 4,758 - 4,919
<hr/> majorly it is from the student but sometimes the staff also, in fact there was a time we were in the library and one of the cleaners was singing while she worke	

<i>Reference 6</i>	<i>Character Range</i> 5,131 - 5,291
<hr/> Ideally we are supposed to call them to order but they were the ones that place the "Silence" notice so telling them is like telling them what they already kno	

<i>Reference 7</i>	<i>Character Range</i> 5,387 - 5,668
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I feel that they are not doing this ignorantly because they are librarians and they are staff and if for any reason they should be the ones correcting students when they make noise and they are making noise so cautioning them would be like telling them about their job description

Node Coding Tree Nodes\2 (PERCEPTION OF PG **References** 3 **Coverage** 5.79 %
STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Outdated & Irrelevant Resources

Reference 1 Character Range 464 - 531
 the fact that most the materials on my course of study are outdated

Reference 2 Character Range 1,871 - 1,956
 the serenity of the library but then the resources to meet up for what I go there fo

Reference 3 Character Range 3,245 - 3,500
 I was looking for a book on a course and the book was a major guide to complete that assignment. The librarian that it was just a copy of the book that was available, we waited for that book for over five hours and the book was not return so we have to g

Node Coding Tree Nodes\2 (PERCEPTION OF PG **References** 5 **Coverage** 16.26 %
STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Outdated & Irrelevant Resources\Inadequate Resources

Reference 1 Character Range 536 - 791
 the few relevant ones are not enough for us and if one person gets to find the material, it would take me weeks to get that material because the person would want to finish using the book before he allows other to use the book and this could be for weeks

Reference 2 Character Range 1,097 - 1,364
 let say in course the text books that are relevant to that course is just one and some of the text course do not have relevant book in the library. The few one's that are relevant you find out that student colonize the book and they would not allow others to use them

Reference 3 Character Range 4,568 - 4,657
 people reserving seats for people who are not around when someone is in need of that sea

Reference 4 Character Range 6,252 - 6,700
 there is another problem I'd like to talk about though I know that that is not the question you are asking (Interviewer: Just go ahead). There was a time I was in the library and a lecturer came in with his boot full with text books to renew not to return them and when he renewed, he left with the same books and the lecturer would in to class asking us to acquire certain books that are in his possession so how are we supposed to cope with tha

Reference 5 Character Range 6,705 - 6,787
 not saying lecturers shouldn't use book but they should be considerate of student

transcript 1

Document

Total References 30

Node Coding Tree Nodes\1 (PERCEPTION OF PG **References** 9 **Coverage** 11.44 %
STUDENTS ON VISITATION TO THE LIBRARY)\Unconductive environment

Reference 1 Character Range 3,629 - 3,662
 the library is not very conducive

Reference 2 Character Range 3,717 - 3,748
 sometimes the library is stuffy

<i>Reference 3</i>	<i>Character Range</i>	<i>3,754 - 3,805</i>
during the heat the place can be very uncomfortable		
<i>Reference 4</i>	<i>Character Range</i>	<i>3,879 - 3,914</i>
one can hardly concentrate and read		
<i>Reference 5</i>	<i>Character Range</i>	<i>3,933 - 3,989</i>
the dust, you come into the library and tables are dusty		
<i>Reference 6</i>	<i>Character Range</i>	<i>4,155 - 4,211</i>
yes Na, because they don't make me go there comfortably		
<i>Reference 7</i>	<i>Character Range</i>	<i>4,217 - 4,333</i>
when the thought of library comes into my mind, I'd prefer to go to my class which is more conducive and comfortable		
<i>Reference 8</i>	<i>Character Range</i>	<i>4,667 - 4,748</i>
I feel more comfortable consulting the internet. You know my comfort is important		
<i>Reference 9</i>	<i>Character Range</i>	<i>4,851 - 4,980</i>
I get prepared right from the hostel I make up my mind that today I am going to the library and is only when it is very necessary		

Node Coding Tree Nodes\1 (PERCEPTION OF PG References 3 Coverage 3.99 %
STUDENTS ON VISITATION TO THE
LIBRARY)\Unconducive
environment\Insufficient network

<i>Reference 1</i>	<i>Character Range</i>	<i>1,090 - 1,134</i>
in fact there is no network in the library		
<i>Reference 2</i>	<i>Character Range</i>	<i>3,320 - 3,439</i>
it was just the hard copies that were available to me and I did not know that there was any internet service available		
<i>Reference 3</i>	<i>Character Range</i>	<i>4,480 - 4,522</i>
I use the internet to source for resources		

Node Coding Tree Nodes\2 (PERCEPTION OF PG References 5 Coverage 6.83 %
STUDENTS ON THE REFERENCE SERVICE AND
LIBRARIAN)\Outdated & Irrelevant
Resources

<i>Reference 1</i>	<i>Character Range</i>	<i>1,028 - 1,059</i>
don't use the library resources		
<i>Reference 2</i>	<i>Character Range</i>	<i>2,720 - 2,739</i>
they were outdated		
<i>Reference 3</i>	<i>Character Range</i>	<i>2,932 - 3,112</i>
my first year in this my master program I went to source for information and all the information's were outdated even though they were helpful, but I could not cite them in my work		
<i>Reference 4</i>	<i>Character Range</i>	<i>3,114 - 3,193</i>
because here we are required to present recent work that relates to our work.		
<i>Reference 5</i>	<i>Character Range</i>	<i>4,480 - 4,522</i>
I use the internet to source for resources		

Node Coding	Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Attitude of librarians	References	5	Coverage	5.49 %
<i>Reference 1</i>	hardly go to contact the staff for anything	<i>Character Range</i>	1,217 -	1,261	
<i>Reference 2</i>	they are not friendly	<i>Character Range</i>	1,549 -	1,570	
<i>Reference 3</i>	let me draw from undergraduate experience of the library, they are not just friendly ne kawai especially those in reserve section	<i>Character Range</i>	1,575 -	1,704	
<i>Reference 4</i>	well for my undergraduate days	<i>Character Range</i>	2,124 -	2,154	
<i>Reference 5</i>	no, I presume that all of them are the same in the library	<i>Character Range</i>	5,080 -	5,138	
Node Coding	Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Dressing & Attires	References	2	Coverage	1.05 %
<i>Reference 1</i>	the problem of carrying your bag	<i>Character Range</i>	379 -	411	
<i>Reference 2</i>	usually use my system,	<i>Character Range</i>	1,063 -	1,085	
Node Coding	Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Dressing & Attires\Embarrrsed while trying to gain entry	References	3	Coverage	4.16 %
<i>Reference 1</i>	Another problem is the dress-code	<i>Character Range</i>	489 -	522	
<i>Reference 2</i>	embarrassed when entering the library	<i>Character Range</i>	574 -	611	
<i>Reference 3</i>	sometimes even when you dress up properly they would still tell you that you have violated dress code, so that is why I don't visit the library	<i>Character Range</i>	726 -	870	
Node Coding	Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Unfamiliar environment	References	3	Coverage	6.08 %
<i>Reference 1</i>	you don't know what to do, you don't know you are supposed to check call numbers,	<i>Character Range</i>	1,763 -	1,844	
<i>Reference 2</i>	you don't know how to check call numbers so when you get to the reserve section, they just start speaking to you in harsh tone and this is frustrating	<i>Character Range</i>	1,849 -	2,002	
<i>Reference 3</i>	I didn't know how to use them and it what very difficult and I get frustrated	<i>Character Range</i>	2,279 -	2,357	

Total References 21

**Node Coding Tree Nodes\1 (PERCEPTION OF PG References 4 Coverage 7.29 %
STUDENTS ON VISITATION TO THE
LIBRARY)\Unconductive environment**

Reference 1 Character Range 3,596 - 3,634
 ewee: the challenge I face is conduciv

Reference 2 Character Range 3,642 - 3,665
 here the library is ver

Reference 3 Character Range 3,667 - 3,850
 hot, the fans are not functioning well and the air-conditioning systems are down or maybe seats are not soft, you know instead of soft seats, we have hard seats and you are not comfor

Reference 4 Character Range 4,086 - 4,165
 know we need good chairs because this is not a secondary school this is a unive

**Node Coding Tree Nodes\1 (PERCEPTION OF PG References 2 Coverage 7.65 %
STUDENTS ON VISITATION TO THE
LIBRARY)\Unconductive
environment\Insufficient network**

Reference 1 Character Range 1,015 - 1,161
 e of the nature of my needs for information. You know with the internet I can just look for books and resources I need rather than going to the li

Reference 2 Character Range 4,225 - 4,418
 know there was a time I and my friend wanted to use the ports in the library and there was none available for use because only two ports were functioning for public use so we just angrily walke

**Node Coding Tree Nodes\2 (PERCEPTION OF PG References 1 Coverage 2.73 %
STUDENTS ON THE REFERENCE SERVICE AND
LIBRARIAN)\Conduct of Library Staff**

Reference 1 Character Range 2,746 - 2,867
 well I have not visited all the department in the library so I can't say all the materials in the library are current or

**Node Coding Tree Nodes\2 (PERCEPTION OF PG References 2 Coverage 3.07 %
STUDENTS ON THE REFERENCE SERVICE AND
LIBRARIAN)\Outdated & Irrelevant
Resources**

Reference 1 Character Range 2,963 - 3,015
 wee: honestly speaking some of the materials are out

Reference 2 Character Range 3,085 - 3,169
 wee: sometimes it is not the issue of outdated sometimes you don't even get what you

**Node Coding Tree Nodes\3 (SOURCES OF USERS LIBRARY References 7 Coverage 9.15 %
ANXIETY)\Attitude of librarians**

Reference 1 Character Range 1,975 - 2,002
 ee: sometimes they are fri

Reference 2 Character Range 2,007 - 2,029
 and sometimes they ar

Reference 3 Character Range 2,031 - 2,108

not, sometimes they are willing help and they are willing to go extra-mile to

Reference 4 *Character Range 2,113 - 2,132*

and others are har

Reference 5 *Character Range 2,223 - 2,282*

wee: someone that is friendly you see that he is willing to

Reference 6 *Character Range 2,287 - 2,388*

and those that are not friendly the way they would answer you, you would know that they are not frie

Reference 7 *Character Range 2,482 - 2,582*

ehhh the tone would tell you if the librarian is willing to help or not, you know first impression I

Node Coding **Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Dressing & Attires** **References 2** **Coverage 7.74 %**

Reference 1 *Character Range 445 - 588*

the dress code, I can remember I had an issue with the security concerning my dressing, they said I cannot use armless shirts into the library.

Reference 2 *Character Range 663 - 863*

no, you know you can't force someone to wear what they don't want to wear, I mean I know that am well dressed and just because the arm of my dress is not covering my arm completely it becomes a probl

Node Coding **Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Dressing & Attires\Embarssed while trying to gain entry** **References 1** **Coverage 1.33 %**

Reference 1 *Character Range 863 - 922*

em so to avoid embarrassment from the security, I just stay

Node Coding **Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Unfamiliar environment** **References 2** **Coverage 7.20 %**

Reference 1 *Character Range 1,287 - 1,405*

but I would rather use the internet rather than going to the library to face the stress of searching for information

Reference 2 *Character Range 1,510 - 1,711*

hmm my experience with the library is sometimes when you go into the library seeking for materials sometimes you don't even know how to go about, and you are alone and you feel discourage and just go

transcript 2

Document

Total References 17

Node Coding **Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)\Unconducive environment** **References 1** **Coverage 1.77 %**

Reference 1 *Character Range 772 - 827*

keep disturbing the serenity of the library environment

Node Coding **Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Conduct of Library Staff** **References 2** **Coverage 6.37 %**

Reference 1 *Character Range 1,983 - 2,080*

another reason I don't go to the library is because I have to contact them when I need a new book

Reference 2 *Character Range 2,557 - 2,658*
challenge is lack of mutual understanding between the users and services providers i.e. the librarian

Node Coding **Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Outdated & Irrelevant Resources** **References 2** **Coverage 2.77 %**

Reference 1 *Character Range 2,089 - 2,125*
there are no new books in the shelf

Reference 2 *Character Range 2,499 - 2,549*
one of the challenges is lack of books, new books.

Node Coding **Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Attitude of librarians** **References 11** **Coverage 19.89 %**

Reference 1 *Character Range 469 - 482*
extreme cases

Reference 2 *Character Range 582 - 644*
first time I visited the library the librarian was so arrogant

Reference 3 *Character Range 648 - 665*
ended up fighting

Reference 4 *Character Range 673 - 722*
KIL most time they don't want the student to talk

Reference 5 *Character Range 727 - 767*
the librarians themselves are very lousy

Reference 6 *Character Range 938 - 1,077*
I wouldn't say I haven't asked for assistance because the first time I asked for assistance and the response from the librarian was hostile

Reference 7 *Character Range 1,079 - 1,121*
The librarian treated me as a kindergarten

Reference 8 *Character Range 1,126 - 1,211*
as if I don't belong to a place called the library so because of that I stay away.

Reference 9 *Character Range 1,468 - 1,516*
My view about them is that they are not friendly

Reference 10 *Character Range 1,517 - 1,574*
though I met one that was good but it is just only one

Reference 11 *Character Range 2,137 - 2,204*
they are not friendly so I look for my information somewhere else

Node Coding **Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Dressing & Attires\Embarssed while trying to gain entry** **References 1** **Coverage 3.53 %**

Reference 1 *Character Range 2,755 - 2,865*
absolutely! Am the type that don't like trouble so instead of having trouble with some I would rather avoid it

Total References 11

Node Coding Tree Nodes\1 (PERCEPTION OF PG **References** 3 **Coverage** 8.12 %
STUDENTS ON VISITATION TO THE
LIBRARY)\Unconducive environment

Reference 1 *Character Range* 1,841 - 1,871
the library is sometimes noisy

Reference 2 *Character Range* 1,873 - 1,954
you hear students discussing on top of their voices and even the staff themselves

Reference 3 *Character Range* 1,956 - 2,105
The place is sometimes hot and stuffy because of the number of people coming in to use the library, no proper air conditioning system and ventilation

Node Coding Tree Nodes\2 (PERCEPTION OF PG **References** 1 **Coverage** 4.12 %
STUDENTS ON THE REFERENCE SERVICE AND
LIBRARIAN)\Conduct of Library Staff

Reference 1 *Character Range* 1,260 - 1,392
you can ask them for something and they would just tell you to go and look for it even when you don't know where and how to find it.

Node Coding Tree Nodes\2 (PERCEPTION OF PG **References** 3 **Coverage** 4.28 %
STUDENTS ON THE REFERENCE SERVICE AND
LIBRARIAN)\Outdated & Irrelevant
Resources

Reference 1 *Character Range* 449 - 513
the fact that most resources I need I can get it on the internet

Reference 2 *Character Range* 2,762 - 2,799
the books in the library are outdated

Reference 3 *Character Range* 2,804 - 2,840
sometimes irrelevant to what I need.

Node Coding Tree Nodes\3 (SOURCES OF USERS LIBRARY **References** 2 **Coverage** 9.43 %
ANXIETY)\Attitude of librarians

Reference 1 *Character Range* 847 - 1,029
I would rate it average because sometimes you go to the library looking for books especially books in reserve section and they are telling you rubbish as if you are not a human being

Reference 2 *Character Range* 1,130 - 1,250
Some of them are nice and friendly, they even try to help you out when you are stranded but others are so rude and harsh

Node Coding Tree Nodes\3 (SOURCES OF USERS LIBRARY **References** 2 **Coverage** 6.71 %
ANXIETY)\Unfamiliar environment

Reference 1 *Character Range* 2,115 - 2,192
the way and manner in which the librarian assist when looking for information

Reference 2 *Character Range* 3,014 - 3,152
I can't go to the library to be frustrated by the nature of the place so I would rather use the internet rather than go and get frustrated

Total References 10

Node Coding Tree Nodes\1 (PERCEPTION OF PG **References** 2 **Coverage** 3.73 %
STUDENTS ON VISITATION TO THE LIBRARY)\Serene Environment

Reference 1 Character Range 769 - 828
the number one experience I have is that the place is quiet

Reference 2 Character Range 1,014 - 1,043
I have positive experiences,

Node Coding Tree Nodes\1 (PERCEPTION OF PG **References** 1 **Coverage** 5.76 %
STUDENTS ON VISITATION TO THE LIBRARY)\Unconducive environment

Reference 1 Character Range 1,047 - 1,183
based on other things I see around people don't really concentrate, as you concentrate to read they always go around looking for friends

Node Coding Tree Nodes\2 (PERCEPTION OF PG **References** 5 **Coverage** 20.72 %
STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Conduct of Library Staff

Reference 1 Character Range 1,294 - 1,396
sometimes when one is reading, they tell us to go out because they have something to do in the library

Reference 2 Character Range 1,713 - 1,791
when I decide to go and ask for a book they wouldn't really give you attention

Reference 3 Character Range 1,830 - 1,986
when you go to meet them during their prayer time, they would ask you to wait for them to come back from their prayers, regardless of how desperate you are.

Reference 4 Character Range 2,088 - 2,142
my experiences is that some of the librarians are lazy

Reference 5 Character Range 2,144 - 2,243
even if the book is somehow close to them they would tell you that he books are out you understand.

Node Coding Tree Nodes\2 (PERCEPTION OF PG **References** 1 **Coverage** 3.18 %
STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Outdated & Irrelevant Resources

Reference 1 Character Range 451 - 526
I don't visit the library is because sometimes I have the materials with me

Node Coding Tree Nodes\3 (SOURCES OF USERS LIBRARY **References** 1 **Coverage** 2.20 %
ANXIETY)\Attitude of librarians

Reference 1 Character Range 2,305 - 2,357
they would feel that my own concern is not important

Total References 13

Node Coding	Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)\Serene Environment	References	1	Coverage	4.01 %
<i>Reference 1</i>	<i>Character Range</i>				576 - 673
I like the environment because it is spacious, well kept, organized and clean. I really loved it					
Node Coding	Tree Nodes\1 (PERCEPTION OF PG STUDENTS ON VISITATION TO THE LIBRARY)\Unconductive environment	References	2	Coverage	5.99 %
<i>Reference 1</i>	<i>Character Range</i>				2,215 - 2,239
again it is not even con					
<i>Reference 2</i>	<i>Character Range</i>				2,240 - 2,361
ucive they should make it more conducive fit it with more light, comfortable chairs and people would come in to use the l					
Node Coding	Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Conduct of Library Staff	References	2	Coverage	15.13 %
<i>Reference 1</i>	<i>Character Range</i>				911 - 1,175
They are also too lousy and I don't think they know their job. When they see somebody searching for a particular book and the person don't really get the information they are looking, as a librarian they are expected to walk up to such person and render assistance					
<i>Reference 2</i>	<i>Character Range</i>				1,177 - 1,279
They show nonchalant attitude and any way at the end of the month the would still receive their salary					
Node Coding	Tree Nodes\2 (PERCEPTION OF PG STUDENTS ON THE REFERENCE SERVICE AND LIBRARIAN)\Outdated & Irrelevant Resources	References	2	Coverage	8.35 %
<i>Reference 1</i>	<i>Character Range</i>				1,891 - 1,960
they should also update their books because their books are outdated.					
<i>Reference 2</i>	<i>Character Range</i>				1,961 - 2,094
What would bring me to the library when all they have are outdated books? I would rather stay at home and source for resources online					
Node Coding	Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Attitude of librarians	References	5	Coverage	22.57 %
<i>Reference 1</i>	<i>Character Range</i>				757 - 841
start with they are not friendly, so I did not even contact them for any assistance.					
<i>Reference 2</i>	<i>Character Range</i>				1,177 - 1,279
They show nonchalant attitude and any way at the end of the month the would still receive their salary					
<i>Reference 3</i>	<i>Character Range</i>				1,387 - 1,430
the information services unit is very poor					
<i>Reference 4</i>	<i>Character Range</i>				1,444 - 1,625
it is so poor that they need to restrategies their unit, because they are not even friendly so which information do I want to go and find from them when they are not even friendly.					
<i>Reference 5</i>	<i>Character Range</i>				1,723 - 1,859
number one they have to be friendly if they really want people to be coming to the library they have to be very very friendly to people.					

Node Coding Tree Nodes\3 (SOURCES OF USERS LIBRARY ANXIETY)\Unfamiliar environment **References** 1 **Coverage** 2.73 %

Reference 1 *Character Range* 844 - 910

I just walk around looking for what I need which is discouraging.

Source Summary Report

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