

**PERCEPTIONS OF NON-LIBRARY USER POSTGRADUATE STUDENTS ON  
LIBRARIANS' SKILLS AND COMPETENCIES IN AHMADU BELLO UNIVERSITY,  
LIBRARIES, ZARIA, NIGERIA**

**BY**

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**JULY, 2016**

## **DECLARATION**

I hereby declare that this dissertation entitled “Perceptions of Non-Library Users Postgraduate Students on Librarians’ Skills and Competencies in Ahmadu Bello University Libraries, Zaria, Nigeria” is my personal research work. It had never been presented anywhere, either wholly or partly, for the purpose of the award of any degree. All literature consulted were duly cited and properly acknowledged by means of references.

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**Abdurrahman Jibril**

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**Date**

## **CERTIFICATION**

This is to certify that, this dissertation entitled “Perceptions of Non-Library User Postgraduate Students on Librarians’ Skills and Competencies in Ahmadu Bello University Libraries, Zaria, Nigeria” meets the regulations governing the award of Masters’ degree of Library Science (MLS) of Ahmadu Bello University, Zaria-Nigeria and is approved for its contribution and literary presentations.

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## **DEDICATION**

This research work is dedicated to my Father- **Abdurrahman Uba Usman** (Late),  
Mother-**Fatima Abdurrahman**, and Wife- **Maryam Abdurrazaq**.

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## ABSTRACT

*This research was carried out on Perceptions of Non-Library User Postgraduate students on Librarians' Skills and Competencies in Ahmadu Bello University Libraries, Zaria, Nigeria. Four research questions were raised and answered with respect to the perception of postgraduate students on librarians' status, perceptions of postgraduate students on librarians' expertise, sources of information to the postgraduate students and how the theory of planned behaviour explains the perceptions of postgraduate students on librarians' expertise. Theory of planned behaviour was adopted as theoretical framework to explain the perceptions of Postgraduate students of librarians from the perspective of two constructs: subjective norms and attitudes. The study adopted qualitative research methodology and specifically exploratory research design was used. A total number of 8,301 registered postgraduate students for 2013/2014 session were drawn as the population of the study, out of which 17 postgraduate students of Ahmadu Bello University, Zaria were purposely drawn as sample size. Interview was used as the instrument to gather data from the research participants. Inductive analytical process was used to analyze the data. Findings from the study revealed that, Postgraduate students in A.B.U. Zaria regard librarians as those that engaged in keeping books, administering office activities and support members of the university community. The finding of the study also revealed that postgraduate students do not regard librarians as their source of information when they are in need of information, at the same time postgraduate students in Ahmadu Bello University, Zaria do not regard librarians as people with expertise to meet because they saw them as people that lack some skills (being analytical, flexible, personal skills when dealing with people etc) and as well the findings of the study conform to some of the constructs of the theory subjective norms and attitudes. It can be concluded that librarians in Ahmadu Bello University must try and correct the mis-conceptions about their roles and status in the University by the postgraduate students in particular and other categories of users in general. Recommendations were given among which librarians should engaged in sensitizing members of the University community through organizing librarians week and go round the campus and enlighten members of the university community on their roles and what they can offer to Postgraduate students and other members of the university community, as well library orientation to postgraduate students need to be given serious concern so that postgraduate students could know the value of librarians as library and information science professionals. Library management in Ahmadu Bello University, Zaria should try and be organizing workshops and seminars for the librarians on the acquisition of necessary skills that could make them to be relevant in the 21<sup>st</sup> century.*

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## **List of Abbreviations**

<b>BI:</b>	Behavioural Intention
<b>ICT:</b>	Information & Communication Technology
<b>LIS:</b>	Library & Information Science
<b>MIS:</b>	Management Information System
<b>MSc:</b>	Master of Science
<b>M. Phil:</b>	Master of Philosophy
<b>NKC:</b>	National Knowledge Commission
<b>OTC:</b>	Over-the-Counter
<b>PBC:</b>	Perceived Behavioural Control
<b>PG:</b>	Postgraduate
<b>PGD:</b>	Postgraduate Diploma
<b>PhD:</b>	Doctor of Philosophy
<b>SNS:</b>	Social Networking Site

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Librarians of 21<sup>st</sup> century possess skills for generating, processing, storing, and providing access to information to library users (Rubin, 2004). As the traditional custodians of information, Ajeemsha and Marham, (2012) posited that librarians need to be aware of the changes in today's libraries and develop technological, managerial and personal skills, which will enable them to provide access and use of information. It is therefore vital that librarians keep in touch with modern developments in their profession and maintain a proactive attitude to their work in an ever changing information world. Chan, Donna, Ethel, (2005) asserted that today, libraries live in a world where information and knowledge are momentous force in shaping society and require more sophisticated skills to enable them serve users better so that they will come and patronize the resources and services of the library.

For librarian's services to be patronized, clients must have confidence on the librarians, and confidence on professionals leads to patronage (Babin and Darbin 2000). Also, Oberg, Schleiter, Honor (1989) suggested that clients must have confidence on librarians to make them patronize library resources and services especially in this second-decade of 21<sup>st</sup> century. To ensure patronage by clients, librarians with necessary knowledge and skills must be put in place. Thomas and Salpalhi (2010), in support of this assertion, opined that librarians should have the traditional skills such as classification, cataloguing, indexing, user education which are still relevant in this present age together with the skills of information and communication

technologies to enable them deal with information provision in the new 21<sup>st</sup> century library environment.

### **1.1.1 Skills and Competencies of Librarians**

Skill is the application of the knowledge gained, the awareness of necessary knowledge with the attendant to use them to satisfy the users' information needs, is the basic concern of second decade of 21<sup>st</sup> century librarians (Ezeama, Ugwani and Igwu, 2014). The application of this knowledge will help librarians to deliver more responsive and effective information service to the library users.

CARL (2010) maintained that competencies relate to the minimum level of performance expected of librarians to carry out their work or designed task, effectively and efficiently. National Knowledge Commission (2012) posited that competencies are qualities of being able to take specified action without referring to other people or without gaining special authorization, or without violating rules about who may take this action. For librarians to thrive in 21<sup>st</sup> century library environment, they must have traditional knowledge of librarianship and management skills together with information technology skills. In his study Hsiehyee (2004) put that as librarians' skills are affected, they have to act in a manner in order to support the 21<sup>st</sup> century challenges of information services provision. Ezeama, et, al (2014) posited that leadership and management skills , mission and value skills, cooperation and collaboration, communication and interpersonal skills, problem solving skills (analytical, creative and flexible), managerial skills, growth are skills required by library and information service professionals in this 21<sup>st</sup> century library environment.

Also buttressing the above statement, Singh and Pink (2009) recommended a combination of generic skills, traditional skills and ICT related skills like digital archiving, content developing, metadata, electronic database searches, networking consortia access etc. in the teaching of librarians. With all these skills, librarians will be more relevant and users will be more willing and able to come and patronize the resources and services they will provide. In the same vein, Gulati and Raina (2000) stressed that library and information professionals in 21<sup>st</sup> century library environment need to have the traditional core skills of librarianship, know the basics of I.T particularly in the area of computer, communication and networking technologies which will enable them meet or exceed the expectations of their users .

In the same vein, Myburgh (2005) in Kahoo(2005) posited that information professionals in the 21<sup>st</sup> century library environment are supposed to have skills in problem solving, teamwork, embracing, continuous change, lifelong learning, interdisciplinary knowledge, service commitment, demonstrate effective communication and interpersonal skills, flexible, high ethical standards in professional and personal life demonstration, intellectual openness and curiosity posing, critical and conceptual engagement and reflective thinking of intellectual and practical activity contribute to develop their professional competencies which will make users regard them as people they can rely upon when they always seeks for information.

Orme (2008) conducted a content analysis of the library sectors in the United Kingdom, which indicated that generic skills are the most normally required, this is followed by professional skills and personal skills as the third category of skills required by librarians to function well in the 21<sup>st</sup> century library environment so that patronage by users will be realized.

Nanthacumjane (2011) studied the essential competencies of an information professionals working in today's libraries in Norwegian and Thai library and information science educators. The study shows that the knowledge and skills underpin the work librarians in the two countries encompassed analytical, creative and technical competencies. It was also found that the principal areas of disciplinary knowledge required include critical thinking, information literacy and teamwork, communication, users' needs among others were found to be the generic skills needed by information professionals in today's libraries.

The National Knowledge Commission (2007) recommends the minimum skills required for librarians to include:-

1. Library and information handling skills.
2. Service orientation.
3. ICT knowledge skills.
4. Communication and training skills
5. Marketing and presentation skills
6. Understanding of cultural diversity and
7. Knowledge mapping skills.

All these will provide a lot of opportunities to the library users in finding relevant information in short-time and will make them have confidence on the staff providing this information to them (librarians).

Kahoo (2005) in Nanthacumjane (2011) summarized the skills and competencies of librarians into three;

- i. Personal skills
  - ii. Generic skills
  - iii. Discipline – specific knowledge
- **Personal Skills:** Defined personal skills as the appropriate attitudes values and personal traits. The personal skills expected of librarians include being analytical, creative, flexible,

reflective, able to deal with a range of users detective-alike, responsive to other's need, enthusiastic and self-motivated. Personal skills are of paramount importance in today's contemporary library world.

- **Generic Skills:** Defined generic skills as the general skills that cut-across disciplines, for instance communication, critical thinking, information literacy, teamwork etc. The generic skills that are of importance to librarians include information literacy, communication, critical thinking, teamwork, ethics, and social responsibility, problem solving and leadership. Library in this second-decade of 21<sup>st</sup>centaury serves many roles: help in facilitating searching and evaluating required information, an effective communicator, a critical thinker, a collaborative practitioner in problem solving with strong leadership.

- **Discipline-Specific Knowledge**

Discipline specific knowledge is said to be defined as knowledge which is learned in the library and information science programmes in both undergraduate and postgraduate levels. For instance, organization of information resources including cataloguing, bibliographic information, collection development, digitizing , management information system (MIS) (Choi and Rasmussen 2006, Howard 2009).

In support of the above statement, Lovato (2003) stressed that discipline-specific knowledge is identified as essential knowledge that an information professional should have so that he can be able to support the library in meeting its objectives in providing prompt access to information to its target audience.

Gerolimas and Konsta (2008) are of the view that discipline-specific knowledge is the knowledge that will make professionals to demonstrate professional technical competence and

meet professional standards to be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

## **1.2 Statement of the Problem**

Libraries of 21<sup>st</sup> century are provided with resources that are in prints, and electronic form, and for users to be able to patronize the resources, Librarians that have knowledge and skills on the Librarianship and background knowledge in other subject disciplines must be employed to provide assistance in accessing and use of the resources. To provide assistance, library users must have confidence in the Librarians', so that they can patronize the library. Nilsen (2012) asserted that librarian should be someone who is perceived by his clients as somebody that has a better understanding of a task, process or concept so that he can help them when they have difficulty. In his remark, Vygotsky, (1978) opined that somebody that shall provide assistance should be a person that has a better understanding or a higher ability level than the learner that is more knowledgeable order (librarians providing assistance in terms of accessing and use of library resources to postgraduate students in the case) with respect to a task, process.

Inspite of numerous advantages of having librarians in libraries to provide assistance in access and use of library resources, it was observed by the researcher that postgraduate students in Ahmadu Bello University, Zaria do not perceive librarians as experts with the required skills and competencies to provide assistance in terms of accessing and use of information in the libraries. In fact, some postgraduate students of nowadays do not recognize libraries as place, for consulting professionals that will provide assistance in accessing and using libraries, they do not come to the libraries anymore, they prefer using their personal collections, phones, laptops and

going to café centers, as their first place of call for information. This is in line with the findings of Oberg, et, al (1989) who explore the perceptions of librarians at Albion College in the United Kingdom and reported that much has to be done on how members of the College view librarians as professionals that can provide assistance to them in their researches. Similarly, the findings of Nilsen (2012) in their study of students perceptions of the information professionals in Canada, revealed that students view on librarians is that they seem not to rely on librarians for their information. One will expect postgraduate students to always go to the library and meet librarians' when they want to access and use information for their studies.

It is in the light of the above statement, the researcher explored the perceptions of Postgraduate students on the librarians skills and competencies in Ahmadu Bello University, Zaria.

### **1.3 Research Questions**

This study sought to provide answers to the following research questions:

1. How do postgraduate students perceive librarians status in Ahmadu Bello University, Zaria?
2. What are the sources of information to postgraduate students in Ahmadu Bello University, Zaria?
3. How do postgraduate students perceive librarians' expertise in Ahmadu Bello University, Zaria?
4. How does the theory of planned behaviour explains the perceptions of postgraduate students on librarians' expertise in Ahmadu Bello University, Zaria?

### **1.4 Objectives of the Study**

The objectives of the study are:

1. To explore the perceptions of postgraduate students on librarians' status in Ahmadu Bello University, Zaria.
2. To explore the sources of information to postgraduate students in Ahmadu Bello University, Zaria.
3. To explore the perceptions of postgraduate students on librarians' expertise in Ahmadu Bello University, Zaria.
4. To explore how the theory of planned behaviour explains the perceptions of postgraduate students on librarians' expertise in A.B.U. Zaria.

### **1.5 Significance of the Study**

It has been stressed that the major reason research is carried out is to help find solution to already identified problems. Librarians are professionals that specialize in the collection, storage, processing, organization and dissemination of knowledge/information in whatever form. They serve as a link between resources in the libraries and their users.

The significance of this study, therefore, lies in the fact that the findings of the study would be of immense assistance to the management of the libraries, the librarians and the users as well on how best to provide libraries with librarians that users of today's libraries have interests on them.

The findings of the study would assist the library management, National Universities Commission, Federal Ministry of Education and other stakeholders in understanding the extent to which the librarians are knowledgeable and how their users perceive them, at the same time to know the extent to which postgraduate students perceive the librarians so that resources and

services could be provided tailored towards the users' understanding on the librarians. Also, the findings of this study would help the libraries to know how to market their resources and services as this would help them provide services geared towards users' needs. Finally, the research would help the world of researchers who might intend to conduct further research on this particular area of study.

## **1.6 Scope of the Study**

The scope of this study covered users of the libraries in Ahmadu Bello University, Zaria specifically postgraduate students in the twelve (12) faculties namely; Faculties of Administration, Agriculture, Arts, Education, Engineering, Environmental Design, Medicine, Law, Pharmaceutical Sciences, Sciences, Social Science and Veterinary Medicine. The study tried to explore perceptions of non-library user postgraduate students on the librarians' skills and competencies in the provision of library and information services in the second-decade of 21<sup>st</sup> century.

## **1.7 Limitations of the Study**

The study was limited to postgraduate students that do not use the library but rather used other sources for their information. Also, the study was limited to interviewing only postgraduate students from Ahmadu Bello University, Zaria, excluding other categories of students in the

university. Also time was another limiting factor which the researcher had to contend with because there was a time limit for which the program would expire.

## **1.8 Operational Definition of Terms**

The following terms were defined operationally within the context of this research to enhance their understanding and use:

**Exploring:** Refers to examining reasons behind Postgraduate students not considering librarians as expert when seeking for information.

**Librarians:** Refer to professional librarians with a minimum qualification of first degree in Library and Information Science that are employed to work in the library.

**Library Users:** Refer to the patrons that make use of the library physically or virtually.

**Perception:** It refers to one's understanding about a particular issue or phenomenon that makes him perform or not to perform a particular action.

**Postgraduate students:** Refer to students that are pursuing their degree programs in a university setting in different fields of endeavors beyond first degree program.

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**CHAPTER TWO**  
**REVIEW OF RELATED LITERATURE**

**2.1 Introduction**

This chapter presents review of theory of planned behaviour which formed the theoretical foundation of this study. Additionally, previous studies conducted using theory of planned behaviour was reviewed. The chapter was reviewed under the following sub-headings:

2.2 Perception of Library Users on Librarians

2.3 Theory of Planned Behaviour

2.4 Construct of the Theory

2.4.1 Attitudes

2.4.2 Subjective Norms

2.4.3 Perceived Behavioral Control

2.5 Previous Studies that Adopted Theory of Planned Behaviour

2.6 Application of Theory of Planned Behaviour to the Problem of Librarians Skills and Competencies

2.7 Summary of the Review

References

## **2.2 Perception of Library Users on Librarians**

Perceptions in the first place refer to opinions formed through socio-cognitive processing of facts, attitudes and beliefs about a phenomenon (in this case phenomenon is attitude towards the skills and competencies of Librarians), Matee (2011). Thus perceptions in this sense refer to beliefs or opinions based on “how things seem”. As such, human perception is subject to bias which leads human actors to reject or ignore information that challenges their expectations. Perception is a process where we take in sensory information from our environment (Hawker, 2013). Oberg, et, al (1989) investigated whether librarians were seen as academics equals to other academics staff in the university. The study revealed that in Albion College, academics do not consider librarians as expert equal to other academic in the College which call for attention as librarians are suppose to be seen as academic staff equals to their counterpart in the university system. Zheng (2000), on his part, studied on faculty perceptions on librarians as officers in the university system, found that faculty members viewed librarians as liaising officers between the management and the library in updating the library resources, they do not view librarians as research consultants but instead as first persons to contact when faculty experience library problems rather than research problems. Another study by Divary, Ada and Nicola (1989) on perception of faculty members at the University of Manitoba, came out with their finding that, librarians in the University were seen as people with a service function but do not engage in research and teaching and therefore received low rating among academics in

the university. This therefore, calls for a need by the librarians in the university system and other tertiary institutions to engage in scholarly researches so that members of the university community would start see them as people they will rely on when they are in need of information.

Nilsen(2012) in his study on faculty perception of librarians led-instructions, revealed that, faculty members viewed librarians as mere professionals not equal to the academics in the university system. The finding indicated that librarians must wake up and engage in scholarly researches and try and up to professors within the library system so that faculty members, will start seeing them as professionals equal to other academics in the university system.

### **2.3 Theory of Planned Behaviour**

Theory of planned behaviour (TPB) is a model for the prediction of behavioural intention, spanning predictions of actions, attitudes and predictions of behaviour. The theory was developed by Ajzen's in 1991. It was developed to predict human intentions to exhibit certain behaviour. The theory of planned behaviour (TPB) is a widely endorsed model to understand behaviour in applied social psychology. It is one of the most influential and cited models for the predictions of human behaviour (Ajzen's, 2011).The TPB States that the more a person intends to perform behaviour, the greater the likelihood that the behaviour will actually be performed. The separation of behavioural intention from behaviour allows for explanation of limiting factors of attitudinal influence. (Ajzen, 1991). Individuals perceptions that most people who are important to him/her he should or should not perform the behaviour in question (Ajzen and Fisherbein, 1977). They suggest, however, that attitudes and norms are not weighted equally in predicting on the individual and the situation, these factors might be the kind of person who

cares little for what others think. In this, case the subjective norms would carry weight in predicting individuals behaviour (Levis 2012).

The theory of planned behaviour had received considerable and justifiable attention within the field of user behaviour, psychology, education (Kelly, 2008) not only that the model appear to predict users intentions and behaviour quite well, but it also provides a relatively simple basis for identifying where and how to target consumer's behavioural change attempts (Sheppard, Hartwick and Warshaw, 1988). The theory helps to understand many problems faced by modern societies such as drug addiction, sexual assault, trafficking etc (Oskamp, 1998).

The purpose of the theory of planned behaviour is to predict and understand consumer behaviour. According to the theory, a person's behaviour can be predicted by intention, which is predicted by the person's attitude toward the behaviour, subjective norms, and perceived control (Ajzen's, 1991). An attitude toward behaviour is defined as one's positive or negative evaluation of the particular behaviour based on the person's beliefs. A subjective norm is a person's perception of whether significant referents approve or disapprove of the behaviour. Perceived control is the perceived difficulty of performing the behaviour. The strength of a person's intention is determined by three constructs of the theory, which is attitude, subjective norm, and perceived behavioural control (PBC).

#### **2.4 Constructs of Theory of Planned Behaviour**

The constructs of theory of planned behaviour are three which are;

1. Attitude
2. Subjective norms

### 3. Perceived behavioral intention

#### **2.4.1 Attitude**

Attitude refers to sum total beliefs about a particular behavior weighted by evaluations of these beliefs (Steppard, Brown, Karen, et. al. 2012). It also refers to the degree to which a person has favorable or unfavorable evaluation of the behavior of the question. Attitudes relate to individual perception of the behavior. Attitude toward the behaviour is a person's overall evaluation of the behaviour. It reflects the individual's positive or negative evaluations of performing the behaviour. Attitudes is a product of behavioural beliefs-an overall evaluation of whether the behaviour is good or bad and expectations about the likelihood of certain outcomes that will come from performing the behaviour. It is also a degree to which a person has a favourable or unfavourable evaluation of the behaviour of interest. It entails a consideration of the outcomes of performing the behaviour.

#### **2.4.2 Subjective Norms**

Subjective norms is seen as a combination of perceived expectations from relevant individuals or groups along with intentions to comply with these expectations. It's the perceived social pressure to perform or not perform the behavior. It refers to one's perception about other people's force of influence to perform or not to perform the behavior (Ajzan and Fishbein, 1977). Subjective norm is determined by the perceived pressure or wishes of important others. Subjective norms are a person's own estimate of the social pressure to perform or not perform the target behaviour. Subjective norms are assumed to have two components which work in interaction: beliefs about how other people, who may be in some way important to the person, would like them to behave (normative beliefs). Subjective norms are attitudes and behaviours that

are considered normal, typical or average. They determine approval or disapproval of the behaviour. Subjective norms can be described as the perceived social influence to engage or not to engage in behaviour and are products of normative beliefs-whether one believes that significant others think he or she should perform the behaviour. This is based on one's belief regarding the evaluation of others weighted by one's motivation to comply.

### **2.4.3 Perceived Behavioral intention**

Perceived Behavioural Control (PBC) measures a person's relative strength of intention to perform a behaviour; (Ajzen and Fisherbein, 1977). It's function to both attitudes towards behaviour and subjective norms toward that behaviour, which has been found to predict actual behaviour. It refers to the person's beliefs about the easiness or difficulty in performing the behaviour. It's also the belief of the amount of direction one has over the environment. It suggests if the task will be easy or difficult to accomplish. Percieve behavioural control is taken to be a function of the person's beliefs about the resources and obstacle relevant to performance of the behaviour.

### **2.5 Previous Studies that Adopted Theory of Planned Behaviour (TPB) as Theoretical Framework**

Several scholars from different disciplines have used theory of planned behaviour as theoretical framework (Bashirian, Barati and Fathi, 2014). This section discussed some of the previous studies that used theory of planned behaviour as theoretical framework.

Yunkyong (2007) carried out a study on understanding the impact of physical environment on perceived service quality in the hotel industry, using the theory of planned behaviour. The purpose of the study was to examine the effects of intangible services variables theorized to influence perceived quality with the physical environment of the hotel industry, to examine the effects of perceived quality on customer loyalty, to examine the effects of tangible services variables theorized to influence perceived quality with the physical environment of the hotel industry. Using quantitative research method, the findings indicated that physical environment influences the perceived services quality that relate to customer satisfaction. The study result also indicated that intangible services quality had more of effects on overall

perceived service quality. The finding also indicated that it is hard to standardize human behaviour with regards to hotels customers.

Alselaimi (2010) investigate on the antecedent of physical activity participation among Saudi adolescents using the theory of planned behaviour. The main basis of the study was to investigate the antecedents of Saudi adolescents' intentions and behaviour regarding participation in leisure-time physical activity. The study answer the following research questions: Do intention, perceived behavioural control, and past behaviour influence participation in leisure-time physical activity behaviour? Do attitude toward behaviour, subjective norm, perceived behavioural control, and additional variables influence intention to participate in leisure time physical activity? Do behavioural, normative, and control beliefs influence attitude, subjective norm, and perceived behavioural control? A mixed methods approach was adopted to identify and test the important social and psychological determinants of participation in leisure-time physical activity. Phase one of the research was qualitative in nature. These findings, along with theoretical propositions and evidence from previous studies, contributed to the development of a model of the social and psychological determinants of participation in leisure-time physical activity. They also contributed to the development of ways to measure important concepts in the model.

Similar to Alselaimi (2010), George, Lordorfos, and John (2006) carried out a research on consumer behaviour: experience, price, trust and subjective norms in the OTC pharmaceutical market. The research is set to examine the determinants of consumers' attitudes and intention to exhibit brand loyal behaviour. Specifically, this study employed the theory of planned behaviour to investigate the antecedent factors contributing to an individuals' brand decision within the over-the-counter (OTC) pharmaceutical market. The research question asked in this research

was: to what extent does the brand of this product affect your purchasing decision? Does a belief about the trustworthiness of a brand of OTC pharmaceutical product determine an individual's attitude to purchasing that product? The methodology used in this study was a series of narrative and quantitative reviews, using a questionnaire as instrument for data collection. The finding of this research reveals that experience with an OTC product is the primary factor determining actual repeat purchase of the pharmaceutical brand. The subjective norm is the secondary causal factor, whereby the subjective norm refers to the opinions and attitudes of friends, family and health professionals. The research recommendations stress that the creation and maintenance of brands are becoming more important in today's highly competitive environment, further research should lean towards investigating the differences in belief and attitudes of consumers characteristically 'loyal' to brand name products, in comparison with those who purchase generic products.

Similarly, Kelly (2008) conducted a study on theory of planned behaviour, identity and intentions to engage in environmental activism. The research aimed to determine whether individuals engage in active attempts to protect the environment? The research method used was quantitative; the instrument used for data collection was questionnaire that measured standard TPB constructs as well as environmental group membership and self-identity as an environmental activist. The findings of this research revealed that greater involvement in environmental groups and a stronger sense of self as an environmental activist were associated with stronger intentions to engage in environmental activism. Recommendation of the study gives insight into the factors influencing environmental activism, a set of behaviour that have received relatively little attention in the research literature, despite the potential for activist behaviour to bring about significant positive change.

Using qualitative research design, a study was conducted by Lee and Cerreto, (2010) on theory of planned behaviour and Teachers' decisions regarding use of Educational Technology. The study aimed to investigate teachers' intention to utilize a specific technology in a specific way, by defining the target behaviour at an appropriate level of specificity, and to obtain more accurate insight into the factors that influence teachers' intentions to integrate a particular technological approach into their classrooms. The research question of the study included: To what extent does statistically significant indirect determinant predict its associated direct determinant of teachers' intention to use computers to create and deliver lessons? Which of the three direct determinants of intention are statistically significant predictors of teachers' intentions to use computer to create and deliver lessons? The methodology used in the study was qualitative. An elicitation study was used to identify teachers' salient beliefs and develop a closed-ended questionnaire. The findings of this study were: Attitudes towards behaviour, subjective norm, and perceive behavioural control all served as significant antecedents to teachers' intentions to use computers to create and deliver lessons. Teachers must believe positive educational outcomes will follow in order for them to intend to use computer to create and deliver lessons. The study recommended that precise definitions must be used in order to determine the predictors of teachers' intentions to use technology in specific ways.

In addition, Gronhoj, Bech-Larsen, Chan, and Tsang, (2012) conducted a study titled using theory of planned behaviour to predict healthy eating of Danish adolescents. The research sought to find out the overweight and obesity pose on health problems for adults as well as for children and adolescents. The research questions asked were how are adolescent's behavioural intentions to adopt healthy eating affected by their attitudes towards healthy eating, perceive behavioural control, and subjective norms? What are the influences of sex, age and BMI on the

intention to adopt healthy eating? The methodology of this research was qualitative; the instrument used for data collection was interview. The findings of this research revealed that perceived behavioural control and adolescents' own attitudes toward healthy eating had a positive impact on behavioural intention to eat healthily and the recommendation of the study reinforces the role of parents in socialization agents, also for older children, despite of these adolescents being in a period when they start to claim independence-also in terms of food choice.

A study by Emily (2012), on promoting fruits and vegetable consumption: modeling behaviour change using theory of planned behaviour. The aims of the study was to find out the theoretical background of interventions in increasing fruits and vegetable consumption, to find out the evidence that brings about behaviour change as a result of fruits and vegetable promotion. Using mixed method approach, the study findings shows that the interventions was highly acceptable to participants but did not lead to significant changes in fruits and vegetables consumption. Its also adds to the growing body of research suggesting that models can be reliably applied to the prediction of behaviour.

Baker and White (2010) conducted a study examining the use of the Theory of Planned Behaviour to predict adolescents' use of social networking. The investigated the effectiveness of the Theory of Planned Behaviour in predicting college students' use of social networking sites (SNS).The research questions asked in this study were: How do users evaluate social networking site as a factor that builds a strong relationship? How easy or difficult users find it to maintain a relationship through the social networking site? The study used qualitative methodology, using interview as instrument for data collection. Their study found support for the TPB's components of attitude, perceived behavioural control, and group norms in predicting intentions to use social networking sites. They then found support that intentions predict behaviour.

Similar to Gronjoj et, al (2012), Buckley (2009) carried out a study on the design and preliminary evaluation of an intervention to reduce risk talking behaviour among adolescents: the potential for protective behaviour towards friends. The study aimed at reducing injury through design, implementation and evaluation to effect risk-taking behaviour. The questions posed in the study includes what were students overall perceptions of the SPIY programs? What were teachers overall perceptions on the SPIY programs? What were student's perceptions of individuals change? The study used mixed method, using questionnaire and focus group discussion as instruments for data collection. The study indicated that a reduction in risk-taking behaviours from baseline to follow-up in the intervention group and increase in the comparison group. The finding also indicated that challenges associated with designing and implementing an effective program to reduce risk taking behaviour among adolescents.

Another study conducted by Mok and Lee (2013) titled application of the theory of planned behaviour in predicting physical activity of adolescents in the Hong Kong. The study is main aim was to predict the physical activity intention and behaviour of secondary school students in Hong Kong by applying the Ajzen's theory of planned behaviour (TPB) and past physical activity behaviour. The research questions asked in this study were: what is the difference between gender for behavioural intention (BI) and perceived behaviour control (PBC)? What is the main difference between health statuses for behavioural intention (PBC)? The study used quantitative methodology, case was used as a research method using questionnaire as instrument for data collection. The findings of this study were: about 75% of students did not meet the standard of the physical activity recommended by government. Male had significantly higher behavioural intention than female. The study recommended the results

were positive and gave evidences that TPB could be a useful tool to evaluate physical activity amongst adolescents in Hong Kong.

Study by Bashirian, et, al (2014) sought to assess the effect of educational program for preventing of ecstasy abuse among college students in Hamadan based on theory of planned behaviour. A quasi-experimental study carried out in college students. A total number of 140 students were selected through randomized cluster sampling and randomly assigned to the intervention. Data-gathering tools consisted of a two-part questionnaire: Knowledge of ecstasy abuse consequences and one scale for measuring theory of planned behaviour (TPB) variables. Respondents in the control and experimental groups completed questionnaires at before and two months after intervention. The results showed that among constructs of the theory of planned behaviour, subjective norms were better predictor of ecstasy abuse. There were significant differences between the scores of the constructs namely: attitude against drug abuse, subjective norms and intention of ecstasy abuse with consideration of group (witness and experimental). Conclusion: With regard to the results of the current study, special education based on Theory of planned behaviour is effective in improving of attitude, subjective norm and behavioral intention of students. Therefore it is highly recommended that TPB education can be use for preventing of drug abuse education programs.

## **2.6 Theory of Planned Behaviour to the Problem of Librarians Skills and Competencies**

Theory of planned behaviour (TPB) was developed by Ajzen's in 1991 which is a model for the prediction of behavioural intention, spanning predictions of actions, attitudes and predictions of behaviour that is why individuals perform a task or otherwise. The main purpose of the theory is to predict and understand consumer behaviour. According to the theorist, a person's behaviour can be predicted by the person's attitude towards the behaviour, subjective

norms, and perceived control (Ajzen's 1991). The theory had received considerable, justifiable attention within the field of user behaviour, psychology, education (Kelly, 2008). The model do predicts users intentions at the same time provides a relatively simple basis for identifying where and how to target consumer's behavioural change attempts (Sheppard, Itartwick and Warshaw, 1988). The theory help to helps to understand many problems faced by modern societies (George, 2006). The theory is made up of three constructs attitudes, subjective norms and perceived behavioural control. Attitudes towards a behaviour is defined as one's positive or negative evaluation of the particular behaviour based on the persons beliefs. Perceived Behavioural control refers to the person's belief about the easiness or difficulty in performing a behaviour. It's the belief one has over the environment A subjective norms is seen as a combination of perceived expectations from relevant individuals or groups along with intentions to comply with these expectations (Ajzen and Fisherbein, 1977). It's the perceived social pressure to perform or not to perform the behaviour. It also refers to one's perception about other people's force of influence to perform or not to perform the behaviour. The construct can be used to ask questions such as: What are the subjective norms of postgraduate students on librarians' expertise in A.B.U. Zaria? How do the postgraduate students' subjective norms on librarians' expertise influence their choice of library as access points for accessing and use of information in A.B.U. Zaria? How do postgraduate students view librarians' competencies in facilitating access and use of information in A.B.U Zaria? To what extent do subjective norms of postgraduate students on librarians' expertise influence them to access and use library in A.B.U. Zaria? Its therefore important for librarians to answer these questions as it will help them understand how their users perceive them as experts and the extent to which the subjective norms of postgraduate students on librarians' expertise influence them to access and use library in their institution.

## **2.7 Summary of the Review**

This review of literature on the theory of planned behaviour and its constructs provided a background and a framework for understanding behaviour of individuals in social setting on why attitudes, subjective norms and perceived behavioural control of individuals differ. The review has tried to remind researchers that issues concerning attitude, subjective norms and perceived behavioural control are really topical in almost all fields of human endeavor. However, while many scholars have applied the theory of planned behaviour to explore the subjective norms of individuals in other disciplines, very few studies were carried out in relation to exploring perceptions of users on the librarians in terms of their skills and competencies especially in this part of the world. To consider how the constructs of the theory of planned behaviour may contribute to information access and use in libraries, it's necessary to explore the perception of postgraduate students on librarians skills and competencies in Ahmadu Bello University, Zaria.

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This Chapter described the research methods and procedures employed in carrying out the study. The Chapter is grouped under the following sub-headings;

3.2 Research Methodology Adopted;

3.2.1 Research Design Adopted;

3.3 Population of the Study;

3.4 Sample Size and Sampling Technique Adopted;

3.5 Instruments for Data Collection;

3.6 Procedure for Data Collection

3.7 Procedure for Data Analysis.

#### **3.2 Research Methodology Adopted for the Study**

The research methodology adopted was qualitative research. It refers to the method of inquiry employed to gather an in depth understanding of issues, phenomenon, happenings, human behavior especially feelings, actions and opinions, and the reason that governs behavior. Qualitative research methodology also deals with exploring issues, understanding phenomena and answering questions using subjective reasoning of the researcher (Kamba, 2014). Schram (2006) contends that a qualitative study is a descriptive research mainly concerned with exploring issues in a particular context and situation. It is a method that would help the

researcher to gather opinion, understanding about postgraduate students' opinions on librarians' skills and competencies in Ahmadu Bello University, Zaria.

### **3.2.1 Research Design Adopted for the Study**

The study explored the perceptions of postgraduate students on the librarians' skills and competencies, and to the best of the researcher's knowledge, few studies were undertaken, exploratory research design was adopted for this study. It explores and helps the researcher have a better understanding of the problem and tends to tackle new problems on which little or no previous research has been done (Turkman, 2011).. Because very little study was undertaken in exploring the perception of postgraduate students on librarians' skills and competencies, it's therefore appropriate for this study.

A study by Stunkard (2013) used exploratory approach to investigate how youth emancipated from foster care perceived their teachers as well as how could teachers have done differently to assist the foster youth. Gallant (2010) adopted the exploratory methodology in the study to the feelings of obligation related to volunteering as serious within a communitarian framework. A study by Jeanie, (2008) adopted exploratory methodology in exploring the phenomenon of theses with multiple forms of media in Australian University.

### **3.3 Population of the Study**

The target population of the study comprised Postgraduate Students of Ahmadu Bello University, Zaria. Tuckman (2011) and Greonewald (2004) defined population as the target group of people from which the researcher wants to get information about the problem or phenomenon of interest and then draw conclusion. They went further to say that population is specific group of people to which subjects or characteristics of subject are being referred,

compared. In addition, population of the study are the people or objects that the researcher is studying. The population of the study is the entire 8,301 registered Postgraduate students for 2013/2014 Academic Session of Ahmadu Bello University, Zaria, (M.I.S. 2015).

### **3.4 Sample and Sampling Techniques**

A sample reflects the characteristics of the population from which it is drawn (Umar, 2013). Sampling in qualitative research refers to selecting representative sample from a population. Sampling is necessary when the researcher is unable to investigate all members of the target population. The need for sample becomes necessary in this research because of the large number of the target population. According to Bryman (2013), it is impossible for a researcher to use as subject, every element/object of the population for reasons of limitations in financial resources, time, efforts and scope.

In qualitative research, purposive sampling is used as sampling technique (Chilisa and Preece, 2008) because it helps the researcher to extract a working sample from the population. This involves selecting participants who are best able to help the researcher understand the problem and answer the research questions (Creswell, 2013). In purposive sampling, the researcher decides what information is needed and seeks informants or documents that are most likely to provide information that can answer the questions of the study (Krippendorff, 2004). Purposive sampling was considered appropriate for this study because it offered a framework for identifying sources that would uncover the reasons for not seeing librarians as experts in providing library and information services. Therefore, this exploratory study employed purposive sampling for this study and 17 postgraduate students were conveniently chosen from the population who volunteered to participate in the study. According to Ifidon and Ifidon (2007), convenience sampling technique also known as haphazard or accidental sampling technique

“...is based on using people who are a captive audience, just happens to be walking by or show special interest in the research e.g. volunteers out of the population. To participate in this study, you need to be P.G students who do not consult librarian in the library for your information but rather used other source elsewhere and you are a student in this institution. For this study, 17 postgraduate students were purposely sampled for this study. This is in line with Guest, Bunce and Johnson 2006) who suggested that sample in qualitative could be between 15to 30.

### **3.5 Instruments for Data Collection**

There are different instruments for data collection which include sample of existing documents, research and sites visits, observation of the work environment, focus group discussion, interview etc. Hence, the instrument used to collect data for this study was interview in gathering data that answer research questions posed in chapter one of this study. The researcher used tape recorder to record the interviews.

#### **3.5.1 Interview**

Interview as defined by Umar (2013) refers to a conversation between two or more people, the interviewer and the interviewee. Interview method helps is to explore in depth a respondent’s perception, understanding, feeling, and perspective. Creswell (2013) added that, this process has the advantage of encouraging the researcher to explain confusing or ambiguous research phenomenon in detail. Interview was choosed because it helped the researcher to get information from the respondents in detail concerning the issue or topic of discussion (perception of Postgraduate students on librarians skills and competencies).

### **3.6 Procedure for Data Collection**

The data necessary for achieving the objectives of this study was collected using interview. Introduction letter was obtained from the researchers' Department, notice was pasted in the various faculties and departments and volunteered participants were identified. They were briefed on the description, nature and purpose of the study as well as the procedure and criteria for participation. Also the risks, rights, confidentiality and discomfort involved in the research as well as the benefits of the research were explained to the participants. The participants were then given participation consent form to sign. The essence of the form was to enable the researcher to identify what category of students participated in the study and to send appreciation message as well as updates.

The participants were selected purposively for the interview and the interview session was recorded using tape recorder.

### **3.7 Procedure for Data Analysis**

The data analysis procedure used was inductive analytical process which According to Patton (2002), this process “is used to refer to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meaning”. The data collected were analyzed through the following steps as put forward by Patton (2002):

- First, is the transcription of the raw data that was collected. All responses were recorded while notes were taken during the interview. The responses were carefully transcribed.
- Tagging of key concepts, sentences and phrases that are relevant to answering the research questions was the second step.
- Coding data was the third step: this involved using a system of words to represent important key concepts; contents that answered the research questions.

- Fourthly categorization of unprocessed data: this was done by interpreting data to see the similarities that existed and the relevance of this in relation to answering the research questions. The main point is figuring out possible categories and themes which are known as open coding.
- Lastly, the presentation and discussion of the data: in writing up the report, all the findings were presented based on specific objectives of the study.



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## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter analyzes data from 17 in-depth interviews. In analyzing the data, the researcher considered words, phrases and sentences about the perception of non-library user postgraduate students on librarians' skills and competencies in Ahmadu Bello University, Zaria, Nigeria. The responses provided multiple views and insights relevant to the perception, subjective norms and attitudes of Non-Library User Postgraduate students of Ahmadu Bello University, Zaria about the skills and competencies of librarians in Ahmadu Bello University, Zaria.

#### **4.2 Description of Site and Participants**

The investigation was carried out in Ahmadu Bello University, Zaria. The site was purposely chosen for the investigation so as to have clear view on why some postgraduate students do not perceive librarians as experts during their stay in the University.

Participation in the research was informed about the benefits, rights risk. The participants were recruited using purposive sampling technique as informed by Krippendorff (2004) who posited that the researcher decides who is needed and the information needed from the research participants. As participants declared themselves willing to participate, confidentiality of the responses was guaranteed and they were given the choice to withdraw at any stage of the interview if they felt they could not continue with the exercise. At the end of the interview session, each participant was issued participant contact detail form to fill (see Appendix D), the

information from the form was to allow the researcher to track each participant should the need arose. Each participant was issued an identification number. The first three alphabets of the identification number (IDS) represent Individual Interview session while the last figure represents the participant's serial number (see Table 4.1)

**Table 4.1: Description of Research Participant by Faculty and Status of Study**

Participant ID	Faculty	Status
IDIS/1	Art	Masters
IDIS/2	Art	Masters
IDIS/3	Art	Masters
IDIS/4	Administration	Masters
IDIS/5	Environmental Design	Masters
IDIS/6	Environmental Design	Masters
IDIS/7	Engineering	Masters
IDIS/8	Education	Masters
IDIS/9	Education	Ph.D
IDIS/10	Medicine	Ph.D
IDIS/11	Pharmacy	Masters
IDIS/12	Social Science	Masters
IDIS/13	Social Science	Masters
IDIS/14	Social Science	Masters
IDIS/15	Social Science	Masters
IDIS/16	Veternary Medicine	PhD

IDIS/17	Vetenary Medicine	Masters
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### 4.3 Data Analysis

This section analyzes the data about the perception of postgraduate students on librarian's skills and competencies in Ahmadu Bello University, Zaria. In analyzing the data, narratives from respondents were transcribed, read, examined and re-examined using inductive process described by Thomas (2003) "as a process that begins with close readings of text and consideration of the meanings that are inherent in the text". This is done with the aim of the researcher to established comprehensive themes in which the researcher work back and forth between themes and database (Creswell, 2013).

After reading the narratives, the researcher established one hundred and sixty three (163) narratives explaining perception, subjective norms and attitudes of Postgraduate students on librarian's skills and competencies which formed the responses for the study. The narratives were highlighted and recorded into the coding sheet. An inductive coding process was used to code the highlighted narratives, which is "a process of reading through the transcribed narratives, creating meaning out of the relevant text segment (open codes), grouping open codes into sub-categories, regrouping sub-categories into emergent categories and established a set of themes from the emergent categories (Thomas 2003).

Using this inductive coding process, the researcher read the open codes with the aim of establishing similarities and variance. Nine (9) recurring topics (Appendix E) were identified as classification of sub-categories on perception, subjective norms and attitudes of postgraduate students on librarian's skills and competencies in Ahmadu Bello University, Zaria. The

classification of sub-categories were then further collapsed into five (5) emergent categories (Librarians are clerks, Librarians not skilled, expert, personal collections, personal traits of librarians), the five (5) emergent categories were then further collapsed into three (3) categories (perception, sources of information and perception on librarians skills) Appendix (F). Appendix (G) displays the (3) categories arranged by sub-categories, frequencies, and percentage of frequencies.

#### **4.3.1 Non-Library User Postgraduate Students Perception on Librarians**

Non-Library User Postgraduate students were asked about their perception, opinion, beliefs and understanding about librarians in terms of providing assistance to library users. Of the 163 narratives for this study 77 responses represent perception on librarians 77/163(47.24%). Their responses fell into two categories: (a) Librarians are clerks 60/77(77.92%) and (b) Librarians are not skilled 17/77(22.08%). The two categories were presented and explained below

#### **4.3.2 Non-Library User Postgraduate Students Believe Librarians are Clerks**

This category was divided into sub-categories representing narratives related to non-library user postgraduate students' opinion on librarians' skills and competencies. Firstly, the PG students believed that they are not skilled. Secondly, Postgraduate students opined that librarians are supporting staff. Thirdly Librarians are custodians of books and lastly, opinion on librarians being novice in other subject disciplines. Postgraduate students were asked about their opinions about librarian's skills and competencies, their responses indicated that librarians are clerks that engage in doing clerical work.

#### **4.3.3 Librarians are Supporting Staff**

An M.Sc respondent notes that “librarians are just supporting academics and students in their studies and research in the library”. Correspondingly, one M.Sc student asserted that “I do not regard librarians as experts because they just complement users in the library which I think every individual can do that, therefore I can’t regard them as experts”. A respondent testified that “librarians are only in the library to liaise between the library and the management in knowing what users want so that they could pass it to the management, nothing more than that”. Closely related to the opinion that librarians are clerks in the library, there was an M.Sc respondents who opined that “ how would a Ph.d student go and meet individuals that just engage themselves in filing the list of what was purchased by the library for the library users”.

#### **4.3.4 Librarians are Custodians of Books**

On the second sub-category- librarians are custodians of books , one respondent observed that “somebody that is there just to help people find books cannot be regarded as expert that one will go and seek help from concerning his course work or his research problem”. Also, another respondent notes that; “librarians are only in the library to arrange books on the shelves so that dust will not be on those books”. In the same vein, another respondent remarked that “in my own opinion, librarians are just in the library to store books and other types of library materials like newspapers and the rest of them which to me does not require any expertise”. A postgraduate student asserted that “librarians are only in the library to keep records of the number of books the library users left on the table rather than expert postgraduate students shall meet for their information needs”..... Equally, another postgraduate student put that “librarians are only in the library to organize office activities so that things would be in order”.

#### **4.3.5 Librarians Being Novice in other Subject Discipline**

On the last sub-category on why postgraduate students perceive librarians as not skilled was that, a Ph.D respondent notes that “librarians do not possess in depth knowledge of other subject disciplines that is why they do not regard them as people they can go and meet in terms of difficulty on their course work or thesis/dissertation work”. A respondent put that “I think postgraduate students can survive their postgraduate studies even without the assistance from the librarians because librarians are not in the same field with over 90% students that are studying in this University”. A respondent affirmed that “unless librarians have the basic knowledge in my area, I cannot consult them on issues affecting my academic programme”. Equally, another respondents notes that “to me librarians have lower academic credentials like Ph.D and you hardly meet professors working in the library just like in other fields of human endeavor which to me make them not to think critically in other to serve users that are not necessary in the same area of specialization with them”. The findings also indicated that Postgraduate student’s regard librarians as more of office clerical workers when one respondent opined that “librarians only specialize in book keeping in the library rather than expert which postgraduate students should rely upon.

#### **4.3.6 Non-Library User Postgraduate Students Believe Librarians are not Skilled**

The rest of the responses place librarians as people that are not skilled at all which they can’t go and meet for their information needs because they see their work as what ordinary people could do. A respondent asserted that..... “a librarian that know nothing in my subject, research area, and nothing with regards to how veterinary doctors conduct their studies, will be of no relevance to me as far as my studies is concern’’. ....

#### **4.3.7 Non-Library User Postgraduate Student Responses on Who they Consult on Issues Relating to Course Work, Assignment and Others Other than the Librarians (sources of information).**

Postgraduate students were asked about their opinions on who they consult for their information on issues relating to course work, assignment, theses and dissertations for Masters and Ph.D respectively. Of the 163 narratives for this study, 59 responses represent subjective norms of postgraduate students on who they regard as “more knowledgeable other” 59/163(36.20%). The sub-section contains two categories (a) Expert 39/59(66.10%) (b) Relying on personal collection 20/59(33.90%). The two categories were further sub-divided into three (3) sub-categories: (1) lecturers (2) students (colleagues) (3) don’t seek help.

#### **4.3.8 Rely on Expert:**

This category contains non-library user postgraduate students’ understanding concerning the person they contact on issues bordering on their assignment, course work, and thesis. The category was further sub-divided into two sub-categories: (1) Lecturers and (2) students (colleagues). These categories are described below:

#### **4.3.9 Non-Library User Postgraduate Students Rely on their Lecturers**

The responses of the Postgraduate students indicated that when they encountered challenges concerning their course work and research, they contact lecturers for assistance. A respondent noted that “for me, if I have any difficulty... I go to the lecturers and talk to them rather than meeting a strange personality”, in the same vein, another respondent stated that “...I go to the specific lecturer in the area I have problem for assistance”. Also another respondent opined that “once I know I don’t have the technical know-how on certain issues, I go back to my

lecturers”. Furthermore, another respondent asserted that he only go and seek for assistance from his lecturers if he cannot help himself on any assignment, thesis or course-work. A respondent voiced out when he said “Honestly, I only consider somebody that can teach/guide me in my area of specialization for assistance which to me is my lecturer”. In the same vein, another respondent stated that ..... “I only consult individuals that we share the same area of specialization for my problems”. Another M.Sc student opined that “unless someone has the knowledge to teach concerning my problem I will not consult him” Furthermore, another respondent expressed that ability to teach and do researches in one area of specialization make me consider person for assistance when having problems”. Similarly, one Msc postgraduate student observed that “I always report back to my lecturers if I cannot solve it myself for further clarification”. A postgraduate student opined that “I prefer consulting those that assist me in my own area of research for meaningful contributions; .....hmmm a researcher must not meet somebody that knows little about the research problem one is investigating not a managers of books”.

#### **4.3.10 Non-Library User Postgraduate students rely on their Co-Students (Colleagues)**

Postgraduate students in Ahmadu Bello University, Zaria also rely on their fellow colleague that is their fellow students for help to overcome challenges on issues bothering them for their course work, assignment and thesis. Responses from the postgraduate students indicated that they consider their fellow colleagues as helpers when they are having problems with their studies. For example, one Masters student in the Faculty of Social Sciences opined that “...I do consult colleagues around me that I know they are knowledgeable about the issue that is bothering me...”. Similarly another respondent established that when he encountered challenges on his academic pursuit, he sought assistance from his colleague thus, “I try to ask

my friend ...for assistance”. Moreover, another respondent expressed that “...when I come across any challenge on my academic issues i talk to any colleague close to me that I know will be of help”. A respondent made it very clear when he voiced out that “I always seek assistance for any issue from my close associates if I cannot do it personally”. Another respondent also established that when he encounters challenged he sought assistance from his fellow colleagues in a statement, “I try to ask my co-student...”Furthermore, another respondent voiced that “When I come across any challenge, I usually talk to any guy (student) close to me.” Another respondent also concluded that when he encountered challenge he contacted “those around, friends or colleagues for clarification”.

#### **4.3.11 Non-Library User Postgraduate Students Rely on their Personal Efforts (Personal Collections)**

Rely on personal effort (personal collections): This category provided responses from postgraduate students in Ahmadu Bello University, Zaria who tend to depend on their personal efforts (personal collections) and judgment rather than to seek help from the librarians or any other third party. Postgraduate students of Ahmadu Bello University, Zaria do not seek for assistance when they encounter challenges on issues regarding their assignment, course work, thesis. Their responses indicated that they try all their possible means to solve their problems themselves rather than seek for help from the librarian. This was affirmed by a respondent who stated that “...it is either I solve it myself or I leave it”. Another Ph.D student affirmed that “ I tend to try all possible means to solve problems confronting me because I was made to solve issues rather than seek help from a third party especially being a Ph.D candidate”. Equally, a respondent opined that what made him not to go to librarians is that “I can search for information myself using personal laptop..... why librarians”

#### **4.3.12 Non-Library User Postgraduate Students Opinion on Librarian's Skills and Competency**

Non-Library User Postgraduate students were asked about their opinions on the skills librarians are lacking that which made them not to approach the librarians. The objective is to understand how Postgraduate students perceived the librarians in terms of skills and competencies as determined by their beliefs and understanding which provide an indication of the outcome of their attitudes to accept the librarians or otherwise. Out of the 163 narratives for this study, 27 responses represent what influence their attitudes towards skills librarians are lacking. Their responses fall into a category: Personal traits of librarians 27/163(16.56). The category is further divided into three sub-categories: (1) Non-ability to deal with too many users at a time. (2) Lack of being analytical, flexible (3) Lack of technical knowledge of other disciplines.

#### **4.3.13 Personal Traits of Librarians**

This category consists of responses from participants explaining the views or opinions of non-library user postgraduate students of Ahmadu Bello University on the skills librarians are lacking that derive them away from the library and not to seek assistance from the librarians. Their responses are further divided into three sub-categories. These are: (1) Non-ability to deal with range of users. (2) Lack of being analytical and flexible from them. (3) Lack of technical knowledge of other disciplines.

#### **4.3.14 Librarians Lack the Ability to deal with too Many Users at a time.**

The respondents revealed that they contact their colleagues and visits other avenues of getting information other than coming to the library and see librarians because they are not

accommodating. A respondent ascertained that “you discover that when students get to the library especially during exams, once the few seats are occupied, librarians derided those without seat out that is why I don’t bother going to the library”. The respondents expressed that “what they heard about them, is that they used to harass at the library users as they go into the library”. Additionally, another respondent stated that “library have few computer systems to accommodate thousands of students going to them”. Also another respondent stated “on my own believe I cannot contact librarians when I can get access to information from my computer using the Ahmadu Bello University, Zaria internet services”. One of the respondents when trying to establish his reason why he regards librarians as professional that lack the skills of accommodating too many people at the same time, he stated that “I heard a friend of mine saying librarians in MTN Connect Library do send students away by shouting at them, go out and come back by 2:00 – or so”.

#### **4.3.15 Librarians are not Analytical and Flexible**

Ahmadu Bello University postgraduate students seek help from their colleagues and other sources because they consider librarians as professionals that are not analytical and flexible. This sub-category explain the views of some of the postgraduate students on the skills they viewed librarians are lacking which make them not to come to the library. Another respondent noted that “librarians are still traditional in the way they render their services to their users without considering the fact that there are other avenues where one can get his information without necessarily coming to the library”. Equally, a postgraduate student opined that “colleagues are easier to seek help from who could analyze issues for them from different perspective, which librarians to me do not when dealing with users”. In the same vein, another respondent ascertained that “the tendency that somebody that you have been in class with and have been

discussing with, will analyze issues bothering you more than going to the person that is hearing the issue for the first time”.

#### **4.3.16 Librarians Lack Technical Expertise of Other Subject Discipline**

Lack of technical knowledge of other disciplines is another factor that affects the attitude of Ahmadu Bello University, Zaria postgraduate students on why they consider librarians as people that lack the basic knowledge of other subject disciplines. Responses from the participants revealed that they believed librarians lack the knowledge of their discipline that is why they don't regard them as expertise, one of the respondents opined that “I believe those people in the library are only there to arrange books”. Another respondents stated that “how can I go to the people that don't know what am studying, it is impossible”. In addition, a respondent reaffirmed that on my own, “a librarian is just there to arrange books on the shelves, without having the background knowledge of other subject disciplines”.

Another respondent also said “how will you go to the person that doesn't know anything about ones area of specialization for your research needs”. It is interesting to know that a respondent opined that “it is impossible to go to a layman on what concern once subject discipline”. Furthermore, one M.Sc respondent respond by saying “librarian can only guide users of their own subject discipline i.e. those that study library science only nothing more than that”.

Conclusively, responses from Ahmadu Bello University Postgraduate students on their opinions about the skills they consider librarians are lacking that made them not to go for seeking assistance from the librarians. The responses from the respondents indicated that “they consider

them as people that only know about their own subject area of specialization without knowledge of other subject discipline”.

#### **4.4 Discussion of Findings and Implications**

The findings of this research work are discussed based on the research questions raised as follows.

##### **4.4.1 Perception of Non-Library User Postgraduate Students on Librarians in Ahmadu Bello University, Zaria**

The findings of this study revealed that postgraduate students perceived librarians as people in the library that engaged in arranging of books and discharge other administrative duties in the library. With respondents using terms like administrators, custodian of books, liaising officers, file keepers in their attempt to describe how they perceived librarians in Ahmadu Bello University, Zaria. The responses obtained from the respondents showed that the postgraduate students would hardly change their perception about librarians in-terms of what Librarians possessed in providing library and information services to their target users the same , that is why some of the respondents are saying, they would never consider somebody that is only in the library to pick what users used and left on the desk, compared with people that are knowledgeable in their area where you can see expert that engaged in research in their field at the same time rose to the rank of professors which they said you hardly saw professor as a librarian in the library. This is in line with Nilsen (2012) in his study on faculty perception of librarians led-instructions, revealed that, faculty members viewed librarians as mere professionals not equal to the academics in the university system. The finding indicated that librarians must wake up and engage in scholarly researches and try and rise up to professors

within the library system so that faculty members will start seeing them as professionals equal to other academics in the university system. The implication of this is that, postgraduate students in Ahmadu Bello University, Zaria would continue to look down on librarians similar to other academics in the university, because they were seen as people without skills and expertise in carrying research in the university system, as a result affect the provision of library and information services in the University.

#### **4.3.2 Sources of Information to Non-Library User Postgraduate Students**

The findings of this research revealed that postgraduate students in Ahmadu Bello University, Zaria preferred lecturers, colleagues (students) or their personal collections or that of their friends as sources of their information when they are in need of information other than the library where they would meet librarians who are experts to provide assistance to people that are in need of information. With the respondents using wordings like ‘how will I meet a novice that don’t know nothing about one’s area of specialization’ is an indication that postgraduate students in Ahmadu Bello University, Zaria would hardly change their perception about the status of librarians being the sources of getting their information when they are in need of information. This is in line with Zheng (2000) who, in his study found out that faculty members viewed librarians as liaising officers between the management and the library in updating the library resources, they do not view librarians as research consultants but instead as first person to contact when faculty experience library problems rather than research problems. The implication of this is that librarians in the university must devise a means of providing information services that would orient the postgraduate students in particular and the users in general about the status of librarians being the sources of information to users when they are in need of information. This would make postgraduate students to start seeing librarians as professionals to consult when

they are in need of information other than seeing them as people that are not professionally sound to provide help.

#### **4.3.3 Perception of Non-Library User Postgraduate Students on Librarian's Expertise**

The findings of this study revealed that the postgraduate students did not perceive librarians as expert with skills and competency they could go and seek help from when they have difficulty in their course work, or even during their main research work. The respondents used terms librarians not being flexible, analogue, lack of technical skills of other disciplines etc in their attempt to describe how they perceived librarians in terms of skills Librarians are lacking in Ahmadu Bello University, Zaria. The responses obtained from the respondents showed that the postgraduate students would hardly change their perception about librarians in terms of skills and competency they possessed in providing library and information services to their target users , that is why some of the respondents are saying, they would never consider somebody that is only in the library to serve the few instead of the many compared with people that are knowledgeable in their area where you can see expert that engaged in research in their field. Kahoo (2005) posited that information professionals in this 21<sup>st</sup> century library environment are supposed to have skills in problem solving, embracing, interdisciplinary knowledge, and interpersonal skills which develop their professional competencies which will make users regards them as professionals they could rely upon when they always seeking for information without which they will continue loose a lot of customers into the library when they are looking for information. The implication of this is that, postgraduate students in Ahmadu Bello University, Zaria would continue to look down on the competencies of librarians on their expertise that is professionals that lack the required expertise to seek assistance from them, as a result affect the provision of library and information services in the university.

#### **4.4.4 How Theory of Planned Behaviour Explained the Perception of Librarians Skills and Competency**

Analysis and discussion of the findings of the study revealed some agreement with the ideas expressed in the theory of planned behaviour. The findings showed that the attitude and subjective norms of PG students towards librarians in the University is negative, in the sense that their perception and beliefs towards librarians was not favourable because from the findings it revealed that PG students have negative impressions about the librarians as people who they should go and meet for their information needs.

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## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter provided a summary of the research, summary of the major findings, conclusions, and recommendations based on the findings of the study. The chapter also advanced some suggestions for further research.

#### 5.2 Summary of the Study

Libraries of 21<sup>st</sup> century are provided with information resources that are in both print and electronic forms, and for users to be able to patronize the resources, librarians that have the knowledge and skills in Librarianship and background knowledge in other subject disciplines must be in the library to provide assistance in accessing and use of the resources. In spite of the numerous advantages of having librarians in the libraries to provide assistance in accessing and use of library resources, it was observed that postgraduate students do not perceive librarians as experts with the required skills and competencies to provide assistance in accessing and use of the library collections in various subject disciplines. The postgraduate students should be patronizing the library resources and services and consider the critical role of Librarians in the pursuit of their course work and dissertations or theses.

The study was carried out to explore the perception of postgraduate students on librarians' skills and competencies in Ahmadu Bello University, Zaria. Four research questions were formulated. In the course of carrying out the study, related literature were reviewed. The research methodology was qualitative research and the method was exploratory design. The

population of the study comprised of all the registered postgraduate students in Ahmadu Bello University, Zaria in 2013/2014 Academic Session while the sample of the study was seventeen (17) postgraduate students who were purposely sampled from various faculties in Ahmadu Bello University, Zaria namely Art, Administration, Education, Environmental, Medicine, Pharmacy, Social Science and Veterinary Medicine. Interview was the instrument used for data collection. The data collected was analyzed using inductive analytical process in form of bringing out themes, categories and sub-categories.

### **5.3 Summary of the Major Findings**

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

1. That postgraduate students' understanding of librarians in Ahmadu Bello University, Zaria was that they regard them as clerical staff (supporting staff, custodians of books and being novice in other subject discipline) not as professionals that are employed to serve members of the university community compared with other professionals in fields like Medicine, Engineering, Pharmacy etc.
2. That postgraduate students in Ahmadu Bello University, Zaria do not regard librarians as sources of their information but rather regard lectures, colleagues or do not seek help at all(personal collections).
3. That postgraduate students in Ahmadu Bello University, Zaria do not regards librarians as expert because they saw them as people that lack good manners in dealings with users, as well lack the technical knowledge of other discipline.

4. Finally, the finding of this study was in agreement with some of the constructs of the theory of planned behavior, areas like subjective norms, and attitudes in relation to how the postgraduate students view and understand librarians as people that engaged in arranging of books and administering of other office work in the libraries.

#### **5.4 Contribution to Knowledge:** The study established that:

1. Non-library User Postgraduate students perceived Librarians status as clerks, supporting staff and as custodian of books not as professionals due to mis-conception of who a librarian is.
2. Lecturers, colleagues and personal collections were discovered to be the major source of information for non-library user Postgraduate students.
3. Lack of analytical and flexibility skills, technical skills and being novice in other subject discipline was also discovered as reason why non-library user Postgraduate students in A.B.U. Zaria perceived librarians as professionals they should not patronized.

#### **5.5 Conclusion**

From the analysis and discussion of the findings, it can be concluded that postgraduate students in Ahmadu Bello University, Zaria do not consider librarians as professionals equals to other professionals. The findings based on the data collected and analyzed made it clear that postgraduate students in Ahmadu Bello University, Zaria have serious mis-conceptions about the librarians' skills, underutilize and undervalue their teaching and research skills. The task before librarians of Ahmadu Bello University, Zaria today is to make the invisible visible. They must sit up upon their role in the university community unambiguously because when they do that their capabilities and competencies will come to be understood and valued by the members of the

university community and as such members of the university community would start seeing them as their sources of information when they are in need of information. Librarians in Ahmadu Bello University, Zaria must then find their status appropriate to their contribution that much closer to realization.

## **5.6 Recommendations**

The following were recommended based on the data collected, analyzed and conclusion for the perception of librarians as experts in Ahmadu Bello University, Zaria.

1. Librarians should engage in enlighten members of the University community and other stakeholders about their roles in the University as professionals that are capable of rendering assistance to library users when they are in need of information through organizing librarians week so that they can go round the University and show to the world what they can offer to their customers.
2. Librarians should engage in sensitizing members of the University community that librarians are sources of information when they are in need of information through interactive session, library orientation so that postgraduate students could know the value of librarians as library and information science professionals.
3. Library Management in Ahmadu Bello University, Zaria should try and be organizing workshops and seminars to the librarians on the acquisition of necessary skills that could make them to be relevant in this second-decade of 21<sup>st</sup> century library environment so that postgraduate students and other members of the University community would start patronizing the libraries.

4. Librarians should devise a means of how to change the negative attitudes, subjective norms and understanding of librarians by the postgraduate students by designing an information service program which would be informing the users about the roles and status of the librarians in the university community.

## **5.6 Suggestion for Further Study**

Attitude of postgraduate students towards the use of library and information services in Ahmadu Bello University, Zaria.

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## **APPENDIX: A**

### **Introduction Letter on “Perceptions of Non-Library User Postgraduate Students on Librarians Skills And Competencies In Ahmadu Bello University, Zaria, Nigeria”.**

Department of Library and Information Science,  
Ahmadu Bello University, Zaria  
February, 27th, 2015.

Dear Respondents,

I am a Master’s Student in the above named department carry out a research titled **“Perception of Non-Library User Postgraduate students on Librarians Skills and Competencies in Ahmadu Bello University, Zaria, Nigeria”.**

The information requested for is purely for research purpose. The identity of each respondent is not required. Please help to respond honestly to the questions. All information given will be treated confidentially.

Thank you for your cooperation

Yours sincerely

**Abdurrahman Jibril**

**The Researcher**

## **Appendix :B**

### **Participation Consent Form**

**Department of Library and Information Science,  
Ahmadu Bello University, Zaria**

#### **RESEARCH PARTICIPATION CONSENT FORM**

**Topic: Perceptions of Non-Library User Postgraduate Students on Librarians Skills and Competencies in Ahmadu Bello University Zaria, Nigeria.**

**Investigator:** Abdurrahman Jibril (08035597650)

**Supervisory Team:**

Prof. Tijjani Abubakar (Dean, Faculty of Education A.B.U. Zaria)

Abdullahi I.M. Ph.d (Library and Information Science Department A.B.U. Zaria)

**Department:** Library and Information Science.

**Status:** Postgraduate Student. (Masters)

The above named investigator, hereby request for your voluntary assistance by participating in a research thesis involving in-depth interview.

The details, purpose and procedures to be used as well as the potential benefits and possible risks of participation are written below. You may ask any questions you have to help you understand the project.

- 1. Purpose of the Thesis:** this study intends to explore the perception of Postgraduate students on librarian's skills and competencies and as well to find out their views concerning librarian's competencies in providing access and use of information in ABU, Zaria.
- 2. Explanation of Procedures:** The research will be conducted by collecting qualitative data. An individual interview will be conducted which you will be required to willingly participate in this study.

3. **Participation Criteria:** To participate in this study, you need to be P.G a student who do not consult librarian in the library for information but rather use other sources elsewhere and you need to be a student in this institution.
4. **Discomfort and Risks:** Individuals participating in the interview will not be subject to any “risks.” All they will need to do is give up approximately 45 minutes to one hour to participate.
5. **Benefits:** For participating in this focus group discussion portion of the thesis, you will gain the benefit of contributing to exploring the opinions of library users as relate to skills and competencies of librarians. You will also be offered refreshment.
6. **Confidentiality:** All interviews/focus group will take place in a private room, schedule for your conveniences. The interview will be recorded using tape recorder. Upon completion of the thesis, all notes and transcripts will be destroyed. Name and other personal information will not be involved.
7. **Withdrawal:** If you agree to participate in this study, you are free to withdraw from the study at any time without penalty.

If you agree to participate in the study please sign below.

Participants signature.....Date.....

**Thank you**

## **Appendix C: Interview Guide**

**Department of Library and Information Science,**

**Ahmadu Bello University, Zaria.**

**Dissertation title:** Perception of Non-Library User Postgraduate Students on Librarians Skills and Competency in Ahmadu Bello University, Zaria, Nigeria

### **Introduction**

Good day Sir/Ma, thank you for honoring my request to participate in this in-depth interview. As you have known earlier, this research is aimed at exploring Perception of Non-Library User Postgraduate students on Librarians skills and competencies in Ahmadu Bello University, Zaria, Nigeria.

I am going to ask you some questions with the aim of meeting the objectives of this study. Before us is a tape recorder which I will use to record all our interaction because I don't want to miss any piece of it due to its importance. I will equally be using the jotter to keep some field notes. Please, do you have any question before we get started? Thank you.

### **Section A: Bio Data**

1. Faculty.....
2. Department.....
3. Status: PGD ( ), Masters ( ), Mphil ( ) PhD ( )  
Others.....
4. a. Phone number(s).....

**Section B:**

5. Do you perceive librarians' expertise (knowledge or speciality) compared to other professionals in fields like Medicine, Engineering, Law, Aviation etc.?

Yes/ No. If No.....

6. If you have indicated that they are not perceived to be professionals, please can you give explanation based on that?

7. What is your opinion about librarians expertise on why P.G Students feel better asking a colleague other than librarians in the library?

8. When you are in need of help, what makes you feel better go to other sources of information for assistance than going to the library and meet a librarian?

9. What specific skills do you consider from a person before you consult him on issues relating to your course work, thesis and others apart from the librarians in the library and why?

**Thank you for your time.**

**Appendix : D**

**Contact Details Form**

**Department Of Library and Information Science,**

**Ahmadu Bello University, Zaria**

**Participant Contact Details Form**

**Dissertation Title: Perceptions of Non-Library User Postgraduate Students on Librarians Skills and Competencies in Ahmadu Bello University, Zaria, Nigeria**

**Investigator:** Abdurrahman Jibril

**Status:** Postgraduate Student (Masters)

**Supervisory Team:**

Prof Tijjani Abubakar

Dr Abdullahi I. Musa

**Department:** Library and Information Science.

Thank you for accepting to voluntarily participate in this focus group discussion. Please, provide the following details. Please note that, the details are to help understand category of people who participated in the focus group. And to send any update if the need arises.

5. Identity NO:- .....
6. Faculty.....
7. Status: PGD ( ), Masters ( ), Mphil ( ), Ph.D ( )  
Others.....
8. a. Phone number(s).....  
b. Email:.....

Thank you

### Appendix:E

**Table 1: Classification Sub-Categories For Perception of Non-Library User Postgraduate on Librarians Skills and Competencies in Ahmadu Bello University, Zaria, Nigeria**

<b>Sub-categories</b>
1. Librarians are more of liaising officers between the management and the library
2. Librarians are more of keeping books and filing of users queries in the library
3. Librarians are not skilled that PG Students go for them for assistance
4. Postgraduate students prepare colleagues (friends) as their source of information to librarians
5. Postgraduate students prepare lectures as their source of information to librarians
6. Postgraduate students prepare personal collections (Don't seek help)
7. Librarians were not analytical and not being flexible in dealing with customers
8. Librarians lack the ability to deal with many users at a time
9. Librarians lack knowledge of other subject disciplines

**Appendix: F**

**Table 2: Description of Three Emergent Categories for Perception of Librarians Skills and Competencies in Ahmadu Bello University, Zaria, Nigeria**

<b>Categories</b>	<b>Description</b>
Perception	The beliefs or opinions based on how things seem which is subject to bias which leads human actors to reject or ignore information that challenges their expectations. It refers to how individual perceived or understand a particular issue or phenomenon
Sources of Information	It refers to one's avenue that he used to consult when he is need of information in satisfying his/her information need.
Perception of PG students on librarians skills	It refers to postgraduate students understanding on the specific skills they thinks librarians are lacking that make them to consult other sources other than the librarians a particular issue or phenomenon

## Appendix :G

**Table 3: Categories arranged by sub-categories, frequencies, and percentage of frequencies**

	Categories	Sub-categories	Frequency	Percentage
<b>Perception of postgraduate students on librarians skills and competencies</b>	<b>Perception</b>	<b>PG students believe librarians are clerks.</b> Librarians are supporting staff Librarians are custodian of books	<b>60</b>	<b>77.92</b>
		<b>PG students believe librarians are not skilled</b> <ul style="list-style-type: none"> <li>• Pg students believe the work of librarians can be done by everybody</li> </ul>	<b>17</b>	<b>22.08</b>
	<b>77/47.24%</b>	<b>Sub-total</b>	<b>77</b>	<b>44.24%</b>
	<b>Sources of information to PG students</b>	<b>PG students rely on expert for their information</b> <ul style="list-style-type: none"> <li>• PG students rely on friends colleques) as sources of seeking help when they are in need of information.</li> <li>• PG students rely on lecturers as their sources of information</li> </ul>	<b>39</b>	<b>66.10</b>
		<b>Pg students don't seek help(rely on personal collections )</b>	<b>20</b>	<b>33.90</b>
	<b>59/36.20%</b>	<b>Sub-total</b>	<b>59</b>	<b>36.20</b>
	<b>Perception on Librarians Expertise</b>	<b>PG students consider librarians as people that lack personal skills and technical skills of other discipline</b> <ul style="list-style-type: none"> <li>• Personal traits of librarians</li> <li>• Lack of being analytical and flexible</li> <li>• Novice in other professionals fields</li> </ul>	<b>27</b>	<b>16.56</b>
	<b>27/16.56</b>	<b>Sub-total</b>	<b>27</b>	<b>16.56</b>
		<b>Grand total</b>	<b>163</b>	<b>100%</b>

**Figure 1 Data Analysis Steps.**

