

# Assessment of Availability, Value, and Challenges of Digital References Service in Academic Libraries of Universities of North West Geo-Political Zone in Northern Nigeria

## Introduction

### *Background of the Study*

The libraries of academic institutions have been described as the heart of the learning community due to the provision of services, as well as facilities that support scholarly endeavors and achievements (Simmonds and Andaleeb, 2001). Nowadays, it has become of utmost importance for academic libraries to provide services that are of high-quality references, especially for both old and new students. This is because of the awareness that the library is made up of various quality services through the extension of computer networks by the university libraries, rather than just being a brick and mortar location. Even though the utilization of academic libraries is mostly influenced by a user's perceived familiarity with a library and its resources, however, it is the responsibility of libraries to carefully familiarize patrons with the information resources they possess, while they also explain to the students how to gainfully use these resources.

Reference service can be described as an undertaking that is complex and multifaceted. Considerable efforts have been made pertaining to the objectives of reference service. The difficulty a reference service encounters has made it important to assess reference service in academic libraries, most especially when it related to students (Ademodi,2011).

### *Statement of Problem*

Globally, reference services are afforded major significance in libraries, which involves supporting library users to find necessary resources in the library. Hence, a reference service considers professionalism in librarian's responsibilities that every librarian must anticipate and properly understand. The provision of a qualitative reference service promotes research and development. However, a reference service can be attributed to selective dissemination of information (SDI) as well as current awareness services (CAS), this is to say that a reference librarian should be capable of supplying several types of information pertinent to the topic chosen by the researcher and similarly make an enabling environment whereby the researcher, or the investigator, or those seeking information can acquire recent information and assist him or her, to resolve a specific problem.

Therefore, the main purpose of present study is to examine the availability, value and challenges of reference service in University Libraries of the North-West zone.

### *Research Questions*

The study tries to answer the following questions:

1. What are the reference services available in the university libraries in North-western Nigerian universities?
2. What value do students attached to reference service in academic libraries in North-western Nigerian universities?
3. What are the challenges facing reference service in these university libraries?

### *Objectives of the Study*

The study is set to achieve the following objectives:

1. To investigate the available reference services in the university libraries in North-western Nigerian universities.
2. To examine the extent to which students recognize the value of reference service in academic libraries in North-western Nigerian universities.
3. To identify the challenges of reference services in academic libraries in North-western Nigerian universities.

### *Significance of the Study*

The study when completed will provide the reference services that are available in the university libraries in the North-western zone. The study will play a significant role in identifying commonly used reference services in the universities by the ability to answer reference queries.

### *Scope and Limitation of the Study*

This study focuses on reference services in the three selected universities in the northwest geopolitical zone in Nigeria. The study limits itself to Bayero University Kano, Ahmadu Bello University, Zaria and Usman Danfodio University, Sokoto, being pioneer universities.

## **Literature Review**

### *Introduction*

This chapter discusses the review of relevant literature about reference services in academic libraries. The chapter contains the concept of a reference service, digital reference services, and the conduct of a reference librarian.

### *Reference Service*

The reference service remains a core library service. Reference services can also be called reference and information services. Reference services play a

crucial role in Library and information services (Chowdhury, 2002). Bopp and Smith (2001) in Akor and Alhassan(2015) opined that an expert of a reference service always suggest the ideas of modern reference. An opinion presented in Green's paper of 1876, titled, "Personal relations between librarians and patrons", that was earlier delivered in the American Library Journal; the Green's publication assist to increase consciousness of the concept of new reference service (Rothstein, 1953 in Akor and Alhassan, 2015).

As regards to digital and web libraries, without the aid of human intermediaries, they are expected to provide shortest entrance to information services and sources, which is different from a traditional library reference service. However, Chowdhury (2002) pointed out that an important question the need to be asked is if a referral service in digital libraries are needed, and should in case there is a need for it, what is the best way to offer these services. The focus of existing digital libraries has always been on access to, as well as retrieval of digital information, rather than stressing service aspects. However, Iroaganachi and Ilogbo (2015) explained that with the increase in the rate of information available on the Internet, it has made it more essential to have a referral service.

### *Digitalized Reference Services In Academic Libraries*

The first to the provision of digital reference services has been credited to academic libraries in the early part of the 1980s (Gross et al, 2001). Akor and Alhassan (2015) revealed that Electronic Access to Reference Services (EARS) that was introduced by the Maryland University Health Services Library in Baltimore in 1984 is one of the pioneer services to go online.

### *Challenges of the Reference Section Services of Academic Libraries*

It has mostly become compulsory to have a referral service due to the increment of information on the Internet (Iroaganachi and Ilogbo, 2015). They added due to the overwhelming amount of information available at a click of the mouse, makes choosing the right selection a challenge for the user. In fact, the web is a platform that facilitates immediate access to information, which includes traditional reference books. Therefore, Iroaganachi and Ilogbo (2015) posited that in the near future libraries would have no physical books.

## **Research Methodology**

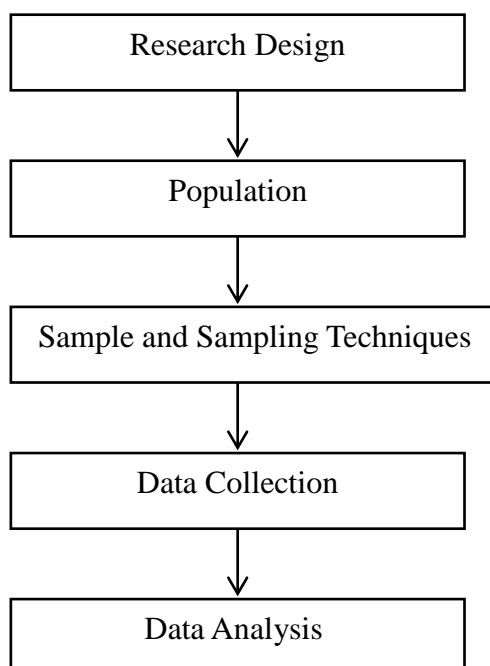
### *Introduction*

After reviewing past literature in the previous chapter, this chapter discusses the research methodology used in this study. Wellington (2000) described methodology as an activity that involves choosing, reflecting upon, evaluating, and justifying the methods being used. It explains the population and sample size of the study, before describing the strategies used for

collection of data. Finally, the study explains the data analysis strategies of which techniques and tools are used to analyze and interpret data.

### *Research Design*

Research designs are planned and the procedures for research span the decisions from broad assumptions with detailed methods of data collection and analysis (Creswell, 2009). In this study, the research objective is to assess the availability of reference services in the university libraries, the value of reference services among students and the challenges experienced by reference services in university libraries. Hence, to accomplish these objectives, the researcher considers the most suitable research design to be a descriptive survey design, since very little information is known about the topic in order to answer the research question.



### *Population*

Population can be referred to as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications (Polit and Hungler, 1999). Therefore, in this study, the population is the entire library staff of the three Nigerian universities, comprising of Ahmadu Bello University, Zaria (ABU), Bayero University, Kano (BUK) and Usman Danfodio University, Sokoto (UDUS) with an estimated population of 162 staff.

#### **List of Selected Universities in Nigeria**

<b>No</b>	<b>Name of University</b>	<b>Population</b>
1	Ahmad Bello University (ABU)	68
2	Bayero university, Kano (BUK)	53

3	Usman Danfodio Sokoto (UDUS)	41
	Total	162

### *Sample*

Sample in a research work basically refers to any group from which information is obtained. According to Akuezilo (2002), a sample is a portion of the target population that is under study, which is drawn through a definite procedure.

### *Sampling Technique*

This study employs a stratified sampling technique to draw samples for the study. Stratified sampling is a method in which the researcher divides his population into segments by several features that are documented from the previous theories or research to enable a connection with the phenomenon under investigation, and from each of these smaller homogenous groups he draws at random a predetermined number of units (Van Dalen, 1973).

### *Measurement/Instrument Development*

Following the discussion on the research design, this section presents the research instruments. An instrument is a tool for measuring, observing, or documenting quantitative data (Creswell, 2008). The instrument used in this study is the questionnaire. The descriptive survey designed and employed in this study is a procedure that is used to systematically collect information from people in the field through obtaining their responses to questions using: the questionnaire; the interviews and observation as instruments for data collection (Phillips, 1985).

### *Questionnaire*

According to Sambo (2005), a questionnaire can be described as a research instrument, which comprises of a different set of questions that are addressing a certain subject matter that is under investigation, whereby participants in a study are required to respond. The questionnaire used was divided in two sections, whereby section A's questions are designed and used to obtain information about the demographic characteristics of the respondents, such as their age, gender, work experience as well as their educational qualification.

Section B part of the questionnaire consists of 15 questions. These questions are evaluated with the use of rating scale known as Likert scale, so as to assess the answers that the respondent has provided. The Likert scale used in this section ranges from 1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree, so that the respondent can answer based on these five options. The respondents are required to indicate the rate, which they agree with the questions through on their own perception, feelings, and experience. Hence, the instrument will be subjected to the procedure of establishing

psychometric properties covering reliability (internal consistency) and validity of the measure.

### *Demography*

Demography includes age, gender, work experience and educational qualification.

### *Availability of Reference Services*

This aspect is the second section of the questionnaire. This section is used to collect information from the respondents to know about the availability of reference services in their school libraries in the universities in the North-western region of Nigeria.

#### **Table Availability of Reference Services**

No.	Items
1.	The reference section sets clear task objectives of references
2.	The library has adequate reference materials
3.	The material in reference section covers all the relevant materials required for the section.
4.	The reference materials are always made available to students on demand.
5.	The reference section provides up to date materials

### *Value of Reference Service*

This refers to value of reference service. It is to know the extent to which students value the use of reference services in the academic libraries in the universities in the North-western region of Nigeria.

#### **Table Availability of Reference Services**

No.	Items
1.	The services of the reference section enable students to achieve their academic goals.
2.	Students rely heavily on the reference section for academic inputs.
3.	The reference section is of greater importance to students' academic development.
4.	The students give priority attention to the materials in the reference section.
5.	The reference section as it improves teaching, learning and research due to the students' patronage of the services in the university.

### *Challenges of Reference Services*

This section is used to gather information on the challenges facing reference service in the academic libraries in the universities in the North West of Nigeria. Table below shows the measurement items used in this study on challenges of reference services.

**Table Challenges of Reference Services**

No	Items
1.	Funding constitutes one of the challenges of the reference section.
2.	Analog nature of the references section reduces the quality of services.
3.	Large number of students pose a challenge to services of the reference section.
4.	Limited capacity building and training of staff is also a challenge.
5.	Technological advancement is equally a challenge of the reference section.

### *Pilot Study*

The questionnaire for this study will be passed through a pre-test, using face-to face distribution to the library staff as the selected universities. According to Czaja & Blair (2005), pre-tests are essential preliminary to pilot test. Therefore, to make a questionnaire item work; it can be tested both informally and formally. In the case of this questionnaire, pilot testing will be conducted by administering a total of between 20 to 30 questionnaires to the respondents.

The pilot test was carryout in order to establish psychometric properties of the instruments.

### *Data Collection Strategy*

The researcher collected data personally using an on-the-spot method of test administration so as to reach as many respondents as possible and to avoid the problem of non-retrieval of questionnaires. The researcher will submit an introductory letter to the sampled respondents in the selected universities in order to create a mutual and cordial working relationship between the researcher and the respondents.

The researcher together with the help of a research assistant, as the case may be, will collect data from target respondents in the respective university libraries.

### *Data Analysis Technique*

In this study, analysis and interpretation is performed through transformation of the data collected through questionnaires into numbers, using software called Statistical Package for the Social Sciences (SPSS). This is in line with the steps given by Creswell (2008) on preparing and organizing data

for analysis, which includes; scoring the data, creating a codebook, determining the types of scores to use, selecting a computer program, inputting the data into the program as well as clearing the data. The study employed SPSS as the tool to be used for analysis, and then raw data collected were imported into the application, making the definition of the variables as well as entering of data with multiple responses.

## Results and Analysis

### *Introduction*

This chapter discusses the results and findings made in this research work, by interpreting the findings according to the research questions formed earlier in the study. This study employs a descriptive survey design, using the questionnaire in carrying out the data collection, in order to facilitate a better understanding. According to Leedy and Ormrod, (2005), data interpretation can be described as the step which gives meaning to the entire enterprise and makes it a genuine research endeavour. It must be planned and specified well in advance. Therefore, (SPSS 17) were used for analysis.

### *Respondent Profile*

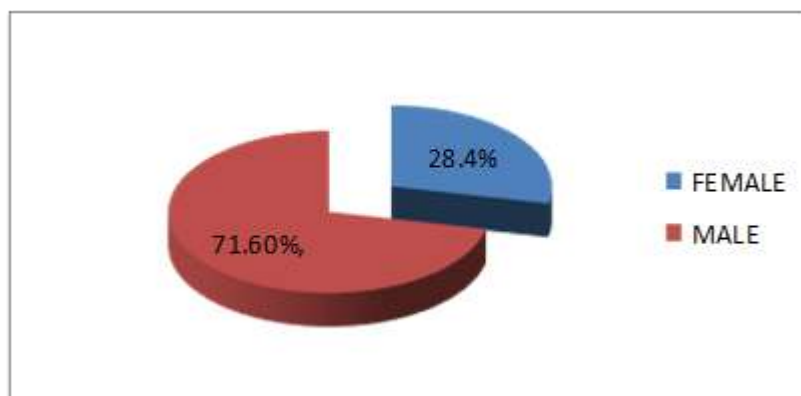
This section discusses the profile of the respondents where data is collected in order to conduct this study. It focused on the demographic information like age, gender, staff category, department or school, work experience and educational qualification. The mean and standard deviation for these question statements is also calculated and discussed.

A total number of 162 questionnaires were administered to the staffs of Ahmadu Bello University, Zaria (ABU), Bayero University, Kano (BUK) and Usman Danfodio University, Sokoto (UDUS), while a total number of 148 questionnaires were collected, which represents 84.57%.

**Table Demographic information on gender of the respondents**

Gender	Frequency	Percent
Female	42	28.4
Male	106	71.6
Total	148	100.0

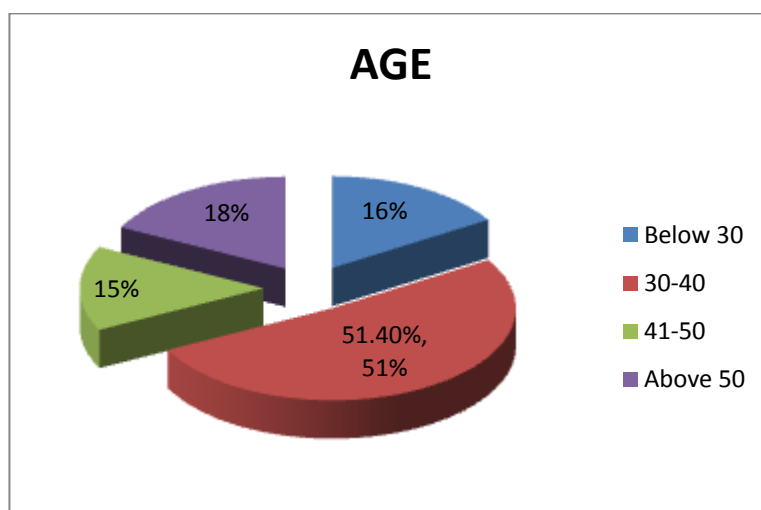




**F A Gender Percentage**

**Table Demographic Information on Age of the Respondents**

Age	Frequency	Percent
Below 30	24	16
30-40	76	51
41-50	22	15
Above 50	26	18
Total	148	100.0



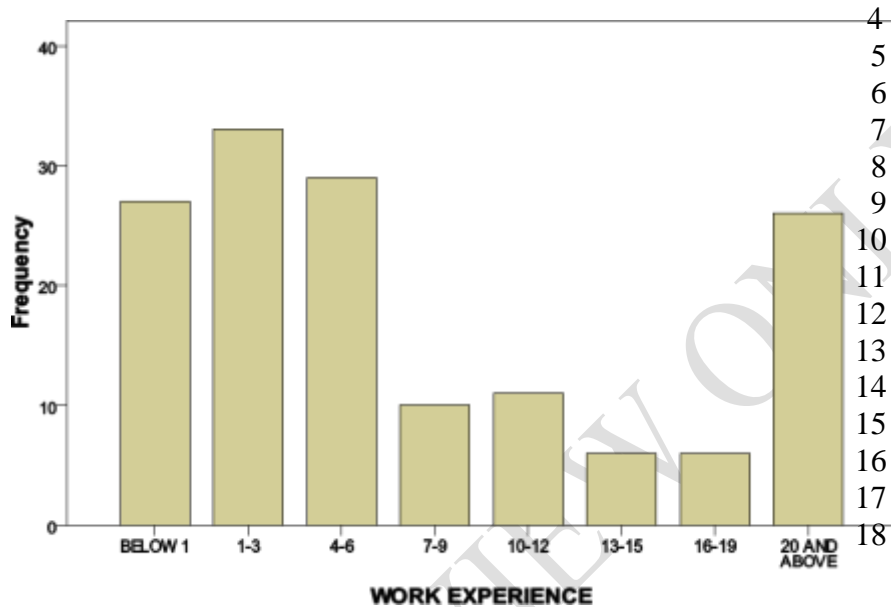
**Figure Age Percentage**

**Table Demographic Information of Respondents Work Experience**

Work experience range		Frequency	Percent
Valid	Below 1	27	18.2
	1-3	33	22.3
	4-6	29	19.6
	7-9	10	6.8
	10-12	11	7.4

13-15	6	4.1
16-19	6	4.1
20	26	17.6
		And above
Total	148	100.0

**Figure Work experience**



**Table Demographic Information of Respondent's Educational Qualification**

Qualification levels	Frequency	Percent
Bachelor Degree	83	56.1
Diploma	36	24.3
Master	22	14.9
DIP ADV	1	.7
Others	6	4.1
Total	148	100.0

### *Measurement Assessment*

The validity of measurement is said to reflect the extent to which the instrument measures correctly, while the reliability refers to the state when a scale yields stable and consistent measures over time (Leedy and Ormrod, 2005). This study tests the validity and reliability of the questionnaire in order to determine if the measurement items are capability.

### *Reliability Test*

The reliability test was conducted in order to ensure the internal consistency of the items with respect to each variable used to conduct this study. The reliability test according to Pallant (2001) is used to test the degree of items that make up the scale “hang together”. It also helps to ascertain if all the items are measuring the same essential concept. The most frequently used pointers of inner reliability are Cronbach’s alpha coefficients. According to Morgan et al., (2007), a very common measure of reliability in the research literature is the Cronbach’s alpha coefficient.

Alpha coefficient was test in order to establish interval consistency of the instrument; the interval consistency was aimed at making the instrument reliable.

## Relationship Between Independent Variables

### *Reference Services Availability*

This section presents the availability of reference service in the selected universities. Table 4.5 indicates the result for items of reference services availability.

**Table Reference Services Available**

SN	Item (s)	SD	D	N	A	SA	Mean
1	The reference section sets clear task objectives	-	11 (7.4%)	33 (22.3%)	64 (43.2%)	40 (27%)	3.9
2	The library has adequate reference materials	5 (3.4%)	-	29 (19.6%)	77 (52%)	37 (25%)	3.95
3	The material in reference section covers all the relevant materials required for the section.	-	2 (1.4%)	15 (10.1%)	76 (51.4%)	55 (37.2)	4.24
4	The reference materials are always made available to students on demand.	-	5 (3.4%)	13 (8.8%)	48 (32.4%)	82 (55.4%)	4.4
5	The reference section provides up to date materials	6 (41%)	14 (9.5%)	25 (16.9%)	78 (52.7%)	25 (16.9%)	3.69

### *Value of Reference Services*

This section discussed the extent that students value the reference services in the academic libraries in the universities in the North West. Table 4.6 indicates the results for the value the reference services.

**Table Reference Services Available**

No	Item (s)	SD	D	N	A	SA	Mean
1	The services of the reference section enable students to achieve their academic goals.	5 (3.4%)	1 (.7%)	46 (31.1%)	72 (48.6%)	24 (16.2%)	3.74
2	Students rely heavily on the reference section for academic inputs	-	6 (4.1%)	38 (25.7%)	83 (56.1%)	21 (14.2%)	3.8
3	The reference section is of greater importance to students' academic development	-	11 (7.4%)	45 (30.4%)	77 (52%)	15 (10.1%)	3.65
4	The students give priority attention to the materials in the reference section	-	6 (4.1%)	21 (14.2%)	77 (52%)	44 (29.7%)	4.07
5	The reference section as it improves teaching, learning and research due to the students' patronage of the services in the university.	-	3 (2%)	47 (31.8%)	60 (40.5%)	38 (25.7%)	3.9

### *Challenges of Reference Services*

This section discussed challenges of reference service in the academic libraries in the universities in the North West Geopolitical Zone of Nigeria. Table 4.7 depicts indicates the results items under the challenges of reference service in academic libraries.

1 **Table Challenges of Reference Service in Academic Libraries**

No	Item (s)	SD	D	N	A	SA	Mean
1	Funding constitutes one of the challenges of the reference section	-	11 (7.4%)	28 (18.9%)	61 (41.2%)	48 (32.4%)	3.99
2	Analogue nature of the references section reduces the quality of services	-	12 (8.1%)	38 (25.7%)	65 (43.9%)	33 (22.3%)	3.8
3	Large number of students poses a challenge to services of the reference section.	-	2 (1.4%)	27 (18.2%)	86 (58.1%)	33 (23.3%)	4.01
4	Limited capacity building and training of staff is also a challenge	6 (4.1%)	2 (1.4%)	43 (29.1%)	94 (63.5%)	3 (2%)	3.58
5	Technological advancement is equally a challenge for the reference section		21 (14.2%)	33 (22.3%)	73 (49.3%)	21 (14.2%)	3.64

2  
3 Regarding the question statement “Funding constitutes one of the  
4 challenges of the reference section” Out of the 148 respondents, 61 respondents  
5 indicated agreement representing 41.2% followed by 48 respondents who  
6 indicated strong agreement representing 32.4%. Twenty Eight respondents  
7 indicated neutrality representing 18.9%. 11 respondents indicated disagreement  
8 representing 7.4%. This shows that the majority of the employees were in  
9 support of the statement “funding constitutes one of the challenges of the  
10 reference section with a mean of 3.99 showing that funding is one of the  
11 problems being encountered by the reference section.

12 The outcomes on the query statement “Analogue nature of the references  
13 section reduces the quality of services” reveals that out of the 148 respondents,  
14 65 respondents indicated agreement representing 43.9%, followed by 38  
15 respondents who indicated neutrality representing 25.7%. 33 respondents  
16 indicated strong agreement representing 22.3%. 12 respondents indicated  
17 disagreement representing 8.1%. This shows that the majority of the employees  
18 were in support of the statement “analogue nature of the reference section  
19 reduces the quality of services” with a mean of 3.8. Revealing that the  
20 reference section uses analogue materials.

21 The results of the question statement a “large number of students poses a  
22 challenge to services of the reference section” discloses that out of the 148  
23 respondents, 86 respondents indicated agreement representing 58.1% followed  
24 by 33 respondents who indicated strong agreement representing 22.3%. 27  
25 respondents indicated neutrality representing 18.2%. 2 respondents indicated  
26 disagreement representing 1.4%. This indicates that the mainstream of the

employees were in favour of the statement that a “large number of users poses a challenge to services of the reference section” with a mean of 4.01. Indicating that there is substantial number of students used reference services

The consequences for the question stated “Inadequate capacity building and training of staff is equally a problem” reveals that out of the 148 respondents, 94 respondents indicated agreement representing 63.5% followed by 43 respondents who indicated neutrality representing 29.1%. 6 respondents indicated ‘strongly disagree’ representing 4.1%. 3 respondents indicated strong agreement representing 2%. 2 respondents indicated disagreement representing 1.4%. This shows that the majority of the employees were in support of the statement limited capacity building and training of staff with a mean of 3.58 demonstrating that staff in the reference section are need of training.

The outcomes of the query statement “Technological development is a problem for the reference section” discloses that out of the 148 respondents, 73 respondents indicated agreement representing 49.3% followed by 33 respondents who indicated neutrality representing 22.3%. 21 respondents indicated strong agreement representing 14.2%, while another 21 respondents indicated ‘disagree’ representing 14.2%. This shows that the majority of the employees were in support of the statement technological development is problem with a mean of 3.64. Indicating that advancement of reference technology obtained in developed countries poses a challenge to academic libraries in developing countries.

## **Conclusion**

### *Introduction*

This chapter presents the concluding aspect of the research work by providing discussion on the findings, conclusions and giving recommendations. This chapter also summarises the examination of reference services in academic libraries in North-western universities in Nigeria. It provides a discussion on the result findings of this study, by looking at how the questions are set at the beginning of the research and the care taken in the whole process of the study.

It also discusses the relationship of the study objectives; makes recommendations, and identifies future research opportunities. Thus, the chapter is divided into four parts; the summary of the research findings, the implication of the study, the limitations of the research and finally suggestions for further research.

### *Summary of Findings*

The main purpose of this research work is to examine reference services in academic libraries, using in north-western universities in Nigeria as a case study. To achieve this aim, the study tried to investigate the reference services available in the university libraries in North-western universities. The study also identifies the challenges facing reference service in the university libraries.

1 Afterwards, the study examines the extent to which students value the  
 2 reference services in academic libraries in the North-western universities. The  
 3 study is presented in logical manner and covers all the variables raised at initial  
 4 stage of the study. Literature has been reviewed and appropriate methodology  
 5 was implored and presented.

6 Therefore, based on these findings, it is clear that the libraries have well  
 7 designed and planned services to fulfil the institutional mission and goals and  
 8 actively keep these services consistently in order meet performance  
 9 expectations to the stakeholders and customers. The findings reveal that the  
 10 academic libraries struggle to meet the standards to identify critical aspects of  
 11 the process such as primary user group expectations, proper utilization of  
 12 resources, hours of service, better awareness regarding service matters.

13 As widely noted, and stated in the first chapter of this study, an academic  
 14 library institution remains the “heart of the learning community” as it provides  
 15 supporting services and facilities for the achievement of scholarly endeavours.

16 The study findings also establish that reference services answer reference  
 17 queries, referral services are readily provided in the library, provision of  
 18 photocopying of reference materials, provision of reference materials,  
 19 provision of theses/dissertations materials and provision of digital reference  
 20 services are provided too. The extent to which reference services are being  
 21 provided to users shapes the perception of the library, helps to direct users to  
 22 the location of reference materials, this aids in information retrieval, selecting  
 23 the right information material, provides the right information at the right time  
 24 in the right format, enhances their searches and satisfies their information  
 25 needs.

26 Finally, availability of reference service materials in the three libraries  
 27 indicate that the reference librarians are competent in discharging their duties  
 28 and that most of them are highly competent.

### 30 *What are the Problems Associated with Reference Service in Academic* 31 *Libraries in the Universities of the Northwest Geo-political Zone?*

33 The final question of this study was responded to by gathering information  
 34 on the challenges facing reference service are, the Analogue nature of the  
 35 reference section, large population of students, training requirement and  
 36 technological advancement.

### 38 *Suggestions for Future Research*

40 Future research may increase the number of participants and respondents  
 41 by adding more universities or other types of institutions in Nigeria. Also, the  
 42 research is based on library staff in these universities’, however; future studies  
 43 may consider students that also make use of reference services in the  
 44 universities or other institutions of learning as a unit of analysis. Future  
 45 research may broaden the scope of the study by investigating more institutions  
 46 of that comprises the education sector; such as primary schools, secondary  
 47 schools, and other institutes of learning.

## Conclusion

Even though reference materials are highly important for research work and available in the three respective universities, students need online resources in order to be consistent with technological advancement, which could result in a more efficient and convenience service.

It is concluded that the reference section provides competent service and discharge duties with confidence and professionalism. Communication and collaboration are key elements that must be enhanced among the library reference staff in order to have utilisation of the reference services. With the advancement of technology provision for this progression must be made for any service, especially libraries.

## RECOMMENDATIONS

Based on the above findings and conclusions, some recommendations were made. There should be more awareness campaigns in form of library instruction through handbill and flyers in order to make students aware of various reference services available in the respective libraries.

Also educational programmes such as workshops and conferences should be made in the institution. A virtual library should also be provided to help students source for information anywhere in the world.

Other recommendations are highlighted as follows; (1) Reference librarians should provide enabling environment for continuous interaction, (2) Stakeholders should be more involved in the development of the libraries' Reference librarians must increase and maintain effectiveness through access to training and the time to learn and digest new skills, Reference librarians should be trained in the area of technology in order to provide better service to library clients.

## References

- Achebe N (2012). Current trends and challenges in reference and information services in Nigerian libraries. In: Daniel JO, Ifidon EI and Okegbola T (Eds) Trends In Library & information Science in Nigeria: festschrift in honor of Prof. Sam E. Ifidon. Lagos: Elis Associates.
- Ademodi, A. (2011). Reference service in academic libraries: Accommodation of International Students. Retrieved from <http://unllib.unl.edu/LPP/>
- Bopp, R. E., & Smith, L. C. (Eds.). (2011). *Reference and Information Services: An Introduction: An Introduction*. ABC-CLIO.
- Datig, I., & Russell, B. (2014). Instructing college students on the ethics of information use at the reference desk: a guide and literature review. *The Reference Librarian*, 55(3), 234-246.
- Diaz-Rico, L. T. (2013). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide*. Pearson Higher Ed.
- Goodman, A; Goodman, R (2009) *Strengths and Difficulties Questionnaire as a Dimensional Measure of Child Mental Health*. Journal of the American



- 1 Academy of Child and Adolescent Psychiatry, 48 (4). pp. 400-3. ISSN  
2 0890-8567 DOI: 10.1097/CHI.0b013e3181985068
- 3 Gremmels, G. S. (2013). Staffing trends in college and university libraries.  
4 *Reference Services Review*, 41(2), 233-252.
- 5 Janes, J. (2004). Academic Reference: Playing to our Strengths. *Libraries and*  
6 *the Academy* 4(4).ACRL College and Research Task Force, "Standards for
- 7 Katz, L. S. (2013). *Digital reference services*. Routledge.
- 8 Katz, L. S. (2013). *Evaluation of reference services*. Routledge.
- 9 Kumar K (2008) Reference service 5th revised edition. New Delhi: Vikas  
10 publishing house PVT
- 11 Li, P. (2013). Effect of distance education on reference and instructional  
12 services in academic libraries. *Internet Reference Services Quarterly*,  
13 18(1), 77-96.
- 14 Lotts, M., & Graves, S. (2011). Using the iPad for reference services:  
15 Librarians go mobile. *College & Research Libraries News*, 72(4), 217-  
16 220.
- 17 Mercy, A.I. & Julie E. Ilogho, J. E. (n.d.).Utilization of Reference Books by  
18 Students: A Case Study of Covenant University, Nigeria. Chinese  
19 Librarianship: an International Electronic Journal, 34. URL:  
20 [www.iclc.us/cliej/cl34II.pdf](http://www.iclc.us/cliej/cl34II.pdf)