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Evaluation of the Use of Reference Sources and Services among Students of Kwara State College of Education, Ilorin, Nigeria

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Abstract

The study evaluated the use of reference sources and services among students of Kwara State college of Education, Ilorin. Descriptive research design was adopted for the study. From students' population of 8,496, stratified sampling technique was used to select the sample size 263. Out of 263 administered questionnaires, 242 copies were retrieved which give 92% return rate. Data collected for the study were analyzed using frequency counts and percentages. Report of findings showed that dictionaries, bibliographies, yearbooks, handbooks, geographical sources, biographical sources, index and abstracts, current awareness services, selective dissemination of information, reprographic services are the major reference sources and services available to the students. Findings revealed that majority of the respondents do not have access to bibliographies, manuals, handbooks, encyclopedias, and directories. The study found that majority of the respondents use reference services daily while purpose of using reference services include research, examination, assignment, project writing, to support lecture notes and knowledge development. Major challenges students encountered while using reference services are obsolete state of library materials, inadequate reference materials, insufficient reference librarian, poor infrastructural facilities, and absent of internet facilities. Recommendations were given that the college management should provide enough funds for the library to acquire enough reference resources into the library. Adequate infrastructure facilities and good internet facilities should be provided in the library. Management should also recruit professional reference librarians that will render professional assistance to the users in respect to their information needs.

Keywords: Reference Services, Reference Sources, Current Awareness Service (CAS), Selective Dissemination of Information (SDI), College of Education, Ilorin, Nigeria.

1. Introduction

The primary aims and objectives of any library is to provide information services to support teaching and research. Among the numerous types of libraries are academic libraries that were established as appendages to institutions of higher learning such as universities, polytechnics and colleges of education. This means that any library attached to a post-secondary or tertiary institution can be described as academic libraries (Agu, 2010). These libraries tailored their collections and services towards the achievement of the institutional goals of teaching, learning and research. In addition, they serve the students, lecturers, administrative members of the academic communities as well as other potential users.

There are various departments in the library that enhance the smooth functionality of the library. These departments include the administrative department that is responsible for personnel management and other administrative works, the technical department oversee to the collection development management as well as organization of knowledge in the library, while readers' service department encompasses the circulation unit and the reference desk. The most important of the all is the readers' service department; this is because for any library to have free flow of information, the reference section must be very functional. In addition, the responsibility of every library is not just to select, acquire and organize information resources but also to go as far as disseminating

such information to the end users. The entire information service delivery of the library revolves around reference services. In other words, the reference section constitute the centre point for users to get in touch with the reference librarian that would led them to the world of information where there are avalanche of information resources readily available to satisfy their information need. Therefore, for this section to be effective, college libraries need to acquire different reference resources to support the teaching and research objectives of their parent institutions.

Reference services are associated with direct personal assistance rendered to the users seeking for information in the library. It constitutes the only avenue where users are rightly guided to select the most appropriate information materials needed for their queries. Reference and information services are the core function of the library as well as the heart of all library operations. The provision of reference services in the library are considered as a serious aspect of library services, which seeks to satisfy the information needs of users. As a matter of fact, reference service is one of the basic services provided in the libraries, and here lies the root of librarianship (IFLA, 2019; Otonekwu, Saliu & Oyedokun, 2019). It is in light of this that Azubuike (2014) postulated that services offered by this section includes helping clientele or patrons to find information resources they need; answering information queries from patrons; providing brief information for ready reference services; Current Awareness Services (CAS); Selective Dissemination of Information (SDI). The services also include providing instruction on how to use the resources of the library; providing inter-library loan and sharing of information resources needed by patrons; conducting literature searches; compiling bibliographies on topics desired to help users obtain the information and materials they need; providing user education among others.

Ogbuiyi (2015) explained reference resources to include any publications from which authoritative information can be obtained, including but not limited to reference books, catalog records, printed indexes and abstracting and bibliographies. These information resources include and not limited to encyclopedia, dictionaries, concordance, directories, gazetteers, atlases, hand book/manuals, indexes, periodicals, computer data base resources, internet resources, African Today, Who is Who in Africa, Europa world of learning, Europa world year book, facts on file, year book, Information please Almanac, National directories, Readers' guide, Thesaurus, Biographies among others. These information resources are both in print and non-print format in order to meet up the information needs of her users.

College of Education Ilorin Library was established in the year 1974 and operates like every other college libraries around the world. The library holdings were stored in a storey building that was divided into four wings that exclude the personnel offices and others rooms used for technical operations. There are two wings on the ground floor that was labeled A and B, designated for circulation unit and free-reading area, while the remaining two wings at the top floor, labeled C and D was designated for serial unit and reference units. Dewey Classification Scheme was used to organized information resources in the library. Reference and information resources are tag "Reference Only" on a separate shelves which are available only to be consulted within the library.

Evaluation of library reference services is a critical component of library management that put to test the effectiveness of resources holding in the library. The evaluation process encompasses identification of users' information need (that is users purpose of using the library), ascertaining the relevance and sufficiency of available reference and information resources, accessibility and usability of the information sources in the library as well as challenges militating against effective delivery of dynamic information services.

1.2 Statement of the Problem

Reference services are important aspect of library services. This is because, it is the only avenue through which contact between readers, reference librarians and the library materials are established (Achebe, 2012). The role of college libraries in acquiring, storing, organizing and disseminating information for the use of student cannot be overestimated. This is because students would benefit a lot when these information resources are available and accessible.

However, despite the huge amount of money library spent on acquiring reference resources; it is observed that many students do not use these resources and services effectively. It can be assumed that students were not aware

of the availability of these resources and services. Consequently, the inability of users to use these resources and services will not justify the fund spent in reference section of the library. In similar vein, Achebe (2012) hinted that despite the importance of reference services to the academic achievement of students, it is quite unfortunate that there is low patronage of these information resources and services among the college students. To this respect, the extent of reference services utilization among the students of College of Education, Ilorin remain unknown, hence, this study was set out to evaluate the use of reference services among the students in Kwara State College of Education, Ilorin, Kwara State.

1.3 Objectives of the Study

The broad objective for this study is to evaluate the use of reference services among the students in Kwara State College of Education, Ilorin, Kwara State. Specifically, the study seeks to:

- i. Identify reference sources and services available to students in Kwara State College of Education;
- ii. Ascertain the reference services accessible to students in Kwara State College of Education;
- iii. Examine the frequency of reference service utilization by students in Kwara State College of Education;
- iv. Investigate the purpose of using reference services by students in Kwara State College of Education; and
- v. Identify challenges that students encountered while using reference services

2. Review of Related Literature

Reference services at its core embrace all activities involved in diagnosing and treating information deficiencies, likewise matching reference and information sources with users' specific queries. Reference services according to Daniel (2010) refers to personal assistance given by reference librarian to users in search of information for whatever purpose as well as various library activities deliberately designed to facilitate easy access to information resources. Basically, it is the responsibility of reference section of the library to fulfill and satisfy users' information needs. This is because library is the custodian of rear, out of print books as well as source of most reliable and accurate information, given credence to evaluation process and collection development policies guiding library selection and acquisition of information resources. In academic environment such as college of education, users (mostly students) physically visit the library and a times browse through library collections on the library website for information relevant to their course of study. Students used library resources for self-development, purpose of completion of assignment, augmentation of class notes, research purpose and many more.

However, not all users know how to locate or find relevant resources in the library, and this is where reference services are justified, fulfilled and utilized. Librarian in charge of reference section of the library (called reference librarian) helps users with their information needs and other enquiries. Reference services are the duties of a reference librarians where they teach users how to use the library catalogue to locate information materials on the library shelves, trained users on how to use online databases as well as giving advice on information search strategy most suitable for retrieving relevant and accurate information on the internet (Abdul-Kadir, 2012). Nevertheless, reference services are akin to directional maps that guide users to the right sources of information; hence, it should be the first port of calls for every users of the library.

Reference sources on the other hand refer to non-circulating library collection that present current information in a bound format. They provide factual information (hardly will a reference material represent opinion) in words and figures (Otonekwu, Saliu & Oyedokun, 2019). Reference sources are infallible and authoritative sources that provide concise, clear and organized information in either systematic or chronological order. They assist in locating accurate information about people, place, time and events. Correspondingly, reference sources are not meant to be read from cover to cover; instead users consulted them for topic summaries, geographical and biographical information and statistical data and bibliographical information (McEnery, 2018).

Reference sources are either in-print or non-print format and they are of different type, which include but not limited to dictionaries, thesauri, encyclopedia, directories, almanacs, traveller's guide, biographies, bibliographies, manuals, gazetteers, gazettes, hand books and many more (Pressley & Yun, 2013). Reference sources are information resources designed to help users find key facts or background information on a subject

matter which also aid in finding meaning to concepts and terminologies. Handbooks and manuals provide practical information and comprehensive overview of subject matter. Information about individual is found in biographical sources such as biographies, autobiographies, “who is who” etc. Geographical information about places could be found on maps, atlases travellers’ guides and gazetteers. Suggestions for further studies are found in bibliographical sources and statistical data and date are found in almanacs and yearbooks. The importance of information and reference services cannot be overemphasized; this is because they contribute to users’ academic achievement, which justify the reason why library management acquired information and references resources in the library.

2.1 Review of Relevant Empirical Studies

Over the years, numerous empirical studies had been carried out on the use of reference sources and services by undergraduate students. For example, Obochi (2017) carried out a study of accessibility and utilization of reference resources and services by students in polytechnic libraries in Southeast, Nigeria. The study reported that print and non-print reference resources are readily available except for concordance, thesaurus and guidebooks. On reference services mostly utilized by students, the study indicated services such as reservation of library resources, bibliography verification, indexing and abstracting services. Telecommunication services, selective dissemination of information (SDI) and current awareness services (CAS) are reference services less utilized by students. Most reference resources are highly accessible except for almanacs, concordance, thesaurus, CD-ROM sources, online reference sources and compact. The study further reported purpose for which students used reference resources and services to include enquiries on specific information, completion of assignment as well as general purposes (such as name and address of places and other directional reference queries). More so, the study reported challenges to effective reference services to include mother of them all, insufficient funding of the library, sync up with dearth state of reference resources in the library as well as scarcity of trained reference staff. Similarly, in Makinde, Aba and Ugah (2017) study of accessibility and utilization of reference resources by fisheries undergraduate students in university libraries in North-Central, Nigeria, verdicts have it that reference resources were readily available and yet, accessibility and utilization of reference resources and services were generally low among the students. The study further reported that inadequate trained reference staff, out datedness and irrelevant reference resources as well as excess time spent in searching for reference resources constituted identified challenges militating against effective information and reference service delivery in those libraries surveyed. In Iroaganachi and Julie (2012) study of utilization of reference books by final-year students of Covenant University, Nigeria, the study reported that students prefer online resources, which accounts for the poor usage of the hardcopy reference materials. Similarly, Chimah, Okoro and Nwajei (2015) examined reference sources, collections, ethics and evaluation of services for effective readers’ service delivery in Energy Research Centre Library, University of Nigeria, Nsukka. Findings revealed that available reference sources in NCERD library include books, journals, theses/dissertations, conference proceedings and newspapers. The study also found that there were variations of number of materials consulted by library users between the periods 2005 and 2012 under study.

In another study carried out by Ogbuiyi (2015) availability and use of reference sources and service in Babcock university library, results of findings indicated that 38(40.9%) of the respondents use the reference sources weekly. Majority of the respondents indicated that reference sources are highly available, except yearbook, bibliographies and biographies that are not available. In addition, Kumari and Talawar (2009) investigate the use of reference sources in university libraries of Karnataka. The study found that there is upward interest in reference sources among the users in university libraries. Dictionaries and encyclopedias are found to be the most used reference sources and directories are less used. Furthermore, Okeke, Oghentga and Nwabu (2013) investigated students’ attitude towards the use of reference and information services (RIS) in academic libraries in Nigeria. The findings showed that students do not make proper use of reference services and sources. This was subject to obsolete materials and inexperienced staff in to assist the users in locating the information resources they needs to satisfy their information needs.

In the same vein, Ogunniyi, Efosa and Sheji (2013) investigate the use of reference sources and services by students in ACE Library, Ondo State, Nigeria. The study surveyed 405 students comprising 183 and 222 Degree and NCE students respectively from the five schools in the College. The findings of the study reported that 246(60.7%) had good understanding of what reference materials are; 222 (54.8%) have good understanding of what reference service entails and 295(72.8%) make use of reference materials in the college library. The major challenges confronting the students in the use of reference materials include outdated reference resources, 82 (20.2%) and time wastage when searching for materials 75 (18.5%).

Coherence deduce from the empirical studies above present a train of thought that suggested an information and reference services that is yet to be at gilt-edge stage of effectiveness. This is to say that reference resources and services in libraries surveyed have not been optimally utilized by users as expected. The reason for this is as a result of scarcity of recent and relevant reference resources coupled with reference services deficiencies and dearth of trained reference staff that epitomized and subsequently intensified from poor funding of the library by the management.

3 Methodology

This study adopted survey research design. Therefore, the target population of the study consists of all the students in Kwara State College of Education. As at 2018/2019 academic section, the total number of students in Kwara State College of Education is 8,496 out of which stratified sampling technique was used to select 263 , where students' academic (NCE 1, 2, and 3) levels represent each strata from which sample was drawn. The selection of this sample size is determined by Raosoft sample size calculator. Furthermore, a self-developed questionnaire titled: Questionnaire on Use of Reference Sources and Services among Student (QURSSS) was used to collect data for the study. The questionnaire was divided into six sections, Section A to F. The instrument was validated using content and construct validity method to determine if the instrument is valid by giving three copies of the questionnaire to three research experts in the Department of Library and Information Science, with a reliability co-efficient 0.81 using Split-half technique. The researchers administered 263 copies of the questionnaire to students in their various lecture rooms, and they were asked to fill and return it immediately. Out of 263 administered questionnaires, the study retrieved 242 copies which give 92% return rate. Data collected for the study were analyzed using frequency counts, percentages and mean scores.

4 Data Analysis and Interpretation

Bio-data of the respondents

Table 1: Bio-data of the respondents (N=242)

Gender	Frequency	Percent
Male	181	74.8
Female	61	25.2
Total	242	100
Age		
15-20	55	22.7
21-25	145	59.9
26-30	33	13.6
31-35	9	3.7
Total	242	100
Academic Level		
NCE 1	71	29.3
NCE 2	98	40.5
NCE3	73	30.2
Total	242	100.0

Table 1 present the bio-data of the respondents. The result showed that out of 242 respondents, 181 (74.8%) were male while 61 (25.2%) were female. This implies that the study attracted more male participants than their female counterparts. Furthermore, the result showed that 145 (59.9%) of the respondents fall between the ages bracket of 21-25 while 55 (22.7%) fall between the ages of 15-20. On the other hand, the result revealed that 33 (13.6%) fall between the ages of 26-30 while 9 (3.7%) fall between the ages of 31-35. In summary, it can be deduced that majority of the respondents fall between the ages of 21-25. Based on the academic level of the respondents, the result confirmed that majority of the respondents were in NCE 2 representing 98 (40.5%). Next to this were the respondents in NCE3 representing 73 (30.2%) while 71 (29.3%) were in NCE 1.

Research Question 1: What are reference sources and services available to students in Kwara State College of Education?

Table 2: Reference Resources and Services Available to Student in Kwara State College of Education (N=242)

S/N	Reference Resources	Available	Not Available	Mean	Rank	Decision
1	Dictionaries	157 (64.9%)	85 (35.1%)	1.64	6	A
2	Bibliographies	193 (79.8%)	49 (20.2%)	1.80	2	A
3	Yearbooks	147 (60.7%)	95 (39.3%)	1.61	7	A
4	Manuals	63 (26.0%)	179 (74.0%)	1.26	9	NA
5	Handbooks	146 (60.3%)	96 (39.7%)	1.60	8	A
6	Geographical sources such as atlases, globes	180 (74.4%)	62 (25.6%)	1.74	4	A
7	Biographical sources	156 (64.5%)	86 (35.5%)	1.65	5	A
8	Encyclopedias	192 (79.3%)	50 (20.7%)	1.79	3	A
9	Indexes and Abstracts	195 (80.6%)	47 (19.4%)	1.81	1	A
10	Directories	62 (25.6%)	180 (74.4%)	1.26	10	NA
Reference Services						
1	Current Awareness Services	183 (5.6%)	59 (24.4%)	1.76	3	A
2	Selective Dissemination of Information	206 (85.1%)	36 (14.9%)	1.85	1	A
3	Reprographic services	182 (75.2%)	60 (24.8%)	1.75	4	A
4	Indexing and abstracting services	191 (78.9%)	51 (21.1%)	1.79	2	A
5	Binding services	37 (15.3%)	205 (84.7%)	1.15	6	NA
6	Inter-library loan	49 (20.2%)	193 (79.8%)	1.20	5	NA

Table 2 presents reference sources and services available to students in Kwara State College of Education. The study affirmed that index and abstracts, bibliographies, encyclopedia, geographical sources, biographical sources, dictionaries, yearbooks and handbooks are readily available in the college library while reference resources such as manuals and directories are not readily available. Index and abstract ranked first with a mean score ($X=1.81$), followed by bibliographies that ranked second with mean score ($X=1.80$) and encyclopedia with mean score ($X=1.79$) and 192 (97.3%) that ranked third. This implies that the college library focus more on bibliographical sources than any other reference resources. On reference services rendered in the college library, selective dissemination of information (SDI) lead the pack with mean score ($X=1.85$), followed by indexing and abstracting services with mean score ($X=1.79$) that ranked second. Current awareness services ranked third with mean score ($X=1.79$) and reprographic services with ($X=1.75$) which ranked fourth while interlibrary loan services, with mean score ($X=1.20$) and binding services with ($X=1.15$) that ranked fifth and sixth respectively are not readily available in the college library.

Research Question 2: What are the reference sources accessible to students in Kwara State College of Education?

Table 3: Reference Sources accessible to Student in Kwara State College of Education (N=242)

S/N	Reference Sources	Accessible	Not Accessible	Mean	Rank	Decision
1	Dictionaries	193 (79.8%)	49 (20.2%)	1.80	1	A
2	Bibliographies	87 (35.9%)	155 (64.1%)	1.36	6	NA
3	Yearbooks	192 (79.3%)	50 (20.7%)	1.79	2	A
4	Manuals	72 (29.8%)	170 (70.2%)	1.30	8	NA
5	Handbooks	86 (35.5%)	156 (64.5%)	1.36	7	NA
6	Geographical sources such as atlases, globes	181 (74.8%)	61 (25.2%)	1.75	3	A
7	Biographical sources	168 (69.4%)	74 (30.6%)	1.69	4	A
8	Encyclopedias	60 (24.8%)	182 (75.2%)	1.25	9	NA
9	Indexes and Abstracts	155 (64.0%)	87 (36.0%)	1.64	5	A
10	Directories	49 (20.2%)	193 (20.2%)	1.20	10	NA

Table 3 presents reference sources that were accessible to the students in Kwara State College of Education Ilorin Library. Out of ten reference resources available in the college library only five are accessible to students. Dictionary lead the pack with mean score ($X=1.80$), followed by yearbook with mean score ($X=1.79$), geographical source with mean score ($X=1.75$), bibliographical source with mean score ($X=1.69$) and index and abstract with mean score ($X=1.64$). Directory and manual with mean score ($X=1.20$) and ($X=1.30$) respectively are not accessible which corroborate with initially claims by the respondents that they are not available in the college library. Encyclopedia, handbooks and yearbooks with mean scores ($X=1.25$), ($X=1.36$) and ($X=1.36$) respectively are not accessible to students but they are available in the college library as claimed by the respondents. The reason why some reference resources are available in the library but not accessible to students might be as a result of strict library policies that bar students from accessing some rear books or restricted them from browsing through certain library collection which was tag out of bound for students.

Research Question 3: What is the frequency of use of reference sources and service by students in Kwara State College of Education?

Table 4: Frequency of Use of Reference Sources and Services by Students in Kwara State College of Education

Frequency of use	Frequency	Percent
Daily	157	64.9
Weekly	60	24.8
Monthly	25	10.3
Total	242	100.0

Table 4 presents the rate of reference sources and services usage by students in Kwara State College of Education. The finding showed that majority of the respondents use reference sources and services daily. This implies that students find reference resources and services in the library very relevant and useful for their course of study, which is the reason why majority of the student subscribe to using the resources almost on a daily basis.

Research Question 4: What are the purposes of using reference sources and services by students in Kwara State College of Education?

Table 5: Purpose of using Reference Sources and Services by Students in Kwara State Colleges of Education

S/N	Items	Agree	Disagree	Mean	rank	Decision
1	For leisure	22 (9.1%)	220 (90.9%)	1.09	6	Disagree
2	To pass examination	157 (64.9%)	85 (35.1%)	1.65	4	Agree
3	To write assignments	169 (69.8%)	73 (30.2%)	1.70	3	Agree
4	To write project	143 (59.1%)	99 (40.9%)	1.59	5	Agree
5	To support lecture notes	194 (80.2%)	48 (19.8%)	1.80	2	Agree
6	For the development of knowledge	206 (85.1%)	36 (14.9%)	1.85	1	Agree

The result in Table 5 showed the purposes students used reference sources and services in Kwara State College of Education Ilorin Library. Out of the six purposes raised, five reasons are agreed upon by the respondents. The result revealed that majority of the respondents use reference sources and services for development of knowledge ($X=1.85$), followed by purpose of supporting lecture note ($X=1.80$) which ranked second and writing of assignment ($X=1.70$) which ranked third. For the purpose of passing examination ranked fourth with mean score ($X=1.65$) and writing of project ranked fifth with mean score ($X=1.59$) while for leisure score the least mean score ($X=1.09$) indicating that is the only reason disagreed upon by respondents.

Research Question 5: What are the challenges that students encountered while using reference sources and services?

Table 6: Challenges Students encountered while using Reference Sources and Services

S/N	Items	Agree	Disagree	Mean	Rank	Decision
1	Obsolete materials on shelves	194 (80.2%)	48 (19.8%)	1.80	2	Agree
2	Improper organization of materials	73 (30.2%)	169 (69.8%)	1.30	6	Disagree
3	Inadequate reference materials	157 (64.9%)	85 (35.1%)	1.65	4	Agree
4	Poor searching skills	60 (24.8%)	182 (75.2%)	1.25	7	Disagree
5	Insufficient reference librarian to assist	205 (84.7%)	37 (15.3%)	1.85	1	Agree
6	Poor infrastructural facilities	155 (64.0%)	87 (36.0%)	1.64	5	Agree
7	Lack of access to Internet facilities	193 (79.8%)	49 (20.2%)	1.80	3	Agree

Table 6 presents the challenges that students in Kwara State College of Education encountered while using reference sources and services. Out of seven challenges, five were agreed upon. Insufficient number of reference staff ranked first with mean score ($X=1.85$), followed by obsolescence of reference resources ($X=1.80$), lack of access to internet facilities in the library ($X=1.80$), insufficient reference materials ($X=1.65$) and poor information infrastructure ($X=1.64$). Poor information searching skill on the part of students and improper organization of reference materials with mean scores ($X=1.25$) and ($X=1.30$) respectively were two challenges most respondents disagree upon.

4.1 Discussion of Findings

The purpose of this study is to evaluate the use of reference sources and services among the students in Kwara State College of Education. The first finding of the study reported reference resources available in the college library to include indexes and abstracts, bibliographies, encyclopedia, geographical sources, biographical sources, dictionaries, yearbooks and handbooks, while manuals and directories are said not to be available. Current awareness services (CAS), selective dissemination of information (SDI), reprographic services and indexing and abstracting services are the reference services available to the students while binding services and interlibrary loan services are not readily available in the library. This result is in consonance with study carried out by Makinde, Aba and Ugah (2017) that also reported that reference resources and services are readily available in the library and yet accessibility and level of utilization is still low among students. Also in partial corroboration with current study was, Obochi (2017) whose study reported reservation services, bibliographical verification as well as indexing and abstracting services as major reference services as services readily available in the library.

In spite of available reference resources and services, the study reported that majority of the respondent do not have access to bibliographies, manuals, handbooks, encyclopedias, and directories. The reason for this may be subjected to the inadequacy of the copies of these resources in the library as well as strict library policies that bar students from accessing some reference materials in the library.

More so, the study found that majority of the respondents use reference services daily. The reason why majority of the students use these resources and services daily can be attributed to the level of availability and benefit they derived from using them. However, this finding contradicts the finding of Ogbuiyi (2015) who reported that undergraduate students use reference services on a weekly basis.

Furthermore, the purpose of using reference sources/services by the student are for research purpose, to pass examination, to write assignment, write project, to support lecture notes and for the development of knowledge. Furthermore, majority of the respondents use reference sources and services are to for the development of knowledge, to support lecture note, to pass examination, to write assignment, and to write project. The implication of this finding is that student cannot do without reference services, as it constitutes part of essential ingredient for them to excel in their academic career. This finding is in line with Ogunniyi, Efosa and Sheji (2013) who reported similar findings.

However, major challenges that students encountered while using reference services are obsolete materials, inadequate reference materials, insufficient reference librarian to assist, poor infrastructural facilities, and internet facilities. This finding corroborates that of Okeke, Oghenetga and Nwabu (2013) as well as Ogunniyi, Efosa and Sheji (2013). Also in congruence with foregoing, was Obochi (2017) who reported dearth state of reference resources, scarcity of trained reference staff, out datedness of reference materials as well as excess time students spends in searching for information as major challenges militating against effective reference service delivery. Consequently, if these challenges are not address, it will affect effectiveness services in the library.

5 Conclusion

Reference services are an important functionality of the library, which ensures users have quick and timely access to right information and reference resources. Resolved from the evaluation of the use of reference sources and services by students of College of Education Ilorin has it that references resources and services provided in the library is yet to be at optimal stage, as there are services that are yet to be activated and some other services that still needed to be improved upon. There are some reference resources that are highly available and also accessible to students (which lead to their daily usage) and some that are available but not accessible because of strict library policies. Furthermore, the study professed that students in Kwara State College of Education use reference resources and services essentially for development of knowledge, augmenting lectures' notes, and writing assignment. Other purposes include passing of examination and writing of project. All identified threats to effective information and reference services that range from obsolete state of information materials, inadequate

reference resources, insufficient reference librarian to assist users, poor infrastructural facilities and internet facilities can all be tailored and associated with insufficient funding of the library.

5.1 Recommendations

Based on discussion of findings, the researches made the following recommendations:

- i. The school management should make enough funds available for the library to acquire enough and adequate reference resources, which will in turn maximize the use of the library.
- ii. Library management should encourage students to optimally utilized reference services through library orientation.
- iii. School management in conjunction with library management should recruit professional reference librarians that will manage the affair of reference services in the college library.
- iv. School management should endeavour to make adequate information infrastructure and internet facilities available in the library.
- v. The library management should revisit and review some of her hard library policies that restrict users' access and also discourage students from using or enjoying some reference resources and services in the library.
- vi. The college library should collaborate with other college library for resource sharing, networking and library consortium.
- vii. As binding service is not available in the library, the library should create a section for binding or better still outsource the service to professionals outside the library.

Reference

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