LIBRARIANS’ COMPETENCIES AND STUDENTS SATISFACTION WITH INFORMATION SERVICES IN UNIVERSITY OF UYO LIBRARY

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ABSTRACT

The study investigates librarians’ competencies and students’ satisfaction with information services in University of Uyo Library. Three objectives, three research questions and three hypotheses were formulated for the study. The study covered University of Uyo library. Ex-post facto research design was used for the study. The population of the study comprised 1,855 registered users in the University of Uyo Library during the 2016/2017 academic session. The sample size of the study was 185 respondents using 10% of the total population. Simple random sampling techniques were used to select sample size for the study. The data collected were analyzed using mean and standard deviation for all the three research questions; while t-test were used for test the three null hypotheses. The finding of the study shows that there is a significant influence of librarians’ knowledge of information resources on students’ satisfaction with information services. There is a significant influence of librarians’ technical skills on students’ satisfaction with information services. There is a significant influence of librarians’ interpersonal skills on students’ satisfaction with information services. The study was recommended that the Librarians should be well grounded in the knowledge of information resources that exist not only in academic library but other libraries and information centres in order to effectively serve the library community and create effective referral. Librarians as a matter of urgency should strive to develop themselves in information literacy and information technology as these are important in the present knowledge economy in order to remain relevant as information service provider and this can be gotten through continuing education, workshops, seminars and conferences. Librarians should always wear a friendly outlook in the discharge of their duties in order to create a positive environment for collaboration that will engender maximum use of the library resources to the satisfaction of the information need of the community of users.

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Introduction
Competencies are the proficiencies, knowledge and attributes that employees across an organization are expected to have to contribute effectively to the success of the organization. Libraries occupy a unique position in the university community as a reservoir and repository of information resources geared to support not only the teaching, learning and research activities of its parent institutions but also stands as a potential force in the intellectual development of the students and faculty as well Gulati and Rai (2000). With the advent of Information Technology, its traditional role has taken an additional role that is vested with the capacity and capability to reach out to direct users as well as remote users. The ability of the library to reach out to both direct and remote users in this present information age requires some competences on the part of library managers. The demand for certain competences has become a popular way to assess the strengths, needs, and potential contributions of individuals in an organization. The success of libraries as organizations is determined by the actions of the individuals who work in those libraries. The ability to carry out stipulated tasks in libraries is a reflection of the type and quality of information service delivery. Successful librarians demonstrate certain skills that are instrumental in the delivery of desired outcomes. Library can have excellent collection of documents, with enough online resources and a magnificent building, but if it does not have a competent workforce (staff), it will lose its relevance, because the complicated services which a modern library renders do not organize and run “themselves” but must be modified, improved and extended in the light of changing conditions (Uzuegbu & Arua, 2012). The success of library services rest on the competence of the librarians in discharging their duties to the satisfaction of the library clientele. Mahmood (2002) asserts that competency means having the skills, and knowledge to function in a particular way which delineate what a person knows and evidence that one can produce desirable outcomes. Several competences are required of librarians who are faced with changing realities of their work environment and without having these competences, they cannot satisfy the needs of their users. The Special Library Association (1996) recommended competences that are useful for both academic and special librarians working in professional institutions. These competences are divided into two broad categories of Professional and personal competences. Professional competences has to do with knowledge in the areas of information resources, information access, technology, management and research, and the ability to use these areas of knowledge as a basis for providing library and information services. Personal competences has to do with set of skills, attitudes and values that enable librarians to work efficiently; ability to be good communicators; ability to focus on continuing learning throughout their careers; demonstrate the value-added nature of their contributions; and survive in the new world of work. The study however focused on librarians’ knowledge of information resources, technical skills and interpersonal skills. Librarians’ knowledge of information resources is one of the most important competences for librarians in academic libraries. It involves the development of general and specialized subject knowledge about the purpose of their parent organization, the identification and selection of materials such as text books, journal articles, government publications, technical reports, bulletins, magazines, conference proceedings, abstracts, indexes, students projects (theses and dissertations) etc. are appropriate to users’ requirements and abilities. Furthermore, expert knowledge in the content of information resources and ability to critically evaluate and filter th-
em as well as develop and deliver convenient, easily accessible and cost effective information resources and services to the users. According to Ward (1999), the knowledge of information resources can be seen in institutional Knowledge and subject specialist knowledge. The institutional knowledge requires that librarians have a clear understanding of their institutional goal, objective and mission while the specialist subject knowledge requires that librarians should have thorough knowledge of the subjects and interdisciplinary research areas of the institutions and be concerned with analyzing the contents and evaluating their relevance to the institutional goals.

Technical skills constitute another competence that librarians must have especially in this 21st century information technology driven world that has continually sharpened and shaped the way information is generated, organized, stored, retrieved and communicated. Technical skills embodies the knowledge of computer and computing as well as the ability to manipulate and use information technology in the dispensation of information service. Technical skills also involves information literacy skill which according to the American Library Association Presidential Committee on Information Literacy (1989) is the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This is a necessary skill for librarian in their mandate to produce a literate society. Without having information literacy skill, librarian cannot educate library user to ascertain when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. According to Baro (2015), library patrons expect a timely response to their information needs from academic libraries which requires modern library facilities, products, and services, as well as skilled and professionally trained librarian with information literacy skills. Also, Ahmad (2009) opines that librarians must be aware of emerging technologies as well as keep up with technology development and strive towards the attainment of certain basic skills. The author further states that in the current dispensation, librarians and library professionals must have the knowledge of Hypertext Markup Language (HTML), Networking, scripting languages, the ability to deal with the back-end of the OPAC, the ability to translate library services into the online medium, the ability to troubleshoot basic computer and printer problems, or just a good healthy knowledge of emerging technologies.

These competences cannot translate into user satisfaction with information services without interpersonal skill. This skill is an important competence every librarian must have because the field of librarianship is a service oriented one that is hinged on the human side of librarians. They must be friendly, maintain enthusiasm, have a pleasing personality towards users, helpful and patient when dealing with users, able to remain calm and polite under stress as well willing to help library users at all times. The library may have all the right information resources and services, but cannot translate into utilization and satisfaction on the part of library users, if librarians and library professionals does not have a friendly disposition in the discharge of their duty because they constitute an important element in the activation of library service delivery.

Satisfaction generally is seen as the level of contentment, gratification and comfort that something gives. It entails a feeling of comfortable experiences by users. It is the ability of the library’s resources to meet user’s information requirements which will inadvertently enhance users’ research and productivity. Satisfying user’s needs should be the primary concern of university libraries. If the users do not perceive the library as meeting those objectives, their hopes will be dashed and they will leave the library with disillusionment and dissatisfaction. What constitutes user satisfaction or dissatisfaction in any academic library may be a combination of a number of factors such as; library...
resources, availability of information materials, the library environment as well as the library personnel. However, the thrust of this study is on the human side of librarians and how it affects the satisfaction of users with information services. Users’ satisfaction with library services can produce either positive or negative effect on the users’ information search. It is based on this background that this research work is conducted to determine the influence of librarians’ competences on students’ satisfaction with information services in University of Uyo Library.

**Statement of the Problem**

Academic libraries all over the world occupy a prominent position in the provision of university education. They are established to provide information resources and services that support the teaching, learning and research of their parent institutions. They are expected to provide relevant information resources both in print and electronic format to meet the ever increasing level of students’ enrolment which include the students’ satisfaction.

Based on the researchers’ discussion with the students and personal observation, it was noticed that students are not satisfied with the information services rendered to them which suggest that some librarians do not possess the needed skills to competently deliver services to the students thereby hindering the students from deriving maximum satisfaction from the library’s information services. The contradiction attributed to this problem is that some students are of the opinion that, librarians do possess the knowledge and skills to competently deliver services while others are of the opinion that librarians do not possess adequate knowledge and skills to render competent services for students’ satisfaction. The question that comes to mind is: could poor satisfaction with information service be attributed to inadequate knowledge and lack of skills? Can poor satisfaction of students by the library be attributed to poor knowledge of information resources, technical skills and interpersonal skills on the part of librarians? It is based on these questions raised that the study therefore seeks to find out why students are not satisfied with information services in the University of Uyo Library.

**Objectives of the Study**

The main aim of the study was to determine the influence of librarians’ competences on students’ satisfaction with information services in the University of Uyo Library. The specific objectives are as follows:

1. Determine the influence of librarians’ knowledge of information resources on students’ satisfaction with information services in the University of Uyo Library.
2. Determine the influence of librarians’ technical skills on students’ satisfaction with information services in the University of Uyo Library.
3. Determine the influence of librarians’ interpersonal skills on students’ satisfaction with information services in the University of Uyo Library.

**Research Questions**

The study was guided by the following research questions

1. How does the librarians’ knowledge of information resources influence students’ satisfaction with information services in the University of Uyo Library?
2. How does the librarians’ technical skill influence students’ satisfaction with information services in the University of Uyo Library?
3. How does the librarians’ interpersonal skill influence students’ satisfaction with information services in the University of Uyo Library?

**Hypotheses**

The following hypotheses were formulated to guide the study and were tested at .05 level of significant.

1. Librarians’ knowledge of information resources does not significantly influence students’ satisfaction with information services in the University of Uyo Library.
2. Librarians’ technical skill does not significantly influence students’ satisfaction with information services in the University of Uyo Library.
3. Librarians’ interpersonal skills do not significantly influence students’ satisfaction with information services in the University of Uyo Library.
Significance of the Study
The findings of the study would be beneficial to students, librarians, library management and university management. The findings of this study would provide an insight on how satisfied the students in the university library are with respect to the level of information service delivery dispensed to them with a view to addressing those factors that are of immense importance to their satisfaction with information service delivery of the library.

The findings of this study would provide librarians with knowledge of the competences demanded of them in the discharge of their duty in order to justify the existence of the library. The library management on the other hand would through the findings of this study seek to provide librarians with opportunities through which they acquire the needed competences in the dispense of library work in this 21st century information technology dependent environment. The university management would through the findings of this study see the need for enhanced budgetary allocation to the library for the acquisition of modern facilities needed in information delivery service and also for the training of librarians through further education, seminars, workshops and conference in order to foster enhanced service delivery to the community of users.

Finally, the knowledge arising from this study would add to the existing knowledge in this aspect of librarianship and information science, which would be of immense benefit to scholars, lecturers and librarians. It would therefore serve as a prospective reference material.

Delimitations of the Study
The study was delimited to the University of Uyo Library, Uyo, Akwa Ibom State. It was further delimited to students in the institution under study. The study focused on librarians' competences (knowledge of information resources, information literacy skill, technical skills and interpersonal skills) and its influence on students' satisfaction with information services.

LITERATURE REVIEW
This chapter presented the review of theories and literature related to the main variable of this study. The literature was reviewed under the following subheadings: theoretical framework, conceptual framework, librarians' knowledge of information resources and students' satisfaction with information services, librarians' technical skills and students' satisfaction with information services, librarians' interpersonal skills and students' satisfaction with information services and summary of review of related literature.

Theoretical Framework
The study was guided by Abbot (1988) Professional Evolution Theory and Martensen & Grønholt (2003) User’s satisfaction and loyalty Model

Professional Evolution Theory (Abbot, 1988)
Abbot's Professional Evolution Theory. "Discusses how professional evolution is dictated by the development of new problems and new knowledge systems and therefore new tools and treatment for these problems are necessary. The basic tenet of the theory is the concept of change. Every profession with particular emphasis on librarianship undergoes a period of change that is determined by the context of social and cultural forces, the context of competing occupations/professions and the context of competing organizations and commodities. The theory stated that the most obvious, and possibly the most important social force affecting librarianship now is technological change. The Library and Information profession is passing through evolutionary changes as a result of the introduction of ICT into the profession which has brought changes in ways library operations are handled. It is the emergence of ICT into the library space that brought about the competition from other professions and also the liberalization of information as a resource. The theory explains how competitions among various professions can enhance the drive to learning new skills and developing competences. Individuals compete for dominance within a profession or a field, they compete for success; they determine
the rules and the standards by which success is determined. The players and even the boundaries of the playing field are determined in such a manner as to perpetuate their advantage and dominance. The point here is that Library and Information profession is now operating on a very competitive environment set by the fast growing Information and Communication Technology (ICT). Library staff is facing stiff competition from new entrants from other related professions trying to infiltrate into information market which hitherto is monopolized by librarians. Library profession is not the only profession seeking to claim jurisdiction of information handling, storage and dissemination. Historical claims of jurisdiction are of limited value in the face of such competition as information has become a commodity that is found in every nook and cranny. The theory espouses two clear messages on how the library professionals can survive the evolutionary trends in their discipline:

(a) That information profession must wake up to acquire competences, knowledge and skills to survive in the era of change.

(b) That library and Information profession must adapt to changes to survive being kicked out of the information employment which demands new skills and competences for effective provision of library and information services and getting competitive advantage.

The relevance of this theory to the present study on librarians’ competences and students’ satisfaction with information service is hinged on the fact that technology has continued to have a great impact on the library as well as students because information abounds everywhere and the need for librarians working in the academic libraries to develop competences in ICT if they want to remain effective in information service delivery. Librarians must be equipped with the knowledge of information resources, technical skills as well interpersonal skills in order to keep the library users satisfied and loyal to the library. It is therefore important for library staffs who have already mastered the traditional method of library services and operations to develop their competences in the use ICT to update their traditional competences. This will help them to remain relevant in modern information service provision. The use of competences has been recognized as one means of providing a clear definition for the profession.

**User’s satisfaction and loyalty Model (Martensen and Gronholdt, 2003)**

This model was developed out of a research carried out by five innovative Danish libraries supported by the Danish National Library Authority in order to create a cross-library performance measurement and management system in 2003 based on successful experiences from the European Customer Satisfaction Index (EC SI) pilot project in 1999 as well as the American Customer Satisfaction Index (ACSI). The essence was to determine the degree of users’ perceptions of library value, individual satisfaction and loyalty, the degree of interactions among these perceptions, and the degree to which nine basic elements of library services, collections and environment contributed to these perceptions thereby laying the foundation for library performance measurement system.

The components of the model are library resources and services which are seen as determinant of perceived quality, satisfaction and loyalty. These resources and services include: Electronic resources (e.g., the library web, online catalogues, database search systems and access to electronic publications), Collections of printed publications, other library services (e.g., library user courses), Technical facilities (e.g., computers and photocopying machines), The library environment (e.g., atmosphere, reading room and library hours) The human side of user service (e.g., the library staff’s knowledge, ability, helpfulness and friendliness).

According to this model, user satisfaction is created as an interactive result of ‘electronic resources’, ‘collections of printed publications’, ‘technical facilities’, ‘library environment’, ‘the h-
The model is very useful in gauging the satisfaction of users with the information resources and services of the library. It allows for the quantitative measurement of the library user's perceived quality, satisfaction and loyalty with library as well as the degree to which elements of library services, collections and environment contribute to those perceptions. The relevance of the model to this study is seen in user value, user satisfaction and user loyalty. The use of the library resources is highly attributed to the value placed on the resources (user value: information resources relevance to the academic needs of the students) which will enhance the students' satisfaction and create opportunity for continual use of the library resources (user loyalty).

Conceptual Framework
The Concept of Competency
According to Mahmood (2001), the earliest description of competence in about a decade or two ago was considered in terms of the personal characteristics of an individual ranging from the quality of one's character, virtue, innate abilities, and underlying attributes but today it is considered more in terms of skill-oriented behavior and observable actions measured against quantitative standards. Furthermore, competence is judged on the basis of whether or not learned mental and physical tasks can be performed which brings to the fore the current thinking that competency can be taught and measured. Competences refer to skills or knowledge that leads to superior performance. According to Business Dictionary, competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Marshall (2003) defines competences as the interplay of knowledge, understanding, skills and attitudes required to do a job effectively from the point of view of both the performer and the observer. Similarly, Corbin (1993) asserts that competency is having the capacity, skills, and knowledge to function in a particular way which is found evident in what a person knows and the ability to produce desirable outcomes.

The Council of Europe defined competency as “the set of knowledge and skills that enable an employee to orient easily in a working field and to solve problems that are linked with their professional role (Webber, 1991). Canadian Asso-
association of Research Libraries (CARL) (2010) defines competences for a profession as a list or group of a series of knowledge, skills, abilities and behaviour that define and contribute to performance. In furtherance, Choi and Rasmussen (2006) and Ferreira (2007) concur that competences comprise knowledge, skills (abilities) and attitudes. The authors further state that knowledge should be acquired through formal education and training, while abilities could be acquired through practice. The Federal Library and Information Centre Committee (2011) gave a comprehensive definition of competences which are seen as the knowledge, skills, and abilities that define and contribute to performance in a particular profession. Competences create a common bond of understanding and a common language for defining professional standards. Competences are the foundation for competency-based management and continuous process improvement, ensuring that librarians have the knowledge, skills, and abilities to accomplish mission requirements. They may be organized in a framework that differentiates increasing stages of expertise. They are used to design and develop training and educational programs, position descriptions, performance evaluation instruments, and for alignment with strategic objectives.

The literature of library and information science has an overwhelming list of competences for librarians working in different types of libraries; National library, public library, academic library, special library, research library and school library. However, Marshal (2002) identifies two branches of competences that are relevant for academic libraries as recommended by The Special Library Association. These competencies include personal competencies. These competencies include personal competencies. Professional competences relate to the knowledge in the areas of information resources, information access, technology, management and research, and the ability to use these areas of knowledge as a basis for providing library and information services, while Personal competencies represent a set of skills, attitudes and values that enable librarians to work efficiently; be good communicators; focus on continuing learning throughout their careers; demonstrate the value-added nature of their contributions; and survive in the new world of work. Gulati and Raina (2000) added unique competences of the librarian to include in-depth knowledge of print and electronic information resources in management of information services that meet strategic information needs of the individual or group being served. Orme (2008) also categorized skills and competence into generic, personal and professional. The three most regular skills in each category were stated as follows: (a) Generic: i.e. interpersonal/communication; general computing and team work; (b) Professional: i.e. professional related experience; customer service; certified librarian; cataloging, classification and metadata and (c) Personal: i.e. enthusiasm; flexibility, self-motivation.

The Canadian Association of Research Libraries (2010) presents holistic compendium of competences for librarians working in an intense research environment. The competences are encapsulated under seven areas of the following: foundational knowledge, interpersonal skills, leadership and management, collections development, information literacy, research and contributions to the profession and information technology skills. These competences are essential for librarians in university libraries in order to contend with new emerging transformation technologies affecting the library’s service delivery.

The concept of User Satisfaction

User satisfaction is defined as the degree to which the information needs of the library user is fulfilled with the available library resources of a given library (Haruna, 2002). User satisfaction therefore is regarded as a function of availability, accessibility, and relevance. In other words, it is not enough that the information is made available to users in the library, but it should be relevant to the needs with back up instruments of accessibility in order to satisfy the user at all
times. Haruna (2002) affirms that user satisfaction can be seen in three folds: information satisfaction, system satisfaction and support satisfaction. Information satisfaction has to do with the availability and relevance of information, system satisfaction relates to ease of access, using the system, user learning, user control, and flexibility and so on, while the support satisfaction refers to the quality of technical support provided to the users. According to Simmonds (2000), what constitutes user satisfaction or dissatisfaction among academic library users can be a combination of many things, from one encounter or experiences in the library to a series of many encounters or experiences producing positive or negative results. The first expectation of the library user at all times is to locate needed materials with ease and not the case, the library user expects to find the necessary succor from a relevant library staff that is familiar with the environment. The assistance expected could be either to receive the materials personally from the library staff or be directed to the section of the library where the material is located. The failure of the encounter to produce the user’s need could lead to dissatisfaction with the service while a successful outcome of the search will result in this satisfaction.

In other to gauge satisfaction level of users with information resources, academic libraries usually employ user satisfaction surveys. The outcome of the surveys is to ascertain user’s needs which are an expectation for improving library services. Simmonds (2000) discloses that user satisfaction surveys are used to measure collections, service delivery, service quality, communication, library staff, and facilities; and library administrators are expected to provide the best possible quality service to their users. Users’ satisfaction surveys also provide a means by which the performances of University library can be judged. It is on the bases of the above reasons that Oky (2000) asserts that the main reason why libraries exist is to provide the right materials to meet the information needs of its users. The laudable purpose for the existence of libraries can only be pursued effectively when the library get feedback periodically on how well it is meeting the needs of its users. User satisfaction can be measured with the aid of five factors according to Andaleeb and Simmonds (1998) namely:

- The perceived quality of a library as resources
- The responsiveness of the library staff
- The demeanor of library staff
- And the perceived overall physical appearance of the library facilities. (p.26).

Rowley (1996) views staff/user relationship as a potential source of user satisfaction in the library. The author states that the level of cordial relationship between the staff and the user is capable of making a user not to recognize the shortfalls of a library in terms of library resources and always appreciates whatever the library does as good and satisfactory.

**Librarians’ Knowledge of Information Resources and Students’ Satisfaction with Information Services**

The knowledge of information resources is a key competence required of librarians in this present dispensation. According to the Federal Library and Information Centre Committee (2011), the knowledge of information resources is one of the functional competences for librarians which the Canadian Association of Research Libraries sees as foundational knowledge. It has to do with the librarians having a clear understanding of the social, cultural, economic, political, and information environment within which they work. It emphasizes on the need to understand the mission, goals, programs, initiatives and structure of the library to the parent institution, understand the history and culture of the parent institution, understand the interrelationships within the parent institution and their impact on the library, they use publications such as text books, journal articles, government publications, technical reports, bulletins, magazines, conference proceedings, abstracts, indexes, st- udents projects (theses and dissertations) and information products of external entities related to the parent organization and un-
understanding external environments and cultures and their impact on the parent institution and the library.

The foundational knowledge competence also involves an ardent knowledge of librarianship and its professional practice (The ethics, values and foundational principles of the library and information profession, the role of the library in the promotion of intellectual freedom through the development, management and preservation of the scholarly research record); The library or library system within which information service is carried out (Structure i.e. the divisions, departments, units; Decision making bodies and processes; Advisory committees; Budget process; Key policies and procedures, Key collection strengths (subject areas, formats, etc.); Key services for students (undergraduate and graduate), faculty and scholars, the general public); The larger institutional organization (The campus environment, Organizational structure (where does the library fit in?); Institutional decision making bodies and processes, Institutional budget process (how is funding allocated within the university?); The extra-institutional environment (Regional, provincial, national and international organizations that affect library organization and operation), Scholarly communication models and practices (including institutional repositories, open access journals, data management), Legal issues related to the academic library environment (Knowledge of copyright how it applies to libraries – reserves, photocopying, etc.)

According to Okoye (2005), knowledge of information resources are knowledge based competences that are necessary for librarians in the efficient performance of their duties to the satisfaction of the library clientele. Similarly, Uzohue and Yaya (2016) assert that for information professionals to survive and prosper in today’s competitive labour market needs, corporate mindset is necessary. The information professionals must have the ability to support, promote and ensure alignment with the organization’s vision and values. Also they have to understand how an organization must change in light of internal and external trends and influence. Information professionals need to change their mind-set of what it used to be in the library and gain new skills products and services. Also, Information professionals should use their competences to advise the organization on copyright and intellectual property issues and compliances. This is crucial in information professional works. They must have the skills to deal with issues of pricing, licensing and contract negotiation with a number of vendors with whom the organizations plan to acquire their information resources. They must have the ability to follow-up with vendors to ensure that agreements and commitments have been fulfilled. This is necessary in the present dispensation that is characterized by exponential growth of human knowledge in a variety of formats; librarians hitherto must analyze the needs of their users and source for information resources from a variety of sources to satisfy the information needs of library users.

The whole discourse on knowledge of information resources is premised on two important factors. Institutional knowledge and specialized subject area. According to Ward (1999), institutional knowledge and specialized subject knowledge provide the basics for collection development and management which is premised on understanding the concepts, issues and methods related to the acquisition, and disposition of resources, knowing collection strengths of the library and institutional goals and objectives for resource development all geared towards the satisfaction of the needs of the library user. Adeniran (2011) asserts that the satisfaction of users with academic library services is determined by the librarians’ ability to assist the library users in locating the needed information resources and this comes from the librarians’ knowledge of information resources.

Librarians’ Technical Skills and Students’ Satisfaction with Information Services

Technical skills according to Doyle (2017) are the abilities and knowledge needed to perform
specific tasks. They are practical, and often relate to mechanical, Information Technology, mathematical, or scientific tasks. Some examples include knowledge of programming languages, mechanical equipment, or tools. Without the technical skills, one is not able to manage the work effectively.

The above statement comes handy in relation to library and information science professionals whose modus operandi has been greatly affected by the advent of Information Technology and has become imperative that librarians must not only be aware of emerging technologies but also acquire certain skills in order to function effectively in this 21st century IT impacted world. Technical skills can be seen in two perspectives of information technology skills and information literacy skills. According to Parvez & Mohd (2009), information literacy skill is in the knowledge of online medium, search engines, ability to troubleshoot problems involving access to online resources and the ability to locate quality online resources. In the words of Mahmood (2002), Information Technology skills involves using relevant developments in information technology like e-mail, Internet, Intranet, multi-media imaging, interconnectivity, full-text databases, in-house CD-ROM publishing, converting the functions of cataloging, circulation, acquisition, serials from manual to an automated mode, planning for library automation: assessing needs, system specification and procurement of resources etc, training staff and users in using automated systems, managing automated systems (input, file maintenance, back-up, security, etc.), designing and developing Web-based materials and documents for online use, evaluating the performance of the existing automated systems, designing and participating in larger information systems and networks (LAN and WAN), designing and maintenance of in-house databases, using word-processing, graphics, spreadsheets and similar software packages for office management and utilizing digitization technology to create documents for online use.

In response to Information Technology competences, Canadian Association of Research Libraries (2010) stated that librarians must have the following IT competences:

- Knowledge of basic structure, content and use of an integrated library system
- Knowledge of major trends in web development including online social networking tools (as of 2010, would include Twitter, Facebook, MySpace, etc.)
- Knowledge of how digital resources are acquired, managed and accessed
- Understanding of principles of web page design and maintenance
- Understanding the basic structure, content and use of campus institutional repositories
- Knowledge of the structure and the use of campus Local Management System / Campus Management System.
- Understanding how databases are designed and structured for convenient data and/or information retrieval.

Information literacy as a competence emanated because of the contemporary environment of rapid technological change and proliferation of information resources. National Research Council Commission (1999) stated that with the escalating complexity of this environment, individuals are faced with diverse, abundant information choices in their academic studies, in the workplace and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet—and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a
complementary cluster of abilities necessary to use information effectively (Association of college & Research libraries, 2000)

Information literacy skill becomes a necessity because Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. According to Parvez and Mohd (2009). Information literacy skill is embracing the ability to define a problem, find information to solve the problem, evaluate information and use it effectively. It is a set of information and knowledge of skill that enable individuals to recognize when information is needed and when it is not, how to locate, evaluate, integrate, use and effectively communicate information in an ethical way. In short information literacy means knowing information about information. According to Californian University Information literacy fact sheet, (2000); an Information literate individual is able to:
• Determine the extent of information needed
• Access the needed information effectively and efficiently
• Evaluate information and its sources critically
• Incorporate selected information into one’s knowledge base
• Use information effectively to accomplish a specific purpose
• Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Information literacy refers to a constellation of skills revolving around information research and use. Hence, the library professionals should acquire the skills to access and use efficiently and effectively the myriad sources of information, information and communications technology, search techniques and knowledge of e-resources so as to successfully satisfy the various complex information needs of the users as well as guide and educate the student community in the ethical use of information for self-sufficiency, independent and life-long learning (Choudhury, 2009). Canadian Association of Research Libraries (2010) highlighted an important aspect of information literacy beyond the formal classroom to include providing access to relevant and reliable information as well as effectively interacting with library users to determine their information needs and when that information has been satisfied. In a similar vein, the Australian Library and Information Science Association (2014) state that librarians must have the capacity to facilitate the development of information literacy among the community of users with the ability to critically evaluate information resources and sources as well as facilitate the promotion of reading and literacy across all sectors by understanding the use of online resources, databases and relational databases.

Assessing the Information literacy and IT literacy skills of library professionals, Umeji, Efe and Lucky (2013) state that the information literacy and ICT literacy competences of librarians are low which has impacted negatively on students’ ability to use information effectively for improved academic performance.

Librarians Interpersonal Skills and Students’ Satisfaction with Information Services

Interpersonal relationship according to Cavazos (2015) is the interaction that occurs between two or more people which may overtly, covertly, face-to-face or even anonymously. The essence interpersonal relationship occurs between people is to fulfill individuals' explicit or implicit physical or emotional needs in some way. In the changing patterns of librarianship worldwide, library professionals need to play a very effective and enthusiastic role in supporting education and research because libraries have always played a key role in the development of an information literate populace. The attainment of an information literate society cannot be created with cordial relationship between the library, librarians and the users. According to Ammons-Stephens, Cole, Jenkins-Gibbs, Riehle and Weare (2009), the effectiveness of Inter-
personal relationship is determinant for effective information service delivery as libraries need librarians who can create positive atmosphere centered on respect, responsibility, and motivation. The ability to communicate, listen as well as be visibly present to the library user is key to effective use of the library resources and services as library users want to know that they can talk with librarians and feel that they are really being heard and known as individuals. The Authors further state that for effective interpersonal relationships librarians must:

**Be Culturally Competent:**
- Exhibits an awareness of and appreciation for diverse cultures and beliefs
- Fosters an environment where all cultures are respected and valued

**Be Accountable:**
- Instills trust in others and self
- Leads by example
- Assumes responsibility for decisions made
- Effectively builds relationships inside and outside the organization
- Actively promotes and encourages strategic teambuilding
- Fosters a culture that values innovation/creativity

**Seek Intellectual and Overall Development:**
- Actively seeks ways to intellectually develop the community of users
- Views the overall development of the users community as an integral part in the growth of the institution
- Provides opportunities for development through training and mentoring, library tours and guides etc.

**Have Communication Skills:**
- Actively listens
- Effectively articulates ideas through verbal and written communication
- Able to give and receive constructive feedback
- Able to withhold judgment and not participate in gossip
- Encourages an environment of active communication

Similarly, the Australian Library and Information Science Association (2014) state that librarians must have effective interpersonal relationship skill with the ability to communicate effectively, build partnerships and alliances with both the library users and host communities in order to further the mission and vision of the library. In view of this, Koganuramath and Angadi (n.d) state that there is growing recognition that the need for interpersonal skills applies to internal peer and management relations as well as to user-contact activities to engender effective use of information resources. Librarians need to be:
- Friendly
- Maintain enthusiasm
- Pleasant personality
- Helpful and patient when dealing with users
- Able to remain calm and polite under stress
- Accurate, quick and efficient
- Able to work on their own
- Self-motivated
- Able to ask for help if it is needed.

The above are necessary for the librarians in order to effectively convey the importance of libraries to their parent institutions, to their target audiences/constituencies, and advancing the values of the library profession (e.g. empowering users to be self-sufficient, freedom of expression, upholding the right to access information and knowledge in all expressions, preserving the corpus of human knowledge for future generations, etc.) as well as working with diverse groups, in and out of the library, in pursuit of shared goals of advancing and creating a literate populace (Canadian Association of Research Libraries, 2010).
In assessing the importance of interpersonal skills to the satisfaction of users with the library's information service, Bhatti (2008) state that through effective interpersonal relationships, librarians can play their role effectively in attracting and educating the users to wealth of information resources contained in the library for the intellectual development of the library users as lack of collaboration among the students, teachers and librarians was reported as the bane of user satisfaction with information service. 

**Summary of Literature Review**

This chapter reviewed literature on librarians' competences and students' satisfaction with information services in the University of Uyo Library. The study was guided by professional evolution theory and user's satisfaction and loyalty model. Librarians' knowledge of information resources, technical skills and interpersonal skills were used as construct to ascertain students' satisfaction with information services. The reviewed literature highlighted the importance of librarians' competences and students' satisfaction with information services. Several studies similar to this work were carried out by other researchers and the reviewed studies revealed the needed competences by librarians and the level to which librarians have acquired these competences in academic libraries in South-East and North-West Nigeria but no study of this nature has been carried out in academic libraries in South-South Nigeria with particular reference to the University of Uyo Main Library. The empirical studies treated some of the variables under study like technical skills and interpersonal skills but did not treat the variable of librarians' knowledge of information resources.

It is based on this that this work sought to fill the gap by ascertaining the influence of librarians' competences and students' satisfaction with information services in the University of Uyo Library with particular emphasis on librarians' knowledge of information resources, technical skills and interpersonal skills.

**RESEARCH METHODS**

This section is concerned with the method used in carrying out the study. It is presented under the following sub-headings; research design, area of study, population of the study, sample and sampling techniques, instrumentation, validity of instrument, reliability of the instrument, method of data collection and method of data analysis.

**Design of the Study**

This study adopted the ex-post facto research design which represents a situation where it is not possible for the researcher to manipulate the variables under study since it has already occurred. According to Simon and Jim, (2013), ex-post facto design is necessary for ascertaining the effect of a phenomenon after the phenomenon has taken place. This research design is considered appropriate for this study because library users and librarians interact always with each other in their search for information resources hence, the researcher's intent was to ascertain the satisfaction of students with information services based on their interaction with the librarians in terms of their competency skills. This is so because one can only ascertain satisfaction after interaction has taken places.

**Area of the Study**

Area of this study is Akwa Ibom State. Akwa Ibom state was created on September 23, 1987. It is bordered on the east by Cross River State and Abia State and on the south by the Atlantic Ocean and the southernmost tip of Cross River State. There are approximately 5.3 million people in the state which is the second largest oil producer in the country. The capital of Akwa Ibom State is Uyo with over 500,000 inhabitants. The major dialects of Akwa Ibom people include Ibibio, Oron and Annang. There are several institutions in the states, but for this study the institutions used was University of Uyo. University of Uyo was founded in 1991 by the Federal Government of Nigeria. At that time, it was University of Cross River State which was established in 1983 by the then Cross River State Government. In 1987, Akwa
Ibom State was created and the University was jointly own- ed by Akwa Ibom and Cross River States Government. In 1991, the University assumed a new nomenclature called the University of Uyo, a federal university, a citadel of learning, research and communication development located in the heart of Uyo the capital of Akwa Ibom state. The University runs a multi campus nam- ely; Permanent Site, Town Campus, Annex C- ampus, College of Health Science and Ime U- manah Campus (University of Uyo, 2015).

**Population for the Study**
The population of the study comprised 1,855 registered users in the University of Uyo Main Library during the 2016/2017 academic ses- sion. (Source: Students’ Registration Statistics for 2016/2017 session).

**Sample and Sampling Techniques**
The sample size of the study was 185 respond- ents using 10% of the total population. The use of 10% was based on Gay (as cited in Yount, 2006) that 10 percent is an appropriate sample size for a population. Simple random sampling techniques were used to select sample size. The use of simple random sampling was to give equal opportunity to all library users to be used for the study.

**Instrumentation**
The researcher-developed an instrument titled: Librarians’ Competences and Student’s Satisfac- tion with Information Services Questionnaire (LCSSISQ) which was used to collect data for the study. The instrument had 3 sections, A, B and C. Section ‘A’ sought to elicit information on personal data; Section ‘B’ sought to elicit infor- mation on the librarians’ competency skills while Section ‘C’ sought to elicit information on students’ satisfaction with information services. The instrument LCSSISQ was developed on a modified four point rating scale responses of Strongly Agree (SA) 4 points; Agree (A) 3 points; Disagree (D) 2 points and Strongly Dis- agree (SD) 1 point.

**Validation of the Instrument**
In order to ascertain face validity of the instru- ment, the research instrument was scrutinized and validated by two validates. This include one validate from the Department of Curriculum Studies and Educational Management and one from the Department of Educational Technolo- gy and Library Science, all in the University of Uyo. The validates examined the questionnaire items for clarity, appropriateness of language, ability to elicit accurate information and suitability line with the objectives of the study which led to the reduction of the items on the instrument from 35 to 34 items. The corrections and modi- fications on the instrument were incorporated into the final draft of the instrument used for da- ta collection.

**Reliability of the Instrument**
The reliability of the instrument was ascertained using the internal consistency reliability method. In order to achieve this, the instrument was ad- ministered once to 20 respondents drawn from Nyong Essien Library, University of Uyo Town Campus. The data obtained were subjected to Cronbach’s alpha statistical analysis (a statisti- cal tool used to determine the internal consist- ency of an instrument) and it yielded a relia- bility coefficient of .72 which showed that the instrument was reliable and capable of measuring the intended variables with consistency. T- he result of the reliability is as presented in Ap- pendix C.

**Method of Data Collection**
The questionnaire was administered by the re- searcher with the help of an introductory letter from the Head of Department of Educational Technology and Library Science. The researc- her collaborated with the two staff of the Uni- versity of Uyo Library who were briefed and agreed to act in the capacity of research assis- tants. The researcher educated the research assistants on how to administered the instru- ment and obtain the needed information. The data collection exercise lasted one week.

**Method of Data Analysis**
Data obtained from the field work was analyzed using Mean and Standard Deviation to answer
the research questions while t-test was used to test the hypotheses at .05 level of significance.

**DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS**

The results of data analysis carried out on data collected for the study are presented in this chapter. The findings that emerged from the analyses are also presented as well as the discussion of findings. The presentation was done in line with the three research questions and hypotheses directing the study.

### Data Analysis and Results

#### Answering Research Questions

**Research Question 1**
What is the influence of librarians' knowledge of information resources on students' satisfaction with information services in the University of Uyo Library?

Mean and Standard Deviation Analysis of the Influence of Librarians' Knowledge of Information Resources on Students' Satisfaction with Information Services

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Librarian’s Knowledge of Information Resources</td>
<td>98</td>
<td>32.03</td>
<td>2.71</td>
<td>Agreed</td>
</tr>
<tr>
<td>Students’ satisfaction with information services</td>
<td>63</td>
<td>26.53</td>
<td>3.49</td>
<td>Disagreed</td>
</tr>
</tbody>
</table>

The result in Table 1 above shows that Librarians who have knowledge of information resources have the higher mean score of 32.03 than those without knowledge of information resources with lower mean score of 26.53. The result means that Librarians who have knowledge of information resources influence students’ satisfaction with information services in University of Uyo Library.

**Research Question 2**
What is the influence of librarians’ technical skills on students’ satisfaction with information services in the University of Uyo Library?

Mean and Standard Deviation Analysis of the Influence of Librarians’ Technical Skills on Students’ Satisfaction with Information Services

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Librarian’s technical skills</td>
<td>95</td>
<td>32.28</td>
<td>2.50</td>
<td>Agreed</td>
</tr>
<tr>
<td>Students’ satisfaction with information services</td>
<td>66</td>
<td>26.42</td>
<td>3.27</td>
<td>Disagreed</td>
</tr>
</tbody>
</table>

The result in Table 2 above reveals that Librarians with technical skill have the higher mean score of 32.28 than Librarians without technical skill with lower mean score of 26.42. The result means that Librarians who have technical skills influence students’ satisfaction in University of Uyo Library.

**Research Question 3**
What is the influence of librarians’ interpersonal skills on students’ satisfaction with information services in the University of Uyo Library?

Mean and Standard Deviation Analysis of the Influence of Librarians’ Interpersonal Skills on Students’ Satisfaction with Information Services

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Librarians’ Interpersonal skills</td>
<td>116</td>
<td>31.39</td>
<td>3.12</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

Students’ satisfaction with
The result in Table 3 above reveals that Librarians who have interpersonal skills have higher mean score of 31.39 than Librarians who does not have interpersonal skill with lower mean score of 25.81. The result means that Librarians who have interpersonal skills influence students’ satisfaction with information services in University of Uyo Library.

**Testing of Hypotheses**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision at .05 α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Librarians’ knowledge of information resources</td>
<td>98</td>
<td>32.03</td>
<td>27.1</td>
<td>11.19</td>
<td>1.976</td>
<td>S</td>
</tr>
<tr>
<td>Students’ satisfaction with information services</td>
<td>62</td>
<td>26.53</td>
<td>3.49</td>
<td>12.85 *</td>
<td>1.976</td>
<td>S</td>
</tr>
</tbody>
</table>

*significant at P< .05; df= 159

The result in Table 4 above reveals that the calculated t-value of 11.19 is greater than the critical t-value of 1.976 at .05 level of significant with 159 degree freedom. The result is significant therefore; the null hypothesis that Librarians’ knowledge of information resources does not significantly influence students’ satisfaction with information services in University of Uyo Library was rejected. The result means that Librarians knowledge of information resources significantly influences students’ satisfaction with information services in University of Uyo Library.

**Hypothesis 2**

**Ho₂**: Librarians’ technical skills do not significantly influence students’ satisfaction with information services in the University of Uyo Library.

Independent t-test Analysis of the Influence of Librarians’ Technical Skills on Students Satisfaction with Information Services in the University of Uyo Library

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision at .05 α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Librarians’ technical skills</td>
<td>95</td>
<td>32.28</td>
<td>2.50</td>
<td>12.85</td>
<td>1.976</td>
<td>S</td>
</tr>
<tr>
<td>Students’ satisfaction with information services</td>
<td>65</td>
<td>26.42</td>
<td>3.27</td>
<td>12.85 *</td>
<td>1.976</td>
<td>S</td>
</tr>
</tbody>
</table>

*significant at P< .05; df= 159

The result in Table 5 above reveals that the calculated t-value of 12.85 is greater than the critical t-value of 1.976 at .05 level of significant with 159 degree freedom. The result is significant therefore; the null hypothesis that Librarians’ technical skill does not significantly influence students’ satisfaction with information services in the University of Uyo Library was rejected. The result means that Librarians’ technical skill significantly influences students’ satisfaction with information services in University of Uyo Library.

**Hypothesis 3**

**Ho₃**: Librarians’ interpersonal skills do not significantly influence students’ satisfaction with information services in the University of Uyo Library.

Independent t-test Analysis of the Influence of Librarians’ Interpersonal Skills on Students Satisfaction with Information Services in the University of Uyo Library

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision at .05 α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Librarians’ interpersonal skills</td>
<td>44</td>
<td>25.81</td>
<td>3.39</td>
<td>25.81</td>
<td>1.976</td>
<td>S</td>
</tr>
</tbody>
</table>

The result in Table 6 above reveals that the calculated t-value of 25.81 is greater than the critical t-value of 1.976 at .05 level of significant with 159 degree freedom. The result is significant therefore; the null hypothesis that Librarians’ interpersonal skill does not significantly influence students’ satisfaction with information services in the University of Uyo Library was rejected. The result means that Librarians’ interpersonal skill significantly influences students’ satisfaction with information services in University of Uyo Library.
Independent t-test Analysis of the Influence of Librarians’ Interpersonal Skills on Students’ Satisfaction with Information Services

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision at .05 α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Librarians’</td>
<td>116</td>
<td>31.39</td>
<td>3.1</td>
<td>9.83*</td>
<td>1.976</td>
<td>S</td>
</tr>
<tr>
<td>interpersonal skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ satisfaction with</td>
<td>44</td>
<td>25.81</td>
<td>3.39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result in Table 6 reveals that the calculated t-value of 9.83 is greater than the critical t-value of 1.976 at .05 level of significance with 159 degree freedom. The result is significant therefore; the null hypothesis that librarians’ interpersonal skills do not significantly influence students’ satisfaction with information services in the University of Uyo Library was rejected. The result means that Librarians interpersonal skills significantly influence students’ satisfaction in University of Uyo Library.

Findings of the Study
The findings of the study with regards to the research questions and hypotheses are presented as follows:

1. There is a significant influence of librarians’ knowledge of information resources on students’ satisfaction with information services in the University of Uyo Library. Hence, hypothesis one which assumed no significant influence of librarians’ knowledge of information resources on students’ satisfaction with information services in the University of Uyo Library was rejected.

2. There is a significant influence of librarians’ technical skills on students’ satisfaction with information services. Hence, hypothesis two which assumed no significant influence of librarians’ technical skills on students’ satisfaction with information services in the University of Uyo Library was rejected.

3. There is a significant influence of librarians’ interpersonal skills on students’ satisfaction with information services. Hence, hypothesis three which assumed no significant influence of librarians’ interpersonal skills on students’ satisfaction with information services in the University of Uyo Library was rejected.

Discussion of Findings
The discussions are based on the research questions and hypotheses.

Librarians’ Knowledge of Information Resources and Students’ Satisfaction with Information Services
The result obtained on Table 1 shows that majority of the students agree that librarians’ knowledge of information resources does influence their satisfaction with information services with a mean score of 32.03 while the result obtained on Table 4.4 revealed that librarians’ knowledge of information resources significantly influences students’ satisfaction with information services in the University of Uyo Library. The finding of this study agrees with that of Okoye (2005) that the knowledge of information resources is a necessity for librarians in the efficient performance of their duty to the satisfaction of the library clientele. The finding is further supported by Adeniran (2011) who studied user satisfaction with academic libraries services and revealed that the satisfaction of users with academic library services is determined by the librarians’ ability to assist the library users in locating the needed information resources and this comes from the librarians’ knowledge of information resources.

Librarians’ Technical Skills and Students’ Satisfaction with Information Services
The result obtained on Table 2 shows that majority of the students agree that librarians’ technical skills does influence their satisfaction with
information services with a mean score of 32.28 while the result obtained on Table 4.5 revealed that librarians’ technical skills significantly influences students’ satisfaction with information services in the University of Main Library.

The finding of this study agree with that of Umeji, Efe and Lucky (2013) who did an assessment of the information literacy and Information Technology literacy skill of librarians and revealed that the IT competency of librarians influence the capacity of librarians to assist the users to effectively use information resources especially electronic information resources in order to engender students’ satisfaction with information service. Furthermore, this finding of this study is equally supported by Atte and Gbaje (2016) who studied the essential competences for effective service delivery in Nigeria university libraries and revealed that the competence level of librarians in respect to information technology and information literacy were below average and this has a negative impact on the satisfaction of student with information service delivery in the library.

Librarians’ Interpersonal Skills and Students’ Satisfaction with Information Service

The result obtained on Table 3 shows that majority of the students agree that librarians’ interpersonal skills does influence their satisfaction with information services with a mean score of 31.39 while the result obtained on Table 4.6 revealed that librarians’ interpersonal skills significantly influences students’ satisfaction with information services in the University of Uyo Library.

The finding of this study is in agreement with that of Bhatti (2008) who studied the interpersonal skills with students, teachers and librarians in the university libraries in Pakistan and revealed that librarians interpersonal skills has a positive influence on the students’ satisfaction with information services. The author further reveals that through effective interpersonal relationships, librarians can play their role effectively in attracting and educating the users to the wealth of information resources contained in the library for the intellectual development of the library users as lack of good interpersonal skills was reported as the bane of user satisfaction with information services.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study investigated the librarians’ competences and students’ satisfaction with information services in the University of Uyo Library with emphasis on librarians’ knowledge of information resources, technical skills, and interpersonal skills. In pursuance of the objectives of the study, three research questions and null hypotheses were formulated to guide the study. The study is an expost facto research. The population of 1,855 registered library users constituted the population of the study out of which a sample size of 185 constituting 10 percent of the total population was used for the study.

The researcher developed an instrument titled: Librarians’ Competences and Students’ Satisfaction with Information Services (LCSSISQ) Questionnaire. The Librarians’ Competences and Students’ Satisfaction with Information Services (LCSSISQ) Questionnaire was used in gathering data for the study. The instruments had reliability coefficients of .72 determining using Cronbach alpha reliability package in SPSS 20. The researcher personally administered the instrument to the respondents with the help of three trained research assistants. The data generated from the field were analyzed using Mean, Standard Deviation for the research questions while t-test was used in testing the hypotheses at .05 level of significance. The findings from the data analysis showed that librarians’ competences (knowledge of information resources, technical skills and interpersonal skills) have a significant influence on students’ satisfaction with information services in the University of Uyo Library.

Conclusion

Based on the findings of the study, it was concluded that librarians’ competences with particular emphasis on librarians; knowledge of in-
formation resources, technical skills and inter-
personal skills have a significant influence on
students’ satisfaction with information services
at the University of Uyo Library.

Recommendations
In the light of the findings of the study, the fol-
lowing recommendations were made:
1. Librarians should be well grounded in the
knowledge of information resources that exist
not only in academic library but other libraries
and information centres in order to effectively
serve the library community and create effec-
tive referral.
2. Librarians as a matter of urgency should stri-
ve to develop themselves in information literacy
and information technology as these are im-
portant in the present knowledge economy in
order to remain relevant as information service
provider and this can be gotten through con-
tinuing education, workshops, seminars and co-
ferences.
3. Librarians should always wear a friendly out-
look in the discharge of their duties in order to
create a positive environment for collaboration
that will engender maximum use of the library
resources to the satisfaction of the information
need of the community of users.

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