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EFFECTS OF LIBRARY ORIENTATION PROGRAMME ON THE USE OF LIBRARY RESOURCES BY NEWLY-ADMITTED UNDERGRADUATE STUDENTS OF TAI SOLARIN UNIVERSITY OF EDUCATION, IJAGUN, OGUN STATE, NIGERIA

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ABSTRACT

This study investigated the effect of library orientation programme on the use of library resources by newly admitted undergraduate students Tai Solarin University of Education, Ijagun, Ogun state Nigeria. Library orientation is a core programme of the academic libraries that emphasized on educating, enlightening, and assisting the users to guide, identify, know and utilise the library information resources and services efficiently. To achieve the objectives of this research, the study was guided by three objectives, three research questions and three hypotheses. The descriptive survey research design was adopted for the study and data was gathered through the instrument of a questionnaire. A total of 200 copies of the questionnaires were randomly distributed for equal representative of students across the institutions. Data were analysed using frequency, percentages and t-test for independent sample mean. The study concluded that a well-organized library orientation will inculcate confidence in users, encouraging them to use the library effectively. Hence the goal of library orientation is to make library users proficient in research as well as lifelong learners. Library orientation should be given more priority in the institutional library in order to sensitize more students and portray their attention to the available resources and services that can be of immense benefit to them in the course of their studies.

Keywords: Library, Library orientation programme, Users, Use of library resources, Newly-admitted undergraduate students

Introduction

Library is one of the most well-structured organs of higher institutions charged with the duty of collecting, processing, organizing, disseminating and securing all sources of information (print and non-print) to meet up with the needs of all members of the academic society (staff, students and researchers). The academic libraries developed strategies and programmes towards meeting the informational needs of it society to augment teaching, learning and research activities of the academic community. Taking into consideration the continuous growth in library collections and technological development in information handling, retrieval and use, there is the need to give sufficient library orientation to newly registered library users.

Orientation programmes are organized to get students acquainted with the library and what it offers thereby making them masters in the use of the library as well as providing them with an impression on the resources and services the library offers and also on how to use the library as this will help to boost the confidence of its users making them life-long learners and helping them stand out in their academics. However, users of academic libraries are made up of students, staff, and researchers who may not have any skill or knowledge on how to utilise the library materials. With little or no library orientation, it may be hard for the users to identify, locate, access, or find their way in the library. The library provides not only the information resources but also favorable atmosphere for the use of the resources for their reading, reference, and consultation in the effort to find what others have made in related subject area and what is going on in researches and on the similar subject of interest to readers. Basically, this is made by library in the provision of services either with the usual strategies and or in combination with the request of modern technology to enable users to have relieved of access by the use of network by means of computers and other tools.

Learning is now premised on learner-centred or student-centred approach which encompasses pedagogy that shifts the focus of training from the teacher to the student with the aim of developing learners' self-determination and independence by putting the responsibility for learning in the hands of students themselves (Hannafin & Hannafin, 2010). Student-centred learning requires learners to be active and liable participants in their own learning and at their own speed of learning (Johnson, 2013). If learners' autonomy and independence is to be achieved, access to information and use is critical. Timely access to and use of information by students guarantees knowledge acquisition and skills more so since paradigm shift in education has placed learning responsibility on the part of the learner. The achievement of student-centred goals in education may remain a reality without access to adequate information resources and suitable services that enhance teaching, learning and research especially among students. The recognition that learning is no longer confined to classrooms and workplaces but rather is an ongoing process involving daily transactions with others and the world around us therefore make access and use of information and knowledge essential for learners.

User education promotes effective library usage among students. Fleming (2010) defined user education as "various programmes of instruction, education and exploration provided by libraries to users to enable them to make effective, efficient and independent use of information resources and services to which these libraries provide access". Mews (2012) described user education as instructions given to users to help them make the best use of the library. User education can take various forms such library instruction, library orientation, bibliographic instructions as well as general familiarization with the library resources, services and environment. Fjallbrant (2010) defined user education as "the teaching of those skills that will enable students and other library users to locate and use library materials effectively and feel confident in using the library". Singh (2010) reported that the aim of user education is to acquaint users with the use of materials in the library. Bello (2013) noted that user education is a device used by the librarians to educate users on how to use the resources available in the library in a result-oriented way. Osagie (2013) opined that the major aim of user education is to facilitate easy and quick search and retrieval of information resources in the library by library users.

According to Lwehabura (2010), over the years, there have been various terms referring to teaching effective use of the library and its resources. These terms include user education, library use education, reader instruction, user instruction, library orientation, library familiarization, and library user education. All these terms refer to organized programmes practiced across various types of libraries to enable library patrons to acquire skills to allow them to use the library resources, services and facilities effectively. The 21st century is the age of information technologies. Knowledge is created and communicated largely through teaching, learning and research. Academic libraries are an integral part of these activities.

Resources in the academic library are vast and students need to be familiar with the library resources and the library environment. User education is a vital part of these processes. Instruction in using the academic library and its resources/services is an important and effective aspect of user education (Mahammadi, Moghaddam & Yeganeh, 2012).

Statement of the Problem

Remarkably most of the newly admitted students come from public schools with different backgrounds, some of which possess little or better skills to utilise library materials, while others have no skill for utilizing library materials such as retrieving appropriate books from shelves, effective use of the internet, and the library catalogue. However, from the beginning of the first semester, library management hosts library orientation programmes for new students, thus some students still come across problem in accessing and using library materials. However often time students ignore the library and this is perceived to be responsible for the drop in students' patronage of the library despite increasing library stock. In closing the gap for this study, it is imperative to determine the orientation programme relevant to library users' needs; underscoring the difficulties that academic libraries face in terms of library orientation in order for in order for the students to truly understand the orientation exercise. Hence the need to conduct tis investigation which the findings will be used to help users to improve their knowledge and skills on the use of library's materials.

Objectives of the Study

The main objective of the study is to examine the effects of library orientation programme on the use of library resources by newly-admitted undergraduate students. The specific objectives are to:

i examine the students' perception on library orientation programme on library users in Tai Solarin University of Education;
ii identify the effects of library orientation on newly-registered library users in Tai Solarin University of Education; and
iii find out the challenges facing library orientation among te newly-admitted students in Tai Solarin University of Education, Ijagun.

Research Questions

The following research questions have been raised to guide the study:

1. What is the students' perception on library orientation programme on library users in Tai Solarin University of Education, Ijagun, Ogun State?
2. What is the effect of library orientation on newly library users in Tai Solarin University of Education, Ijagun, Ogun State?
3. What are the challenges facing library orientation programmes in Tai Solarin University of Education, Ijagun, Ogun State?

Research Hypotheses

The following research hypotheses were tested at .05 level of significance:

$H0_1$: Library orientation will significantly influence library users in Tai Solarin University of Education, Ijagun, Ogun State.

$H0_2$: Undergraduate students' perception will significantly affect library orientation programme in Tai Solarin University of Education, Ijagun, Ogun State.

Review of Related Literature

However, undergraduate students constitute a greater percentage of users in most university libraries, studies have shown that a good number of them especially the fresh students were not exposed to

academic library system and its complexities before gaining admission. This their peculiarity makes user education programme very essential in a university. The study of Abosede and Ibukunle (2011) found that students come to the university unprepared and unequipped to handle the demands of their course work, primarily because they do not have experience with large research library or that they do not understand how library works and are yet to acquire the skills needed to do meaningful research.

Osagie (2013) gave rapid growth of published materials, change in methods of teaching and course content, lack of awareness of library services and facilities, users' ignorance coupled with the fact that students come from diverse background and culture as reasons user education becomes imperative in tertiary institutions. Nwalo (2000) posits that: "no matter the quality of information acquired for use in the library, the library's effort would be in vain if those materials are utilised by users out of ignorance of either their information contents or how to wade through them in search of particular information." Ilo and Idiegbeyan-ose (2011) also averred that "efficiency in exploring and utilizing such resources depends largely on the extent to which users are educated on the types and formats of the resources as well as the skills required to access them".

Ogunmodede and Emeahara (2010) opined that the essence of the library user education is to equip the users of the library with enough knowledge and skills on the use of library resources effectively and efficiently. Thus, its relevance in our universities where undergraduates constitute the greatest percentage of library users cannot be overemphasized Similarly, Agyen-Gyasi (2008), in his study on user education at Kwamme Nkrumah University of Science and Technology Library, stated that the objectives of orientation and user education are to: introduce students to facilities and resources in the library; develop library skills; make students independent users and learners in the library; develop capabilities as self-sufficient users; establish the library as centre of academic activities; provide basic understanding of the library so that users can make use of library resources and services and educate users about information sources and resources and how to exploit such resources effectively and efficiently.

The study by Maduako (2013) on User education and library use in Colleges of Education in Abia and Imo state, Nigeria, showed that user education enhances library use. She reported that it has improved their use of the library, turned them into regular users and now aware of the available library resources and services. Bello (2013) as well, reported in his study on library user education evaluation at the Ibadan Polytechnic that a greater percentage of the respondents (93%) agreed that the user education course has to a great extent benefited them in the proper handling and use of the library resources. Akande (2002), in his study on library use skills of new undergraduates and library orientation programme at university of Ibadan, stated that students have always been introduced to the use of library since the inception of the university, tagged initially as introduction to library but advanced to what is now called library orientation programme. In addition to the library orientation usually organized for fresh students, user education in university of Ibadan is also done in form of lecture as one credit unit curriculum based and use of library being part of GNS112 course called use of English. It is a semester course which is usually delivered in form of lecture by professionals in the field of librarianship, based on the contents of the curriculum.

The research conducted by Agboola (2010) on library use by undergraduate students, on use of print and electronic resources by agricultural science students in Nigerian Universities and that of Ajiboye and Tella (2007) have shown that undergraduate students do not make good use of library resources. The study also carried out by Agboola and Bamigboye (2011) on students' level of study and use of library resources in Nigerian Universities, likewise revealed that there was underuse of library resources by students surveyed in Olabisi Onabanjo Universty. They also claimed that their findings substantiated an earlier study on same University by Agboola (2010) and the study by Tommy (2009) who pointed out that libraries always have

low patronage when they are not adequately equipped to provide the range of services entrusted to them. But, interestingly, the study by Nwezeh (2010) on undergraduate library instruction in Nigerian Universities establishes that a greater percentage of the respondents are aware of the existence of library catalogues as the first port of call in searching and retrieving library materials. Undergraduates and faculty members were reported by Whitmore (2001), in his longitudinal study of undergraduate academic library experiences found that undergraduate students used the online or card catalogues most.

Library Orientation in Academic Institutions

Library orientation is an essential program that is normally carried out by academic librarians. According to Goldman (2016), newly admitted students who receive an orientation to library resources and services are more likely to seek needed research assistance for course papers, assignments, projects, and presentations. The main goals of library orientation are to introduce students to the library's services and resources, as well as to educate and guide them on how to use the library's services and resources. Orientation is typically held in both library buildings, where students are divided into departments in order to maintain control over their population. The program informs newly recruited students about the libraries' activities, services, programs, opening hours, contact information, and rules and regulations. During each orientation program, newly enrolled students were given the opportunity to ask librarians questions about any aspect of the library's operations that they did not fully comprehend, and librarians responded suitably.

Library Orientation, User Education/Information Literacy and Awareness

The effectiveness of library orientation must be complimented with user education, information literacy/ awareness of available library resources. The Chartered Institute of Library and Information Professional (2013), classified information literacy efforts, thus: knowing when and why you need information and how to communicate it in an ethical manner. These attributes of information literacy are highly desirable and could enhance students' academic output. Information literacy skills as a lifelong continuous learning process can be encompassed within the framework of the seven pillars of information literacy (Society of College, National and University Library, 2011). This model defines the core skills, competencies of information literacy development in higher education achieved through an individual's opportunity to develop progressively throughout their learning life. Figure 1 provides the seven pillar of information literacy.

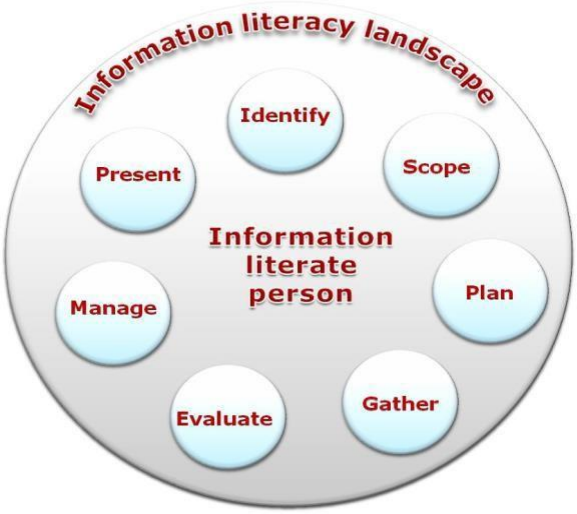


Figure1: Seven Pillars of Information Literacy Model

Source: Society of College, National and University Library (SCONUL)

Identify – Identify any information need
Scope - Defining and constructing strategies for location
Gather – Locate and access data and information
Evaluate – Compare and evaluate different Information resources
Manage – Organize, apply and communicate
Present – Synthesis and create new knowledge
Retrieve – Disseminate to end users and feedback

The seven pillar model, according to Sayer (2006), can be divided into two core sets of skills: knowing how to locate and access information (Information and Technology Skills) and knowing how to understand and use information (Library Skills). Basically, literacy skills 1-4 serves as a tool that facilitates access to information and adapting it to the existing community, department and schools where needs are best identified. When needs are identified, it is important for all to have opportunity to acquire the skills in order to understand, participate and benefit from the knowledge base (Goldstein & Ford, 2002). The awareness created by enhancing literacy skills by the use and ongoing lifelong learning process most often comes through orientation programmes, workshops and seminars. The librarian provides 21st century survival skills that enable individuals and groups to recognise their need for information as well as strategies to access and use them effectively.

Pillars 5-7 involve the efforts of the librarian in awareness-raising campaigns. This involves specialised expertise in translating their information in the best possible ways to be understood by clientele because of the diversity in communication style and language in different subjects and course study or repackage information to suit specific community needs (Sayers, 2006). The libraries role in raising information literacy/awareness is imperative as he/she is saddled with the responsibility of creating, handling-information learning skills and its use and management, modifying learning attitude and behavior to appreciate the role of information literacy in learning. The library at all levels upholds this standards, promotes commitment to lifelong learning that will be needed to keep pace with change: This is the overarching power of information literacy, providing people with the skills to know when they need information and how to locate it and use it effectively and efficiently.

Effect of Library Orientation on Library Users

The implementation of library orientation in higher education in the past and presently has had a positive impact on newly admitted students at the University of Education, Winneba on how to use the library's accessible resources at the appropriate time. According to Eze and Uzoigwe (2013), students in Nigerian higher education, particularly academic libraries, are being taught to explore the library and information services in various ways so that they can be comfortable, open-minded, and capable of accessing library resources. Madukoma (2013) stated that academic libraries in Nigeria and other developing nations in the world had developed some methods for orientation on its new and current users. The methods include library orientation, classroom teaching, instruction, guided library tour and library guide. How these methods have positively impacted the users considering trends and proliferation in information provision and adoption of modern technologies in academic libraries is a matter of concern. The present method of library orientation in both institutions indicated that, the library users were set to be self-independent in searching for information resources in the library.

It was also observed that, majority of the students who received training through library orientation program were familiar with reference section of the libraries which seems to be difficult to some library users before each commencement of the library orientation. The effects of library orientation to library users are that:

1. they become self-independent in search of information resources in the libraries;
2. increase academic performance;
3. borrowed and returned library materials on or before the due date;
4. aids user not to violate rules and regulations of the library;
5. improve productivity of users within and outside the institutions;
6. expose users to various section and unit of the libraries; and
7. allow users to appreciate and value libraries in their learning activities.

Omeluzor (2017) posited that the aims and objectives of library orientation on library users is to expose them to the library services and its resources and to educate and guide them to effectively utilise the library services and resources. Library orientation will let students be aware that libraries have more to offer now than just research help: we have a full range of academic support services (Mathews, 2009). According to Mathews (2009), academic libraries can become a place for experiences. It not for just research and reflection but also for creation, collaboration, design and exhibition. The library functions as workshop, a gallery, a museum, a canvas, a stage, a lecture hall, a platform, a case study a showcase of students' work. He further stated that that future of libraries is not simply about digitizing all of our collections, but rather it is about providing, encouraging and staging new type of learning encounters.

Challenges facing Library Orientation in Academic Libraries

Library orientation is a circumstance that affects everyone. This is because academic libraries and librarians are currently confronted with unique challenges and problems. The development and implementation of new information literacy initiatives in the field, the speedy development of the information and communication technology sector, and the complex nature of user requirements appear to be the causes of these changes. With current trends in library services and the importance of library orientation on library users, several research challenges have been identified as factors undermining it in academic libraries. In academic libraries, Simmonds and Andaleeb (2001) identified student apathy toward library orientation as a problem. Also, several challenges have been identified by staff and students, including a lack of confidence in the use of the library, a librarian's mode of instruction that is insufficient to assist students, and a lack of information resources for learning, such as computers.

Methodology

The research design adopted for this study was the descriptive survey research design. The focus population comprised all of all the newly admitted undergraduates in Tai Solarin University of Education, Ijagun Ogun State. The total number of respondents under study was five thousand, one hundred and five (5, 105) from different colleges from Tai Solarin University of Education, Ijagun Ogun State, Nigeria. A stratified sampling technique was used to identify sub-groups in the target population, in this case five colleges were used for the study namely: College of Humanities (COHUM), College of Social and Management Science (COMAS), College of Specialised and Professional Education (COSPED), College of Vocational and Technology Education (COVERED) and College of Science and Information Technology (COSIT). Undergraduate students were purposively picked in the colleges. A total of 40 respondents from each of the colleges were randomly picked to participate in the study through simple ballot. In all, 200 undergraduate students participated in the study, as indicated in Table 1.

Table 1: Study Sample

S/No.	Colleges	Sample
1.	College of Humanities (COHUM)	40
2.	College of Social and Management Science (COMAS)	40
3.	College of Specialised and Professional Education (COSPED)	40
4.	College of Vocational and Technology Education (COVERED)	40
5.	College of Science and Information Technology (COSIT)	40
	Total	**200**

The data collected from the respondents using the questionnaire were analysed using descriptive and inferential statistics. Demographic data were analysed using descriptive statistics while research questionnaire were answered using both descriptive and inferential statistics such as mean, standard deviation and percentage. Hypothesis one and two were analysed using t-test for independent sample mean at .05 level of significance. Criterion mean was placed at 2.50 indicating that average mean was placed at 2.50 indicating that average mean below 2.50 was considered low and average mean above 2.50 was considered high. All these were achieved with the aid of IBM SPSS Statistics version.

Data Analysis and Results

The results are presented and the findings are discussed in relation to the research questions and hypotheses raised in this study.

RQ 1: What is the students' perception of the relevance of library orientation programme on library users in Tai Solarin University of Education, Ijagun Ogun State?

Table 2: Respondents' Perception of the Relevance of Library Orientation Programme

S/N	Option	Frequency	Percentage
1	Relevant	85	42.5%
2	Very Relevant	60	30.0%
3	Irrelevant	33	16.5%
4	Very Irrelevant	22	11.0%
	Total	**200**	**100%**

Data from Table 2 reveals that 85 (42.5%) of the respondents were of the view that library orientation is relevant to them, followed by 60(30.0%) who are of the view that the programme was very relevant to them, 33(16.5%) see the programme as irrelevant and 22(11.0%) see it to be very irrelevant. Basically the result shows that library orientation is of importance to library users in finding the appropriate information resources on the shelves and internet.

RQ 2: What are the effects of library orientation on newly-registered library users in Tai Solarin University of Education, Ijagun Ogun State?

Table 3: Effects of Library Orientation on Newly-registered Library Users

S/No.	Effect of Library Orientation	Frequency	Percentage
1	Library orientation enhances my reading skills and transforms me into a regular library user.	82	41.0%
2	Library orientation has significantly improved my ability to identify, access, and retrieve information from the library.	40	20.0%
3	Library orientation made me aware of the broadness of the library's resources.	23	11.5%
4	Library orientation made me realize the importance of libraries in my academic pursuits and long-life learning.	24	12.0%
5	Library orientation has introduced me to various bibliographic databases available at the library.	12	6.0%
6	Library orientation has improved my academic performance.	19	9.5%
	Total	**200**	**100**

Table 3 shows that library orientation programme has positive effect on the library users and improved their use of library information resources. The results indicated that respondents representing 82(41.0%) are of the opinion that library orientation enhances their reading skills and transforms them into a regular library user. 40(20.0%) indicates that library orientation has significantly improved their ability to identify, access, and retrieve information from the library. More so, 23(11.5%) respondents are of the view that library orientation made them to be aware of the broadness of the library's resources. 24(12.0%) indicates that library orientation made them realize the importance of libraries in their academic pursuits and long-life learning. 12(6.0%) speculate that library orientation has introduced me to various bibliographic databases available at the library and 19(9.5%) is of the opinion that library orientation has improved his or her academic performance. Basically the effect of library orientation programme has a significant effect to library user in their understanding of the library and its uses.

RQ 3: What are the challenges facing library orientation programmes in Tai Solarin University of Education, Ijagun Ogun State?

Table 4: Challenges Facing Library Orientation Programmes

S/N	Items	Frequency	Percentage
1	Students' negative attitude towards the programme	73	36.5%
2	Limited amount of time allotted for the programme.	59	29.5%
3	Inadequate and qualified staff for the programme	37	18.5%
4	Over population of students	25	12.5%
5	Inadequate space for the programme	6	3.0%
	Total	**200**	**100**

The responses on the challenges of library users during library orientation. Despite this, 73 (36.5%) agrees on students' negative attitude towards the programme, 59(29.5%) agree that the limited amount of time allotted for the programme is not enough, 37(18.5%) agreed that there is inadequate and qualified staff for the programme, 25(12.5%) agreed on over population of students, while 2(5.7%) are of the opinion there is inadequate space for the programme. Base on the questionnaire responses, insufficient technological facilities, poor network/internet connectivity, and outdated library collections, as well as library locations, are some of the barriers to their use of the library.

Hypotheses

$H0_1$: Library orientation will significantly influence library use in Tai Solarin University of Education, Ijagun Ogun State.

Table 5: t-test showing Library Orientation's Influence Library Use in Tai Solarin University of Education, Ijagun Ogun State.

Variable	N	Mean	SD	DF	T	Remark
Library Orientation	120	93.79	12.03	33	2.256	<.05
Library Users	80	77.05	10.51			

Source: Field Survey, 2023

The result presented in Table 4 shows that Library orientation had greater significant influence on library use in Tai Solarin University of Education, Ijagun Ogun State (t= 2.256, df= 198, P<.05 level of significance). Based on the results the hypothesis was accepted, which implies that the null hypothesis (Ho) is was rejected.

$H0_2$: Undergraduate students' perception will significantly affect library orientation programme in Tai Solarin University of Education, Ijagun Ogun State.

Table 6: t-test showing Undergraduate Students' Perception on Library Orientation Programme.

Perception	N	Mean	SD	DF	T	Remark
Undergraduate students' perception	125	89.63	11.50	198	2.204	<.05
Library orientation programme	75	67.38	10.88			

Source: Field Survey, 2023

The result presented in Table 5 shows that the students' had negative perception towards library orientation programme in Tai Solarin University of Education, Ijagun Ogun State (t= 2.204, df= 33, P<.05 level of significance). Based on the results, the hypothesis was accepted, which implies that the null hypothesis (Ho) was rejected.

Discussion of the Findings

Students' perception on the effects of library orientation programme on users the finding revealed that majority of the respondents are aware and do attend the programme, and it was shown to be useful to them in respect to their basic academic activities. It was clear from the findings that orientation has helped the users improve their use of the library in pursuit of their studies. Ahead of this, it inculcates individual interest in reading habits to improve its day-to-day educational activities. Its impact made satisfactory use of the library by the users. The majority of the challenge as agreed by the respondents are limited amount of time allotted for the programme, inadequate and qualified staff for the programme, students' negative attitude towards the programme, inadequate time to treat all programmes, non-collaborative attitudes of some staff, lack of collective curriculum amongst tertiary institutions. These are some of the major problems militating again the delivery of effective orientation programmes at the university.

Conclusion

From the finding a well-organized library orientation will inculcate confidence in users, encouraging them to use the library effectively. The goal of library orientation is to make library users proficient in research

as well as lifelong learners. Furthermore, for all the goal and objectives of all types of libraries to be fully achieved user must be instructed in the appropriate use of the resource for utmost benefit and this will require well planned appropriate programme of user education for different levels of the library clientele.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Students should create time to attend library orientation programmes organized by Tai Solarin University Library, either as orientation, seminar or special training sessions on new services. This will give them the opportunity to accustom themselves with the general library environment which will promote effective library use.
2. Library orientation should be given more priority in the institutions' library in order to sensitize more students and focus their attention on the available resources and services that can be of immense benefit to them in the course of their studies.
3. Library orientation/literacy programme should be integrated into the curriculum of fresh students in order to enhance the use of library resources.
4. The management should support the programme with funds and facilities that would better improve and put to use to satisfy the users' needs for their education and sensitization.
5. The library should carry out a survey or community analysis where the university communities are to be the audience in which data will be obtained. The survey is expected to be in a form that will involve finding student's prior level of information needs, current and future needs information-seeking behavior, and information-seeking strategy which will be used as guides towards determining, developing, and implementing the goal and objectives of the orientation programme.

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