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LIBRARY ORIENTATION AND ITS IMPACT ON STUDENTS ACADEMIC JOURNEY: A CASE STUDY OF KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (KNUST), LAW FACULTY LIBRARY

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ABSTRACT

Libraries use orientation as one of the marketing tools to introduce their clientele and potential patrons to the services and resources at their disposal. However, the means to measure the impact of the orientation programme is not clear as students still find it difficult to use the library effectively; based on this, the study investigated the effectiveness of present-day library orientation methods and their impact on students of the Law Faculty of KNUST library usage. Using a quantitative case study design, the study involved a randomly selected sample of 200 undergraduates out of a population of 721 students from the Law Faculty for the 2017/2018 academic year. Data were analysed using STATA and presented through both simple descriptive and inferential statistics. The findings were that most of the students indicated that information about the library; its resources and services were valuable. Specifically, the study revealed that participants were satisfied with the information on how to select proper database(s) for research. Lack of access to e-resource, slow internet connection, and inability to access full-text books online as well as services from staff were challenges encountered in accessing library service by several students at the Faculty of Law. It was therefore recommended that academic libraries should endeavour to afford most of the full-text materials and also improve on the internet connections in addition to the implementation of comprehensive information literacy programmes.

Keywords: Library orientation, Academic Libraries, students satisfaction, Faculty of Law, Kwame Nkrumah University of Science and Technology

Introduction

The usefulness of a library in any academic institution is to support the academic and research needs of its clients mostly students, lecturers, and researchers (Nkamnebe, Udem & Nkamnebe, 2014). To provide better services to its patrons, it is the responsibility of the University library to make information sources, services, and resources readily available for use and easily accessible to its patrons. (Daramola, 2016). One avenue through which the library markets its services and resources to the students and potential users of the library is via library orientation which sometimes proves to be problematic because of the way it's been organized or carried out by some librarians.

The academic library is made up of many users such as students, staff of both academic and non-academic institutions, and researchers who may not even have the slightest idea of how library materials are used (Ukachi, 2015). It becomes very difficult sometimes to effectively access, identify or recover information at the library without instructions or guidance which would have credibly aided one learning, teaching or research (Mathews, 2013). Academic library orientation helps these groups of library users to adapt to the system or know how the library operates its activities within the university and make good use of its services.

As stated by Mahammadi, Moghaddan & Yeganeh (2008) library is the lifeline for research, learning, and teaching in any academic institution as any achievement in learning, teaching and research cannot be made possible without the library. Thus, in the quest of achieving academic excellence, library users must be guided or instructed on how information and literacy skills can be acquired. Library instruction is sometimes called user education or library orientation because of its course of intended actions to make users understand and make effective and efficient use of the library as well as utilising the acquired information or knowledge to solve any problem at hand (Gregory & Broussard, 2011).

Information literacy has been explained by the Association of College and Research Libraries (ACRL, 2008) as the abilities of one's awareness to acknowledge the requirements of information, identify, appraise and estimate that required information. This explanation fits the concept of this study since it engages activities that are consequences of user education. ACRL (2008) developed an information literacy framework for higher education which is helpful when it comes to the need for information to be utilised for academic purposes. Madukoma, Onuoha,

Omeluzor and Ogbuiyi (2013) indicated that the use of library instructions in academic institutions became a common practice as it proved to provide students with the assurance of helping access and recover the right information and help formulate learning systems. The influence library instructions have had on students proved to have been useful to them even beyond their years spent in their academic institutions and impacted them for the rest of their lives. This process of instructions has influenced and educated users to develop the attitude of utilising any information in the library for their advantage. Though the methods and processes of library instructions may be applied differently from one library to another, the main and common purpose of these instructions is to help users to be able to access and utilise library materials on their own. An instruction programme comprising library guidelines has been developed by the American Library Association (2014), these guidelines included the structures of the programme and evaluation of assessment. Also included in the guidelines are the content of instruction identification and the modes of instruction identification.

Academic libraries in developing nations had developed some methods for instructing their new and current users for the effective use of such libraries (Suleiman, 2012; Madukoma, et al., 2013). These methods first start with the orientation of the students followed by a guided library tour, then provision of a library guide, and ended with classroom teaching. The influence this procedure has had on students and individuals is of great concern as the world has seen huge innovation in the proliferation of information provision and modern technologies in academic libraries. In most academic libraries, library orientation/instruction takes place every new academic year. The target group for such instructions on the use of library services and resources is the freshly admitted students into the university. Though students are taken through almost all the process of library guidelines or instructions which involves the orientation process, the library tour, the classroom teaching among others with the sole objective of providing them with enough exposure to the library services and resources to help educate and guide them to its effective use, the effectiveness of such methods of orientation and instruction on the use of library services and resources is still not known.

As observed by Agyen-Gyasi (2008), the majority of newly enrolled students and even most continuing students are seriously faced with problems of not knowing where to locate resources and services in the library. The Prempeh II library is the main library System of the Kwame Nkrumah University of Science and Technology made up of colleges, faculty, and departmental

libraries including the Law Faculty library which is the case study of the research. To be continued by a belief of Law history; tries to regularly educate/instruct students in the use of its resources and services, for which reason this study seeks to evaluate the impact of library orientation, on patrons library usage.

Statement of the Problem

Library orientation is carried out in every academic institution to help acquaint students with the library environment and its materials (Agyen-Gyasi, 2008). The Kwame Nkrumah University of Science and Technology (KNUST), Faculty of Law Library is not an exception. The Law library carries out orientation to educate students in the use of the services and resources available and also to enable them effectively use the resources to their benefit in their academic journey. However, the growing students population yearly at KNUST Faculty of Law has made it very difficult for effective library orientation. Despite this, the Law Faculty Library still makes a consistent effort to educate students on how its resources and services can be utilised. Unfortunately, some students still find it difficult to locate and retrieve information thereby resorting to untrustworthy sources such as social media, Google, and others as their source of information for their academic work.

The Faculty of Law library after orientation does not follow up with the students to know the impact of the orientation. It is assumed that the students will come to the library and use the resources, but this is often not the case. However, there seems to be a gap which needs to be filled to encourage the use of the library. The problem is that after the orientation there still exists low patronage of library resources and services. Students are often found wanting and wandering trying to locate vital library resources for their work and this will result in poor academic performance. The research seeks to investigate the effectiveness of present orientation methods used and their impact on student's academic journey.

The objectives of the Study

- To ascertain the effectiveness of library orientation/instruction used for the students at KNUST Faculty of Law

- To find out the level of student's satisfaction with the library orientation programme at KNUST Faculty of Law
- To identify the challenges students encounter in the use of library services at KNUST Faculty of Law

Literature Review

Library Orientation

Making known the general technique of the usage of the library and its services is the primary concern of library orientation. This primary concern can be extended to include the introduction of the layouts and facilities of a particular library. This according to Ibiodi (2005) forms part of the larger activity of universities on the information literacy training which takes the form of library user education. Ibiodi further observes that this may be accompanied by library guidelines, programmes, one-on-one guidelines (through reference administration), and the engagement of guide manuals. The orientation offers the opportunity for students to be taken and shown around the various departments of the library, with handouts and leaflets underlining some important materials and some key parts of the introductory lecture on the use of the library, as well as providing brief but detailed demonstrations on how to find and recover important materials (Onwuchekwa, 2019)

Relevance of Library Orientation

One can talk of library orientation otherwise known as user orientation as a way of modifying the new library used to be conversant with the library. This provides users with a sense of awareness of the library and the services it can provide. The orientation provides users with education on the general usage of a library, Namugera (2017).

The orientation/instruction programme of academic libraries is intended to help library users gain the full benefits of the resources, materials, and services of the library to their maximum fulfillment while having a home-like feeling of the library and developing a competency trust with the staff of the library.

Other benefits include enabling library users with the needed skills for finding information and thus fostering feelings of confidence and independence Namugera (2017). There are different

types/methods of library orientation such of which including; a lecture by the librarian, a library tour, a handbook of library orientation, a video documentary on the library and its services.

A Lecture of Library Orientation to Freshmen

The Anhui University Library; Cahoy & Bichel (2004), gives a brief description of how a lecture on library orientation was done to freshmen in 2004. It stated that to make the new students get familiar with and take full advantage of library resources, a lecture on a training program on library orientation was organized for them. Staff from Information Consultation Department gave a detailed introduction of the history of AHUL, the library collections and locations, procedures of borrowing and returning, which would promote students' self-learning ability. The orientation was well received and the library will spare no efforts to serve the teaching and learning.

As Gyimah (2011) posited, library orientation or information literacy instruction programmes in tertiary institutions take several forms that consist of stand-alone programmes or classes, e-learning tutorials, course-related instruction, or course-integrated instruction. Joint & Kemp (2000) seems to have a common understanding on the proposition that information literacy should be an integrated course of the student curriculum, whereas Webber & Johnston (2000) advocate that information literacy and library orientation are in their own right a discipline of study.

Effectiveness of Library Orientation

Orientation, which includes information literacy instruction/orientation, can be viewed in a way as any work or effort made by any institution to successfully help transition students from their former environment into a new one of the collegiate system (Massey, 2013). Webber & Johnston (2000) define information literacy as something that is more than a set of tools or skills to be used when researching or consuming information through studies or learning. Bowles-Terry (2012), has been developed into an integral part of the work of many academic librarians over the past decade. These tools and skills can be acquired through orientations programmes, information literacy courses, and instructions.

The literature review showed that researchers into library instruction/orientation are still putting in much work to have a fair understanding of how enough time could be made for and which instruction/orientation program models are most beneficial to student learning. A popular number of studies had been conducted examining the nexus of information literacy skills and student academic success (Vance et al., 2012, Bowles-Terry, 2012, Rinto & Cogbill-Seiders, 2015; Soleymani, 2014).

Various studies recently conducted with the focus on the influence or otherwise the impact training in information literacy could have on students' academic performance revealed that the orientation in information literacy and the skills developed by students on information literacy have a positive correlation with the grade point average (GPA) of students (Shao & Purpur, 2016; Vance, Kirk, and Gardner, 2012; Bowles-Terry, 2012; Cherry, Rollins, and Evans, 2013; Rinto & Cogbill-Seiders, 2014; and Soria, Fransen, & Nackerud, 2014, etc), retention and graduation rates.

Vance, Kirk, and Gardner (2012) at Middle Tennessee State University studied the nexus of official library instruction and student retention rates and grade point average. Where results of the study indicated that there was an impact of library instruction on the retention of students, the study further revealed a statistical significance between the two variables that are students who go through the orientation of library instructions tend to have a higher GPA compared to those who do not. This provides evidence of the existence of a positive impact official library instruction has on students' academic achievements. Using a mixed-method approach Bowles-Terry (2012) investigated at the University of Wyoming the existence of a correlation between information literacy instruction/orientation and grade point average at graduation. The analysis of academic transcripts indicated the existence of a significant relationship between upper-level library instruction and higher GPA at graduation. Respondents in a focus group discussion pointed out that some particular skills or knowledge gained in organised library instruction classes were vital and helpful to them in their academic life especially on their research assignments thereby confirming and backing the claim that the success of students can be improved through information literacy.

Several studies have indicated the gains derived from employing student works such as interpreted bibliographies and the scripting of portfolios in the valuation process (Scharf et al.,

2007; Samson, 2010; Leebaw, Partlo & Tompkins., 2013). Meanwhile, when it comes to information literacy and writing skills nexus, few studies have examined statistically the relationship between the two variables. A high level of correlation existence was ascertained between the scores of information literacy and writing scores in a study conducted by Scharf et al. (2007).

Also, the cooperation between librarians and the faculties has yielded positive results as a result of the assessments on information literacy which have been reported by several researchers (Scharf et al., 2007; Samson, 2010; Leebaw et al., 2013; White-Farnham and Gardner, 2014). Several cooperations of the writing faculties with the librarians revealed that the addition of information literacy skills to the written assignments was shown to be a key element in the improvement of skill sets.

Shao and Purpur (2016) concluded in the study that the results from the Pearson's correlation coefficient test which was carried out between different information literacy skills sets and the student writing and final grades revealed the existence of a strong correlation with the students' knowledge of "scholarly versus popular sources" ($r = 0.145$, $p = 0.007$). Further results indicated significant correlation between two sets of skills on information literacy and the final course scores: type of sources ($r = 0.124$, $p = 0.021$) and website evaluation ($r = 0.117$, $p = 0.029$). They concluded that the findings of their study are that the writing ability and academic performance of students can be improved by one of their critical thinking skills which is information literacy.

Of great interest to note is the results of some two studies conducted to examine the full gains of the instruction or orientation of information literacy without the direct examination of the work of the students, also the study revealed that there was a positive influence of the instructions of a one-shot library on student learning. Spievak and Hayes-Bohanan (2013) conducted a survey that sort to investigate the past experiences students had when library instructions were not integrated into the course content of the current component of the library instruction after they evaluated websites and search results. It was revealed in that study that students who had previously attended library instruction sessions made a better assessment of the information and were also very sufficient at finishing the task. A similar notion was rebounded in a study by Saunders (2003), in which information instruction/orientation was revealed to have had a positive impact on the reference variables; those who requested reference assistance are likely to be those who

attended classes on information literacy instructions, which Saunders credited to them becoming more appealing library users.

Effectiveness of One-shot Library Orientation/Instruction

Contrastingly, there is compelling evidence from several other researchers indicating that there is no responsive correlation between the deep lasting students learning and the classes of the one-shot instruction/orientation, even though there may be other gains which comprise high levels of confidence in the usage of a library and library resources. Ursin, Lindsay, and Johnson (2004) examined an extract of analysis of the concluding task of a seminar programme for new students and established that just about 8% of the new students utilise materials that are suggested or otherwise recommended by the librarians, students gave their account of having "more comfortable" feeling with research at the library after classes on instruction. Portmann and Roush (2004) had a hypothesis that instruction or orientation on library significantly influence both students' research skill development and their utilisation of the library which they examined by adopting a pre-testing and post-testing methodology revealing that the instruction or the orientation greatly influenced the utilisation of the library only and not the research skills.

Moore and his colleagues (as cited in Oakleaf, 2010) published results from a project that spun three years studying the impact of library classes and workshops on student success, where student performance was defined by the GPA score. The authors reported that library sessions and GPA had a positive correlation in comparison with a session of students who did not partake in the library instruction or orientation session. This study reveals an early version of a positive correlation between library orientation and the achievements of students.

A recent study conducted at the Main Library of the Hong Kong Baptist University on library instruction and GPA examines the attendance of a workshop on library and the GPA of over 8,000 graduating students (Wong & Cmor, 2011). This study revealed that there is a greater chance for the GPA of students to be impacted by the orientation or instruction of the library if various workshops on library instruction or orientation are organised for the students. The authors revealed that there is a positive correlation with high levels of academic success if numerous workshops (even a minimum of four) in the library are organised. This study validated

the difference between two groups – undergraduate students and graduate students, who attend library workshops with an undergraduate who is in lower-division or upper-division and had their library instructions not given any consideration in this study.

Other studies, meanwhile, have a strikingly bleaker outlook for library orientations. For instance, Coulter, Clarke, and Scamman (2007) conducted a study utilising a comparative analysis to examine the grades of some selected students who undertook courses that had the integration of information literacy instruction in them and another set of students who did not undertake courses that had the integration of the information literacy instructions in them. The study revealed that there was no bearing of the experience of the information literacy instructions on students' performance.   The authors, therefore, concluded that the finding may be as a result of the availability of other factors employed in the final grade assignment of a course, that one-time orientation programmes cannot hope to convey to students the needed literary skills for academic pursuits. Martin (2008) also conducted a similar study investigating whether source type of selection employed by undergraduates for their education majors is influenced by the library orientation or instruction.   The results indicated that there was no statistical significant relationship between having a library session or having little sessions on library instructions and the choice of students on the engagement of quality academic sources. Martin argues that librarians must seriously consider alternative practices to one-shot instruction/orientation.

Students' Effective Use of Library Resources

Considering the settings of different controls, the characterisation of the information literacy course to be effective demands that individuals should be able to outline the problem, design a proposition to identify the information, trace and contact resource materials, utilise the information, mould the information and undertake an assessment and evaluation (Baro, Endouware, & Ubogu 2011). Pinto and Gomez Diaz (2010) defined an information literate person based on many individuals claimed and established that one of the ways one can survive in the information age is by the skill set of information literacy.

Presently, it is not an overestimation when one concludes that information literacy is one of the most important sectors when it comes to critical thinking development (Johnson, 2007). The

accessibility and evaluation of information by students after instructions/orientation is very critical which has also been emphasized in many other important journals such as (Pinto, Pulgarín, & Escalona, 2014; Adeoye, 2015; Boeriswati, 2012; Faller et al., 2016).

According to Mason (2010), one of the main reasons is that students admitted into the universities are not prepared and equipped with the right materials to meet the demands of their course work basically because they lack the whole concept of how library resources can be utilised to the benefit of oneself, resulting in the deficiency of the needed skills to establish any significant research."

Ellis and Salisbury (2004) noticed that university students commence their academic calendar without having the skills for finding information. The findings of this study give clear evidence that most students admitted lacking the skills for information finding which is a necessary demand of their current educational status attained. The results of this study further indicate that the skills the new entrants may possess may not be enough for research work or useful in the utilising of a library. This situation characterised students hailing from poor communities with no better educational and learning facilities, such as the lack of very resourced libraries furnished with all materials including modern computers, and even the inability to identify a library centre as a learning resource when a exists. Many other studies are focusing on the African region such as Idiodi (2005), Machet (2005) and Obajemu (2002) indicating on this situation is disappointing and unfortunate. It has therefore become overwhelmingly necessary to consequentially help cultivate the skills of information literacy to enable them to get access to and be able to use credible information very well before they finish their education (Sasikala, & Dhanraju, 2010).

Reports by Zhong & Alexander (2007) and Cherry, Rollins, & Evans (2013) explained that the students who had good and higher GPA are those who were able to make good use of the resources and services of the library which includes database logins, reference services, research assistance, and the likes.

User Satisfaction with the Academic Library's Orientation Programme

One can never exaggerate the effects library orientation has had on students. Mohammadi, Moghaddam & Yeganeh (2008) revealed that 76.9 percent of the academic library users proved that library orientations were particularly important and helped them in their selected occupation.

It is obvious in that analysis that, leading part of the students who got preparing through library orientations training knew about reference sections, the non-circulatory component of reference books, catalogues, files in reference works among others. Correspondingly, Adeniyi and Adebimpe (2013) confirmed that library instruction enhances students' skills in abusing facility resources that can quick more noteworthy use of the library. Esse (2014) anticipated the effect of library instruction on serenity with the use of the library and its governments by college students.

The findings revealed that the operation of library courses meaningfully affects students' comprehension of the library. It moreover confirmed that a greater part or 70.3% of the respondents revealed that they don't have any problem getting information at the library. Users' orientations upgrades library utilization, while improper arrangement for a students training course on the timetable impacts users' maturity of library utilization (Maduako, 2013). Atarodi, Alami, and Saeed (2015) surveyed student's orientation impact on medical students and revealed that 87 % of the students in the investigation they conducted noted their insight on how to use databases and other available resources were positively impacted due to their preparation on how to use the library. Likewise, 74 % of the students showed that library guidelines affected them to visit the library and restorative data databases. An examination by Madukoma, et al. (2013) on library orientation and scholastic execution of students at Babcock University Nigeria, discovered that students got to know where they can find information at the library as a result of the library guidelines. To be able to ascertain the level of impact of library orientation on respondents' ability to access and retrieve information from the library, the examination established that respondents were able to secure the vital expertise needed for information recovery or finding with the help of the library guidelines. The respondents in that review asserted that through library guidelines, access to data was simpler since they were presented to different data materials and administrations. The examination additionally uncovers that library orientation helped clients to be acquainted with different data recovery apparatuses and have the capacity to recover data materials in the library absent much help from the bookkeepers and library staff. An assessment of library guide program in relating to academic achievement. According to Bowles-Terry (2012) students in the department could show their abilities in the library instruction sessions and could utilize them in their projects works and assignments for different classes. The research revealed a noteworthy relationship between data proficiency standards and GPA at graduation. Similarly, Shen & Tsai (2014) analyse the effects of the

online and web library outlines on graduate students' education on information usefulness. The evaluation shows an important relationship between library outline and data orientation abilities of the users. This reveals that the majority of the respondents choose the library as their beginning stage for inquiring about and could differentiate book or section title in a reference, whiles the majority of them also said that, they have improved upon their academic work through the library orientation training. According to Maduako (2013), anticipated user training of library in the universities of the teaching of Abia and Imo declare and revealed that a mean of 3.59 and 3.23 of the respondents firmly agreed that library guideline program improves them into a reliable library user. Moreover, it shows that library orientation acquaints them with access to the library resources and staff. Furthermore, Ogunmodede and Emeahara (2010) revealed that for the satisfaction, library orientation should be given to the students of the Ladoke Akintola University of Technology (LAUTECH) library, 76.5% of the respondents reveal that there was no compelling reason to depend on the librarians and library staff to get data in the library.

Students in Nigeria see their University libraries to be orienting what they call library tour conferences which they believe are not enough to provide them with the necessary skills of information literacy (Baro and Zuokomefa, 2011). Almost all universities have incorporated some new courses into their curriculum which include courses like "Use of English" and "Use of Library", which were made compulsory credit gaining subjects but are still not enough to help students become effective in this modern era. Students simply read on the account of formality just to pass those subjects.

User Satisfaction with Library Instruction in Ghanaian Academic Libraries

A report by Dennis (2004) on "user education course at the University of Ghana" identifies students' dissatisfaction with library instruction/orientation due to the deficit in the number of staffs that are qualified to train students amid introduction, and insufficient time assigned to the program as a portion of the difficulties confronting the program. Thus, Dadzie (2008) in her examination on "information literacy: surveying the status of Ghanaian colleges" recognized various issues frustrating the usage of information literacy programmes at the University of Ghana and University of Cape Coast. These included; the absence of pledge to the venture, insufficient data about what information literacy programmes is, the reluctance of the different offices as of now taking care of segments of the information literacy projects to work together

with one another to frame a grounds wide undertaking, reluctance to acknowledge advancements in educational module arranging, deficient innovative framework/personal computers, lacking electronic assets and lacking human resource.

Finally, Owusu et al., (2014) asserted in his study of the effect of orientation on the performance of undergraduate students in the University of Cape Coast that the majority of students (79.6%) strongly agreed that orientation provided them with good academic information regarding academic programmes, policies, and regulation that enhance student learning. They also were of the view that orientation allowed them to ask questions concerning facility use.

Challenges of Library Orientation in Academic Institutions

Regardless of all the significances library users derive from library orientation, a few difficulties have been distinguished in research as there are some factors in the academic libraries which work against it. Esse (2014) noted that library clients everywhere throughout the globe face different difficulties which to a degree influence the way library resources are put to the greatest and successful use. An appraisal conducted by Agyen-Gyasi (2008) at the Kwame Nkrumah University of Science and Technology on the training of library users discovered that the low level of attendance by the undergraduates in the library user orientation program was a problem. Findings in Agyen-Gyasi's examination demonstrate that from a total of about 1000 undergraduates who are members of the Faculty of Social Sciences, only 250 students went for the programme on the library user orientation in the 2004/2005 session. Essentially, Anyaoku, Ezeani & Osuigwe (2015) recognized undergraduate students' detachment to information literacy skills courses as an issue in scholastic libraries.

Suleiman (2012) investigated user orientation programmes in academic libraries in International Islamic University, Malaysia. Indications were made in this study that a greater number of students precisely undergraduates newly entering the university are faced with challenging issues such as adapting to the new environment and therefore need exceptional instructions to help them handle all the sources of information individually. Okoye (2013) in corresponding to distinguishing the best issues of user orientation programmes on libraries in South-East Nigeria and probably different regions of the globe are confronting proposed library information materials and resources should be procured, developed, and dispersed by libraries in a manner that all library users can have access to.

An investigation led by Idoko, Asogwa & Ugwuanyi (2015) on the issues of library users training in Nigerian Unity Schools demonstrated a few difficulties as confirmed by staff and students incorporating absence of trust in the utilization of library, bookkeepers method of instruction/orientation not satisfactory to enable students, to class libraries not sufficiently furnished with current course books, absence of adequate school library, lacking information resources for learning e.g. PCs, among others.

On staff quality to deal with library guidelines in academic fundamentals, Agyen-Gyasi (2008) in his investigation discovered that lack of staff to deal with library user training programmes is an issue as the number of enlisted undergraduates exceeded the number of academic administrators to take the library orientation programmes. Likewise, Maduako (2013) contemplated a lack of library staff to deal with library orientation was an obstacle. Discoveries in Maduako's investigation uncovered that short timeframe used, poor arrangement for users orientation and instruction, absence of enthusiasm by students, and resource requirement were among the difficulties confronting library orientation and information literacy instructions. Besides, Idoko et al. (2015) study on the impression of students on utilization of library as an essential course uncovered that absence of workforce and expert time for instructing are two noteworthy issues confronting library users training. Notwithstanding, York and Vance (2009) are of the view that library instruction programmes would expand the requirement for space, materials, and open administrations staff, which as indicated by researchers will deplete funds for other demanding needs of the library and its administration. This will likewise create staff issues relating to schedule appropriateness and appraisal of information literacy skills.

As indicated by Eze (2004), some elements working against user instruction are not unrealistic, including inadequate resources, deficient number of PCs, and absence of PC appreciation among librarians, educators, and students, absence of appropriately created educational programmes, absence of foundation by and large and absence of empowering strategy condition. Undebatable, the issue of deficient or inability to train undergraduates and new students of library users in utilizing the resources and services of the library may prompt support to unapproved foundations. Head et al. (2013) contemplate how new students research once they enter school and discovered that 70 percent of college students as often as possible rely on social media (i.e. Facebook, Twitter, etc) for their information needs. Web indexes, for example, Google got the

most noteworthy support with 95 % as the source of information consulted most by students while companions had 87 %. Okoye (2013) in his examination of user instruction in the libraries of public universities in the republic of Nigeria revealed that the actual challenges facing the orientation of students on their library use incorporate absence of useful Internet facilities to direct researches, lacking ICT infrastructure for learning, and the deficient number of expert staffs to lead user train in such facilities.

Methodology

The study adopted a quantitative case study design to examine the impact of library orientation on students' academic performance. Given the objective of the study, a case study approach is adopted. The descriptive research method was used for this study. A total of 721 students formed the population of the students of the Law Faculty for the 2017/2018 academic year. The simple random sampling technique which assured a good representative sample for the population was adopted. This technique is free from biases because no factor influencing the selection of sample cases is present. According to Dawson (2011), the correct sample size in a study is dependent on the nature of the population and the purpose of the study. Hence, using the Krejcie & Morgan (as cited in Chio et al., 2018) table of determining the sample size from the given population of 721, two hundred (200) students were randomly selected to participate in the survey.

Primary data through the administration of structured questionnaires were used in this study. The instruments were developed based on the objectives of the study. The questionnaire was largely closed-ended with a few open-ended questions to allow respondents to provide detailed responses on some selected questions. Using a statistical analysis computer programme called STATA (student version), the collated data was analysed with the help of descriptive statistics that include frequencies, percentages, and means with standard deviation. Preliminary analysis to ascertain the validity and reliability of survey constructs was conducted. Analysis of data was subsequently done by the use of descriptive analysis, and the Pearson chi-square test of independence. Results are presented using frequency and percentage tables, figures, and charts as shown in the next chapter.

Results and Discussion

Demographic Characteristics

Gender

Out of the total sampled population of 200 survey participants, 115(57.3%) are male whereas 85(42.5%) are females. The disparity between male and female numbers could be attributed to the fact that male respondents are more enrolled in the Faculty of Law, hence the gender distribution rightly depicts the overall population's. Opinions about effectiveness and satisfaction with library orientation/instructions programmes in this study will most probably be those from the male population of the student body at the Faculty of Law. The gender distribution is shown in Table 1 below.

Age

Table 1 below shows the age distribution of the law students who participated in the survey. It was revealed that 81.5% of the sampled population fall within the 15 to 25-year group, while 14.5% went for those between the ages of 26 and 35 years. This group of students is mostly youthful and energetic for the demanding programmes at the faculty of law, hence their enrolment numbers. Whereas 4% of the students were in the age group of 36 to 45 years, cumulatively 96% of the respondents were those students who were between 15 and 35 years.

Academic Year

Respondents enrolled in a programme in the first year made up 36% of the sample, the second year of their programme was 18.5%, third-year students made up 22.5%, whereas 23% of respondents were in the final year of their programmes as shown in "Table 1". The education characteristics of the survey participants indicate that responses from the students participating in the survey will most probably come from first-year students who are believed to have a good appreciation for the orientation programmes offered in the very first weeks of their enrolment, hence they might have a fair judgement of opinion on the subject matter.

Table 1 Demographic Characteristics

	Frequency	Percentage
Gender		
Male	115	(57.5)
Female	85	(42.5)
Age (years)		
15-25 years	163	(81.5)
26-35 years	29	(14.5)
36-45 years	8	(4.0)
Level of Education		
First-year	72	(36.0)
Second-year	37	(18.5)
Third-year	45	(22.5)
Final year	46	(23.0)

Source: Field Data, 2021

Effectiveness of Library Orientation

Attendance of Library Orientation Programme

In Table 2 below, it is reported that all (100%) of the students participating in the survey attended the first-year orientation programme during which they were instructed on the use of the library (100%). Clearly it can be deduced from this result that University made it mandatory for all students to attend the orientation programme in their first year; a good indication that respondents are aware of services and programmes provided by the library to learners and have been adequately instructed on the information skills needed for their coursework.

Table 2 Effectiveness of Library Orientation

	Frequency(n)	Percentage(%)
Respondent Attended Orientation		
Yes	200	(100)
No	0	(.0)
Method of Orientation		
A lecture by Librarian	200	(100.0)
Library Tour	0	(.0)
Handbook of library Orientation	0	(.0)
Video Documentary on the Library and its services	0	(.0)
Introduced to Use of Library		
Yes	200	(100.0)
No	0	(.0)
Valuable information about the library and its resources and services		
Yes	194	(97.0)
No	6	(3.0)

Source: Field data, 2021

Method of Orientation

Respondents indicated (Table 2) that the main method used during the orientation programme was a lecture by a librarian. The students mentioned other methods of instruction that included a library tour and a handbook of library orientation for instructions on the use of library services and resources.

Valuable information about the library and its resources and services

Results from the study show that the majority (97%) of students indicated that information about the library, its resources and services were valuable. However, 3% representing six students believed that the information given to them at the orientation session was not valuable (Table 2). This latter group of students could have had an experience with an academic library before their tertiary education. Otherwise, the information had very little to do with their academic work.

Association of Demographic Characteristics and whether the information was valuable

Further analysis using a Pearson chi-square test of independence shows that there were no differences between the academic years of respondents ($\chi^2(3) = 2.427$; $p = .489$) in terms of the valuable information they are given during the orientation sessions (Table 4.3). Likewise, no differences for male and female respondents ($\chi^2(1) = .213$; $p = .645$) and age groups of respondents ($\chi^2(2) = 1.404$; $p = .496$). The inference here is that almost all students who attended the orientation sessions, irrespective of the demography, thought the information delivered at the programme was valuable. It is clear from the chi-square test of dependency that male/female or matured/regular or freshers/continuing to find the information valuable.

Table 3 Valuable Orientation Information against Demographic Characteristics

	Information at Orientation was valuable		
	Yes n (%)	No n (%)	*Chi-square (p-value)*
Academic Year			
First year	72 (36.0)	2 (33.3)	2.427 (*p* = .489)
Second year	37 (18.5)	2 (33.3)	
Third year	45 (22.5)	0 (.0)	
Final year	46 (23.0)	2 (33.3)	
Gender			
Male	115 (57.5)	4 (66.7)	.213 (*p* = .645)
Female	85 (42.5)	2 (33.3)	

Age of Respondent

15-25 years	163 (81.5)	6 (100.0)	1.404 ($p = .496$)
26-35 years	29 (14.5)	0 (.0)	
36-45 years	8 (4.0)	0 (.0)	

Source: Field Data, 2021

The findings in this study concur with the findings of most studies on the effectiveness of libraries (Suleiman, 2012; Anyaoku, Ezeani and Osuigwe, 2012; Atarodi, Alami and Saeed, 2015). Suleiman (2011), for instance, showed that library orientation was effective in informing library users to efficiently make use of services offered to students. Likewise, Anyaoku, Ezeani and Osuigwe (2012) argued that the library orientations go long way to help new students with the use of library services for their academic works. It was also revealed in a study by Ogunmodede and Emeahara (2010) who discussed the satisfactory library instructions given to students at Ladoke Akintola University of Technology. In the study, students reported benefitting from the orientation/instructional sessions they partook in.

Satisfaction with Library's Instruction/Orientation Presentation

Participating law students indicated their satisfaction with the library's instruction/orientation presentation on a six-item satisfaction construct. Table 4 below shows the reliability and summary statistics of the satisfaction construct. The reliability measure of the construct using the Cronbach's alpha coefficient of 0.838 shows that the five-item accurately measured the satisfaction of respondents as the value was above the favourable threshold of 0.7.

The mean statistics of the overall satisfaction (3.72 ±.57) of library orientation/instruction presentation showed that respondents were more inclined to agree to the items in the construct. This indicates that there was a general agreement with the statements under the satisfaction measure.

Table 4 Summary Statistics of Satisfaction with Library's Orientation

	Cronbach's Alpha	Mean	N of Items

Table 4 Summary Statistics of Satisfaction with Library's Orientation

	Cronbach's Alpha	Mean	N of Items
Satisfaction with Library's Orientation/Instruction Presentation	.838	3.72 ± .57	6

Source: Field Data, 2021

Analysing for individual items in the construct revealed that all items were generally agreed to (Figure 1).

Figure 1 Satisfaction with Library Orientation/Instruction Presentation
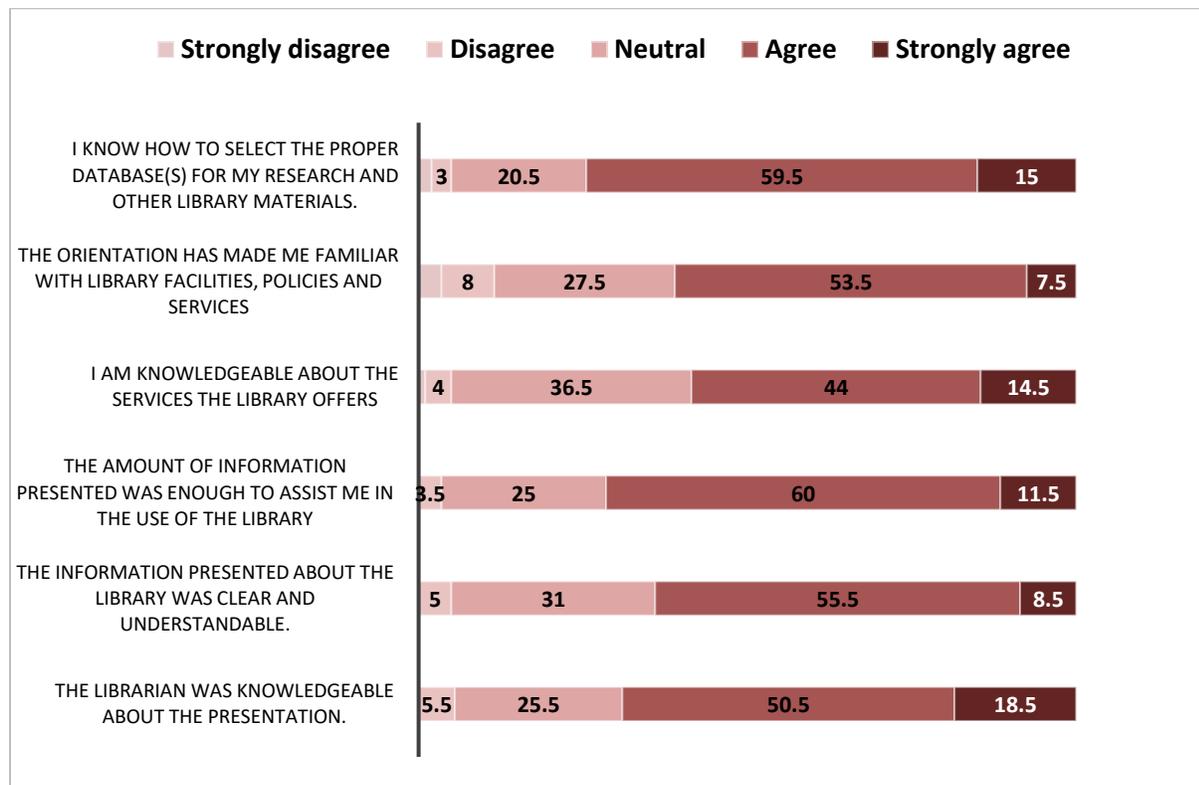
 The Topmost of the list is the "I know how to select proper database(s) for my research and other library materials" with 74.5% cumulative agreement. This is followed by the statement, "The amount of information presented was enough to assist me in the use of the library" with a

cumulative agreement of 71.5%, and "The Librarian was knowledgeable about the presentation" with 69% cumulative agreement. "The information presented about the library was clear and understandable" had a 64% level of agreement while "The orientation has made me familiar with Library facilities, policies and services" had 61%. However, the assertion "I am knowledgeable about the services the Library offers" had 54.5% cumulative agreement with a huge percentage (36.5%) of respondents indicating their indifference towards the item. The detailed result of analysis of satisfaction with library orientation/instruction presentation is shown in Figure 4.5 above.

The findings in this study confirm with studies by Maduako (2013) which revealed in surveys of students at different universities in Nigeria that most students who attend or go through the library orientation find it very satisfactory with the information given them about the use of library and services offered at the libraries. Bamidele (2015) also showed in his study that students in their final years of university programmes do appreciate the library orientation in the first year of their university and find the presentation satisfying.

Use of Library for Academic Work

Ability to Use Library

Respondents were asked about their level of agreement to five Likert items concerning the use of the library for academic work. Respondents agreed to being able to "locate textbooks and eBooks", 73%; to "locate and use reference books", 67.5%; and, to "locate and use journals and newspaper article database", 50.5%. The students unequivocally also agreed to the statements: "Locate and use the information on the web", with 55.5% and "find books and other resources using the library Online Public Access Catalogue (OPAC)", with 64%.

Table 4 Use of Library for Academic Work

	Not at all	Not well	Somewhat well	Well	Very well
	n %	n %	n %	n %	n %

|					
Locate text books and eBooks	6 (3.0)	15 (7.5)	33 (16.5)	120 (60.0)	26 (13.0)
Locate and use reference books	7 (3.5)	13 (6.5)	45 (22.5)	118 (59.0)	17 (8.5)
Locate and use journals and newspaper article database	10 (5.0)	27 (13.5)	62 (31.0)	85 (42.5)	16 (8.0)
Locate and use information on the web	8 (4.0)	26 (13.0)	55 (27.5)	98 (49.0)	13 (6.5)
Find books and other resources using the library Online Public Access Catalogue (OPAC).	10 (5.0)	24 (12.0)	50 (25.0)	105 (52.5)	11 (5.5)

Source: Field Data, 2021

Generally, as can be seen in the distribution of responses in Table 5, respondents can locate and use textbooks, eBooks, and reference materials. They have shown to also be able to use journals and newspaper article databases and can locate and use the information on the web.

Findings of the study revealed that 3%, 3.5%, 5%, 4%, and 5% of students however could not locate textbooks and eBooks, locate and use reference books, locate and use journals and newspaper article database, locate and use the information on the web nor could they find books and other resources using the library Online Public Access Catalogue (OPAC) respectively. There were, however, considerable variations in the responses as shown by the distribution of responses across all levels of agreement.

Comfortability with Use of Library and its Resources

Frequency analysis used to analyse the comfort students felt in using the library and its services and resources showed that the majority (60.5%) indicated that they were very comfortable when using the library and its resources and services, whilst 8% thought they were comfortable with it. Meanwhile, 22.5% of the sampled students were somewhat comfortable with the use of the library.

Figure 2 Comfortability with Use of Library
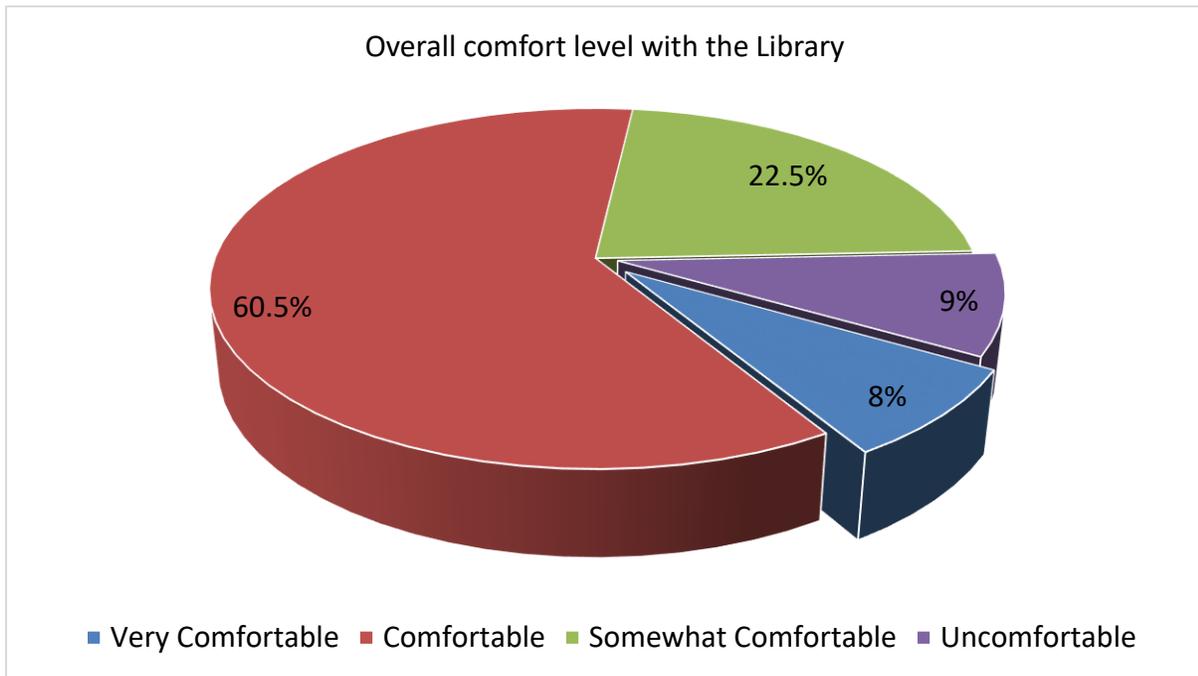
The results show that the perceived adequacy of services provided increased with increasing age; thus, older students were more positive and appreciative of the services by the library than younger students who were less approving of the adequacy of library services provided.

Conclusively, the participating students were very comfortable with the use of the library and its resources. Only 9% of the respondents found the use of the library and its services and resources to be uncomfortable.

The findings from this study are consistent with those from Mohammadi, Moghaddam & Yeganeh (2008) whose findings also revealed high use of reference materials, catalogues among others. Eze (2014) also demonstrated that a greater part or 70.3 percent of the respondents showed that they do not have any trouble getting information at the library. Madukoma et al. (2013) discovered that students' library orientation/instruction informs the students on where to look for information in the library.

Challenges Encountered in Use of Library Services

Table 5 below revealed that three of the listed items under challenges encountered in using library services were shown to be most challenging. These included: access to e-resource (80.8%), internet connection (53.6%); and access to textbooks (34.4%). Also, Services from the staff were a challenge encountered by 28% of respondents. Therefore, students enrolled in the various programmes at the law faculty are faced with challenges in their attempt to patronise services offered by the Prempeh II library.

Table 5 Challenges Encountered in Using Library Services

	Responses		Percent of Cases
Challenge	n	Percent	
Access to text books	43	17.5%	34.4%
Access to E-Resource	101	41.1%	80.8%
Services from staff	35	14.2%	28.0%
Internet connection (Library WIFI)	67	27.2%	53.6%
Total	246	100%	196.8%

Source: Field Data, 2021

In discussing the results of these findings, several pieces of literature were found to also mention similar challenges as those facing students at the faculty of law in KNUST. Asogwa and Ugwuanyi confirmed in the literature that current course readings, access to e-Resources, lack of ICT infrastructure form a part of the major challenges students are faced with in accessing library services. Agyen-Gyasi (2008) also found that lack of staff to deal with train programme is an issue as the number of enrolled students exceeded the number of expert staff to take the library instruction courses. This finding is also consistent with the findings of Okoye (2013)

which showed that the lack of internet access to aid research was a hindrance in the use of the library.

Conclusion and Recommendations

The results of this study have emphasized the importance and effectiveness of library orientation and instruction programmes and the variety of inter-related issues involved. A clear pattern of attendance, method of presentation, effectiveness, and satisfaction with library orientation among students was revealed in the study. Additionally, students found the use of library services and resources to be very comfortable as they were already equipped with the literacy skills needed to use such services and resources effectively. However, these findings were also accompanied by a lack of access to e-resource, poor or non-existent internet connection, and inability to access textbooks as well as space services from staff. Following the outcome of this study, the researcher makes the following recommendations for consideration to improve on the library orientation being offered at the University:

- Academic librarians should endeavour to implement comprehensive information literacy programmes like library orientation or tailored library marketing and promotion strategies for freshers to raise the information skills of students for life-long benefits. Assessment of this literacy skill in the very early stages of their academic year will go a long way to improve the use of library resources and academic performance.
- The management of the library needs to be more customer-focused by implementing customer focus practices for enhanced customer satisfaction. This may be done by regularly conducting customer satisfaction surveys or longitudinal studies for improvements where necessary.
- Lastly, this study can be replicated using higher sample sizes to cater for all the various libraries in the university or cover more geographical areas in the country. This would be useful in validating the findings of this study.

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