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1-19-2022

The Effect of Library Orientation Programme on the Use of Library Resources by New Students in the University of Education, Winneba. (UEW)

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Agyeiku, Joseph Owuraku; Agyeiku, Joseph Owuraku Mr; Agyeiku, Joseph Owuraku; and Agyeiku., Joseph owuraku Mr, "The Effect of Library Orientation Programme on the Use of Library Resources by New Students in the University of Education, Winneba. (UEW)" (2022). *Library Philosophy and Practice (e-journal)*. 6757.

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Introduction

The Library is one of the purposeful organs of higher Institutions charged with the responsibility of acquiring, processing ,organizing all sort of information being it print or nonprint to meet the needs of the university community. The library provide information that will enhance teaching, learning and research. The university Library is mandated to ensure that library users, especially fresh students, have access to its collections in order to aid in teaching, learning, and research at the university, orientation is, in fact, one of the methods used by the University of

Education,Winneba Library to introduce new students to its collection and access to resources.

Without library orientation, users may struggle to identify, locate, access, or navigate the library.

The more fundamental end of the spectrum is library orientation and primary goal is to introduce new users to the Library and its resources (Atarodi, Alami.&Saeedi). Orientation is not intended to provide the user with an in-depth understanding of the library's inner workings and resources; rather, it is intended to provide a broad overview of what the library has to offer. In addition, library orientation is the process of educating users or new students on how to use the information available in the library to their advantage.

Although the method of application of library orientation varies by library, the main goal is to enable users to become independent and skilled in identifying, accessing, and effectively using library resources.

Library orientation is held at the University of Education Winneba at the start of each new semester according to the institutional calendar.

At this time, the primary group of students for orientation is the university's new students.

Furthermore, all new students admitted to any program at any level are grouped according to the

various courses and taken through the various divisions, units, and sections of the libraries to see for themselves the physical resources in the library to aid their learning, assignment, and research activities, as well as how to use those information resources. The library orientation for new students at the University of Education Winneba is primarily intended to familiarize students with the various sections of the library, the use of the library website, the types of resources available, and how to locate materials on the shelves.

First year at university can be difficult for both men and women. Campus life and class activities can be daunting and frightening, especially for those who have a library phobia, Students inability of not using the library's resources and also not patronaging the library, while others avoid using the library, approaching the librarian, or visiting the reference desk for inquiries. Against this backdrop, the University of Education, Winneba Library took the initiative to orient new students on how to use the library, the resources available, and the location of such resources.

Statement of the Problem

Most of the newly admitted students come from public schools with different backgrounds, some of which possess little or better skills to utilize 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. Every first semester, the UEW library hosts library orientation programmes for new students, but some students still have difficulty accessing and using library materials. They find it asking questions from the librarians searching for specific resources. This situation prompted the researcher to conduct this study in the hopes of determining why these students are not responding positively to the orientation provided to them. Is the orientation programme relevant to library users' needs? What are the difficulties that academic libraries face in terms of library orientation?

Do the students truly comprehend the orientation exercise? These are some of the issues that will be addressed by this research. The research findings should be used to help users improve their skills, allowing the library's materials to be used to their full potential.

Objectives of the Study

The objectives of the study were to:

1. Identify the impact of library orientation on library users.
2. Identify students' perception on library orientation programme

Research Questions

The following research questions served as a guide for the research.

1. What methods are used in academic libraries for library orientation?
2. What is the effect of library orientation on the library users?
3. What are the challenges facing library orientation in academic libraries?

Literature Review

Many authors have emphasized the importance of academic library orientation programs at their institutions' libraries. Despite the fact that there is clear evidence that students produce higher-quality academic research. According to Hindagolla (2012), despite the fact that the library offers a variety of services and facilities to its users, the majority of students are unaware of most library services due to the orientation programme's limited coverage. Furthermore, students are dissatisfied with existing library orientation programs due to a variety of factors such as unsuitable

time slots, insufficient awareness of e-resources, insufficient coverage of study areas, too many students for one group, insufficient program information, and a limited duration of the program. Similarly, Polger, & Okamoto (2013) believed that librarians could develop reading and library use plans by involving them in a series of lectures as part of a library orientation and user instruction program. According to Esse and Ullah (2014), the program assists library users in becoming independent learners in the use of library resources. Wickramanayake (2014), also stated that, most academic libraries do not have adequate financial support to support library orientation programs. He also stated that some academic libraries lack facilities such as a projector, computers, and a good working environment for the implementation of library orientation. He also mentioned that, while most academic librarians needed to implement library orientation programs for their institutions, they were hampered by a lack of funds, physical and human resources, and training. Furthermore, Watson (2001) is of the view that, library orientation was implemented in academic institutions to ensure that students have the intellectual ability and skill to access and retrieve information as well as construct a framework for learning. The influence of library orientation extends beyond the number of years students spend in institutions. It has a long-term impact on library users and enables them to acquire library skills that allow them to easily identify, access, retrieve, and use library materials. Bhatti (2010), also said that effective library orientation naturally links to active learning techniques and life-long learning. Active learning, as a method of educating students, allows them to participate in class, moves them beyond the role of passive listener and note taker, and allows them to take some direction and initiative with the help of library orientation. Orientation in library use is the most important factor in increasing library users' quantitative and qualitative use of libraries. The term orientation, as used in this research work, refers to not only how to find information but also instruction on how to use library tools,

explanation of library policies, and introduction to library resources and services for newly admitted students to higher education institutions. Also, institutional libraries used library orientation to improve student performance, retention, and graduation rates (Bleidt. 2011). Academic libraries, according to Oakleaf (2011),also assist students archiving their goals by complementing and supporting their grade point average (GPA) and professional or educational test results.

Library Orientation in Academic Institutions

Library orientation is an important program that is typically 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 appropriately.

Effect of Library Orientation on Library Users

The implementation of library orientation in higher education in the past and currently has had a positive impact on newly admitted students at the University of Education,Winneba on how to use the library's available 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 effect of library orientation to library users are as follows:

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
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 utilize 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 Library

Library Orientation is a situation that affects everyone. This is because academic libraries and librarians are currently confronted with unprecedented challenges and problems. The development and implementation of new information literacy initiatives in the field, the rapid 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.

Research Methodology

The researcher gathered data from Osagyefo Library of the University of Education Winneba. The data was gathered through the instrument of a questionnaire. Fifty-five (55) copies of the questionnaire were randomly distributed to an equal number of new students at the university. The data was analyzed using frequency and percentages. The entire 55(100%) questionnaires were returned and deemed usable.

Data Analysis and Interpretation

The entire 55 (100%) questionnaire distributed to the respondents were returned and deemed useable. 35 (64 %) of the 55 respondents were males, while 20 (36 %) were females. Table 1 shows that males outnumbered females in terms of number of responders.

Table 1: Distribution of users by gender

Gender	Frequency	Percentages(%)
Male	35	64
Female	20	36
Total	55	100

The table reveals that there were more males than females among the respondents, which confirms the view that the University of Education is dominated by male students.

Table 2: Methods used for library orientation in the institution

Methods used for Library Orientation	Respondents	Percentage

Classroom teaching	10	18
Library orientation	12	22
Guided library tour	17	31
One-on-one teaching	5	9
Social media	5	9
Library website	6	11
Total	55	100

Result in table 2 shows that, the method that were mostly used for library orientation in the institution were guided tour 17(31%) library orientation 12(22%) classroom teaching 10(22%) one-on-one teaching 5(9%) The result also revealed that library website 6(11%) and social media 5(9%). were used for library orientation, but the result were insignificant.

Finding is closely related to the study of Omeluzor, Akibu, Dika and Ukangwa (2017) in their study of methods, effect and challenges of library instruction in academic libraries discovered that most of academic libraries use Library tour and classroom teaching for their library orientation. This result raise concern about the future of ICT use in library orientation since most of the modern methods was not used. The implication of this result is that library users will not have the advantages of learning and understanding how to utilize all the library services at their disposal. None-use of the modern methods will also affect library user's ability to identify easier way of

accessing the library and its resources. University of Education should endeavor to educate its users with modern methods to increase the learning, teaching and research of the library users.

Table 3: Effect of library orientation on newly library users

S/N	Effect of library orientation	Participant	Percentage
1	It has significantly improved my ability to identify, access, and retrieve information from the library.	15	27
2	Library orientation made me aware of the broadness of the library's resources.	12	22
3	It also introduced me to various bibliographic databases available at the library.	10	18
4	Library orientation improves my reading skills and transform me into a frequent library user.	5	9
5	At the same time, it has improved my academic performance.	6	11
6	It also made me realize the importance of libraries in my academic pursuits and long-life learning.	7	13
7	Total	55	100

Table 3 indicated that library orientation has positive effect on the library users and improved their use of library information resources. The results show that respondents representing 15(27%) are of the view that they are able to access the information in the Library. 12(22%) they are able to know the scope of the resource in the library .Also, 10(18%) respondents are of the view that library orientation has exposed them to different bibliographic databases available in the library. In the line of Library orientation enhances their reading skills and in to a regular library user, 5(9%). 6/(11%) said library orientation has improved their academic

performances and 7(13%) are aware that libraries play a big role in academic pursuit and long -life- learning. Esse (2014) in his study effect of library instruction on satisfaction with the use of library and its services discovered that library orientation programme have a significant effect to library user in their understanding of the library and its uses.

Table 4: Students’ perception on library orientation programme

s/n	Option	Participant	Percentage
1	Relevant	30	55
2	Very Relevant	20	36
3	Irrelevant	3	5
4	Very Irrelevant	2	4
	Total	55	100

Data from table 4 reveals that 30 (55%) of the respondents were of the view that library orientation is relevant to them, followed by 20(36%) are of the view that the programme was very relevant to them, 3(5%) see the library orientation as irrelevant and 2(4%) see it to be very irrelevant. Finding is closely related to the study of Allison (2017) in his study discovered that library orientation is of relevant to library users in discovery the appropriate information resources on the shelves and internet.

Table 5: Challenges of library orientation programme in UEW

S/N	Statement	Participant	Percentage
1	Limited amount of time allotted for the programme.	18	33
2	Over population of students	15	27
4	Inadequate space for the programme	10	18

5	Students' negative attitude towards the programme	5	9
6	Inadequate and qualified staff for the programme	7	13
	Total	55	100

The responses of the users did not differ significantly across the various library orientation challenges. Despite this, 18 (33 %) believe the programme is time-limited, and 15 (27%) believe the student population is overcrowded. In comparison to the student population, 10 (18%) agreed that the programme had insufficient space. Students' negative attitudes toward the orientation program, on the other hand, were 5 (9 %). 7 (13%) of those polled agreed that the programme lacked adequate and qualified personnel.

According to 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.

Conclusion

According to the findings of the study, library orientation enables the library to sensitize newly admitted students and create adequate awareness about the library's available resources and services in order to meet and satisfy the needs of the users. Similarly, a well-organized library orientation will instill 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. The impact of library orientation extends beyond the classroom and orientation, allowing users to engage themselves and effectively identify, access, retrieve, and use library information resources to their advantage. Library orientation is an effective method of educating users and raising awareness of the library's available information resources. As a result, viable methods and

media, such as library websites, social media, text messaging, and emailing, should be also considered.

The study established that library orientation enables the library to sensitize the newly admitted students and create adequate awareness about the available resources and services of the library to meet and satisfy the needs of the users. Likewise, a well-organized library orientation will create confidence in the users and therefore encourage them to use the library effectively. The aim of library orientation encompasses making the library users skilled in research as well as lifelong learners. The effect of library orientation goes beyond the classroom and orientation, making the users engage themselves and have the ability to identify, access, retrieve, and use library information resources effectively to their advantage. Library orientation is an effective means of educating the users and creating awareness of the available information resources in the library. Therefore, viable methods and media such as library websites, social media, text messaging, and emailing should be explored to meet with the current trend.

Recommendation

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

1. Considering the importance of library orientation to the use of library, it is recommended that library orientation should be given more priority in the institutional library in order to sensitize more students and draw their attention to the available resources and services that can be of immense benefit to them in the course of their studies.
2. Academic libraries should redesign library orientation programme to impact students' academic activities.
3. Students should always create time to attend library orientation programmes organized by the academic libraries, either as orientation, seminar or special training sessions on new

services. This will afford them the opportunity to acquaint themselves with the general library environment which will further encourage effective library use.

4. Academic libraries should endeavor to use ICT in the delivery of library orientation to the library users to faster communication and access to the librarians and library information resources
5. The management of institution should support the programme with funds and facilities that would better improve and put to use to satisfy the user needs as well as utilized for the education and sensitization of patrons

The following recommendations were made based on the study's findings:

Given the importance of library orientation to library use, it is recommended that library orientation be prioritized in the institutional library in order to sensitize more students and draw their attention to the available resources and services that can be of immense benefit to them during their studies.

Academic libraries should rethink their library orientation programme in order to influence students' academic activities.

Students should always make time to attend library orientation programmes organized by academic libraries, whether they are orientations, seminars, or special training sessions on new services. This will allow them to become acquainted with the general library environment, which will encourage more effective library use.

Academic libraries should make every effort to use Information Communication and Technology (ICT), and also existing social networks to provide library orientation to library users in order to improve communication and use of library resources.

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