

LIBRARIANS PERCEPTION OF THE IMPACT OF ORIENTATION ON ACADEMIC ACHIEVEMENTS OF LIBRARY USERS IN SELECTED ACADEMIC LIBRARIES IN SOUTH-WEST, NIGERIA

Emeka Ogueri, (CLN) Ph.D,

University Library, Federal University of Technology, Owerri, Imo State

Chinemerem Clement Ukangwa, Ph.D

Laz Otti Memorial Library, Babcock University

Unwana Isaac Udoh, Ph.D

Abia State University, Uturu

Abstract

The study examined the impact of orientation and academic achievement of library users in some selected academic libraries in South-West Nigeria. The study adopted a descriptive survey. Questionnaire was used to collect data. The population of the study consists of 98 librarians from the academic libraries under study. A total of 98 questionnaires were distributed, 89 were retrieved. Descriptive statistics (mean and percentage) were used for analysis. A mean score of 2.5 and above and a percentage score of 50% were considered for decision making. The study revealed that the impact of orientation of library users are: It help them learn how to find pertinent materials, it help users to make effective use of search tools , it help to comprehend the ethical use of information, it enhances users confidence and it broaden users horizon. The study further affirmed the extent in which orientation influence academic achievement of library as it increases users proficiency in resource retrieval, research confidence and reduced anxiety, increased academic productivity and grades , promotion of lifelong learning and Library orientation significantly boosts academic achievement. The study recommends that to influence behavioral changes among library patrons, the orientation should incorporate several ways of delivery in addition to the conventional face-to-face manner.

Keywords: Orientation, Academic achievement, Library users, Academic libraries, Nigeria

Introduction

Users of the library include patrons, researchers and students who make use of its facilities, services, and resources. They might be academics or members of the general population looking for information for research, study, work, or recreation. Both digital and physical collections are often used by contemporary library users. Giving students the right guidance for making efficient use of the library's resources is necessary if they are to succeed academically. A vital educational procedure, library orientation acquaints library users with the physical and digital resources, services, rules, and structure of a library. It seeks to increase information literacy, promote independence, and lessen library anxiety among both staff and incoming students. Catalog browsing, database searching, and borrowing processes are frequently covered in these classes. The process of introducing students to the library's digital and physical surroundings, including its databases, services, regulations, and catalog, is known as library orientation.

A successful library orientation develops fundamental information literacy abilities that enable students to interact with information resources with confidence, claim Shikali, Muneja, and Ally, Shikali (2024). Students learn how to find pertinent materials, make effective use of search tools, and comprehend the ethical use of information through library orientation. The importance of library orientation in encouraging the efficient use of library resources has been highlighted by a number of studies. For instance, Muhammad and Otobo (2022) discovered that first-year students who took part in orientation programs showed more confidence in their ability to find information and used the library more frequently than those who did not. Within the broad array of a library's resources and

services, library orientation serves as a lighthouse that illuminates the complex routes of knowledge. It is an important beginning procedure meant to provide users the fundamental abilities and information required to successfully negotiate the diverse array of resources at their disposal. A proper orientation of library users will enhance their academic achievement.

Academic achievement which is usually determined by tests, assessments, and grades, is the degree to which students, instructors, or institutions accomplish immediate or long-term learning objectives. It stands for the effective acquisition of abilities, knowledge, and skills, which are frequently verified by degrees and diplomas. Academic achievement that shows how well a student has met their learning objectives. Achieving academic standards like earning a bachelor's degree can be considered academic accomplishment. Exams and ongoing evaluations are frequently used to gauge academic success. By teaching users how to effectively find, access, and utilize information resources, library orientation greatly improves academic attainment. Through improved use of both physical and digital resources, structured orientation programs boost student confidence, lessen library fear, and promote greater academic success by encouraging independent study and research. It is in light of these that prompted the researcher to embark on the study librarian's perception of impact orientation and academic achievement of library users in some selected academic libraries in South-West, Nigeria

Statement of the problem

Orientation is a program that is typically offered to new library users in academic libraries. It involves acquainting them with the policies and procedures of the library as well as its goals, user education, and how to use the library. By educating students how to find, access, and use library resources, services, and digital materials, library orientation is an essential academic support tool that directly enhances student academic attainment, especially for first-year students. It improves information literacy, lessens library fear, and increases students' confidence in their ability to navigate, all of which are closely linked to improved academic achievement. Library orientation, sometimes referred to as user orientation, is a method of making the new library users more familiar with its resources. This raises users' awareness of the library and the services it offers, and also teaches users how to utilize a library in general.

It has been observed that research topics librarians perception of the impact of orientation and academic achievement of library users in some selected academic libraries exist, but no study has been done on librarians perception of the impact of orientation and academic achievement of library users in some selected academic libraries with a particular reference to South-West Nigeria, hence the need for this study.

Research Questions

1. What is librarians perception of the impact of orientation of library users in some selected academic libraries in Nigeria?
2. To what extent has orientation influence academic achievement of library users in some selected academic libraries in Nigeria?

Literature review

Library users orientation and academic achievement

Numerous studies have found a favorable correlation between information utilization and library orientation. Olukayode, Ibidapo, and Olayinka (2022) claim that students who receive enough orientation are more assured of their capacity to obtain resources and make frequent use of library services. Library orientation not only teaches students where to find resources but also cultivates a sense of community and curiosity that encourages lifelong learning. According to Ababio and Commey (2021), high-quality orientation programs can help students adjust to college life more easily and feel more at ease interacting with their classmates. Ojeabulu and Urhefe-Okotie (2024) evaluated how library orientation affected students' library visits at the Federal University of Petroleum Resources, Effurun. After distributing 82 surveys (69 of which were completed), they discovered that although students recognized the need of orientation, the delivery methods did not incorporate contemporary ICT. Descriptive statistics analysis revealed that orientation successfully promotes library visits; nonetheless, systematic improvement is required to conform to contemporary trends.

According to a University of Ibadan research by Adebayo, Oguntoye, Yusuf, and Jimoh (2023), 78% of first-year students who attended orientation sessions regularly used library databases, compared to 42% who did not. In a similar vein, Adeeko and Adetimirin (2021) at the University of Nigeria found that students' involvement in library orientation

greatly enhanced the caliber of their research papers. Chukwusa (2021) investigated the effect of library user education on information literacy abilities at universities in Northeastern Nigeria. Effective information use and user education were shown to be significantly correlated ($r = 0.68$, $p < 0.05$). Additionally, first-year students who took part in library orientation had greater academic self-efficacy and digital research ability, according to Frashëri and Teneqexhi (2025). Together, these empirical investigations confirm that library orientation is a tactical intervention that improves students' capacity to use information resources efficiently. Similarly, Adeeko and Adetimirin (2021) at the University of Nigeria observed that students' participation in library instruction significantly improved their research paper quality.

The impact that library orientation has had on students cannot be overstated. According to Mohammadi, Moghaddam, and Yeganeh (2008), 76.9% of academic library patrons demonstrated that library orientations were very significant and beneficial to their chosen careers. It is clear from that research that the majority of students who received preparation through library orientation training were familiar with reference sections, catalogs, files in reference works, and the non-circulatory element of reference books. When Atarodi, Alami, and Saeed (2015) conducted a survey on the impact of student orientation on medical students, they found that 87% of the students reported that their preparation for using the library had a positive impact on their understanding of how to use databases and other available resources. Similarly, 74% of the students indicated that visiting the library and restorative data databases was impacted by library policies. Bowles-Terry (2012) states that students in the department might

demonstrate their skills during library training sessions and use them in their projects and assignments for other classes. The study found a significant correlation between graduation GPA and data proficiency requirements. In a similar vein, Shen & Tsai (2014) examine how graduate students' education on information usefulness is affected by online and web library outlines. Ruishi, et al. (2021) reported a significant, moderate and positive relationship between mastery avoidance goal orientation of college students and academic achievement, while Ng'ang'a, Mwaura and Dinga (2018) found a significant positive correlation between mastery avoidance goal orientation of college students and academic achievement

Additionally, Ogunmodede and Emeahara (2020) found that students at the Ladoke Akintola University of Technology (LAUTECH) library should receive library orientation for their satisfaction, as 76.5% of respondents stated that there was no compelling reason to rely on the staff and librarians to obtain information from the library. All stakeholders in society are gravely concerned about the issue of low academic attainment among tertiary students, especially Nigerian Certificate of Education (NCE) students. Academic success is a major factor in producing qualified graduates who will soon steer a nation in the proper direction (Ahmad, 2017). For first-year students, however, transitioning from secondary education to higher learning often presents difficulties in navigating complex library systems (Olukayode, Ibidapo and Olayinka 2022). Library orientation is an instructional process that introduces students to the physical and digital environment of the library, including its catalog, databases, services, and policies.

According to Shikali, Paul, ad Mohamed. (2024) an effective library orientation builds foundational information literacy skills that empower students to engage with information resources confidently. Through library orientation, students learn to locate relevant materials, use search tools efficiently, and understand ethical use of information. Busuyi (2023) studied how much University of Nigeria, Nsukka, 400-level undergraduate students used library resources. The survey was completed by 653 students in total. The findings showed that resource utilization was severely constrained by students' preference for internet browsing over library visits. Lack of time was found to be the main obstacle, followed by insufficient knowledge of the library's services and a lack of digital literacy. The study came to the conclusion that encouraging flexible library timetables and integrating library education into university orientation programs could promote students' more efficient use of resources.

Research methodology

The study adopted a descriptive survey using a questionnaire to collect data. The population of the study consists of 98 librarians from the academic libraries under study. A total of 98 questionnaires were distributed, 89 were retrieved. Descriptive statistics (mean and percentage) were used for analysis. A mean score of 2.5 and above and a percentage score of 50% were considered for decision making.

Table 1: Population of the Study

Names of institutions	State	Ownership	Total numbers of	Total number
-----------------------	-------	-----------	------------------	--------------

			librarians	retrieved
Federal University of Technology Akure	Ondo	Federal	18	16
Obafemi Awolowo University ile-Ife	Osun	Federal	15	13
University of Ibadan	Oyo	Federal	46	42
University of Lagos	Lagos	Federal	12	11
Ondo State University of science and technology Okitipupa	Ondo		7	7
Total			98	89

Table 1 above depicts the population of the study in the following order: Federal University of Technology Akure (16), Obafemi Awolowo University ile-Ife (13), University of Ibadan (42), University of Lagos (11), and Ondo State University of science and technology Okitipupa (7) respectively.

Table 2: What is librarian's perception of the impact of orientation of library users in some selected academic libraries in Nigeria?

Items	SA	A	D	SD	-X	Decision
It help students learn how to find pertinent materials	33	38	19	4	3.1	Agreed
It help users to make effective use of search tools	41	39	6	3	3.3	Agreed
It help to comprehend the ethical use of information	39	31	9	10	3.1	Agreed
It enhances users confidence	40	32	11	6	3.1	Agreed
It broaden users horizon	35	37	7	10	3.0	Agreed

Results and Discussion

Table 2 depicts the librarian's perception on the impact of orientation of library users some selected academic libraries in South-West Nigeria. The study shows that the impact of orientation of library users is: It helps them learn how to find pertinent materials, it help users to make effective use of search tools, it help to comprehend the ethical use of

information, it enhances users confidence and it broaden users horizon. It was observed from the study that the impact of orientation on academic achievement was high. This is in line with Olukayode, Ibidapo, and Olayinka (2022), who opined that students who obtain sufficient orientation have more confidence in their ability to access materials and use library services more regularly. In addition to teaching students how to locate resources, library orientation fosters a sense of community and curiosity that inspires lifelong study.

Table 3: To what extent has orientation influenced academic achievement of library users in some selected academic libraries in South-West Nigeria?

Items	VHE	HE	LE	NA	-X	Decision
Proficiency in Resource Retrieval	32	36	11	10	3.0	Agreed
Research Confidence and Reduced Anxiety	29	38	6	16	2.9	Agreed
Increased Academic Productivity and Grades	31	36	12	10	2.9	Agreed
Promotion of Lifelong Learning	26	29	20	14	2.7	Agreed
Library orientation significantly boosts academic achievement	30	37	20	2	3.0	Agreed

Results and Discussion

Table 3 shows the extent to which orientation influence academic achievement of library users. The study further affirmed the extent in which orientation influence academic achievement of library as it increases users proficiency in resource retrieval, research confidence and reduced anxiety, increased academic productivity and grades , promotion of lifelong learning and Library orientation significantly boosts academic achievement. This simply implies that the extent in which orientation influences academic achievement was high.

Recommendations

1. To influence behavioral changes among library patrons, the orientation should incorporate several ways of delivery in addition to the conventional face-to-face manner.
2. Both practical lessons on library use and library orientation should be given more time.
3. Ongoing User Education: To improve students' information literacy, librarians should hold recurring workshops and refresher courses.
4. Improve Orientation Programs: Regular, thorough orientation sessions with practical demonstrations and virtual library tours should be institutionalized by the university library.

Conclusion

Library orientation directly drives academic achievement by equipping users with essential information retrieval skills and research confidence. Empirical studies show that students who attend orientations utilize library resources more effectively, leading to better assignment completion, lower library anxiety, and higher overall academic performance. Orientation, which encompasses information literacy training and orientation, may be thought of as any endeavor undertaken by any organization to

effectively assist library patrons in adjusting to their new surroundings inside the university system.

References

- Adebayo, O. A., Oguntoye, F. B., Yusuf, T. I., & Jimoh, J. O. (2023). Library orientation as a predictor of library use among fresher's in two selected academic libraries in Kwara State, Nigeria. *International Journal of Educational Research*, 7 (2) 23-34
- Adeeko, C. O., & Adetimirin, A. (2021). Use of library resources and services among undergraduates in Nigerian Universities. *Library Philosophy and Practice*, 1-16
- Ahmad, R. (2017). Assessment of information literacy skills among the science students of Andhra University: A survey, *International Journal of Academic Research in Business and Social Sciences*, 7(5) 34-42
- Atarodi, A., Alami, A., & Saeed, S. J. G. M. (2015). User education impact on Medical students. *Scholar journal of applied medical sciences (SJAMS)*, 3, 1252-1258
- Bowles-Terry, M. (2012). Library instruction and academic success: A mixed-methods assessment of a library instruction program. *Evidence based library and information practice*, 7(1), 82-98.
- Busuyi, Akole. (2023). Library resources and service utilization by undergraduates at University Of Nigeria, Nsukka, Nigeria. Eph - *International Journal of Educational Research*. 7. 13-19
- Chukwusa, J. (2021). An assessment of information literacy skills of students in Nigerian Universities. *Indian journal of information sources and services (IJISS)*, 11(1), 9-15.
- Frashëri, E., & Teneqexhi, M. (2025). Validating a Psychometric Instrument for Assessing Students' Digital Skills: A Latent Variable Approach for Policy-Oriented Educational Research
- Mohammadi, L. Moghaddam, O. & Yeganeh, I. (2008). Instruction on the use of Library: Problems and elements of effectiveness. *Lagos librarian* 11(1,2): 32-37
- Muhammad , K. Kabir, U. Sahabi, N. & Otobo,, P. & Elvis, J.. (2022). Academic library and challenges of service delivery in Nigerian universities in the digital era. Information Impact: *Journal of information and knowledge management*. (2) 12. 51-61.

- Ng'ang'a, M. C., Mwaura, P. A. M., & Dinga, J. N. (2018). Relationship Between Achievement Goal Orientation and Academic Achievement Among Form Three Students in Kiambu County, Kenya. *International Journal of Education and Research*, 6(4), 53-68.
- Olukayode, Victoria & Oketunji, Ibidapo & Makinde, Olayinka. (2022). Library Philosophy and Practice (e-journal). *Library Philosophy and Practice*. 7041
- Ogunmodede, K. & Emeahara, N. (2020). Library instruction and themed composition courses: An Investigation of Factors that Impact Student Learning. *The journal of academic librarianship*, 41(1), 14-20
- Ojeabulu, N. & Urhefe-Okotie, E.A. (2024). Effect of library orientation on students: The Case of Federal University of Petroleum Resources, Effurun (FUPRE). *Library Philosophy and Practice (e-journal)*. 8219. <https://digitalcommons.unl.edu/libphilprac/8219>
- Olukayode, M., Victoria, L., Oketunji, O., Ibidapo, E. & Makinde, O. (2022). Library Philosophy and Practice (e-journal). *Library Philosophy and Practice*. 7041
- Ruishi, W., Sidhu, G. K., & Muthukrishnan, P. (2021). The relationship between achievement goal orientations and language performance of secondary school EFL learners in China. *International Journal of Academic Research in Business and Social Sciences*, 11(7), 139-149.
- Shen, D. & Tsai, V. (2014). Investigating the relationship between information literacy and academic performance among students. *International journal of health promotion and education*, 3.
- Shikali, J. & Muneja, P. & Ally, M. (2024). Access to Library information resources by university students during COVID-19 Pandemic in Africa: *A systematic literature review*. 10(2) 45-57