

Orientation and Use of Library Resources among Undergraduates of the Delta State University Library, Abraka

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Abstract

To improve teaching and learning, libraries must encourage users to use library materials. Students need orientation and library skills training to maximize library use. Library orientations assist students to grasp reference sections, non-circulatory features, catalogues, and files in reference books and better use of library resources. The researcher found that certain Delta State University (DELSU) students struggle to use library services such as the library catalog, Internet, and shelves. They also travel from bookshelf to bookshelf looking for important library resources, which hurts their grades. The researcher examines why students dislike library resource usage orientation and proposes solutions. Four research questions guided this investigation. This study used the survey research method to obtain empirical data from 1,133 undergraduate library patrons at Delta State University, Abraka. The survey instrument was bifurcated into two sections: personal information and research inquiries. The data was promptly gathered and the duration of the exercise spanned a period of seven days. The analysis of the study employed descriptive statistics, frequency percentages, and statistical mean. The criterion mean was set at 2.50 and the Pearson Product Moment Correlation (PPMC) was applied at a significance level of 0.05. Findings revealed that Delta State University library arranges orientation sessions for undergraduate students, Library orientations play an important role in facilitating professional pursuits and career development, Undergraduate students use a variety of library resources, and Library orientation familiarizes individuals with the means to access various library resources, and Library orientation has a positive effect on undergraduate students' academic performance. The study concluded that the library at Delta State University conducts an orientation program to provide education and guidance to library catalogues, and recommended that it is important to promote attendance of orientation programs and motivate students to utilize library resources, such as films, film tapes, disc records, abstracts, etc.

Keywords: Academic libraries, Library catalogues, Library resources, Library orientation, Research activities.

1. Introduction

Academic libraries are information centers established in support of the core mission of their parent institutions to provide information resources to aid the teaching, learning, and research activities of faculties and students. Nowadays, there is an enormous waste of information resources due to non-use and misuse in all types of libraries. Libraries must promote the

optimal utilization of their information sources, resources, and services for the benefit of their users by encouraging them to enhance their usage of the available resources. Library users make use of library resources by accessing the library materials stocked in the school library. Institutional libraries should be fully utilized to enhance teaching and learning.

Libraries are responsible for encouraging their users to maximize their utilization of the information sources, resources, and services offered to benefit the users. The availability of materials is the most important factor, as it determines the extent to which an information channel is used. Location is also important, as it affects the extent of library use. The age of the collection also affects library use, as current information sources are more likely to be used than retrospective ones. Finally, user education has some effect on library use. The accessibility of information resources within a library significantly impacts the utilization of said library. According to Ilori (2019) perspective, the degree to which information resources are utilized is primarily influenced by their availability. According to Popoola and Haliso (2019), library resources, etc., and various information-bearing materials are available in both printed and electronic formats. These materials include, but are not limited to, textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/email, video tapes/cassettes, diskettes, magnetic disks, computers, and microforms. According to Manuwa *et al.* (2018), the significance of library information has been amplified in the digital era owing to technological advancements and evolving information requirements of users.

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. Agyeiku (2022) noted that orientation is, in fact, one of the methods used by the University of Education, Winneba Library to introduce new students to its collections and access to resources. Therefore, without library orientation, users may struggle to identify, locate, access, or navigate the library. Library user education, also known as library orientation, is a program that is developed by librarians or educational institutions to familiarize library users with the library's resources and services. Its primary objective is to educate users on the general utilization of the library's resources. According to Goldman (2016, as cited by Agyeiku, 2022), 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. Manuwa *et al.* (2018) commended the introduction of library orientation 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 and research purposes. The impact of library orientation goes beyond the number of years that students spend in academic institutions.

In 1992, the Delta State University Library was established, and Late Mr. E. O. Ejiko was appointed as the inaugural acting university librarian. The primary aim of the library is to facilitate research and promote the progress of science and scholarship, maintain records, and enhance the student's cognitive abilities within the academic establishment. The library orientation program at Delta State University is designed to provide new students with an introduction to the library's different sections, the library website's functionality, the range of resources available, and the techniques for locating materials on the shelves. The present research aims to investigate the library patron's orientation and utilization of library resources within the library setting.

2. Statement of the Problem

A significant proportion of the recently enrolled students at Delta State University (DELSU) originate from public schools with varying backgrounds, some of whom may possess limited or no proficiency in utilizing library resources, including but not limited to retrieving relevant books from shelves, navigating the internet, and utilizing the library catalog. The researcher has observed that students have little or no knowledge of how to use the library catalog properly. The researcher also observed that students tend to return the books to the shelf after use, which is totally wrong when using the library. The researcher, therefore, observed that students are found wandering from one bookshelf to another trying to locate vital library resources, which results in poor academic performance.

The institution's library conducts orientation programs in the first semester of each session, but still, there are some students who tend to face difficulties in accessing and using library resources and making proper use of the library. The researcher expresses concern regarding the possibility of either inadequate attendance by the students at the orientation or suboptimal execution of the orientation itself. The aforementioned circumstance prompted the researcher to undertake this investigation with the aim of ascertaining the reasons behind the students' lack of favorable response to the library resource usage orientation provided to them at the Delta State University library (DELSU). Additionally, the researcher suggested that library orientation should be integrated into the curriculum of fresh students in order to enhance the use of library resources and regular interactions with students, willingness to help as well as a friendly disposition toward students should be adopted by library staff to enhance library patrons, especially fresh students.

3. Operation Definition of Terms

Categories of Library Resources: Books, periodicals, and full-text databases are the three principal types of information sources that can be found in the majority of libraries nowadays.

Library Orientation: Library orientation is to familiarize library patrons with the fundamental methods of library utilization and the range of services provided, in addition to the arrangement, configuration, and amenities of the specific library.

Library Resources: Library resources are those materials, both print and non-print, found in school libraries that support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche, and microfilm.

Utilization of Library Resources: The term "utilization of library resources" pertains to the documented utilization of information sources within the library by various user groups, such as students, educators, and researchers. This pertains to the frequency of library patronage, book borrowing, and the types and ages of utilized information sources

4. Research Questions

The present study addressed the research inquiries that were posed.

1. To what extent does the Delta State University library organize orientation for undergraduates?
2. To what extent did the undergraduates participate in the orientation?

3. What are the categories of library resources that are utilized by undergraduate students?
4. To what extent do the undergraduates use the library's resources?
5. Is there a statistically significant correlation between the orientation of library users and their utilization of library resources among undergraduate students?

5. Literature Review

Users orientation in libraries

According to Navarro (2018), it is imperative for libraries to establish orientation programs aimed at acquainting students with the library. In addition, they advocated for the implementation of a curriculum on library skills instructed by professional librarians. Diverse nomenclatures have been employed to delineate structured and unstructured library initiatives aimed at optimizing the utilization of library resources. User education refers to the systematic process of instructing individuals on how to effectively and efficiently utilize the resources available in a library. Various techniques for enhancing proficiency in library usage encompass individualized sessions, formal library orientation, classroom instruction, and orientation courses. As per the definition provided in the Collins Concise Dictionary (2005), the term "orientation" refers to the process of adapting or aligning oneself or one's ideas with the surrounding environment or circumstances. The efficacy of a library's orientation program is contingent upon meticulous planning, a comprehensive understanding of user psychology, and the allocation of resources by reference librarians. Manuwa *et al.* (2018) noted that orientation programs may encompass the provision of education or guidance on various aspects of the library, such as its schedule, physical layout, regulations, personnel introductions, protocols, distinctive attributes, library methodologies, resources, services, and the advent of the information age. The implementation of a media-based program for library user orientation can enhance the effectiveness and appeal of educating users on library techniques, sources, and services. This approach enables the library to efficiently and attractively convey information to users. The significance of user orientation cannot be overstated for both library personnel and library users. It enables them to acknowledge the library as a primary repository of recorded information, identify the library staff as a reliable source of information, locate crucial service points, recognize members of the reference staff, become acquainted with library resources, comprehend the protocols for utilizing library facilities, and effectively utilize library resources. Although it requires exertion, the endeavor is ultimately advantageous for both library staff and library patrons.

The importance of user education in libraries has been underscored by several scholars. According to Iheaturu (2017), the aim of user education is to instruct young individuals on how to effectively utilize the library, familiarize them with the library's resources, foster their personal and intellectual growth, equip them with the ability to conduct research, acquire and retrieve pertinent information, and present their discoveries in a manner that is deemed acceptable by their colleagues. According to Uwakwe *et al.* (2016), the primary aim of user education is to equip students with knowledge of various print and non-print materials, basic bibliographic tools and their usage, subject areas related to their primary interests, and how to locate relevant references. The aim of educating library users is to enhance their knowledge regarding the range and accessibility of resources and services offered by the library. Library provision encompasses the various planned tools and resources provided to patrons to facilitate their utilization of the library, elucidate the information resources available, and retrieve the desired information. According to Esse and Ugwumba (2014), providing

appropriate education to users who lack prior knowledge or familiarity with library materials or tools is crucial for optimizing the utilization of library resources.

Library users' participation in orientation

Library orientations have the potential to mitigate library anxiety and facilitate novel connections between students and librarians. Empirical studies have demonstrated that library orientations can facilitate students' comprehension of reference sections, and non-circulatory elements of reference books (Non-circulating items refer to library materials that are not available for loan and cannot be checked out for a predetermined period of time. Materials that are non-circulating are not readily available on shelves and are not easily accessible for browsing), catalogues, and files in reference works, among other aspects. To begin with, the provision of library instruction improves the ability of students to effectively utilize the resources available within the facility. In addition, the implementation of library instruction augments the utilization of library resources, while deficient scheduling of a student's educational program detrimentally impacts their competence in utilizing library resources. Research has demonstrated that undergoing library orientation has a beneficial effect on individuals' capacity to locate and obtain information from the library (Leckie *et al.*, 2016).

Research has indicated that data proficiency standards have a favorable impact on academic performance. Bowles-Terry (2012) discovered a correlation between data proficiency standards and GPA at the time of graduation. The study conducted by Shen and Tsai (2014) revealed a significant correlation between the library's layout and the users' orientation skills. The majority of the participants selected the library as their primary source for investigating and enhancing their academic work. Studies conducted by Maduako (2013) and Ogunmodede and Emeahara (2010) have demonstrated that library orientation programs can enhance library users' ability to access resources and interact with staff. According to Ogunmodede and Emeahara's (2010) findings, it is imperative to provide library orientation to students enrolled at Ladoke Akintola University of Technology (LAUTECH). The insufficiency of staff and inadequate time allocated to library instruction and orientation has resulted in dissatisfaction among Nigerian students.

Types of library resources

Library resources are materials found in school libraries that support curricular and personal information needs, such as books, magazines, newspapers, pamphlets, microfiche, microfilm, films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

Laila (2010) classified library resources as follows:

1. **Reference materials:** Reference materials are a good starting point when looking for information and definitions. Reference material includes dictionaries, encyclopedias, bibliographies, maps and atlases, yearbooks, handbooks and manuals, directories, etc.
2. **Textbooks:** Textbooks are secondary information resources. They will provide you with a good general understanding of a topic. They will often cover many areas of one more general topic. Textbooks will provide you with a good overview and will interpret relevant primary material.
3. **Journal:** A periodical that a company or professional society publishes in which researchers inform their peer community about the findings of their research. It refers to scholarly publications as opposed to magazines, which are considered popular publications. Journal articles are primary information resources. Journals are

published on a regular basis. Each journal title focuses on a specific area or discipline. They describe research—generating new knowledge—and specific topics.

4. **Databases:** Databases are considered as tertiary sources of information. An assemblage of data that is retrievable and searchable via the internet. Databases provide the capability to conduct cross-journal searches across a diverse array of journal articles.
5. **Newspapers:** Newspapers are considered to be primary sources of information. They serve as a reliable and valuable resource for obtaining contemporary and current information.
6. **Conference proceedings:** The proceedings of a conference are considered to be primary sources of information, as they serve as a record of the papers that were presented during the conference.
7. **Websites:** Websites can serve as valuable resources for obtaining up-to-date information and gaining a comprehensive understanding of a particular subject.
8. **Subject gateways:** Subject gateways serve as a valuable initial reference when conducting online research for information.
9. **Statistics:** Statistics are primary information. Data analysis tools are highly advantageous in identifying patterns and trends.
10. **Search engines:** Search engines enable you to find information on the Internet. There exist various categories of search engines, including meta-search engines that enable users to conduct searches across multiple search engines simultaneously, and scholarly search engines that cater to academic research needs.
11. **Almanac:** A collection of miscellaneous facts and statistics on many subjects.
12. **Bibliography:** A list of books and articles consulted, appearing at the end of a book or other text. A list of books and articles on a subject. It could also refer to a list of books and articles written by a specific author or issued by a specific publisher.

Use of library resources by students

The academic library of the University assumes multifaceted roles and functions within its purview. The platform functions as an educational space for students to acquire knowledge and remain current on the social, political, and economic climate of their community and the global sphere. Additionally, it offers supplementary reading materials that aim to expand the student's knowledge and appreciation of their cultural heritage, as well as enhance their moral and intellectual perspectives. The academic personnel is among the library's diverse user base that anticipates the provision of resources by the library to augment their pedagogical and scholarly pursuits. The course on information literacy requires students to possess the capacity to define a problem, formulate a plan to collect information, and effectively locate and communicate pertinent resource materials. Moreover, this will facilitate their ability to utilize, modify, and appraise the information, thereby fulfilling the requirements of the information literacy program (Leckie *et al.*, 2016).

The availability of high-quality library resources and services is crucial for part-time students to achieve academic and research excellence through qualitative learning. Research has indicated that several institutions do not prioritize the information requirements of part-time learners. In order to promote equitable access to library resources and services, it is imperative that libraries fully leverage information and communication technologies (ICTs) to optimize the flow, organization, and utilization of pertinent information. This will ultimately enhance the scope and caliber of library services provided to patrons.

Relationship between orientation and use of library resources by students

The acquisition, processing, and organization of information to cater to the requirements of the university community is the responsibility of the University Library. Library orientation is a pivotal program that academic librarians undertake to familiarize new students with the services and resources offered by the library. This program also involves providing guidance and instruction on how to effectively utilize the library's services and resources. Goldman *et al.* (2016) assert that students who are provided with an orientation to library resources and services upon admission are more inclined to seek research assistance when required. The Orientation program is conducted in both library buildings with the aim of acquainting recently enrolled students with the libraries' operations, amenities, initiatives, operational hours, contact details, and policies. The utilization of available resources at the library has been positively impacted among newly admitted students at universities. Various techniques, including library orientation, classroom instruction, guided library tours, and library guides, have been devised to yield favorable outcomes for library users.

The effects of library orientation on library users are as follows:

1. Individuals attain self-reliance in their pursuit of information resources within library facilities.
2. Enhance scholastic achievement.
3. The act of borrowing and returning library materials within the stipulated time frame.
4. Assists the user in adhering to the rules and regulations set forth by the library.
5. Enhance the efficiency of individuals both within and beyond institutional settings.
6. 6. Facilitate users' exposure to diverse sections and units within the library.
7. Enable users to recognize and esteem the role of libraries in their educational pursuits.
8. The objective of library orientation is to instruct and direct library patrons in the proficient utilization of library amenities and materials.

The study conducted by Atarodi *et al.* (2015) revealed that receiving instruction on library usage had a beneficial impact on individuals' proficiency in utilizing databases and pre-existing resources. The objective of user orientation programs should be to familiarize all users with the available information resources and facilitate their information-seeking experience. The present research aims to address a void at Delta State University, Abraka, by examining the promotion of self-sufficiency via efficacious programs.

6. Methodology

The survey research method was utilized as the research design for this study. The aforementioned approach was employed as it facilitated the acquisition of empirical data that was subsequently utilized to address the research inquiries. The present investigation encompasses a sample size of 1,133 undergraduate library patrons who utilize the facilities at Delta State University, Abraka. The academic institution encompasses various departments spanning from the introductory 100-level to the advanced 400-level, as reported by the Delta State University Abraka Library in 2022. The study's sample comprises 113 undergraduate library users from various departments at Delta State University, Abraka. This is obtained by computing 10% of the total population. Convenience sampling was utilized as the sampling technique for this particular study. Convenience sampling is a nonprobability sampling method that prioritizes the selection of a sample that is easily accessible and readily available. Convenience sampling is a relatively uncomplicated and straightforward method of obtaining data in comparison to alternative sampling techniques. This sampling methodology entails

the selection of individuals who are readily accessible and contactable by the researcher. Convenience sampling is a method of selecting individuals for a research study based on their accessibility and ease of obtaining information rather than randomly selecting individuals from a specific population.

The questionnaire was employed as the research instrument for this investigation. The title of the questionnaire administered pertained to the "Orientation and Utilization of Library Resources by Undergraduate Students at the Delta State University Library, Abraka" (UOULRUDSULA). The survey instrument was bifurcated into two distinct sections. Section A pertained to personal information, whereas Section B was centered around research inquiries. The survey was conducted through direct administration of the questionnaire by the researcher to the participants. The data was promptly gathered. This measure was implemented to guarantee a significant level of participation. The duration of the exercise spanned a period of seven days. The analysis of the study employed descriptive statistics, specifically frequency percentages (%), and statistical mean. Frequency was employed to examine the personal data of the participants and address research inquiries 1, 2, 3, and 4. Research question 5 was addressed using the statistical mean. The criterion mean was set at 2.50 and the Pearson Product Moment Correlation (PPMC) was applied at a significance level of 0.05.

7. Results

Table 1: Questionnaire responses rate

Number of questionnaires Administered	Number of questionnaires returned	Percentage of returned questionnaire
113	113	100.00

Table-1 shows that 113 (100.0%) copies of the questionnaire administered were returned.

Table 2: Level of Respondents

Level	Frequency	Percentage (%)
100	5	4.42
200	8	7.08
300	40	35.40
400	60	53.1
Total	113	100.00

According to the data presented in Table-2, a total of 113 respondents participated in the study. Out of the total respondents, a small proportion of 5 individuals (4.4%) were categorized as 100-level undergraduate students, while 8 individuals (7.1%) were identified as 200-level undergraduate students. A significant proportion of 40 individuals (35.4%) were classified as 300-level undergraduate students. The majority of the respondents, comprising 60 individuals (53.1%), were classified as 400-level undergraduate students. The data indicates that a significant proportion of the participants belong to the 400 level.

Table 3: Department of Respondents

Department	Frequency	Percentage (%)
LIS	21	18.6
Biological Technology	10	8.8
Nursing	11	9.7
Medicine	13	11.5
Biochemistry	14	12.4
Physiology	10	8.8
Pharmacy	11	9.7
Biology Education	7	6.2
AEB	7	6.2
Botany	9	8.1
Total	113	100.00

Table-3 displays the departments to which the participants belong. The study reveals that a total of 113 respondents participated, with 21 (18.6%) of them belonging to the Department of Library and Information Science (LIS), 10 (8.8%) to the Department of Biological Technology, and 11 (9.7%) to the Department of Nursing.

Also, 13 (11.5%) to the Department of Medicine, 14 (12.4%) to the Department of Biochemistry, 10 (8.8%) to the Department of Physiology, 11 (9.7%) to the Department of Pharmacy, and 7 (6.2%) to the Department of Biology Education.

Out of the total number of respondents, 7 individuals, accounting for 6.2% of the sample, are affiliated with the Department of Animal and Environmental Biology (AEB), while 8.1% of the respondents are associated with the Department of Botany. The data indicate that many participants belong to the Department of Library and Information Science (LIS).

Table 4: Gender of the Respondents

Variable	Frequency	Percentage (%)
Male	31	27.4
Female	82	72.6
Total	113	100.00

Source: field survey, 2022

Table-4 shows the gender of the respondents. Out of the total respondents, 31 (27.4%) were male, while the remaining 72.6% were female. These findings indicate that female respondents constitute a larger proportion of the population compared to their male counterparts.

Answering Research Questions

Research Question 1

To what extent does Delta State University library organize orientation for the undergraduates?

Table 5: The extent to which Delta State University library organizes orientation for the undergraduates

S.N.	Items	Always	Often	Sometimes	Never	\bar{x}
1	One-on-one session library orientation	10	5	17	81	1.50
2	Class instruction	80	20	13	0	3.59
3	Library tour	31	20	50	12	2.62
4	Orientation on library techniques	56	40	10	7	3.28
5	Orientation on the use of information resources and services	70	21	15	7	3.36
6	Orientation on literature search techniques	5	5	20	83	1.39
Aggregate mean						2.62
Criterion Mean						2.50

Table-5 shows that the mean of the aggregate data is greater than the mean of the criterion, which is 2.50. The mean of the criteria is shown in the table. This suggests that the library at Delta State University hosts numerous orientation sessions for first-year students during the academic year.

Research Question 2

To what extent did the undergraduates participate in the orientation?

Table 6: The extent to which undergraduates participated in the orientation

S.N.	Items	Always	Often	Sometimes	Never	\bar{x}
1	I participated in one-one session library orientation	10	5	2	96	1.37
2	I participated in-class instruction	85	21	7	0	3.75
3	I participated in a library tour	40	10	49	14	2.67
4	I participated in an orientation on library techniques	66	30	11	6	3.38
5	I attended an orientation session on the utilization of information resources and services	69	22	14	8	3.35
6	I attended an orientation session on techniques for conducting literature searches	6	4	21	82	1.42
Aggregate mean						2.66
Criterion Mean						2.50

In comparison to the mean value of the criteria, which is 2.50, the mean value of the aggregate is presented in Table 6 as being significantly greater. It is reasonable to infer that the first-year class as a whole attends the orientation activity on a regular basis.

Research Question 3

What are the various categories of library resources that are utilized by undergraduate (UG) students?

Table 7: The various categories of library resources utilized by UG- students

S.N.	Library resources	Agree (N=113)		Disagree (N=113)	
		Number	Percentage	Number	Percentage
1	Books	113	100.0	0	0.0
2	Internet	113	100.0	0	0.0
3	Newspapers	90	79.65	23	20.35
4	Journal	89	78.76	24	21.24
5	Articles	89	78.76	24	21.24
6	e-book	89	78.76	24	21.24
7	Magazine	80	70.80	33	29.20
8	Pamphlet	80	70.80	33	29.20
9	Computer software	78	69.03	35	30.97
10	Videotapes	40	35.40	73	64.60
11	Films	40	35.40	73	64.60
12	Film tapes	40	35.40	73	64.60
13	Disc record	40	35.40	73	64.60
14	Abstract	40	35.40	73	64.60
15	Microfiche or Microfilm	30	26.55	83	73.45
16	Index	20	17.70	93	82.30
17	Compact Disc (CD)	20	17.70	93	82.30
18	Audio tapes	10	8.85	103	91.15
19	Database	10	8.85	103	91.15
20	Cassette	1	0.88	112	99.12

Table-7 presents data pertaining to the diverse classifications of library resources that are employed by undergraduate students. The study findings indicate that the respondents acknowledged the utilization of various categories of library resources, including books (113%), internet (113%), newspapers (79.65%), journals (78.76%), articles (78.76%), e-books (89.76%), magazines (70.80%), pamphlets (70.80%), computer software (78.03%), videotapes (35.40%), films (35.40%), film tapes (35.40%), disc records (35.40%), abstracts (35.40%), and microfiche or microfilm (35.40%). Additionally, a smaller proportion of respondents reported using film tapes (35.40%), disc records (35.40%), abstracts (35.40%), and microfiche or microfilm (26%). Based on the responses provided, it is evident that the primary sources of library resources utilized by students include books, the internet, newspapers, journals, articles, e-books, magazines, pamphlets, and computer software.

Research Question 4

What is the degree to which undergraduate (UG) students utilize the resources available at the library?

Table 8: The degree to which UG- students utilize the resources available at the library

S.N.	Library Resources	VHE	HE	LE	VLE	\bar{x}
1	Books	100	13	0	0	3.38
2	Internet	90	23	0	0	3.80
3	Newspapers	60	20	11	12	2.96
4	Journal	80	9	20	4	3.46
5	Articles	79	10	15	9	3.41
6	e-book	60	29	10	14	3.19
7	Magazine	50	30	13	20	2.97
8	Pamphlet	41	39	16	17	2.92
9	Computer software	28	50	20	15	2.81
10	Videotapes	19	21	50	23	2.32
11	Films	22	18	49	24	2.33
12	Film tapes	19	21	50	23	2.32
13	Disc record	19	21	50	23	2.32
14	Abstract	22	18	49	24	2.33
15	Microfiche or Microfilm	15	15	40	43	1.71
16	Index	5	15	70	23	2.02
17	Compact Disc (CD)	6	14	73	20	2.05
18	Audio tapes	4	6	90	13	2.00
19	Database	3	7	80	23	1.91
20	Cassette	1	0	90	22	1.82
Aggregate mean						2.60
Criterion Mean						2.50

Table-8 shows that the aggregate mean, which has a value of 2.60, is higher than the criterion mean, which is set at 2.50. It is plausible to assume that a large portion of first-year students makes use of the academic materials that are made available in the library.

Research Question 5

Is there a significant association between library user orientation and students' utilization of library resources?

Table 9: Pearson Product Correlation Coefficient Analysis of the Association between library users' Orientation and Students' Utilization of library resources

		Participate in the orientation	Use of library resources by undergraduates
Participation in the orientation	Pearson Correlation	1	.519**
	Sig. (2-tailed)		.000
	N	113	113

use of library resources by undergraduates	Pearson Correlation	.519**	1
	Sig. (2-tailed)	.000	
	N	113	113

According to the findings presented in Table-9, the Pearson correlation coefficient $r = (.519)$ indicates the presence of a moderate positive correlation between the orientation of library users and their utilization of library resources within the undergraduate population. Based on the statistical analysis, it can be inferred that there is a significant relationship between library users' orientation and their utilization of library resources, as evidenced by the statistically significant value (sig. 2-tailed) of .000, which falls below the predetermined threshold of 0.05.

8. Discussion

The findings of the data analysis indicate that the Delta State University library frequently arranges orientation sessions for undergraduate students. The research conducted by Mohammadi *et al.* (2008) lends credence to the idea that academic libraries routinely provide library orientations for undergraduate students under their care.

Undergraduate students frequently take part in the orientation program. Mohammadi *et al.* (2008) conducted a survey that indicated a substantial number (76.9%) of users of academic libraries attested to the vital role that library orientations play in helping their professional interests and career development. This assumption is supported by the findings of Mohammadi *et al.* (2008). As a result, significant involvement carries a tremendous deal of weight.

Undergraduate students utilize a variety of library resources including but not limited to books, online databases, newspapers, journals, articles, e-books, magazines, pamphlets, and computer software. This finding is consistent with that of Atarodi *et al.* (2015), who determined that a significant proportion of students (87%) possess knowledge regarding the utilization of databases and other resources that are accessible in the library. This favorable influence of library users' orientation can be attributed to the fact that this knowledge was possessed by the students. According to Shen *et al.* (2014), a considerable number of undergraduate students choose to start their studies by consulting the library. These students also have the ability to differentiate between book or section titles in a reference, journal, article, and other sources that are quite similar.

The utilization of library resources by undergraduates is significant. This finding lends credence to the findings of Maduako (2013), which indicated that a mean score of 3.59 and 3.23 was obtained from respondents who firmly agreed that the library guideline program promotes their dependability as library users. This finding also lends credence to the findings of Maduako (2013). In addition, the findings indicate that individuals who participate in library orientation become familiar with the methods to access a variety of library resources. These resources include but are not limited to, books, periodicals, newspapers, journals, articles, the internet, databases, and electronic versions of publications. This study is in line with the research that was carried out by Atarodi *et al.* (2015), who found that the vast majority of the student population (87%) displayed skill in utilizing databases and other resources that can be accessed through the library.

Among undergraduate students, a noteworthy correlation exists between their orientation toward the library and their utilization of library resources. The findings of Maduako (2013) provide support for this discovery. They reported that the academic performance of students

at Babcock University Nigeria was positively influenced by library orientation. This finding lends credence to the previously mentioned conclusion. Because of the rules that were presented during the orientation, the students had an easier time locating information resources within the library. This was due to the fact that the students were given clearer directions. According to Mohammadi et al. (2008), users of academic libraries acknowledged the importance of library orientations in facilitating their usage of the library. The majority of users of academic libraries acknowledged the usefulness of library orientations.

9. Conclusion

Based on the analysis of the results, the following findings were revealed. The library at Delta State University hosts numerous orientation sessions for first-year students during the academic year. The first-year class as a whole attends the orientation activity on a regular basis. The primary sources of library resources utilized by students include books, the internet, newspapers, journals, articles, e-books, magazines, pamphlets, and computer software. A large portion of first-year students makes use of the academic materials that are made available in the library. There is a significant relationship between library users' orientation and the utilization of library resources.

It can be concluded that the library at Delta State University typically conducts an orientation program that focuses on the circulation of library services to facilitate the convenient access and retrieval of information resources by library users. The purpose of this activity is to provide education to users regarding the utilization of libraries. Notwithstanding, users have an expectation for various types of guidance (educational, vocational, and personal) and tend to frequent the library sections accordingly. The term "educational guidance" refers to the assistance a library patron requires during their academic pursuits within educational establishments. Vocational guidance is commonly understood as a form of guidance that provides individuals with information and advice pertaining to the selection, preparation, entry, and advancement within a chosen occupation and personal guidance refers to the provision of guidance to an individual or a person with the aim of addressing their issues related to personality adjustment.

10. Recommendations

In light of the findings of the study,

- It is recommended that students participate in orientation programs, which may include individualized sessions, library orientation, and instruction on literature search techniques.
- It is advisable to promote the attendance of orientation programs among students, including sessions such as one-on-one library orientation and instruction on literature search techniques.
- It is advisable to motivate students to utilize the various resources available in the library, including but not limited to films, film tapes, disc records, abstracts, microfiche or microfilm, indexes, compact discs, audio tapes, databases, and cassettes.

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