



EVALUATING THE IMPACT OF LIBRARY ORIENTATION ON STUDENT ACADEMIC PERFORMANCE IN SELECTED UNIVERSITIES IN SOUTH-WEST NIGERIA

Adedokun, Folashade Oyinola

The Federal Polytechnic, Ado-Ekiti
akinfolo2004@gmail.com.

Soliudeen, Jamiu Muhammed

The Federal Polytechnic, Ado-Ekiti
jamiumuhammed@yahoo.com

&

Ajayi, Jide Lawrence

The Federal Polytechnic, Ado-Ekiti
ajayi4law@gmail.com

Corresponding author: akinfolo2004@gmail.com
Phone number: +2348032182449

Abstract

Academic libraries in higher institutions play a crucial role in supporting students' academic success by providing essential resources and research tools. However, the mere availability of these resources does not guarantee effective utilization. Library orientation programs are designed to equip students with the information literacy skills needed for academic excellence. This study investigates the impact of library orientation on students' academic performance in Nigerian universities, evaluates effective delivery methods, and identifies challenges affecting library orientation programs. A descriptive survey design was employed, targeting undergraduate and postgraduate students from thirteen public universities in southwest Nigeria with functional e-libraries. A total of 1,600 students were selected using a convenience sampling technique, and data collection was conducted via Google Forms. Descriptive statistical analysis, including frequency counts and percentage distributions, was used to interpret the responses. The findings reveal that library orientation significantly enhances students' ability to locate, assess, and utilize information, thereby improving academic performance. Online and face-to-face orientation methods received the highest satisfaction rates, while one-to-one sessions had the most neutral responses, indicating mixed perceptions. Although 520 respondents strongly agreed that library orientation positively impacts academic performance, 600 remained neutral, reflecting varied opinions. Challenges affecting library orientation program effectiveness include insufficiently trained staff, weak student-staff collaboration, power outages, limited session durations, and low student engagement. To address these issues, the study recommends regular staff training, improved delivery methods, and enhanced hands-on training in e-resource utilization. These interventions will strengthen library orientation programs, enhancing student engagement and academic performance.

Keywords: Library orientation, academic performance, User Satisfaction, Library Challenges.

Introduction

In higher institutions, libraries serve as foundational pillars of academic support, providing students with access to a vast array of resources and services essential for their scholarly pursuits. According to Dixit

et al. (2024), teaching and research depend upon the library, and achievements in teaching and research are not possible without the library. Thus, there is a need for the library to orientate its users to acquire information literacy skills in order to



achieve academic excellence. However, the mere existence of these resources is insufficient if students are not equipped with the knowledge and skills necessary to navigate and utilize them effectively. Library orientation program emerges as pivotal interventions aimed at bridging this gap by acquainting students with the wealth of resources, services, and research methodologies available to them.

Additionally, the significance of library orientation programs lies not only in their potential to familiarize students with the physical layout of the library but also in their role in cultivating information literacy skills and fostering a culture of lifelong learning. Also, Abdulsalalami et al. (2021) viewed library orientation as a program that is generally performed for first-year students or transfer students in institutions of higher learning to familiarize them with the rules and regulations of the library and introduce them to various resources and services. According to McCarthy (2017), a library orientation program serves as a strategic intervention designed to empower students with the knowledge and competencies needed to locate, evaluate, and synthesize information critically, which is a cornerstone of academic success in the 21st century.

Despite the recognized importance of library orientation programs in developed countries, there exists a need for a comprehensive understanding of the impact on academic success in higher educational settings in Nigeria (Bailin et al., 2018; Lewis et al., 2021). Evidences show that utility and empirical research examining the efficacy of this program in Nigeria remains limited. Therefore, the aim of this study is to provide empirical evidence of impacts of library orientation on academic performance of students in Nigeria. In achieving the expectations of this study, the work is organized into five sections. Section two (2) covered a literature study on the concept of library orientation in higher education, impacts of library orientation, modes of operating library orientation, and challenges

faced in library orientation. The method used in collecting data for empirical evidence of the impacts of library orientation on academic performance of students in higher education was covered in Section (3). The analysis and results of the data collected were presented in Section 4, while Section 5 comes with conclusions and recommendations.

Literature review

Library orientation programs in higher institutions play a crucial role in familiarizing students with available resources and services (McMillan et al., 2023). According to Abdulsalalami et al. (2021), library orientation aims to enhance students' academic performance by promoting proper information utilization. Bailin et al. (2018) revealed that library orientation reduces library anxiety by introducing students early to university library resources and guiding them on how to find relevant information while also demonstrating the helpfulness of librarians. This assertion is also supported by Omeluzor et al. (2017). Additionally, due to advancements in ICT, traditional libraries are transitioning into digital formats, increasingly incorporating user experience research and gamification to provide personalized online orientations. Studies indicated that undergraduates show a preference for these modern approaches (Prince & Hariharan G., 2020; Reed & Miller, 2020). Moreover, libraries serve as gateways to information and intellectual discovery, fostering academic partnerships and promoting open educational resources (Manecke, 2020).

Impact of Library Orientation on Academic Performance

Previous studies have revealed that library orientations not only introduce students to library resources but also contribute to improving their academic experience and performance in higher institutions (Abdulsalalami et al., 2021; Omeluzor et al., 2017; Rakshikar & Powdwal, 2020). Anita (2024) emphasized that library orientation programs in colleges and universities provide course-related instruction and other



methods to enhance students' development of information literacy skills. Naser et al. (2012) identified three primary objectives of library orientation programs: (a) providing students with a solid understanding of available information sources, (b) developing students' skills in organizing information, and (c) enhancing students' understanding of ethical and legal matters, such as copyright laws related to authorship and publishing.

In Nigerian universities, library orientation programs have been found crucial for enhancing students' academic performance and awareness of library resources (Abdulsalam et al., 2021). Kantharaj.; et al. (2013) argued that library orientation plays a vital role in instructing users on resource utilization, reducing the time spent on information retrieval, and enhancing user experience. Shen (2016) studied the effect of online and in-person library orientations on graduate students' information literacy skills. The results showed a significant relationship between library orientation and students' information literacy, as most respondents identified librarians as their primary research guides. Many also demonstrated an improved ability to interpret citations and enhanced academic performance following library orientation sessions.

Furthermore, incorporating user perspectives into strategy development ensures that library programs remain user-oriented and focus on delivering benefits and value (Fühles-ubach, 2015). A study conducted at Tai Solarin University of Education investigated the effect of library orientation on new undergraduate students' use of library resources. The findings indicated that a well-structured library orientation instills confidence in users, encouraging them to use the library effectively (Quadri & Olutoki, 2024). Similarly, a study conducted in two academic libraries in Gashua, Yobe State, Nigeria, assessed the effects of library orientation on library use. The

implementation of orientation programs positively impacted students' ability to utilize resources effectively. The study highlighted that students who received training through library orientation were more familiar with various library sections and services, leading to improved academic performance and productivity (Agboola & Aduku, 2018).

Effective Modes of Delivering Library Orientation

To ensure effective library orientation programs in higher education, various delivery modes should be considered based on user preferences and available library resources. These include in-person tours, online synchronous sessions, asynchronous online tutorials, and official library websites (Natalya et al., 2022; Reed & Miller, 2020; Schilperoort et al., 2022). Natalya et al. (2022) highlighted that the creation of official library websites presents new opportunities for user orientation, emphasizing the importance of structuring content effectively to guide users. Additionally, these websites play a crucial role in providing information resources and services to remote users, thereby enhancing user orientation. Ultimately, the goal of these methods is to educate users on library resources, services, and facilities efficiently.

In-person library orientation offers a personalized experience but require significant staffing (Aravind, 2014). Online synchronous sessions, while beneficial, may pose challenges due to staffing limitations and emergencies such as campus closures (Kantharaj.; et al., 2013). Asynchronous online tutorials, on the other hand, provide flexibility and can be customized for different programs. A study by Gall (2014) compared in-person library orientation lectures with asynchronous online orientations among graduate students. The findings indicated that both formats positively affected students' information literacy skills. However, students who participated in in-person sessions were more likely to contact the library for assistance, suggesting that personal interaction fosters a stronger connection to



library services. The shift to virtual learning environments, accelerated by the COVID-19 pandemic, prompted libraries to redesign orientation programs. One approach involved adapting traditional "treasure hunt" orientations to virtual formats using platforms like Zoom. This method was found to be feasible and effective, maintaining student engagement while introducing library services interactively.

Challenges Faced in Library Orientation

A study conducted in university libraries in Mumbai revealed that despite attending orientation programs, users still find wayfinding complex, indicating a potential need for more frequent or detailed orientations (Abdulsalam et al., 2021; Rakshikar & Powdwal, 2020). Additionally, many users lack the necessary knowledge and skills to effectively utilize electronic resources and library services, leading to their underutilization (Rakshikar & Powdwal, 2020). Challenges such as unqualified personnel handling orientation programs, insufficient time to cover all necessary topics, and the absence of a standardized curriculum among universities hinder the effectiveness of library orientation programs (Girakaduwa, 2019). Additionally, issues such as indiscipline among users, library staff shortages, and a lack of cooperation between students and staff impact awareness and engagement with library services (Salisbury et al., 2018).

Jelagat (2016) noted that challenges faced in library orientation include a lack of computer skills and negative perceptions of librarians, which hinder optimal awareness and utilization of library services. Scheduling conflicts at the beginning of the semester and excessive noise due to large participant numbers further prevent students from fully engaging with user education sessions (Ilo & Idiegbeyan-ose, 2011). Moreover, external factors such as power outages can significantly impact library orientation sessions, disrupting information delivery and diminishing the overall user

experience (Zvonareva, & Yap, 2018). Addressing these challenges by improving staffing, enhancing engagement strategies, and leveraging technology can improve the effectiveness of library orientation programs and better serve students' academic needs.

Objectives of the study

Based on the major aim of this study, the objectives of the study were specifically intended to:

- a) identify the impacts of library orientation on the academic performance of library users;
- b) identify effective modes of giving orientation to library users;
- c) identify the challenges faced by users with library orientation

Research Questions

- a) What are the impacts of library orientation on the academic performance of library users?
- b) What are the most effective modes of delivering library orientation to users?
- c) What challenges do users face in accessing and utilizing library orientation programs?

Statement of Problem

University libraries are essential for academic success, offering students access to critical resources and research tools. However, the effectiveness of these resources largely depends on students' ability to navigate and utilize them efficiently. Library orientation programs are designed to bridge this gap by fostering the information literacy skills necessary for academic achievement. Despite their importance, many students in Nigerian higher institutions continue to struggle with effective library usage due to inadequate orientation. While extensive research on library orientation programs exists in developed countries, studies evaluating their impact in Nigeria remain limited. The relationship between library orientation and academic performance has not been thoroughly examined, leading to



uncertainties about its effectiveness within Nigerian universities. Furthermore, the most suitable methods for delivering orientation and the challenges students face in accessing these programs remain insufficiently explored. A lack of comprehensive understanding regarding the effectiveness, impact, and challenges of library orientation programs may hinder institutions from optimizing these initiatives to support student success. This study seeks to bridge this research gap by providing empirical evidence on the role of library orientation in enhancing academic performance, identifying the most effective delivery methods, and analyzing the obstacles students encounter in Nigerian higher education institutions.

Methodology

This study adopted a descriptive survey design. The target population comprised undergraduate and postgraduate students in public universities in South-West Nigeria. The sample size was 1,600, and a convenience sampling technique was employed using Google Forms for data collection. The collected data were analyzed using descriptive statistics, including frequency counts, percentages, and graphical representations, to identify trends and patterns in participants' responses. The universities selected for this study were public institutions with well-established e-libraries, including Federal University Oye-Ekiti, Ekiti State University, and Bamidele

Olomilua University in Ekiti State; University of Lagos and Lagos State University in Lagos State; Obafemi Awolowo University and Osun State University in Osun State; Federal University of Technology Akure and Adekunle Ajasin University in Ondo State; University of Ibadan and Ladoko Akintola University in Oyo State; and Federal University of Agriculture and Olabisi Onabanjo University in Ogun State. A total of thirteen public universities with functional e-libraries in South-West Nigeria were found suitable for this study. The study population consisted of 812 female students and 588 male students. The primary instrument for data collection was a questionnaire, which was divided into four sections: (1) demographic information, (2) impacts of library orientation, (3) effective modes of delivering library orientation, and (4) challenges faced during library orientation.

Results and Discussion

The result showed that females constituted the majority group, making up a larger proportion of the population (55%) compared to males (45%) as presented in Figure 1. This indicated a 10% difference in representation between the two groups, and it could be because female students attended library orientation more than male students.

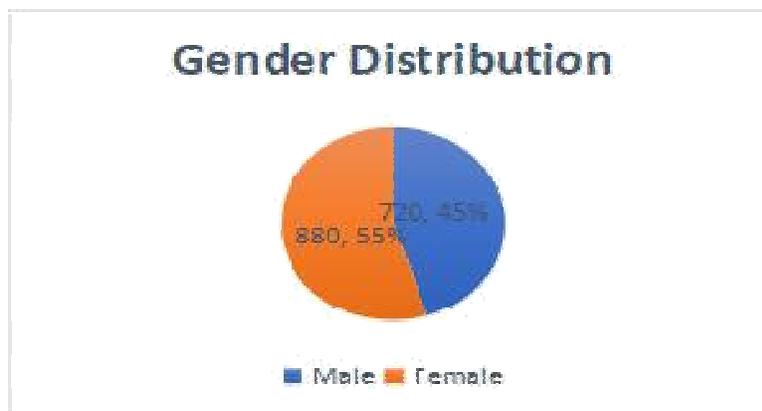


Figure 1: Gender Distribution



Research objective two showed impacts of library orientation on students' academic performance as presented in Figure 2. The findings showed that responses are fairly mixed, with a notable number expressing neutrality (600). However, strongly agree responses (520) outnumber other positive ratings, indicating that many participants feel library orientation contributes to academic performance. This outcome was similar to the study conducted by Abdulsalalami et al.(2021) that library orientation enhances academic performance of student in university. Also, the finding showed that increase in awareness of resources shows a strong positive impact with the highest count of strongly agree responses (680) and a substantial agree count of 280. This indicated that library orientation effectively enhances users' knowledge of available resources. The finding was in agreement with the study conducted by (Abdulsalalami et al., 2021).

Furthermore, the finding on confidence in accessing resources showed high strongly agree and agree (202) response signify that library orientation foster user confidence in resource access. The result was in line with the findings from Bailin et al. (2018) that library orientation reduces library anxiety by introducing students earlier to what a university library has in stock and where to find information, while also showing how

helpful librarians can be. This assertion also supported by Omeluzor et al. (2017)) nonetheless, there are also strongly disagree (300) and agree (328) responses, indicating that some users might still feel hesitant despite orientation.

In addition, the finding indicated that majority of the respondents showed neutral (360) and disagree (480) in skills for searching e-resources signifying that library orientation might not be as effective in teaching e-resource search skills. However, a significant portion of users still found library orientation beneficial in skills for searching e-resource (480). This finding was supported by Naser 2004. Moreover, among all the impacts of library orientation, result showed that helps in acquiring reading skills received the most strongly agree responses (800) indicating a strong positive impact on reading skills. Although, there are some disagree (200) and strongly disagree (240) responses, they are relatively lower, indicating overall satisfaction. The finding is similar to the study conducted by Shen (2016) that majority of the respondents chose the library or librarian as their starting point for research and had the ability to identify book or chapter title in a citation, while most of them improved in their academic works after the library orientation sessions.

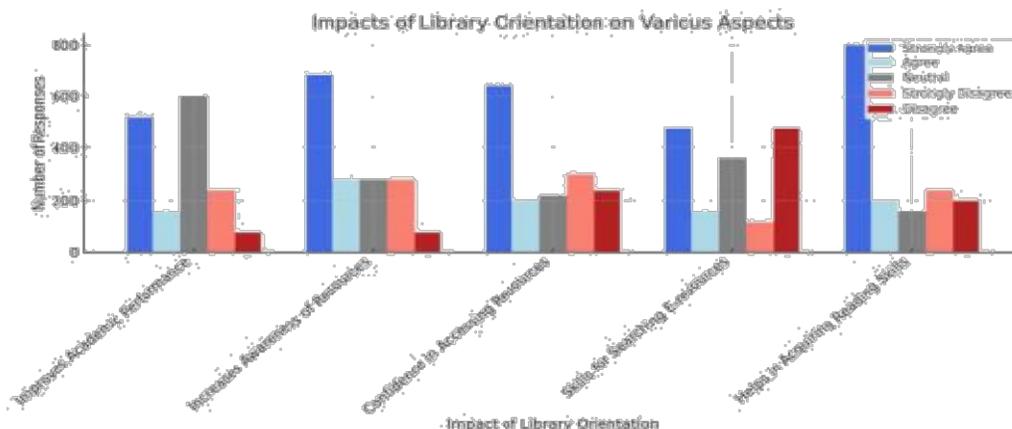


Figure 2: Impact of Library Orientation



Research objective one showed the effective modes of delivering library for users as presented in Figure 3. The study indicated that online and face-to-face orientations received the highest Strongly Agree responses (680 each), showing strong user satisfaction in them. This might be that online and face-to-face orientations meet users' expectations effectively, likely due to the flexibility and accessibility of online sessions, and the direct engagement in face-to-face orientations. It was also shown across all formats that, agree responses follow a similar trend, with online and face-to-face orientations maintaining a higher level of agreement compared to one-to-one orientations. This may indicate that participants generally view online and face-to-face orientations favourably but may have mixed feelings about the one-to-one format.

Additionally, the one-to-one orientation has the highest neutral response count (600), signifying a lack of strong opinion, which could indicate this format is either less impactful or simply adequate without particularly engaging elements for many users. Notably, face-to-face and one-to-one orientations received higher "Disagree" and "Strongly Disagree" responses compared to online orientation. This might reflect logistical challenges or individual preferences that are more easily addressed in online settings. The one-to-one orientation has a notably lower count in "Disagree" responses compared to face-to-face, hinting that while one-to-one is not strongly preferred, it also doesn't generate as strong negative reactions

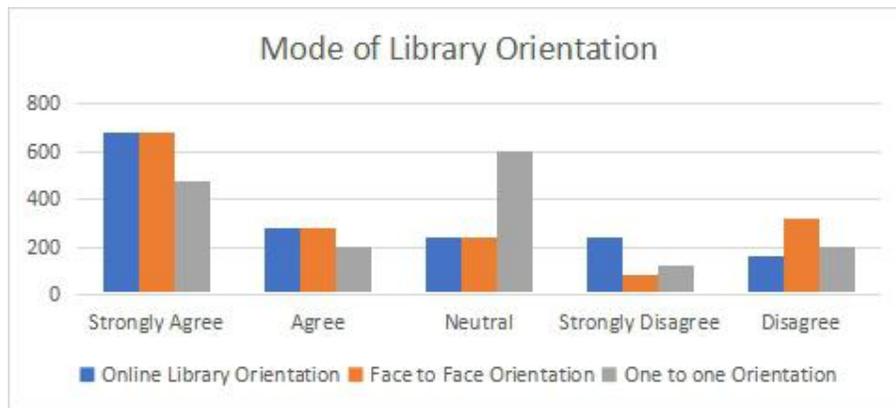


Figure 3: Modes of Delivering Library Orientation

Research Objective three discussed the challenges of library orientation as illustrated in Figure 4. The finding showed that many respondents strongly agree that unqualified personnel is one of the challenges hindered them during the library orientation and this could be because of their dissatisfaction with the staff's expertise. This result was supported by Girakaduwa (2019) that some users are not finding their way to the library orientation because they considered that some library staff are not qualified in handling the orientation session. While some users disagreed that unqualified personnel were never an issue during the library orientation session. The finding negated the study conducted by Abdulsalalami et al. (2021) that

the lack of qualified staff leads to inadequate training and support for users, ultimately affecting their ability to utilize library resources effectively. This opinion might be because some of the users had a more positive experience. Also, the finding showed that a reasonable number of respondents strongly agreed that lack of cooperation between students and staff is a significant challenge. Jelagat (2016) revealed this as a challenge, recommending that improved collaboration is essential for effective communication and enhancing students' understanding of available library services and resources. While many respondents remain neutral (440), showing mixed experiences in this



area. Furthermore, the finding showed that a larger of users were neutral (480) on staff shortages. A study indicated that a shortage of staff in university libraries, caused by factors like retrenchment and recruitment embargoes, negatively impacts library orientation and other capacity-building programs, ultimately affecting the efficiency and effectiveness of library services (Thomas & Mabel, 2012). While, 400 respondents disagreed that shortage of library staff were never an issue. The finding indicated that staffing shortages might be present, but users are not uniformly affected.

Additionally, the finding showed that larger number of respondents strongly agreed (480) on the need for more time highlights, a perception that current orientation sessions may not allow adequate coverage of essential topics. A study on library orientation as a predictor of library use among freshmen revealed that limited time allocated to the program is a notable challenge. The research concluded that insufficient time allocation hinders the delivery of effective library orientation, impacting students' ability to utilize library resources fully (Adebayo et al., 2023). The finding also showed that many users strongly agreed (600) that there is a lack of interest in library orientation among peers, indicating a need for more engaging contents or formats. The finding is in line with the study conducted by Smith & Baker (2011) indicates that students often perceive library instruction as unnecessary, believing they already possess the required skills. This perception leads to disengagement during orientation sessions, resulting in

underutilization of available resources. The result showed that indiscipline is not a challenge during the library orientation sessions. Based on the high neutrality response (760) which indicated that indiscipline may not be a pervasive issue for all, though some consider it disruptive. However, the finding negated the study conducted by Momodu (2014) lack of effective enforcement mechanisms can lead to a culture of disregard for library rules, further exacerbating indiscipline issues.

Moreover, the outcome showed that lack of knowledge for e-resource is agreed upon by many, with significant responses across all categories, indicating a need for better user training in utilising electronic resources. The outcome aligned with the study conducted by Sokolov & Serzhan (2022) lack of knowledge regarding electronic resources significantly hinders library orientation sessions, as many users remain unaware of the available e-collections and lack the necessary skills to utilize them effectively. The finding showed power outage as a challenge with strong agreement (640) reflects a widespread and frustrating challenge affecting users' access to resources during orientation session. Power outages present significant challenges during library orientation sessions, impacting both the delivery of information and the overall user experience (Zvonareva, D., & Yap, 2018). Overall, these findings indicated that library orientations face both logistical and engagement-related challenges, such as insufficient staff, time constraints, and interest levels, as well as external factors like power outages. Addressing these issues could improve user experience and the effectiveness of library orientations.

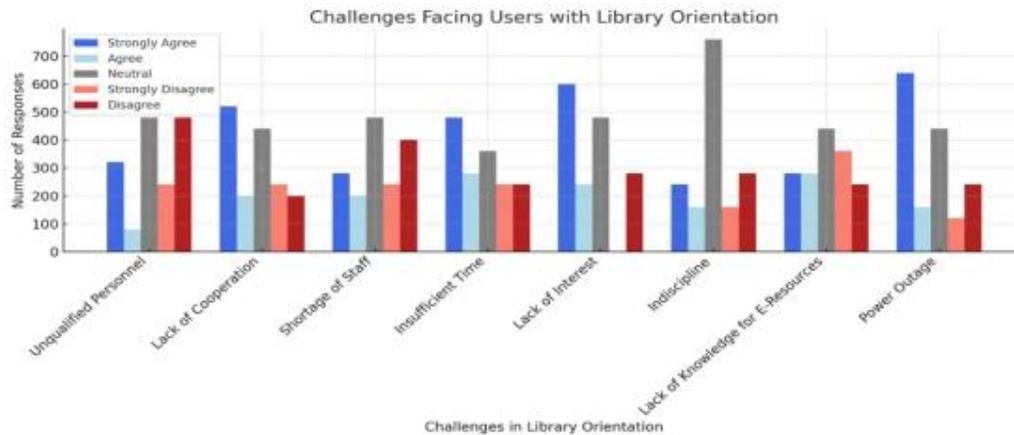


Figure 4: Challenges in Library Orientation

Conclusion

In conclusion, the study highlights key insights into the demographic distribution, effectiveness, impacts, and challenges of library orientation programs. The findings revealed that female students constituted the majority group, possibly due to their higher attendance at library orientation sessions. Additionally, online and face-to-face orientations received the highest levels of user satisfaction, indicating their effectiveness in meeting users' needs, while one-to-one orientations were met with more neutral responses. The study further established that library orientations have a positive impact on students' academic performance, particularly in increasing awareness of available resources, fostering confidence in accessing materials, and enhancing reading skills. However, there were mixed responses regarding the effectiveness of these sessions in teaching e-resource search skills, indicating an area that requires further improvement. Challenges associated with library orientation were also identified, including unqualified personnel, poor cooperation between students and staff, power outages, limited time allocation, and lack of interest among students. Overall, the study underlines the importance of addressing these challenges to enhance the effectiveness and accessibility of library

orientation programs. To improve the effectiveness and accessibility of library orientation programs, institutions should ensure the recruitment of qualified personnel, foster better cooperation between students and staff, invest in stable power supply solutions, allocate sufficient time for orientation sessions, and implement engaging strategies to increase student interest and participation.

Recommendations

- 1. Enhance Staff Training:** Library management of universities should implement regular training sessions to improve staff expertise and ensure they are well-equipped to deliver effective orientation programs.
- 2. Improve Delivery Methods:** Since online and face-to-face orientations were the most effective, library management should continue to invest in these formats while enhancing their content and engagement strategies to improve students' learning experiences.
- 3. Increase Awareness and Participation:** More efforts should be made to encourage male students to participate in library orientation through targeted awareness campaigns, ensuring balanced gender representation.
- 4. Extend Orientation Time:** Library management should ensure that



orientation programs are given sufficient time to cover essential topics thoroughly, ensuring students gain adequate knowledge of available resources and services.

5. **Address Logistical Challenges:** Library management should provide alternative power solutions, such as backup generators or inverters, to ensure that power outages do not disrupt library orientation sessions.
6. **Improve Student-Staff Collaboration:** Library management should promote better interaction between students and library staff to foster a more supportive learning environment, addressing concerns related to cooperation.
7. **Enhance Training on E-Resources:** Since some students struggle with e-resource search skills, library orientation should include more hands-on training on accessing and utilizing electronic resources effectively.



References

- Abdulsalam, L. T., Ekhaguosa, O. V., & Adeh, R. (2021). User's Perception about Orientation Program of Academic Library. *Journal of Business Strategy Finance and Management*, 2(1), 15–27.
<https://doi.org/10.12944/jbsfm.02.01.04>
- Adebayo, O. A., Oguntoye, F. B., & Yusuf, T. I. (2023). Library Orientation as a Predictor of Library Use among Freshers in Two Selected Academic Libraries in Kwara. 7(April), 20–25.
- Agboola, A. M. B., & Aduku, B. S. (2018). Effects of Library Orientation on Library Use in Two Academic Libraries in Gashu'a, Yobe State, Nigeria. *Journal of Library and Information Science*, 6(6), 49–55.
- Anita, K. M. (2024). Information Literacy Programs: Assessing Effectiveness and User Engagement in Academic Libraries. *Journal of Global Research in Education and Social Science*, 18(1), 1–8.
<https://doi.org/10.56557/jogress/2024/v18i18544>
- Aravind, S. (2014). Orientation Programs Are Supportive to Improve the Utilization of Academic Library With Special Reference to Library Professional of Self Financing Engineering College at Madurai and Dindigul Districts of Tamilnadu, India. *European Academic Research*, 11(9), 11528–11544.
<http://euacademic.org/PastIssueList.aspx?artid=22>
- Bailin, K., Jahre, B., & Morris, S. (2018). Planning Academic Library Orientations: Case Studies from Around the World. Chandos Publishing.
- Chitransh Dixit, Kanchan lata Dixit, Chandra Kumar Dixit, & Praveen Kumar Pandey. (2024). Role of Academic Libraries and Information Services: a Study. *International Journal of Modern Achievement in Science, Engineering and Technology*, 1(2), 76–82.
<https://doi.org/10.63053/ijset.28>
- Fühles-ubach, S. (2015). *Validating Library Strategies by Assuming the User Perspective Validating Library Strategies by assuming the User perspective*.
- Gall, D. (2014). Facing off: Comparing an in-person Library Orientation Lecture with an Asynchronous Online Library Orientation. *Journal of Library & Information Services in Distance Learning*, 8(3–4), 275–287.
- Girakaduwa, S. (2019). Usage of Electronic Resources and Services by the Library Users in University of the Visual and Performing Arts, Sri Lanka. *Proceeding of 2nd Singapore – International Conference on Research in Social Science & Humanities (ICRSSH)*, 5(2), 13.
<http://repository.lib.vpa.ac.lk/handle/123456789/1035>
- Ilo, P. I., & Idiegbeyan-ose, J. (2011). Library User Education Programme for Covenant University Freshmen: Impact, Challenges and Possible Solutions. *Samaru-Main*, 11vol 11 2(2004), 7–12.
- Jelagat, L. (2016). Information and Knowledge Management Challenges Faced by University Librarians in Creating Awareness of Library Services among Students: A Case of Moi University. 6(8), 34–38. www.iiste.org
- Kantharaj., C. T., Deepak., M. R., M., K. ., & Vasanthakumar. (2013). (2013). *User Orientation in Engineering College Libraries*.
- Lewis, Z., Kelly, K., Lewis, Z., & Kelly, K. (2021). Opening Act: The Academic Library's Role in Orientation Planning and Evaluation *Rosech Library Faculty Publications*, 4, 2021–2024.
- Manecke, U. (2020). Designing Effective Library Learning Spaces in Higher Education. *Innovations in Higher Education Teaching and Learning*, 29, 101–121.
- McCarthy, S. C. (2017). Exploring Library Usage by Online Learners with Student Success. *Community College Enterprise*, 23(2), 27–31.
- McMillan, J., Fonstad, J., & St-Jacques, A.-R. (2023). Piloting a Library-Led Online Academic Skills Orientation Program. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 18(1), 1–28.
<https://doi.org/10.21083/partnership.v18i1.7244>



- Momodu, O. M. (2014). Enforcing Tertiary School Library Rules and Regulations: the Experiences and Challenges. *International Journal of Community Research Momodu, IJCR*, 3(4), 118–120.
- Naser, E., Mackey, S., Arthur, D., Klainin-Yobas, P., Chen, H., & Creedy, D. K. (2012). An Exploratory Study of Traditional Birthing Practices of Chinese, Malay and Indian Women in Singapore. *Midwifery*, 28(6), e865–e871. <https://doi.org/10.1016/j.midw.2011.10.003>
- Natalya, G., Kolkova, N. I., Larisa, N., & Ryabtseva. (2022). User--Oriented Approach to Content Improvement in Official Library Websites. <https://doi.org/doi: 10.20913/1815-3186-2022-2-19-27>
- Omeluzor, S. U., Akibu, A. A., Dika, S. I., & Ukangwa, C. C. (2017). Methods, Effect and Challenges of Library Instruction in Academic Libraries. *Library Philosophy and Practice (e-Journal)*, 1465.
- Prince G., & Hariharan G. (2020). Innovative Use of Open Educational Resources in the Higher Education Libraries (pp. 179–189). <https://doi.org/10.4018/978-1-7998-1482-5.ch013>
- Quadri, M. O., & Olutoki, A. E. (2024). Effects of Library Orientation Programme on the Use of Library Resources by Newly-Admitted Undergraduate Students of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. *FUGUS International Journal of Library and Information Science*, 1(1), 160–172.
- Rakshikar, N. N., & Powdwal, S. (2020). Wayfinding Behavior of University Library Users in Mumbai: An Explorative Study. *DESIDOC Journal of Library and Information Technology*, 40(2), 461–469. <https://doi.org/10.14429/djlit.40.02.15308>
- Reed, K. N., & Miller, A. (2020). Applying Gamification to the Library Orientation: A Study of Interactive User Experience and Engagement Preferences. *Information Technology and Libraries*, 39(3). <https://doi.org/10.6017/ITAL.V39I3.12209>
- Salisbury, F., Rossiter, I., & Ung, E. (2018). New Tactics for Orientation: Using Gamification to Connect and Engage Students. *Planning Academic Library Orientations: Case Studies from Around the World*, 29–40. <https://doi.org/10.1016/B978-0-08-102171-2.00004-0>
- Schilperoort, H. M., Chatfield, A. J., Dinalo, J. E., Saric, K. J., Thompson, H. J., & Thompson, A. M. (2022). A Self-Paced Online Library Orientation: Development, Implementation, and Assessment. *Medical Reference Services Quarterly*, 41(3), 248–258. <https://doi.org/10.1080/02763869.2022.2093546>
- Shen, L. (2016). *Both Online and In-Person Library Orientations have Positive Effects on Graduate students' Information Literacy Skills*.
- Smith, A., & Baker, L. (2011). Getting a clue: Creating Student Detectives and Dragon Slayers in your Library. *Reference Services Review*, 39(4), 628–642. <https://doi.org/10.1108/00907321111186659>
- Sokolov, A. V., & Serzhan, I. (2022). Promotion of Electronic Information Resources: How to Help Users to Find What Is Available in the Library. *Scholarly Research and Information*. 5(2), 76-83. <https://doi.org/https://doi.org/10.24108/2658-3143-2022-5-2-5>
- Thomas, A., & Mabel, E. (2012). Capacity Building Programmes for Library Staff in University of Ibadan and University of Lagos Libraries. *Samaru Journal of Information Studies Vol.12 (1&2)* 61–67.
- Zvonareva, D., & Yap, J. M. (2018). Academic Library Sessions: Experiences and Challenges of Nazarbayev University Library. <https://doi.org/https://nur.nu.edu.kz/handle/123456789/3227>