LIS Students’ Perception of the Library Orientation Programme in Bishop Heber College Tiruchirappalli: A Case Study

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Introduction

• Libraries support the learning process in a college environment.

• Librarians have a greater role to play in promoting the available resources to the users.

• The user must be made to understand the general arrangement of the library which is known as freshman orientation.

• “User Education” refers to the promotional activities carried out by the librarians.
Methods of User Education

Direct Method
- Orientation Courses & Lectures
- Guided Tours
- Reader-Librarian Dialogue
- Audio-Visual Aids/Short Films
- Pamphlets/Brochures
- Library Guides

Indirect Method
- Display
- Audio-Visual Aids
- Virtual Library Tour (Institution Website)

LIFE 2017
- Library orientation is conducted in the beginning of the academic year to make the freshers familiar with the library holdings, services and facilities.
- Dr. S.R. Ranganathan, preferred the term “initiation of a freshman” to “orientation”.
- Orientation is introducing the library to the freshman.
- According to Krishnakumar (1991) “Library orientation is to train the users in how to use the library”.

LIFE 2017
Today’s libraries have undergone a complete change in their outlook.

Promotion of the reading materials in both print and digital content is the prime responsibility of the librarians.

New users may not know how to locate the available documents in the libraries.

The sophisticated user base and diversified user needs have also forced the libraries to go for new approaches in their in-house operations.

Application of ICT has totally revamped the functioning of the libraries.

Need for the Study
Methodology

- The study employed a census method research design.
- The population of the study consisted of 54 MLIS, M.Phil. and Ph.D. scholars of the DLIS, Bishop Heber College, Tiruchirappalli.
- The questionnaire framed by Ben-Bura, Mwuese Doris (2015) was used for data collection.
- A slight modification in the questionnaire was made to suit the local conditions.
- Pre-testing and pilot study were made to standardize the questionnaire.
The questionnaire consisted of two parts.

Part-I Personal details of the respondents are sought Part-II has three sub-divisions containing ten questions each as follows:

1. Students’ Perception of Library Orientation Programme
2. Benefits Derived
3. Ways of helping the students to overcome their negative perception:

A five point scale (Likert Model) comprising five categories were used to elicit the responses of the students.

The data analyzed using frequencies and mean. Any mean of 2.0 and above was regarded as accepted and any mean below 2.0 as rejected.
Aim and Objectives

1. To assess the students’ perceptions of the orientation programme offered in Bishop Heber College Library

2. To identify the benefits derived by attending the orientation programme

3. To find out the ways of helping students to overcome their negative perception
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Perception</th>
<th>SA</th>
<th>A</th>
<th>MA</th>
<th>D</th>
<th>SD</th>
<th>M</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It passes on the knowledge and skills necessary for utilizing library resources</td>
<td>25</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4.48</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>It improves the attitudes of the students towards the librarian and library ethics</td>
<td>20</td>
<td>25</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4.3</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>It familiarizes the users with every aspect of the library</td>
<td>23</td>
<td>21</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>4.28</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>It is a waste of students' precious time</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>26</td>
<td>1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>5</td>
<td>It develops the students’ academic talent</td>
<td>22</td>
<td>23</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4.34</td>
<td>Accepted</td>
</tr>
<tr>
<td>6</td>
<td>It introduces the students to the library system &amp; services</td>
<td>15</td>
<td>29</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>4.18</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>It inculcates the learning process of the students’</td>
<td>18</td>
<td>29</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4.3</td>
<td>Accepted</td>
</tr>
<tr>
<td>8</td>
<td>It provides assistance and guidance to the students</td>
<td>19</td>
<td>24</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>4.24</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>It increases the library usage</td>
<td>27</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4.48</td>
<td>Accepted</td>
</tr>
<tr>
<td>10</td>
<td>It creates library culture and promotes reading habit</td>
<td>18</td>
<td>21</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>4.12</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
25 respondents strongly agreed that LOP helps them to pass on the knowledge and skills necessary for utilizing library resources.

25 respondents agreed that LOP improves the attitudes of the students towards the librarian and library ethics.

29 of them agreed that LOP introduces the students to the library system & services and inculcates the learning process of the students’ and

27 of them strongly agreed that library orientation programme helps them to increases the library usage.

26 of them strongly disagreed that LOP is a waste of students’ precious time.
### Table 2
**Benefits Derived**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Benefits</th>
<th>VHL</th>
<th>HL</th>
<th>ML</th>
<th>LL</th>
<th>VLL</th>
<th>M</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am fully aware of the Library holdings, services &amp; facilities.</td>
<td>19</td>
<td>17</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>3.82</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>It has enabled me to follow the rules and regulations of the library.</td>
<td>17</td>
<td>25</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>4.18</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Through guided library tour I have gained exposure to various sections</td>
<td>15</td>
<td>23</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>4.02</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>I have gained easy access to the Librarian &amp; Library Staff.</td>
<td>17</td>
<td>26</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>4.16</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>I can now quickly locate documents in the library.</td>
<td>19</td>
<td>19</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>4.12</td>
<td>Accepted</td>
</tr>
<tr>
<td>6</td>
<td>I am able to retrieve documents using OPAC &amp; Access Tools</td>
<td>20</td>
<td>19</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>4.12</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>The programme was not at all beneficial to me.</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>14</td>
<td>24</td>
<td>1.94</td>
<td>Rejected</td>
</tr>
<tr>
<td>8</td>
<td>It has helped me to know the issue &amp; return procedures.</td>
<td>12</td>
<td>28</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>3.98</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>It has helped me to come out of fear</td>
<td>16</td>
<td>28</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>4.1</td>
<td>Accepted</td>
</tr>
<tr>
<td>10</td>
<td>I can now access the electronic / online resources effectively.</td>
<td>14</td>
<td>26</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>4.04</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
25 of them follow the rules and regulations of the library at high level

26 of them gained easy access to the Librarian & Library Staff at high level, 20 of them retrieve documents using OPAC & Access Tools at very high level

28 of them come out of fear and know the issue & return procedures at high level

26 of them access the electronic / online resources effectively at high level

24 of them expressed at very low level that the programme was not at all beneficial to them
Table 3
Ways of helping students to overcome their negative perception

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Ways</th>
<th>SA</th>
<th>A</th>
<th>MA</th>
<th>D</th>
<th>SD</th>
<th>M</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving enough time to library orientation Programme</td>
<td>12 (60)</td>
<td>28 (112)</td>
<td>8 (24)</td>
<td>2 (4)</td>
<td>0</td>
<td>4</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>Creating greater awareness and giving wide publicity by the library when the programme is organized</td>
<td>13 (65)</td>
<td>25 (100)</td>
<td>11 (33)</td>
<td>1 (2)</td>
<td>0</td>
<td>4</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Taking care that the programme does not affect regular classes</td>
<td>12 (60)</td>
<td>21 (84)</td>
<td>11 (33)</td>
<td>5 (10)</td>
<td>1 (1)</td>
<td>3.76</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>Avoiding too much of information given on a single session</td>
<td>14 (70)</td>
<td>16 (64)</td>
<td>15 (45)</td>
<td>5 (10)</td>
<td>0</td>
<td>3.78</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>Orientation at two levels (preliminary &amp; advanced)</td>
<td>16 (80)</td>
<td>21 (84)</td>
<td>8 (24)</td>
<td>3 (6)</td>
<td>2 (2)</td>
<td>3.92</td>
<td>Accepted</td>
</tr>
<tr>
<td>6</td>
<td>Not restricting the programme only to the first year students</td>
<td>11 (55)</td>
<td>18 (72)</td>
<td>15 (45)</td>
<td>5 (10)</td>
<td>1 (1)</td>
<td>3.66</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>The orientation programme not helping to change the negative perception</td>
<td>1 (5)</td>
<td>5 (20)</td>
<td>10 (20)</td>
<td>29 (29)</td>
<td>1.78</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Removing restrictions that hinder the learning process in the library</td>
<td>6 (30)</td>
<td>23 (92)</td>
<td>18 (54)</td>
<td>3 (6)</td>
<td>0</td>
<td>3.64</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>Changing the approach of the staff</td>
<td>5 (25)</td>
<td>26 (104)</td>
<td>11 (33)</td>
<td>4 (8)</td>
<td>4 (4)</td>
<td>3.48</td>
<td>Accepted</td>
</tr>
<tr>
<td>10</td>
<td>Extending the time for issue and return</td>
<td>29 (145)</td>
<td>11 (44)</td>
<td>6 (18)</td>
<td>4 (8)</td>
<td>0</td>
<td>4.3</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
✓ 28 respondents agreed that giving enough time to library orientation programme.

✓ 25 respondents agreed that creating greater awareness and giving wide publicity by the library.

✓ 26 respondents agreed that changing the approach of the staff.

✓ 29 respondents strongly agreed that extending the time for issue and return helping students to overcome their negative perception.

✓ 29 respondents strongly disagreed that the orientation programme not helping them to change the negative perception.
Major Findings of the Study

- 25 respondents strongly agreed that library orientation programme helps them to passes on the knowledge and skills necessary for utilizing library resources.

- 29 respondents agreed that LOP introduces the students to the library system & services and inculcates the learning process of the students.

- 27 respondents strongly agreed that LOP helps them to increases the library usage.

- 26 respondents strongly disagreed that is a waste of students’ precious time.

- 25 respondents follow the rules and regulations of the library at high level.
20 respondents retrieve documents using OPAC & Access Tools at very high level.

24 respondents expressed at very low level that the programme was not at all beneficial to them.

23 respondents gained exposure to various sections, 26 of them gained easy access to the Librarian & Library Staff.

28 respondents come out of fear and know the issue & return procedures and 26 of them access the electronic / online resources effectively at high levels.

28 respondents agreed that giving enough time to library orientation programme.
25 respondents agreed that LOP creating greater awareness and giving wide publicity by the library.

21 respondents agreed that LOP does not affect regular classes, 21 of them that the orientation at two levels.

23 respondents agreed that removing restrictions that hinder the learning process in the library, 26 of them that changing the approach of the staff.

29 respondents strongly agreed that extending the time for issue and return helping students to overcome their negative perception.

29 respondents strongly disagreed that the orientation programme not helping them to change the negative perception.
Suggestions & Recommendations

- In the digital environment, Librarians have a greater responsibility in finding out a new and suitable method to train the students in seeking information.

- Introducing a broad-base course structure on Library Use and Information Literacy and other related forms of literacy like Computer literacy, Internet literacy, Media literacy and Digital literacy will be fruitful.

- The above course is to be administered successively at the Undergraduate and at the Post-graduate levels and also in the Pre-university College Libraries.

- So that when the students enter the Graduate and Post-graduate courses they will have the required basic knowledge in using the libraries.
Summary and Conclusion

The result of the study indicates the following:

- The orientation programme increases the library usage and enables the users to understand and follow the rules and regulations of the library.
- Immense benefits have been derived through the orientation programme.
- The users expect extension of the time of issue and return for the greater benefit of the users.
- The study also shows that the orientation programmes is not waste of the precious time of the students and but has helped change their negative perceptions of the library and the library staff.
THANK YOU