IMPACT OF LIBRARY ORIENTATION PROGRAMME ON INFORMATION RESOURCE SEARCHING BEHAVIOR OF HJCE STUDENT TEACHERS: A STUDY

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Abstract: The main objective of conducting this study was to analyze the impact of library orientation programme on information resource searching behavior of the student teachers. This paper is an outcome of information literacy activity conducted at H.J. College of Education library in the library orientation programme. Survey method was used for conducting this study. A structured questionnaire during pre and posttest was distributed for collecting the responses of the users. Total 100 questionnaires were distributed and all respondent's responses were received back from the student teachers. Activity conducted for pre and posttest was searching the information resource listed in the questionnaire during pre and post sessions of the library orientation programme. The activity was supported with library orientation as information literacy programme. Prime purpose of this activity was to orient and educated student teachers to the library and searching techniques for needed information in different manner.

Keywords: Information Literacy, Library Orientation, Information Resources, Information Searching Behavior

1.0 Introduction

Library is considered as the heart of an educational institute which play an active role in satisfying the information needs of the users by providing access to latest knowledge available in the world. Now a day the concept of library has changed from information resources store keeper to the information access provider because of the emergence internet, google and digital technologies. Libraries have become information agent from its owner. Traditional method of visiting library for reading library material has shifted to availability of library to 24/7. In terms of collection digital resources are taking place of print resources. These change in format of the library creates a demand for user education to educate them in searching the required information quickly, efficiently and effectively. Therefore, library professional conducts various information literacy activities such as library orientation programme, user education workshops, training programmes for users for improving their skills in searching required information. These type of programmes helps users to learn how to search needed information in short span of time by using various searching techniques.

Library orientation is one of the Information literacy programme for educating library users with the aim to orient users to the library sections, type of collection, tricks and tips for locating the source of information on the shelf or on the web for e-resources. It is conducted or implemented in various ways depending upon the type of users and the type of library. It can be in the form of a visit to the library, introduction in small group sessions, individual instructions, computer assisted instructions or combination of various methods. These type of programmes are also conducted to attract the users to the library. Now a days ILP have become prime important aspect of libraries due to vast availability of information i.e. information explosion in scientific words, less time with users which results in lacking the patience for searching the required information with peaceful mind, curious users for quick results, fast life with lots of targets having less time has created the need for such type user education programmes to save valuable time, money and energy of library users.

Definitions of the Information Literacy are as following,

1.1 Business Dictionary define Information Literacy as,

Ability to define problems in terms of their information needs, and to apply a systematic approach to search, locates, apply, and synthesize the information and evaluate the entire process in terms of effectiveness and efficiency.

1.2 Chartered Institute of Library Information Professionals (CILIP) define Information Literacy as,

"Knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner."

1.3 American Library Association define Information Literacy as,

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

1.4 About HJCE Library

It was established in 1969 with foundation of the institution having a rich collection of 18770 books, 1023 other resources which includes bound and back volumes, thesis, dissertations, research projects, laminated photographs, cd's, CAI packages. Library subscribes to 26 national and international periodicals; 9 newspapers are prime arrival of the library; NLIST is subscribes and accessed by student teachers and teacher educators for e-books and e-journals. Library OPAC is available on the college website. Library has 125 registered members and it remains open from 10:30 AM to 5:30 PM on all from Monday to Saturday except public holidays. Library conducts various information literacy activities for attracting users to the library which starts from library orientation at the beginning of the academic year followed by book exhibitions, new arrivals books display, periodicals display, display of current journal and newspaper article, theme based displays, etc.

Library orientation programme was conducted for H.J.C. E. Student teachers. Students were divided into two groups. Library orientation of students was done with the help of PPT and one activity. Activity conducted was searching the information resource listed in the questionnaire and writing the bibliographical details against the question. For searching e-book and e-journal wifi facility was provided to student teachers for the using mobile. Some students used computer lab and the library user computers for searching e-books and e-journals. A structured questionnaire was distributed for this activity to the student teachers and they were asked to search the relevant information resource from the library. After the end of the activity pretest responses were collected and they were introduced to the library with the power point presentation and a visit to each section of the library. Detailed explanation about each section was given to students and again posttest questionnaire was distributed for searching and writing the answers. Responses of posttests were collected and both the responses were studied and analyzed thoroughly by the researcher. Feedback after the session was taken and students liked the activity very much as it gave an inner experience about each section, collection and aspect of the library.

2.0 Objectives of the Study

The objectives of the study are to:

1. To study the effectiveness of library orientation program on information resources searching behavior of student teachers.
2. To understand the level of knowledge of students about various information resources available.
3. To study the confidence level of student teachers in information resource searching after implementation of library orientation program.
4. To assess the feedback of student teachers about the effectiveness of the library orientation program.
5. To inculcate the searching techniques in students.
6. To study the impact of information literacy activity on students searching behavior.
7. To analyze the difference of awareness of students after the user education programme about library resources.
8. To observe the searching behavior of students related with required information.
9. To observe the technique used for searching the resources available in the library.
10. To study the confidence level after the implementation of ILP amongst users.

3.0 Hypotheses of the study

Hypotheses of the study are to:

1. There is no significant difference among different users with regards to collection of the library
2. There is no significant difference among different users with regard to purpose of library orientation
3. There is no significant difference between users with regards to the information literacy programme conducted
4. There is no significant difference between the users and the collection arrangement
5. There is no significant difference in degree of understanding of users and the information literacy programme conducted
6. There is no significant difference between collection and academic background of the student
7. There is no significant difference between the collection and the academic background of the users.
8. There is no significant difference between arts, commerce and science background students

4.0 Review of Literature

Abdulwahab Olanrewaju Issa, Amusan Blessing and Umma Dauda Daura (2009) carried out a study on titled **"Effects of Information Literacy Skills on the Use of E-Library Resources among Students of the University of Ilorin, Kwara State, Nigeria".** The purpose of the study was to analyses of effect of information literacy skills on use of e-library resources. The study resulted the findings that most of the students lack in using the e-resources as they are not able to use it due to lack of information literacy skills.

Prakash Bhairu Bilawara and Shamprasad M. Pujarb (2016) conducted a study entitle **"Impact of e-information literacy on information seeking behavior of university teachers"**. The objective of the study was study the impact of e-information resources on research and teaching activities of university teachers. The study revealed the results of its impact gender wise, afcult wise, designation wise considering their confidence level into account. Study focused that awareness about e-information literacy should be done to make users aware about searching skills.

Zohreh Karimi, Hasan Ashrafi-rizi, Ahmad Papi, Leila Shahrzadi, and Akbar Hassanzadeh(2015) conducted a survey on **"Effect of information literacy training course on information literacy skills of undergraduate students of Isfahan University of Medical Sciences based on ACRL standards".** Study was based on semi experience, pre and posttest based survey method. Study showed the result that information literacy training programme increased the ability to access the information.

Jessy A, Shivananda Bhat and Mahabaleshwara Rao (2016) conducted a case study on **"Manipal UniversityAssessing the Effectiveness of Information Literacy Instruction Program: Pre and Post Evaluation Case Study"**. The aim of conducting the study was to assess the awareness of the students about types of resources available in the library. Conclusions made were that there should active participation of librarian with faculty for imparting information searching skills among the students.

Iqbal Singh Brar (2015) conducted a study on **"Digital Information Literacy among Health Sciences Professionals: A Case Study of GGS Medical College, Faridkot, Punjab, India".** Objective of the study was to recognize the e-resources needed by users, IT skills needed by library professionals for its management and searching techniques used by users for searching these resources.

5.0 Scope

The present has been taken to understand the awareness level of the HJCE student teachers about the various information resources available for them in the library and study the of impact of information literacy progarmme on students searching behavior. Survey method with pre and posttest technique was used for collecting the data from the student teachers A structured questionnaire to 100 students was distributed and all the respondents gave their responses effectively. General observations were also done during the activity to understand the knowledge of users about resources available in the library. Questionnaire was distributed twice that is before and after the information literacy programme. Data collected was analyzed with the use of mean calculation and excel.

6.0 Data Analyses

Table 1 –Background of Users W.R.T Degree in Graduation

Information Resource	Students (%)
B.A	40
B.Com	32

B.Sc	28

Table 1 shows the academic background of the respondents. 40% of the students are from Arts background, 32% from Commerce and 28% from Science background.

Table 2–Knowledge of Library Resources before ILP

Information Resource	Pre Test Result (%)
Dictionary	100
Encyclopaedia	56
Practice Teaching Reference Books	42
Journal	30
Bound Volume	16
Newspaper	100
Pedagogy of School Subject	22
Research Books	50
Thesis	24
Dissertation	26
E-Book	85
E-Journals	67

Table2 shows the respondents knowledge about library resources before conducting library orientation programme. 100% students are aware bout newspapers and dictionaries, followed by e-books 85% and encyclopedias 56%, 67% about e-journals. % of awareness goes down in the line of research books, PT reference books, thesis, dissertations, bound volumes and journals up to 16%.

Table 3 – Comparison of Pre Test Results with Academic Background of Students

Information Resource	B. A.	B. COM	B. SC
Dictionary	100	100	100
Encyclopaedia	47.5	26.78	25.72
Practice Teaching Reference Books	35.72	33.33	30.95
Journal	26.67	33.33	40
Bound Volume	31.25	31.25	37.50
Newspaper	100	100	100
Pedagogy of School Subject	36.37	22.73	40.90
Research Books	34	24	42
Thesis	29.17	33.33	37.5
Dissertation	34.62	38.46	26.92
E-Book	32.94	30.59	36.47
E-Journals	41.79	26.87	31.34

Table 3 shows knowledge of students about information resources taken in pretest of the study w.r.t. their academic background. It explains that 100% students are aware about newspapers dictionaries, awareness

percentage goes down in case of other resources. It also depicts that the percentage has increased compared to pretest results.

Table 4 – Knowledge of the Library Resources After ILP

Information Resource	Post Test Result (%)
Dictionary	100
Encyclopaedia	90
Practice Teaching Reference Books	92
Journal	88
Bound Volume	80
Newspaper	100
Pedagogy of School Subject	84
Research Books	86
Thesis	76
Dissertation	82
E-Book	100
E-Journals	100

Table 4 shows that result of awareness of about resources has increased for after the implementation of ILP. It has increased to more than 90% in case encyclopedias and practice teaching reference books. Its ha increased to more than 80% in case of journals, bound volume, pedagogy of school subject, research books and dissertations.

Table 5 – Comparison of Post Test Results with Academic Background of Students

Information Resource	B.A	B.Com	B. Sc
Dictionary	100	100	100
Encyclopaedia	40	33.33	26.67
Practice Teaching Reference Books	41.30	31.53	27.17
Journal	39.78	34.09	26.14
Bound Volume	47.5	30	22.5
Newspaper	100	100	100
Pedagogy of School Subject	41.67	30.95	28.57
Research Books	43.02	29.07	27.90
Thesis	42.10	30.26	27.63
Dissertation	40.24	31.71	28.05
E-Book	100	100	100
E-Journals	100	100	100

Table 5 shows comparison of post test results w.r.t. academic background of students.

Table 6 – Difference Between Pre and Post Results

Information Resource	Post Test Result (%)

Dictionary	0
Encyclopaedia	34
Practice Teaching Reference Books	50
Journal	58
Bound Volume	64
Newspaper	0
Pedagogy of School Subject	62
Research Books	36
Thesis	52
Dissertation	56
E-Book	0
E-Journals	33

Table 6 shows the difference after implementation of ILP on information resource searching behavior of students. It shows that searching behavior of students has increased from 30% to 65% in searching the resources of the library.

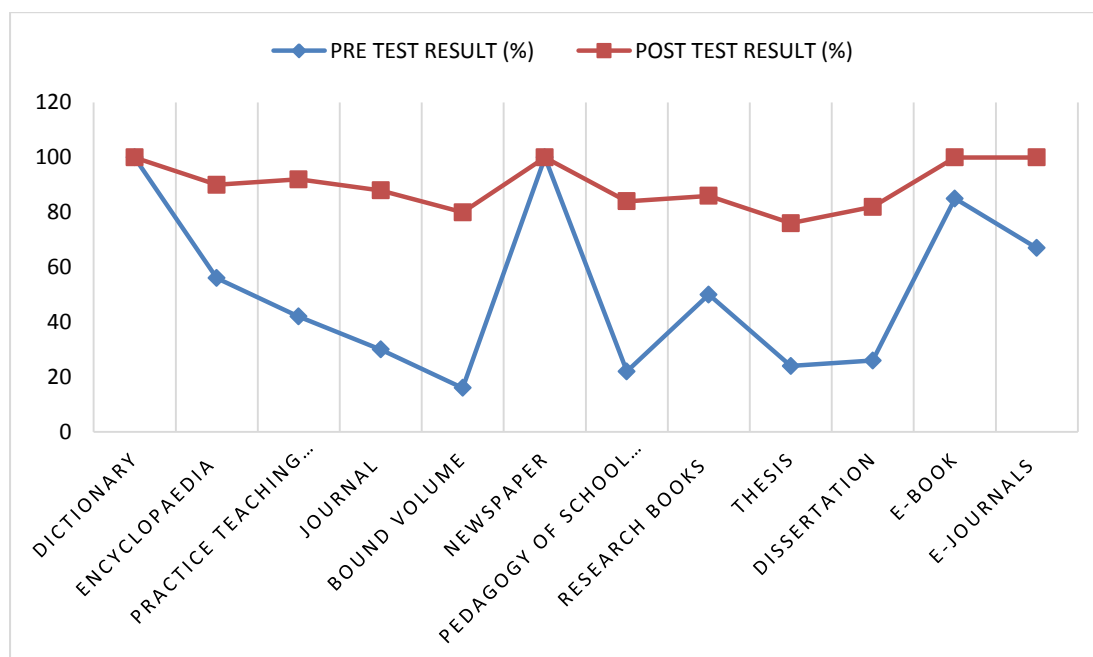**Figure 1 – Bar Graph Showing Pre and Post Results**

Figure 1 shows the increase in the searching information resources of student teachers is higher than pres test after implementation of information literacy progarmme

Table 7 – Mean Difference of Pre and Post Results

Information Resource	Total	Mean
Pre Test Result (%)	618	51.5
Post Test Result (%)	1078	89.83

Difference (Pre & Post) %	430	38.83

Table 7 shows 618 library resources could be located in front of 1200 resources target, which increased to 1078 in posttest showing the increase of 430. Mean difference of pretest is 51.50 which has increased to 89.83 in posttest showing the difference of 38.83.

7.0 Summary of the Findings:

1. All students are aware about newspapers, dictionaries as information resource and could locate it easily.
2. Majority of students' teachers are aware about ebooks and encyclopedias.
3. More than 50% students are aware about encyclopedias and research books
4. Very less students are aware about the dissertation, thesis, bound volume, journals and pedagogy of school subjects as information resource.
5. There is a good range of increase in the awareness of library resources after conducting the information literacy programme.
6. Study shows that the percentage of awareness of library information resources has increased to 80-90 %.
7. Mean has also increased from 51.5 of pretest to 89.836 of post, which shows
8. There a difference of 38.83 in pre and post test results of mean calculated
9. Study shows that user education programmes helps in enhancing the searching skill for the required information

8.0 Suggestions:

1. ILP should be arranged to create awareness among the library users to understand them about collection available in the library.

2. Training programmes of how to search resources in the library should be done for users improve information retrieval capacity of them.
3. ILP should be conducted to improve the confidence level of the users
4. ILP should be conducted to attract the users to the library as to optimize its use
5. These type of programmes can be used for marketing the library services which in turn can optimize the use of the library
6. These type of programmes provides friendly environment and makes user comfortable in the library, therefore library staff should try to educate user whenever it is observed that they are not able to get required
7. ILP should be conducted online for users who don't visit the library for online resources

9.0 Conclusion:

From the present study, it can be concluded that ILP helps to increase the information retrieval process very quickly and are very useful for the users for knowing resources available for the users. Information literacy programme helps users in becoming literate in searching the required information. Its saves the valuable time of users in searching the required information effectively and efficiently. It enhances users to conduct better research, improve information discovery skills, improve evaluation of information skills and develop critical thinking skills through deeper learning.

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