SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

(SLADS) - BAGAMOYO

RESEARCH REPORT

AN ASSESSMENT OF THE LIBRARY ORIENTATION PROGRAM FOR NEW LIBRARY USERS: A CASE STUDY OF THE SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES (SLADS), BAGAMOYO

BY

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A Research Report Submitted at the School of Library, Archives and Documentation Studies (SLADS) in Partial Fulfillment of the Requirements for the Ordinary Diploma in Library and Information Management.

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the School of Library, Archives and Documentation Studies a research report entitled “An Assessment of the Library Orientation Program for New Library Users: A Case Study of the School of Library, Archives and Documentation Studies (SLADS), Bagamoyo” in partial fulfilment of the requirements for the award of the Ordinary Diploma in Library and Information Management.

Signature_____

Mrs. Kilongola

(Supervisor)

Date: .....

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DECLARATION AND COPYRIGHT

I, BRITEN ZEFANIA, declare that this Report is my own original work and that it has not been presented and will not be presented to any other institution for a similar or any other award.

Signature: _____

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I would like to give thanks to the Mighty God for granting me good health, strength and guidance throughout the period of undertaking this study, from the data collection stage up to the analysis and presentation of this research report.

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DEDICATION

This work is dedicated to the Mighty God for His protection, guidance and good health throughout the period of this study. It is also sincerely dedicated to my beloved family, especially my parents, for their support, encouragement and prayers, both morally and spiritually.

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LIST OF ABBREVIATIONS

SLADS - School of Library, Archives and Documentation Studies

NTA - National Technical Award

ICT - Information and Communication Technology

TLSB. - Tanzania Library Service Board

ACRL - Association of College and Research Libraries

ALA - American Library Association

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ABSTRACT

This study Assessed the Library Orientation Program for new library users at the School of Library, Archives and Documentation Studies (SLADS), Bagamoyo. The study was guided by one general objective, namely to assess the library orientation program for library and information seeking skills at SLADS, and four specific objectives focusing on the timing of conducting the orientation program, the skills provided to library users during orientation, the challenges facing the library in providing orientation programs, and strategies to overcome these challenges.

The study adopted a descriptive research design. A sample of 25 respondents, comprising 23 students and 2 librarians, was involved through questionnaires, interviews and observation. All 25 respondents participated, giving a response rate of 100 percent. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages, presented in tables and figures, while qualitative data from interviews were analyzed using content analysis.

The findings revealed that library orientation at SLADS is conducted mainly at the beginning of the academic year, with fewer number of refresher sessions offered during the semester. The study further revealed that orientation equips students with essential skills such as library rules, searching skills, borrowing procedures, information literacy, and reference services. However, the program is constrained by limited time, large numbers of participants, inadequate facilities, and information overload, which reduce its overall effectiveness.

The study recommends that SLADS library management should increase the duration of orientation programs, improve library facilities, prepare and distribute user guides, improve student participation, and adopt modern teaching technologies, in order to strengthen the orientation program and better support new library users.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study which includes the general and specific objectives, research questions, scope of the study, and limitations of the study. These sections provide the foundation for understanding the purpose and direction of the research.

In higher education, library orientation programs play a vital role in helping new students become familiar with the resources, services, and learning environments that support their academic success (Oakleaf, 2020). For students entering the School of Library, Archives, and Documentation Studies (SLADS) in Bagamoyo, understanding how to access and use library services effectively can influence not only their academic performance but also their long-term professional development. SLADS operates a single physical library that serves as the central hub for student conduct research, study, and information access. Although the library offers essential print collections and reading area, only digital service available is internet access provided through a shared Wi-Fi network. Given these constraints, new students may encounter challenges in accessing electronic resources and navigating library systems that are increasingly digital in mainstream academic settings (Muneja & Mushi, 2023).

Despite the importance of orientation, there is limited research on how effectively SLADS's library orientation program prepares new users to utilize the full range of available resources (Okafor, 2024). This study aims to investigate the design, implementation, and outcomes of the library orientation program for new user(students) at SLADS, exploring how it influences their learning, information-seeking skills, and overall academic integration.

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1.2 Background of the Study

In Africa, the development of library orientation programs is closely associated with the expansion of higher education institutions across the continent. After many African countries gained independence, governments invested in universities and colleges to promote education and national development. As higher education institutions expanded, academic libraries also improved their services and introduced orientation programs for new students. These programs help students become familiar with the library environment, understand how information resources are organized, and learn how to search for and use library materials effectively. According to Julien, Gross, and Latham (2018), library orientation programs play an important role in improving students' information literacy skills and supporting academic success in universities. Similarly, Corrall and Sen (2019) state that orientation programs help students understand how to use library resources and services effectively.

In Tanzania, the development of library services and user orientation programs is linked to national efforts to improve access to education and information after independence in 1961. The government established the Tanzania Library Services Board (TLSB) through the Tanzania Library Services Board Act No. 6 of 1975 to promote and coordinate library services across the country. Academic libraries in universities and training institutions have since organized library orientation sessions for new students to introduce them to library facilities, borrowing procedures, and methods of locating books and other information materials. According to the Tanzania Library Services Board (2022), academic libraries play a crucial role in supporting learning and research by providing guidance on how to access and use information resources effectively. In addition, Oakleaf (2020) explains that orientation programs help students acquire the basic skills needed to access and utilize information resources for academic work.

At the institutional level, the School of Library, Archives and Documentation Studies (SLADS) in Bagamoyo provides professional training in library and information science, records management, and archives administration. The SLADS library serves as a learning resource center for students and staff by providing access to various information resources

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that support teaching and learning activities. Like many academic libraries, the SLADS library conducts orientation programs for newly enrolled students to introduce them to library services, facilities, and the organization of library materials. According to Head (2020), orientation programs help students become familiar with library services and improve their ability to use information resources effectively.

Since the SLADS library largely operates as a traditional library where most resources are available in printed form, library orientation programs play a crucial role in helping students understand how to locate books on shelves, use catalogues, and follow borrowing procedures. Orientation sessions also help students develop essential information-seeking skills such as identifying relevant information sources and locating materials within the library. According to the Association of College and Research Libraries (2016), information literacy training enables students to identify, locate, evaluate, and use information effectively for academic purposes.

Therefore, assessing the effectiveness of the library orientation program at SLADS is important to ensure that new library users are able to use the library effectively and benefit from the available information resources.

1.3 Statement of the Problem

Despite the presence of orientation programs, some students still experience difficulties in locating library materials, understanding library classification systems, and using library resources effectively. At SLADS library in Bagamoyo, where most resources are available in printed form and digital services are limited to Wi-Fi internet access, students need adequate orientation to develop the necessary library and information seeking skills (Alemna, Chifwepa, & Rosenberg, 2022).

Therefore, it is important to assess whether the library orientation program conducted at SLADS effectively helps new library users develop the skills required to use library resources.

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1.4 Objectives of the Study

1.4.1 General Objective

To assess the library orientation program for library and information seeking skills at SLADS library in Bagamoyo.

1.4.2 Specific Objectives

1. To examine the timing of conducting library orientation programs.

2. To examine the skills provided to library users during the orientation program.

3. To find out the challenges facing the library in providing orientation programs to library users.

4. To find out strategies to overcome challenges for improvement.

1.5 Research Questions

1. What is the timing used for conducting library orientation programs at SLADS library?

2. What skills are provided to library users during the orientation program?

3. What challenges does the library face in providing orientation programs to users?

4. What strategies can be used to overcome the challenges and improve the orientation program?

1.6 Scope of the Study

This study focuses on assessing the library orientation program for new library users at SLADS library in Bagamoyo. The study will examine the timing of orientation programs, the skills provided to users during orientation, the challenges faced by the library in conducting orientation programs, and strategies for improving the orientation services.

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1.7. Limitations of the Study

The study may face some limitations such as limited time for conducting the research and possible unavailability of some respondents during data collection. In addition, the study will focus only on SLADS library in Bagamoyo; therefore, the findings may not represent all academic libraries in Tanzania.

1.8. Significance of the Study

This study is important because it will help to evaluate the effectiveness of the library orientation program provided to new library users at SLADS library in Bagamoyo. The findings of the study will help librarians understand whether the current orientation program provides adequate skills for students to access and use library resources effectively.

The study will also help identify challenges that affect the implementation of library orientation programs at SLADS. By identifying these challenges, the study may help the institution develop appropriate strategies to improve the orientation program and enhance the quality of library services.

Furthermore, the study will contribute to academic knowledge in the field of library and information science by providing information about the importance of library orientation programs in academic institutions. The results of the study may also serve as a reference for future researchers who may conduct similar stud

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CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews literature related to the library orientation program for new library users. The review focuses on the research objectives of the study which include the timing of conducting library orientation programs, the skills provided to library users during orientation, the challenges facing libraries in providing orientation programs, and strategies for improving library orientation services. The purpose of this chapter is to provide theoretical and empirical understanding of the study topic and to identify gaps that the current study intends to address (Kothari & Garg, 2019).

2.2. Timing of conducting library orientation programs

Library orientation programs are commonly conducted at the beginning of the academic year when new students join higher learning institutions. The main purpose of conducting orientation during this period is to introduce students to the library environment and help them become familiar with available information resources and services. Orientation sessions provide guidance on how to access library facilities, search for information materials, and understand library rules and procedures. Proper timing of orientation programs is important because it allows students to develop the necessary skills for using library resources early in their academic studies. According to Heidi Julien, Melissa Gross, and Don Latham (2018), early exposure to library orientation programs helps students understand how to locate and use library materials effectively.

According to Julien, Gross, and Latham (2018), many academic libraries organize orientation programs during the first weeks of the academic semester to ensure that new students understand how to locate and use library materials effectively. Early orientation helps students develop confidence in using library services and encourages them to utilize library resources for their academic work.

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Similarly, Oak leaf (2020) explains that the timing of library orientation programs plays a significant role in improving students' information literacy skills. When orientation sessions are conducted at the beginning of the academic year, students are able to apply the knowledge gained during the orientation in their coursework and research activities.

However, some studies indicate that conducting orientation only once at the beginning of the academic year may not be sufficient for students to fully understand library services. Coral and Sen (2019) suggest that libraries should consider conducting continuous orientation sessions or refresher training programs throughout the academic year to reinforce students' understanding of library services and information searching skills.

Therefore, the timing of conducting library orientation programs is an important factor that determines the effectiveness of the program. Libraries need to plan orientation sessions at appropriate times to ensure that new users gain the necessary knowledge and skills for using library resources effectively.

2.3. Skills provided to library users during orientation programs

Library orientation programs are designed to equip new users with essential skills that enable them to access, evaluate, and use information resources effectively. These skills are particularly important for students in higher learning institutions because they support academic research, independent learning, and the effective use of library services. Through orientation programs, students are introduced to the library environment and guided on how to locate, retrieve, and utilize available information resources for their academic work. According to Association of College and Research Libraries (2016), library orientation and information literacy programs help students develop the ability to identify their information needs and use appropriate sources effectively. In addition, Heidi Julien, Melissa Gross, and Don Latham (2018) explain that library orientation programs play a significant role in helping students develop information literacy skills that support academic success. Therefore, orientation programs are important in enabling students to become competent and independent users of library resources.

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One of the important skills provided during library orientation programs is the ability to identify information needs. Students are taught how to recognize the type of information they require for their academic work such as assignments, projects, and research activities. Understanding information needs helps students to determine the appropriate sources that can provide the required information. According to the Association of College and Research Libraries (2016), identifying information needs is the first step in the information literacy process because it enables learners to search for relevant information efficiently.

Another important skill provided during orientation programs is information searching skills. Library users are trained on how to search for information using different library tools and resources. This may include the use of library catalogues, indexes, and classification systems to locate books and other information materials. In many academic libraries, orientation programs teach students how to search for books using catalogue systems and how to interpret call numbers that help them locate materials on library shelves. These skills are essential for helping students access library resources independently without relying heavily on library staff (Julien, Gross, & Latham, 2018).

Library orientation programs also provide students with important skills for locating materials within the library. In traditional libraries where most resources are available in printed form, students need to understand how books and other information materials are organized on library shelves. During orientation sessions, students are introduced to the library classification systems used to arrange materials systematically. These skills are essential because they help students locate and retrieve the required materials easily and efficiently for their academic work. According to Heidi Julien (2018), library instruction programs help students develop practical skills for locating and using library materials effectively.

In addition, library orientation programs provide skills for using library facilities and services. Students are introduced to various services provided by the library such as borrowing and returning materials, reference services, reading areas, and internet access facilities. They are also informed about library rules and regulations including borrowing procedures, loan periods, and the proper use of library facilities. Understanding these

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services helps students use the library responsibly and maximize the benefits of available resources (Head, 2020).

Another key skill provided during orientation programs is the ability to evaluate information sources. In academic environments, students are expected to use reliable and credible sources of information in their research work. Library orientation programs therefore teach students how to assess the quality and reliability of information sources. Students learn how to distinguish between scholarly materials such as academic books and journals and other less reliable sources. According to Head (2020), the ability to evaluate information sources is an essential component of information literacy because it helps students avoid using inaccurate or misleading information in their academic work.

Library orientation programs also provide skills for using reference materials. Reference materials such as dictionaries, encyclopedias, and indexes are important sources of background information. During orientation sessions, students are introduced to these materials and shown how to use them effectively when conducting research or seeking quick information. These materials are particularly useful for gaining basic understanding of a subject before conducting deeper research (Julien, Gross, & Latham, 2018).

In some institutions, library orientation programs also introduce students to basic digital information skills. Although some academic libraries still rely mainly on printed resources, digital tools such as online databases and internet resources are becoming increasingly important in academic learning. Orientation programs therefore include training on how to access electronic information resources, use search engines effectively, and evaluate online information sources. These skills help students utilize digital information resources available through the internet and improve their ability to conduct academic research. According to Alison J. Head (2020), digital information literacy skills are essential for students to effectively locate and evaluate information in modern academic environments.

Another important component of orientation programs is research skills development. During orientation sessions, students are introduced to the basic steps involved in the research process. They learn how to identify research topics, select appropriate information

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sources, and organize the information they collect for academic assignments and research projects. Through demonstrations and guidance from librarians, students are able to develop systematic approaches to academic research and information seeking. According to Association of College and Research Libraries (2016), information literacy instruction helps students develop research skills necessary for identifying, accessing, and using information effectively.

Overall, the skills provided during library orientation programs are essential in helping students become effective and independent users of library resources. By learning how to identify information needs, search for information, evaluate sources, and use library services effectively, students are better prepared to conduct academic research and support their learning activities. Therefore, library orientation programs play a crucial role in promoting information literacy and improving the academic success of students in higher learning institutions. According to Megan Oakleaf (2020), well-designed library orientation and instruction programs significantly contribute to students' academic performance and information literacy development.

2.4. Challenges facing libraries in providing orientation programs

Library orientation programs are important in helping new users understand how to use library resources and services effectively. These programs introduce students to the organization of the library, available resources, and information searching skills that support academic learning. However, despite their importance, many libraries face several challenges when implementing orientation programs, which may affect the effectiveness of the training and limit the ability of students to benefit fully from library services. According to Heidi Julien (2018), various institutional and resource-related challenges can affect the successful delivery of library instruction and user education programs.

One of the major challenges facing libraries in providing orientation programs is the limited time allocated for orientation sessions. In many academic institutions, orientation is conducted within a short period at the beginning of the academic year, which may not be sufficient for librarians to explain all library services and procedures in detail. As a result,

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some students may not fully understand how to use library resources effectively. According to Megan Oakleaf (2020), inadequate time for library instruction can reduce the effectiveness of orientation programs because students may not receive enough practical training in information searching skills.

Another common challenge is the inadequate number of library staff to conduct orientation programs. In some institutions, libraries operate with a limited number of librarians who are responsible for performing multiple duties such as circulation services, cataloging, and reference assistance. This situation can make it difficult to organize comprehensive orientation sessions for all new students. According to Sheila Corrall (2019), staff shortages in academic libraries can affect the delivery of user education programs and reduce the effectiveness of library services.

Limited resources and facilities also present a significant challenge in providing effective library orientation programs. Some libraries lack sufficient teaching materials, training rooms, or technological equipment required to support orientation activities. For example, the absence of projectors, computers, or other instructional tools may make it difficult for librarians to demonstrate how to search for information resources. According to Alison J. Head (2020), the availability of adequate learning resources and technological tools is essential for improving the effectiveness of information literacy training programs.

Another challenge is the low participation of students in orientation programs. In some cases, students may fail to attend orientation sessions due to lack of awareness, lack of interest, or conflicts with other academic activities. When students do not participate in orientation programs, they miss the opportunity to learn important skills related to the use of library resources and services. According to Melissa Gross (2018), student engagement is a critical factor that influences the effectiveness of library instruction programs.

Libraries may also face the challenge of handling large numbers of students during orientation sessions. In institutions with many new students, it may be difficult for librarians to provide detailed explanations and individual assistance to all participants. Large groups may limit interaction between librarians and students, making it difficult for

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students to ask questions or seek clarification. According to Heidi Julien (2018), large class sizes in library instruction sessions can reduce the level of interaction and effectiveness of training activities.

Another challenge affecting orientation programs is the lack of continuous training opportunities. In many institutions, orientation programs are conducted only once at the beginning of the academic year. However, students may forget some of the information provided during the session or may require additional guidance later in their studies. According to Megan Oakleaf (2020), continuous information literacy instruction is important for reinforcing students' understanding of library services and research skills.

Furthermore, financial constraints may also affect the implementation of library orientation programs. Limited funding may reduce the availability of training materials, technological resources, and staff development opportunities required to support effective orientation sessions. According to Sheila Corrall (2019), financial limitations can significantly affect the quality of academic library services and user education programs.

Overall, these challenges highlight the difficulties libraries face when implementing orientation programs for new users. Addressing these challenges requires proper planning, adequate resource allocation, and collaboration between librarians and academic staff to ensure that orientation programs effectively support students' learning and information literacy development. According to Alison J. Head (2020), improving the quality of information literacy programs can significantly enhance students' ability to access and use academic information resources.

2.5. Strategies for improving library orientation programs

Library orientation programs play an important role in helping new users understand how to access and use library resources effectively. These programs introduce students to library services, information resources, and the skills needed for academic research. However, due to challenges such as limited time, inadequate resources, and low student participation, libraries need to adopt effective strategies to improve the quality and effectiveness of orientation programs. Implementing appropriate strategies can help ensure that students

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acquire the necessary knowledge and skills required to use library resources successfully. According to Megan Oakleaf (2020), effective library instruction programs contribute significantly to students' academic success and information literacy development.

One important strategy for improving library orientation programs is allocating sufficient time for orientation sessions. In many institutions, orientation programs are conducted within a very short period, which may limit librarians' ability to provide detailed explanations and practical demonstrations. By allocating adequate time for orientation activities, librarians can ensure that students clearly understand how to search for information, use library resources, and follow library procedures. According to Heidi Julien (2018), adequate instructional time is necessary for effective library instruction and information literacy training.

Another strategy is the use of interactive teaching methods during orientation programs. Instead of relying only on lectures, librarians can incorporate teaching methods such as practical demonstrations, group discussions, and hands-on activities. These approaches encourage students to actively participate in the learning process and practice the skills they are taught. Interactive learning methods help students better understand library services and information searching techniques. According to Sheila Corrall (2019), active learning strategies improve students' engagement and effectiveness of library instruction programs.

Libraries can also improve orientation programs by organizing library tours for new users. Library tours allow students to become familiar with the physical layout of the library and the location of important sections such as circulation desks, reference sections, reading areas, and computer laboratories. Through guided tours, students gain practical understanding of where and how to access library resources and services. According to Alison J. Head (2020), practical demonstrations and guided experiences help students gain confidence in using library services.

Another important strategy is the development of user education materials such as brochures, library guides, posters, and handbooks. These materials provide clear

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instructions on how to use library services, search for information resources, and follow library rules and regulations. Students can refer to these materials whenever they require additional guidance after attending orientation sessions. According to Association of College and Research Libraries (2016), supporting materials enhance students' understanding of information literacy skills and reinforce the knowledge gained during instruction sessions.

Libraries can also improve orientation programs by conducting continuous training sessions throughout the academic year. Instead of providing orientation only once at the beginning of the semester, libraries can organize follow-up sessions or refresher training programs. These sessions allow students to review important information and gain deeper understanding of library services and information searching skills. According to Megan Oakleaf (2020), continuous information literacy instruction helps reinforce students' research skills and improves their academic performance.

Another effective strategy is collaboration between librarians and academic staff. When librarians work closely with lecturers and other academic staff, library orientation programs can be integrated into academic courses. This approach allows students to learn information literacy skills as part of their coursework and apply these skills directly to assignments and research projects. According t**o** Sheila Corrall (2019), collaboration between librarians and faculty improves the effectiveness of library instruction programs.

Furthermore, encouraging student participation and collecting feedback after orientation sessions can help libraries improve the quality of future programs. Feedback from students allows librarians to identify weaknesses in the orientation process and develop better strategies for future training sessions. According to Alison J. Head (2020), evaluating library instruction programs through feedback helps improve the effectiveness of user education services.

Overall, implementing these strategies can significantly improve the effectiveness of library orientation programs. By allocating sufficient time, using interactive teaching methods, providing educational materials, and strengthening collaboration with academic

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staff, libraries can ensure that students develop the necessary skills to access and use information resources effectively. According to Association of College and Research Libraries (2016), well-structured library instruction programs are essential for developing students' information literacy skills in higher learning institutions.

2.6. Research Gap

From the literature reviewed, it appears that most studies have focused on the general role of academic libraries in supporting students' learning and improving information literacy skills. Many researchers have discussed the importance of library orientation programs in helping students understand how to access and use library resources effectively (Julien, Gross, & Latham, 2018). However, only a few studies have specifically examined the effectiveness of library orientation programs in traditional academic libraries with limited digital services. In addition, little attention has been given to issues such as the timing of conducting library orientation programs, the specific skills provided to new users, and the challenges faced by libraries when delivering these programs (Okafor, 2024). Therefore, this study intends to assess the library orientation program for new library users at the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo campus in order to contribute knowledge on how such programs support library and information-seeking skills among students.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research methodology used in conducting the study. It explained the research design, area of the study, population of the study, sample size, sampling techniques, data collection methods, data quality control, data processing and analysis, and research ethics. Research methodology provided procedures and techniques that guided the researcher in collecting and analyzing data to achieve the objectives of the study (Creswell & Creswell, 2018).

3.2 Research Design

Research design refers to the overall plan or structure used to conduct a research study and answer the research questions (Kothari & Garg, 2019). This study used a descriptive research design because it allowed the researcher to describe the current situation of the library orientation programme for new library users. The design helped the researcher collect information about the timing of the orientation programme, the skills provided to users, the challenges faced by the library, and possible strategies for improvement.

3.3 Area of the Study

The study was conducted at the School of Library, Archives and Documentation Studies (SLADS), Bagamoyo Campus, located in Bagamoyo District, Coast Region, Tanzania. The reason of choosing this area was because that the area would help the researcher to collect data concerning to this study.

3.4 Population of the Study

Population refers to the entire group of individuals or elements that the researcher intends to study (Creswell & Creswell, 2018). The population of this study included students and library staff at the School of Library, Archives and Documentation Studies, Bagamoyo

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Campus because they were directly involved in the use and provision of library orientation programmes.

3.5 Sample Size

Sample size refers to the number of respondents selected from the population to participate in the study (Kothari & Garg, 2019). In this study, a total of 25 respondents were selected to participate in the research. The sample included 23 students and 2 library staff from the institution.

3.6 Sampling Techniques

Sampling techniques refer to procedures used to select respondents from the population so that they can represent the whole population (Kothari & Garg, 2019). This study used purposive sampling and simple random sampling techniques.

3.6.1 Purposive Sampling

Purposive sampling is a non-probability sampling technique where respondents are selected based on their knowledge and experience related to the study (Etikan & Bala, 2017). In this study, purposive sampling was used to select 2 library staff because they were responsible for organizing and conducting the library orientation program. Researcher were selected purposive sampling technique for collecting data because its judgments can provide the best information to archive the objectives of the study

3.6.2 Simple Random Sampling

Simple random sampling is a probability sampling technique where every member of the population has an equal chance of being selected to participate in the study (Creswell & Creswell, 2018). In this study, simple random sampling was used to select 23 students from the institution. The researcher were used simple random sampling technique to collect data from students because each element in this population is given an equal and independent chance of selection.

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3.7 Data Collection Methods

Data collection methods refer to the procedures used by the researcher to obtain information from respondents (Kothari & Garg, 2019). In this study, data were collected using questionnaires, interviews, and observation.

3.7.1 Questionnaire Method

A questionnaire is a research instrument that consists of a series of questions used to collect information from respondents (Creswell & Creswell, 2018). In this study, questionnaires were distributed to 23 students to collect information about their experiences with the library orientation programme.

3.7.2 Interview Method

An interview is a data collection method that involves direct interaction between the researcher and the respondents to obtain detailed information (Kothari & Garg, 2019). Interviews were conducted with 2 library staff to obtain detailed information about the implementation of the orientation programme and the challenges faced.

3.7.3 Observation Method

Observation is a data collection method in which the researcher observes activities or behaviour in their natural setting to obtain relevant information (Creswell & Creswell, 2018). In this study, participatory observation was used to examine how library orientation programs helped users utilize library services.

3.8 Data Quality Control

Data quality control refers to the procedures used to ensure that the collected data are accurate and reliable (Kothari & Garg, 2019). In this study, the researcher ensured data quality by pre-testing the research instruments before the actual data collection. The researcher also checked completed questionnaires to ensure that all questions were properly answered, and clear instructions were provided to respondents during data collection.

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3.9 Data Processing and Analysis

Data processing involves organizing and preparing collected data for analysis (Creswell & Creswell, 2018). In this study, the collected data were coded, organized, and analyzed using descriptive statistics such as frequencies and percentages. The results were presented in tables and descriptive explanations to make the findings easy to understand.

3.10 Research Ethics

Research ethics refer to principles that guide researchers in conducting research responsibly and protecting the rights of participants (Resnik, 2020). In this study, permission was obtained from the administration of the institution before conducting the research. Respondents were informed about the purpose of the study, and their participation was voluntary. The researcher ensured confidentiality and anonymity of the respondents, and the collected information was used only for academic purposes

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents, analyses, and discusses the findings of the study on the Library Orientation Program for New Library Users at the School of Library, Archives and Documentation Studies (SLADS), Bagamoyo. Data were obtained through a structured questionnaire administered to students and a semi-structured interview conducted with the librarians in charge.

4.1 Response rate

A total of 25 respondents, comprising 23 students and 2 librarians, were sampled to participate in the study. All the selected respondents participated, giving an overall response rate of 100%, as shown in Table 4.1. A high response rate improves the reliability and credibility of research findings because it minimizes non-response bias.

Table 4.1: Response rate of respondents

Category of respondents	**Sample size**	**Responded**	**Response rate (%)**
Students	23	23	100.0
Librarians	2	2	100.0
Total	**25**	**25**	**100.0**

Source: Field data (2026)

4.2 Demographic characteristics of respondents

This section presents the demographic characteristics of the respondents, namely gender, age, and level of study. These characteristics provide a general profile of the respondents and help in understanding the context within which the data were collected.

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Table 4.2.1: Gender of respondents

The researcher intended to ensure gender equality and participation during the study table 4.2.1 below provide more details.

Gender	Frequency	Percentage (%)
Male	14	56.0
Female	11	44.0
Total	**25**	**100.0**

Source: Field data (2026)

The findings indicate that 56% of respondents were male, while 44% were female, because male attended orientation more than female. This shows that both genders were adequately represented in the study, and the balanced representation increases the credibility of the findings.

Table 4.2.2: Age of respondents

The researcher intended to find the age different of Respondents that have been participating in the study as shown in the Table 4.2.2 below.

Age group (Years)	Frequency	Percentage (%)
17 – 21	8	32.0
22 – 26	12	48.0
27 – 31	3	12.0
32 – 40	2	8.0
Total	**25**	**100.0**

Source: Field data (2026)

The results show that respondents aged 22-26 years formed the largest group (48%), followed by those aged 17-21 years (32%). This indicates that most library users at SLADS are young adults pursuing higher education.

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Table 4.2.3: Level of Study

The researcher intended to know educational level of respondents who were participated in the study. Table 4.2.3 clarify more

Level	Frequency	Percentage (%)
NTA Level 4	10	40.0
NTA Level 5	8	32.0
NTA Level 6	7	28.0
Total	**25**	**100.0**

Source: Field data (2026)

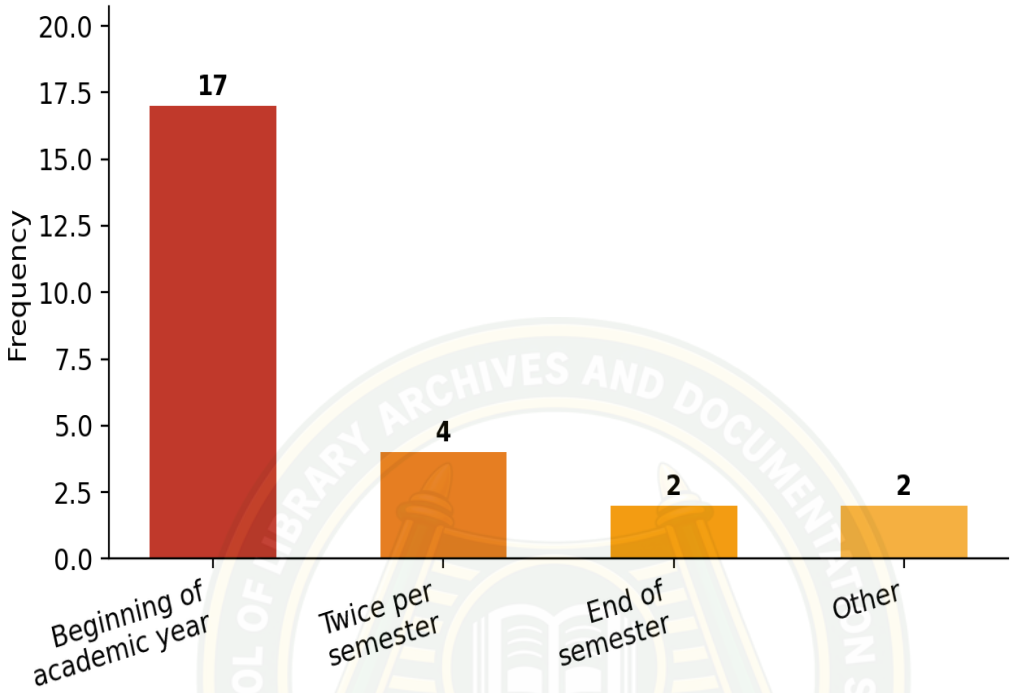
The results indicate that respondents at NTA Level 4 formed the largest group (40%) because they were more fresh from the orientation than other levels, followed by NTA Level 5 (32%) and NTA Level 6 (28%). This shows that students from different academic levels participated in the study, enabling diverse views on the orientation program.

4.3 Timing of conducting library orientation programs at SLADS library

Respondents were asked to indicate when library orientation programs are conducted. The findings are presented in Figure 4.3

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Figure 4.3: Timing of library orientation programs at SLADS library



Source: Field data (2026)

Figure 4.3 shows that 4(16%) respondents stated that library orientation programs are conducted twice per semester, 2(8%) respondents end of semester, while only 2(8%) respondents reported that orientation is conducted more than once during the year and 17(68%) at the beginning of the academic year. This suggests that refresher sessions remain limited.

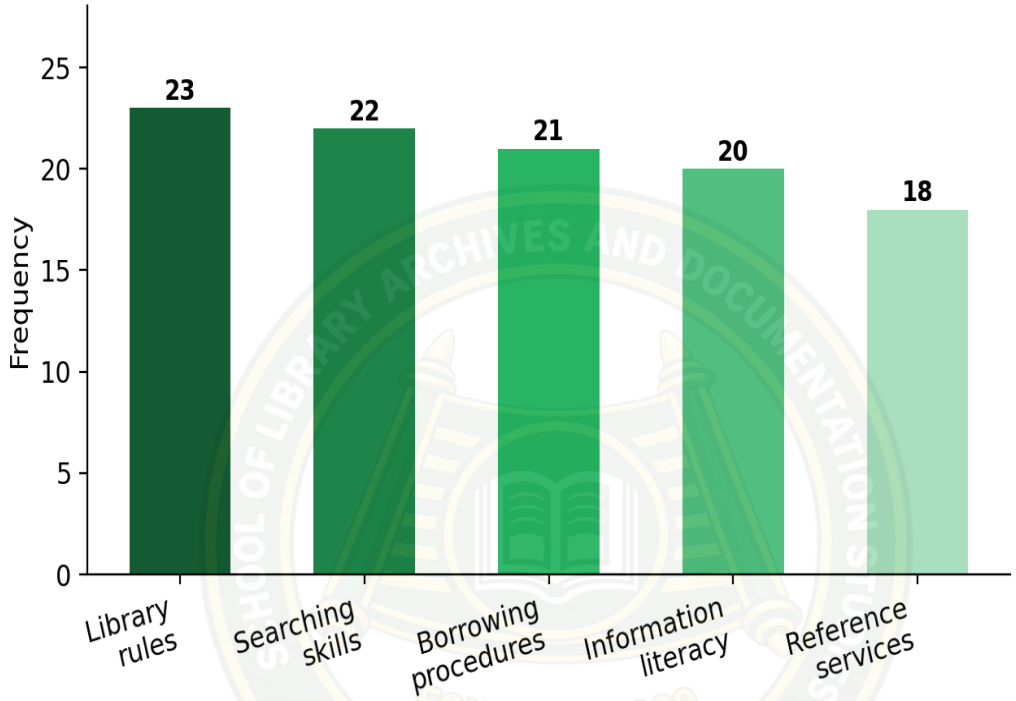
Both librarians explained that orientation programs are officially conducted during the first week of every academic year. When asked whether a single session is sufficient, one librarian stated that *"one orientation session is not enough because many students require additional guidance later in the semester."* These findings are consistent with Aina and Mooko (2022), who found that most higher learning institutions conduct library orientation during the first weeks of students' admission.

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4.4 Skills provided during the library orientation program at SLADS library

Respondents were asked to identify the skills they acquired during orientation. The findings are presented in Figure 4.4.

Figure 4.4: Skills acquired during library orientation at SLADS library



Source: Field data (2026)

Figure 4.4 shows that library rules received the highest percentage (92%), followed by searching skills (88%), borrowing procedures (84%), information literacy (80%), and reference services (72%). These findings indicate that orientation equips students with basic competencies for using library resources effectively, Due to those skills provided especially library rules and searching skills

The librarians stated that orientation focuses on practical skills that enable students to use the library independently, explaining that *"students are taught how to search the library catalogue, locate books using call numbers, borrow and return books correctly, access electronic information resources, and observe library regulations."* The findings agree with Julien et al. (2022), who observed that academic library orientation programs improve

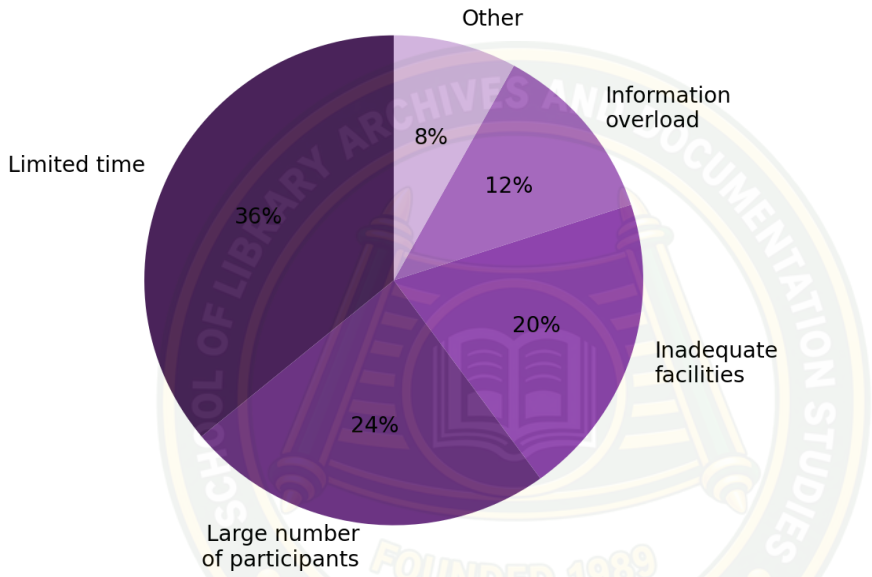
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students' information searching, information evaluation, and ethical use of information resources.

4.5 Challenges facing the library orientation program at SLADS library

Respondents were asked to indicate the challenges affecting library orientation programs. The findings are presented in Figure 4.3.

Figure 4.5: Challenges facing library orientation program at SLADS library



Source: Field data (2026)

Figure 4.3 reveals that limited time is the most common challenge, reported by 36% of respondents, followed by large numbers of participants (24%), inadequate facilities (20%), and information overload (12%). These challenges reduce the effectiveness of orientation programs.

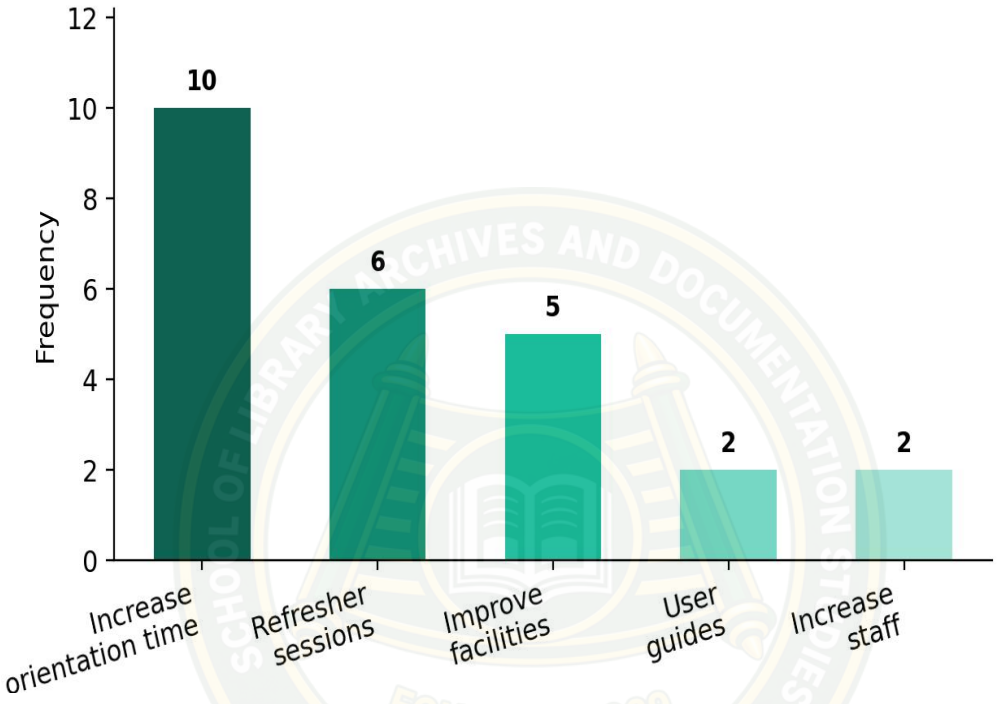
Both librarians confirmed that limited time and overcrowded orientation sessions make it difficult to provide practical demonstrations to every student, noting that *"some students fail to attend orientation sessions, making it necessary for librarians to provide individual assistance later."* These findings support Alemna et al. (2022), who found that inadequate infrastructure, limited instructional time, and shortage of teaching resources negatively affect user education programs in African academic libraries.

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4.6 Strategies to overcome challenges facing library orientation at SLADS library

Respondents were asked to suggest strategies for improving library orientation programs. The findings are presented in Figure 4.4.

Figure 4.6: Suggested to overcome challenges facing library orientation at SLADS



Source: Field data (2026)

Figure 4.4 indicates that increasing the time allocated for orientation is the most preferred strategy, supported by 40% of respondents, followed by refresher sessions, improved facilities, user guides, and increased library staff.

The librarians recommended extending the duration of orientation programs and conducting follow-up training sessions, stating that this would enable them to *"provide more practical demonstrations and ensure that every new student receives adequate guidance."* The findings concur with Muneja and Mushi (2023), who reported that continuous user education programs and improved learning facilities significantly enhance students' information literacy skills.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion, and recommendations of the study, which assessed the library orientation program for new library users at the School of Library, Archives and Documentation Studies (SLADS), Bagamoyo.

5.1 Summary of the research

The study assessed the effectiveness of the library orientation program at SLADS, guided by four specific objectives: to examine the timing of the orientation program, to identify the skills provided during orientation, to determine the challenges affecting the program, and to suggest strategies for improvement.

The study adopted a descriptive research design. Data were collected from a sample of 25 respondents, comprising 23 students and 2 librarians, using questionnaires and interviews. All 25 respondents participated, giving an overall response rate of hundred percentage. Quantitative data were analyzed using descriptive statistics, while qualitative data from interviews were analyzed using content analysis.

5.2 Summary of major findings

5.2.1 Timing of conducting orientation program in library

The study found that most respondents stated that orientation is conducted at the beginning of the academic year. Interview findings confirmed that orientation is officially conducted during the first week of every academic year, although librarians acknowledged that a single session is insufficient to meet students' needs throughout the year.

5.2.2 Skills provided during orientation program in SLADS library

The study established that students acquire several important skills during orientation, including library rules, searching skills, borrowing procedures, information literacy, and

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reference services. Interview findings confirmed that librarians provide practical demonstrations on using the catalogue, locating books, and accessing electronic resources.

5.2.3 Challenges facing orientation program in SLADS library

The study found that limited time was the major challenge affecting the orientation program, alongside large numbers of participants, inadequate facilities, and information overload. Interview findings confirmed that overcrowded sessions make it difficult to provide practical demonstrations to every student.

5.2.4 Strategies to overcome challenges facing orientation program in SLADS library

The study found that increasing the duration of orientation sessions was the most preferred strategy, followed by refresher sessions, improved facilities, user guides, and additional library staff. Librarians recommended modern teaching equipment and smaller training groups to improve interaction.

5.3 Conclusion

Based on the findings, the library orientation program at SLADS is an essential component of students' academic success, equipping new students with the knowledge and skills required to use library resources effectively.

However, a single orientation session is not sufficient to meet the learning needs of all students throughout the academic year, and challenges such as limited time, overcrowded sessions, and inadequate facilities continue to affect the quality of training provided.

Therefore, the overall conclusion is that the library orientation program at SLADS is beneficial and effective, but it requires continuous improvement to address existing challenges and respond to the evolving information needs of users.

5.4 Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

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- Increase the duration of orientation programs; The management of SLADS should allocate more time for conducting orientation to allow detailed explanations and practical demonstrations.
- Improve library facilities; The institution should invest in adequate teaching equipment, computers, and internet facilities to strengthen orientation delivery.
- Prepare and distribute library user guides. The library should develop user guides and manuals to help students review orientation information afterward.
- Improve student participation; The library should collaborate with academic departments to ensure all new students attend orientation sessions.
- Adopt modern teaching technologies; SLADS should gradually integrate digital tools such as instructional videos and online tutorials into orientation programs.

5.5 Areas for further research

The following areas are recommended for further research:

- Assessment of the effectiveness of digital library orientation programs in higher learning institutions.
- Contribution of Library user studies in library use

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APPENDIX I

QUESTIONNAIRES FOR LIBRAY USERS

Dear respondents,

My name is BRITEN JASTIN ZEFANIA, I am a student at the school of library archives and documentation studies (SLADS), taking a Diploma course in Library Information Management, I am conducting a research proposal "AN ASSIGNMENT ON LIBRARY ORIENTATION PROGRAM FOR NEW LIBRARY USERS: case study of SLADS

I will highly appreciate your cooperation in filling this questionnaire, which will take not more than 15 minutes. All information provided will be kept confidential and only used for the purpose of the study.

What is your program of study at SLADS?

1. You are age?
    a) 17-21. ( )
    b) 22-26. ( )
    c) 27-31. ( )
    d) 32-40. ( )
    e) Other----------
2. You are gender
    a) Male ( )
    b) Female ( )
3. What course do you take at SLADS?
    a) Library and information management ( )
    b) Record and archive management ( )
4. What is your education level of study at SLADS?
    a) NTA level 04. ( )
    b) NTA level 05. ( )
    c) NTA level 06. ( )
5. Have you attended the library orientation program at SLADS?

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a) Yes. ( )

b) No. ( )

6. If yes what skills did you get from the orientation program?
   a) Searching skills ( )
   b) Information Literacy Skills. ( )
   c) Library Rules ( )
   d) Borrowing Skills. ( )
   e) Other……
7. If NO why…….
8. How often have you attended the library orientation progra
   a) Once (at the beginning of the academic year). ( )
   b) Twice per semester ( )
   c) At the end of the semester. ( )
   d) Other please…….……
9. What library services did you learn during the orientation program?
   a) Borrowing books ( )
   b) Reference service ( )
   c) Electric resources ( )
   d) Online catalog. ( )
   e) Other……
10. What are the challenges facing you during orientation program
    a) Large Number of Participants. ( )
    b) Limited Time for Orientation. ( )
    c) Inadequate Library Facilities. ( )
    d) Information Overload. ( )
    e) Other……..
11. What suggestions do you have for improving the library orientation program for new users?

……

……

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Appendix II

INTERVIEW QUESTIONS FOR LIBRARIANS.

1. Do you provide orientation programs for new users?
2. If yes, do you have a special time for conducting library orientation?
3. If no, how your library users learn about library services?
4. During the training program what skills do you provide to your users
5. How often do you provide the orientation programs?
6. At what time the orientation programs are conducted
7. What challenges you face when providing library orientation program
8. What should be done to overcome the challenges?

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Appendix III

RESEARCH TIMEFRAME/FRAME

Research conducted within 6 months due to the limitation of time

ACTIVITIES	**JAN-MAR 2026**	**APRIL 2026**	**MAY 2026**	**MAY-JUNE 2026**	**JULY 2026**	**AUGUST 2026**
writing of research proposal						
Submission of research proposal						
Preparation of Research question						
Data collection						
Data analysis						
Report writing submission						

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Appendix IV

RESEARCH BUDGT

S/N	Item	Quantity	Cost
1	Binding both proposal and research	60,000/=	60,000/=
2	Transportation	40,000/=	40,000/=
3	Questionnaire and interviews questions preparation	26 copies @ 500	12,500/=
4	Internet	60@ Tsh.1000/=	60,000/=
4	Stationary	1page =500 200 pages both proposal and report 200x500	100,000/=
6	Meals	30days @ 7000x90	630,000/=
	TOTAL		**902,500/=**

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Appendix V

DATA COLLECTION APPROVAL LETTER

UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA LIBRARY SERVICES BOARD
SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

TO:
BRITEN JASTIN ZEFANIA
SLADS
P.O.BOX 227
BAGAMOYO

17/03/2026

RE: REQUEST FOR DATA COLLECTION

The above heading is concerned,

This is to inform you the permission has been granted to you to collect data on the study titled *"An Assessment on Library Orientation Program for New Library Users."*

We hope that the study will be used for academic purposes only and not otherwise.

With kind regards,

.....

LYIMO P.Z
ACADEMIC OFFICER

Ukuni; Block S;Plot 96; P.O BOX 227, Bagamoyo Pwani; Tel: +255-023-2440501;Fax;023-2440338 email: slads@tlsb.go.tz/management@slads.ac.tz ;website: www.slads.ac.tz

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