

Factors Affecting Online Public Access Catalogue Provision And Sustainable Use By Undergraduates In Two Selected University Libraries In Ogun And Oyo States, Nigeria.

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Abstract: *The purpose of this study was to determine the factors affecting Online Public Access Catalogue provision (OPAC) and sustainable use in two University libraries in Ogun and Oyo States, Nigeria and also; to assess the extent these factors had on OPAC use. The scope of the study is limited to undergraduates. This study adopted the survey design of ex-post facto. Multi-stage, simple random and proportionate allocation sampling techniques were used to determine the sample size of the population. A total of N=209 of the sample size were drawn from the population using validated survey instruments for data collection. Data sources included pre and post assessments with likert-type of scale and open ended questions. Hypotheses were tested using standardized student t-test analyses and descriptive statistics were used to analyze the likert-type feedback survey questions. Findings indicated that there were significant relevant relationships between the variables of OPAC provision and OPAC sustainable use; also a relationship between undergraduates ICT skills and OPAC use. Based on the findings, there are implications for theory, research and practice. For theory and research, the findings suggest the use of principle of least effort model in the study of OPAC design. In the area of practice, the findings highlight the importance of OPAC use, ways of improving OPAC provision and sustainable use and providing individual –level related training to ICT skills so as to help undergraduates harness the full benefits of OPAC.*

Keyword: *Online Public Access Catalogue (OPAC), Academic libraries, Undergraduates and Nigeria.*

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I. Introduction

Libraries were traditionally known to provide access to library information materials through card catalogues and book catalogue as the primary information locating tools. Following advancement in ICT and subsequent development of Online Public Access Catalogue (OPAC), the traditional concept of access to library resources which many scholars identified to be prone to numerous challenges has changed. OPAC has brought a changing relationship between libraries and their users in the changing ICT environment. Library OPACs first emerged in the late 1970s and early 1980s and have gone through several cycles of change and development all geared towards improvement. The library OPAC as an automated catalogue system was developed as a tool to locate those information resources that had been acquired and stored by the library itself. In this environment, the user is both the primary searcher of the searcher of the system and the user of the information. [1] posits that the online or digital catalogue is a library catalogue consisting of collection of bibliographic records in machine readable format, maintained on a dedicated computer that provides uninterrupted interactive access via terminals or workstations in direct continuous communication with the central computer. Most online catalogues are searchable by author, title, subject heading, and keywords, and allow users to print, download or export records to an e-mail account. [2] describes an OPAC as "knowledge access system whereby the catalogue is both a finding and access tool". According to him, with user expectations becoming more demanding in terms of access to electronic information, the OPAC reflects an organised collection of databases and web. An OPAC is considered to be the heart of the library operations and the gateway of library services as it facilitates the patrons to the various services of the library and acts as "an instrument of change in today's libraries [3].

There are many big differences between the OPAC and the card catalogue. OPAC is an intrinsically rich tool which not only incorporates online circulation and new arrivals information of the library but even capable of providing quick, enhanced and easy access from the work place of the user with several additional search features compared to card catalogue and hence substantially saves the time of user [27]. In this sense, the traditional card catalogue is no match to OPAC [28]. Users have more access points with the OPAC in comparison to the card catalogue, example., standard numbers like ISBN and ISSN; keywords, etc. Almost

every single part of the bibliographic record is accessible through keyword searching; this capability helps users find data contained in notes, including contents notes. Right now, most OPACs provide Author, Title, Author/Title, Subject Heading, Call Numbers, ISBN, ISSN and Keywords, etc., access points. [4] states that in number of academic libraries' OPACs also provide other access points, example., government document numbers, music numbers, reserved book lists by courses or by instructors, etc. Users can broaden up or narrow down their search through the use of Boolean operators OR, AND, and NOT in the OPACs. They also can limit search results by language, date of publication and type of document but these facilities are not available in card catalogue.

A library is a building, an institutional and self- development centre, which operates as an integral part of the entire school environment [22]. In the opinion of [23], the library is a heart of an academic institution for accumulating knowledge. There are different types of libraries including: academic library, public library, special and national library. [7] asserts that a University is higher institution of learning which imparts knowledge and skills into learners. The primary goals of the University libraries are to meet the information needs of staff and students of the University community they are attached to first, then their host community, state, nation and the larger global community. They support the objectives of a University, which include teaching, learning and research and community service.

Library users are very important. Libraries exist because of them. They should therefore be satisfied with the service they receive. The undergraduates of a university library need information to satisfy their needs promote and enhance their academic pursuit during their course of study in the university. The mandate of the university library is therefore to provide adequate and relevant information resources both in print and online for users to support class work, assignments, research/project work, term papers, seminar presentation by providing relevant information and services provision for effective and efficient achievement of academic pursuit. Library service delivery that is manually based may no longer cope with ICT (information and communication technology)-driven society of the 21st century. University undergraduates patronise their University libraries to search and retrieve relevant and current information in electronic/online format for effective teaching, learning and research purposes. This information could be retrieved from online library resources. In an online environment, catalogues have been able to easily move beyond the scope of individual library collections and to incorporate an increasing range of non-traditional types of information [25]. Thus, OPAC continues to be an essential tool for providing access to quality information [26]. In brief, OPACs provide users with many more means of searching and accessing information in various formats than the traditional card catalogues. The library OPAC typically offers Nigeria university undergraduates the facilities to check borrower's records, access research resources and reading materials, and read library news bulletins and so on. For the most part, students approach the search for information on the basis of a known item (author or title search) or a topic [5].

Academic libraries initiated the automation of its library to cope with the ever changing needs of the students and staff. Library automation may be defined as the application of computers to perform traditional library housekeeping activities such as acquisition, circulation, cataloguing, and reference and serials control. Today Automation is used to reduce the amount of staff time devoted to repetitive activities that must be done in any properly functioning library. The process of library automation is almost Thirty years now in Nigeria library history. In reality, many academic libraries in Nigeria are yet to be automated without virtual library and internet service. Academic libraries in Nigeria like libraries all over the world are challenged by the network, information and technology revolution. In spite of the challenges automation brings, its benefits quite outweigh its disadvantages. The library OPAC as an automated catalogue system was developed as a tool to locate those information resources that had been acquired and stored by the library itself. In an online environment, catalogues have been able to easily move beyond the scope of individual library collections and to incorporate an increasing range of non-traditional types of information [9]. Thus, the OPAC continues to be an essential tool for providing access to quality information [10]. Computerization attracts patrons to the library. It is observed that the rate of library patronage universally especially in Nigeria Universities has increased drastically as in the case of Nigeria where people hardly use the library in the early 1990s [6]. However, literature on OPAC use revealed that there is low patronage of undergraduates at OPAC desk in University libraries due to several factors such as ICT Infrastructure, complex OPAC interface design, poor awareness on OPAC use, ICT skills, inadequate library space, erratic power supply, funds to support automation projects, lack of skilled ICT staff, users demand among others all of which inhibits OPAC use in Nigeria University libraries.

The relevancy of the Library OPAC has started to be questioned in light of today's technology. "At one point in time, the electronic catalogue was among the vanguard of online service technology. According to [7], the OPAC was probably the inspiration for many of the cutting edge services we find on the Internet today. But today, services such as search engines have now surpassed the OPAC as evidenced by features such as Amazon's spell checking, you might like this service or did you mean this service. YouTube's media on demand, social tagging, blogs, wikis, and Twitter have also changed the way users interact with each other and the community around them. With the proliferation of Web 2.0 services the cutting edge technology of the

OPAC has eroded. In order for the OPAC to stay relevant to users it needs to keep up with Web 2.0 technologies.

The ease of use of OPAC affects the number of undergraduate students drawn to OPAC desk. The virtual seeker must hop from service area to service area to discover resources, request delivery, update personal information, and view content-and that's within a single virtual institution. The process is repeated if another library must be consulted. In the "Amazoogle" world of convenience, accessibility, and immediate gratification, this environment full of seams and walls is unacceptable [8]. In addition, [11] likened an easy to use OPAC to a web 2.0 environment, which the ultimate goal is that users will be comfortable and confident using library OPAC for their information needs wherever a computer is available and without special training.

Undergraduate students continue to baffle with OPAC interface when they come before the OPAC desk as it looks strange to many. This is because the Library OPAC may have a different graphic user interface from the rest of the library websites and may look different and interact differently with users. This can be confusing to the user when they are trying to search for resources. The user may have to search many different places to access databases, indexes, digital repositories, and the OPAC. Another concern with the library OPAC is that it is often isolated from the rest of the library website and the web. It can be difficult to conduct a search from the catalog to the web or from the library website to the OPAC.

The library OPAC users are heterogeneous as some have little knowledge of surfing the net while others are novices. Searching is a difficult task for undergraduates who shoulder the responsibility of typing words and searching for the information when using OPAC. The lack of spell checker in OPAC affects students' typing words and retrieval. Also, undergraduates expect the Library OPAC to function as Goggle. This usually ends up in frustration. To the users, the interface is everything about a system. But OPAC interface is designed in a way that it is not user friendly as it does not tell the users what to do in case of an error unlike online search engines. Undergraduates have vague idea of the functionality and structure of OPAC due to poor awareness creation by Library personnel. Inadequate space and ICT infrastructure, erratic power supply which is a common sight in our universities poses great challenge as well as lack of skilled ICT staff. Lack of metadata such as excerpts, abstracts, summaries, tables of content, full text e.t.c all affect OPAC use greatly. The implication of this is that, undergraduates are forced to only know the titles, authors; ISBN e.t.c of library materials stored in the Library OPAC but cannot tell what the material is all about. This results in waste of time, energy and resource as they will need to visit the Library in person to retrieve such material to read the abstracts, check the table of content.

Factors such as inadequate funds to acquire the necessary ICT gadgets to support OPAC project, lack of training of staff, poor user education, and poor maintenance culture all have great effect on OPAC sustainable use.

The library to the user and the dependence relationship has been interchanged. It is therefore important to think about how to ensure that users continue to use and value the libraries. It is on this note that this study sets to determine the factors which affect online public access catalogue and sustainable use by undergraduates and the ways of improving on it.

1.1 Scope of the Study

This study is restricted to undergraduate students in two selected University libraries namely: Federal University of Agriculture, Ogun State and University of Ibadan, Oyo State, Nigeria. Determining the factors affecting OPAC and sustainable use by undergraduates such as: users' satisfaction, Poor awareness creation on OPAC by library personnel, lack of content-enriched metadata in OPAC and searching capabilities and factors affecting sustainable use such as: funds to support OPAC project in the Library, training of staff, design of simple user friendly OPAC interface, maintenance, electricity and user education were the focus of this research. The information needed was gathered using the checklist style research-made questionnaire. All information and conclusions drawn from this study were obtained only from this particular group of students in the two selected University libraries under study.

1.2 Significance of the study

The purpose of this study is to establish increased patronage of undergraduates to the library OPAC in two selected University libraries in Ogun and Oyo States, Nigeria and also sustaining its use. It will be of immense assistance to library undergraduates in their various levels in knowing that OPAC can be used for their studies and research and also help in easier knowledge of library possessions. This study can be beneficial to library policy makers who need to come up with a set of standard policy guiding OPAC use in Nigeria university libraries that would aid uniformity, consistency and lead to increase in use of the library OPAC by undergraduates in two selected University libraries in Ogun and Oyo States and Nigeria as a whole. The result of this study can serve as basis for future study on OPAC use in university libraries as there are more benefits of OPAC in this information age which is yet to be known.

1.3 Objectives of the study

The general objective is to determine the factors that affect OPAC use by undergraduates in two selected University libraries in Ogun and Oyo States, Nigeria.

The specific objectives are to:

- i. determine the purpose of OPAC use by undergraduates?
- ii. assess the extent of OPAC use by undergraduates
- iii. investigate the level of satisfaction OPAC use by undergraduate students
- iv. determine factors affecting OPAC use by undergraduates.
- v. determine the ways of improving on OPAC

1.4 Research questions

The following research questions guided the study:

1. What are the purposes of OPAC use by undergraduates?
2. What is the extent of OPAC use by undergraduates?
3. What is the level of satisfaction of OPAC use by undergraduates?
4. What are the factors affecting OPAC use?
5. What are the ways of improving on OPAC so as to help sustain its use?

1.5 Conceptual Model

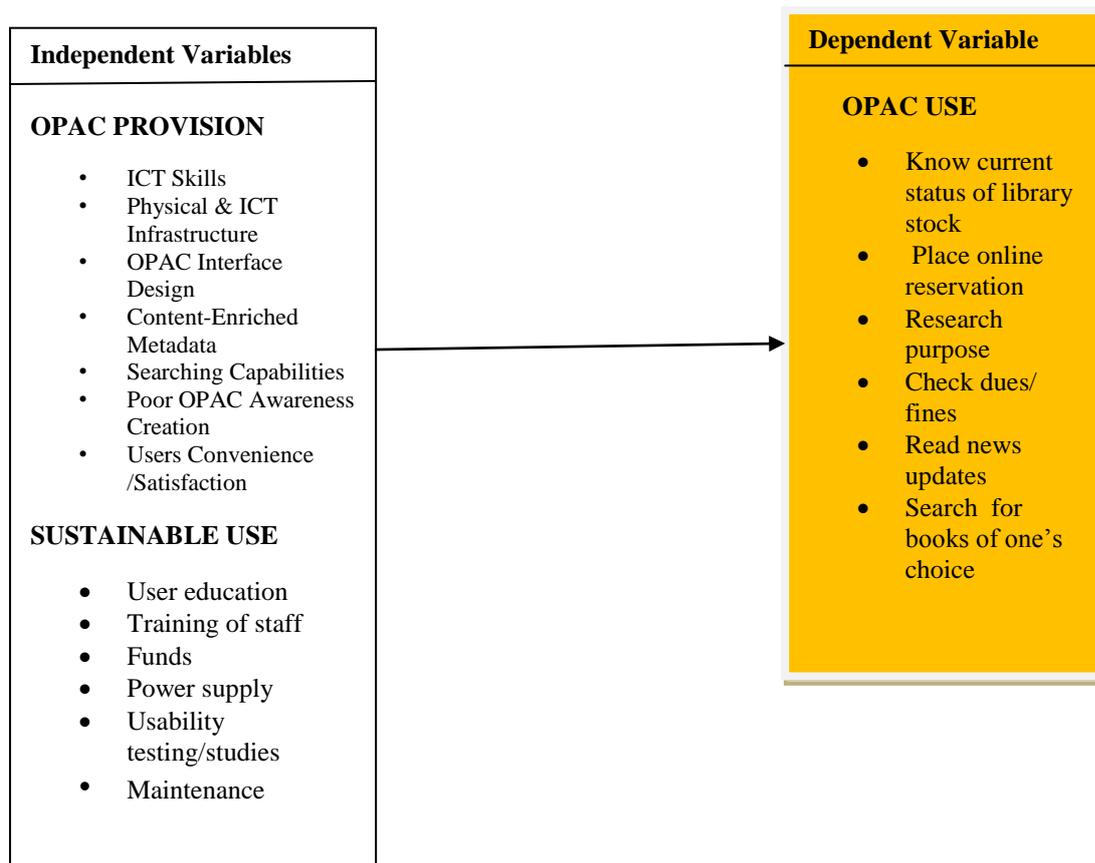


FIGURE 1: CONCEPTUAL MODEL ON FACTORS AFFECTING ONLINE PUBLIC ACCESS CATALOGUE PROVISION AND SUSTAINABLE USE IN TWO UNIVERSITY LIBRARIES IN OGUN AND OYO STATES, NIGERIA.

Conceptual framework

The above conceptual framework was used to guide the research questions, hypotheses, and the research methodology. The conceptual framework identified two independent variables (OPAC provision and sustainable use) and one dependent variable (OPAC use) which is greatly affected by the independent variables. In this study, factors affecting OPAC provision is represented by seven aspects (ICT skills, physical and ICT infrastructure, OPAC interface design, lack of enriched-content metadata, searching capabilities, poor OPAC awareness creation by library personnel and users' convenience/satisfaction) which relate strongly with the sustainable use factors which has six aspects (Users' education, training, funds, power supply, usability testing/studies and maintenance) in two selected university libraries in Ogun and Oyo States, Nigeria. The arrow

depicts the causal relationships between the factors affecting OPAC provision and sustainable use. The diagram further shows that there is an overall causal effect that leads directly from OPAC provision and sustainable use to OPAC use in two University libraries in Ogun and Oyo States, Nigeria. This clearly demonstrates how these factors relate with one another and how they affect OPAC use by undergraduates in two University libraries under study.

1.6 Theoretical framework

The principle of least effort by [11] is used as the theoretical framework of this study. The principle of least effort states that people prefer to use accessible, convenient, and physically close sources because they want to minimize their effort when obtaining information from these sources. Information seeking behavior stops as soon as minimally acceptable results are found. It assumes that information channel use is a function of user awareness. This revealed that when knowledge of a source, its contents and capabilities increase, the use of that source tends to increase. The author concludes that humans strongly prefer to return to the sources that they had used even when the information is of lower quality rather than find new information sources.

1.1. Research design

This study adopted the survey method of ex-post facto research design where the independent variables (users’ satisfaction, poor OPAC awareness creation by library personnel, lack of content enriched–metadata in OPAC and searching capabilities) and sustainable use factors such as: funds to support OPAC project in the Library, training of staff, design of simple user friendly OPAC interface, maintenance, electricity and user education were examined. The ex-post facto research design is a systematic empirical inquiry in which the researcher does not have direct control of the variables involved because their manifestation has already occurred. The study’s choice of survey research methods was based on the fact: (i) it was an educational research and the researcher do not intend to manipulate the variables being studied. (ii) This method is also suitable for low cost (iii) large sample size, and (iv) efficiency (not wasting time and energy).

Sampling technique

The stratification sampling technique was adopted to sample the entire registered population of undergraduates in Federal university of Agriculture and University of Ibadan respectively. The Proportionate random equal allocation method of Stratification sampling technique was used to calculate the sample size. One percent (1%) sampling fraction as recommended by [12] Rule of thumbs on sample size for large population size of 10, 000⁺ was used. Since the total population of Federal university of Agriculture and University of Ibadan summed up to give the grand total of 27, 388 which is more than 10,000 and so justified the use of the 1% to calculate the sample size as suggested by John Curry Rule of thumbs on sample size. Hence, a total of 273 were drawn from the total population of the study. However, out of 273 questionnaire that was distributed, only 214 were returned of which 209 were found useful.

Data collection instrument

The research instrument used is structured questionnaire and it comprises of two main parts namely: Part A aimed at gathering data on the demographic information of the respondents such as name of University, college/faculty, level of study, gender, age group and marital status. This forms the background information of the study. While Part B consists of six sub-sections (1, 2, 3, 4, 5) aimed at measuring the variables in the study.

Validity and reliability of data collection instrument

The draft of the questionnaire was given to the project supervisor and three other experts in the field of library and information studies at the University of Ibadan for their inputs and appropriateness of the items included in the main instrument and face validity. Corrections were made to suit the respondents. Validity and Reliability of the research instrument was ascertained by administering 20 copies of the questionnaire to undergraduates at Leads City University, Ibadan, Oyo State, Nigeria. All 20 copies of the pre-tested questionnaire were returned and 17 copies were found useful. The data was analyzed for Cronbach Alpha reliability coefficient which yielded the value of α to be 0.805.

Method of data analysis

Data gathered from the respondents was presented and analysed as they relate to the specific area of study. The statistical package for the Social Sciences (SPSS) was used for the analysis. The data were analysed using frequency counts, percentages, mean, standard deviation, and student t-test.

II. Results And Finding

TABLE 1: Questionnaire returns rate

University	Distribution	Return	Percentage(%) of rate of return
Federal university of Agriculture	108	105	50.47
University of Ibadan	106	104	49.53
Total	214	209	100.0

Source: Researcher’s field work 2016

TABLE 1 revealed that out of 214 copies of questionnaires distributed 209 copies of questionnaires were returned and used

TABLE 2: Demographic variables

Variable	Frequency	Percentage
Gender		
Male	120	57.42
Female	89	42.58
Total	209	100.0
Level of study		
100	44	21.1
200	52	24.9
300	43	20.6
400	61	29.2
500	9	4.3
Total	209	100.0
Age		
16-20 years	48	23.0
21-25 years	102	48.8
26-30 years	49	23.4
30 and above	10	4.8
Total	209	100
Marital status		
Single	169	81.0
Married	34	16.3
Others	6	2.9
Total	209	100

Source: Researcher' field work 2016.

TABLE 1 showed that 120 making (57.42%) of the undergraduate students were males while the remaining 89 (42.58%) were females. 44 (21.1%) of the respondents were 100 level students, 52 (24.9%) were 200 level students, 43 (20.6%) were 300 level students, 61 (29.2%) were 400 level students while 9 (4.3%) of the respondents were 500 level students. The TABLE further showed that 48 (23.0%) of the respondents were within age interval 16-20 years, 102 (48.8%) were within the age interval 21-25 years, 49 (23.4%) of the respondents were within the age interval 26-30 years while 10 (4.8%) were within the age 30 years and above. 169 (80.9%) of the undergraduate students were single, 34 (16.3%) were married while 6 (2.9%) belong to others.

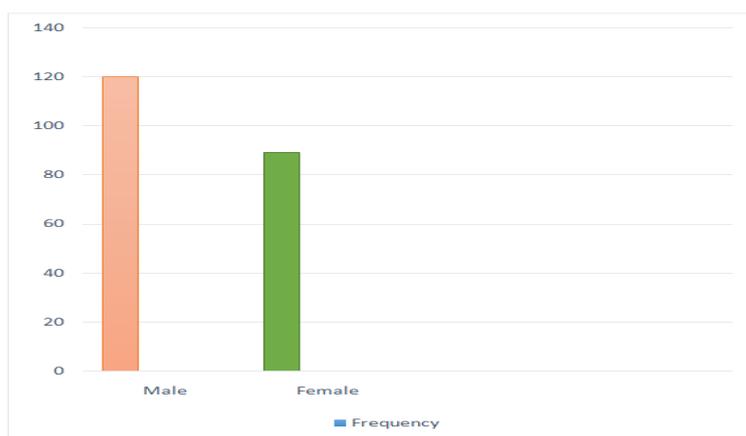


Figure 2: Graphical representation of the respondents by gender

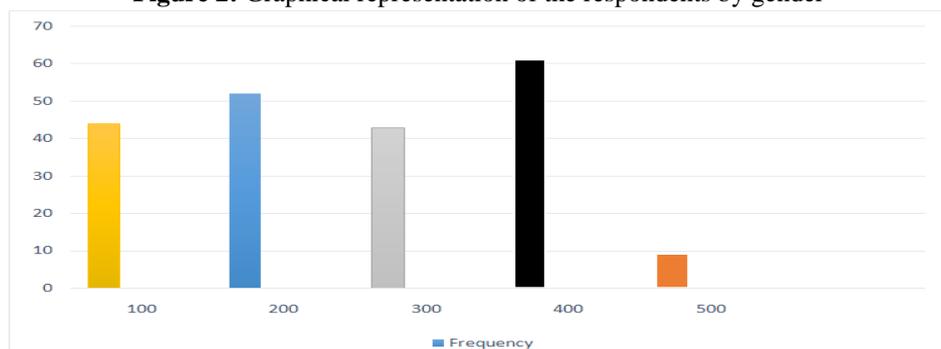


Figure 3: Graphical representation of the respondents' level of study

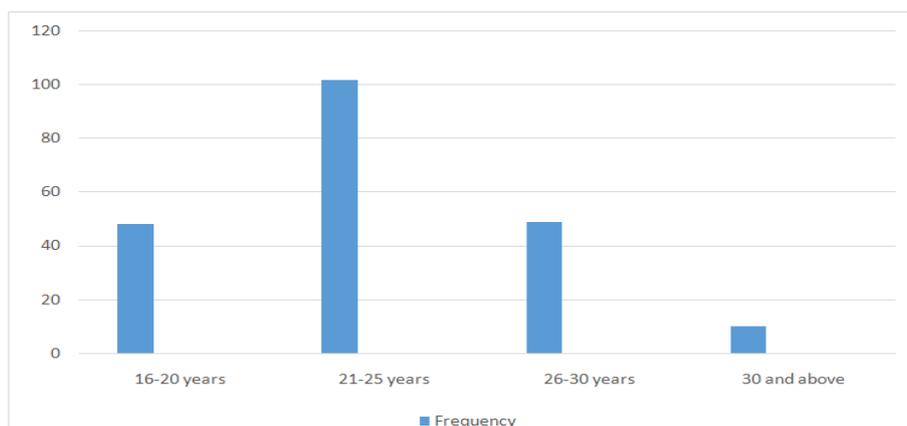


Figure 4: Graphical presentation of the respondents' by age

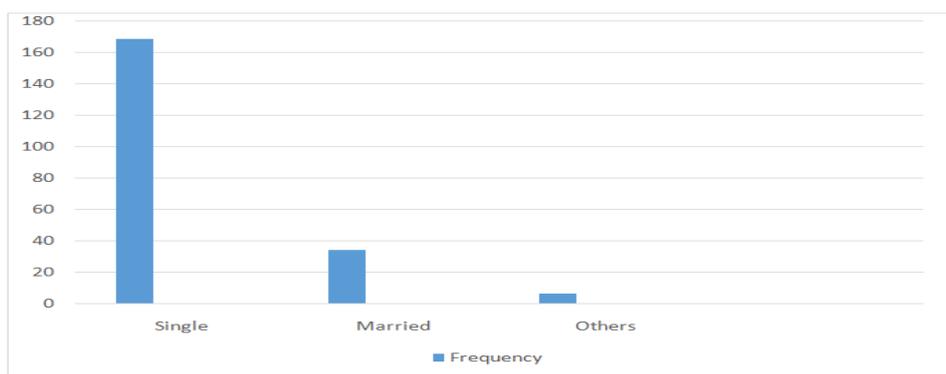


Figure 5: Graphical representation of the respondents' distribution by marital status

Research Question 1: What are the factors affecting OPAC provision in two university libraries in Ogun and Oyo State?

TABLE 3: Factors Affecting OPAC Provision

S/N	Variables	SA	A	U	D	SD	Mean	Std.D
1	Poor OPAC awareness creation by library personnel	68 32.50 %	20 9.6%	27 12.9%	85 40.7%	38 4.3%	3.88	1.102
2	No abstracts, tables of contents, full-text in OPAC	49 23.40 %	38 18.2%	45 21.5%	66 31.6%	11 5.3%	3.50	1.185
3	Inadequate library space	38 18.20 %	40 19.10%	35 16.7%	82 39.5%	14 6.7%	3.43	1.183
4	ICT skills possessed by undergraduates	51 24.4%	34 16.3%	34 16.3%	78 37.3%	12 5.7%	3.58	1.186
5	Difficult OPAC interface design	61 29.2%	22 10.5%	45 21.5%	72 34.4%	9 4.3%	3.74	1.119
6	Searching capabilities of OPAC by undergraduate students	46 22.0%	37 17.7%	36 17.2%	78 37.3%	12 5.7%	3.52	1.181
7	User convenience/satisfaction on OPAC use	83 39.7%	24 11.5%	29 13.9%	70 33.5%	3 1.4%	3.99	1.063
Weighted mean = 3.67								

TABLE 3 shows that all the items listed were revealed to affect OPAC use by undergraduates. However, user convenience/satisfaction with (Mean = 3.99) was rated highest in the mean score rating followed by Poor OPAC awareness creation by library personnel (Mean = 3.88), Difficult OPAC interface design (Mean = 3.74), ICT skills possessed by undergraduate students (Mean = 3.58), Searching capabilities of OPAC by undergraduate students (Mean = 3.52), No abstracts, tables of contents, full-text in OPAC (Mean = 3.50) and lastly followed by Inadequate library space (Mean = 3.43). Also revealed the weighted mean score of 3.67 out of the maximum 4.00, this is higher than the standard average mean of 2.50. This implies that the factors mentioned above strongly affect the provision of OPAC in the two Universities under study.

Research Question 2: What are the purpose of OPAC use in two University libraries in Ogun and Oyo State?

TABLE 4: Purpose of OPAC Use

S/N	Variables	SA	A	D	SD	Mean	STD.D
1	Locating of books using author, title and subject	77 36.8%	84 40.2%	28 13.4%	20 9.6%	3.04	.947
2	Place online book reservation	47 22.5%	96 45.9%	38 18.2%	28 13.4%	2.77	.947
3	Checking of new additions to library collections	65 31.1%	91 43.5%	24 11.5%	29 13.9%	2.92	.989
4	Assist in obtaining books from other libraries	60 26.7%	79 37.8%	39 18.7%	31 14.8%	2.80	1.017
5	Dues/fines	44 21.1%	61 29.2%	66 31.6%	38 18.2%	2.53	1.019
6	OPAC saves my time, energy and money	71 34.0%	76 36.4%	38 18.2%	24 11.5%	2.93	.990
7	Read news on institutional repositories	63 30.1%	82 39.2%	40 19.1%	24 11.5%	2.88	.971
Weighted mean = 2.84							

Source: Researcher's field work

TABLE 4 revealed that respondents ranked locating of books using author, title and subject with (Mean = 3.04) as the most important reason for using OPAC. This is followed by OPAC saves my time, energy and money (Mean = 2.93), Checking of new additions to library collections (Mean = 2.92), Read news on institutional repositories (Mean = 2.88), Assistance in obtaining books from other libraries (Mean = 2.80), Place online book reservation (Mean = 2.77) and lastly followed by Dues/fines (Mean = 2.53). Furthermore, it is evident that OPAC moderately met its' purpose of use in the two Universities. The reason being that the weighted mean score of 2.84 out of the maximum 4.00, is higher than the standard average mean of 2.50.

Research Question 3: What are the factors affecting sustainable use of OPAC in two university libraries in Ogun and Oyo State?

TABLE 5: Factors Affecting OPAC Sustainable Use

S/N	Variables	SA	A	U	D	SD	Mean	STD.D
1	Lack of skilled ICT personnel in libraries	42 20.1%	38 18.2%	38 18.2%	78 37.3%	13 6.2%	3.47	1.181
2	Use education by library personnel	44 21.1%	33 15.8%	42 20.1%	79 37.8%	11 5.3%	3.54	1.143
3	Maintenance issues	58 27.8%	27 12.9%	39 18.7%	79 37.8%	6 2.95	3.75	1.086
4	Inadequate training on how to use ICT resources	74 35.4%	32 15.3%	29 13.9%	63 30.1%	11 5.3%	3.75	1.235
5	Erratic power supply	82 39.2%	26 12.4%	38 18.2%	58 27.8%	5 2.4%	3.89	1.132
6	User studies/usability testing of OPAC in libraries	47 22.5%	24 11.5%	56 26.8%	76 36.4%	6 2.9%	3.64	1.043
7	Funds to support OPAC project in libraries	103 49.3%	13 6.2%	31 14.8%	59 28.2%	3 1.4%	4.18	.996
Weighted mean = 3.75								

Source: Researcher's field work 2016

TABLE 5 showed that of all the seven items listed as factors of OPAC sustainable use, Funds to support OPAC project in libraries was ranked highest with (Mean = 4.18) and then Erratic power supply with (Mean = 3.89). Others include: Maintenance issues and Inadequate training on how to use ICT resources (Mean = 3.75), User studies/usability testing of OPAC in libraries (Mean = 3.64), Use education by library personnel (Mean = 3.54) and lastly followed by Lack of skilled ICT personnel in libraries (Mean = 3.47). As seen in the TABLE above, the weighted mean score of 3.75 out of the maximum 4.00 is higher than the standard average mean of 2.50. This implies that the OPAC sustainability use was highly affected by the factors stated above.

Research Question 4: What are the levels of ICT skills possessed by undergraduates in two University libraries in Ogun and Oyo State?

TABLE 6: Level of ICT Skills possessed by undergraduates

S/N	Variables	VHE	HE	ME	LE	VLE	Mean	STD.D
1	Typing of queries (words) using the keyboard	60 28.7%	57 27.3%	54 25.8%	34 16.3%	4 1.9%	3.65	1.118
2	I can use Boolean (OR, NOT, AND) search strategy to get information from OPAC	27 12.9%	52 24.9%	65 31.1%	42 20.1%	23 11.0%	3.09	1.186
3	I can retrieve information without the help of a librarian	54 25.8%	55 26.3%	50 23.9%	32 15.3%	18 8.6%	3.45	1.263

4	I can copy and paste word into MS words	88 42.1%	51 24.4%	41 19.6%	24 11.5%	5 2.4%	3.92	1.137
5	I can boot the computer and log on easily on my own	81 38.8%	50 23.9%	49 23.4%	20 9.6%	9 4.3%	3.83	1.171
6	I can recover lost information during query search using OPAC	53 25.4%	51 24.4%	56 26.8%	32 15.3%	17 8.1%	3.43	1.247
7	I am very fast when using computer to browse OPAC	80 38.3%	43 20.6%	51 24.4%	24 11.5%	11 5.3%	3.75	1.227
Weighted mean = 3.59								

The above TABLE 6 revealed that undergraduate students' I can copy and paste word into MS words (Mean = 3.92) was rated highest in the mean score rating followed by I can boot the computer and log on easily on my own (Mean = 3.83), I am very fast when using computer to browse OPAC (Mean = 3.75), Typing of queries (words) using the keyboard (Mean = 3.65), I can retrieve information without the help of a librarian (Mean = 3.45), I can recover lost information during query search using OPAC (Mean = 3.43) and lastly followed by I can use Boolean (OR, NOT, AND) search strategy to get information from OPAC (Mean = 3.09). The weighted mean score of 3.59 out of the maximum 4.00, which is higher than the standard average mean of 2.50 as seen above means that the level of ICT skills possessed by undergraduate students is high.

Research Question 5: What is the extent of OPAC use in two university libraries in Ogun and Oyo State?

TABLE 7: Frequency of OPAC Use

S/N	Variables	Frequency	Percentage (%)
1	I use OPAC daily	22	10.5
2	I use OPAC once in 2 weeks	33	15.8
3	I use OPAC once in a month	45	21.5
4	I use OPAC rarely	86	41.1
Total		209	100

Source: Researcher's field work 2016

The above TABLE 7 showed that 22 (10.5%) of the respondents use OPAC daily, 33 (15.8%) of the respondents use OPAC once in two weeks, 45 (21.5%) use OPAC once in a month while 86 (41.1%) rarely use OPAC.

Research Question 6: What is the level of satisfaction of OPAC use in two university libraries in Ogun and Oyo State?

TABLE 8: Level of Satisfaction of OPAC Use

S/N	Variables	Frequency	Percentage (%)
1	Very Satisfied (VS)	14	6.7
2	Satisfied (S)	48	23.0
3	Fairly Satisfied (FS)	62	29.7
4	Dissatisfied (D)	33	15.8
5	Very Dissatisfied (VD)	52	24.9
Total		209	100

Source: Researcher' Field Work, 2016.

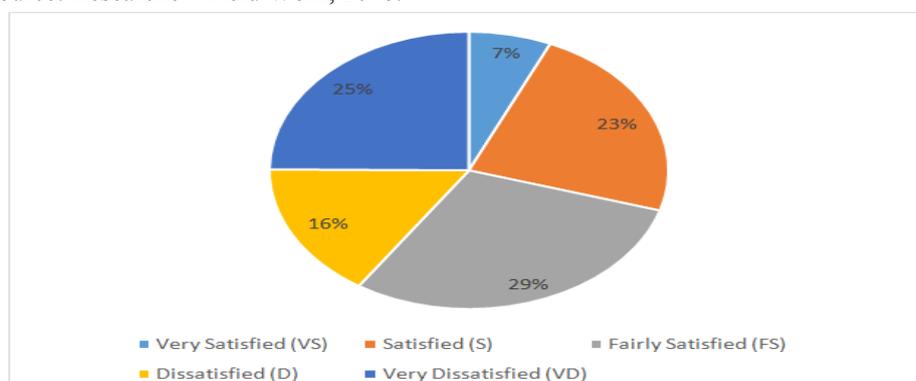


Figure 6: Pie chart showing the respondents' level of OPAC uses satisfaction

TABLE 8 revealed that 14 (6.7%) of the undergraduate students were very satisfied, 48 (23.0%) were satisfied, 62 (29.7%) were fairly satisfied, 33 (15.8%) were dissatisfied while 52 (24.9%) of the undergraduate students were very dissatisfied.

Research Question 7: What are the ways of improving on OPAC provision and sustainable use in two University libraries in Ogun and Oyo State?

TABLE 9: Suggestions on Improving OPAC Provision and Sustainable Use

S/N	Items	SA	A	D	SD	Mean	STD.D
1	Constant electricity supply in libraries	99 47.4%	68 32.5%	23 11.0%	19 9.1%	3.18	.958
2	Train library staff and undergraduates	84 40.2%	92 44.0%	23 11.0%	10 4.8%	3.20	.817
3	Adequate funding of university libraries to sustain OPAC	100 47.8%	68 32.5%	30 14.4%	11 5.3%	3.23	.885
4	Increase number of computers in university library	92 44.0%	80 38.3%	25 12.0%	12 5.7%	3.21	.866
5	OPAC should be designed like Google	89 42.6%	78 37.3%	26 12.4%	16 7.7%	3.15	.916
6	Maintenance issues	74 35.4%	103 49.3%	25 12.0%	7 3.3%	3.17	.763
7	Conduct usability testing of OPAC on continuous basis	83 39.7%	94 45.0%	23 11.0%	9 4.3%	3.20	.801
Weighted mean = 3.19							

TABLE 9 showed Adequate funding of university libraries to sustain OPAC (Mean = 3.23) was rated highest in the mean score rating followed by Increase number of computers in university library (Mean = 3.21), Train library staff and undergraduates and Conduct usability testing of OPAC on continuous basis had mean score (Mean = 3.20), Constant electricity supply in libraries (Mean = 3.18), Maintaining and sustaining technology in libraries (Mean = 3.17) and lastly followed by OPAC should be designed like Google (Mean = 3.15). The weighted mean score of 3.19 out of the maximum 4.00, which is higher than the standard average mean of 2.50, implies that the suggested ways would highly improve OPAC provision and sustain OPAC use in the two university libraries.

Testing of Hypotheses

H0₁: There is no significant relationship between factors affecting OPAC provision and sustainable use in two University libraries.

TABLE 10: Relationship between factors affecting OPAC provision and sustainable use in two University libraries

Variables	MEAN	N	r	r ²	P	Remark
Factors affecting OPAC Provision	25.49	209	0.618	0.381924	.000	Sig.
Sustainable use	26.21					

* Significant at p<.05

The above TABLE revealed that the hypothesis which stated that there is no significant relationship between factors affecting OPAC provision and sustainable use in two university libraries was not accepted (rejected) as the P value at 0.000 is less than the level of significant at 0.05. There is significant relationship between factors affecting OPAC provision and sustainable use in two university libraries. The r value at 0.618 indicates a strong and positive degree relationship between the independent variable and the dependent variable. This implies that factors affecting OPAC provision is relatively related sustainable use in two university libraries. Moreover, findings also revealed r² value of 0.381924 which showed that only 38.2% of the variance observed in was caused by the stated variables.

H0₂: There is no significant relationship between undergraduates ICT skills and OPAC use in two University libraries.

TABLE 11: Relationship between undergraduates ICT skills and OPAC use in two University libraries

Variables	MEAN	N	r	r ²	P	Remark
ICT skills	25.13	209	0.321	0.103041	.000	Sig.
OPAC use	19.88					

* Significant at p<.05

TABLE 11 shows that the hypothesis which stated that there is no significant relationship between undergraduates ICT skills and OPAC use in two university libraries was not accepted as the P value at 0.000 is less than the level of significant at 0.05. There is significant relationship between undergraduates ICT skills and OPAC use in two university libraries. The r value at 0.312 indicates a low and positive degree relationship between undergraduates ICT skills and OPAC use. This implies that undergraduates ICT skills relatively related to OPAC use in the two university libraries. Also, the r² value of 0.103041 which showed that only 10.3% of the variance observed was due to the stated variables.

III. Discussion

The findings revealed that demographic factors such as gender, level of study, age, marital status all have effect on OPAC use. The study showed that more males use the library OPAC more than their female counter parts. This contradicts the study of [13] who found more females use OPAC more than their male counterparts. As for levels of study as a demographic factor, the findings revealed that the respondents were mostly 200-400 level students used OPAC more than other levels in the two selected Universities. This may be because they are more familiar with OPAC having spent more years in the University. This is in line with the findings made by [14] that 300-400 level students use OPAC more frequently than other levels. The use of OPAC should cut across all levels of study due to its importance in the library. No level should be left out. The result of this study has shown that the respondents were mostly between 21-30 years. This agrees with the findings of [15] that the age profile of the respondents were between 20-30 age groups due to the fact that the higher

proportion of the sampled population was students. Furthermore, a large number of the respondents in the two selected Universities were single (81.0%), while 16.3% were married and others (2.9%).

Findings on variables itemized to be affecting OPAC provision showed that large number of respondents 83(40%) ranked users' satisfaction/convenience highest among other factors. This confirms the findings of [16] that user satisfaction is considered as a reliable criterion for determining library effectiveness. This is in line with the finding of [17] who stated that no matter what type of resources were used, "convenience remains the single most important factor for information use." The Web environment is familiar to users; therefore, they are comfortable and confident in making the choice to search for information there. Libraries need to adapt services and purchase systems that are simply designed such as the web and are convenient and easy to use. Time is crucial to young OPAC users and so lacks the patience to browse the library OPAC that they find baffling and not convenient. They have very high expectations as a result of the fact that they are accustomed to the web. Poor OPAC awareness creation by library personnel second with 68(33%) and mean (3.88). This corresponds with [18] who identified lack of awareness amongst the library users' community as inhibitor on use of OPAC. Being the custodians of information, librarians need to advertise the library services through various outlets to OPAC users notably, the undergraduates whose attention is scarce in the information age. They need to make their libraries have value and what it takes to compete and stay relevant in the digital age.

Findings also revealed that difficult OPAC interface design affect OPAC provision with mean score of (3.74). This is in line with [19] who stated that the existing OPACs do not support both ease-of use and user control. The implication of this that, young library users express a distinct preference for search engines over library catalogues, finding the catalogue baffling and difficult to use effectively [20]. Ineffective OPAC design may be at the root of unsuccessful OPAC use. Search interfaces should provide helpful messages to explain search results and to support progressive refinement.

ICT skill is a mandatory requisite needed by undergraduates to be able to browse the library OPAC. The finding indicated that undergraduates in two selected universities under study possessed high ICT skills as majority of the undergraduates asserted that they could copy and paste word into MS, boot the computer and log on easily on my own. However, they indicated that they were not too familiar with use of Boolean search strategy to get information from OPAC. This they ranked least with mean score of (3.09). There is need for librarians to sensitize undergraduate students on the use of Boolean operator on OPAC searching. This agrees with the research study of [25] and [22] that One of the reasons for the difficulty experienced by students in their OPAC searching is that they attempt to search the OPAC as they would a search engine, using Boolean operators and truncation. Others factors such as searching capabilities affect OPAC use by undergraduates. This agrees with early research results of [21] who stated that in addition to spelling there are many other factors that can affect searching, including understanding of how OPACs operate; unfamiliarity with library terminology and academic level of the searcher. Other OPAC use factors as revealed by the findings are lack content enriched -metadata in OPAC as OPAC lacks enhanced content including summaries/abstracts and tables of contents and that "discovery-related information elements beyond author and title, such as summaries, excerpts and tables of contents, are essential aspects connecting the stages of an end user's discovery to delivery experience. Inadequate space was the least ranked factor with mean score of (3.43). This confirms the findings of [29] that common physical infrastructure problems reported include inadequate space for workstations and lack of electrical outlets and cabling for adding additional terminals. The findings revealed that adequate funds to support OPAC project in libraries, erratic power supply, inadequate training on how to use ICT resources and maintenance, user education and training of library staff are all factors that affect OPAC sustainable use. The result of this study showed that OPAC moderately met its purpose of use in two libraries under study. This is evident in the fact that respondents indicated that they use OPAC for locating of books using author, title and subject and OPAC saves my time, energy and money.

The findings revealed that (41.1%) of the respondents rarely use OPAC. The difficult interface of OPAC poses a big challenge to undergraduates who are the target users of OPAC in any academic library. They then turn away from the library to use external tools that they feel is more convenient and easy to use such as online search engines when they have information needs. This is supported by Abu (2005) who clearly revealed that the present system of library orientation is inadequate considering some factors that were assumed to have militated against it in recent times. There is therefore the need for an alternative to present traditional one week orientation which of cause in now deed. He said it cannot be denied that proper use of the library can bring about improvement in the academic performance of the students. Findings on level of satisfaction of OPAC showed that (29.7%) said they were fairly satisfied, very dissatisfied with (24.9%), satisfied (23.0), dissatisfied (15.8%) and very satisfied with (6.5%). The test of hypotheses showed that there were significant relationships between factors affecting OPAC provision and sustainable use and also; findings revealed that they was significant relationship between ICT skills possessed by undergraduates and OPAC use in two libraries under study.

IV. Conclusion

This study has revealed that OPAC is a very useful tool in the Libraries as it is used for locating library materials easily, saves time, energy and money, used to place reservation, read news/bulletins, check borrowers' records among others. However, the findings of this research indicated that the full benefits of OPAC are hindered by several factors. More than half of those surveyed felt that the services of OPAC could be improved upon, particularly in the areas: users' education by library personnel, design a simple user friendly OPAC interface in University libraries in Nigeria which should follow the principle of least effort so as to help students retrieve information from OPAC with the least energy within a short time frame; and academic libraries need to rid themselves of the limitations of current OPACs and reconfigure information to work with the web and social networking tools so as to stay relevant.

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