# AWARENESS AND UTILIZATION OF ONLINE PUBLIC ACCESS CATALOGUE (OPAC) BY UNDERGRADUATE STUDENTS IN FEDERAL UNIVERSITY DUTSINMA LIBRARY, KATSINA STATE, NIGERIA

BY

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## DECLARATION

I declare that the work in this dissertation entitled **"**Awareness and Utilization of Online Public Access Catalogue by Undergraduate Students in Federal University Dutsin-Ma Library, Katsina State, Nigeria" has been carried out by me in the Department of Library and Information Science. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Samaila Sani …… ……

Signature Date

## CERTIFICATION

This dissertation titled "AWARENESS AND UTILIZATION OF ONLINE PUBLIC ACCESS CATALOGUE BY UNDERGRADUATE STUDENTS IN FEDERAL UNIVERSITY DUTSIN-MA LIBRARY, KATSINA STATE, NIGERIA" by SAMAILA SANI meets the regulations governing the award of the degree of Master in Library and Information Science of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

| | | |
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## DEDICATION

This dissertation is dedicated to the memory of my late Father who, against thick and thin was always striving to make sure we all became something in life. At the time he would have been reaping the fruit of his labour, the cold hands of death snatched him. May his soul rest in perfect peace.

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## ABSTRACT

OPAC refers to information retrieval system composed of database of bibliographic records describing the books and other materials owned by a library or library system. This study was undertaken to explore the awareness and utilization of Online Public Access Catalogue (OPAC) by undergraduate students in Federal University Dutsin-Ma Library, Katsina State. Investigation was carried out in respect of the level of awareness, purpose for utilizing OPAC, extent of utilization, extent of satisfaction and challenges of utilizing OPAC in FUDMA library. The study employed the cross-section survey research method which accommodates large population. There were a total of 3,124 undergraduate students in Federal University Dutsin-Ma, out of which 319 respondents were selected for the study using cluster and simple random sampling techniques. However, only 285 students completed and returned the questionnaires. The data collected were analysed using mean and standard deviation. The study revealed that undergraduate students were aware of some of the services provided by OPAC, which include how to link to some online database via library's OPAC and finding out whether needed material is available in the Library or not. The study equally revealed that they made use of OPAC for various purposes which include locating book and non-book materials in the Library and retrieving the call number of a book. This indicated that undergraduate students utilize the above services more than any other services Moreover, they derive satisfaction from locating of book and non-book materials, finding out whether needed materials is available in the Library or not and identifying books in a given subject. However, some of the challenges found were lack of full awareness, power outage and inadequate computers at the OPAC station of the Library. In view of the above findings the research recommends that the management of the Library should employ other means of promoting awareness such as including OPAC into library instruction module and incorporates library guide on the University website.

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## ABBREVIATIONS

| | |
|---|---|
| A - - - - - - | Agree |
| ABU - - - - - | Ahmadu Bello University, Zaria |
| ANOVA - - - - - | Analysis of Variance |
| D - - - - - - | Disagree |
| DR- - - - - - | Doctor |
| DS - - - - - - | Dissatisfied |
| FS - - - - - - | Fully Satisfied |
| FUDMA- - - - - | Federal University Dutsin-Ma |
| H - - - - - - | High |
| HU- - - - - - | Highly Utilized |
| L - - - - - - | Low |
| MLS - - - - - - | Masters in Library and Information Science |
| NU - - - - - - | Not Utilized |
| OPAC- - - - - | Online Public Access Catalogue |
| RU - - - - - - | Rarely Utilized |
| S - - - - - - | Satisfied |
| SA- - - - - - | Strongly Agree |
| SD- - - - - - | Standard Deviation |
| SD- - - - - - | Strongly Disagree |
| S/NO - - - - - | Serial Number |
| SPSS - - - - - | Statistical Package for Social Sciences |
| UD- - - - - - | Undecided |
| UMYUK- - - - - | Ummaru Musa Yar'adua University, Katsina |
| VA- - - - - - | Very Aware |

VD - - - - - - Very Dissatisfied

VL- - - - - - Very Low

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Libraries play a pivotal role in the development and promotion of university education worldwide. University library being the heart of the university system provides suitable materials useful for teaching, learning and research purposes and thus supplement classroom teaching work along with provision of information required to attain intellectual pursuits (Ramana, 2004). In order to achieve this goal, most libraries have put in place adequate resources to support teaching and research, trained qualified librarians capable of organizing the information contents in the most scientific and helpful order as well as a library catalogue which is used to facilitate easy retrieval of educational resources in the library (Bamidele, Omeluzor, Onoyeyan and Titilayo, 2014).

Moreover, Rathinasabapathy (2005) maintained that the role of academic libraries should, among others, broaden the catalogue of resources in support of academic inquiry and discovery. A library's fundamental purpose has always been to support the process of research and education by helping users to find information and ascertain its value. In any academic institution, it is expected that the library provides opportunities for librarians to serve users in different ways. For example, by hosting new types of tools that enabled the users to guide themselves in specialized disciplines. Essentially, the library catalogue is one of the important tools of the library which links users' requirements to the documents in a library. Traditionally, manual information retrieval system was used in most libraries to identify and locate available materials by checking card catalogue. Woods (1986) argues that in manual system, all cards had to be drafted, checked,

typed, proofread, corrected, sorted, filed and the filing checked. Also, whenever any book is moved to a new location, withdrawn or lost, all the cards had to be found and corrected. However, this system was characterized by various setbacks such as time consuming, subjected to perennial backlogs and errors in card production and filling (Adigun, Salvador and Abdulazeez, 2011). Furthermore, as libraries expand and grow, it becomes more difficult to maintain the manual card catalogue due to increasing cost of catalogue maintenance. Egberongbe (2000) notes that manual descriptive cataloguing has been observed to be time consuming. As a result, many libraries experience cataloguing backlogs, which prevent the information materials from being accessed since the entries will not be represented in the catalogue. Hence, users cannot access such information materials at the right time. She highlights that many of these problems could be reduced or eliminated by the replacement of card catalogue with OPAC. She also observes that with the use of OPAC, more subject searches such as author, title, subject, ISBN, ISSN, date and place of publication could be carried out. It is a tool designed to facilitate information retrieval process in this information age.

With the rapid development of Information and Communication Technology (ICT) in the last two decades and subsequent development of Online Public Access Catalogue (OPAC), access to library collection is provided in a more convenient and easy way. The term Online Public Access Catalogue (OPAC) refers to information retrieval system composed of database of bibliographic records describing the books and other materials owned by a library or library system. OPAC is accessible online regardless of geographical location, making it convenient for remote users or via work stations usually concentrated near the library reference desk to make it easy for a user to request the assistance of a trained reference librarian.

Since its inception in the late 1970s, OPAC has become widely accepted information retrieval tool and the vast number of bibliographic records has been converted into computer format, using the Machine-Readable Cataloguing (MARC) form (Feather and Sturges, 2003). Its increasing recognition worldwide is mainly because OPAC allows users to quickly and effectively search the needed bibliographical records of materials through simple or advanced searches; eliminates repetitive nature of work; improves the quality and range of services; facilitates easy and wider access to all kinds of information sources; facilitates faster information communication; increases morale and motivation of library staff; facilitates cooperation and information sharing; save time, space and resources; improves productivity and image of the library.

An OPAC is an interactive search module of an Automated Library Management System; it is part of the Integrated Library System (ILS). OPAC contains all the bibliographic information of resources contained in a library. It serves as a key to the library collections. With OPAC, library users can locate information resources they need in the library easily. It improves searching capabilities of the library resources because information resources can be located as easy as possible compared to the traditional card catalogue. Mulla and Chandrashekara (2009) confirmed that OPAC is an instrument of change in today's libraries as it helps facilitate users' search for library materials and to determine the availability of such materials in the library at a given point in time. Depending on the design, the search menu of an OPAC may comprise of items such as author, title, subject, call number, patron name, basic search and keyword search, International Standard Book number (ISBN), International Standard Serial Number (ISSN), Library of Congress Call Number (LCCN) and item barcode. Basic search is useful when a user knows the facts about an author, title, subject, series, call number and heading, while keyword search is

useful when a user does not know the facts about an author, title, subject, heading of the document. Some OPACs are Internet-based, that is they can be accessed globally on the World Wide Web (WWW) while those that are not internet-based are usually installed on standalone computers. Presently, in Nigeria, not all available OPACs can be accessed on the WWW. Some are already operational while, others are not fully operational. Example of the fully operational OPAC is the FUDMA Library.

Additionally, with the advent of OPAC, the library information resources can be searched through multiple ways such as title, author, subjects, publisher, keyword, call number, ISBN, date and place of publication (Fati and Adetimirin, 2015). OPAC contains all the bibliographic information of a library or an information centre; it is a gateway to the entire library collections. OPAC is the contemporary, friendly and flexible form of library catalogue that gives quick and easy access to information resources. Awareness of OPAC can also be described as having the knowledge of the existence, benefits and purpose of OPAC, though the level of awareness vary from one user to another. Ruzegea (2012), defined OPAC awareness as the knowledge of it and maintains that it is also a first step to increase usage (usability) of the library resources and other relevant information in the library and outside libraries or online databases to aid students in their learning processes.

Nevertheless, the introduction of OPAC into the libraries immediately results in different skills required to enhance fully exploitation of them. Therefore, the success of OPAC implementation in the library depends greatly on the extent to which users are kept well informed about OPAC and be trained to equip them with requisite skills so that they can understand, accept and make more effective use of OPAC services (Ramana, 2004; Kinengyere, 2007; Msagati, 2014).

Utilization of OPAC is the act of using OPAC as a system, medium, device, resource or service. OPAC has created immense changes in the library activities. Its importance cannot be overemphasized because it facilitates extraction of relevant documents or information from a large collection of documents in response to a user's request; it provides different search elements: by author, title, subject, call number, classification number, series, ISSN and ISBN. In addition, it is used to locate books, to find non-print materials, to find out whether required information resource is available in the library or not, to compile bibliography of books on a particular subject and to check the number of copies in library stock. Based on this, Ukpebor (2011) noted that OPAC provides wider access, since users can retrieve information from any participating library or even search online from their home computer, it provides the public with direct access to a library bibliographic database through the use of terminal searchable through a variety of access points greater than those available through card form catalogue, it is searchable with a common command language, which may be transferred when the public moves from one library to another, it also displays search results in readily understandable form and provides useful link to different databases and multiple users can query the database simultaneously.

The use of OPAC in the library is of particular ideal for students as they need not to spend time to travel from their location to the library to know the availability of a particular book, to place book requests or to spend time scanning through the library card catalogue to know the call number of a particular book. With OPAC, students can now browse online the physical collection of the library anywhere regardless of their geographical location. Thus, this initiative has saved their time and cost of travelling from their remote locations and reduce the number of physical presence in the library. Fati and Adetimirin (2015) argue that OPAC minimizes the time

and stress of searching through shelves; thereby supporting the fourth of the Ranganathan's laws of Library Science "Save the time of the user".

With these unique advantages that OPAC has over the card catalogue, libraries started to embrace the new technology, Kaur and Sharda (2010) recommended that libraries should develop and maintain an integrated online public access catalogue (OPAC) with both internal and external resources as well as printed and other formats of knowledge.

The importance of Library OPAC cannot be overemphasized, because it is the online database of materials held by a library or group of libraries which provides a platform for students to search and to locate books and other materials available in a library. Therefore, by using the library OPAC, students can access bibliographical records of variety of information resources independently without looking for assistance from the library staff or a colleague and without being necessarily present in the library since they can access it from their remote locations. The Federal University Dutsin-Ma Library is automated right from the establishment stage and it provides an OPAC work station which can be searched remotely without being present in the Library. It is in line with this that the researcher had to carried out this study in order to find out the level of awareness, the extent of utilization, extent of satisfaction with OPAC as well as the challenges of using OPAC in retrieving information by undergraduate students in Federal University Dutsin-Ma, Library.

## 1.2 Statement of the Problem

Online Public Access Catalog (OPAC) enables information searchers in the library to easily find and locate information resources on the shelves. According to Kapoor and Goyal (2007) OPAC is the key to a library's collection as it allows users to find out about what books, journals, conference proceedings, reports and other resources are available in either print or electronic

format. It is expected that information searchers with access to the internet whether from homes, offices, hostels or even on their smart mobile phones should be able to access library OPAC before coming to the library to consult or to borrow their needed information resources.

The Federal University Dutsin-Ma (FUDMA) Library is known to be automated in such a way that all the bibliographic information of its resources are accessed via web-based OPAC; library staff exert a lot of effort to orient and encourage library users to use the OPAC before searching the library's shelves. For example FUDMA Library organizes an orientation programme to newly admitted undergraduate students every year to educate them on how to go about searching Library resources, this effort helps in creating awareness to students about the existence of Library OPAC.

Despite the potentials of OPAC, preliminary observation by the researcher has shown that library staff are frequently asked by students about the location and status of library resources. Also students are often seen moving from shelf to shelf searching for their desired information resources, though, this task could actually be performed using the library's Online Public Access Catalogue (OPAC). Several scholars such as Ansari and Amita (2008) and Mulla and Chandrashekara (2009) have also reported similar or the same situation occurring in different libraries in other countries across the globe.

It was also noted that much has been done in Nigeria to discover awareness and use of OPAC. Ebiwolate (2010) studied the use of the library catalogue by undergraduate students in Niger Delta University Library. His study revealed that majority of the undergraduate students in Niger Delta University were not aware of the library catalogue and its uses. Similarly, Onuoha, Umahi and Bamidele (2013) examined the use of OPAC among final year students in Redeemer's

University (RUN) and University of Agriculture Abeokuta (UNAAB), Nigeria. The findings from their study revealed poor OPAC utilization among the respondents.

It is based on these observations and support from literature that the researcher had to carried out this study to find out the level of awareness, extent of utilization and the extent of satisfaction with OPAC by undergraduate students in the Federal University Dutsin-Ma Library. This is because despite many studies conducted by different researchers locally and globally, this problem still exists among library users particularly students.

## 1.3 Research Questions

This research sought to answers the following research questions:

1. What is the level of awareness of Library OPAC among undergraduate students in FUDMA?
2. What is the purpose for utilizing Library OPAC by undergraduate students in FUDMA?
3. To what extent do the undergraduate students of FUDMA utilize the library OPAC?
4. To what extent are the undergraduate students of FUDMA satisfied with the library OPAC?
5. What are the challenges of utilization of the library OPAC by undergraduate students of FUDMA?

## 1.4 Research Hypotheses

The research sought to test the following null hypotheses:

$HO_1$. There is no significant difference in the level of awareness of library's OPAC among undergraduate students in the three faculties of FUDMA.

$HO_2$. There is no significant difference in the extent of utilization of library's OPAC among undergraduate students in the three faculties of FUDMA.

$HO_{3:}$ There is no significant difference in the extent of satisfaction with library's OPAC among undergraduate students of the three faculties in FUDMA.

## 1.5 Objectives of the Study

The following are the objectives of the study.

1. To identify the level of awareness of library OPAC by undergraduate students in FUDMA
2. To determine the purpose for using Library OPAC by undergraduate students of FUDMA
3. To determine the extent of utilization of library OPAC by undergraduate students of FUDMA
4. To determine the level of satisfaction with library OPAC by undergraduate students of FUDMA
5. To identify the challenges of utilization of the library OPAC by undergraduate students of FUDMA

## 1.6 Significance of the Study

This study is significant because it would benefit the Federal University Dutsinma Management in knowing what is obtainable in the Library and how effort could be made in supporting the Library to create more awareness of OPAC. The study is necessary and its implication is that if this study is not conducted in FUDMA library, huge amount of money and time would continue to be spent by the FUDMA management in the maintenance of OPAC without the Library users making effective use of the OPAC services provided.

Since the search for printed catalogues in the library results in waste of time, the study is significant because it would help the FUDMA Library to address some of the challenges faced by its Users and improve in its operations. It is hoped that effective utilization of the findings of

this research would help the students to become more aware of all other services provided by Library OPAC which in turn would help them to utilize all Library OPAC services. The findings of the study would hopefully assist management of other university libraries to identify the challenges facing the students in the use of OPAC and which solutions would be proffered. This would serve as an avenue for the exchange of ideas, create more rooms for discussions and allow sharing of some problems that library and users are facing. Also, recommendations from the study would serve a useful guide in pointing the way forward in the provision of OPAC services not only in FUDMA but also in other tertiary institutions in the country in general.

It would help the Ministry of Education, Librarians' Registration Council of Nigeria (LRCN) and other regulatory bodies in library and information work when making policies and taking decisions on libraries, this is because the work would serve as a useful guide to them in knowing what is obtainable in University Libraries OPAC and the challenges faced.

Finally, the findings of this study would hopefully bridge the gap in knowledge on the OPAC awareness and utilization by students and add value to the existing body of literature.

### 1.7 Scope and Delimitations of the Study

The study covered only the undergraduate students of Federal University Dutsin-Ma, Katsina State, Nigeria. The study focused on the level of awareness of OPAC, extent of utilization of OPAC, purpose for utilizing OPAC, challenges for utilizing OPAC and the extent of satisfaction with OPAC by undergraduate students in Federal University Dutsin-Ma library. The study is delimitated to undergraduate students only because they are the large category of users and they patronized the library services the most.

## 1.8 Operational Definitions of Terms

The following terms are defined operationally according to the context of the study:

**Challenges:** This is any difficulty encountered when utilizing FUDMA Library's OPAC

**FUDMA Library:** This is a library found in Federal University Dutsin-Ma, it is established to support the university in her academic pursuits such as learning, teaching and research.

**OPAC:** It is an acronym for Online Public Access Catalogue**.** It is a computerized version of library catalogue accessible via computer terminals in FUDMA library

**OPAC Awareness:** This is having knowledge about the OPAC existence, benefits and purpose in FUDMA Library.

**OPAC Satisfaction:** Good feeling someone has when he/she used the FUDMA library's Online Public Access Catalogue (OPAC).

**OPAC Utilization:** This refers to the act of using the Library OPAC to retrieve any kind of information resources available in the FUDMA Library.

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# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter reviews literature related to the study under the following sub-headings.

2.2 Conceptual Framework

2.3 Awareness of OPAC in University Libraries

2.4 Utilization of OPAC in University Libraries

2.5 Utilization of OPAC in University Libraries

2.6 Users' Satisfaction with OPAC in University Libraries

2.7 Challenges of Utilizing OPAC in University Libraries

2.8 Summary of the Review

## 2.2 Conceptual Framework

Online Public Access Catalogue (OPAC) is called a Computerized Library Catalogue; it is an information retrieval system in the library which complements the traditional card catalogue system. In the new system, data can be spread within computer and then the required entry can be retrieved immediately through OPAC system in any format. OPAC is an increasingly well-known piece of equipment in libraries. Today, a large number of libraries have automated their operations and services using this technology to fulfill their users' needs example of these libraries are Kashim Ibrahim Library (KIL) in Ahmadu Bello University Zaria and Bayero University Kano, Library, FUDMA Library in Federal University Dutsinma. OPAC is one of the most important services of the library. The American Library Association Glossary (1983) defines OPAC as, "a Computer-based and supported library catalogue (bibliographic database)

designed to be accessed via terminals so that library users may directly and effectively search and retrieve bibliographic records within the assistance of a human intermediary such as a specially trained member of the library staff. This implies that an OPAC is a computerized library catalogue that is available to the public which provides bibliographic information about information resources in the library. The Dictionary for Library and Information Science (2004) defined OPAC as the interfaces that help users communicate with a library's collection of information resources. OPAC is a popular service developed as a result of the evolution of online technologies. It is a database consisting of the bibliographic records that describe the materials held by a library, accessible via public terminals or workstations. Most OPACs are searchable by author, title, subject and keywords and allow users to print, download or export records to an e-mail account. Aina (2004), states that an Online Public Access Catalogue (OPAC) is the most modern form of library catalogue, whereby bibliographic records of all the documents in a collection are stored in the computer memory disk. It is efficient and while possessing all the advantages over other forms of catalogues. No wonder then that a growing number of libraries in Nigeria are changing from traditional card catalogues to computerized catalogues findings of Ogbenege and Adetimirin (2013) proved that KOHA was implemented in Bowen and Redeemers University libraries both in Nigeria in 2007 and 2011, respectively.

Some OPACs are Internet-based, that is, they can be accessed globally on the World Wide Web while those that are not internet-based are usually installed on standalone computers. Kapoor and Goyal (2007) stated that OPAC is the key to a library's collection as it allows users to find out about what books, journals, conference proceedings, reports and other resources are available in either print or electronic format. The OPAC-user interface design is of utmost importance since it can have a decisive influence on the relationship between the OPAC and its users.

An OPAC contains all the bibliographic information of an information center or can be said to be a gateway to information center's collection (Husain and Ansari, 2006). Ansari and Amita (2008) stated that "An OPAC provides the users with online access to the library's catalogue by allowing them to search and retrieve records from the online catalogue and depending on the underlying library management software; it offers several other facilities such as online reservation, borrower status checking and so on". Mulla and Chandrashekara (2009) confirmed that OPAC is an instrument of change in today's libraries as it helps facilitate users' search for library materials and to determine the availability of such materials in the library at a given point in time. Adenike and Akin (2014) say that all OPACs use a keyboard to communicate with the computer rather than the mouse, graphics pad or touch screen. The most frequent method of interacting with the OPAC is by the use of the menus. Access to the bibliographic record is possible through a large number of access points such as author or corporate name, title, keyword search, subject heading, ISSN and call mark. In addition, users can extend their search by using Boolean Operation (AND, OR, NOT) and by combining search strategies (e.g. title and author, subject and author). Also, OPAC users may limit their search results by such features as publication, type of material (e.g. magazine, book and video), language, reading level and they can sort bibliographic record by author, title, and publications date.

Since the inception of OPAC in the late 1970s, OPAC has become widely accepted as the potential information retrieval tool and the vast number of bibliographic records has been converted into computer format, using the Machine-Readable Cataloguing (MARC) form (Feather and Sturges, 2003). Its increasing recognition worldwide is mainly because OPAC allows users to quickly and effectively search the needed bibliographical records of materials through simple or advance searches; eliminates repetitive nature of works; improve the quality

and range of services; facilitates easy and wider access to all kinds of information sources; facilitates faster information communication; increase morale and motivation of library staff; facilitates cooperation and information sharing; save time, space and resources; improve productivity and image of the library. Therefore, students need to be aware, access and utilize Online Public Access Catalogue for effective search process of the library resources.

Some of the positive effects of OPAC in libraries as highlighted by Ukpebor (2011) are it:

i. Facilitates extraction of relevant documents or information from a large collection of documents in response to a user's request;
ii. Provides different search elements: by author, title, subject, call number, classification number, series, International Standard Serial Number (ISSN) and International Standard Book Number (ISBN). In addition, it is used to locate books, to find non-print materials, to find out whether required information resource is available in the library or not, to compile bibliography of books on a particular subject and to check the number of copies in library stock.
iii. Provides wider access, since users can retrieve information from any participating library or even search online from their home computer;
iv. Provides the public with direct access to a library bibliographic database through the use of terminal searchable through a variety of access points greater than those available through card form catalogue;
v. Is searchable with a common command language, which may be transferred when the public moves from one library to another;
vi. Display search result in readily understandable form;

vii. Provides useful link to different databases and multiple users can query the database simultaneously.

### 2.2.1 Historical Development of OPAC in Nigerian University Libraries

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 information system and the user of the information (Ogbole &. Atinmo, 2017)

University library computerization in Nigeria has been in the pipeline since 1970s, although concerted efforts began in the late 1990s (Abubakar, 1971). The need for library automation and computerization with Internet facilities as instrument for intellectual development is highly appreciated at university level. Nok (2006) notes that university library automation in Nigeria started in the late 1980s and were at various stages of automation of library services. National University Commission (NUC), a federal government agency that supervises and disburses fund to all the federal universities in Nigeria made giant stride by initiating projects aimed at computerizing university services across the country. Efforts at computerizing university have taken different approaches and dimensions. At a stage Management Information System (MIS) and Nigeria Universities Network (NUNET) projects were initiated. This was followed by Nigerian virtual library project for higher institutions which was sponsored by United Nations Educational Scientific and Cultural Organization (UNESCO) in 2003. This project was to exploit

Information and Communication Technologies (ICT) application in dispensing library services for academic development.

### 2.2.2 Library Software and Academic Libraries in Nigeria.

The advent of library software in Nigeria which dates back to the 1970s, came with the challenges of acquiring and maintaining software packages because of cost. Even with the variety of library software available in the ICT market, which came either as integrated or modular package, Nigerian libraries did not adopt any until 1984 when International Institute of Tropical Agriculture (IITA), Library in Ibadan replaced her card catalogue with fully computerized integrated software called, Battelle Automated Search Information Systems (BASIS) (Oyiloye, 2015).

Academic libraries in Nigeria were not in the scene of library software usage until the National Universities Commission (NUC) acquired TINLIB for only federal University libraries and UNESCO introduced CDS/ISIS. After these two, different software came into market and Nigerian universities have acquired based on their affordability and the result is different software in different universities. This inconsistency and lack of uniformity in the use of library software is one major problem in the academic environment which militates against effective resource sharing and cooperation (Obajemu, Osagie, Akinade & Ekere, 2013). Some library software packages available in the Nigerian academic environment are: MASTERLIB, TINLIB, ALICE, GLAS, X-LIB, CDS/ISIS, LIBERTY3, MILLENIUM, ALEZANDRA, KARLMARK, KOHA, SLAM and VTLS to mention but a few.

The global trend now is the use of ICT for delivering library services. Academic libraries in Nigeria started automating their libraries in the 1980s with library management systems. For example, the University of Ibadan Library (Kenneth Dike Library) adopted the CDS/ISIS

software that was developed and distributed freely by United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1993 (Ola, 2010).

Additionally, Bozimo (2006) noted that serious automation efforts in Nigerian University Libraries started in the mid-1990s. She said that Nigeria cashed in on the opportunity presented by the World Bank and organized and executed by the National Universities Commission (NUC) in the 1994/1995 session. The NUC donated computers to university libraries in Nigeria and encouraged them to acquire TINLIB library software for their automation projects. Unfortunately, the software was abandoned due to lack of adequate maintenance support and technical guidance. These libraries have made attempts to use other software including GLAS, X-LIB, VIRTUA and ALICE. Libraries need software that is well supported and used by many other libraries with the hope of forming a user group to support common problems and offer solutions that would lead to continuing improvements (Adekonye, 2011).

## 2.3 Awareness of OPAC in University Libraries

Use and user's studies on OPAC are numerous and there exists good number of reviews of OPAC studies appearing in literatures as early as from 1983; however, these studies were mostly carried out among academic staff and students of institutions of learning, who were the most frequent users of OPAC.

Ruzegea (2012) studied the usability of OPAC interface features in International Islamic University Malaysia and opined that awareness of OPAC is an important first step towards access and eventually increased usage of library materials and other relevant information in library and outside libraries or online databases to aid researchers and students in their learning process. He found that (100%) of the respondents were aware of OPAC. In contrast to the above, the study by Srinivasulu and Reddy (2010) on medical college users (undergraduates and

postgraduates) in Andhra Pradesh, India, have earlier identified that most of the users (78.14 percent) replied that they have not used the library catalogue/OPAC to locate books in the library. Consequently, the authorities were advised to take appropriate steps to create awareness of OPAC among the users by conducting user education programme. Additionally, Islam (2010) studied the use of library catalogue by undergraduate of the Dhaka University Library of Bangladesh. Finding revealed that majority of respondents were not aware of the library catalogue and use. As a result, a majority of respondents never used the catalogue. Students prefer to browse through the shelves to locate books, because there is no proper user education programme in the university to make proper use of the library catalogue. Therefore, the author suggested user education programme to ease and facilitate the use of catalogue. In addition to the above a recent study by Msagati (2016) on Awareness and Use of OPAC by Distance Learners: The Case of the Open University of Tanzania revealed low level of awareness (24.78%) and use (22.61%) of OPAC among Distance Learners. Additionally, Thanuskodi (2012) investigated use of Online Public Access Catalogue at Annamalai University Library, his study revealed that 95% indicated lack of knowledge about OPAC and this may not be unconnected to lack of instruction by library staff as it was suggested by the study.

In contrast to the above findings, Fabunmi and Asubiojo (2013) study the awareness and use of OPAC by students of Obafemi Awolowo University, Nigeria. The study revealed that 68.7 % of the respondents were aware of OPAC services while the remaining percentage of the respondents used manual catalogues to access library resources due to lack of awareness, lack of skill and problems encountered during usage.

Similarly, Fati and Adetimiran (2015) studied the awareness as a factor affecting OPAC use by undergraduates in two Nigerian university libraries. The finding revealed that majority of the

respondents in OAU and UNILAG had high level of OPAC awareness although the level of OPAC awareness among the respondents in OAU was higher than that of those in UNILAG. Respondents who were not aware of OPAC were more than those with low level of OPAC awareness in both universities. In both the universities studied, the level of undergraduates' OPAC awareness was found to be high. However, it was found that, undergraduates in OAU had higher level of awareness of OPAC than those in UNILAG. This was in spite of the fact that, as at the time of the study, OAU's OPAC was partially operational while that of UNILAG was fully operational. This finding was in line with the confirmation by the System Librarians of both universities that undergraduates' level of OPAC awareness was high. More so, Ebiwolate (2010) studied the use of library catalogue by undergraduate students of Niger Delta University Library. He suggested conducting user education programme at a regular interval and also on wide publicity on OPAC to create awareness among library users.

Moreover, Bamidele, Omeluzor, Onoyeyan and Titilayo (2014), investigated faculty members' awareness and use of OPAC at Babcock University, Nigeria: The finding shows that 70.4% and 44.9% of the respondents have indicated lack of orientation and lack of instruction from library staff on how to use OPAC respectively. Consequently, 24.5% agreed that OPAC access was password protected. It clearly shows that majority of the respondents were not truly aware since the library OPAC did not require users' authentication to access information in the library. These findings, however, supports a research by Ebiwolate (2010) who studied the use of the library catalogue by undergraduate students in Niger Delta University Library. The study revealed that majority of the undergraduate students in Niger Delta University were not aware of the library catalogue and its uses.

Also in agreement with Ebiwolate's finding, Adenike and Akin (2014) revealed that most of the students, that is 52 (31.70%), claimed that they learnt how to use the OPAC from a friend, 46 (28.10%) learnt how to use the OPAC from another user while 26 (15.85%) claimed that they learnt how to use the OPAC from the help menu on the OPAC, while 16 (9.8%) claimed that they learnt how to use the OPAC during library orientation. The result confirms that the students still need to be given a proper orientation by the library on how to use the OPAC. This is a major issue that the Readers' Services Department of the Library should look into. Salaam's (2000) study was on Users' reaction to an Online Public Access Catalogue (OPAC) in a Nigerian Agricultural University Library, Abeokuta. 300 questionnaires were randomly distributed among students of the University out of which 82% of the responses were received for analysis. The outcome of the study shows that users of Nimbe Adedipe Library appreciate the services provided through Online Public Access Catalogue (OPAC). In support to this finding, Shorunke, Eluwole and Gbenu (2014) in their studies on Evaluating Users' Satisfaction with Landmark University's Online Public Access Catalogue. The respondents revealed that a large proportion 89(44.5%) of the respondents were informed of OPAC through the use of library study skills and ICT' course taught by their lecturers. This was followed closely by library orientation 85(42.5%) and colleagues 63(31.5%), while a vast majority of the respondent 179(89.5% did not get information about OPAC from signs or notices in the library. These findings indicate that the "Use of Library" course created the necessary awareness on OPAC among majority of the respondents. This study disagrees with the findings of Ebiwolate (2010), Adenike and Akin (2014) and that of Bamidele et al (2014).

## 2.4 Purpose for Utilizing OPAC in University Libraries

The basic purpose of the OPAC is to create a database of library holdings which provides an online catalogue to help users in identifying and searching resources. Mulla and Chandrashekara (2009) in a Study on the Effective Use of OPAC at the Libraries of engineering colleges in Karnataka (India) depicted that a majority 986 (90.29 %) of the respondents consult the OPAC to know the location of books in the library, followed by 619 (56.68%) and 804 (73.63%) to find the non-print materials or to check whether the required book was available in the library or not. Consequently 667 (61.08%) of the respondents consulting OPAC to compile bibliography of the books on a particular subject, 554 (50.73%) used OPAC to check the number of copies of the required books in the stock and 601 (55.04%) respondents did not respond to this query.

Similarly, Gohain and Saikia (2013) in their study use and users satisfaction with OPAC services among B. Tech. students of School of Engineering in Tezpur University, indicated that 203 (52.05%) respondents used OPAC to locate document on shelves. 131 (33.59%) respondents admitted that they use OPAC because it helps them to know what library has on a given author, title and subject. 34 (8.72%) respondents used OPAC to know whether identified book is on the shelves or not 14 (3.59%) respondents indicated that they used OPAC because it is easy to search different categories of documents such as books, theses, back vol., CD etc. by changing the type of document. Only 8 (2.05%) respondents revealed that they used OPAC to know about a document without visiting the library. It is clear that majority of the users used OPAC to locate documents on shelves & to know what a library have on a given author, title and subject.

Thernuskodi (2012) studied Use of the Online Public Access Catalogue at Annamalai University Library. His findings depict that 74.03% of users consulted OPAC to know the availability of the requisite document in the library, 41.82% to know whether the requisite document in the library

issued and 78.36% to know the location of the requisite documents. It is clear that majority of users consulted OPAC to know the availability and location of the requisite documents. Furthermore, Sankari et al (2013) in their study on the Use of OPAC by Students and Faculty Members of Unnamali Institute of Technology in Kovilpatti (Tamil Nadu) found out that 75 (57.69%) users consulted OPAC to know the availability of the required document in the library, 14 (10.77%) to know whether the required document issued or checked out, and 41 (31.54%) to know the location of the required documents. It is clear that majority of users consulted OPAC to know the availability and location of the required documents.

A recent study by Asokan & Dhanavandan (2015) in their studies on Awareness and Usage of Online Public Access Catalogue (OPAC) by Students and Faculty Members: A Case Study of Aalim Muhammed Salegh College of Engineering library. Their findings show the reason for using OPAC by the respondents. A five point scale was used to find out the opinions behind that. Out of 172, 114 (66.28%) indicated that they used OPAC to know the status of the document, where as 104 (60.47%) indicated that they used OPAC because it has less time consuming for searching, another 100 (58.14%) indicated that they used it to identify the availability of document and information, and 95 (55.23%) to identify the new arrivals, while 85 (49.42%) to know the location of required document. Kumar and Mahajan (2015) studied Use and Usage of OPAC in Public Libraries in Chandigarh City (India): The study, found out that 61.59% used the OPAC to locate a document on the shelves and 58.48% to know whether particular book is available on the shelves or not, 37.71% to know the bibliographical details, 31.14%. 91% respondents used the title search approach and 83.04% used the author search approach.

Another study by Yusuf (2012) on the Utilization of Online Public Access Catalogue at the Lagos State Polytechnic in Nigeria, shows that 100% of respondents consult the OPAC to locate

books in the library, followed by 98.88% which indicates a check whether the required book is available in the library or not. Also 86.66% indicates using OPAC to compile bibliography. This is particularly high with lecturers with 97.82%, which may be due to the fact that they need to update their knowledge in their discipline and for research purposes. To check the number of copies in the library stock has 20.55%, while none of the respondents shows that they use the OPAC to find non print materials.

A study by Shorunke, Eluwole and Gbenu (2014) on Evaluating Users' Satisfaction with Landmark University's Online Public Access Catalogue (OPAC) showed that more than half of the respondents 108 (54.0%) made use of OPAC to conduct research. This was followed by 83 41.5%) who used OPAC to search materials for assignment. It is however worrisome to note that 132 (66.0%) of the respondents did not use OPAC to search materials for theses/projects and 128 (64.0%) does not search OPAC for course materials. Also negligible is the percentage of the respondents that made use of OPAC 'to keep abreast' 12 (6.0%).

## 2.5 Utilization of OPAC in University Libraries

Utilization in this regard is an act of making use of Online Public Access Catalogue (OPAC). There exists copious number of studies relating to use of OPAC especially in academic institutions. A study by Ansari and Amita (2008) revealed that a high percentage of library users in five academic libraries in New Delhi use OPAC as a search tool for retrieving documents. His study also shows that most of the users handled the OPAC themselves. One can conclude here that users of those five academic libraries have gone through the training offered by the libraries which help information searchers to use OPAC without requesting for the assistant of the library staff.

In the case of Ansari and Amita (2008), the findings on awareness and use of OPACs in five Delhi libraries, revealed that a high percentage of respondents utilized OPAC as a search tool for retrieving documents, while most of the users manipulate OPAC themselves. Further study by Mulla and Chandrashekara (2009) on the effective use of online public access catalogue at the libraries of Engineering Colleges in Karnataka (India) found that 81.61% of the respondents were using OPAC. Among them, 662 were undergraduates, 328 were faculty members and 81 were postgraduates, the remaining 21 respondents were researchers. The study also revealed that 18.39% of the respondents were not using the facility.

Mulla and Chandrashekara (2009) study indicates that 81.61% of 1,338 of their respondents use OPAC to search for library resources while 40.02% of library users at Devi Ahilya University consult library staff to access materials they need in the library; 20.60% consult card catalogue and 24.91% consult their peers. Therefore, this report shows that a good number of users at Devi Ahilya University cannot search for materials they need to solve their information problems independently. Perhaps, that is the more reason why Mulla and Chandrashekara study shows that when the library at Devi Ahilya University launched its OPAC, users were expecting the library to appoint staff who would help them in searching and retrieving records of documents they need. Although, their study does not indicate that their respondents consult card catalogue which may implies, that those libraries must have completed their retrospective conversion exercises.

Moreover, Kumar & Vohra (2011) examined OPAC usage by the students and faculty of Panjab University Library, Chandigarh. The findings of the study revealed that out of 190 respondents, 79 used the OPAC very frequently/frequently. Majority of the respondents (111) used the OPAC occasionally, rarely or were not even aware of it. Problems associated with OPAC usage or non –

usage were found to be associated with lack of knowledge; complicated or confusing to use; no out/null retrieval; lack of assistance from library staff; slow speed and lack of computer systems.

Devendra and Nikam (2013) studied the attitudes of two law university library users towards the use of OPAC/Web OPAC and located in Andhra Pradesh. The findings of the study revealed that 62(50%) of the respondents were using OPAC/Web OPAC and 51(41.8%) respondents stated that their use of the OPAC/Web OPAC was not guided by library OPAC. The analysis found that respondents have positive attitudes towards the use of OPAC/Web OPAC service and facility.

Yusuf's (2012) survey on the effective use of OPAC at the Lagos State Polytechnic Library, Ikorodu shows that 91.14% of the respondents used OPAC to retrieve materials in the library while 8.86% respondents did not use OPAC to access library collections. This finding is an indication that some higher institutions has step up awareness campaign while some are still lagging behind.

In another study, Yusuf and Iwu (2010) indicate that 61.9% of students use OPAC to access library materials. They attribute this positive development to the result of compulsory orientation programme organized by the library for the first year students of the Covenant University, Ota, Nigeria, Though, the study shows that only 10.0% of the faculty respondents use the OPAC. This may be as a result of lack of awareness of OPAC service or skill to use it. It is expected that faculty members should use OPAC more since they have access to the internet in their various offices and or laboratories. Ordinarily, they will want to be sure that the library has the materials they need before they come to the library to borrow the materials. This may likely trigger the use of OPAC. Although the study does not show that the library under study operates a web-based OPAC. However, with the development in information technologies and the trends in the provision of effective library services, information searchers should be able to access library

OPAC in their offices, homes, hostels, lecture rooms or laboratories at any time before coming to the library to borrow the materials.

Contrary to the above findings, Onuoha, Umahi and Bamidele (2013) examined the use of OPAC among final year students in Redeemer's University (RUN) and University of Agriculture Abeokuta (UNAAB), Nigeria. The findings from their study revealed poor OPAC utilization among the respondents. Most of the respondents 75.38% and 49.55% from RUN and UNAAB respectively indicated that they do not use OPAC at all. Problem of inadequate computer and lack of orientation were found to be the reason for none use of OPAC in the two universities.

Adedibu's (2008) study on Catalogue Use by Science Students at the University of Ilorin, Kwara State revealed that the users of the OPAC represented a small portion with 33 respondents (7.9%).

## 2.6 Users Satisfaction with OPAC in University Libraries

Library user satisfaction implies how users feel after using the information resources and services and their willingness to return to the library when next they need information. A lot of studies have been conducted to measure users' satisfaction about OPAC. The study of Harris (2008) on the applicability and utility of OPACs in 5 libraries in New Delhi, revealed that OPAC is still one of the most important interfaces among the users and the collection of library. However, the data showed that a high percentage of respondents were using the OPAC as a search tool for retrieving documents. Also, most of the users handled the OPAC themselves. Significantly, the satisfaction level of users rose higher as with the availed OPAC facilities. Nevertheless, not many users were aware of the expert searches provided by OPAC. The Librarians, especially those from the developing nations, may choose their library software

catalogue data into terms that library user understands, making books more easily accessible via OPACs and fostering a sense of community around library collections (Haris, 2008).

Kumar (2014) studied the relationship of OPAC Users' Satisfaction with their demographic characteristics, computer skills, user education, user assistance and user-friendly OPAC, He found that satisfaction was significantly higher for those who possessed adequate knowledge of OPAC, and had received staff assistance as well as necessary education on OPAC. The study showed that satisfaction with ease of usage of OPAC was higher. It was also found that users were well-equipped with computers and had attained skills while frequently searching the web However, it was also revealed that mere possession of computer skills was not sufficient for efficient use of OPAC, resulting in the attainment of a high level of satisfaction.

Furthermore, Asokan and Dhanavandan's (2015) study on Awareness and Usage of Online Public Access Catalogue (OPAC) by Students and Faculty Members: A Case Study, revealed that among the 58 faculty members, 36(62.07%) were fully satisfied, 11(18.97%) were satisfied, 5(8.62%) were moderately satisfied and 3(5.17%) of them equally dissatisfied and very dissatisfied with using OPAC facility in the library. Out of 114 students, 64(56.14%) were fully satisfied, 32(28.07%) were satisfied, 9(7.89%) were moderately satisfied, 7(6.14%) were dissatisfied and 2(1.75%) of them very dissatisfied with using OPAC. It is concluded that, more than fifty percent of the respondents were fully satisfied with using the OPAC facility. This finding was in agreement with the study of Shorunke, Eluwa and Gbenu (2014) on Evaluating Users' Satisfaction with Landmark University's Online Public Access Catalogue (OPAC), it was found that 64(32.0%) of the respondents were extremely satisfied, 76(38.0%) were very satisfied, 54(27.0%) were slightly satisfied while 6(3.0%) were dissatisfied; It is interesting to note that approximately 97% of the respondents indicated that they were satisfied or relatively satisfied

with the OPAC services. This may be as a consequence of the easy to use interface of the OPAC and the library instruction.

Also a study by Islam and Ahmed, (2011) on Measuring Dhaka University students' perceptions of ease-of-use and their satisfaction with University Library's online public access catalogue (OPAC) shows that students are overwhelmingly satisfied with the DUL OPAC. Although there are some differences in students' perceptions of and satisfaction with the university OPAC, a formal task-based usability testing and adopting a user-centered design can ensure the usability of the OPAC in the future. Kumar and Vohra (2011) investigated the use of Online Public Access Catalogue by users at Guru Nanak Dev University Library, Amritsar (Punjab). The study focuses on various aspects of OPAC, such as awareness, frequency of use, frequently used access points, satisfaction level, etc. The findings revealed that most of the users use the OPAC to locate documents despite facing some difficulties. However, majority of the users are not satisfied with the OPAC. The study suggests that the users should be made familiar with the use and operation of the OPAC by providing special training.

A study by Salaam (2000) on Users' reaction to an Online Public Access Catalogue (OPAC) in a Nigerian Agricultural University Library, Abeokuta, revealed that users of Nimbe Adedipe Library appreciate the services provided through the OPAC. This development may not be unconnected with the orientation program organized by the University for fresh students and consequent instruction on the use of the library.

In line with the above finding, Onuoha, Umahi and Bamidele (2013) indicated that it is quite obvious that respondents do derive some level of satisfaction with the use of OPAC. From RUN, 45(69.24%) indicate large/moderate satisfaction with the use of OPAC. Among respondents from UNAAB, 111(55.5%) equally indicated large/moderate satisfaction with the use of OPAC.

Few respondents on both sides were of the opinion that they do not derive any satisfaction from the use of the OPAC.

Adedibu (2008) studied the catalogue use by science students at the University of Ilorin, Kwara State, Nigeria. The study reported that, only 33(7.9) of the respondents studied reportedly used OPAC. This shows that undergraduates were not taking advantage of their universities' OPAC. This is not encouraging considering the enormous investment the universities put in place to set up the OPAC. The reasons for their low use of their universities' OPACs despite their high level of computer literacy are not within the scope of this study. However, they may not be unconnected with low awareness of availability of the OPAC.

## 2.7 Challenges of Utilizing OPAC in University Libraries

Several factors militate against effective utilization of OPAC. Such factors may differ from one university and library to another. Research conducted by Kumar and Vohra (2011) on Online Public Access Catalogue Usage at Panjab University Library showed that 97.2% of respondents expressed lack of knowledge, 72.2% expressed complication in use, 38.8% expressed no output/null retrieval, 63.8% expressed lack of on-screen help, 38.8% expressed lack of assistance from library staff and 30.5% expressed slow speed.

Similarly, the work of Mulla and Chandrashekara (2009) focused on the Effective Use of OPAC at the Libraries of Engineering Colleges in Karnataka (India) and the reason for users not using the library OPAC services. Their report shows that 91.06% complained of the shortage of system terminals put in place by the Library; 55.69% attributed it to lack of awareness of the OPAC services while 52.03% linked it to the improper working of OPAC module; 20.33% stated that the system was far from the stack area; 15.85% attributed it to lack of orientation from the library staff and 10.98% stated that they cannot locate the books they needed through the OPAC. These

are genuine reasons that library must seek to address so as to maintain its status as information providers and meet the need of the library users of the 21st century. Similarly, Ansari and Amita (2008) studied awareness and use of OPAC in five Delhi libraries and observed that recall and precision were the problem faced by users.

Furthermore, Mulla and Chandrashekara's (2009) established that the major constraints for the use of OPAC at the libraries of Engineering Colleges were lack of awareness; non-user friendly interface and information technology (IT) competency among user communities. Awareness in this case may have been caused by inability of the librarians to notify users since a study by Yusuf (2012) on utilization of OPAC at the Lagos State Polytechnic library in Nigeria, also identified lack of awareness amongst the library users' community. Other problems identified by Yusuf were lack of instruction in the use of software package, shortage of terminals, and instability of electricity supply among others as hindrance for use of OPAC at the library.

In line with the the above, Fabunmi and Asubiojo (2013) studied awareness and use of Online Public Access Catalogue by students of Awolowo University, Ile-Ife, Nigeria, the study indicated that lack of information searching skills, awareness, erratic power supply, network failure and inadequacy of computer terminals designated for the use of OPAC were among the factors inhibiting use of library OPAC.

Likewise, Wallis and Kroski (2009) in their study on the next generation OPAC in academic libraries considered difficulty in conducting searches on OPAC and difference in OPAC interface design and library Website interface design as part of the factors affecting use of OPAC. In his study on the factors that influence the public's use of OPAC, Moore (2006) identified factors that certain personal characteristics (age and occupation), time and medium of communication, credibility of source of information, users' information need, type of

information required and information seeking behavior. Libraries with functional Web-based OPACs need to periodically assess the level of users' awareness of the facility.

In his study on awareness and use of scholarly electronic journals by members of academic staff: a case study of Dar es Salaam University College of Education (DUCE), Msagati (2016) also identified limited number of computers with internet access, inadequate searching skills, low bandwidth and recurrent power outages as some of the barriers that militate against effective use of OPAC. The study recommends, among others, periodic information literacy training for distance learners during orientation and face to face sessions, introduction of information literacy compulsory course across the curriculum, provision of more PCs on campus, improvement of bandwidth, provision of standby generator in the computer labs and employment of proactive marketing strategies.

However, in line with the above, Kaur and Sharda (2010) in their study on the "Role of technological innovations in library services, strongly advocated that librarians should assist users in learning the use of OPAC, search engine, e-mail and CDROM techniques and inform library users of the web sites available through the various networks. Beside, implementing effective software is also important as well as orientation programmes and training for users at different levels. Content of training programs should include among others:

a) Basic introduction to library services and facilities;

b) Use of OPAC;

c) Methods and tools for searching information resources;

d) Use of the Internet;

e) Use of online and CDROM databases;

f) Use of electronic journals;

g) Introduction to reference sources;

h) Introduction to audio/video materials; and

i) Introduction to appropriate indexes and abstracts.

Educating library users on these important aspects will go a long way in curbing the challenges they face each day in searching and using library resources.

Ebiwolate (2010) studied the use of the library catalogue by undergraduate students in Niger Delta University Library, and he recommended high quality user education, orientation programme; demonstrations on the use of the catalogue and guidelines on use of catalogue as solution to the problems encountered by students in using the catalogue. Considering the challenges encountered by library users in most libraries, a proper user education programme on the use of catalogue for retrieval of books and other information sources is imperative and should be made mandatory for all users. Such a programme should be coordinated by the university librarian and other qualified librarians in the university. Also, a study by Ogbole and Atinmo (2017) ) on factors affecting online public access catalogue provision and sustainable use by undergraduates in two selected University Libraries in Ogun and Oyo states, Nigeria. They revealed that user convenience/satisfaction on OPAC use 83(39.7%) and poor OPAC awareness creation by library personnel 68(33.50) are some of the factors affecting OPAC provision

## 2.8 Summary of the Review

This Chapter has reviewed the various researches conducted locally and internationally on awareness, utilization and purpose for utilizing OPAC, satisfaction of OPAC as well as the challenges of using OPAC. From the related literature reviewed, it was established that OPAC is an electronic database of bibliographic records that are faster, easier to use and offers multiple searches in order to find more items or refine searches. It is the key to a library's collection since

it allows users to find books, journals, conference proceedings, reports and other resources that are available in either print or electronic format, checking borrower's records, reserving reading materials and library news bulletins. OPAC has made the library collections easily accessible to users by breaking the physical boundaries of the library. It is the most flexible and current information retrieval device in the library that allows additions, deletions, and changes in entries to be made at any time, and the results are made immediately available to the users.

On the part of OPAC awareness, some of the studies revealed that most of the respondents were not aware of OPAC; some of them prefer using manual catalogue to OPAC while some others prefer to retrieve information resources directly from the shelves. On the other hand, some studies particularly in Nigeria revealed that users are aware of OPAC and they use OPAC to search information in the library. In relation to the utilization of OPAC, only those that are aware of OPAC make use of it while those that are not aware are left out because one needs to be aware of a service before he/she can use it.

However, regarding the purpose for utilizing OPAC, it is clear that most students search OPAC to know the availability of resources and to know the location of information resources in the library. With regards to the issue of satisfaction, the level of users' satisfaction rose higher in line with the available OPAC facilities and when they have utilized the OPAC in retrieving information. As a limitation, quite a number of challenges were noted in the use of OPAC in university libraries across the globe; these include shortage of computer terminals, erratic power supply, lack of knowledge and network failure among other challenges as clearly reported in the literature reviewed.

The gap in the literature reviewed shows that research have been conducted on OPAC in Nigeria and the research conducted are mostly from southern part of the country; hence, it is necessary to

fill in the existing gap. Furthermore, this study specifically focuses on the undergraduate students in one of the newly established universities in Nigeria, while the studies reviewed in Nigeria are mostly conducted in the old generation universities. Therefore, there is a gap in our knowledge that needs to be filled. Hence, the present study would contribute in reducing the dearth of literature on OPAC in Nigeria.

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# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This Chapter described the research method and research technique used for this study. It also discussed the population of the study, sample and sampling technique, instrument for data collection, validity of the instrument, reliability of the instrument, procedure for data collection as well as the procedure for data analysis.

## 3.2 Research Method Adopted for the Study

This research work adopted quantitative research methodology. Quantitative research methodology refers to observations and measurements that can be made objectively and repeated by other researchers. It deals with the collection of objective numerical data using deductive reasoning, this move from the general to the specific. According to Amoaful (2011), this method allows the results of a study to be generalized from the sample perspective to the entire population.

### 3.2.1 Research Design Adopted for the Study

The research design used was cross-sectional survey research. This research design is a study approach in which a group of people or item is studied by collecting and analyzing data from few individuals or items considered to be “true” representative of the entire group (Nworgu, 2006; 2015). The survey research design was used for this work because it enabled the researcher to generalize from the sample of the study. In addition, the survey research design was used because the work was mainly interested in describing certain variables in relation to the population. It also enables the researcher to reach out to the study population.

### 3.3 Population of the Study

The population of the study refers to the collection of all items, elements, subjects or members that constitute the study area. The members of the population share certain characteristics or attributes in common which identify each member to the population (Okpo, 2008). Therefore, the population of this study was limited to the undergraduate students of the Federal University Dutsin-Ma. Thus, according to the statistics obtained from the Academic Office of the University, there were 3,124 registered students in the University as at 2017 as presented in Table 3.1.

**Table 3.1: Population of the Study**

| S/NO | Faculties | Number of Students |
|---|---|---|
| 1 | Agriculture and Agricultural Technology | 696 |
| 2 | Education | 246 |
| 3 | Arts | 119 |
| 4 | Management Sciences | 349 |
| 5 | Sciences | 945 |
| 6 | Social Sciences | 769 |
| **Total** | | **3,124** |

**Source:** FUDMA Academic Office, 2017

### 3.4: Sample Size and Sampling Techniques

The whole population could not be studied for the research. Ekeh (2003) asserts that it is impossible for the researcher to study every member of a large population for reasons of limitations in financial resources, time, efforts and scope. Thus, sampling method used for the study was the cluster and simple random sampling technique. Cluster sampling involves dividing the entire population into cluster and drawing a sample of cluster from all the clusters (Ladele, 2004). The researcher used simple random sampling to select three clusters sample out of the six clusters (Faculty), the choice of three clusters was informed by using ballot boxing. According to Aina (2003), simple random sampling gives each person in the sampling frame an equal chance of being represented, so that each subject has an equal chance of being selected. For the purpose of this study, a sample of 30% was taken from each of the three clusters using simple random sampling technique. This is in line with Neuman (2006) who states that for accuracy, a researcher can select 30% of population below 1000 and 10% above 1000 was used to select 30% from the cluster sample.

**Table 3.2: Sample of the Study**

| **S\NO** | **Faculties`** | **Number of students** | **Sample Size** |
|---|---|---|---|
| 1 | Agriculture and Agricultural Technology | 696 | 209 |
| 2 | Education | 246 | 74 |
| 3 | Arts | 119 | 36 |
| **Total** | | **1,061** | **319** |

**Source:** Researcher's Computation

### 3.5 Instrument for Data Collection

The instrument used for collecting data for this study was a self-developed questionnaire. The questionnaire was developed by the researcher because the researcher could not find the one that could be adopted to match the research questions of this study. Questionnaire according to Amankwah (2014), is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. It gives respondents time to consider their responses carefully without interference from the researcher. It is cost effective since it is possible to provide questionnaires to large numbers of people simultaneously. A questionnaire is cost effective and requires much less skill to administer (Ihemeje, 2006). He further asserts that the impersonal nature of questionnaire achieves some uniformity from one measurement situation to another where the respondents face less pressure to give their responses through the questionnaire.

The instrument was divided into 6 sections (Sections A-F). Section A solicited for the personal data of the respondents which was used for identification and classification purposes. While section B-F contained the five items which sought to answer the five research question using closed ended questions.

Section B presented the level of awareness of OPAC by FUDMA students. It has one question with five responses. Section C presents the purpose for utilizing OPAC by students in FUDMA Library, and it has eleven items with five responses. Section D is on the extent of utilization of library's OPAC by FUDMA students, and it has eleven items with five responses. Section E is on the extent of satisfaction of with OPAC by FUDMA undergraduate students, and it has eleven items with five responses. Section F on the challenges of using library's OPAC by FUDMA students and it has twelve items. Five points Likert- scale of measurement was used to answer

four research questions. In this scale, on the issue of A awareness; very high, high, low, very low and undecided was used while purpose strongly agree, agree, disagree, strongly disagree and undecided, with regards to utilization; highly utilized, utilized, rarely utilized, not utilized, and undecided were used. On satisfaction; fully satisfied, satisfied, dissatisfied, very dissatisfied and undecided were used to determine the level of awareness, purpose for utilization, extent of utilization and level of satisfaction of library users in the university under study.

The choice of this method of data collection was based on the following reasons.

First, the respondents are literate and capable of completing the questionnaire without any assistance from anybody. Secondly, the questionnaire methods enjoy prominence in educational research.

### 3.6 Validity of the Instrument

Validity refers to how well an instrument measures what it is supposed to measure (Nasir, 2005). In order to ensure that the questionnaire is capable of eliciting the required data and information from the respondents, the instrument was subjected to validation. The researcher subjected the instrument to face and content validation by three experts in the Department of Library and Information Science, Umaru Musa Yar'adua University, Katsina, Nigeria. The three experts looked at the questionnaire, checked to ensure it was in line with the research questions, statement of the problem as well as the literature reviewed. They also looked at the format of the questionnaire, the appropriateness of the questionnaire title, the items contained therein, as well as correcting any grammatical errors in it. It was after their input that the project supervisor corrected it further to give the instrument the appropriate standard.

### 3.7 Reliability of the Instrument

The reliability of the instrument was established by conducting a pilot study. A pilot study is a small scale experiment conducted on members of relevant population, but not those who will form part of the final sample (Ibrahim, 2013). The instrument was subjected to pilot test with seventeen students at Umaru Musa Yar'adua University, Katsina, using split half method of reliability; a reliability index of 0.76 (See Appendix III) was obtained using a Cronbach alpha co-efficient. Therefore, the instrument was considered to be reliable based on Obeka's (2011) recommendation, who recommended that, reliability between 0.70 - 1.00 is acceptable.

### 3.8 Procedure for Data Collection

A covering letter was obtained from the Department of Library and Information Science and submitted to the University under study (FUDMA). The researcher and two research assistants visited the University to physically administer the 319 copies of the questionnaire to the 319 respondents using hand to hand method. The essence of using research assistants was to ensure wider distribution of the instrument within the University under study. A period of one week was given to the respondents to fill and return the completed instrument and another three days were added for follow up.

### 3.9 Procedure for Data Analysis

The data collected through the questionnaire were organized and presented in tabular form. Research questions were answered using descriptive statistics by the use of means and standard deviations at 3.0 benchmark, while research hypotheses were analyzed using one-way analysis of variance (ANOVA) at 0.05 level of significance. The one-way ANOVA was used to determine

the differences of independent variables and the dependent variables. Then the data were subjected to computer analysis using the Statistical Package for Social Sciences (SPSS).

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# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 4.1 Introduction

This Chapter presented the data collected, analyzed and discussed. The Chapter was divided under the following sub-headings:

## 4.2 Response Rate

A total of three hundred and nineteen (319) questionnaires were distributed to the undergraduate students in the Federal University Dutsin-Ma. Two hundred and eighty-five (285) copies were duly completed, returned and found worthy for the analysis. In the Faculty of Agriculture and Agricultural Technology, 209 copies of questionnaire were distributed and 177 were returned with 55.5% response rate, In the Faculty of Education 74 copies of questionnaire were distributed and 72 were returned with 22.6% response rate while in the Faculty of Arts 36 copies of questionnaire were distributed and all the 36 copies were returned with 11.3%. This represents the response rate of 89.4%. Table 4.1 presented the data collected from the selected Faculties.

**Table 4.1: Response Rate**

| S/N | Faculties | No. of Questionnaire Distributed | No. of Questionnaire Returned | Percentage of Questionnaire Returned |
|---|---|---|---|---|
| 1 | Faculty of Agriculture and Agricultural Technology | 209 | 177 | 55.5% |
| 2 | Faculty of Education | 74 | 72 | 22.6% |
| 3 | Faculty of Arts | 36 | 36 | 11.3% |
| | **Total** | **319** | **285** | **89.4%** |

Table 4.1 a response rate of 89.4% was realized. This was due to the fact that the researcher with the help of two research assistants administered and collected the instrument. The researcher as well as the two research assistants followed up the distributed questionnaire. There was also a good relationship between the researcher, research assistants and the respondents. This led to the on the spot and quick completion of the questionnaires by most of the respondents.

## 4.3 Descriptive Analysis

This section presented the data collected and analyzed using descriptive statistics. The data analyzed in this section were collected using the five (5) research questions which guided this study. Mean and standard deviation were used in analyzing the data collected in this section.

### 4.3.1: Level of Awareness of OPAC in Federal University Dutsin-Ma Library

The first research question was raised to find out the level of awareness of OPAC among undergraduate students of FUDMA. In order to answer this research question, a list of OPAC

services was provided for the respondents to tick. Table 4.2 presented the data collected and analyzed.

**Table 4.2: Level of Awareness of OPAC in Federal University Dutsin-Ma Library**

| S/N | OPAC SERVICES | FACULTIES | | | | | | | | | TOTAL | MEAN | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AGRIC. AND AGRIC. TECH. | | | EDUCATION | | | ARTS | | | | | |
| | | VH | VL | UD | VH | VL | UD | VH | VL | UD | | | |
| 1 | Location of book and non-book materials in the library | 120 | 55 | 2 | 62 | 10 | 0 | 30 | 6 | 0 | 285 | 3.7 | 1.9 |
| 2 | Retrieval of the call number of a book(s) you need | 93 | 82 | 1 | 60 | 12 | 1 | 5 | 31 | 0 | 285 | 3.6 | 1.7 |
| 3 | Linking to some online databases via library's OPAC | 124 | 50 | 2 | 57 | 15 | 0 | 31 | 5 | 1 | 285 | 3.8 | 1.9 |
| 4 | Reservation of library materials | 78 | 98 | 1 | 32 | 40 | 0 | 19 | 17 | 0 | 285 | 2.5 | 1.6 |
| 5 | Finding Out whether needed material is available in the library or not | 120 | 54 | 3 | 55 | 17 | 0 | 32 | 4 | 0 | 285 | 3.8 | 1.9 |
| 6 | Identifying books by a given author | 70 | 105 | 2 | 20 | 50 | 2 | 12 | 23 | 1 | 285 | 2.3 | 1.5 |
| 7 | Identifying books in a given subject | 128 | 47 | 2 | 48 | 23 | 1 | 25 | 10 | 1 | 285 | 3.6 | 1.8 |
| 8 | Suggestion for purchase of a particular book | 74 | 102 | 1 | 38 | 32 | 2 | 15 | 21 | 0 | 285 | 2.4 | 1.6 |
| 9 | Knowing whether required document issued or checked out | 90 | 85 | 2 | 39 | 32 | 1 | 31 | 5 | 0 | 285 | 3.6 | 1.8 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **10** | Compilation of bibliography of books on a particular subject | 72 | 103 | 2 | 29 | 42 | 1 | 16 | 20 | 0 | 285 | 2.4 | 1.7 |
| **11** | Checking the number of copies in the library stock | 68 | 105 | 4 | 28 | 43 | 1 | 13 | 22 | 1 | 285 | 2.4 | 1.6 |

Key: VH=Very High Represent Very High and High, VL=Very Low represent Low and Very Low and UD=Un decided

Table 4.2 presented the awareness of OPAC Services in Federal University Dutsin-Ma. From the Table, it was discovered that undergraduate students in the Faculty of Agriculture and Agricultural Technology were aware of the OPAC services on how to identify books in a given subject with a total response of 128, followed by linking to some data bases via library's OPAC with a response of 124 and location of book and non-book materials in the library and finding out whether needed material is available in the library or not with the response rate of 120 each. However, it was also discovered that these students were not aware of identifying books by a given author and checking the number of copies in the library stock with a highest response of 105 each followed by compilation of bibliography of books on a particular subject and suggestion for purchase of a particular book with a response of 103 and 102 respectively.

On the part of the Faculty of Education, it was discovered that they were aware on how to locate book and non-book materials in the library with the highest response of 62 followed by retrieval of the call number of a book they need with 60 counts as well as linking to some online databases via library's OPAC with a response of 57 and finding out whether needed material is available in the library or not with a response of 55 however it was also discovered that these group of students were not aware of some OPAC services these includes Identifying books by a given author with the highest response of 50 followed by checking the number of copies in the library stock with a response of 43 and compilation of bibliography of books on a particular subject with a response of 42 and Reservation of library materials with a response of 40 respectively.

In the Faculty of Arts, it was indicated that they are aware of the finding out whether needed material is available in the library or not with the highest response of 32 followed by linking to some online databases via library's OPAC and knowing whether required document issued with

the response of 31 each and location of book and non-book materials in the library with the total response of 30. From the mean angles, awareness on how to link to some online database via library's OPAC and finding out whether needed material is available in the library or not with the highest mean of 3.8 each. This finding is line with that of Fabunmi and Asubiojo (2013) who conducted a study on awareness and use of OPAC by students of Obafemi Awolowo University, Ile-Ife, Nigeria. Their findings revealed that 68.7 % of the respondents were aware of some of the OPAC services while awareness on how to identify books by a given author has the least mean of 2.3. This finding corroborated with the findings of Ansari and Amita (2008) who conducted a study on awareness of OPAC at five Delhi libraries. They revealed that not many users are aware of the expert searches provided by OPAC. In general, it can be deduced that undergraduate students in the Federal University Dutsin-Ma were aware of some of the OPAC services. This implies that many of the students have attended library orientation program organized by the University during their first year.

### 4.3.2: Purpose for Utilizing OPAC Services in FUDMA Library

The second research question was raised to find out the purpose for which undergraduate students of FUDMA utilize the library's OPAC. In order to answer this research question, a list of items were provided for the respondents to tick as many reasons and relevant as possible. Table 4.4 presented the data collected and analyzed.

**Table 4.3: Purpose for Utilizing OPAC Services in FUDMA Library**

| S/N | OPAC SERVICES | FACULTIES | | | | | | | | | TOTAL | MEAN | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AGRIC. AND AGRIC. TECH. | | | EDUCATION | | | ARTS | | | | | |
| | | SA | SD | UD | SA | SD | UD | SA | SD | UD | | | |
| **1** | Use to locate book and non-book materials in the library | 120 | 55 | 2 | 62 | 10 | 0 | 30 | 6 | 0 | 285 | 3.8 | 1.9 |
| **2** | Use to retrieve call number of a book(s) needed | 93 | 82 | 1 | 60 | 12 | 1 | 31 | 5 | 0 | 285 | 3.8 | 1.9 |
| **3** | Use to link to some online databases via library's OPAC | 125 | 50 | 2 | 57 | 15 | 0 | 19 | 17 | 0 | 285 | 3.7 | 1.8 |
| **4** | Use for Reservation of library materials | 78 | 98 | 1 | 32 | 40 | 0 | 19 | 17 | | 285 | 2.5 | 1.6 |
| **5** | Use to find out whether needed material is available in the library or not | 120 | 54 | 3 | 55 | 17 | 0 | 32 | 4 | 0 | 285 | 3.8 | 1.9 |
| **6** | Use to identify books by a given author | 70 | 105 | 2 | 20 | 50 | 2 | 12 | 23 | 1 | 285 | 2.3 | 1.5 |
| **7** | Use to identify books in a given subject | 128 | 47 | 2 | 48 | 23 | 1 | 25 | 10 | 1 | 285 | 3.6 | 1.8 |
| **8** | Use to suggest for purchase of a particular book | 74 | 102 | 1 | 38 | 32 | 2 | 15 | 21 | 0 | 285 | 2.4 | 1.6 |
| **9** | Use to know whether required document issued or checked out | 90 | 85 | 2 | 39 | 32 | 1 | 31 | 5 | 0 | 285 | 3.6 | 1.7 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **10** | Use to compile bibliography of books on a particular subject | 72 | 103 | 2 | 29 | 42 | 1 | 16 | 20 | 0 | 285 | 2.4 | 1.7 |
| **11** | Use to check the number of copies in the library stock | 68 | 105 | 4 | 28 | 43 | 1 | 13 | 22 | 1 | 285 | 2.4 | 1.6 |

Key: SA Strongly Agreed representing Strongly Agreed and Agreed, SD Strongly Disagreed Representing Strongly Disagreed and Disagreed, UD Undecided

Table 4.4 presented the purpose for utilizing OPAC in FUDMA Library. From the Table, it can be deduced that majority of the respondents in the Faculty of Agriculture and Agricultural Technology showed that they use OPAC to identify books in a given subject with 128 counts, followed by using OPAC to link to some databases with 125 counts, Undergraduate students also use OPAC to locate book and non-book materials and to find out whether needed materials is available in the library or not with a total count of 120 each. However, they do not agree with using OPAC to identify books by a given author and checking the number of copies in the library stock with 105 counts each. They also don't agree that they use OPAC to compile bibliography of books on a particular subject and suggestion for purchase with 103 and 102 counts respectively.

On the part of undergraduate students in the Faculty of Education, it was discovered that undergraduate students use to locate book and non-book materials in the library with highest count of 62, followed by using OPAC to retrieve the call number of a book they need before coming to the library with 60 count and they also use to find out whether needed materials is available in the library or not with 55 count. However, these students indicated that they did not agree that they use OPAC to identify books by a given author with highest count of 50, followed by using OPAC to check the number of copies in the library with 43 counts and compiling bibliography of books on a particular subject with 42 counts respectively.

In the Faculty of Arts, undergraduate students indicated that they use to find out whether needed materials is available in the Library or not with the highest count of 32, followed by using OPAC to retrieve the call number of books they need before coming to the Library and use to know whether required document issued with 31 count each. However, the Table also revealed that they did not agree that they use OPAC to identify book by a given author with 23 count followed

by using OPAC to check the number of copies in the Library stock with 22 counts and use to compile bibliography of books on a particular subject with 20 counts. From the mean point of view it was discovered that using OPAC to locate book and non-book materials, using OPAC to retrieve the call number of a book and using OPAC to find whether needed materials is available in the Library or not has the highest mean of 3.8 each. This finding agreed with that of Gohain and Saikia (2013) who reported that respondents used OPAC to locate document on shelves and admitted that they use OPAC because it helps them to know what the library has on a given author, title and subject. Using OPAC to identify books by a given author has the lowest mean of 2.3, followed by using OPAC for reservation of library materials, using OPAC to compile bibliography of books on a particular subject and checking the number of copies in the Library stock with the mean of 2.4 respectively. This findings, is similar to that of Yusuf (2012) who conducted a study on utilization of OPAC at the Lagos State Polytechnic Library in Nigeria and reported that students use OPAC to compile bibliography and checking the number of copies in the library stock. In general, undergraduate students use OPAC to locate book and non-book materials in the Library and using OPAC to retrieve the call number of a book as well as using OPAC to find whether needed materials is available in the library or not. This implies that student use OPAC for different purposes.

### 4.3.4: Extent of Utilization of OPAC in FUDMA Library

This section sought to find out the extent of utilization of OPAC by the above student. Table 4.5 presented the data collected and analyzed with regards to extent of utilization of OPAC.

**Table 4.4: Extent of Utilization of OPAC in FUDMA Library**

| S/N | OPAC SERVICES | FACULTIES | | | | | | | | | TOTAL | MEAN | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AGRIC. AND AGRIC. TECH. | | | EDUCATION | | | ARTS | | | | | |
| | | HU | NU | UD | HU | NU | UD | HU | NU | UD | | | |
| **1** | Use to locate o book and non-book materials in the library | 125 | 50 | 2 | 61 | 11 | 0 | 31 | 5 | 0 | 285 | 3.8 | 1.9 |
| **2** | Use to retrieve call number of a book(s) needed | 93 | 82 | 2 | 57 | 15 | 0 | 30 | 6 | 0 | 285 | 3.8 | 1.9 |
| **3** | Use to link some online databases via library's OPAC | 124 | 51 | 2 | 57 | 15 | 0 | 23 | 13 | 0 | 285 | 3.7 | 1.9 |
| **4** | Use for reservation of library materials | 68 | 108 | 1 | 29 | 43 | 0 | 21 | 15 | 0 | 285 | 2.5 | 1.6 |
| **5** | Use to find out whether needed material is available in the library or not | 124 | 50 | 3 | 55 | 17 | 1 | 30 | 6 | 0 | 285 | 3.8 | 1.8 |
| **6** | Use to identify books by a given author | 71 | 106 | 2 | 18 | 53 | 1 | 10 | 25 | 1 | 285 | 2.3 | 1.5 |
| **7** | Use to identify books in a given subject | 124 | 50 | 3 | 49 | 22 | 1 | 27 | 8 | 1 | 285 | 3.7 | 1,9 |
| **8** | Use to suggest for purchase of a particular book | 75 | 102 | 0 | 36 | 34 | 2 | 14 | 21 | 1 | 285 | 2.4 | 1.6 |
| **9** | Use to know whether required document issued | 92 | 83 | 2 | 40 | 31 | 1 | 28 | 8 | 0 | 285 | 3.6 | 1.5 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **10** | Use to compile of bibliography of books on a particular subject | 73 | 104 | 0 | 28 | 43 | 1 | 16 | 20 | 0 | 285 | 2.4 | 1.6 |
| **11** | Use to check the number of copies in the library stock | 68 | 106 | 3 | 28 | 43 | 1 | 15 | 23 | 1 | 285 | 2.4 | 1.6 |

Key: HU=Highly Utilized, representing Highly Utilized and Utilized. NU=Not Utilized, representing Rarely Utilized and Not Utilized and UD =Un decided

Table 4.5 presents the extent of utilization of OPAC in FUDMA Library. From the Table, it was seen that in the Faculty of Agriculture and Agricultural Technology, undergraduate students with total count of 125 indicated that they use to locate book and book materials in the library very highly followed by using OPAC to link to some data bases, to find out whether needed materials is available in the library or not and to identify books in a given subject with the total counts of 124 each while they indicated they don't frequently used OPAC to reserve library materials with a highest count of 108 followed by not highly used to identify book by a given author and to check the number of copies in the library stock with 106 each and compiling of bibliography of books on a particular subject with 104 counts.

On the part of Faculty of Education, it was indicated that Undergraduate students highly used to locate book and non-book materials in the library with 61 count followed by retrieving the call number of a book and link to some databases with a total count of 57 each. However, they indicated that they don't frequently used OPAC to identify book by a given author with the highest count of 53 followed by reserving library materials, compiling bibliography of books on a particular subject and finding out whether needed materials are available in the library or not with a total count.

In the Faculty of Arts, it was indicated that Undergraduate students used to highly locate book and non-book materials in the library with highest count of 31 followed by retrieving the call number of a book and finding out whether needed materials are available in the library or not with a total count of 30 each. However, they don't frequently used OPAC to identify books by a given author and checking the number of copies in the library stock. From the mean angle, using OPAC to locate book and non-book materials in the library and to retrieve the call number of a needed books as well as to find out whether needed material is available in the library or not has

the highest frequency of use with the of mean of 3.8 respectively. While using OPAC to identify books by a given author was the least with mean of 2.3 followed by use to suggest for purchase, use to compile bibliography of books on a particular subject and checking the number of copies in the library stock with the mean of 2.4 each. These findings, is in agreement with Yusuf (2012) who revealed that respondents used OPAC to retrieve materials in the library. This implies that the OPAC is frequently used by undergraduate students for different purposes depending on the demand of student.

### 4.3.5: Extent of Satisfaction with OPAC in FUDMA Library

This is the research question that was raised to find out the extent of satisfaction with library's OPAC by undergraduate students of FUDMA. In order to answer this research question, a list of OPAC services was provided for the respondents to tick the extent to which they are satisfied with OPAC. Table 4.6 presented the data collected and analyzed.

**Table 4.5: Extent of Satisfaction with OPAC in FUDMA Library**

| S/N | OPAC SERVICES | FACULTIES | | | | | | | | | TOTAL | MEAN | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AGRIC. AND AGRIC. TECH. | | | EDUCATION | | | ARTS | | | | | |
| | | FS | DS | UD | FS | DS | UD | FS | DS | UD | | | |
| 1 | Use to locate o book and non-book materials in the library | 127 | 47 | 3 | 62 | 10 | 0 | 29 | 6 | 1 | 285 | 3.8 | 1.9 |
| 2 | Use to retrieve call number of a book(s) needed | 94 | 81 | 2 | 56 | 16 | 0 | 28 | 8 | 0 | 285 | 3.7 | 1.9 |
| 3 | Use to link to some online databases via library's OPAC | 123 | 51 | 3 | 57 | 14 | 1 | 25 | 11 | 0 | 285 | 3.7 | 1.9 |
| 4 | Use for reservation of library materials | 65 | 110 | 2 | 28 | 43 | 1 | 24 | 11 | 1 | 285 | 2.5 | 1.7 |
| 5 | Use to Find out whether needed material is available in the library or not | 128 | 46 | 3 | 55 | 15 | 2 | 29 | 7 | 0 | 285 | 3.8 | 1.9 |
| 6 | Use to identify books by a given author | 65 | 112 | 0 | 18 | 53 | 1 | 9 | 27 | 0 | 285 | 2.3 | 1.5 |
| 7 | Use to identify books in a given subject | 125 | 50 | 2 | 52 | 24 | 1 | 28 | 7 | 1 | 285 | 3.8 | 1.9 |
| 8 | Use to suggest for purchase of a particular book | 70 | 107 | 0 | 30 | 41 | 1 | 16 | 20 | 0 | 285 | 2.4 | 1.6 |
| 9 | Use to know whether required document issued or checked out | 75 | 102 | 0 | 28 | 43 | 1 | 17 | 19 | 0 | 285 | 2.4 | 1.6 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **10** | Use to compile of bibliography of books on a particular subject | 70 | 104 | 3 | 29 | 42 | 1 | 12 | 23 | 1 | 285 | 2.4 | 1.7 |
| **11** | Use to check the number of copies in the library stock | 71 | 103 | 3 | 27 | 44 | 1 | 10 | 25 | 1 | 285 | 2.3 | 1.5 |

Key: FS=Fully Satisfied, representing Fully Satisfied and Satisfied. NS=Not Satisfied, representing Moderately Satisfied and Not Satisfied, UD=Undecided

Table 4.6 presented the extent to which Undergraduate students are satisfied with the OPAC services in Federal University Dutsin-Ma Library. From the table, it was seen that in the Faculty of Agriculture and Agricultural Technology, undergraduate students were very satisfied with knowing whether needed materials is available in the library or not with the highest count of 128 followed by locating book and non-book materials with 127 count and identifying books by a given subject with 125 count. However undergraduate students in this Faculty indicated their dissatisfaction in some services which include suggestion for purchase of a particular book with 107 counts and compiling of bibliography of books on a particular subject and checking the number of copies in the library with 104 and 103 counts respectively.

On the part of Undergraduate students in the Faculty of Education, it was indicated that they are satisfied with the location of book and non-book materials in the library with the total count of 62 followed by linking to some databases with the count of 57 and retrieving the call number of books with 56. However, they indicated that they are not satisfied with identifying books by a given author with 55 count followed by checking the number of copies in the library with 44 counts and knowing whether required document issued and reservation of library materials with a total count of 43 each.

In the Faculty of Arts, it was seen that undergraduate students were satisfied with the location of book and non-book materials in the Library and finding out whether needed materials are available in the Library or not with a total count of 29 each followed by retrieving the call number of books and identifying books in a given subject with 28 count each. On the other hand, they also indicated that they are not satisfied with identifying books in a given subject with 27 count followed by checking the number of copies in the library stock with 25 count and compiling bibliography of books on a particular subject with a count of 23 respectively. From the

mean angle, it was discovered that undergraduate students use OPAC to locate book and non-book materials, to find out whether needed materials are available in the library or not and use OPAC to identify books in a given subject with the highest mean of 3.8 respectively. It was also discovered that using OPAC to identify books by a given author and using OPAC to check the number of copies in the Library stock were the least services undergraduate students are satisfied with, and has the mean of 2.3 respectively. These findings, agree with that of Asokan and Dhanavandan (2015) who revealed that users were satisfied with some of the OPAC services. This implies that, undergraduate students in FUDMA were satisfied with some of the services provided by Library's OPAC.

### 4.3.6: Challenges of Utilizing OPAC in FUDMA Library

This research question sought to find out the challenges of using OPAC by undergraduate students in FUDMA Library. Table 4.7 presented the data collected and analyzed accordingly.

**Table 4.6: Challenges of Utilizing OPAC by Undergraduate Students in FUDMA Library**

| S/N | CHALLENGES of OPAC | FACULTIES | | | TOTAL | MEAN | S. D |
|---|---|---|---|---|---|---|---|
| | | Agric. and Agric. Tech. | Education | Arts | | | |
| 1 | Lack of awareness | 168 | 67 | 31 | 266 | 88.7 | 71.0 |
| 2 | Lack of instruction program from Library Staff | 140 | 51 | 33 | 224 | 74.7 | 57.3 |
| 3 | Lack of orientation program by Library Staff | 147 | 63 | 30 | 240 | 80.0 | 60.3 |
| 4 | Lack of Library guide to explain how to use OPAC | 125 | 60 | 35 | 220 | 73.3 | 46.5 |
| 5 | Inadequate computers at the OPAC Station of the Library | 151 | 67 | 32 | 250 | 83.3 | 61.2 |
| 6 | Poor internet connectivity | 149 | 59 | 34 | 242 | 80.7 | 60.5 |
| 7 | Power outage in the Library | 153 | 70 | 29 | 252 | 83.3 | 63.4 |
| 8 | I do not know the url Address | 129 | 65 | 30 | 224 | 74.7 | 50.2 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 9 | Lack of needed skills to use OPAC | 141 | 48 | 33 | 222 | 74.0 | 58.5 |
| 10 | OPAC interface is not user friendly | 98 | 41 | 25 | 164 | 54.7 | 38.4 |
| 11 | OPAC access is Password Protected | 71 | 39 | 25 | 135 | 45.0 | 23.6 |
| 12 | Not getting the required book through OPAC | 101 | 43 | 34 | 178 | 59.3 | 36.4 |

Table 4.7 presented the challenges undergraduate students faced in accessing OPAC in the Federal University Dutsin-Ma Library. From the Table, it was discovered that majority of students in the Faculty of Agriculture and Agricultural Technology with total counts of 168 indicated that the challenges faced in accessing OPAC was lack of awareness; it was followed by power outage with 153. OPAC access is password protected and OPAC interface is not friendly with total count of 71 and 98 were the least challenges undergraduate students faced.

On the part of the Faculty of Education, majority of the respondents indicated power outage as the major challenges faced with the total count of 70, followed by lack of awareness and lack of computers at the OPAC station with the total count of 67 each. However, OPAC is password protected was the least challenges with a count of 39 and OPAC interface is not friendly with a count of 41 respectively.

In the Faculty of Arts, it was indicated that lack of library guide was the major challenges faced with a count of 35, followed by poor internet connectivity and can't get the required book through OPAC with the same count of 34 each. However, it was also seen that OPAC is password protected and OPAC interface is not friendly were the least challenges faced. From the mean and standard deviation angles, lack of awareness has the highest mean of 88.7 followed by lack of computers at the OPAC station and power outage in the library with the mean of 83.3 each. This finding corresponds with that of Fabunmi and Asubiojo (2013) who discovered that students indicated that awareness; erratic power supply, network failure and inadequacy of computer terminals designated for the use of OPAC were among the factors inhibiting use of library OPAC. This implies that students experience a kind of delay when looking for information on OPAC during their academic activities which can in turn affect the use of the library negatively. This is because in this age of ICT, without proper awareness of the new

system, constant power supply and availability of computer terminals in the library, teaching, learning and research which are the major activities in an academic environment particularly the library will be affected negatively.

### 4.4 Inferential Statistical Analysis

This section dealt with the inferential statistical analysis employed to test the three (3) null hypotheses formulated and tested in this study. All the hypotheses were tested using one-way ANOVA. This is because the research has three (3) groups. The alpha, $\alpha = 0.05$ was used. This is because the researcher conducted this study within the context of social sciences.

$HO_{1:}$ *There is no significant difference in the level of awareness of OPAC among undergraduate students in the three faculties of FUDMA*

**Table 4.7: Analysis of Difference Among Undergraduate Students on the Level of Awareness of library's OPAC in Federal University Dutsin-Ma**

| Responses | Sum of Squares | Df | Mean Square | F | P Value |
|---|---|---|---|---|---|
| Between Groups | 10.487 | 2 | 5.243 | 2.298 | 0.102 |
| Within Groups | 643.457 | 282 | 2.282 | | |
| Total | 653.944 | 284 | | | |

Table 4.8 Showed that the P value is 0.102 which is greater than $\alpha = 0.05$. Thus the null hypothesis one is retained. This shows that there is no significant difference in the awareness of Online Public Access Catalogue among undergraduate students in the three faculties of FUDMA. This implies that there are similarities in the awareness of Online Public Access Catalogue among undergraduate students in the three faculties of FUDMA.

$HO_{2:}$ *There is no significant difference in the extent of utilization of OPAC among undergraduate students in the three faculties of FUDMA*

**Table 4.8: Analysis of Difference Among Undergraduate Students on the Extent of Utilization of Library's OPAC in Federal University Dutsin-Ma**

| Responses | Sum of Squares | Df | Mean Square | F | P Value |
|---|---|---|---|---|---|
| Between Groups | 5.677 | 2 | 2.839 | 1.589 | 0.206 |
| Within Groups | 503.775 | 282 | 1.786 | | |
| Total | 509..453 | 284 | | | |

Table 4.9 has shown that the P value is 0.206 which is greater than $\alpha = 0.05$. Thus the null hypothesis two is retained. This shows that there is no significant difference in the extent of utilization of Online Public Access Catalogue among undergraduate students in the three faculties of FUDMA. This implies that there are similarities in the extent of utilization of Online Public Access Catalogue among undergraduate students in the three faculties of FUDMA.

$HO_{3:}$ *There is no significant difference in the satisfaction with OPAC among undergraduate students in the three faculties of FUDMA*

**Table 4.9: Analysis of Difference Among Undergraduate Students on the extent of Satisfaction with Library's OPAC in Federal University Dutsin-Ma**

| Responses | Sum of Squares | Df | Mean Square | F | P Value |
|---|---|---|---|---|---|
| Between Groups | 9.197 | 2 | 4.599 | 2.413 | 0.091 |
| Within Groups | 537.505 | 282 | 1.906 | | |
| Total | 546.702 | 284 | | | |

Table 4.10 has shown that the P value is 0.091 which is greater than $\alpha = 0.05$. Thus the null hypothesis three is retained. This shows that there is no significant difference in the extent of satisfaction with Online Public Access Catalogue among undergraduate students in the three

faculties of FUDMA. This implies that there are similarities in the extent of utilization of Online Public Access Catalogue among undergraduate students in the three faculties of FUDMA.

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# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

This Chapter presented the summary, conclusion and recommendations of the study. The chapter also advanced some suggestions for further research.

## 5.2 Summary of the Study

This study focused on the Awareness and Utilization of Online Public Access Catalogue by Undergraduate Students in Federal University Dutsin-Ma Library. In order to achieve this, five research questions were used. They are: What is the level of awareness of OPAC among undergraduate students in FUDMA library? What is the purpose for using library OPAC by undergraduate students in FUDMA? To what extent do the undergraduate students of FUDMA utilize the library OPAC? among others. Quantitative research method and cross- sectional survey research design were adopted for the study. The population of this study comprised the entire undergraduate students of Federal University Dutsin-Ma, totaling three thousand one hundred and twenty-four (3,124). Cluster and simple random sampling techniques were used in arriving at 319. The questionnaire used was self-developed because the researcher found it difficult to get an instrument that would exactly match this study. Data that were related to the research questions were analyzed using mean and standard deviation and the hypotheses formulated were analyzed using One-way ANOVA.

## 5.3 Summary of the Major Findings

Based on the data collected and analyzed it was discovered that:

1. Undergraduate students in Federal University Dutsin-Ma were very aware with some of the services provided by OPAC, which include locating book and non-book materials and linking to some online databases but are not very aware with some other services.
2. Undergraduate students in Federal University Dutsin-Ma mostly used OPAC to locate book and non-book materials in the Library, they use to retrieve the call number of a book they desired and finding whether needed resources are available in the Library or not.
3. Undergraduate students in Federal University Dutsin-Ma highly used OPAC to locate book and non-book materials in the Library, they use to retrieve the call number of a book they desired and finding whether needed resources are available in the Library or not.
4. Majority of the undergraduate students in Federal University Dutsin-Ma are satisfied with some of the services provided by OPAC which include locating book and non book materials in the Library, finding whether needed resources are available in the Library or not and identifying books in a given subject.
5. Majority of the undergraduate students in Federal University Dutsin-Ma were faced with lack of awareness on full services provided by OPAC, power outage and inadequate computer terminals at the OPAC station of the Library.

## 5.4 Contributions to the Body of Knowledge

The following are the contributions to the body of knowledge in this study:

1. This study revealed that undergraduate students were very aware with some of the library OPAC services which include linking to some online databases via library OPAC and finding out whether needed resources is available in the library or not. This implies that undergraduate students still need to be educated about other services of the library OPAC since they are not aware of the full services provided by the library OPAC.
2. This research provided empirical evidence that the undergraduate students in the Federal University Dutsin-Ma derived a lot of satisfactions from the OPAC services they mostly utilized. These includes locating book and non-book materials, retrieving the call number of a book, linking to some databases and finding whether needed materials is available or not among others. This is because the activities they engage in the library require the services of OPAC.

## 5.5 Limitations of the Study

The limitation experienced in the course of this study was at the time of administering the questionnaire. Some of the undergraduate students were preparing for the continuous assessment (CA) to commence the following week and this led to the delay in filling the questionnaire.

Secondly, the analysis of the data collected was boring because the researcher has to repeat the analysis several times before arriving at the final results.

## 5.6 Conclusion

From the analysis and summary of the findings of the study, it was discovered that undergraduate students in Federal University Dutsin-Ma, Katsina State were aware with some of the services provided by OPAC. It was discovered that they highly utilized the services they are very aware

about and this leads to their high level of satisfaction with only those services they utilized because of their high level of awareness in those services. From the discovery it was found out that awareness as well as some other problems hinders the usage of OPAC services despite its importance in library research. This means that they still need to be educated in the other areas so that their level of utilization and satisfaction may rise a bit higher than the present level. This is because OPAC helps the students when searching for information resources in the library and if nothing is done to increase the level of awareness, utilization as well as satisfaction; the University would continue to invest huge amount of money in the provision and maintenance of OPAC without students making effective use of it.

## 5.7 Recommendations

In line with the findings of this study, the following recommendations were made:

1. Since majority of the undergraduate students in Federal University Dutsin-Ma were aware of some of the services provided by OPAC, the Library management should continue to enlighten the students about the other benefits of OPAC so as to increase the level of awareness among students. This could be achieved through provision of leaflets and Library Guide to each student admitted to the University or registered with the Library.
2. The management of the Library should be proactive in promoting awareness and includes OPAC into library instruction module and organizes Library tour to all students from time to time. This would help the students in knowing other purposes for which they can use the OPAC in their day to day activities in the Library.

3. The management of the Federal University Dutsin-Ma Library should continue to encourage the students to utilize other library's OPAC services since it saves users time in conducting library research, through effective training and retraining of students on how to use library OPAC effectively, this should be done from time to time.
4. The management of Federal University Dutsin-Ma Library should be proactive in helping the users when searching for OPAC, this would also help the students to appreciate the services of the OPAC.
5. The management of Federal University Dutsin-Ma library and the University management should do their best in the provision of constant power supply, stable network and provision of computer terminals at the library OPAC station. This would increase the usage of OPAC services.

## 5.8 Suggestion for Further Studies

The following areas have been suggested for further studies:

1. Utilization and Satisfaction with Online Public Access Catalogue (OPAC) by Academics in Federal University Dutsin-MA Library, Katsina State, Nigeria. This is because academics too may have similar or the same experience with library OPAC.
2. Influence of Online Public Access Catalogue (OPAC) on Scholarly Activities by Undergraduate Students in Federal University Dutsin-Ma Library, Katsina State, Nigeria. This would help the University management to know how library OPAC affects scholarly activities in the University.

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## Appendix I

Department of Library and Information Science,

Faculty of Education,

Ahmadu Bello University, Zaria.

26th March, 2018

Dear Respondent,

I am a postgraduate student (Masters in Library and Information Science) in the above named institution, currently conducting a dissertation research titled "Awareness and Utilization of Online Public Access Catalogue (OPAC) by Undergraduate Students in Federal University Dutsin-Ma Library, Katsina State, Nigeria".

Kindly assist me to respond to the questions in this questionnaire as the information collected will be used solely for the purpose of this research and will be treated confidentially.

Thank you in anticipation for your cooperation.

**Samaila Sani**
**08062612547**
**babajonbry@gmail.com**

**QUESTIONNAIRE ON AWARENESS AND UTILIZATION OF ONLINE PUBLIC ACCESS CATALOGUE (OPAC) BY UNDERGRADUATE STUDENTS IN FEDERAL UNIVERSITY DUTSINMA LIBRARY, KATSINA STATE, NIGERIA**

**Section A: Personal Data**

Please kindly tick [√]

1. **Faculty:** Agriculture and Agricultural Technology [ ] Arts [ ] Education [ ] Management Sciences [ ] Sciences [ ] Social Sciences [ ]

**Section B: Level of Awareness of library's Online Public Access Catalogue (OPAC) in FUDMA**

2. What is the level of your awareness of the FUDMA library's OPAC services? (Please indicate your level of your awareness by tick)

**Key:** Very High (VH), High (H), Low (L), Very Low (VL), Undecided (UD)

| S/N | OPAC Services | VH | H | L | VL | UD |
|---|---|---|---|---|---|---|
| 1 | Location of book and non-book materials in the library | | | | | |
| 2 | Retrieval of the call number of a book(s) needed before coming to the library | | | | | |
| 3 | Linking to some online databases via library's OPAC | | | | | |
| 4 | Reservation of library materials | | | | | |
| 5 | Finding out whether needed materials are available in the library or not | | | | | |
| 6 | Identification of books by a given author | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | Identification of books in a given subject | | | | | |
| 8 | Suggestion for purchase of a particular book | | | | | |
| 9 | Knowing whether required document issued | | | | | |
| 10 | Compilation of bibliography of books on a particular subject | | | | | |
| 11 | Checking the number of copies in the library stock | | | | | |

**Section C: Purpose for Utilizing Online Public Access Catalogue (OPAC) in FUDMA Library.**

3. What is your Purpose for Utilizing FUDMA library's OPAC? (please indicate your level of agreement by tick)

**Key:** Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), Undecided (UD)

| **S/N** | **OPAC Services** | **SA** | **A** | **D** | **SD** | **UD** |
|---|---|---|---|---|---|---|
| 1 | Use to locate book and non-book materials in the library | | | | | |
| 2 | Use to retrieve the call number of a book(s) needed before coming to the library | | | | | |
| 3 | Use to link to some online databases via library's OPAC | | | | | |
| 4 | Used for reservation of library materials | | | | | |
| 5 | Use to find out whether needed materials are available in the library or not | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6 | Used to identify books by a given author | | | | | |
| 7 | Use OPAC to identify books in a given subject | | | | | |
| 8 | Used for suggestion for purchase of a particular book | | | | | |
| 9 | Use to know whether required document issued | | | | | |
| 10 | Use to compile bibliography of books on a particular subject | | | | | |
| 11 | Use to check the number of copies in the library stock | | | | | |

**Section D: Utilization of library's Online Public Access Catalogue (OPAC) in FUDMA Library**

**4.** To what extent do you utilize FUDMA library's OPAC?

(Please indicate your level of Utilization by tick)

**Key:** Highly Utilized (HU), Utilized (U), Rarely Utilized (RU), Not Utilized (NU), Undecided (UD)

| S/N | OPAC Services | HU | U | RU | NU | UD |
|---|---|---|---|---|---|---|
| 1 | Use to locate book and non-book materials in the library | | | | | |
| 2 | Use to retrieve the call number of a book(s) needed before coming to the library | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Use to link to some online databases via library's OPAC | | | | | |
| 4 | Used for reservation of library materials | | | | | |
| 5 | Use to find out whether needed materials are available in the library or not | | | | | |
| 6 | Used to identify books by a given author | | | | | |
| 7 | Use OPAC to identify books in a given subject | | | | | |
| 8 | Used for suggestion for purchase of a particular book | | | | | |
| 9 | Use to know whether required document issued | | | | | |
| 10 | Use to compile bibliography of books on a particular subject | | | | | |
| 11 | Use to check the number of copies in the library stock | | | | | |

**Section E: Satisfaction with Online Public Access Catalogue (OPAC) Services in FUDMA Library**

**5.** How satisfied are you about FUDMA library's OPAC?

(Please indicate your level of satisfaction by tick)

**Key:** Fully Satisfied (FS), Satisfied (S), Dissatisfied (DS), Very Dissatisfied (VD) and Undecided (UD)

| S/N | OPAC Services | FS | S | DS | VD | UD |
|---|---|---|---|---|---|---|
| 1 | Use to locate book and non-book materials in the library | | | | | |
| 2 | Use to retrieve the call number of a book(s) needed before coming to the library | | | | | |
| 3 | Use to link to some online databases via library's OPAC | | | | | |
| 4 | Used for reservation of library materials | | | | | |
| 5 | Use to find out whether needed materials are available in the library or not | | | | | |
| 6 | Used to identify books by a given author | | | | | |
| 7 | Use OPAC to identify books in a given subject | | | | | |
| 8 | Used for suggestion for purchase of a particular book | | | | | |
| 9 | Use to know whether required document issued | | | | | |
| 10 | Use to compile bibliography of books on a particular subject | | | | | |
| 11 | Use to check the number of copies in the library stock | | | | | |

**Section F: Challenges of Utilizing OPAC in FUDMA Library**

6. What do you think are the challenges of utilization of library OPAC services in FUDMA?

(Please tick as appropriate)

| S/N | Challenges | Response |
|---|---|---|
| 1 | Lack of awareness | |
| 2 | Lack of instruction from library staff | |
| 3 | Lack of orientation from library staff | |
| 4 | Inadequate computers at the OPAC station of the library | |
| 5 | Poor internet connectivity | |
| 6 | Power outage in the library | |
| 7 | I do not know the OPAC url address | |
| 8 | Lack of library guide to explain how to use OPAC | |
| 9 | Lack of needed skills to use OPAC | |
| 10 | OPAC interface is not user friendly | |
| 11 | OPAC access is password protected | |
| 12 | Cannot get the required book through OPAC | |

## APPENDIX II


**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**
**AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

Vice Chancellor: **Professor Ibrahim Garba,** B.Sc. (Hons) Geology, M.Sc. (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS
Ag. Head of Department: **Dr. Mohammed Habibu,** NCE (Niger), BLIS, MLIS, Ph.D (ABU), CLN, TRC
e-Mail: lis@abu.edu.ng
Tel: 08174568401/09033706447


P14EDLS8190

18th May, 2018

The University Librarian
Federal University Dutsinma,
Katsina State

Dear Sir,

**INTRODUCTORY LETTER: SAMAILA SANI**

This is to certify that SAMAILA SANI with Registration **Number P14EDLS8190** is a Postgraduate Student in this Department. He is currently engaged in a research titled **"Awareness and Utilization of Online Public Access Catalogue by Undergraduate Students in Federal University Dutsinma, Library, Katsina State"**. We would be grateful if you could kindly give him the assistance he requires for conducting the research work successfully.
Thanks for your cooperation.

Yours sincerely,

Dr. Habibu Mohammed
**Head of Department**

## APPENDIX III

## RELIABILITY TEST RESULT

**Scale: ALL VARIABLES**

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 17 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 17 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .764 | 78 |