

Awareness and Use of Online Public Access Catalogue by Postgraduate Students in University of Ilorin Library

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Abstract

Online Public Access Catalogue (OPAC) is the most effective information retrieval tool yet awareness and its use among post graduate students is low. The paper investigated the awareness and use of Online Public Access Catalogue (OPAC) among postgraduate students in the Faculty of Communication and Information Sciences (CIS) of University of Ilorin. The study adopted a descriptive survey design and stratified random sampling method was applied to select 173 postgraduate students in the faculty of CIS. Questionnaire was used as an instrument for data collection. 158 out of 173 copies of questionnaire were filled and returned for analysis. The findings revealed majority (70.2%) of the respondents were aware of OPAC. Also, majority (69%) of respondents used title approach for searching information in OPAC. However, majority of the respondents lacked information searching skills. The study recommends among others, OPAC user education to ensure maximum utilization of library resources and regular training on the use of OPAC to heighten user awareness.

Keywords: Awareness, Online Public Access Catalogue, Use, Library resources, Information searching skills, University of Ilorin Library

Introduction

Library is concerned with the collections, processing, storage, preservation and dissemination of information for the purpose of reading, study and consultation. There are various types of libraries; academic, school, national, special and public libraries. Academic libraries are libraries that are attached to post-secondary institutions. This could be described as libraries attached to tertiary institutions such as colleges of education, polytechnics and universities to support academic activities. The prime objective of university libraries is to support teaching, learning, and research in order to achieve university mission and goal. University library is saddles with responsibility of providing accessible information resources for students, lecturers, researchers and members of the community. Hence, library could be described as the heart of an educational institution.

Traditionally, libraries are known to offer access to library resources through card catalogues as the primary information locating tools. The emergence of Information and Communication Technology (ICT) has brought transformation in the techniques of accessing, storing, retrieving and dissemination of information resources in the library. Also, it

transformed the means of providing services offered to user's community. ICT has influenced library services in developed countries as most of these libraries are automated and developing countries like Nigeria are not left out. In libraries, automation involves the full application of computers in library routines hitherto manually performed (Nwalo, 2003). The current trend in Nigeria is that many libraries are now being automated (e.g University of Ibadan Library and Nimbe Adedipe Library, University of Agriculture, Abeokuta) while others are hoping to become automated. The process of automation begun in 1970, with the growth of computer technology and Telnet, Online Public Access Catalogue (OPAC) comes in working, and with the advancement in ICT; card catalogue is gradually being replaced with OPAC.

A feature of library automation is the deployment of Library Management System (LMS) which houses various modules such as circulation, cataloguing, serials, references, OPAC and acquisition (Fati & Adetimirin, 2015). Organization of information is germane for the access and retrieval of information. Various collection repositories use different tools to the organization of collections. However, the most essential organization and retrieval tool of libraries is catalogue. Library catalogue is a bibliographic description of information materials ranging from author, title, physical description, publication details, series, notes etc. Catalogue is the key to library collections. Library catalogue allows the user to know the information materials that are available and those unavailable in the library collections or holdings. Library catalogue has enormous benefits such as: it communicates the required information briefly about the documents in a collection; a catalogue card assists the users in retrieving information materials easily and saves time of the users: it also offers the users a variety of approaches to the collection in making use of the collection of a library. Hence, the purpose of a library catalogue is, thus, to serve as a guide to the collection of materials. A catalogue can be accessed using the author/title catalogue, subject catalogue, serials catalogue and OPAC.

Library materials can be searched from OPAC using computer system as an interface with additional entry points (to author/title, subject). OPAC is simply a computerized catalogue which can be articulated as a bibliographical database of the holdings of a library collection. OPAC could be available on LAN or website; searchable by author, title, call no., accession no., keyword and so on, to locate and access both physical as well as virtual material present within and outside the library. It acts as users' tool for interactive information retrieval service on cost effective basis (Vasishta & Dhingra, 2017). According to Fati and Adetimirin (2015) basic search is useful when a user knows the facts either about an author or title or subject, series, call number and heading while keyword search is useful when a user does not know the facts about an author, title, and subject, heading. This medium has assisted the users to retrieve bibliographic records of the library stocks effectively and efficiently even from their desktops. Recently, 'avatar' of OPAC has brought a paradigm shift from the card catalogue to computerized record thereby providing an exact location of various library materials. In addition, making provisions for Boolean combinations for the advanced search will facilitate effective use of OPAC.

OPAC is accessible online without geographical constraint making it suitable for remote users. Traditionally, OPAC is usually located near the library reference desk to make it easy for a user to request the assistance of a trained reference librarian (Msagati 2016). OPAC is an essential information retrieval tool that helps academic library users to locate the library resources efficiently and effectively, it is an information pointer and a guided pathway to a

library's resources. Also, Mulla and Chandrashekara (2009) and Ukpebor, (2011) reiterated that OPAC has made the library materials, easily accessible to everyone by removing the physical boundaries of the library. With these unique benefits that OPAC has, Kumar (2010) recommended that libraries should develop and maintain an integrated OPAC with both internal and external resources, printed format and other formats of knowledge. Despite the huge benefits of OPAC, postgraduate students are not adequately utilizing it. The assertion was supported by Fati and Adetimirin (2015) who reported that students do not usually make reference to OPAC. In same vein, Ogbole and Atinmo (2017) reiterated that literature revealed low patronage of OPAC by undergraduate students in university libraries due to several factors such as ICT infrastructure, complex OPAC interface design, poor awareness on OPAC use, inadequate library space, erratic power supply, inadequate funds to support automation projects, inadequate ICT skilled staff among others all of which inhibits OPAC use in Nigeria University libraries. Library users need to be aware of OPAC as an Information Retrieval System (IRS), in order to make effective utilization.

Awareness is the quality or state of knowing that something is happening or exists. According to Nisha and Ali(2011) awareness of OPAC is defined as the degree of user's knowledge and availability of the service and the extent made to use them. Therefore, awareness of OPAC can be described as having information of the existence, usefulness and purpose of OPAC, though the level of awareness varies from one user to another. Ruzegea (2012) opined that awareness of OPAC is a key step towards access and eventually increased usage of library materials in and outside the libraries. Also, online databases support researchers and students in their learning process. Lack of knowledge among postgraduate students and researchers of the application of OPAC in university libraries is a growing concern. From the Nigerian perspective, awareness of and use of OPAC seem to be unclear in most libraries. This claim may not be far from the fact that most libraries use unstable software that is managed by unskilled staff.

Use means the act of using or putting into service or the act or practice of employing something (Merriam-Webster Dictionaries, 2016). Thus, OPAC reduces the stress and time of searching through the shelves for book. This is in line with the fourth law of the Ranganathan's laws of Library Science "save the time of the user". Several studies (Yusuf, 2012; Fati & Adetimirin, 2015; Ogbole & Atinmo, 2017) examined factors affecting the use of OPAC while Tella (2019) examined the use of OPAC among undergraduate students in selected universities in Nigeria. Based on researchers' knowledge, it seems none of the study examines awareness and use of OPAC among postgraduate students in University of Ilorin library. It is necessary to investigate the use of OPAC by postgraduate students. Hence, this study examined awareness and use of OPAC among postgraduate students in University of Ilorin library. The outcome of this study will help stakeholders including postgraduate students, lecturers and librarians to understand the usefulness of OPAC in the selected faculty and others with similar background. It will also assist in promoting favourable policies toward effective utilization of OPAC.

Description of Study Location

University of Ilorin was one of the seven institutions of higher learning established by a decree of the Federal Military Government in August, 1975. The then University College of Ilorin was initially affiliated to the university of Ibadan. In October 1977, the institution attained full autonomous status and has since then developed by leaps and bounds. The University carried

out its academic programmes, involving the Faculties of Agriculture, Arts, Basic Medical Sciences, Clinical Sciences, Social Sciences, Management Sciences, Communication and Information Sciences, Education, Engineering & Technology, Life Sciences, Physical Sciences, Law, Environmental Sciences, Pharmaceutical Sciences and Veterinary Medicine. In addition, the University has a Postgraduate School (University of Ilorin Annual Report, 2017).

Faculty of Communication and Information Sciences (CIS), University of Ilorin was formally established through the decision of senate at its 193rd (special) meeting held on June, 2008. Part of that senate decision was the movement of CIS to the Department of Computer Science from the Faculty of Science; and the movement to Faculty CIS of the Department of Mass Communication from the Faculty of Business and Social Science. In addition to the decision to move these two departments to the new faculty, three new departments were created namely (Department of Library and Information Science, Information and Communication Science and Telecommunication Science). The Faculty of CIS is the university's flagship faculty designed to take full advantages of multi-disciplinary interaction of the science and technologies of computing, information and communication. Its undergraduate curriculum is designed to reflect this and underlies the faculty's postgraduate programme. Hence, this study is limited to postgraduate students of Faculty of CIS.

Statement of the Problem

Retrieval of information has been a major concern in all libraries and information centers, as such; libraries have developed various methods for accessing their collections. Currently, it is no more news that Online Public Access Catalogue (OPAC) is used in most libraries of the world as information access tool to print and electronic collections in the university library.

With the use of OPAC, information retrieval can be performed quickly with less effort of the researchers; users can easily know the existence and status of collections. Also, it reduces the workload in the management of databases thus, improving the efficiency of labour. Despite all these benefits, the majority of the users perceive card catalogue as more efficient than OPAC (Arshad & Shafique, 2014; Ogbole & Atinmo, 2017). It seems utilization of OPAC by postgraduate students in University of Ilorin is low. This situation might depend largely on the extent to which they are aware of its availability, usage and benefit. It is on this note that this study examined awareness and use of OPAC by postgraduate students in University of Ilorin library.

Objectives of the Study

The main objective of the study is to examine awareness and use of OPAC by postgraduate students in University of Ilorin library. The specific objectives are to:

1. determine the level of awareness of OPAC by postgraduate students in the Faculty of CIS;
2. identify the approach used by postgraduate students to search for information resources on OPAC;
3. investigate the level of ICT skills possessed by postgraduate students in University of Ilorin and
4. assess the level of satisfaction of OPAC use by postgraduate students?

Research Questions

The following are the research questions:

1. What is the level of awareness of OPAC by postgraduate students in the Faculty of Communication and Information Sciences (CIS) University of Ilorin?
2. What is the approach used by postgraduate students to search for information resources on OPAC in the Faculty of CIS?
3. What is the level of ICT skills possessed by postgraduate students in the Faculty of CIS?
4. What is the level of satisfaction of OPAC used by postgraduate students in the Faculty of CIS?

Literature Review

A huge amount of literature is available on the use of OPAC in academic libraries in Nigeria. Review of the related literature helps the researcher to acquaint himself/herself with current knowledge available on the research problem under investigation. Here is a brief overview of the most relevant studies to the subject. Ansari and Amita(2008) investigated the applicability and utility of OPAC in five libraries (both university and special) in New Delhi and found that a majority of the users preferred OPAC for their searching. Study concluded, however, that a majority of the users were not aware of the mechanisms for expert searches. Just about one-third of the users were totally satisfied with their success in obtaining results. According to Mulla and Chandrashekara (2009) who focused on the libraries of Engineering Colleges in Karnataka State, this was largely due to a marked lack of awareness among the users and also because OPAC was not a very user-friendly software resulting in difficulties in the proper use of the OPAC facility.

Islam (2010) investigated the use of library catalogue by undergraduates of the Dhaka University Library of Bangladesh. Findings showed that the majority of respondents were not aware of the library catalogue and use. Ebiwolate (2010) surveyed the use of library catalogue by undergraduate students of Niger Delta University Library. The author suggested conducting user's education programme at a regular interval and also on a wide publicity on OPAC to create awareness among library users. Nisha and Naushad Ali(2011) examined awareness of OPAC at the Indian Institute of Technology, Delhi, the result showed that 75 percent of respondents were aware about the OPAC through the intranet while 25 percent were not at all aware. Setting up OPAC without the target users being sensitized about the purpose and benefits can be considered a waste of resources. Findings of study based on questionnaire distribution to both IT and library students at the International Islamic University Malaysia (IIUM) by Ruzgea (2012) showed that, awareness about OPAC has enhanced library user-based system and its interface design (features) in IIUM. Awareness in this case may have been caused by inability of librarians to notify users since a study by Yusuf (2012) also identified lack of awareness amongst the library users' community.

Onuoha, Umahi and Bamidele (2013) studied the use of OPAC among final year students in Redeemer's University (RUN) and University of Agriculture Abeokuta (UNAAB), Nigeria. The findings showed poor OPAC utilization among the respondents. Problem of inadequate computer and lack of orientation were found to be the reasons for none use of OPAC in the two universities.

Similarly, Fabunmi and Asubiojo (2013) investigated the awareness and use of OPAC by students of Obafemi Awolowo University, Nigeria. The finding of the study showed 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 searching skills and problems encountered during usage. Awareness and use of OPAC seem to be a challenge among Nigerian library user as demonstrated by the finding. This finding suggests that some higher institutions have stepped up awareness campaign while some are still lagging behind. Bamidele et al. (2014) investigated the awareness and use of Online Public Access Catalogue (OPAC) by Faculty Members of Babcock University, Nigeria. The study adopted descriptive survey research design and questionnaire was retrieved and used for the study. The findings showed that majority of the respondents (71.4%) were not aware that OPAC can be used to retrieve information before coming to the library. Also, 65.8% of the respondents were not aware that they can access/browse Babcock University library web based OPAC with their mobile phones before coming to the library to borrow materials; while, 59.2% of the respondents were not aware that the materials available in Babcock University library can be accessed outside the library building.

Msagati (2016) investigated the use of Online Public Access Catalogue (OPAC) among distance learners of the Open University of Tanzania. A descriptive research design was adopted in the study. Stratified random sampling technique was applied to select randomly 300 distance learners. A structured questionnaire was developed and distributed randomly to 300 distance learners including undergraduate and postgraduate students. A total of 230 (76.67%) completed filled in questionnaire. They were retrieved from the distance learners for use (22.61%) of OPAC among them. The findings of the study showed that the majority of respondents (85.65 %) retrieved educational resources from the library collection using browse through shelves technique. Limited number of computers with internet access, inadequate searching skills, low bandwidth and recurrent power outages were indicated as some of the barriers that militate against effective use of OPAC.

Tella (2019) examined the use of OPAC among undergraduate students in selected universities in Nigeria. The findings showed that the majority of undergraduate students used the OPAC on a weekly basis while the majority of respondents (57.5%) spent fewer hours (between 0-3). Also, the major uses of the OPAC by the undergraduate students include; locating books, non-print materials and other materials.

Furthermore, Mulla and Chandrashekara (2009) reported that the key constraints for the use of OPAC at the libraries of engineering colleges were lack of awareness; non-user friendly and information technology (IT) competency among user communities. Other problems identified by Yusuf (2012) 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.

Singh, Naidu and Jadon (2008) assessed the use and satisfaction to users about Online Access Catalogue (OPAC) provided by the Devi Ahilya University Library. The findings showed that OPAC is useful and suggested there must be someone near the OPAC to help users in retrieving the required documents. Successful online catalogue searches are very dependent on a user's knowledge of OPAC features, computer skills and the system as well as language competencies. The study carried out by Adedibu (2008) on the use of catalogue by science

students of the University of Ilorin, showed that 7.9% of the respondents use OPAC and the study also affirmed that the most essential library tools(card catalogue and OPAC) are not always consulted because of inadequate knowledge (awareness). This is not encouraging hence, there is a need to examine the current situation with postgraduate students in a selected faculty at University of Ilorin.

Methodology

The Faculty of Communication and Information Sciences (CIS) comprises the Department of Library and Information Science (LIS), Telecommunication Science (TCS), Mass Communication (MAC), Computer Science (CSC) and Information and Communication Science (ICS). This study was limited to the Department of LIS, TCS, MAC and CSC being the departments that offer postgraduate degrees. A descriptive survey method was adopted. The data was collected through structured questionnaire distributed to targeted sample of 173 postgraduate students of Faculty of CIS, University of Ilorin, Nigeria. Out of the total postgraduate students under survey, 158 participants (91.3%) responded to the survey.

Results

Demographic Background of Respondents

Table 1: Socio-demographic Characteristics of Respondents

Gender	Frequency	Percent
Male	74	46.8
Female	84	53.2
Total	158	100

Age Range	Frequency	Percent
20 – 24	34	21.5
25 – 30	90	57.0
36 – 40	34	21.5
Total	158	100

Programme Status	Frequency	Percent
Masters	123	77.8
PG Diploma	35	22.2

Total	158	100.0
Department	Frequency	Percent
LIS	63	39.9
TCS	6	3.8
MAC	32	20.3
CSC	57	36.1
Total	158	100

Source: Author’s Field Survey, 2018

Table1 shows that 74 (46.8%) of the respondents are males while 84 (53.2%) of the respondents are females. About 34 (21.5%) of the respondents are within the age range of 20 – 24 years, 90 (57%) of the respondents are within the age range of 25 – 30 years while 34 (21.5%) of the respondents are between the age range of 36 – 40 years. 123 (22.2%) of respondents are running Masters programme while 35 (25.9%) of the respondents are running a PG Diploma programme. Out of the 158 respondents, 63 (39.9%)of the respondents are in Library and Information Science Department, 6 (3.8%) of the respondents are in Telecommunication Science Department, 32 (20.3%) of the respondents are in Mass Communication Department while 57 (36.1%) of the respondents are in Computer Science Department. The findings indicate that the majority of the postgraduate students in the Faculty of Communication and Information Science are females within the age range of 25 – 30 years that registered for Masters programme.

Table 2: Levels of OPAC Awareness by Postgraduate Students

Statement	Highly Aware		Moderately Aware		Not Aware	
	F	%	F	%	F	%
	OPAC is a database of the library holdings	59	37.3	52	32.9	25
OPAC can be used to place request for library materials	48	30.4	54	34.1	27	17.1
Most of the materials available in the library can be accessed outside the library buildings	42	26.6	46	29	28	17.7
I can access/browse OPAC with my mobile phone and computer in my office	39	24.7	39	24.7	34	21.5
I can use OPAC to reserve materials in the library	38	24.1	45	28.5	29	18.4

I can retrieve the call number of a book(s) I need before coming to the library	37	23.4	41	25.9	33	20.9	47	29.7
OPAC can be used to find out whether needed materials are available in the library or not	46	29.1	53	33.5	33	20.9	26	16.5
OPAC is a tool for locating book and non-print materials	48	30.4	54	34.2	32	20.3	24	15.2

Source: Author's Field Survey, 2018

(Key: HA –Highly aware; A –Aware; MA –Moderately aware; NA –Not aware)

Table 2 shows that, 59 (37.3%) of the respondents are highly aware that OPAC is a database of the library holdings, followed by 52 (32.9%) of the respondents who are also aware. About 48 (30.4%) of the respondents are highly aware that OPAC can be used to place request for library materials, 54 (34.1%) of the respondents are also aware about this. Out of the total respondents, 42 (26.6%) are highly aware that most of the materials available in the library can be accessed outside the library buildings, another 46 (29%) of the respondents are aware about this, 28 (17.7%) of the respondents are moderately aware and 42 (26.6%) are not aware about this fact. Table shows that, 39 (24.7%) of the respondents are highly aware that they can access/browse OPAC with their mobile phone and office computer, 39 (24.7%) respondents are aware about this, 34 (21.5%) are moderately aware also, while 46 (29.1%) are not aware of this.

Table2 shows, 38 (24.1%) of the respondents are highly aware that they can use OPAC to reserve materials in the library, 45 (25.9%) of the respondents are aware of this, 29 (18.4%) of the respondents are moderately aware of this while 46 (29.1%) are not aware about material reservation. Also, 37 (23.4%) of the respondents are highly aware that they can retrieve the call number of a book(s) needed before coming to the library, 41 (25.9%) are aware of this, 33 (20.9%) of the respondents are moderately aware about this while 47 (29.7%) of the respondents are not aware about this. Also, Table2 shows that, 46 (29.1%) of the respondents are highly aware that OPAC can be used to find out whether needed materials are available in the library or not, 53 (33.5%) of the respondents are aware of this, 33 (20.9%) of the respondents are moderately aware about this while 26 (16.5%) of the respondents are not aware. 48 (30.4%) of the respondents are highly aware that OPAC is a tool to locate book and non-print materials, 54 (34.2%) of the respondents are aware about this, 32 (20.3%) are moderately aware about this while 24 (15.2%) of the respondents are not aware of this at all.

Table 3: Approaches used in Searching Information Resources on OPAC

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
Locating books using publisher name	31	19.6	47	29.7	61	38.6	19	12.0
Locating books using ISBN	24	15.2	81	51.2	47	29.7	6	3.8
Location books using Subject approach	42	26.6	48	30.4	43	27.2	25	15.8
Locating books using author approach	22	13.9	82	51.9	34	21.5	20	12.7
Locating books using title approach	22	13.9	87	55.1	42	26.6	7	4.4

Source: Author's Field Survey, 2018

(Key: S –strongly agree; A –agree; D –disagree; SD –strongly disagree)

Table 3 shows that 31 (19.6%) of the respondents strongly agreed to using publisher approach, followed by 47 (29.7%) of the respondents that agreed. 24 (15.2%) of the respondents strongly agreed to use the ISBN method, 81 (51.2%) of the respondents agreed. Moreover, 42 (26.6%) of the respondents strongly agreed to using subject approach, 48 (30.4%) of the respondents also agreed to using the same method. 22 (13.9%) of the respondents strongly agreed to use the Authors method, 82 (51.9%) of the respondents agreed to this method. 22 (13.9%) of the respondents strongly agreed to use the title method, also 87 (55.1%) of the respondents agreed to this method.

Table 4: Level of ICT Skills possessed by Postgraduate Students

Statement	VHS		HS		AS		NS	
	F	%	F	%	F	%	F	%
I can retrieve information without help of Librarian	39	24.7	30	19.0	47	29.8	42	26.6
It is convenient for me to log on and type queries using keyboard	28	17.7	29	18.4	60	37.9	41	25.9
I can use Boolean (OR,NOT,AND) to search for information from OPAC	30	19.0	38	24.1	50	31.7	40	25.3
I am very fast when using computer to browse OPAC	32	20.3	48	30.4	52	32.9	26	16.5

Source: Author's Field Survey, 2018

Key: Very Highly Skillful (VHS), Highly Skillful (HS), Averagely Skillful (AS), Not Skillful (NS).

Table 4 shows that 47(29.8%) of the respondents are averagely skillful in retrieving information without help, followed by 42(26.6%) of respondents that are not skillful while 39(24.7%) of respondents are very highly skillful followed by 30(19.0%) highly skillful. Also, it is convenient for me to log on and type queries using keyboard recorded 60(37.9%) respondent indicated averagely skillful, followed by 41(25.9%) not skillful. Additionally, I can use Boolean (OR, NOT, AND) to search for information from OPAC recorded 50(31.7%) respondents showed averagely skillful while 40(25.3%) are not skillful. Moreover, Table 3 shows that 52(32.9%) of respondents are averagely skillful when using computer to browse OPAC while 26(16.5%) are not skillful. It can be deduced from findings in Table 3 that

postgraduate students at Faculty of CIS possess ICT skills above average in searching for information from OPAC.

Table 5: Levels of Satisfaction of OPAC Services

Statement	Highly Satisfied		Satisfied		Moderately Satisfied		Not Satisfied	
	F	%	F	%	F	%	F	%
How satisfied are you with OPAC which can be used to know the status of information materials in the library	43	27.2	42	26.6	47	29.8	26	16.5
How satisfied are you with OPAC services used to check due dates for borrowed library materials	33	20.9	29	18.4	55	34.9	41	25.9
How satisfied are you with OPAC which can be used to request for library materials	30	19.0	31	19.6	50	29.7	47	29.7
How satisfied are you with OPAC services which provides easy access to library holdings	30	19.0	48	30.4	52	32.9	28	17.7

Source: Author’s Field Survey, 2018

Key: HS –Highly satisfied; S –Satisfied; MS –Moderately satisfied; NS –Not satisfied

Table 5 shows that, 43 (27.2%) of the respondents are highly satisfied with OPAC which can be used to know the status of information materials in the library, about 42 (26.6%) of the respondents are satisfied, 47 (29.8%) of the respondents are moderately satisfied while 26 (16.5%) are not satisfied. 33 (20.9%) of the respondents are highly satisfied with OPAC services which can be used to check due date for borrowed library materials, 29 (18.4%) of the respondents are satisfied, 55 (34.9%) of the respondents are also moderately satisfied while 41 (25.9%) of the respondents are not satisfied.

Furthermore, Table 4 revealed that, 30 (19.0%) of the respondents are highly satisfied with OPAC which can be used to request for library materials, 31 (19.6%) of the respondents are satisfied while 50 (29.7%) of the respondent are moderately satisfied with OPAC service 47 (29.7%) of the respondents are not satisfied. Also, Table 4 shows that 30 (19.0%) of the respondents are highly satisfied with OPAC services which provides easy access to library holdings, 48 (30.4%) of the respondents are satisfied while 52 (32.9%) of the respondents are moderately satisfied and 28 (17.7%) of the respondents are not satisfied with the service. The overall finding on level of satisfaction indicates that respondents are moderately satisfied with the use of OPAC.

Discussion of Findings

The finding revealed that most of the respondents are aware of the existence of OPAC service in University of Ilorin library. The finding corroborates previous study carried out by Ruzegea (2012) found that majority of the respondents were aware of OPAC. The findings however disagree with the findings of (Yusuf, 2012; Onuoha et al., 2013) who reported low awareness

of OPAC. Therefore, it can be deduced from the findings that while some universities may have problems with student awareness of OPAC, some have made head way. It is also evident from the literature reviewed in this study that students are among the highest users of OPAC in universities hence; there is a need for more enlightenment of postgraduate students.

The findings revealed that respondents used several methods to search for information on OPAC but authors and title approaches were predominantly used. The results support the findings of (Swaminathan, 2017; Asokan & Dhanavandan, 2015) that reported author and title as the approach majorly used to search information from OPAC. The findings revealed that most of the respondents possessed ICT skills above average in searching for information from OPAC. The finding is not in agreement with results of the study carried out by Ogbole and Atinmo (2017) that the level of ICT skills possessed by undergraduate students is high.

The findings revealed that most of the respondents are moderately satisfied with OPAC services. The findings support the results reported by (Ansari & Amita, 2008; Mulla & Chandrashekara, 2009) that user experienced difficulties in using OPAC and only a small number are satisfied with the working of OPAC. This indicates the need to intensify efforts by university library management towards practical-oriented OPAC training and improved exposure of postgraduate students to the benefits of OPAC.

Conclusion

OPAC is an indispensable information retrieval tool of library resources throughout the globe. Postgraduate students can use OPAC as the gateway to library resources to gain wider access and fulfil their bibliographic information needs. The findings have revealed that, postgraduate students of Faculty of CIS, University of Ilorin are aware of OPAC and its use. Effective practical-based user education on OPAC cannot be overemphasized as it will enhance users' search skills and invariably reduce librarians' workload.

Recommendations

Based on the findings of the study, the followings are recommended to library policy maker, librarians, lecturers etc. It is evident from the study that the users were not having adequate basic skills of searching OPAC. Therefore, library staff in-charge of OPAC terminals should assist them for optimum utilisation of this service. The library may need to integrate into the OPAC some other type of digital resources in order to capture the attention of those groups that scarcely use library services. Online circulation and new arrivals of the library resources can be displayed on the OPAC to arouse the users' curiosity in exploring the OPAC and Training and re-training on the use of OPAC should be carried out regularly in order to heighten the awareness of the user with regard to search techniques, which may help the users in developing sophisticated searching and retrieval skills.

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