



UNDERGRADUATE STUDENT'S ATTITUDES TOWARD THE USE OF ONLINE PUBLIC ACCESS CATALOGUE IN FEDERAL UNIVERSITY LIBRARIES IN NORTH WEST-NIGERIA

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Abstract

This study investigated undergraduate students' attitudes toward the use of the Online Public Access Catalogue (OPAC) in federal university libraries in the North West region of Nigeria. Adopting a quantitative approach with a cross-sectional survey design, data were collected through closed-ended questionnaires administered to 392 students across four universities with operational OPAC systems. Findings indicate that a majority of undergraduate students use the library OPAC daily, primarily to locate relevant materials for assignments, class presentations, and research projects. The study further reveals that students generally possess a positive attitude toward OPAC, perceiving it as a tool that enhances easy access to library resources and increases their comfort in navigating information systems. Key factors facilitating OPAC usage included: students' information literacy skills, awareness of OPAC benefits, participation in library orientation programs, the availability of multiple OPAC terminals, and support from library staff. Based on these results, the study recommends increasing the number of computers at OPAC terminals and implementing a mandatory library user guide for incoming undergraduates, to be introduced during library registration, to improve OPAC literacy and effective use.

Keywords: OPAC, Undergraduate students, User attitudes, Information literacy, Library orientation, Nigeria.

Introduction

The Online Public Access Catalogue (OPAC) is a foundational component of the modern academic library, transforming bibliographic access from a manual, card-based system into a dynamic digital interface essential for resource discovery (Ajayi, 2022). Globally, OPAC deployment is standard practice in university libraries, driven by its significant advantages: time efficiency, streamlined access to holdings, and the capacity for remote resource discovery (Anunobi & Ukwoma, 2016). As an indispensable retrieval tool, the OPAC is engineered to conserve users' time and cognitive energy, empowering them to independently navigate library collections—a critical capability in institutions with burgeoning collections and large student populations (Oladokun & Aina, 2009; Ezeji, 2008).

Within Nigerian federal university libraries, the OPAC is theorized as a critical bridge between vast information collections and user needs, directly supporting core academic activities. However, the extent and efficacy of its adoption among undergraduate students exhibit considerable variation, influenced by infrastructural, socio-technical, and educational factors specific to different regions (Usman, Sadiq, & Bello, 2023). The success of such technologies is not determined by their objective capabilities alone but fundamentally by user attitudes—the enduring predispositions, feelings, and evaluations individuals hold toward a system (Ajzen, 2005; McLeod, 2014). Positive user attitudes are a determinative factor in successful technology adoption and utilization.

Despite the global recognition of OPAC benefits and its widespread deployment, a significant knowledge gap persists regarding the specific attitudes of undergraduate students toward OPAC use within the unique context of federal university libraries in Northwestern Nigeria. Existing

literature provides insufficient insight into how this primary user group perceives and interacts with this essential tool in this specific geographic and institutional setting (Usman, Sadiq, & Bello, 2023). Without a systematic investigation into these attitudes, library administrators lack the empirical evidence needed to tailor OPAC interfaces, training programs, and support services to local user perceptions and behaviors, which directly influence the frequency, efficacy, and satisfaction associated with OPAC use (Oladokun & Aina, 2009).

Therefore, this study is necessitated by the need to fill this identified gap. It seeks to rigorously examine undergraduate students' attitudes toward OPAC use in federal university libraries in North-West Nigeria. The aim is to generate actionable insights that can enhance system design, user education, and service delivery, thereby optimizing institutional investment in library resources and empowering student academic success.

Literature Review

This review synthesizes existing scholarship on Online Public Access Catalogues (OPACs) to establish the context for the present study. It is structured thematically, examining patterns of OPAC use, key determinants of user attitude and adoption, and the prevalent challenges, with a focus on findings from Nigeria that highlight the need for region-specific research.

Patterns of OPAC Use

Globally, the adoption of OPACs transformed library catalogs from static card systems into dynamic, digital search interfaces, a shift widely regarded as an improvement in user access (Bowman, 2013). In principle, OPACs are designed as indispensable self-service platforms that empower users, foster information literacy, and increase the efficiency of locating library materials

(Ugwu & Orsu, 2017; Mohammed & Ahmed, 2019). Research within Nigeria, however, reveals a complex and often contradictory picture of actual OPAC utilization among undergraduates. Some studies report successful adoption, noting that students utilize OPACs to access research materials, appreciating the increased retrieval rates compared to manual catalogs (Yusuf & Iwu, 2010). In contrast, other investigations uncover significant underutilization. For instance, Onuoha, Umahi, and Bamidele (2013) found that a majority of final-year students at two Nigerian universities did not use the OPAC at all, attributing this to inadequate computer terminals and a lack of orientation. This dichotomy suggests that the mere provision of an OPAC does not guarantee its use; rather, utilization is mediated by a confluence of contextual and user-specific factors.

Determinants of Attitude and Usage

User attitudes defined as enduring predispositions comprising feelings, beliefs, and behavioral tendencies toward an object (Ajzen, 2005) are a critical determinant of technology adoption. In the context of OPACs, attitudes are shaped by several interconnected factors. The Technology Acceptance Model (TAM) provides a foundational framework, identifying perceived usefulness and perceived ease of use as primary drivers of adoption (Davis, 1989). Nigerian studies corroborate this; students who find the OPAC useful and easy to navigate demonstrate higher usage levels and more positive attitudes (Bello & Ogunleye, 2021; Eze & Uzoigwe, 2018). However, these positive perceptions can be negated by external constraints.

Awareness and accessibility are fundamental prerequisites. A lack of awareness about the OPAC's existence or benefits remains a significant barrier. Even when aware, students face accessibility hurdles like insufficient computer terminals, poor internet connectivity, and erratic power supply, which are particularly acute in Northern Nigerian institutions (Aliyu, 2019; Ajayi, 2022).

Furthermore, technological literacy and training are pivotal. Effective use requires basic ICT competence and search skills. Students with higher digital literacy engage with OPACs more confidently, whereas a lack of training leads to underutilization and frustration (Yusuf & Ahmed, 2021). Studies consistently highlight the importance of library orientation programs and ongoing user support in bridging this skills gap (Adam, & Kaur, 2021; Usman et al., 2023).

Identified Challenges to Effective OPAC Implementation

The literature consolidates several recurring challenges that hinder optimal OPAC use in Nigerian university libraries, often interacting with the determinants of attitude:

1. This includes an inadequate number of computer terminals, unreliable electricity, and intermittent internet services, which physically restrict access and reliability (Ajayi, 2022; Ibrahim, 2022).
2. Limited, inconsistent, or absent library orientation and training programs fail to equip students with the necessary search skills and awareness, leading to poor efficacy and negative experiences (Usman et al., 2023; Onuoha et al., 2013).
3. Poorly maintained systems with slow response times and complex, non-intuitive user interfaces directly discourage use and negatively impact perceptions of ease of use (Ibrahim, 2022; Eze & Uzoigwe, 2018).

Existing research establishes the importance of OPACs and illuminates the general factors influencing their use and user attitudes in Nigeria. However, a critical synthesis reveals a notable gap. While studies exist from the South-West (e.g., Bello & Ogunleye, 2021), South-East (e.g., Eze & Uzoigwe, 2018), and North-East (Usman et al., 2023), there is a paucity of focused, contemporary research investigating the *interplay* between undergraduate students' attitudes, actual usage patterns, and the specific facilitating or constraining factors within the North-West

geopolitical zone. This region faces distinct infrastructural and socio-economic challenges that may uniquely shape the user experience (Aliyu, 2019). Therefore, a study focused on federal university libraries in North-West Nigeria is needed to generate context-specific evidence. Such evidence is crucial for moving beyond generalized assumptions and informing tailored interventions in library management, system design, and user education programs to enhance OPAC effectiveness in this specific context.

Research Methodology

This section outlines the research design, population, sampling procedure, instrument, and data analysis methods employed to achieve the study's objectives, which were to:

1. Ascertain the extent to which undergraduate students make use of the OPAC in federal university libraries in North West States of Nigeria.
2. Evaluate undergraduate students' attitudes toward the use of OPAC in these libraries.
3. Identify the factors facilitating the use of OPAC by undergraduate students in this context.

A quantitative research approach was adopted, utilizing a cross-sectional survey design. This design was appropriate for collecting data from a sample of the population at a single point in time to describe and analyze the variables of interest: OPAC usage patterns, user attitudes, and facilitating factors.

The target population consisted of all registered undergraduate students from four federal university libraries in North-West Nigeria that had operational OPAC systems. The total population was eighteen thousand, seven hundred and twelve (18,712) students. A two-stage sampling technique was employed. First, purposive sampling was used to select four federal universities in the North-West region that met the criterion of having an operational OPAC system in their main library. Given the large population size, a manageable sample was determined using the Yamane (1967) formula for finite populations with a 95% confidence level and a precision level (e) of 0.05:

$$n = \frac{N}{1 + N(e)^2} = \frac{18,712}{1 + (0.05)^2} \approx 392$$

Where:

n = sample size

N = population size (18,712)

e = level of precision (0.05)

Applying the formula:

$$n = \frac{18,712}{1 + (0.05)^2} = \frac{18,712}{1 + 0.0025} = \frac{18,712}{1.0025} \approx 18,712 \times 0.9975 \approx 18,712 - 46.78 \approx 18,665.22 \approx 18,665$$

Thus, a minimum sample size of 392 respondents was calculated.

Subsequently, a proportional allocation method was used to distribute the 392 questionnaires across the four universities based on their undergraduate student populations, ensuring representation. The distribution was as follows:

- Ahmadu Bello University (ABU), Zaria: 305
- Federal University Dutsin-Ma (FUDMA), Katsina: 36
- Federal University Dutse (FUD), Jigawa: 29
- Federal University Birnin Kebbi (FUBK): 22 Within each university, simple random sampling was used to select the participating students.

The primary instrument for data collection was a structured questionnaire. It was chosen for its efficiency in gathering quantitative data from a large, geographically dispersed sample, its cost-effectiveness, and its ability to ensure respondent confidentiality. The questionnaire comprised four sections:

- Section A: Demographic information of respondents.
- Section B: Items assessing the extent and purposes of OPAC use (addressing Objective 1).
- Section C: A Likert-scale section measuring students' attitudes toward OPAC use (addressing Objective 2).

- Section D: Items identifying challenges and factors facilitating OPAC use (addressing Objective 3).

Data collected from the returned questionnaires were analyzed using descriptive statistics. The Statistical Package for the Social Sciences (SPSS) version 16.0 was employed to compute frequencies and percentages, which were presented in tables for interpretation. This analysis was suited to describing the usage patterns, summarizing attitudinal scores, and identifying the prevalent facilitating factors and challenges.

Result

Table: 1 Response Rate

SNUiversity Libraries	Questionnaire		
	Administered	Returned	Percentage
1. ABU, Zaria	305	251	79.9%
2. FUDMA Katsina	36	24	7.6%
3. FUD Jigawa	29	19	6.1%
4. FUBK	22	20	6.4%
TOTAL	392	314	100%

Table 1 presents the data about the administration of the instrument to the respondents. A total number of three hundred and ninety-two (392) copies of questionnaire administered in the sampled universities. However, 314 copies representing (81.1%) filled and returned, and found useable. while 78 representing (19.9%) were not returned. Considering the percentage of the filled and returned questionnaire, it regarded as adequate for valid analysis and interpretation.

Table 2: Gender Distribution

Gender	Frequency	Percentages
Male	230	73.2
Female	84	26.8
TOTAL	314	100%

Table 2 above shows gender wise distribution of the respondents. Of the 314 respondents, 230 (73.2%) of respondents are males and 84 (26.8%) were females. This implies that the data

collection for the research cut across all the gender, and analysis shows that majority 73.2 percent of the respondents were male.

Table 3: Level of Study

Level of Study	Frequency	Percentages
Level 1	55	17.5
Level 2	75	23.9
Level 3	117	37.3
Level 4	60	19.1
Level 5	5	1.6
Level 6	2	0.6
TOTAL	314	100%

Table 3. Shows that majority 117 (37.3%) of the respondents were three hundred level students, followed by two hundred level with 75(23.9%). Then 60(19.1%) and 55(17.5%) from four hundred and one hundred level respectively. While 5(1.6%) and 2(0.6%) of the respondents were five hundred level and six hundred level students. This has indicated that three hundred level students have the highest number of frequencies among the undergraduate student that patronise the OPAC regularly.

Table 4: Use of OPAC by Undergraduate students

Use of OPAC	Frequency	Percentages
Daily	159	50.6
Twice a week	91	29.0
Weekly	45	14.3
Monthly	19	6.1
TOTAL	314	100%

Table 4 shows the use of OPAC as per the record above. The result showed that 159(50.6%) of the respondents are using it daily, followed by 91(29.0%) of the respondents who used OPAC twice a week, while 45(14.3%) of the respondents used OPAC weekly and only 19(6.1%) of the respondents used OPAC monthly. This analysis corroborates with findings of Veena, Mallaiah & Pushpalatha (2015) who stated that majority of the respondents used OPAC facility daily, only few of the respondents indicated that they used OPAC Monthly.

Table 5: Purposes of using OPAC

Purposes of Using OPAC	Frequency	Percentages
For Assignment /class presentation	160	50.9
To Update lecture notes	30	9.5
For Personal reading	14	4.5
To know the availability of document	11	3.5
For Project /research work	90	28.7
To know the location of document	9	2.9
TOTAL	314	100%

Table 5 Respondents were asked to indicate their purposes of using OPAC, and majority 160(50.9%) and 90(28.7%) of the respondent use OPAC for assignment/class presentation, project and research work purpose. While 30(9.5%) and 14 (4.5%) used OPAC to update their lecture notes, and for personal reading. However, 11(3.5 %) and 9 (2.9%) of the respondents use OPAC to know the availability and location of document only. From the above analysis it is clear that majority of the respondents used OPAC for academic purposes i.e. assignment /class presentation and for project /research work.

Table 6: Speed of displaying the result

Speed of displaying the result	Frequency	Percentages
Very fast	221	70.4
Fast	70	22.3
Slow	23	7.3
TOTAL	314	100%

The respondents were ask to indicate how fast OPAC system displayed the results after a search. Table 6 depicts that majority 221(70.4%) of the respondents indicated that OPAC is very fast for displaying the results after a search, 70(22.3%) of the respondents indicated fast in displaying the results, only 23(7.3%) of the respondents indicated OPAC is slow in displaying the results. From the finding, it is evident that a large majority of 87.1% of the respondents indicates that OPAC is very fast in displaying the result.

Table: 7 Attitude of undergraduate students towards using OPAC

S/N	Statement	SA/A		D/SD		Total
		F	%	F	%	
A	I used the OPAC because I find it easy to use	269	85.7	45	14.3	314 (100%)
B	I used the OPAC because library staff encouraged me to use it	216	68.8	98	31.2	314 (100%)
C	I used the OPAC because I feel comfortable using it	241	76.8	73	23.2	314 (100%)
D	I used the OPAC because I have use it before	220	70.1	94	29.9	314 (100%)
E	I used the OPAC because I was shown how to use it by a member of staff	216	68.8	98	31.2	314 (100%)
F	I used the OPAC because I understand what the OPAC can be used for	242	77.1	72	22.9	314 (100%)
G	I used the OPAC because I know how to use it	239	76.1	75	23.9	314 (100%)
H	I used the OPAC because I know the library staff would be willing to help me	240	76.4	74	23.6	314 (100%)
I	Searching the OPAC is more accurate than browsing the shelves	236	75.2	78	24.8	314 (100%)
J	I used the OPAC because it enhance easy access to information resources in the library	247	78.7	67	21.3	314 (100%)
K	I prefer using OPAC to traditional manual library catalogue	227	72.3	87	27.7	314 (100%)
L	OPAC services increase efficiency in the use of library materials.	242	77.1	72	22.9	314 (100%)
M	I spend less time in the library to get the information I need because of the OPAC services.	234	74.5	80	25.5	314 (100%)
N	I don't really get what I need from the OPAC	126	40.1	188	59.9	314 (100%)
O	I use OPAC because it reduced the level of frustration I have in locating materials in the library	209	66.6	105	33.4	314 (100%)
P	I don't know how to get the book I needed from the OPAC	151	48.1	163	51.9	314 (100%)
Q	I didn't understand how it works	128	40.8	186	59.2	314 (100%)
R	It is stressful before you could get the exact book you need	130	41.4	184	58.6	314 (100%)
S	Time allotted to use OPAC at a time is very short	197	62.7	117	37.3	314 (100%)
T	Systems provided for the use of OPAC are not enough	219	69.7	95	30.3	314 (100%)
U	Problem to get a particular book while author and title is not known	212	67.5	102	32.5	314 (100%)
V	I think the use of OPAC is too technical for me	197	62.7	117	37.3	314 (100%)

Table 7 Shows that Majority of respondents are Strongly Agree/ Agree with the following percentages 269(85.7%), 247(78.7%), 242(77.1%), 241(76.8%), 239(76.1%), 236(76.2%), 234(74.5%), 227(72.3%), 220(70.1%), 219(69.7%), 216(68.8%), 212(67.5%), 197(62.4), 151(48.1), 130(41.4), 128(40.8) and 126(40.1). However, 188(59.9), 186(59.2), 184(58.6), 163(51.9), 117(37.3), 105(33.4) and 102(32.5), have indicated Disagree/Strongly Disagree. From the above analysis it is clear that majority of the respondents had high positive attitude towards the use of OPAC. This finding supported the study of Mohammed and Saka (2016) who found that undergraduate student' attitudes towards the use of OPAC in university libraries is a growing interest by undergraduate students on the use of online public access catalogue in university libraries in North central Nigeria.

Table: 8 Challenges Facing OPAC Use in Nigerian Federal University Libraries

S/N	Challenges	Yes		No		Total
		F	%	F	%	
1	Lack of awareness of benefit derive from the use of OPAC	289	92.0	25	8.0	314 (100%)
2	Lack of Information searching skills	291	92.7	23	7.3	314 (100%)
3	Limited number of OPAC terminals	280	89.2	34	10.8	314 (100%)
4	Assistance of library staff at OPAC terminals	264	84.1	50	15.9	314 (100%)
5	Unreliable power supply	258	82.2	56	17.8	314 (100%)
6	Insufficient training & orientation programme	260	82.8	54	17.2	314 (100%)

Table 8. Indicates the Challenges facing OPAC use in Nigerian Federal Universities. The following percentages 291(92.7%), 289(92.0%), 280(89.2%), 264(84.1%), 260(82.8%) and 258(82.2%) revealed that majority of the respondents indicates several challenges facing OPAC use in Nigerian Federal university libraries. The findings of the study confirmed the finding of (Kaur and Sharda, 2010) (Borgman, 2011) and (Adam, 2015) on the factors facilitating the use of OPAC which includes creating awareness, orientation programme, increase number of OPAC terminal, assistance of library staff at the OPAC terminal.

Discussion

This study investigated undergraduate students' use, attitudes, and perceived challenges related to the Online Public Access Catalogue (OPAC) in federal university libraries in North-West Nigeria. The discussion interprets the key findings, situates them within the broader literature, and explores their implications for library management and practice.

The data revealed a high frequency of OPAC use, with half of the respondents (50.6%) utilizing it daily. This aligns with the findings of Veena et al. (2015) and underscores the OPAC's integration into student routines. The primary purposes—assignment completion, class presentations, and research projects (accounting for over 79% of use, as per Table 5)—demonstrate that OPAC use is strongly driven by core academic needs. This finding supports the literature that positions the OPAC as an indispensable tool for supporting teaching, learning, and research within the university ecosystem (Ugwu & Orsu, 2017).

Furthermore, a strong positive attitude toward the OPAC was evident. A large majority of students agreed that the OPAC is easy to use (85.7%), enhances easy access to information (78.7%), increases efficiency (77.1%), and makes them feel comfortable (76.8%). High levels of agreement regarding perceived ease of use and usefulness are consistent with the core tenets of the Technology Acceptance Model (Davis, 1989) and correlate with the high usage rates observed. The perception that the system is "very fast" (70.4%) in displaying results likely contributes significantly to this positive evaluation.

The overwhelmingly positive attitude documented in this study is consistent with research from other Nigerian regions, such as South-West Nigeria, where students also reported favorable perceptions of the OPAC's utility (Bello & Ogunleye, 2021). However, this study presents a

notable and somewhat paradoxical finding: this robust positive attitude coexists with the widespread reporting of severe systemic challenges (Table 8). This contrasts with studies where negative attitudes were directly linked to infrastructural deficits (Ibrahim, 2022). The present data suggest that students in North-West Nigeria value the *concept* and potential of the OPAC highly, even as they grapple with its practical constraints. This indicates a resilient user base whose satisfaction could be substantially higher if identified barriers were removed.

The specific challenges identified—lack of awareness (92.0%), lack of search skills (92.7%), limited terminals (89.2%), and insufficient training (82.8%)—resonate strongly with earlier Nigerian studies (Onuoha et al., 2013; Usman et al., 2023). The fact that "lack of awareness" and "lack of skills" were rated as the top challenges, even among frequent users, is particularly striking. It suggests that basic orientation remains a critical unmet need, supporting calls in the literature for mandatory, structured information literacy programs.

The co-existence of high positive attitudes and high reported challenges creates a powerful and actionable insight for library administrators. It indicates a strong foundation of user goodwill and perceived value upon which to build. The primary implication is that investments in OPAC services are likely to yield high returns in user satisfaction and effectiveness.

Specifically, the findings argue for the critical need for awareness and skills training must be addressed through mandatory, credit-bearing library orientation programs for all incoming undergraduates, the shortage of terminals and unreliable power supply are tangible barriers that undermine the system's potential. Strategic investment in more computers, stable power backup (inverters/generators), and possibly mobile-responsive OPAC interfaces is essential and the expressed need for staff assistance at terminals (84.1%) highlights the importance of human

intermediation even for self-service technologies. Assigning roving or stationed library staff to assist users can bridge the skills gap and improve the user experience in real-time.

Addressing these challenges directly would not only alleviate user frustrations but also amplify the already positive attitudes, leading to even greater and more effective OPAC utilization.

While this study provides valuable insights, certain limitations must be acknowledged. First, the study was confined to four federal universities in North-West Nigeria; thus, the findings may not be fully generalizable to all university libraries in Nigeria or other regions with different contexts. Second, the reliance on self-reported data via questionnaires is subject to biases, such as social desirability bias, where respondents might over-report positive attitudes or usage. Third, the cross-sectional design provides a snapshot in time and cannot establish causal relationships between variables like training and long-term attitude change. Future research could employ mixed methods, incorporating observations and interviews to triangulate findings, and longitudinal designs to track changes in attitude and use over time.

Conclusion

This study sought to investigate the use and attitudes of undergraduate students toward the Online Public Access Catalogue (OPAC) in federal university libraries in North-West Nigeria. The findings provide a clear profile of user engagement in this specific context.

The study reveals a high level of OPAC integration into students' academic routines, with half of the respondents using it daily, primarily for core academic tasks such as assignments, presentations, and research projects. Concurrently, a strong positive attitude prevails among the students. They perceive the OPAC as an easy-to-use, efficient, and valuable tool that enhances

access to library resources and saves time. However, this positive disposition exists alongside significant systemic challenges. The most critical barriers identified are a profound lack of awareness about the OPAC's full benefits, a deficit in information searching skills, an insufficient number of computer terminals, and inadequate user training and orientation programs.

In essence, while the OPAC is recognized and valued by undergraduate students in North-West Nigerian universities, its potential is constrained by preventable access and literacy barriers. Addressing these challenges—through enhanced user education, infrastructural investment, and dedicated support—is imperative to translate high user regard into optimal and effective utilization of this essential library technology.

Recommendations

Based on the specific findings of this study, the following actionable recommendations are proposed to enhance OPAC utilization and effectiveness in federal university libraries in NorthWest Nigeria:

1. To address the critical challenges of "lack of awareness" (92.0%) and "lack of information searching skills" (92.7%), university libraries should institute a compulsory library orientation program for all incoming undergraduates. This program, integrated into the registration process, should move beyond general tours to include hands-on OPAC training, distribution of clear user guides, and instruction on effective search strategies.
2. To support the finding that a majority of students find the OPAC easy to use (85.7%) but some still find it "too technical" (62.7%), libraries should prioritize the evaluation and, where necessary, simplification of their OPAC interfaces. Collaboration with systems designers should focus on creating more intuitive, less complex search pathways to further lower barriers to use.

3. Directly responding to the finding of a "limited number of OPAC terminals" (89.2%), university libraries must allocate funds to increase the number of dedicated computer workstations for OPAC access. This expansion is essential to reduce wait times and improve physical access to the system.
4. Given that "unreliable power supply" (82.2%) was identified as a major hindrance, libraries must invest in reliable alternative power sources, such as solar inverters or standby generators. This ensures the OPAC system is available for use at all times, preventing disruption to academic work.
5. To leverage the positive finding that students value staff encouragement (68.8%) and to mitigate skill deficits, a library staff member should be assigned to rove or be stationed at the OPAC terminals during peak hours. This provides immediate, point-of-need assistance, which 84.1% of respondents indicated was necessary, thereby boosting user confidence and success rates.

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