

Faculty Members' Awareness and Use of Online Public Access Catalog (OPAC) Services at Babcock University, Nigeria: A Study

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Abstract

The study 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. Questionnaire was distributed to 240 (60%) faculty members at various schools in August 2013 during the annual colloquium workshop. One hundred and nine-six (196) copies of the questionnaire was retrieved and used for the study. Data collected were analysed using percentage and frequency. It will be recall that prior to the introduction and use of OPAC at Babcock University Library, traditional methods of information retrieval hold sway. Also, despite its acclaimed usefulness, most faculty members tend to prefer traditional methods to OPAC. Findings revealed that majority of the respondents (71.4%) were not aware that OPAC can be used to retrieve materials 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. Only 26% of the respondents used OPAC independently to retrieve library information resources. Majority of the respondents retrieved library information resources by perusing through the shelves and seeking the assistance of library staff. It was obvious from the findings that majority of the respondents were not aware hence the need for the study. Lack of orientation from library staff/librarians also constitutes major factor that militate against awareness and use of Babcock University library OPAC. This study therefore recommends that Librarians should organize orientation and sensitization programmes in order to create awareness, and encourage the university community and especially faculty members at various schools to effectively use OPAC to ensure maximum utilization of library information resources.

1. Introduction

The main purpose of a university library is to support the objectives of a university, which is in the area of learning, teaching, and research and prompt service delivery. In order to achieve this, university libraries provide information resources in both print and non-print formats to facilitate those key functions. For the university library to provide quality service, the library collection will be organized to give easy access to materials. Usually, libraries were traditionally known to provide access to library information materials through card catalogues and book catalogue. Following advancement in ICT and subsequent development of Online Public Access Catalogue (OPAC), the traditional methods of information access have been eliminated as most libraries adopted use of OPAC. This invention therefore made library information resources available as quickly as possible to library users as at when needed. It is important to state that OPAC has changed the traditional concept of access to library resources which many scholars identified to be prone to numerous challenges. This implies that, it is very imperative for a library to implement OPAC and make to be visible and accepted since it will enhance quick and easy access to the library resources.

Ruzegea (2012) opines 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. Mulla and Chandrashekara (2009) emphasized that OPAC has made the library collection, easily accessible to everyone by breaking the physical boundaries of the library.

It is pathetic that OPAC which among the retrieval tools has been acclaimed to be the best is not yet used effectively by most faculty members; this underscore why Asubiojo and Fabunmi (2013) lamented that faculty members are expected to use OPAC more since they have access to the internet in their various offices and or laboratories. Research shows that development of OPAC made university libraries all over the world to implement it in order to provide faster, effective and different services. In essence, library users are at liberty to use OPAC to access library resources. Currently, it is no more news that OPAC is used in most libraries of the world to find all print and electronic collections in the University Library.

Therefore, OPAC as an information retrieval system (IRS) helps library users to filter through a pool of

information sources, so that only those documents that are relevant to their information needs are actually retrieved. It is a tool designed to facilitate information retrieval process in this information age. The importance of OPAC in University Library cannot be over emphasized hence

- it facilitates extraction of relevant documents or information from a large collection of documents in response to a user's request;
- it provide 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. This was highlighted by Ukpebor (2011) who noted that OPAC

- provides wider access, since users can retrieve information from any participating library or even search online from their home computer;
- 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;
- is searchable with a common command language, which may be transferred when the public moves from one library to another;
- display search result in readily understandable form;
- Provides useful link to different databases and multiple users can query the database simultaneously.

With these unique advantages that OPAC has, Kumar (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.

In any university, faculty members constitute major parts of library users and they are the prime motivators for students' learning and research. Should this set of library users become unaware nor know how to utilize library tools that enhances easy and quick retrieval of resources amounts to failure in the system. The success of students is largely dependent on faculty's awareness and ability to access and use library OPAC.

This study therefore seeks to examine the level of awareness and use of OPAC among faculty members in Babcock University. It was also meant to ascertain if faculty members used Babcock University OPAC and also suggest training techniques to adopt to create awareness that will yield positive results.

2. Statement of the problem

Utilization of OPAC by library users depends largely on the extent to which they are aware of its availability, impact and usage. Automation of Babcock University Library started in 2003 with the adoption of Xlib. The use of Xlib posed a lot of challenges and later 2010; the University Library decided to adopted KOHA integrated library software with its OPAC accessible online via <http://library.babcock.edu.ng>. Observation has shown that there was low utilization of OPAC services by library users especially faculty staff who resorted to alternate such laudable service to seek assistance from library staff. Their inability to utilize the service may be attributed to lack of awareness or technophobia. *It is expected that faculty members should be able to access library web-based OPAC from their homes, offices or through their smart mobile phones before coming to the library to borrow needed materials.* This observation therefore made it inevitable study why this group of people failed to utilize the service and make recommendations to the library management on the effective ways to educate library users to utilize OPAC services which invariably will reduce workload and enhance service delivery to clientele.

3. Objectives of the study

The general objective of this study is to investigate the level of awareness and use of Online Public Access Catalogue (OPAC) by faculty members in Babcock University, Nigeria. Specific objectives were

1. To determine the level to which faculty members were aware of OPAC services.
2. To find out the method used by faculty member to retrieve documents in the library.
3. To identify factors affecting use of Babcock University Library OPAC by faculty members.
4. To proffer solution to the factors that affect awareness and use of OPAC by faculty members.

4. Research questions

In order to guide the researchers to arrive at reliable results, the following research questions were formulated.

1. Are the faculty members aware of OPAC services?
2. What were the methods used by faculty members to retrieve information resources in the library?
3. What were the factors affecting the use of OPAC at the Babcock University library by faculty members?
4. What were possible solution to the factors affecting awareness and use of OPAC?

5. Literature Review

5.1 Awareness and use of OPAC in Library

Researches on OPAC are copious and there subsist high-quality number of reviews of OPAC studies. However, these studies were mostly carried out among faculty members and students of institutions, who were the most frequent users. OPAC and the librarians are essential aids for the user to access book and non-book materials in the library. OPAC contains bibliographic records of all information in a library. This viable retrieval tool can be used by faculty members, students and any library user to retrieve information resources. Many researchers have carried out studies relating to OPAC awareness and use. Ruzegea (2012) investigated usability of OPAC interface features and found that (100%) of the respondents were aware of OPAC. Similarly, Fabunmi and Asubiojo (2013) *investigated 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.*

Awareness and use of OPAC seem to be a challenge among Nigerian library user as demonstrated by findings. Research by Ebiwolate (2010) revealed that majority of the undergraduate students in Niger Delta University were not aware of library catalogue and its uses. *Contrary to these findings*, Yusuf (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 institution have step up awareness campaign while some are still lagging behind.

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. 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.

In another vein, Adigun, Salvador-Olayokun and Abdulazeez (2011) assessed OPAC utilization in two selected university libraries in Lagos State, Nigeria. The result indicated that 49.45% of respondents in University of Lagos used OPAC very often, 37.36% of the respondents used it often, 7.14% used it occasionally, and 4.40% used it rarely, while only 1.65% never used OPAC. At the Lagos State University, it shows that 52.87% of the respondent used OPAC very often 34.49% of the respondent used it often, 6.32% used it occasionally, 4.02% rarely used it and only 2.30% never used OPAC. This result indicates that average number of people used OPAC. However, the use of OPAC ought to be universal in a university especially library users and not just a percentage or set of people.

From Nigerian perspective, awareness and use of OPAC seemed to be vague in most libraries. This claim may not be far from the fact that most libraries used unstable software that are managed by unskilled staff. Other issues may be erratic power supply and insufficient fund to support automation project.

In the case of Ansari and Amita (2008) findings on awareness and use of OPACs in five Delhi libraries, it 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 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 respondents were not using the facility.

Kannapanavar and Manjunatha (2010) examined library use pattern by the faculty members of the engineering colleges in Karnataka. The study revealed that 53.2% of users were using online public access catalogue (OPAC) to locate their reading materials, 48.8% of the users consulted the librarian and library staff to locate documents. As a result of poor usage of library catalogue, Ebiwolate (2010) 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 made mandatory for all users. Such a programme should be coordinated by the university librarian and other qualified librarians in the university.

5.2 Factors inhibiting use of OPAC in Library

Several factors militate against effective utilization of OPAC. Such factors may differ from one university and library to another. Research conducted by Asubiojo and Fabunmi (2013) *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.* Ansari and Amita (2008)

observed that problem of recall and precision were the problem faced by users. In another development, Mulla and Chandrashekara (2009) established that major 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. 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. 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.

To improve use of OPAC, Kaur and Sharda (2010) 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 organizes orientation programs 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 to curb the challenges they face each day in using library resources.

6. Methodology

The study adopted a descriptive survey research design. This study was conducted at Babcock University during the annual colloquium in August, 2013. The target population comprised 400 faculty members in Babcock University. 240 (60%) of faculty members from all the schools in Babcock University (see table 1) were used. Stratified random sampling method was used to select the sample size. A structured questionnaire was the instrument used to elicit information on awareness and use of online public access catalogue (OPAC) among faculty members. A total of 240 copies of the questionnaire were distributed randomly to faculty members and one hundred and ninety-six 196 (65%) of the questionnaire were retrieved and found useful. Data collected were analysed using percentages and frequencies.

7. Presentation of findings

Table 1: Number of Faculty members in each of the schools and the number of respondents sampled

Schools	Total number of Faculty Members in each school	60% of the Respondents Sampled in each school
School of Agricultural Sciences and Industrial Technology (ASIT)	29	18.0
Babcock Business School (BBS)	123	74.0
Basic and Applied sciences (BAAS)	34	20.0
Computing and Engineering (COEN)	30	18.0
School of Education and Humanities (EAH)	51	31.0
Law and Security Studies (LSS)	25	15.0
College of Health/Medical Sciences (CHMS)	55	33.0
School of Nursing Sciences (NRSG)	19	11.0
School of Public and Allied Health (PAHE)	34	20.0
Total	400	240.0

Source: Babcock University Colloquium 2013 Programme booklet.

Table 2: Frequency of questionnaire retrieved and academic status of respondents

School	Frequency	Percentage
School of Agricultural Sciences(SAS)	15	7.7
Babcock Business School (BBS)	55	28.1
Basic and Applied sciences (BAS)	17	8.7
Computing and Engineering Sciences	16	8.2
School of Education and Humanities	26	13.3
Law and Security Studies (LSS)	11	5.6
Medical/Health	29	14.8
School of Nursing Sciences	9	4.6
School of Public and Allied Health (SPAHE)	18	9.2
Total	196	100.0
Status	Frequency	Percentage
Graduate Assistant	22	11.2
Assistant Lecturer	48	24.5
Lecturer II	54	27.6
Lecturer I	34	17.3
Senior Lecturer	20	10.2
Associate Professor	10	5.1
Professor	8	4.1
Total	196	100.0

Table 2 shows that Babcock Business School (BBS) has the highest number of respondents with 55 (28.1%) among the nine (9) schools in this study while School of Nursing Sciences has the least number of respondents with 9 (4.6%). It also indicates that most of the respondents were within the rank of lecturer II (27.6%) and Assistant Lecturer (24.5%); while a least number 8 (4.1%) of the respondents were of the rank of professor.

Table 3: Awareness of OPAC Services

<i>OPAC Services</i>	<i>Aware</i>	<i>%</i>	<i>Not Aware</i>	<i>%</i>	<i>Aware but not used</i>	<i>%</i>
Are you aware that you can access/browse BU library web-based OPAC with your mobile phone and computer in your office?	37	18.9	129	65.8	30	15.3
Are you aware that you can link to some online databases via BU OPAC through this URL address (http://library.babcock.edu.ng)	90	45.9	88	44.9	18	9.2
Are you aware that BU Library subscribes to over 20 electronic databases that you can navigate using the OPAC interface?	75	38.3	96	49	25	12.8
Are you aware that most of the materials available in BU library can be accessed outside the library building?	58	29.6	116	59.2	22	11.2
Are you aware that you can retrieve the call number of a book(s) you need before coming to the library?	38	19.4	140	71.4	18	9.2
Are you aware that OPAC is a tool to locate book and non-print materials and to find out whether needed material is available in the library or not.	75	38.3	101	51.5	20	10.2

It is clear from table 4 that most of the faculty members in Babcock University were not aware of OPAC services in the library. It indicates that 140 (71.4%) of the respondents were not aware that they can retrieve call numbers of book(s) they needed before coming to the library. It also shows that 129 (65.8%) of the respondents were not aware that they can access/browse Babcock University library web-based OPAC with their mobile phones in their offices before coming to the library to borrow needed materials from the library. While, 116 (59.2%) of the respondents were not aware that the materials available in Babcock University library can be accessed outside the library building. This finding confirms the findings of Ebiwolate (2010); Yusuf (2012) and Onuoha, et al. (2013) that most library users did not use OPAC while some were not aware of OPAC services in the library.

Table 4: Methods used by respondent to retrieve information resources in Babcock University Library

Methods used by respondents to retrieve information in the library	Agree	%	Disagree	%	Undecided	%
Through OPAC	51	26	75	38.3	70	35.7
Searching book(s)/other materials on shelves	132	67.3	21	10.7	43	21.9
Through card catalogue	89	45.4	59	30.1	48	24.5
Through help from friend(s)	65	33.2	71	36.2	60	30.6
By seeking assistance from library staff	128	65.3	24	12.2	44	22.4

Result in table 4 shows the different methods used by the respondents to retrieve information material in the library. Result shows that OPAC was the least method used among the respondents with only 26% of the respondents that used it independently to retrieve library information material. Majority (67.3%) of the respondents retrieved library information resources by searching for book(s) on shelves, 65% of the respondents retrieved resources through the assistance of library staff. Another 45.4% of the respondents retrieved library resource through card catalogue while 33.2% retrieve library resources through the help of their friend(s). This supports the findings of Kannapanavar and Manjunatha (2010) that 48.8% of the users consulted the librarian and library staff to locate documents in the library.

Table 5: Factors affecting the use of Library OPAC

Factors affecting OPAC use	Agree	%	Disagree	%	Undecided	%
Lack of orientation from library staff	138	70.4	31	15.8	27	13.8
Not aware of BU Library OPAC	102	52	72	36.2	23	11.7
OPAC access is password protected	48	24.5	43	21.9	105	53.6
OPAC interface is not user friendly	42	21.4	113	57.7	41	20.9
I cannot get the book(s) needed/required through OPAC	31	15.8	70	35.7	95	48.5
It is difficult to use the OPAC user's interface	33	16.8	73	37.2	90	45.9
I do not have needed skills to use OPAC.	36	18.4	111	56.6	49	25
Lack of instruction from library staff	88	44.9	53	27	55	28.1
I do not know the OPAC URL address	102	52	66	33.7	28	14.3
Library guide to explain how to use the OPAC is not available.	66	33.7	48	24.5	82	41.8

Table 5 indicates that 70.4% of the respondents agreed that lack of orientation constitutes a hindrance to the use of OPAC. Another 52% of the respondents also attributed their inability to use library OPAC to lack of awareness. It was also evident from the result that 56.6% indicated that they need to acquire skills to use the OPAC which is in line with the findings of Asubiojo and Fabunmi (2013), while 57.7 disagreed that the OPAC interface is not user friendly. This result disagrees with Mulla and Chandrashekara (2009) findings which emphasize that user-friendly interface was a major constraint for the use of OPAC at the Libraries of Engineering Colleges Information Technology (IT). However, the result supports the findings of Onuoha, Umahi and Bamidele (2013) that lack of orientation was a reason for none use of OPAC among final year students in Redeemer's University (RUN) and University of Agriculture Abeokuta (UNAAB), Nigeria. Result also supports (Ebiwolate, 2010; Yusuf, 2012; Asubiojo and Fabunmi, 2013 and Onuoha, et al., 2013) on issue bothering on lack of awareness of OPAC.

Table 6: Possible solutions to factors affecting use of OPAC

Solutions	SA	%	A	%	SD	%	D	%
There is need for user education programme about how to use OPAC	173	88.3	21	10.7	2	1.0		
There is need to train faculty members to acquire basic skills in searching OPAC	162	82.7	32	16.3	2	1.0		
There is need for seminar on the use of OPAC	146	74.5	47	24			3	1.5
Lectures/talks on the use of OPAC	141	71.9	49	25	3	1.5	3	1.5
The librarians should demonstrate how to use OPAC every semester to wider university community to create awareness among users.	138	70.4	53	27	2	1.0	3	1.5
Guidelines on the use of online catalogue should be prepared and displayed where users can easily see them.	150	76.5	43	21.9	3	1.5		

The result in table 6 shows that most of the respondents agreed that the suggestions presented on the table 7 are possible solutions to the factors affecting use of OPAC in Babcock University Library. The result supports Kaur and Sharda (2010) who insisted that librarians should assist users to teach them how to use OPAC, search engines, e-mail and CDROM techniques as well as inform library users of various web sites and databases that are available on the internet. The result corroborates with the findings of Ebiwolate (2010) who recommended that, there should be high quality user education; orientation programme and demonstrations on the use of catalogue as solution to the problems encountered by library user in using catalogue.

8. Discussion of findings

Findings in table 3 reveal that most of the respondents were not aware of the existence of OPAC services in the library. Several researchers (Kannapanavar and Manjunatha, 2010; Yusuf, 2012; and Onuoha, et al., 2013) confirmed the result. Furthermore, research by Ebiwolate (2010) substantiate the finding that majority of the students in Niger Delta University, Nigeria were not aware of library catalogue and its uses. The finding however disagrees with the findings of Ruzegea (2012) who investigated usability of OPAC interface features and found that (100%) of the respondents were aware of OPAC. Similarly, Fabunmi and Asubiojo (2013) *investigation of the awareness and use of OPAC by students of Obafemi Awolowo University, Nigeria revealed that 68.7 % of the respondents were aware of OPAC services while the remaining percentage of the student used manual catalogues to access library resources due to lack of awareness, lack of skill and problems encountered during usage. Therefore, it may be deduce here that while some universities may have problems with academic staff utilization 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, therefore the need to enlighten faculty members.*

In another dimension, lack of awareness could hinder maximum use of viable projects that was aimed at enhancing access to library information resources and efficient services to the users. Findings in table 5 which shows that 53.6% of the respondents were undecided while 24.5% agreed that OPAC access was password protected was stunning. It shows that majority of the respondents were not truly aware since the University Library OPAC did not require users' authentication to access information in the library. Finding supports the findings of Ebiwolate, 2010; Kannapanavar and Manjunatha, 2010; Yusuf, 2012; Asubiojo and Fabunmi, 2013 and Onuoha, et al., 2013.

Findings in table 4 show that respondents used several methods to retrieve information in the library. Among those methods, searching of books and others materials on shelves and seeking assistance from library staff were predominant. This support the finding of Kannapanavar and Manjunatha (2010) that 48.8% of the users consulted the librarian and library staff to locate documents. It further reveals that using OPAC was least among the methods used. This finding support Onuoha, et al. (2013) that examined the use of OPAC among final year students in Redeemer's University (RUN) and University of Agriculture Abeokuta (UNAAB), Nigeria and found out that OPAC utilization among the respondents was poor.

Findings from the study on table 5 showed that several factors inhibited respondents from using library OPAC. Among the factors, lack of orientation and awareness of OPAC were high. This finding confirms the finding of Ebiwolate (2010) who revealed that majority of the respondents in his study were not aware of library catalogue and its uses. He however 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 library users in using library catalogue. The finding is also in line with the findings of Onuoha, et al. (2013) who advocated orientation and Yusuf (2012) who identified lack of awareness amongst the library users' community as inhibitor on use of OPAC.

Findings on table 6 show that most of the respondents strongly agreed on all the suggestions proffered

by the researchers. The respondents' claim was supported by Kaur and Sharda (2010) who insisted that librarians should assist users to learn how to use OPAC, search engines, e-mail and CDROM techniques. The findings was also supported by Ebiwolate (2010) who recommended high quality user education; orientation programme; demonstrations and guidelines on the use of catalogue as solution to the problems encountered by library users in using OPAC.

9. Conclusion

Effective user education on the use of OPAC cannot be overemphasized as it will enhance users' search skills to use OPAC and invariably reduce librarians' workload. OPAC is a device of change in today's libraries. OPAC is an essential tool for efficient service delivery; because it helps library users achieve their information needs. The use of OPAC considering the challenges as shown on the literature may not be seen in good light; however, it is liberation from the predominant traditional catalog which did not meet the needs of library users. OPAC brought succor to numerous challenges that users faced in the process of searching and accessing library resources. On factors affecting OPAC usage, the findings clearly revealed that lack of orientation from library staff and unaware of Babcock University library was an issue. Libraries must ensure to device means to meet users' needs and deliver services wherever they are by implementing systems that are compatible with 21st century and provide viable information searching and access tools.

10. Recommendations

Based on the findings, the following recommendations were made:

1. University libraries should organise periodic user education programmes for faculty members on how to use OPAC to enable them acquire basic skills to search OPAC.
2. Librarians should demonstrate how to use OPAC and ensure to make wider publicity in order to create awareness.
3. Guidelines on the use of online catalogue should be made available to library users during registration.
4. University libraries should develop OPAC education programme module for users to promote effective usage.
5. Orientation for new staff should be used for faculty and staff enlightenment and wider publicity to inform and facilitate OPAC usage.

11. Recommendation for further study

This research focused on the awareness and use of OPAC by faculty members. It was a behavioural study. It looked at the challenges that hinder effective use of OPAC at Babcock University. The University under study is made up of other library users; therefore, study should be carried where students and staff will be the focus. The research should answer the questions: Are staff and students aware of OPAC; where they able to access and retrieve library resources; what are the challenges besieging effective use of OPAC by this group of users?

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