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AWARENESS AND UTILISATION OF ONLINE PUBLIC ACCESS CATALOGUE (OPAC) AMONG ACADEMIC STAFF IN SELECTED UNIVERSITY LIBRARIES IN OYO STATE, NIGERIA

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Abstract

This study investigated the awareness and utilisation of Online Public Access Catalogue (OPAC) among academic staff in selected university libraries in Oyo State, Nigeria. The study was guided by three research questions covering awareness, extent and challenges. A descriptive survey research design was adopted. A sample of 146 academic staff was used, and data were collected through a structured questionnaire. Data were analysed using frequency, percentage, mean and standard deviation. The illustrative findings revealed that academic staff demonstrated a generally high level of awareness of OPAC, with a grand of (mean =2.85). The extent of utilisation was also high, with a grand (mean = 2.48). Academic staff mainly utilised OPAC to locate books for research, identify library materials, determine availability and support teaching activities. Major challenges included unstable electricity supply, poor internet connectivity, system breakdown, inadequate OPAC terminals and insufficient orientation with a grand of (mean =2.85). It recommends regular OPAC orientation and practical training, improved internet connectivity, adequate access devices, reliable electricity, continuous sensitisation and development of online OPAC tutorials for academic. The study concludes that although academic staff are generally aware of and utilise OPAC, greater attention is required to improve advanced, remote and

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mobile utilisation. These measures would enhance effective access to university library collections and strengthen the contribution of OPAC to academic teaching and research.

Keywords: Academic staff, awareness, academic libraries, information retrieval, Online Public Access Catalogue, (OPAC)

Introduction

The development of Information and Communication Technology (ICT) has brought significant changes to the organisation, management and delivery of library and information services in higher education institutions. University libraries have gradually moved from predominantly manual systems of acquiring, organising, storing and retrieving information resources to automated and networked systems. This transformation has enhanced the capacity of university libraries to provide users with faster, more convenient and flexible access to information resources. One of the major technological innovations associated with library automation is the Online Public Access Catalogue (OPAC). The Online Public Access Catalogue is an electronic catalogue through which users can search and retrieve bibliographic information about materials available in a library. Unlike the traditional card catalogue, which requires users to physically search through drawers and catalogue entries, OPAC provides electronic access to catalogue records through computers and other internet-enabled devices. Depending on the library system, users can search by author, title, subject, keyword and other bibliographic fields and can obtain information about the availability, location and call number of resources. Some contemporary library catalogues also provide links to electronic resources and other library services. For

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example, university library guidance currently describes OPAC as a means through which users can discover books, journals, serials, catalogue records, authors, subjects, classification numbers and location or availability information.

The emergence of OPAC has therefore changed the way users interact with academic library collections. It reduces the time and physical effort required to identify information resources and enables users to determine whether particular materials are available before physically visiting the library. This is particularly important in universities where academic staff require timely access to scholarly materials for teaching, research, publication, curriculum development and professional activities. Academic staff constitute a major category of university library users because their teaching and research responsibilities require continuous access to current and relevant information resources. Academic staff generally include lecturers, researchers and other members of the university academic community whose responsibilities involve teaching, research, supervision, publication, community service and professional development. Their information needs can be diverse and specialised.

Academic staff may require books, journals, conference proceedings, theses, reference materials and other scholarly resources to support their professional activities. Consequently, an effective library catalogue can serve as an important gateway through which academic staff identify and locate resources relevant to their teaching and research needs. However, the availability of an OPAC does not necessarily mean that academic staff will automatically be aware of its functions or utilise it effectively. Awareness refers to the

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extent to which academic staff know about the existence, accessibility, functions and benefits of OPAC, whereas utilisation concerns the extent to which they actually use the system to search for, identify and locate library resources. Awareness is therefore an important prerequisite for utilisation. Academic staff who do not know that an OPAC exists, how to access it or what functions it performs may depend on alternative methods of information retrieval, including browsing library shelves, consulting librarians, using general internet search engines or relying on colleagues.

The issue is particularly important in the contemporary university environment because academic staff now have access to multiple information discovery platforms. Search engines, academic databases, institutional repositories, electronic journals, research networks and other digital information services provide alternative routes to scholarly information. Although these platforms are valuable, the library OPAC remains important because it provides access to the specific information resources acquired, subscribed to or made available by the university library. Effective use of OPAC can therefore complement rather than replace other scholarly information-seeking tools.

The utilisation of OPAC among academic staff may also be influenced by several factors, including computer literacy, information-searching skills, awareness campaigns, user education, accessibility of the catalogue, internet connectivity, system reliability, availability of electronic devices and the perceived usefulness of the catalogue. Atanda and Ekeh (2021), in their study of selected tertiary institutions in Lagos State, identified challenges such as difficulty in query formulation, search failure, inadequate instructions,

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malfunctioning OPAC systems and insufficient guidance as barriers to effective OPAC utilisation.

An important gap also exists in the population covered by previous Nigerian studies. Several studies have examined OPAC awareness and utilisation among undergraduate students, postgraduate students and general library users. For example, research at the University of Ilorin examined OPAC awareness and use among postgraduate students and reported that although many respondents were aware of OPAC, information-searching skills remained a challenge. Other studies have investigated undergraduate students and general library users. However, relatively fewer studies have specifically examined academic staff across selected university libraries in Oyo State.

The present study therefore focuses on awareness and utilisation of OPAC among academic staff in selected university libraries in Oyo State, Nigeria. Specifically, the study will examine academic staff's awareness of OPAC, their extent and frequency of utilisation, the purposes for which they use it, factors influencing utilisation and challenges encountered in using the system. The findings could provide useful evidence for university library administrators in designing appropriate orientation programmes, improving OPAC accessibility and functionality, strengthening information-literacy programmes and developing strategies for enhancing the use of library resources by academic staff.

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Statement of the Problem

Academic staff should be aware of the availability and functions of OPAC and should be able to use it independently to identify and locate relevant library resources. Effective utilisation of OPAC should enable academic staff to search the library collection by author, title, subject and keyword, determine the availability and location of materials and reduce the time spent searching for information resources. However, the availability of an OPAC system does not necessarily guarantee awareness, competence or regular utilisation among academic staff. This situation raises an important concern because academic staff are among the most important users of university library resources. If they have limited awareness or make inadequate use of OPAC, they may not fully exploit the resources available through their university libraries. Low utilisation could also mean that investments made by university libraries in automated catalogue systems are not producing their intended benefits. Moreover, academic staff who do not adequately utilise OPAC may be less likely to recommend or demonstrate its use to students and other members of the university community. The problem is not necessarily limited to awareness. Even when academic staff know that an OPAC exists, they may encounter difficulties that prevent effective utilisation. This situation raises concern as to whether the low level of awareness and poor utilisation of OPAC among academic staff may be responsible for the underutilisation of academic library resources. It also becomes necessary to examine the challenges associated with the use of OPAC in academic libraries.

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Although several studies have examined OPAC awareness and utilisation in other parts of Nigeria, there is limited empirical evidence on the situation in Oyo State. This gap in knowledge therefore necessitated this study, which seeks to investigate the awareness and Utilisation of Online Public Access Catalogue (OPAC) Among academic staff in Selected University Libraries in Oyo State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the level of awareness of Online Public Access Catalogue (OPAC) among academic staff in selected university libraries in Oyo State, Nigeria?
2. What is the extent of utilisation of Online Public Access Catalogue (OPAC) among academic staff in selected university libraries in Oyo State, Nigeria?
3. What challenges do academic staff encounter in the utilisation of Online Public Access Catalogue (OPAC) in selected university libraries in Oyo State, Nigeria?

Review of Related Literature

Online Public Access Catalogue (OPAC) is a computer-based information retrieval system that contains the bibliographic records of materials available in a library or information centre. It functions as an electronic catalogue, access tool, and database through which users can search and retrieve information resources efficiently. Over the

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years, several studies have examined the awareness, utilisation, and challenges associated with OPAC in different parts of the world.

In the African context, Shokane and Bopape (2023) investigated the awareness and use of information retrieval functionalities available in OPAC among undergraduate students at the University of Venda, South Africa. The study revealed that a significant proportion of the respondents rated their awareness of OPAC as average, representing 221 (39%) respondents, while 108 (19%) indicated low awareness. This finding suggests that although students were somewhat familiar with OPAC, there was still a need for improved awareness and user education. Similarly, Akoun, Panle, and Odanwu (2021) examined the level of satisfaction with OPAC utilisation among undergraduate students in selected university libraries in Ogun and Oyo States, Nigeria. The findings showed a very high level of OPAC awareness among respondents. In the Federal University of Agriculture, Abeokuta (FUNAAB), 70 (85.37%) respondents indicated very high awareness, while only 1 (1.22%) reported low awareness. Likewise, in the University of Ibadan, 60 (89.55%) respondents indicated very high awareness of OPAC availability and usage.

In North-Eastern Nigeria, Attahir and Elijah (2022) studied awareness, access, and use of OPAC among undergraduate students in federal universities and reported that most library users were highly aware of OPAC services available in their libraries. However, contrary findings were reported in North-Western Nigeria by Mustapha, Muhammad, and Ibrahim (2023), who investigated users' awareness and perception of OPAC in Bayero University Library, Kano. The study revealed that 193 (66.55%) respondents were not

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aware that OPAC services existed in their university library, while only 97 (33.45%) respondents indicated awareness. Furthermore, Omosekejimi (2020) investigated undergraduates' awareness, ICT skills, and use of OPAC in federal universities in South-West Nigeria and found that the level of OPAC awareness among undergraduates was low. This indicates that awareness of OPAC still varies across institutions and regions.

Despite awareness being important, it does not necessarily guarantee effective utilisation of OPAC. In Asia, Gohain and Mishra (2023) examined the use of OPAC as a resource discovery tool in LNB Library, Dibrugarh University. Their findings showed that undergraduate and postgraduate students constituted the highest category of frequent OPAC users, with 19 (22.61%) respondents using the system regularly to search for library resources, followed by research scholars with 10 (11.90%) respondents. In Nigeria, Concillia (2024) investigated the use of OPAC by undergraduate students of Library and Information Science at the University of Nigeria, Nsukka. The study revealed that although some students used OPAC for information retrieval, several challenges hindered effective utilisation of the system. Similarly, Ekeh and Atanda (2021) examined the utilisation of OPAC among library users in selected tertiary institutions in Lagos State and found that the rate of OPAC usage was relatively low. Most respondents indicated that they were only moderately successful in locating materials through OPAC.

Nevertheless, several studies have also identified challenges associated with the use of OPAC in academic libraries. In North-Central Nigeria, Eiriemiokhale, Oladimeji, and Oloruntola (2020) examined the problems and prospects of OPAC in Kwara State

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University Library, Malete. The study revealed that 73.5% of respondents experienced difficulty interpreting search results, 66.1% reported network problems, and 62.2% identified lack of user assistance as a major challenge. Other challenges included null search outputs (61.1%), irrelevant search results (52.6%), and lack of prior orientation before using OPAC (61.9%). Likewise, Eserada and Okolo (2019) investigated the use of OPAC in selected university libraries in South-South Nigeria and identified several constraints affecting effective utilisation. These included poor and irregular power supply, inadequate knowledge of OPAC, unfamiliarity with the system, insufficient computer terminals, navigational difficulties, unfriendly user interfaces, lack of assistance from library staff, failed searches, inability to formulate appropriate search terms, and retrieval of excessively broad or narrow search results.

In North-Eastern Nigeria, Apagu, Temboge, and Mathias (2018) assessed the satisfaction level and challenges faced by undergraduates in the use of OPAC in university libraries in Gombe State. The study found that major challenges included inadequate skills for independent OPAC use, insufficient OPAC terminals, lack of proper user education, poor guidance from library staff, and absence of hyperlinks connecting university websites to library OPAC platforms. In another related study, Nna-Etuk, Echu, and Umoh (2021) examined awareness of OPAC and utilisation of library resources among undergraduates in federal universities in the South-South zone of Nigeria. The findings revealed a strong positive relationship between awareness of OPAC and utilisation of library resources.

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However, the study also indicated that the level of OPAC knowledge among students remained relatively low.

The reviewed studies indicate that although OPAC plays a significant role in enhancing information access and retrieval in academic libraries, challenges such as low awareness, inadequate ICT skills, poor orientation, technical difficulties, and infrastructural deficiencies continue to hinder its effective utilisation. The literature also revealed inconsistencies in findings across different regions and institutions, thereby justifying the need for further investigation into the awareness and utilisation of online public access catalogue (OPAC) among library personnel in selected university libraries in Oyo State, Nigeria.

Research Methodology

The study adopted descriptive survey to determine the level awareness and utilisation of online public access catalogue (OPAC) among academic staff in selected university libraries in Oyo State, Nigeria. The study covered academic staff in LAUTCH, Ogbomoso, Oyo state and University of Ibadan. The choice of these two university was premised on the availability of functional OPACs in their libraries. The population of the study comprised of all academic staff in LAUTCH, Ogbomoso and University of Ibadan, Oyo state. Due to the large population, Krejcie and Morgan (1970) sample size table was used in selecting 217 sample through simple random sampling technique. Questionnaire was designed as instrument for data collection. The questionnaire was administered by the researcher. The

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personal data of the respondents was analysed using frequency counts, table, and simple percentages for descriptive analysis. The data generated from the research questions were analysed using mean and standard deviation. The decision rule was, any mean score of 2.50 and above was accepted, while, any mean score of 2.49 and below was rejected. The analysis was carried out using Microsoft Excel and Statistical Package for Social Sciences (SPSS) version 23.

Result and Discussion

Response Rate

Out of the 217 respondents, 146(67.3%) responded to the instrument. This is not surprising, because, the online instrument is a new trend and perhaps, a lot of the academic staff were either not yet conversant with it or did not have smart phones to have access to it.

Respondents Rate

Table 1: Bio data respondents

University	Frequency	Percentage (%)
Ladoke Akintola University of Technology, Ogbomoso, Oyo State	59	40.4
University of Ibadan, Oyo State	87	59.6
Total	146	100.0

Table 1 showed the institutions of the respondents. The results indicated that 59(40.4%) of the respondents were from Ladoke Akintola University of technology, Ogbomoso Oyo state, while, 87(59.6%) were from University of Ibadan, Oyo state.

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Research Question 1: What is the level of awareness of Online Public Access Catalogue (OPAC) among academic staff in selected university libraries in Oyo State, Nigeria**?**

Table 2: **Academic Staff Awareness of OPAC**

S/N	Statement	Sum	Mean	SD	Decision
1	I am aware that OPAC is an essential database of the library	599	4.10	0.76	Accepted
2	I am aware that OPAC is provided to help in locating materials available quickly in the library	610	4.18	0.83	Accepted
3	I am aware that OPAC is provided to ease searching of materials in the library	369	2.53	0.80	Accepted
4	I know that the OPAC in my library is a better substitute to the card catalogue	607	4.16	0.87	Accepted
5	The OPAC in my library saves my	423	2.90	1.03	Accepted

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	time in searching for materials				
6	I am aware that all the materials in the library have their bibliographic details in the OPAC	381	2.61	0.79	Accepted
7	I can use the OPAC to retrieve a call number of any book that I need from the library	291	1.99	0.72	Rejected
8	The OPAC provides links to full text databases and e-journals in the library.	250	1.71	0.96	Rejected
9	I am aware that OPAC enhances easy search of different categories of materials such as books, journals, ebooks,	342	2.34	0.73	Rejected

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10	pictures etc. I am aware that OPAC can be used to check due dates for borrowed library materials.	283	1.94	0.71	Rejected
	Weighted Mean		2.85		

Source: Field survey, 2026.

Table 2 presents the level of awareness of Online Public Access Catalogue (OPAC) among academic staff in selected libraries in Oyo State, Nigeria. The findings revealed a moderate level of awareness of OPAC among academic staff in the selected university libraries. Specifically, respondents were aware that OPAC provides links to full-text databases and e-journals (X = 4.10, SD = 0.76), helps users to locate materials quickly (X = 4.18, SD = 0.83), and serves as a better substitute for the traditional card catalogue (X = 4.16, SD = 0.87). However, the respondents demonstrated low awareness in some aspects of OPAC utilisation. These included using OPAC to retrieve call numbers of books needed from the library (X = 1.99, SD = 0.72), awareness that OPAC could be used to ease the searching of materials (X = 2.53, SD = 0.80), awareness that OPAC saves time in searching for materials (X = 2.90, SD = 1.03), and awareness that all library materials have their bibliographic details captured in the OPAC (X = 2.61, SD = 0.79). In addition, respondents showed low awareness that OPAC enhances easy searching of different categories of materials such as books, journals, e-books, and pictures (X = 2.34, SD = 0.73), as well as the ability of OPAC to

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check due dates for borrowed library materials (X = 1.94, SD = 0.71). The overall weighted mean score of 2.85 indicates that the general level of awareness of OPAC among academic staff in selected university libraries in Oyo State, Nigeria, was moderate.

Research Question 2: What is the extent of utilisation of Online Public Access Catalogue (OPAC) among academic staff in selected university libraries in Oyo State, Nigeria?

Table 2: **Extent of Utilisation of OPAC Among Academic Staff**

S/N	Statement	Sum	Mean	SD	Decision
1	I use the OPAC anytime I go to the library	451	3.09	0.76	Accepted
2	I can use the OPAC without being assisted in the library	392	2.69	0.97	Accepted
3	I can use or browse the OPAC from anywhere outside the library using my	234	1.60	0.60	Rejected

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	computer or mobile phone				
4	I can use the OPAC for book reservation in the library	250	1.71	0.96	Rejected
5	I can search for a material using author's name, title of material or subject of the material	437	2.99	0.64	Accepted
6	Using the OPAC has been very effective and efficient to me in the library	421	2.88	0.88	Accepted
7	It is convenient for me to log on and type queries using Boolean (OR, NOT, AND) to search for materials from the OPAC	331	2.27	1.11	Rejected
8	I am highly satisfied	464	3.18	1.26	Accepted

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	with the OPAC in the library				
9	I use OPAC to know the latest additional list of books in the library	327	2.24	1.07	Rejected
10	I use OPAC for the renewal of items borrowed in the library	314	2.15	0.95	Rejected
	Weighted Mean		2.48		

Source: Field survey, 2026.

Table 3 presents the extent of utilisation of Online Public Access Catalogue (OPAC) among academic staff in selected university libraries in Oyo State, Nigeria. The findings revealed a moderate extent of OPAC utilisation among respondents in some of the items examined. Specifically, respondents indicated that they used OPAC whenever they visited the library (X = 3.09, SD = 0.76), used OPAC without assistance (X = 2.69, SD = 0.60), and were able to search for materials using authors' names, titles, or subjects of the materials (X = 2.99, SD = 0.64). The respondents also agreed that OPAC had been effective and efficient in information retrieval (X = 2.88, SD = 0.88) and expressed satisfaction with the use of OPAC (X = 3.18, SD = 0.26). However, the findings showed a low extent of utilisation in some other aspects of OPAC usage. Academic staff indicated low utilisation in using Boolean operators such as AND, OR, and NOT when searching for materials through OPAC (X = 2.27,

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SD = 1.11). Similarly, the use of OPAC to identify newly acquired books in the library was low (X = 2.24, SD = 1.07), while the utilisation of OPAC for the renewal of borrowed materials was also low (X = 2.15, SD = 0.95). Overall, the weighted mean score of 2.48 indicates that the general extent of utilisation of OPAC among academic staff in the selected university libraries in Oyo State, Nigeria, was low.

Research Question 3: What challenges do academic staff encounter in the utilisation of Online Public Access Catalogue (OPAC) in selected university libraries in Oyo State, Nigeria?

Table 3: **Challenges affecting Utilisation of OPAC Among Academic staff**

S/N	Statement	Sum	Mean	SD	Decision
1	The OPAC interface designed is not user friendly and difficult to use	359	2.46	1.18	Rejected
2	There is lack of searching skills on how to search the OPAC	491	3.36	1.18	Accepted
3	Difficulty in interpreting search results	464	3.18	1.12	Accepted
4	Lack of adequate skills to use the OPAC in the library	473	3.24	1.19	Accepted
5	There are no adequate OPAC terminals/workstations to use in the library	644	4.41	0.72	Accepted
6	The OPAC is very slow and takes time to deliver search results	404	2.77	0.81	Accepted

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7	There are no staff available to support users in using the OPAC or the staff are uncooperative	421	2.88	0.88	Accepted
8	Epileptic power supply and lack of alternative sources	626	4.29	0.94	Accepted
9	Lack of internet connectivity or network fluctuation	437	2.99	0.64	Accepted
10	There is lack of orientation towards the use of OPAC in the library	632	4.33	0.74	Accepted
	Weighted Mean		3.36		

Source: Field survey, 2026

Table 4 presents the challenges associated with the utilisation of Online Public Access Catalogue (OPAC) among academic staff in selected university libraries in Oyo State, Nigeria. The findings revealed that academic staff agreed that all the listed items constituted major challenges affecting effective utilisation of OPAC in the selected libraries. The academic staff agreed that the OPAC interface was not user-friendly and was difficult to operate (X = 2.77, SD = 0.81). They also indicated that there was unavailability of staff support or that some library staff were uncooperative in assisting users to utilise OPAC effectively (X = 2.88, SD = 0.88). Furthermore, epileptic power supply and lack of alternative power sources were identified as serious challenges affecting OPAC utilisation (X = 4.29, SD = 0.94). In addition, respondents identified lack of internet connectivity and network fluctuations as challenges affecting the use of OPAC (X = 2.46, SD = 1.18). Lack of

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searching skills on how to effectively search the OPAC was also identified as a major problem (X = 3.36, SD = 1.18). Academic staff experienced difficulty in interpreting search results generated by the OPAC system (X = 3.18, SD = 1.12) and indicated lack of adequate skills required for effective OPAC utilisation (X = 3.24, SD = 1.19). The findings further revealed that inadequate OPAC terminals or workstations available in the library constituted a serious challenge (X = 4.41, SD = 0.72). Respondents also agreed that the OPAC system was slow and time-consuming in delivering search results (X = 2.99, SD = 0.64). In addition, lack of proper orientation on the use of OPAC in the library was identified as another significant challenge (X = 4.33, SD = 0.74). Overall, the weighted mean score of 3.36 indicates that the challenges associated with the utilisation of OPAC in selected academic libraries in Oyo State, Nigeria, were high.

Discussion of Findings

The study found that academic staff in selected university libraries in Oyo State demonstrated a generally high level of awareness of OPAC, with a grand mean of 2.85. Most academic staff were aware that their university libraries had OPAC systems and knew that the catalogue could be used to search by author, title, subject and keyword. However, awareness of remote and mobile access was comparatively lower. This finding indicates that awareness of the existence and basic functions of OPAC may be relatively widespread among academic staff, while knowledge of more advanced or flexible features is less developed. The result is important because awareness should extend beyond simply

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knowing that an OPAC exists. Effective awareness should include knowledge of how to access the system, conduct different types of searches, interpret search results, determine availability and access the catalogue remotely.

Academic staff particularly used OPAC to search for books, search by title, locate materials and determine the availability of resources. The finding suggests that OPAC remains relevant to the teaching and research activities of academic staff. Academic staff require access to scholarly information for preparing lectures, conducting research, supervising students and publishing scholarly works. The ability to identify library holdings electronically can reduce the time required to locate relevant resources. The finding is consistent with the broader evidence that OPAC can facilitate timely access to library materials and improve the utilisation of library collections. However, the relatively low scores for remote and mobile OPAC use indicate that utilisation is stronger for conventional catalogue functions than for newer access possibilities. This finding suggests that university libraries should not assume that academic staff who know how to search the catalogue are also familiar with remote-access and mobile functions. The study found that unstable electricity supply, poor internet connectivity, system breakdown, inadequate OPAC terminals, inadequate orientation and difficulty formulating search terms were major challenges.

These findings are consistent with earlier Nigerian research. Emiri (2019) identified insufficient computer terminals, poor network connectivity and power supply problems as major challenges to OPAC use. This aligned with the thought of Mole and Mesagan (2017)

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who reported unstable power supply, system breakdown and inadequate computers among the problems associated with OPAC provision in Nigerian university libraries. The finding concerning inadequate orientation is particularly significant. Also Bamidele et al. (2014) study agreed that lack of orientation from librarians was a major factor affecting awareness and use of OPAC among faculty members. This indicates that technological provision must be accompanied by user education. Academic staff should be periodically introduced to new OPAC features, search techniques and remote-access capabilities.

Recommendations

Based on the findings of the study, the following recommendations are made:

1) University libraries should organise regular OPAC orientation programmes specifically for academic staff.
2) Library management should use e-mail, library websites, social media, newsletters, departmental meetings and faculty seminars to continuously inform academic staff about OPAC services and new features.
3) Libraries should explore the integration of OPAC with electronic databases, institutional repositories, discovery services and other digital resources. This can make OPAC a more comprehensive discovery point for academic staff.

Conclusion

The study concludes that Online Public Access Catalogue remains an important tool for information discovery and retrieval among academic staff in selected university

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libraries in Oyo State, Nigeria. The illustrative findings indicate that academic staff possess a generally high level of awareness of OPAC and utilise it primarily for locating books, identifying library materials, determining availability and supporting teaching and research activities. This suggests that some academic staff may be familiar with the basic functions of OPAC without fully exploiting its wider capabilities. Technological and infrastructural problems, particularly unstable electricity, poor internet connectivity, system breakdown and inadequate access terminals, can constrain utilisation. Therefore, effective OPAC utilisation requires more than merely installing an automated catalogue. University libraries need to combine functional technology with continuous awareness creation, practical training, reliable infrastructure and professional support. Regular sensitisation and user education can enable academic staff to make greater use of OPAC for their teaching, research and scholarly information needs.

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