



AWARENESS AND ACCESSIBILITY AS DETERMINANTS OF UTILISATION OF OPAC BY STUDENTS IN POLYTECHNIC LIBRARIES IN KWARA STATE, NIGERIA

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ABSTRACT

The evolution in technology that has been embraced by librarians has transformed ways by which libraries make their information resources available and accessed through Online Public Access Catalogue (OPAC) to the library patrons. There have been several studies regarding the awareness and use of OPAC by undergraduate students in Nigerian Universities leaving Polytechnic undergraduate. This study examined the role of awareness and accessibility as factors influencing the utilisation of the OPAC among students in polytechnic libraries in Kwara State, Nigeria. The study adopted descriptive survey design



with the population of 13,348 in three (3) Polytechnic Libraries (Federal Polytechnic, Offa; Kwara State Polytechnic Library and Lens Polytechnic Library) with a sample size of 370 based on Research Advisor Table, using proportion allocation of sample and Simple Random Sampling for its selection. Questionnaire was the research instrument adopted for the study and data collected are presented and analysed in simple percentage, frequency table, mean, standard deviation, Pearson Correlation using IBM SPSS. Findings revealed that social media was the most effective channel for promoting OPAC awareness, with computers and personal phones as primary tools for access and OPAC was widely used for accessing diverse resources such as reference materials and research databases. One of the recommendations of this study is that libraries should leverage social media as a primary channel to promote OPAC by showcasing its features, benefits, and updates on platforms popular among students and ensure OPAC systems are optimized for both desktop and mobile devices to offer a seamless user experience, as these are the main tools students use to access OPAC.

Keywords: OPAC, Awareness, Accessibility, Polytechnic libraries, Students, Information resources

Introduction

Polytechnic libraries, essential components of polytechnic institutions, serve as academic libraries tasked with managing a range of resources like books, journals, and electronic materials to support academic activities such as studying, teaching, learning, and research (Akorhonor, 2015). These libraries are integral to polytechnic institutions and other similar academic setups like Colleges of Education and Research Institutes (Abubakar, 2011). They are crucial for providing information services to their communities, including students, lecturers, and researchers, to facilitate academic excellence and foster research (Kolawole & Igwe, 2016).

Polytechnic libraries are described as the intellectual hub or “heart” of their institutions, supplying the resources necessary for educational and research success (Akorhonor, 2015). They aim to create an environment conducive to academic pursuits by acquiring, organising, and disseminating information (Kolawole & Igwe, 2016). Olalokun (2013) emphasized that polytechnic libraries primarily serve the academic and general needs of their parent institutions' staff and students, while Olugbenga (2014) highlighted their role in promoting academic excellence.

Olurotimi (2015) stressed that polytechnic libraries are indispensable for achieving academic excellence, aligning with the *National Policy on Education*, which acknowledges their role in equipping individuals with the skills necessary for self-reliance and societal contribution (Federal Ministry of Education, 2014). This policy underscores that polytechnic libraries facilitate intellectual development by granting access to diverse information resources. Kaufman (2015) metaphorically described polytechnic libraries as “the jewel in the university’s crown” and “the heart of the university,” symbolizing their fundamental role



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in supporting teaching, learning, and research. These institutions are often large, centrally located, and iconic within the campus, embodying their critical importance and the traditional role of libraries as academic support systems.

Cataloguing and classification are essential knowledge-based activities in libraries that focus on describing and organizing bibliographic details of information materials to facilitate their retrieval (Inyang & Agwunobi, 2016). These processes are core to technical services within libraries, enabling patrons to locate and access materials efficiently, thus fulfilling the library's goal of preserving and disseminating information (Kamba, 2020). Without such organization, acquired materials would remain unmanageable and difficult to retrieve (Omekwu & Anyaogu, 2016). Cataloguing, described by Jimoh and Igwe (2012), involves creating a catalog by providing a bibliographic description of information materials. This activity helps save time for both staff and users and ensures a logical arrangement of resources, contributing to user satisfaction (Omekwu & Anyaogu, 2016). However, cataloguing can be cumbersome and labor-intensive, involving tasks like updating records and interfiling catalog cards (Ejiroghene, 2020).

Classification, or subject cataloguing, involves arranging information resources according to their subject matter (Jimoh & Igwe, 2012). It assigns class numbers to group similar materials, enhancing accessibility and organization (David-West & Angrey, 2018; Obiozor-Ekeze, 2016). The goal of classification is to collate information materials by subject, allowing efficient retrieval and improved user experience (Orbih & Aina, 2014). Although cataloguing and classification differ in function, they are interconnected in their purpose of organising and providing access to information resources (Obiozor-Ekeze, 2016). Together, they enhance the ability of users to locate relevant materials and improve the dissemination of information.

The Online Public Access Catalog (OPAC) is a computer-based tool that enables library users to search and retrieve bibliographic records without assistance (Ma, 2019). OPAC modernizes access by providing various search capabilities and facilitating quick, user-friendly searches (Narayanaswamy, 2019; Aju & Tofi, 2021). Unlike traditional card catalogs, OPACs offer enhanced features such as information on new arrivals and real-time access, saving users time and effort (Nna-Etuk, Echu & Umoh, 2021). They are recognized as essential tools for academic libraries, ensuring efficient resource location and supporting users' information literacy (Bashorun & Akorede, 2019; Kumar, 2017).

Statement of the Problem

Polytechnic libraries play a crucial role as information centers responsible for collecting, organizing, preserving, and disseminating information to support users' academic and recreational needs (Kolawole & Igwe, 2016). To achieve these mandates, libraries utilize both print and non-print information resources, which require proper cataloguing and classification for effective organization and retrieval. Traditionally, information resources were managed using card, book, or sheaf catalogues. However, advancements in technology have led to the development of OPAC, enabling users to locate resources without physical visits (Eiriemiokhale & Oladimeji, 2019).



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Despite the benefits of OPAC, challenges persist in Nigerian libraries related to its awareness, accessibility, and utilisation. Researchers, including Bashorun and Akorede (2019), Emiri (2019), Isa and Jumba (2021), Omosekejimi (2020), and Tella (2019), have reported low user awareness and accessibility of OPAC, contributing to its under-utilisation. There is limited empirical research on strategies to enhance OPAC awareness and utilisation among undergraduates in Nigerian polytechnic libraries. This gap underscores the importance of investigating awareness and accessibility as key determinants of OPAC utilisation by students in polytechnic libraries in Kwara State, Nigeria.

Research Questions

This study seems to answer the following questions:

- i. What is the level of awareness of OPAC among users of polytechnic libraries in Kwara State, Nigeria?
- ii. What are the tools used for accessing OPAC by users of polytechnic libraries in Kwara State, Nigeria?
- iii. What are the information resources accessed through OPAC by users of polytechnic libraries in Kwara State, Nigeria?

Research Hypotheses

The following hypotheses would be tested at 0.005 level of significance

- i. **Ho₁**: There is no significant relationship between awareness and utilisation of OPAC by users of polytechnic libraries in Kwara State, Nigeria.
- ii. **Ho₂**: There is no significant relationship between tools used for accessing and utilisation of OPAC by users of polytechnic libraries in Kwara State, Nigeria.

Review of Related Literature

In studies on the awareness and accessibility of OPAC in Nigerian academic libraries, recurring themes include low awareness levels, limited independent usage, and multiple obstacles preventing effective utilisation. Fabunmi and Asubiojo (2013) examined the awareness and use of the Online Public Access Catalogue (OPAC) among students at Obafemi Awolowo University, Nigeria. A total of 800 copies of the questionnaire were distributed, with 520 retrieved and analysed. The study found that majority of the students were aware of OPAC, but many did not use it to access library resources. Bamidele et al. (2014) studied the awareness and use of the OPAC among faculty members at Babcock University, Nigeria. Using a descriptive survey design, 240 questionnaires were distributed, with 196 completed and analysed. The study revealed low awareness and usage of OPAC among the users.

The study of Fati and Adetimirin (2015) on OPAC awareness as a factor affecting OPAC use by undergraduate in two Nigerian libraries in South-West Nigeria. The study adopted a survey research design with population of 3,998 and sample sized of 431 students were used in the University of Lagos and a population of 4,625 and sample size of 231 in OAU. The result of the analysis of the study on the level of awareness of OPAC by undergraduates shows that 216 of the sample of 231 were aware of OPAC in OAU While



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192 out of the sample sized of 431 were aware of OPAC in UNILAG. The findings of the study revealed that majority of the respondents in both universities have high level awareness of OPAC although that of those in OAU was higher than that of those in UNILAG.

Isa and Jumba (2021) examined the level of awareness, access, and usage of OPAC among undergraduates in federal university libraries in North-East Nigeria. The study employed a quantitative research approach, utilizing a cross-sectional survey design to gather data from participants. A total of 392 questionnaires were distributed to undergraduates across selected university libraries, with 314 completed copies of the questionnaires (80.1%) returned and deemed usable. The data were analyzed using tables and frequencies. The results indicated that the majority of students were well-informed about the OPAC in their libraries, had access to it, and primarily used computer terminals within the library to access it.

Emiri (2019) explored the awareness and usage of the Online Public Access Catalogue (OPAC) among Library and Information Science students in universities within the Niger-Delta region of Nigeria. A total of 326 questionnaires were distributed to students in the five universities offering Library and Information Science programs. 305 questionnaires were returned, deemed usable, and constituted the study's sample size. The findings revealed that 80% students were aware of OPAC and its services. Omosekejimi (2020) examined undergraduates' awareness, ICT skills, and usage of OPAC in federal universities located in South-West Nigeria. The study employed a descriptive survey design, targeting a population of 79,336 undergraduates across four federal universities in the region. Using probability sampling, 400 respondents were selected for the research. The findings indicated a low level of OPAC awareness among undergraduates in these universities, which corresponded to limited usage of the system. Gana, Ajibili, and Abel (2019) investigated the awareness and usage of the Online Public Access Catalogue (OPAC) among patrons of Bingham University Library in Karu, Nasarawa State, Nigeria. Using a descriptive survey design, 350 questionnaires were distributed to randomly selected patrons, with 333 (85%) returned and analyzed. The findings highlighted a significant lack of awareness and utilization of OPAC services, emphasizing the need for increased promotion and user education.

Bashorun and Akorede (2019) examined the awareness and usage of the Online Public Access Catalogue (OPAC) among postgraduate students in the Faculty of Communication and Information Sciences (CIS) at the University of Ilorin. Using a descriptive survey design, 173 students were selected through stratified random sampling, and data were collected via questionnaires. 158 copies of questionnaire were completed and analyzed. The findings showed high rate of awareness of OPAC among postgraduate students in the Faculty of Communication. The study recommended OPAC user education to enhance effective utilization of library resources and regular training to improve user awareness and skills.

Aju and Tofi (2020) examined undergraduates' awareness, utilization, and satisfaction with the Online Public Access Catalogue (OPAC) in university libraries in Nasarawa State, Nigeria. Using a survey research design, the study targeted 7,233 registered undergraduate library users at Federal University Lafia (FULAFIA) and



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Nasarawa State University, Keffi (NSUK). A sample of 379 respondents was selected through proportionate stratified random sampling, and 362 completed questionnaires (95.5%) were analyzed. The findings revealed high awareness of OPAC among students but limited utilization and low satisfaction with its use. Factors affecting OPAC usage included the absence of library guides, unstable power supply, unhelpful library staff, network/server issues, and insufficient computer systems.

Eiriemiokhale and Oladimeji (2019) examined the awareness of the Online Public Access Catalogue (OPAC) among undergraduates at Kwara State University (KWASU), Malete. Using a descriptive research design, the study targeted a population of 11,855 undergraduates, with a sample size of 378 selected through a multi-stage sampling technique. Data were collected using questionnaires and analyzed using simple percentages and frequency counts. The findings revealed a high level of OPAC awareness among students, primarily gained through their peers and a library course offered as a general university requirement. The study recommended that the KWASU library should organize formal orientation programs and use university bulletins to promote OPAC awareness. Additionally, lecturers were encouraged to support library efforts by motivating students to utilize OPAC.

Lasig (2024) examined the Students' Awareness and Use of the Online Public Access Catalog (OPAC) at the Central Luzon State University Library in the Philippines. The data were gathered using a survey questionnaire. The findings show that students widely use OPAC, though not all of them are aware of all of the functions that OPAC provides. Findings also indicate that a lack of proper orientation and a lack of OPAC terminals are the main reasons for not using the OPAC. The vast majority of students were satisfied with the OPAC. However, a small percentage of students remain dissatisfied with it. This insight is essential for libraries to better alter and tailor their systems, services, and instructional programs to suit their student population's evolving needs and technological expectations.

Adegun, Akinola, Oyewumi, and Adepoju (2021) explored the purpose, frequency of use, user satisfaction, and challenges associated with the OPAC at the Olusegun Oke Library, Ladoke Akintola University of Technology (LAUTECH), Ogbomoso, Oyo State, Nigeria. Using a descriptive survey method, 150 questionnaires were distributed, with 130 (87%) retrieved and analyzed. The findings indicated a high rate of OPAC usage, with 33% of respondents using it to locate journals and other materials, while 23.1% used it to check book availability. Challenges included poor OPAC functionality, time-consuming searches, frequent system failures, and inadequate guidance from library staff. The study recommended urgent improvements in OPAC functionality and user support to enhance its effective utilization. Adjei *et al* (2024) examine the usage of Online Public Access to Catalogue (OPAC) by Library Users in Catholic University College, Ghana. Using a quantitative research design approach was employed, targeting students at the Catholic University College of Ghana as the study population. The study recommends that the library authority should invest in more in procurement of ICT infrastructure to improve accessibility.



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The key gap in these studies is their focus on university libraries, with limited exploration of strategies to promote OPAC awareness, tools used to access OPAC, and the types of information accessed through OPAC. This study aims to fill these gaps by exploring the strategies for promoting OPAC awareness, accessibility, and usage in polytechnic libraries in Kwara State, Nigeria, focusing on undergraduate students. The research will address how OPAC usage can be enhanced by improving awareness and overcoming accessibility barriers in the polytechnic context.

Methodology

The study adopted descriptive survey design with the population of 13,348 registered students that are using the polytechnic libraries at Federal Polytechnic, Offa (5,338); Kwara State Polytechnic Library (7,057) and Lens Polytechnic Library (953). The sample size of 370 was derived using Research Advisor Table at 95% Confidence interval using simple random sampling for the selection of respondents. A structured questionnaire was the research instrument adopted for the study which are subjected to face and content validity as well as using test-retest for reliability test. The questionnaire was distributed to the respondents by the researcher and two research assistants ensuring that ethical consideration is maintained. The data collected are presented and analysed in simple percentage, frequency table, mean and standard deviation by using the IBM SPSS.

Data Analysis

Response Rate

Table 1: Response Rate

Description	Distributed questionnaire	Returned questionnaire
Kwara State Polytechnic, Ilorin	196	193
Federal Polytechnic, Offa	148	145
Lens Polytechnic, Offa	26	25
Total	370	363

Field Survey, 2024

Out of the 370 copies of distributed questionnaire, 363 were fully completed and returned, yielding a usable response rate of 98.3%.

Respondents' Demographic Information

This section presents the demographic information of the respondents that participated in the study, showing their gender, age, level, polytechnic and marital Status.

Table 2: Respondents' Demographic Information (N=363)

Variables	Frequency	Percentage (%)
Gender		
Male	181	49.9
Female	182	50.1
Total	363	100
Age		
14-19 years	21	5.8
20-24 years	233	64.2
25-29 years	84	23.1
30-34 years	18	5.0
35 years and above	7	1.9
Total	363	100.0
Polytechnic		
Kwara State Polytechnic, Ilorin	193	66.9
Lens Polytechnic, Offa	25	14.0
Federal Polytechnic, Offa	145	19.0



Total	363	100.0
Level		
ND I	184	50.7
ND II	35	9.6
HND I	57	15.7
HND II	87	24.0
Total	363	100.0
Marital Status		
Single	340	93.7
Married	23	6.3
Total	363	100

Field Survey, 2024

Table 2 shows that most of the respondents were female (52.9%). Furthermore, the table shows that more than half of the respondents were within the age range of 20-24 years (64.2%), indicating that the majority of the respondents were within this age range. Additionally, the table shows that most of the respondents were from Kwara State Polytechnic, Ilorin (193 respondents), indicating that the majority of the respondents were from Kwara State Polytechnic, Ilorin. The table also shows that 181 (50.7%) respondents were in ND I, indicating that the majority of the respondents were in ND I. Table 4.1 exemplifies that 340 (93.7%) of the respondents were single, indicating that the majority of the respondents were single.

RQ 1: What is the level of awareness of OPAC among users of polytechnic libraries in Kwara State, Nigeria?

Table 3: Level of Awareness of OPAC among the Respondents

Awareness of OPAC through	Very High	High	Moderate	Low	Mean (\bar{x})	SD
Library training	152(41.9%)	201(55.4%)	3(0.8%)	7(1.9%)	3.37	0.61
User education	138(38.0%)	215(59.2%)	10(2.8%)	0(0%)	3.35	0.53
Library week	94(25.9%)	237(65.3%)	25(6.9%)	7(1.9%)	3.15	0.62
Hand bills	81(22.3%)	198(54.5%)	84(23.1%)	0(0%)	2.99	0.67
Newsletters	99(27.3%)	221(60.9%)	43(11.8%)	0(0%)	3.15	0.61
Mailing list	115(31.7%)	186(51.2%)	62(17.1%)	0(0%)	3.15	0.68
Posters and banners	119(32.8%)	183(50.4%)	58(16.0%)	3(0.8%)	3.15	0.71
Billboards	107(29.5%)	228(62.8%)	24(6.6%)	4(1.1%)	3.21	0.60
Social media	150(41.3%)	206(56.7%)	4(1.1%)	3(0.8%)	3.39	0.55

Field Survey, 2024

Weighted Mean = 3.21

Table 3 shows that the majority of respondents noted that the channel for promoting level of awareness of OPAC among users in the libraries include library training (\bar{x} =3.37), user education (\bar{x} =3.35), library week (\bar{x} =3.15), newsletters (\bar{x} =3.15), mailing lists (\bar{x} =3.15), posters and banners (\bar{x} =3.15), billboards (\bar{x} =3.21), and social media (\bar{x} =3.39). These strategies were often used for promoting awareness of OPAC among respondents' libraries. The table also illustrates that the majority of respondents agreed that social media (356 respondents, 98.0%) is the most widely used strategy for promoting awareness of OPAC, while handbills (279 respondents, 76.8%) had the least agreement among respondents as awareness of OPAC. The findings of the study showed that the level of awareness of OPAC by respondents is high.



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RQ 2: What are the tools for accessing OPAC by users of polytechnic libraries in Kwara State, Nigeria?

Table 4: Tools for accessing OPAC by the Respondents (N=363)

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean (\bar{x})	SD
Computers	178(49.0%)	182(50.1%)	3(0.8%)	0(0%)	3.48	0.52
Laptops	165(45.5%)	192(52.9%)	6(1.7%)	0(0%)	3.44	0.53
Websites	134(36.9%)	212(58.4%)	14(3.9%)	3(0.8%)	3.31	0.59
Personal phones	196(54.0%)	146(40.2%)	21(5.8%)	0(0%)	3.48	0.61
Tablets	155(42.7%)	183(50.4%)	25(6.9%)	0(0%)	3.36	0.61
Phablets	98(27.0%)	180(49.6%)	75(20.7%)	10(2.8%)	3.01	0.77
Palmtops	108(29.8%)	165(45.5%)	84(23.1%)	6(1.7%)	3.03	0.77

Field Survey, 2024

Weighted Mean=3.30

Table 4 shows that most respondents agreed that the tools for accessing OPAC by users of the libraries are computers (\bar{x} =3.48), laptops (\bar{x} =3.44), websites (\bar{x} =3.31), personal phones (\bar{x} =3.48), and tablets (\bar{x} =3.36). The table also shows that the majority of respondents agreed that computers (360 respondents, 99.1%) are the most widely used tool for accessing OPAC, while phablets (273 respondents, 75.3%) had the least agreement among respondents as a tool for accessing OPAC.

RQ 3: What are the information resources accessed through OPAC by users of polytechnic libraries in Kwara State, Nigeria?

Table 5: Information Resources Accessed through OPAC by the Respondents

Statements	Very High	High	Moderate	Low	Mean (\bar{x})	SD
Government publications	121(33.3%)	192(52.9%)	50(13.8%)	0(0%)	3.20	0.66
Textbooks	130(35.8%)	210(57.9%)	16(4.4%)	7 (1.9%)	3.28	0.64
Reference materials (Dictionaries, maps)	171(47.1%)	174(47.9%)	18(5.0%)	0(0%)	3.42	0.59
Periodicals	138(38.0%)	189(52.1%)	30(8.3%)	6(1.7%)	3.26	0.68
DVDs/CDs/VCDs	101(27.8%)	180(49.6%)	72(19.8%)	10(2.8%)	3.02	0.77
Microforms (films, fitches)	120(33.1%)	178(49.0%)	62(17.1%)	3(0.8%)	3.14	0.72
Theses and dissertations	120(33.1%)	165(45.5%)	64(17.6%)	14(3.9%)	3.08	0.81
Research databases	145(39.9%)	205(56.5%)	6(1.7%)	7(1.9%)	3.34	0.61
Open educational resources	145(39.9%)	202(55.6%)	16(4.4%)	0(0%)	3.36	0.56
Special collections, manuscripts, and archives	152(41.9%)	189(52.1%)	22(6.1%)	0(0%)	3.36	0.59
Open Access Repositories/IRs	142(39.1%)	195(53.7%)	26(7.2%)	0(0%)	3.32	0.60

Field Survey, 2024

Weighted Mean=3.25



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Table 5 shows that the majority of the respondents agreed that the information materials utilized through OPAC by users in the selected polytechnic libraries include textbooks (\bar{x} =3.28), reference materials (dictionaries, maps, etc.) (\bar{x} =3.42), periodicals (journals, newspapers, etc.) (\bar{x} =3.26), research databases (\bar{x} =3.34), open educational resources (OERs) (\bar{x} =3.36), special collections, manuscripts, and archives (\bar{x} =3.36), and open access repositories/institutional repositories (\bar{x} =3.32). The findings of the study showed that respondents used the information materials such government publications, reference materials, text books, periodicals, open educational resources and many more were used as information materials

Test of Hypotheses

H0₁ There is no significant relationship between awareness and utilisation of OPAC

Table 6: PPMC Results on the Significant Relationship Awareness and Utilisation of OPAC

		OPAC's Accessibility	OPAC's Utilisation
Awareness of OPAC	Pearson Correlation	1	.207 ^{**}
	Sig. (2-tailed)		.002
	N	363	363
Utilisation of OPAC	Pearson Correlation	.207 ^{**}	1
	Sig. (2-tailed)	.002	
	N	363	363

Field Survey, 2024

Table 6 shows the distribution correlation of no significant relationship between awareness and utilisation of OPAC. Therefore, the hypothesis that “There is no significant relationship significant relationship between awareness and utilisation of OPAC is ACCEPTED.” this is because, both variables correlated at 0.207 on 363 number of respondents.

H0₂ There is no significant relationship between accessibility and utilisation of OPAC.

Table 7: PPMC Results on the Significant Relationship Accessibility and Utilisation of OPAC

		OPAC's Accessibility	OPAC's Utilisation
Accessibility of OPAC	Pearson Correlation	1	.519 ^{**}
	Sig. (2-tailed)		.000
	N	363	363
Utilisation of OPAC	Pearson Correlation	.519 ^{**}	1
	Sig. (2-tailed)	.000	
	N	363	363

Field Survey, 2024

Table 6 shows the distribution correlation of there is no significant relationship between accessibility and utilisation of OPAC. Therefore, the hypothesis that “There is no significant relationship between accessibility and utilisation of OPAC is ACCEPTED.” this is because, both variables correlated at 0.519 on 363 number of respondents.



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Discussion of the Findings

The study explored the awareness and accessibility as determinants of utilisation of OPAC by students in polytechnic libraries in Kwara State, Nigeria. Each of the research questions were based on determining the level of awareness of OPAC among users, the tools for accessing OPAC by users and the information materials utilised through OPAC by users. The findings of study are discussed as follows:

The study's findings on research question one indicated that various channels effectively promoted OPAC awareness among polytechnic library users, including social media, library training, user education, billboards, posters, and banners, with social media highlighted as particularly impactful. Handbills were identified as the least effective method. This aligns with the work of Gohain and Saikia (2013), who found that many respondents were unaware of library catalogues and their uses. The study recommends implementing user education programs such as library orientation and bibliographic instruction to raise awareness of OPAC and other electronic resources. Hudson (2018) supported this by recognizing social media as essential for community engagement and content-sharing. Additionally, Nahotko (2020) suggested incorporating library use as a standard course in tertiary institutions to boost OPAC awareness among students.

The study's findings on research question two revealed that users in the selected polytechnic libraries primarily accessed OPAC using tools such as computers, personal phones, laptops, tablets, and websites, with phablets being the least utilized. This is consistent with Isa and Jumba (2021) and Monyela (2019), who emphasized that OPAC systems should be user-friendly and accessible across various devices, including personal phones, computers, laptops, tablets, and more. Ikenwe and Udem (2022) further noted that websites could be accessed through the Internet, using Uniform Resource Locators (URLs) or intranet, underscoring the World Wide Web's role in activities such as web searching, resource finding, and e-mailing.

Akinola, Modupe and Omidiji, Temiloluwa (2024). Examining the relationship between ICT skills and OPAC usage by Law undergraduates in Osun State, Nigeria. OPAC is crucial for the effective and efficient usage of all library resources irrespective of the types. The broad objective of this study was to examine the relationship between ICT skills and OPAC usage by law undergraduates. The result also revealed that law undergraduates rarely used OPAC. The findings further showed that law undergraduates possessed high level of ICT skills. In addition, the findings further showed that ICT skills significantly influenced OPAC usage in universities in Osun State, Nigeria.

The study's findings on research question three showed that the primary information materials accessed via OPAC by users in the selected polytechnic libraries included reference materials (e.g. dictionaries, maps), open educational resources, special collections, manuscripts, archives, research databases, open access repositories, textbooks, and periodicals such as journals and newspapers. This aligns with the findings of Umoh (2019), which identified a variety of library resources including government publications, encyclopedias, microforms, DVDs/CDs/VCDs, cassettes, pamphlets, technical reports, theses, dissertations, and more. Amadi and Igwe (2015) described open educational resources as freely accessible



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web-based educational tools. Brown University Library (2021) highlighted that special collections, manuscripts, and archives serve as primary sources providing evidence of historical periods or processes. Additionally, research databases were noted as searchable collections for journal articles, with specialized content and advanced search capabilities (Brown University Library, 2021).

The results from hypotheses testing in the study indicated that the first hypothesis shows there is no significant relationship between awareness and OPAC utilisation. This finding aligns with that of Hudson (2018), which highlighted social media as essential for community-based communication and awareness-raising in libraries, as well as that of Nahotko (2020), which advocated teaching library usage as a general course to enhance OPAC awareness in tertiary institutions. Similarly, on the second hypothesis II it was revealed that there is no significant relationship between accessibility and OPAC utilisation. This supports the work of Isa and Jumba (2021) and Monyela (2019), who emphasized that library OPAC platforms should be user-friendly and accessible via various devices. Ikenwe and Udem (2022) further noted that websites facilitating OPAC use require Internet or intranet access, employing URLs for browsing and information retrieval.

Conclusion

Based on the findings above, it is desirable to conclude that the awareness and accessibility has significant impact on the use of OPAC by polytechnic students. This is because users are aware about OPAC through various channels such as social media, library training, user education, billboards, posters, and banners. OPAC were accessed through the use of computers, personal phones, laptops, tablets, and websites, the information resources accessed include reference materials (dictionaries, maps), open educational resources, special collections, manuscripts, archives, research databases, open access repositories, textbooks, and periodicals such as journals and newspapers.

Recommendations

The study offers the following recommendations to enhance the awareness, accessibility, and utilisation of OPAC (Online Public Access Catalog) in polytechnic libraries:

1. *Increasing Awareness:* The Polytechnic Library management should leverage social media as a primary channel to promote OPAC usage by showcasing its features, benefits, and updates on platforms popular among students.
2. *Optimized Access Tools:* The Polytechnic Library management should ensure that the OPAC systems are optimized for both desktop and mobile devices to offer a seamless user experience, as these are the main tools students use to access OPAC.
3. *Digitization of Materials:* The Polytechnic Library management should focus on digitizing and integrating key materials, such as reference books, open educational resources, and special collections, into OPAC systems, reflecting student usage patterns.
4. *User Education:* The management of the Polytechnic and its library should develop educational programs to teach students advanced search methods and less commonly used search features for better information retrieval.



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