



Exploring Students' Utilization of Online Public Access Catalog in the Learning Common

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ABSTRACT

This paper presents the results of a survey conducted to explore the usage of the online public access catalog (OPAC) at a higher educational institution in Pagadian City. The study randomly selected two hundred and forty (240) students from Saint Columban College as respondents from various departments. A qualitative case study design was employed to describe, analyze, and interpret the data collected. The researchers used survey questionnaires as the main instrument and ensured proper organization during their administration, including appropriate briefing and guidance. The findings indicate that the majority of library users rarely utilize OPAC services, attributing it to lack of awareness. Although some patrons have used the OPAC, there is room for improvement in promoting its use and increasing awareness among users. It is evident that students have a consistent need for library resources and are actively engaged in academic research or coursework requiring frequent access to library materials. The study further reveals that student participants are dissatisfied with the OPAC services and lack awareness about its functionalities. In conclusion, this study highlights the low usage of OPAC among library users and emphasizes the need to upgrade the current system to provide better services.

Key words: OPAC utilization, Awareness of OPAC, OPAC services

1. INTRODUCTION

A library serves as a repository of learning resources that are utilized by students, faculty, and other users. To meet the ever-evolving needs of users, libraries must continuously update their collections. The Online Public Access Catalog (OPAC) plays a crucial role in facilitating access to library materials. It serves as a comprehensive database of bibliographic records, enabling users to explore the library's holdings, find specific titles, and even order materials online [1].

A well-organized catalog is essential for users to effectively locate and utilize library resources. Without proper cataloging, users may remain unaware of available resources, resulting in underutilization and user dissatisfaction. Libraries invest significant resources in selecting, acquiring, processing, and storing information to serve their users. However, these efforts can be futile if resources are left unused or fail to meet users' needs. Factors like lack of awareness and limited access pose challenges for users in effectively utilizing library resources. The introduction of computer technology in university libraries has revolutionized access and retrieval of information resources [2].

The concept of OPAC has expanded beyond individual library collections, blurring the lines between being an index and an information source in its own right. It enables users to search documents by authors, titles, subjects, and keywords from a terminal, with options for printing, downloading, or exporting records electronically. OPAC provides a user-friendly means of searching and accessing information, allowing users to view collections, check document availability, and reserve or renew materials of interest [3].

Academic libraries are expected to offer appropriate services and relevant resources to support the learning, teaching, and research objectives of their respective institutions. The rapid growth of global technology has made electronic assistance feasible for information generation, dissemination, and preservation. Special programs and increased access points are necessary to enhance users' understanding and effective utilization of OPAC [4].

Libraries, especially academic ones, strive to meet user needs and satisfaction. However, new students bring diverse demands and expectations each year, and technological advancements further complicate the library environment for both librarians and users. The abundance of resources and the challenges associated with analyzing them can lead to user dissatisfaction. Difficulties in accessing information sources

and limitations of new technologies in efficiently identifying the specific use of library services are common issues faced by academic library users [5].

Studies have demonstrated the helpfulness of OPAC as a tool and emphasized the need for assistance in locating necessary documents. OPAC serves as a contemporary and adaptable form of the library catalog, acting as an index to full-text content. It offers flexibility and various options for users to access information about library resources through combined bibliographic fields or access points [6].

Despite the numerous benefits of OPAC usage, particularly in academic libraries, some studies have highlighted poor utilization by library users. Limited awareness and understanding of OPAC among users have been identified as contributing factors [7]. However, research indicates that OPAC has significantly improved access to library resources, resulting in more efficient resource discovery and higher user satisfaction [8].

Various research studies conducted across universities and libraries have provided insights into the awareness, usage, and satisfaction levels associated with Online Public Access Catalogs (OPACs) among users. These findings present a diverse range of outcomes based on institutional contexts. Some investigations, such as the study on "OPAC Awareness as a Factor Affecting OPAC Use by Undergraduates in Two Nigerian Libraries" [9], highlight challenges such as low utilization rates and limited awareness. Moreover, research like "An Investigation and Analysis of Online Public Access Catalogues (OPACs) in University Libraries in Sri Lanka" [10] and "Usability of OPAC in University Libraries" [11] delve into specific aspects of OPAC services and their effectiveness. Additionally, the study on "Faculty Members' Awareness and Use of Online Public Access Catalog (OPAC) Services at Babcock University, Nigeria: A Study" [12] sheds light on this topic. Conversely, other studies examine positive user experiences and contentment with OPAC services. For instance, Kumar's work on the "Relationship of OPAC Users' Satisfaction with Their Demographic Characteristics, Computer Skills, User Education, User Assistance, and User-Friendly OPAC" [13] delves into factors contributing to user contentment. Moreover, studies like "Students' Satisfaction Towards Academic Library Services" [14], "Awareness and Use of E-resources: A Case Study of Mohinder Singh Randhawa Punjab Agricultural University Library, Ludhiana" [15], and "Use and Usage of OPAC in Public Libraries in Chandigarh City (India)" [16] contribute insights into user perspectives and behaviors.

The satisfaction level of users with OPAC services is crucial for its effective utilization. User satisfaction refers to the personal and emotional response derived from using library services or products [5]. Creating a conducive library environment, including clean facilities, comfortable seating, functional computers, and available electronic resources, influences users' satisfaction with OPAC use. The introduction of information technologies, including OPAC,

has transformed libraries into valuable electronic information systems that support users' academic pursuits [17].

Assessing user satisfaction with OPAC is important for improving service delivery. Surveys and measurement models have been developed to gauge satisfaction levels and identify areas for improvement [18]. Libraries strive to enhance OPAC systems and services to bridge the gap between users' expectations and the actual service provided [14].

In conclusion, OPAC serves as an essential tool for users to access library resources. However, challenges such as low awareness, limited access, and varying levels of user satisfaction exist. Addressing these issues is crucial for improving OPAC utilization and enhancing the overall user experience. Through comprehensive research and analysis, this study aims to explore the utilization and satisfaction levels of undergraduate students with OPAC, providing valuable insights for libraries to enhance their information retrieval systems and meet users' needs.

This research examines the utilization of the Online Public Access Catalog (OPAC) in the Learning Commons, a Higher Educational Institution located in Pagadian City. The study focuses on the students and faculty during the School Year 2022-2023. The findings of this research will provide insights into the awareness, usage, and satisfaction levels of the OPAC among students and faculty.

The primary objective of this study is to investigate how students perceive and utilize the Online Public Access Catalog. It seeks to address the following research questions:

1. What is the extent of OPAC utilization in terms of:
 - 1.1. Frequency of OPAC use
 - 1.2. Reasons for utilizing OPAC
 - 1.3. Methods of finding information in OPAC
 - 1.4. User satisfaction with OPAC services
2. What challenges do OPAC users encounter in utilizing OPAC services?
3. How do users manage these challenges when utilizing OPAC services?

By addressing these research questions, this study aims to provide valuable insights into the utilization patterns and experiences of students and faculty with the OPAC. The findings will serve as a basis for enhancing the awareness, usage, and satisfaction levels of the Online Public Access Catalog, ultimately improving the overall library experience for students and faculty.

2. METHODOLOGY

This section outlines the research methodology employed in the study, encompassing the research design, research environment, research participants, research instruments, data gathering procedure, data analysis, and statistical treatment.

2.1 Research Design

The research design focused on investigating the utilization of the Online Public Access Catalog (OPAC), a comprehensive bibliography and database of a library collection. OPAC serves as a tool for finding available materials and offers browsing, searching, and ordering functionalities. The study acknowledged the dual role of OPAC as both an index and an information source, enabling users to research documents by various criteria.

Data analysis in case studies involved a within-case analysis and a cross-case analysis. Within-case analysis focused on understanding the contextual factors influencing each individual case, while cross-case analysis aimed to identify patterns and develop general explanations across cases.

The study employed qualitative research methods, specifically using a case study approach. Data were gathered from various sources, such as interviews, field observations, and documents, to provide a comprehensive description and analysis of the case. However, the diverse nature of the data posed challenges in data interpretation.

To address these challenges, an organized case study database was developed to systematically archive and organize the extensive case data. This database served as a primary resource bundle for analysis, facilitating the understanding of the case and supporting the cross-case analysis.

Overall, the research methodology utilized in this study included a case study design, qualitative data gathering procedures, and thorough data analysis techniques. These methodologies aimed to gain insights into the utilization of OPAC and achieve the research objectives effectively.

2.2 Research Environment

The study was conducted in one of the higher educational institutions in Pagadian City, which consisted of four campuses. The main campus housed the Senior High School, College of Teacher Education, Arts and Sciences (CTEAS), College of Computing Studies (CCS), Graduate School, and Law School. The main campus had two libraries, namely the College/SHS library or Learning Common and the Graduate School/Law School library. The Learning Common offered Online Public Access Catalog (OPAC) services to its library users.

2.3 Research Participants

The participants of the study included 5 senior high school students, 10 college students (5 from CTEAS and 5 from CCS), and 3 faculty members representing their respective departments. These participants were interviewed to gain an in-depth understanding of the challenges and management strategies related to OPAC utilization. The student participants were selected from a larger group of 240 students

who responded to a survey about their awareness of OPAC services.

2.4 Research Instruments

The researchers served as the main instruments in the study, guided by an interview guide, field notes, and relevant documents and artifacts. The interview guide consisted of engaging, exploratory, and concluding questions, addressing the central question and sub-questions, as well as descriptive and probing questions. Field notes documented the researchers' observations of the learning commons. Additionally, survey results played a significant role, providing information on library visits, awareness of OPAC services, utilization level, and satisfaction level.

2.5 Sampling Technique

Random sampling was employed for the survey, considering the large number of college and senior high school students. The student population was sampled by course and year level. Purposive sampling was used for the interview guide, with inclusion criteria based on being a bona fide student of the institution, belonging to SHS, CTEAS, or CCS, having visited the library, and having utilized OPAC. Faculty participants needed to be currently teaching at the institution, have visited the library, and have utilized OPAC.

2.6 Data Gathering Procedure

Permission was obtained from the School President to conduct the study on the learning commons and OPAC utilization. Research participants were contacted through program coordinators, and appointments were set at the Learning Commons. The purpose of the research was explained, and any queries were addressed. Interviews were conducted, transcribed, and prepared for data analysis. For the survey, classrooms were visited, permission was sought, and students were informed about OPAC. Survey questionnaires were distributed and collected for subsequent tabulation, analysis, and interpretation.

2.7 Data Analysis

Qualitative data from the interviews were analyzed using a guide on data analysis. Transcripts were coded by highlighting keywords relevant to the research questions. The keywords were further analyzed to identify categories and subcategories related to the research questions.

2.8 Statistical Treatment

Quantitative data from the survey were tabulated, and the weighted mean for each item was computed by multiplying the weight by the corresponding value and summing the results. The standard deviation, a measure of data dispersion, was calculated as the square root of the variance.

3. RESULTS

The case study concentrated on a private higher educational institution (HEI) with multiple campuses. The unit of analysis was the HEI itself, which was one of the few schools in Region IX, specifically Zamboanga del Sur, to implement the OPAC system. The main campus, located downtown, housed the Senior High School (SHS) and two college departments: the College of Teacher Education, Arts and Sciences (CTEAS) and the College of Computing Studies (CCS). This campus, equipped with a modernized learning commons (library) and offering OPAC services, served as the case for the study.

Initially, a survey was conducted among 240 student participants, comprising 120 SHS students, 60 CTEAS students, and 60 CCS students. The survey aimed to assess their awareness, utilization, and satisfaction with OPAC services. Additionally, 15 students and 3 faculty members (1 faculty member and 5 students from each department) were interviewed to gain deeper insights into the challenges faced in utilizing OPAC services and the strategies employed to address them. The participants were identified by codes P1-P5 for SHS students, P6-P10 for CTEAS students, P11-P15 for CCS students, and P16-P18 for the faculty participants.

By analyzing the survey responses and conducting interviews, the study sought to gain a comprehensive understanding of the utilization of OPAC services and the factors that influence student and faculty satisfaction within the context of the chosen private HEI.

3.1 Status of OPAC Utilization

In order to gain a comprehensive understanding of the utilization of OPAC services, a survey was conducted among 240 library student users. The survey aimed to assess the frequency of OPAC use, reasons for utilizing OPAC, and the preferred means of finding information within the OPAC.

Table 1: Frequency of OPAC use

Indicator	Frequency	Percentage
Daily	25	10.41
Once a week	39	16.25
Once a Month	36	15.00
Occasionally	140	58.33
TOTAL	240	100.00

Table 1 shows that out of the 240 library users surveyed, it was revealed that 140 users, which accounts for 58.33% of the sample, used OPAC occasionally. On the other hand, only 25 users, representing 10.41% of the sample, reported using OPAC on a daily basis. These results indicate that the majority of library users rarely utilize OPAC services.

Similar findings were observed in a study conducted by Bello and Bakrin (2020) [19], which indicated that more than half of library users utilized OPAC on a monthly basis. Additionally, the study conducted by Gana et al. (2019) [20]

found that the majority of users at Bingham University Library also made use of OPAC.

Reasons for OPAC Utilization. The level of utilization based on the reasons for OPAC utilization is found in table 2.

Table 2: Reasons for OPAC utilization

Statement Indicators	Mean	SD	Interpretation
14. I utilize the OPAC to know the availability of the document.	2.42	1.12	Moderately Utilized
15. I utilize the OPAC to know the new arrivals.	2.27	1.06	Moderately Utilized
16. I utilize the OPAC to know the location of the document.	2.47	1.07	Moderately Utilized
17. I utilize the OPAC to lessen the time spent looking for references.	2.43	1.09	Moderately Utilized
18. I utilize the OPAC to find bibliographic details of chosen reference/s.	2.45	1.08	Moderately Utilized
19. I utilize the OPAC to check the number of copies per reference.	2.45	1.06	Moderately Utilized
20. I utilize the OPAC to reserve the book which is borrowed by other users.	2.63	1.04	Scarely Utilized
Overall Average	2.44	1.05	Moderately Utilized

Hypothetical Mean Range: 1.00 - 1.75 – Not Utilized 1.76 - 2.50 - Moderately Utilized; 2.51 - 3.25–Scarely Utilized; 3.26 - 4.00 - Highly Utilized

Table 2 presents the results of the weighted average analysis, with an overall score of 2.44 and a standard deviation of 1.05, indicating that OPAC utilization is categorized as "Unutilized." Among the specific items, item No.20, which pertains to reserving books borrowed by other users, received the highest weighted mean of 2.63 and a standard deviation of 1.04, indicating that it is "Utilized." On the other hand, item No.15, concerning the use of OPAC to know new arrivals, obtained the lowest weighted mean of 2.27 and a standard deviation of 1.06, suggesting that it is "Not Utilized." This suggests that while some aspects of OPAC utilization are reported as being utilized by the respondents, there are certain areas, such as knowing new arrivals, where utilization is limited and could be improved to better accommodate students.

These findings are supported by the Experiential and Transformational Learning Theories, which are highly

applicable in teaching online library skills. These theories emphasize a deeper understanding of information literacy and greater immersion in the online academic library environment and scholarly research compared to traditional training methods. Additionally, both theories highlight the potential for personal development and empowerment, as well as societal transformation for adult learners. Librarians and the profession of librarianship face various challenges in facilitating modern college or university libraries. These challenges include the complexity of online catalogs, diverse database layouts and search protocols, and the increased availability of computer software for research. By applying experiential and transformational learning theories, librarians and adult learners can work together to achieve the goal of information literacy in the context of these challenges.

Frequency of Means of Finding Information. The frequency of the OPAC users' preferred means of finding information is shown in Table 3.

In table 3, the frequency of means of finding information in the library is presented. It is observed that 32.92% of the participants, totaling 79 participants, primarily rely on searching "by the title" when looking for information. Additionally, 19.17% of the participants, equivalent to 46 participants, prefer searching "by author." These findings indicate that although a considerable number of participants have utilized the OPAC, there is still potential for enhancing awareness and encouraging greater utilization of this digital tool in the library.

Table 3. Frequency of means of finding information

Indicator	Frequency	Percentage
By Title	79	32.92
By Author	46	19.17
By Subject	65	27.08
By Accession	50	20.83
TOTAL	240	100.00

In a study by Malliari and Kyriaki-Manessi (2007) [21], it was found that 41% of users prefer searching the OPAC using the title of information materials as their first approach. Additionally, 27% opt for searching by author, 23% prefer subject search, and 8.0% utilize basic keywords, series, ISBN/ISSN for their searches.

Similarly, Mulla and Chandrashekara (2009) [22] examined users' search patterns in the OPAC and discovered that 96.70% of users primarily search by author, 92.6% by title, 30.22% by subject, 18.68% by accession number, 19.32% by classification number, 6.53% by series title, 13.74% by ISBN, and 18.68% by book call number. It is noteworthy that most participants in their study already had prior knowledge of the materials they were searching for in the OPAC.

These findings indicate the varied preferences of users when it comes to searching for information in the OPAC, with a significant emphasis on searching by title and author.

Satisfaction with OPAC Services. User satisfaction with OPAC services is found in table 4.

Table 4. Satisfaction with OPAC services

Indicator	Weighted Mean	Interpretation
25. I am fully satisfied with OPAC services.	2.23	Dissatisfied

Hypothetical Mean Range: 1.00 - 1.74 -Highly Dissatisfied; 1.75 - 2.49 – Dissatisfied; 2.50 - 3.24 – Satisfied; 3.25 - 4.00 - Highly Satisfied

Table 4 displays the rating given by library student users for their OPAC utilization, with an average rating of 2.23, interpreted as Dissatisfied. This indicates that the student participants are not satisfied with the OPAC service.

In line with these findings, Odanwu (2021) [23] emphasized the significance of assessing undergraduate students' utilization and satisfaction levels with the OPAC as crucial factors influencing their future use of the system. User satisfaction refers to how users feel after using information resources and services and their willingness to return to the library for future information needs. Factors such as a conducive library environment, competent library staff, timely services, and efficient information retrieval systems play a role in determining users' satisfaction.

Ferdinand (2020) [14] highlighted a strong correlation between OPAC usage and user satisfaction, with higher usage rates indicating greater efficiency. Furthermore, the study by Mulla and Chandrashekara (2009) [22] revealed encouraging levels of satisfaction among respondents, particularly in terms of OPAC performance and quality. Students and faculty members reported increased retrieval rates for locating books and other materials in the library, leading to overall satisfaction.

These studies underscore the importance of addressing user satisfaction in relation to OPAC utilization, as it influences users' perception of the system's effectiveness and their willingness to utilize it in the future.

Despite the institution's investment in OPAC facilities and services, the utilization of OPAC services in the library was found to be poor, leading to a Dissatisfied rating among library users. To investigate this issue, the researchers focused on identifying the challenges faced by library users in utilizing OPAC.

Several challenges were identified, including a lack of awareness among library users about OPAC services and operations, poor internet connection, limited access to computers with OPAC, outdated references, and difficulty in logging in.

In terms of awareness, the researchers surveyed the frequency of library visits and the level of awareness of OPAC services among students. The findings showed that 28.75% of the student participants visited the library occasionally, while 20.41% visited once a month as shown in table 5. It was also noted that some students visited the library on multiple occasions, indicating a consistent need for library resources.

These findings highlight the need to improve awareness among library users regarding the availability and benefits of OPAC services. Addressing challenges such as internet connectivity, access to computers, and updating references can enhance the overall utilization of OPAC and contribute to a more satisfying experience for library users.

Table 5. Frequency of library visits

Indicators	Frequency	Percentage
Daily	59	24.58
Once a Week	63	26.25
Once a Month	49	20.41
Occasionally	69	28.75
TOTAL	240	100.00

According to Stripling's Theory in Curriculum Connections through the Library (2003) [24], in a constructivist learning environment, students are encouraged to ask questions and seek new understandings, while teachers' roles shift from information providers to facilitators of student learning.

In terms of awareness of OPAC services, table 6 presents the findings. The overall weighted average was 2.37, indicating a low level of awareness, with a standard deviation of 1.12. The item with the highest weighted mean was No.5, indicating that students were unaware of OPAC when they were in the library. Similarly, item No.6 had the lowest weighted mean, suggesting that students were also unaware that OPAC is an access tool and guide to the library's collection of resources.

These findings indicate a lack of awareness among students regarding OPAC services. This lack of awareness may contribute to the underutilization of OPAC, despite its potential benefits. It is important to address this issue by implementing strategies to increase students' awareness and understanding of OPAC as a valuable resource for accessing library materials.

Table 6. Level of awareness of OPAC

Indicators	Mean	SD	Interpretation
5. I heard or knew about Open Public Access Catalog (OPAC) when I was in the library.	2.43	1.13	Unaware
6. I am aware that the OPAC is an access tool and guide to the	2.33	1.13	Unaware

collection of resources in the library.			
7. I am aware that the OPAC provides bibliographic data in machine-readable form and can be searched on a computer terminal by users.	2.38	1.13	Unaware
8. I am aware that I can see the collections and issue status of each document of the OPAC.	2.36	1.12	Unaware
9. I am aware that the OPAC is a tool of change in today's libraries since it aids users in searching for library resources and learning whether such documents are available in the library at any given time.	2.37	1.13	Unaware
Overall Average	.37	.12	Unaware

Hypothetical Mean Range: 1.00 - 1.75 – Unaware; 1.76 - 2.50 – Not Aware 2.51 - 3.25 – Poor; and 3.25 - 4.00 – Below Average Awareness

The study findings, supported by Fabunmi (2013) [25], indicate that information searchers tend to prefer easily accessible sources rather than those that require significant effort. Despite the availability of Online Public Access Catalog (OPAC) systems, many library users still rely on manual catalogs. This study aims to understand students' awareness and usage of Library OPAC and explore their experiences to identify reasons for the preference for manual catalogs. Assessing the effectiveness and usability of OPAC services is crucial for maximizing their utilization and ensuring optimal access to library resources.

However, among those who frequently visit the library, there is awareness of OPAC services, but a lack of knowledge on how to effectively utilize the system. This is evident in their statements:

"It is a challenge for me as a student or a user of OPAC, aside from searching for some references; for example, I need a book, and It's really hard to find it on bookshelves, so I will use the OPAC to search."

"The challenge that I have encountered is to search during the use of OPAC. I didn't know how to use the OPAC, especially for me because I'm not computer literate or technology, but I use more books, so it's really hard for me to use the OPAC, so it is a challenge for me. I don't know to use

the OPAC or to search. There will be a website to be open and to search some references."

"It's a very big impact for me although there is a positive effect for academic references, which is not good for the students because once to use the OPAC to search, there is a possibility that your search is not available; otherwise, you see it in a book. There are some circumstances that there is a student who uses the book I that I need, so it's a very big effect to academic references because there some students who use the book."

"Not all the students can access and can operate the computer in the library most likely the SG only can operate the computer or the system."

The researchers, being Library Information Science students themselves, noticed a lack of orientation and awareness about OPAC services provided by the librarians. The student assistant also confirmed the absence of such initiatives. Librarians admitted their failure to conduct general orientations on OPAC for students and faculty, focusing only on guest users from other schools. This lack of awareness can be attributed to students' infrequent visits to the library. The data suggests that even frequent library visitors have not fully utilized OPAC services due to the lack of promotion and education from the librarians.

Previous studies by Mulla and Chandrashekar (2014) [24] and Kumar *et al.* (2018) support the findings, highlighting users' lack of skills, awareness, and guidance to independently use OPAC. The OPAC is an online database that helps locate books and materials in the library, but its effective use is hindered by difficulties and inadequate training. Poor internet connection also emerged as a subcategory of challenges faced by OPAC users.

"Another challenge that more often affects the use of OPAC was reported to be inadequate access to internet connectivity."

"I think it is a challenge for me how can I use the OPAC if they are a lot of students who are also using the pc or synonymously the signal because very loading I think it is also a challenge because the internet network is also a requirement a stable internet connection."

"Maybe the availability of OPAC sometimes is offline."

"Will be specific searcher name of titles of books some problem internet connection that is why to connect once good faster the internet connection."

Tella (2019) [26] pointed to the fact that OPAC can be used to make requests for specific and refined queries and knowledge through its advanced search feature. The challenge that more often affects the use of OPAC was reported to be inadequate access to internet connectivity.

The librarian has reported that the internet connection is limited and has experienced network errors. The researcher

has noticed that the references are not updated, and the availability of a poor internet connection in the Learning Commons hampers the functioning of the server and the Internet OPAC. Additionally, there is a restriction on computers that have the OPAC application installed, which limits access for users. Although not explicitly acknowledged, it is apparent that both students and researchers have observed low utilization of the OPAC system.

Limited computer. One of the subcategories that emerged is limited computers. The OPAC users expressed that they limited computers on how to utilize OPAC. This is manifested in the following statements:

"Another challenge encountered using OPAC is the availability of the PCs, the limited computer, and also the internet connection."

"For me, I have used this when we are doing our research thesis, and from what I have observed, we have been struggling with the internet, maybe due to poor signal. the book that we are looking for is also not available in the OPAC since we badly needed that to enhance our thesis, but saddened us because it is not available in the OPAC so for me, that's one of my struggles."

The librarian has noted that while the computer set is currently operational, there is uncertainty about whether Windows is updated and installed on all the computers. S.G. also mentioned that previously functional computer sets are now non-functional due to missing parts, and the connectivity directly to the OPAC server is affected.

Insufficient maintenance of the computer set, including the lack of confirmation regarding the functionality of all components, has resulted in some non-functional computers in the Learning Commons, thereby impacting access to the OPAC system.

Not updated references. One of the subcategories that emerged is not updated references. The OPAC users expressed that they had not updated references on how to utilize OPAC.

4. CONCLUSION

The findings of the study highlight the status of OPAC utilization and challenges encountered by users. In terms of frequency, the majority of library users rarely use OPAC services. Additionally, the satisfaction level is low among student participants. While a significant portion of participants have used OPAC, there is room for improvement in increasing awareness and promoting its use.

Challenges identified include lack of awareness, poor internet connection, limited computer access, outdated references, and difficulty in logging in. To address these challenges, recommendations are provided, such as regular review of OPAC usage statistics, accessibility for all users,

training sessions for navigation, regular updates and maintenance, and staff support for updating the system.

The ultimate goal is to ensure users are comfortable using OPAC for better utilization of library resources. Implementation of the recommendations can enhance OPAC services and improve user satisfaction.

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