Perceptions and Attitudes towards Manual and Online Catalogues among Undergraduate Students in Some Selected University Libraries in North Central, Nigeria

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Abstract

This study examined perceptions and attitudes towards the uses of manual and automated catalogues among undergraduate students with a focus on three selected university libraries in North Central Nigeria, namely the University of Abuja Library, Abuja, Federal University of Technology Minna Library, Niger State and Kwara State University Library, Malete. The research design used in this study is a descriptive survey. The research population comprises the total number of undergraduate students registered with each of the libraries of the three selected universities in North Central, Nigeria. The University of Abuja Library had two thousand and seventeen (2,017) registered users, Federal University of Technology Minna, Library had two thousand four hundred and forty (2,440), and Kwara State University Malete library had four thousand eight hundred and twenty-four (4,824). This brings the total number of undergraduate library users registered with the three university libraries to 9,281. The sample size for the study was established using the random sampling table published by Israel in 1992. The table provided 200 for a population of 10,000 at ±7% Precision level and 95% confidence level. Therefore, 200 respondents were selected randomly which represent a cross-section of the population in each of the three selected universities in North Central. The instrument used to collect data was a structurally designed questionnaire. To ensure clarity of expressions and appropriateness of language used, the instrument went through face validation from some lecturers in library and information science in the selected universities. Reliability Test measurement yielded a value of 0.71 for Cronbach's Alpha. A total number of two hundred (200) copies of the questionnaire were distributed randomly to the selected samples from the three selected institutions. Out of this, one hundred and twenty (120) copies, forty from each university library, were successfully filled, retrieved and found usable for the analysis, giving a response rate of 60%. The data generated from the questionnaire were analysed using descriptive statistics. Results were then presented in tabular forms and charts using simple percentages and frequency counts to facilitate a better understanding of the proportions in terms of particular responses. The study concluded that undergraduate students in the three selected university libraries prefer OPAC over the card catalogue; and that despite the availability of the OPAC many students still patronized the card catalogue, which means that in terms of patronage the gap between the OPAC and card catalogue is not that much. A periodic user education program for undergraduate students should be organized by the library management. This will give them the knowledge and abilities they need to find books and other information resources in the library using the card catalogue and OPAC as an effective searching tool.

Introduction

The main objective of a university library is to provide instruction to support teaching, learning, and research activities in a manner that is consistent with the overall objective of its parent body. University libraries fulfil this purpose by offering information sources in print and electronic media that are systematically organized to provide users simple access to library

contents. University libraries typically facilitate ease of access to these contents by providing suitable searching tools such as catalogues. A library catalogue is a list of bibliographic information about all the holdings in a library or a group of libraries dispersed across several locations. The existence of these tools, which lead users through or explain the system of organised collection of a library, is critical to fully appreciating and using it. The two most common retrieval tools used to facilitate access to the organised library collections are manual and automated catalogues. Before the 20th Century, university libraries in Nigeria provided a manual catalogue as a major and relevant locating tool in the library that gives users access to the library collections.

The manual catalogue also called the card catalogue consists of cards measuring 7.5cm × 12.5cm (3x5 inches) on which entries are entered, which are then placed alphabetically or in a categorised order in cabinet drawers. The merits or qualities of a card catalogue, according to Ashikuzzaman (2014), include flexibility and the ability to be updated, cost-effectiveness in preparation and maintenance, and durability, as it can withstand heavy use for a longer period without losing its physical characteristics. Despite the availability, provision and importance of the card catalogue in the university libraries, students still have reservations about its use. Some students perceived card catalogue as more efficient for searching library materials, while some perceived it to be time-consuming in the sense that users have to spend considerable time browsing through the card catalogue cabinet as well as searching for information materials (Arshad & Shafique, 2014; Ishola & Ojeniyi, 2015). As a result of such perceptions, some undergraduate students have discounted the value of the card catalogue as many consider its use as a waste of time, believing that they can just stroll to the shelf and find the book they wish to read. This may be conceivable in a small library with a few thousand books, but it becomes a game of luck in a large library with tens of thousands of books.

As university libraries were growing in all aspects of their operation and services, they began to have space issues with card catalogues. The catalogue cabinet, where cards are held, takes up a lot of space, and a lot more space is always needed to make it easier for readers to consult it. Due to its size and bulk, the catalogue cabinet is difficult to transport, less secure, and cards can be readily removed. Even though a tiny iron rod passed through it, if someone deliberately intends to take a card, he can do so with little effort and the misdeed may go unnoticed by library staff. Due to the various issues with card catalogues and the necessity for a better retrieval tool that can be accessed virtually in a world that has turned into a global village, online catalogue (automated catalogue) has largely replaced the analogue catalogue system previously employed in university libraries.

Online Public Access Catalogues (OPACs) are an electronic counterpart of the card catalogue, a relatively new technology designed to enable easy and quick access to the different information included in a library's record or database (Gohain & Saikia, 2013). The primary goals are to meet the information needs of the staff and students of the institutional community as well as that of the host community, state, nation and the larger global community. Users search library catalogues primarily to trace books and other information resources available in libraries. Most OPACs offer a search facility for each word in the title, author, keywords and subject. OPAC can be categorized into three types of generation based on recent needs to accommodate new features in data contents, access points and user interface.

Besides providing additional access points, an automated catalogue speeds up and simplifies the search for bibliographic information. Adeleke (2015) asserted that libraries must not only provide the OPAC services to their users but also ensure that the system is used effectively by their patrons. However, despite the outstanding strength of the OPAC, studies have established that students still have various perceptions about searching tool. Some students believed OPAC was more efficient and effective for searching information materials, especially those with information technology (I.T) skills, because of its ability to access information materials electronically and globally, while others perceived OPAC as a hindrance to accessing information materials, especially for those without I.T skills (Kumar & Vohra, 2013).

Preliminary investigations by the researchers indicated that there was a significant dearth of studies on perceptions and attitudes exhibited by undergraduates towards manual and online catalogues in the North-central Geopolitical zone of Nigeria. This research aimed to fill the gaps in the literature.

Statement of the Problem

A primary responsibility of a library is to make knowledge accessible to its users in both printed and electronic formats. To learn about the resources, a library catalogue is developed as a retrieval tool for the

users to successfully and efficiently use them. A typical card catalogue lists all items in the library alphabetically by author, title and subject covered in the items. It may also combine all the three access points into a single unit of the alphabetically arranged system. As the world becomes digital coupled with the realisation that the card catalogue, through which services were previously provided is no longer helpful in meeting the information searching needs of modern library users, a great number of university libraries have switched from an analogue card catalogue to an Online Public Access Catalogue (OPAC).

With just a few clicks, OPAC allows collections in a library to be searched through additional access points such as author, title, subjects, keywords, publishers, call numbers, ISBN, date and place of publication, and even from multiple locations remote from the library (Fati & Adetimirin, 2015). Thus, there is no longer a need to visit the library to utilise the manual catalogue. Despite the benefits associated with Online Public Access Catalogue (OPAC), preliminary investigations showed that there are still several challenges affecting students when using OPAC system in the university libraries. Such challenges include lack or inadequate orientation, absence of awareness, poor computer literacy skills, lack of familiarity with the system and insufficient computer terminals. Although these challenges vary from one university library to another, the experience has created an implication in which some users still preferred the card catalogue. As a result, many university libraries supplement automated catalogues with manual catalogues. It is important to ask if this act justified millions of Naira spent to put OPAC in place in the selected university libraries. This study therefore was undertaken to compare the perceptions and attitudes of undergraduate students towards manual and automated catalogues in some selected university libraries in the North-central of Nigeria.

Research Questions

The major objective of the study was to unravel the causes of perceptions and attitudes of undergraduates towards the use of manual catalogue and automated catalogue in three university libraries in Nigeria. The specific research questions that guided the study are as follows:

1. What level of awareness of card catalogue and OPAC by students?

2. What are students' perceptions towards the use of card catalogue and OPAC?

3. What are students' attitudes towards the use of OPAC?

Review of Related Literature

A library catalogue is a list of all the bibliographic items that may be found in a certain library or a group of libraries at disperse locations. A bibliographic item can be any information object (such as a book, realia, cartographic material, graphics and computer file among others) that is categorized as a library material (such as a single novel in a collection) or a collection of library materials such as a series. It may be linked from a catalogue such as a webpage as long as it is relevant to the catalogue and the library patrons (Prajapati, 2013). Tiwari (2012), observed that library catalogues started as manuscript lists organized by formats such as folio and quarto or in rough alphabetical order by author. Occasionally, printed catalogues are interleaved with blank leaves to enable add-ons. They may also be bound as guard books with slips of paper for additional entries. Slips could alternatively be kept loose in tin or cardboard boxes that are held on shelves. With the advent of the first card catalogue in the nineteenth century, flexibility increased significantly.

For many years, library patrons were accustomed to seeing the card catalogue. However, the online public access catalogue (OPAC), which was developed near the end of the twentieth century, has mostly replaced it. The electronic catalogue is still referred to as a "card catalogue" by some. Although card catalogues are currently only used as a secondary retrieval resource and are rarely updated, some libraries with OPAC access still keep them on hand. According to Tella and Oso (2019) card catalogue and the online public access catalogue (OPA) have been regarded as two of the most important tools for enhancing rapid access and retrieval of resources in a library, and they are the instruments that keep the library from becoming a jungle. In practically all university libraries in Nigeria, both the card catalogue and the OPAC are used to access the library holdings, allowing library users to choose between the two methods of accessing library items. Today, users of the library tend to prefer OPAC to the card catalogue. This is because according to Tella and Oso (2019), OPAC is the latest development from the card catalogue, and when something is formed from something else, there is a good chance that it will have an edge over the prior one. To put it another way, the OPAC has an edge over the card catalogue. Many libraries that still have a physical card catalogue will display a sign informing patrons that it has been

updated. Some libraries, on the other hand, have abandoned card catalogue for OPAC to free up space for other purposes, such as allowing for more shelves (Krajewski, 2011).

Students may use the card catalogue because they are obligated to do so rather than because they want to, and they may seek help from library professionals on how to utilize the catalogue effectively in the library. Some act as if they knew how to retrieve documents from shelves without consulting the catalogue cabinets. These students frequently spend a lot of time moving from one shelf to the next, looking for one material or another. As the preceding explains the perceptions and attitudes of students, it also emphasizes the challenges they confront when utilizing the card catalogue, demonstrating the level of unreliability of card catalogue in an era when most information materials are appearing as electronic formats and information flows virtually (Ejedafiru, 2010).

In general, most students think that the library ought to offer better library services, such as developing an accessible global catalogue that will make it unnecessary to visit the library to access the catalogue and library collections. Besides, because we now live in a technological age, students are exposed to a variety of technical facilities to access electronic resources. To provide better and more pleasant services to modern library users, the library must expand and advance in its services and operations. Segun (2011) observed that users, particularly those who frequently use Google, expect library OPAC to match the simplicity of locating and obtaining information on Google, which provides direct links to the full-text of online resources.

Empirical Studies

Clifford and Zaccus (2015) conducted a study in the Kenneth Dike library at the University of Ibadan and the Osun State University library in Osogbo to investigate users' attitudes on library catalogue use. The study found that the majority of undergraduate students still preferred to use the card catalogue, relied on the assistance of the library personnel and wandered the shelves to find informational items. As further findings revealed, this could be because most of the students were unaware of the existence of the OPAC and did not comprehend how it worked. In a related study, Kumar and Vohra (2013) discovered that when given the choice between OPAC and card catalogue, more users from three universities studied in Indian preferred OPAC. However, further analysis of data revealed that users' preferences for the card catalogue

were a little greater in two of the three universities studied. For instance, on alternatives other than the OPAC used to trace the required documents, findings indicated that 88.9 percent of users independently searched the library shelves to locate the desired materials, followed by 63.8 percent who browsed the card catalogue, 61.1 percent requested help from friends and 52.7 percent sought the assistance of library staff to locate materials in the library. This is despite the revelation that the use of OPAC was more user-friendly when compared to the card catalogue.

Chewe and Chitumbo (2018) surveyed perceptions of distance students about the effectiveness of the online catalogue as a means for retrieving information at the University of Zambia. Convenient sampling was used to pick 160 distance students as participants. A structured questionnaire was designed to collect the required data. Quantitative data gathered were analysed into frequencies and percentages using the Statistical Package for Social Sciences (SPSS) software. The study established that most distance students hardly used OPAC in exploring the resources of the university library. This was due to a low level of awareness of OPAC, poor searching abilities, restricted access to computer terminals and low bandwidth. To find and retrieve information, users frequently engaged in shelf-to-shelf surfing.

Conversely, Tella, Adewoyin and Oso (2019) in a study on preferences among undergraduates on card catalogue and OPAC in selected universities in Nigeria established that majority preferred OPAC to card catalogue because the former is accessible anywhere on campus, unlike the latter that can only be accessed within the library. Moreover, when compared to a card catalogue, OPAC saves time, is more convenient and is more user-friendly. However, the inability to search the OPAC in private and the needless wait for a turn to use the OPAC were the two most important problems. On the other side, it was noted that using the card catalogue took a long time, was not user-friendly, and was challenging to lift the drawer of the catalogue cabinet. According to Kumar and Vohra (2013), reasons for not using OPAC as indicated by a majority were poor knowledge and difficulty to use.

Ijantiku and Babangida (2020) carried out a study to investigate undergraduate students' perception of the Online Public Access Catalogue (OPAC) in Nigerian university libraries. One hundred and sixty-three undergraduate students were included as participants. A structured questionnaire was used to gather data. Descriptive statistics were used to

analyse the data collected. According to the findings, the majority of respondents agreed that OPAC was quick in accessing library holdings. However, findings also revealed that a quiet number of respondents were unaware that OPAC could provide information for retrieving needed books or journals. As a result, Their unfavorable perception and attitude were partially caused by their ignorance of OPAC's existence. In a related study, Fabunmi and Asubiojo (2013) found that the majority of respondents lacked information searching skills. They also found that the inadequacy of computer terminals designated for OPAC use, lack of awareness, irregular power supply and network failure were among the factors that prevented users from using the library OPAC. The study concluded that undergraduate and graduate students in the investigated universities relied on manual catalogues to access library resources because they were unaware of OPAC, lacked the necessary abilities to utilize it, and ran into issues while using it. Hence, students were not effectively using the library OPAC services despite the significant financial investment in it.

Conversely, findings of a similar study by Aju and Foti (2020), showed that undergraduates in some university libraries in Nasarawa State were well aware of OPAC. However, further findings also showed that they used OPAC sparingly and that when they did, they were not satisfied. In other words, They were just minimally satisfied with the utilization of OPAC. Further findings included elements affecting undergraduates' usage of the OPAC in the chosen university libraries, such as the absence of a library guide explaining how to use the OPAC, unstable power supplies, unfavourable staff attitudes, network issues, and inadequate computer systems among others. A study carried out in Benue State University library, by Tyopev, Igbudu and Ver (2020), with similar findings concluded that poor awareness, lack of orientation or training of students among others have posed significant barriers to effective use of OPAC facility.

Methodology

The research design used in this study was the descriptive survey. The research population comprises the total number of undergraduate students registered with each of the libraries of the three selected universities in North Central, Nigeria. The University of Abuja Library had two thousand and seventeen (2,017) registered users, Federal University of Technology Minna Library had two thousand four hundred and forty (2,440), and Kwara State University

Malete library had four thousand eight hundred and twenty-four (4,824). This brings the total number of undergraduate library users registered with the three university libraries to 9,281. The sample size for the study was determined using a random selection table by Israel (1992). The table provided 200 for a population of 10,000 at ±7% Precision level and 95% confidence level. Therefore, 200 respondents were selected randomly which represent a cross-section of the population in each of the three selected universities in North Central. A structurally designed questionnaire was the instrument used to collect data. The questionnaire was structured into two sections "A" and "B". Section "A" consists of the respondents' profiles, while Section "B" consists of questions relating to the problems under investigation.

To ensure clarity of expressions and appropriateness of language used, the instrument went through face validation from some lecturers in library and information science in the selected universities. Reliability Test measurement yielded a value of 0.71 for Cronbach's Alpha. The data generated from the questionnaire were analysed using descriptive statistics. Results were then presented in tabular forms and charts using simple percentages and frequency counts to facilitate a better understanding of the proportions in terms of particular responses.

Results

A total number of two hundred (200) copies of questionnaire were distributed randomly to the selected samples from the three selected institutions. Out of this, one hundred and twenty (120) copies, forty from each university library, were successfully filled, retrieved and found usable for the analysis, giving a response rate of 60%.

Demographic features of the Respondents

The demographic characteristics of the respondents concerning their Gender, Age, Marital Status, Level and Institution are treated in this section.

The demographic characteristics of the respondents in terms of gender as revealed in Figure 1 indicated that the majority of respondents, that is 72 (60%) were males, while 48 (40%) were females.

In Figure 2, The demographic characteristics of the respondents in terms of age, indicates that the majority of the respondents that is 53 (44.16%) were between the age of 18 – 24 years, 30 (25%) were between the age of 25 – 31 years, 17 (14.16%) were between age of 32 – 38 years, 14 (11.6%) were between the age

of 39 – 45 years, while the lowest being 6 (5%) were 46 years and above.

Figure 1. Demographic characteristics of the respondents by Gender
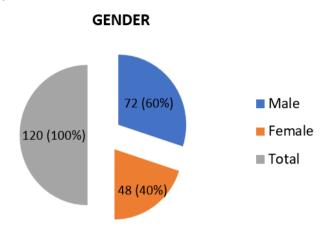

Figure 3 shows the demographic characteristics of the respondents in terms of their marital status. The results show that a majority of the respondents that is 80 (66.6%) were single, while 40 of the respondents representing 33.3% were married.

The demographic characteristics of respondents by level are depicted in figure 4. It can be deduced that 43 (35.8%) which represent the majority were in 400 level, 29 (24.2%) were in 300 level, 28 (23.3%) in 200 level, 15 (12.5%) in 100 level, and 5 (4.2%) which is the least were in 500 level.

Figure 5 shows the demographic characteristic of the respondents by institution. The results showed that 40 (33.3%) of the respondents were from the University of Abuja (F.C.T), and the same number were from the Federal University of Technology Minna, Niger State, and Kwara State University respectively.

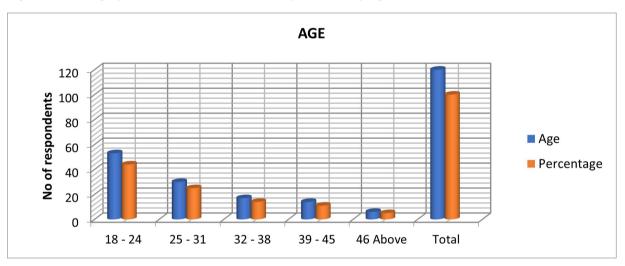**Figure 2.** Demographic characteristics of the respondents by Age

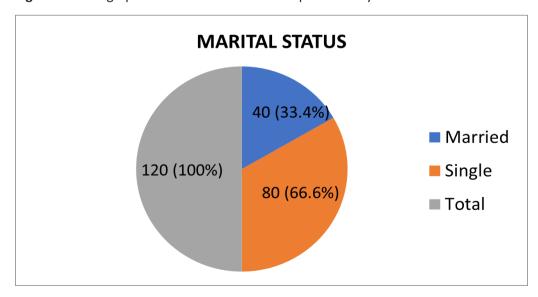**Figure 3.** Demographic characteristics of the respondents by Marital Status

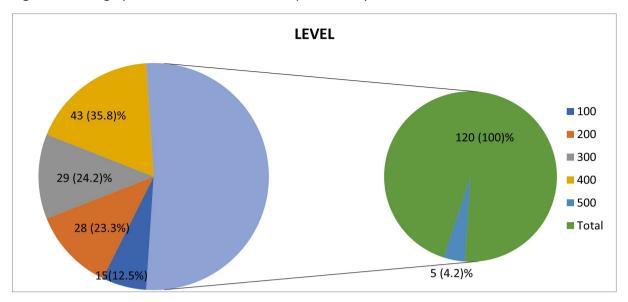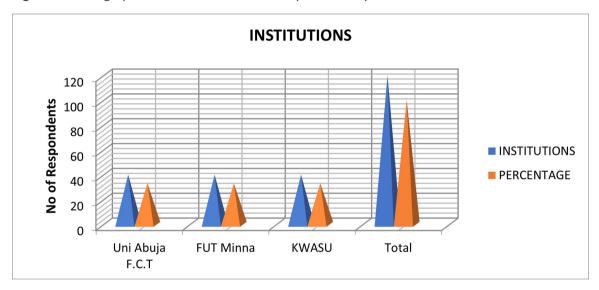**Figure 4**. Demographic characteristics of the respondents by Level

Figure 5. Demographic characteristics of the respondents by Institutions

Analysis of data on research questions

Research Question 1: What is your level of awareness of card catalogue and online public access catalogue (OPAC)?

The result in table 1 revealed that the majority of the respondents from KWASU Library 33(27.5%) were highly aware of OPAC existence, while 25(20.8%) respondents in FUT MINNA and 24(20%) in UNIABUJA were only moderately aware. On the other hand, the majority of respondents 31(25.8%) from UNIABUJA agreed that they were aware of the card catalogue, while a higher number of respondents 32 representing 26.6 percent from FUTMINNA indicated they were only moderately aware. However, most respondents 26(21.6%) from KWASU claimed they were not at all aware of card catalogue as a means of information retrieval in their library. The

findings of the study are in agreement with a similar study by Fabunmi and Asubiojo (2013) who found that the majority of respondents lacked awareness of the existence of OPAC and therefore concluded that undergraduate and postgraduate students in the studied universities relied on manual catalogues to access library resources due to the ignorance. Hence, undergraduate students were not effectively using the library OPAC services despite the significant financial investment in it.

Table 2 shows the results on perception of the use of online public access catalogue (OPAC) and card catalogue as finding tools in selected university libraries in North Central. The results show that 33(27.5%) from both KWASU and UNIABUJA indicated that they like using OPAC from which they got relevant results. Results on perceptions about card catalogue revealed

that the majority of the respondents, 26(21.6%) from FUTMINNA and 25(20.8%) from UNIABUJA expressed the opinion that they like using card catalogue as a relevant finding tool. Almost the same number of respondents in the two university libraries also revealed that they get relevant results each time they used the card catalogue. Very few respondents considered using the card catalogue as not necessary. Reverse order of response was recorded for KWASU as the majority of respondents 28(23.3%) indicated that they do not like using the card catalogue. Further results on the table show that most of the respondents 21(17.5%) revealed that they were indifferent toward the use of the manual catalogue. This finding aligned with a previous study by Clifford and Zaccus (2015) where it was found that the majority of undergraduate students still preferred to use the card catalogue,

relied on the assistance of the library personnel and wandered the shelves to find informational items. As further findings revealed, this could be because most of the students were not aware of the existence of the OPAC and did not comprehend how it worked. However, the finding of the study differed from the ones reported by Kumar and Vohra (2013) in another related study. When given the choice between OPAC and card catalogue, most users from three universities studied in Indian preferred OPAC.

Table 3 shows the attitude of undergraduate students towards the use of online public access catalogue (OPAC) and the card catalogue in their libraries. The results show that majority of the respondents 33(27.5%) in KWASU library, 29(24.1%) in FUTMINNA and 26(21.6%) in UNIABUJA library respectively, acknowledged they used OPAC to access

Table 1. Level of awareness of online public access catalogue (OPAC) and card catalogue

Level of awareness of OPAC	Selected university Libraries under study							
	UNI ABUJA		FUT MINNA		KWASU		TOTAL	
	Yes	No	Yes	No	Yes	No	F	%
Highly Aware	22 (18.3%)	18 (15%)	21 (17.5%)	19 (15.8%)	33 (27.5%)	7 (5.8%)	120	100
Moderately Aware	24 (20%)	16 (13.3%)	25 (20.8%)	15 (12.5%)	26 (21.6%)	14 (11.6%)	120	100
Lowly Aware	21 (17.5%)	19 (15.8%)	23 (19.1%)	17 (14.1%)	9 (7.5%)	31 (25.8%)	120	100
Not Aware	19 (15.8%)	21 (17.5%)	18 (15%)	22 (18.3%)	11 (9.1%)	29 (24.1%)	120	100

Level of awareness of Card catalogue	UNI ABUJA		FUT MINNA		KWASU		TOTAL	
	Yes	No	Yes	No	Yes	No	F	%
Highly Aware	31 (25.8%)	9 (7.5%)	30 (25%)	10 (8.3%)	21 (17.5%)	19 (15.8%)	120	100
Moderately Aware	27 (22.5%)	13 (10.8%)	32 (26.6%)	8 (6.6%)	18 (15%)	22 (18.3%)	120	100
Lowly Aware	18 (15%)	22 (18.3%)	17 (14.1%)	23 (19.1%)	24 (20%)	16 (13.3%)	120	100
Not Aware	16 (13.3%)	24 (20%)	9 (7.5%)	31 (25.8%)	26 (21.6%)	14 (11.6%)	120	100
Others specify please								

library resources. Only in KWASU, the majority of respondents 34(28.3%) disagreed that they used a card catalogue to find books in the library. Kumar and Vohra (2013) in a similar previous study found out that 88.9 percent of users independently searched the library shelves to locate the desired materials, followed by 63.8 percent who browsed the card catalogue to locate needed contents in the library. This is despite the revelation that OPAC was more user-friendly when compared to the card catalogue. This therefore implies that library users were not yet ready to discard the use of card catalogues as an information retrieval tool in the studied libraries.

Summary of Findings

This research work was conducted comparatively to study perceptions and attitudes towards the uses of the card catalogue and online public access catalogue (OPAC) among undergraduate students in three selected university libraries in North Central, Nigeria.

A reasonable number of undergraduate student library users were aware of both the online public access catalogue (OPAC) and card catalogue. While the majority of the respondents from KWASU Library were highly aware of OPAC existence, respondents in FUTMINNA and UNIABUJA indicated they were only moderately aware. On the other hand, further

Table 2. What is your perception towards the use of online public access catalogue (OPAC) and card catalogue?

Perception towards the use of OPAC	Selected university Libraries under study							
	UNI ABUJA		FUT MINNA		KWASU		TOTAL	
	Yes	No	Yes	No	Yes	No	F	%
I like using OPAC for finding relevant materials	28 (23.3%)	12 (10%)	24 (20%)	16 (13.3%)	33 (27.5%)	7 (5.8%)	120	100
When I use OPAC, I get relevant results	33 (27.5%)	7 (5.8%)	31 (25.8%)	9 (7.5%)	32 (26.6%)	8 (6.6%)	120	100
I do not consider using OPAC as necessary	14 (11.6%)	26 (21.6%)	13 (10.8%)	27 (22.5%)	9 (7.5%)	31 (25.8%)	120	100
Am indifferent toward the use of OPAC	11 (9.1%)	29 (24.1%)	10 (8.3%)	30 (25%)	6 (5%)	34 (28.3%)	120	100

Perception towards the use of Card catalogue	UNI ABUJA		FUT MINNA		KWASU		TOTAL	
	Yes	No	Yes	No	Yes	No	F	%
I like using card catalogue for finding relevant materials	25 (20.8%)	15 (12.5%)	26 (21.6%)	14 (11.6%)	12 (10%)	28 (23.3%)	120	100
When I use card catalogue, I get relevant results	23 (19.1%)	17 (14.1%)	24 (20%)	16 (13.3%)	10 (8.3%)	30 (25%)	120	100
I do not consider using card catalogue as necessary	21 (17.5%)	19 (15.8%)	22 (18.3%)	18 (15%)	31 (25.8%)	9 (7.5%)	120	100
Am indifferent toward the use of card catalogue	14 (11.6%)	26 (21.6%)	15 (12.5%)	25 (20.8%)	21 (17.5%)	19 (15.8%)	120	100
Others specify please								

Source: Field Survey, 2019.

Table 3. What is your attitude towards the use of online public access catalogue (OPAC) and card catalogue?

Attitude towards the use of OPAC and card Catalogue	Selected university Libraries under study							
	UNI ABUJA		FUT MINNA		KWASU		TOTAL	
	Yes	No	Yes	No	Yes	No	F	%
I do make use of the OPAC to find books	26 (21.6%)	14 (11.6%)	29 (24.1%)	11 (9.1%)	33 (27.5%)	7 (5.8%)	120	100
I do make use of the card catalogue to find books	23 (19.1%)	17 (14.1%)	24 (20%)	16 (13.3%)	6 (5%)	34 (28.3%)	120	100
I walk straight to the shelves to find books	22 (18.3%)	18 (15%)	21 (17.5%)	19 (15.8%)	20 (16.6%)	20 (16.6%)	120	100
I only browse/ read the shelves to find books	15 (12.5%)	25 (20.8%)	16 (13.3%)	24 (20%)	17 (14.1%)	23 (19.1%)	120	100
I do pull down the books from shelves to go through	12 (10%)	28 (23.3%)	11 (9.1%)	29 (24.1%)	12 (10%)	28 (23.3%)	120	100
I do ask staff for assistance to find books	13 (25.8%)	27 (22.5%)	14 (11.6%)	26 (21.6%)	10 (8.3%)	30 (25%)	120	100
Others, specify please								

Source: Field Survey, 2019.

findings revealed that the majority of respondents from UNIABUJA were aware of the card catalogue, while a higher number of respondents from FUTMINNA indicated they were only moderately aware. However, most respondents from KWASU claimed they were not at all aware of card catalogue as a tool for retrieving information in their library.

Findings on perception towards the use of online public access catalogue (OPAC) and card catalogue as finding tools in selected university libraries in North Central, showed that most respondents from both KWASU and UNIABUJA harboured good perceptions towards the use of OPAC from which they got relevant results. Findings on perceptions about the use of card catalogue were also positive as the majority of the respondents from FUTMINNA and UNIABUJA expressed the opinion that they felt good using card catalogue as a relevant finding tool. Almost the same number of respondents in the two university libraries also were discovered to be getting relevant results each time they used the card catalogue. However, the same cannot be said of KWASU as the majority of respondents indicated indifference toward the use of the manual catalogue.

Further findings showed that undergraduate students' attitude towards the use of online public access catalogue (OPAC) and the card catalogue in their libraries was positive, as most respondents in FUTMINNA and UNIABUJA libraries respectively, acknowledged they used OPAC and card catalogue to access library resources. However, responses on attitudes from KWASU suggested that most respondents were not favourably disposed to the use of a card catalogue as a finding aid for needed resources in the library.

Conclusion

In conclusion, it can be seen from the findings that most undergraduate students in the three selected university libraries embraced the OPAC more than they did with the card catalogue. In terms of use, most students use the OPAC more than the card catalogue. The study has demonstrated that despite the availability of the OPAC, many students still patronized the card catalogue, which means that in terms of patronage the gap between the OPAC and card catalogue is not too

significant. Lack of awareness and gap in I.T knowledge could have played a factor against some students as they had developed a phobia towards effective use of OPAC. This could also be a discouraging factor to the reasonable number of students who still demonstrate the attitude of walking straight to the shelves to retrieve library resources.

It is the fact that libraries are the most important educational services which facilitate the implementation of education philosophy and objectives of their parent institutions. Going forward, the resources of the libraries lie in the effective use of catalogues. Then, the findings of this study have implications for educational progress in the three selected university libraries in North central, Nigeria.

Recommendation

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

1. The library management should develop and provide guidelines for the use of OPAC and card catalogue.

2. Since findings showed the inclination of students towards patronage of card catatalogue, despite the availability of the OPAC, then the library management should not contemplate discarding it, but rather improve it for complementary services.

3. The library management should organise an awareness programme at least once or twice every semester to keep the students constantly oriented on the effective use of OPAC and card catalogue.

4. A periodic user education program for undergraduate students should be organized by the library management. This will give them the knowledge and abilities they need to find books and other information resources in the library using the card catalogue and OPAC as effective searching tools.

5. The library management should organise staff training on the use of OPAC services or send staff for training. This will encourage or enable staff to be able to give the students required assistance.

6. The library management should prepare catalogue manual that should be issued to students as soon as they register with the library to encourage the right approach culture of using catatlogue in students.

7. At the start of each semester, the library management should arrange a demonstration on how to use the card catalogue and OPAC to instill the habit of utilizing catalogue in students.

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