

Full Length Research

Influence of Computer Literacy Skills on OPAC Use by Undergraduates in two Universities in Nigeria

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This paper ascertains the extent to which undergraduates in two federal university libraries in Nigeria are computer literate and how their computer literacy level has affected their use of Online Public Access Catalog (OPAC). Level of undergraduates' computer literacy in both universities studied was high but their level of OPAC use was low. OPAC-compliant universities in Nigeria should identify reasons for low use of OPAC among their undergraduates and strategies should be placed to tackle them. Policies to encourage high level of OPAC use among undergraduates should be implemented by university libraries. Awareness programmes should be sustained to improve undergraduates' level of OPAC use.

Keywords: Computer literacy, computer literacy skills, OPAC use, university, undergraduates, Nigeria.

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INTRODUCTION

Information and Communication Technology (ICT) has, in no measure, influenced library services in developed countries as most libraries in the developed countries are automated. Libraries that are already ICT-compliant are in no doubt witnessing improvement in their services to their clientele. Adetunji (2007) revealed that a number of the libraries in South West, Nigeria are automated but not fully automated. Not all the automated libraries, especially the academic libraries in South West, Nigeria have OPAC included in their Library Management Software (LMS) modules. Ariyapala and Edzan (2002) defined OPAC as a computerized catalog containing records of the items in a library or any institutional organizations, which is used for storage and retrieval of information. Five features of OPAC were identified by Chu (2003).

Some universities in Nigeria now require their students to demonstrate some reasonable level of computer literacy. Presently, many academic institutions in Nigeria require their students to offer certain introductory computer courses to assist students in meeting the computer literacy requirement. Obafemi Awolowo University, Ile-Ife, Nigeria for example, has in the last few years, deployed mechanisms that would enhance computer literacy of the students especially at the undergraduate levels. One of these mechanisms is the introduction of various computer courses in the undergraduate curriculum. Computer literacy has been defined as the ability to use computers and related technology (Manowalulou, 2008). Owens (2003) described the key areas of computer literacy as database concepts, general computer concepts, Internet concepts,

presentations, spreadsheets, web authoring, word processing, and ethics while Grant, Malloy and Murphy (2009) defined specific computer skills as perceptions of ability to perform specific computer-related tasks in the domain of general computing. Manowalulou (2008) identified basic computer literacy skills to include: ability to turn on/off a computer, monitor and printer, use Windows operating system, use Macintosh operating system and ability to use Disk Operating System (DOS) commands. Others include ability to start a software program, copy files, manage folders/directories on hard drives and set up a new personal computer.

Due to the advancement in technology, employers demand graduates who will be willing to employ modern technologies to advance the organisations' policies and tasks. Computer literacy is therefore, now perceived as a vital requirement for job placement. Ogunsola, Akindojutimi and Omoike (2011) revealed that one of the constraints that affect the use of ICTs in Nigerian academic libraries is low level of computer culture. They further asserted that, without computer literacy, utilizing the ICT facility would be a problem. That is, a good background in computer skill makes the use of computers very practicable. It is believed that university students of this ICT era, particularly undergraduates, are "ICT born", i.e., they are born and grown in the digital age. Karsten and Schmidt (2008) analyzed computer self-efficacy for two independent samples of students enrolled in an introduction to information systems course in 1996 and 2006 and finds that the 2006 students reported significantly more computer experience, used computers much more frequently, and took significantly more core courses that require computer use than their 1996 counterparts. This indicates direct proportion in the increased level of students' computer literacy skills and technological advancement.

For undergraduates to make effective use of a web-based OPAC, it is expected that they possess some extent of computer literacy skills. It is not disputable that, there could still be some students this era who are not computer literate. There are a few circumstances where they indirectly make use of OPAC. For instance, there is a possibility that a student be assisted by colleagues or library staff to search materials on OPAC, even when he is not computer literate. Such a student can still be considered an OPAC user even though he lacks computer literacy skills required to use the OPAC. Nevertheless, possession of computer literacy skills can still be considered to be very pertinent to effective use of OPAC. In an ideal ICT-compliant university library, students are expected to possess some computer literacy skills to be able to use the ICT facilities in the library. Thus, it is important for undergraduates to possess at least, some basic computer literacy skills to be able to fulfill the purpose for which their libraries' OPAC are put in place.

The two universities studied are Obafemi Awolowo University (OAU) and University of Lagos (UNILAG). OAU Hezekiah Oluwasanmi library presently as a collection of about 700,000 print volumes of books, subscribes to over 5,000 print journals and several electronic databases and subscribes to Virtua, a library management software in 2008. The fund for subscription to Virtua was a grant from Carnegie Corporation of New York. So far, about 80% of the bibliographic records of the total collections in the library has been converted to electronic format and are being accessed through a functioning Web-based Online Public Access Catalogue (Fabunmi and Asubiojo, 2013). Presently, UNILAG is said to have a collection of more than 500,000 accessioned volumes of books, 30,000 periodicals titles and numerous electronic databases such as AGORA, HINARI JSTOR, MEDLINE, OARE, ERIC, etc., and a wide range of e-books and e-journals covering a variety of subjects. The library uses Millennium innovative software, thus, making the library collections and services rendered fully automated. The library complements the traditional library setting with online services (Nduka, 2013).

Online access to library holdings no doubt provides wider accessibility to users than physical access. It saves users' time and energy. It also reduces the cost of travelling, number of physical presence in the library, minimizes time and stress of searching through the shelves for books. Online access provides 24/7 access to information. It allows for simultaneous access to and use of same materials by different patrons at anytime from any part of the World. Both UNILAG and OAU are also subscribed to various electronic resources such as The Essential Electronic Agricultural Database by Cornell University; programs by the International Network for the Availability of Scientific Publications (INASP); Research4Life (HINARI, AGORA, ARDI and OARE) and the directory of online access journals (DOAJ). However, it has been established that students in both universities are not aware of these and other numerous electronic resources available not to talk of making use of them. A few who are aware of the facilities make little or no use of them. They rather spend more time on social media such as e-mails, facebook, twitter, etc (Emwanta and Nwalo, 2013; Okiki, 2012). There have been scanty studies on computer literacy skills as related to OPAC use. There is need to find out whether or not undergraduates make use of their library OPACs and whether or not their level of computer literacy affect their OPAC use. Hence, the need for this study.

STATEMENT OF THE PROBLEM

A preliminary exploration of literature prior to this study showed that a number of studies exist on computer literacy and computer literacy skills of undergraduates.

Meanwhile, most of these studies are based on computer competence, computer proficiency or computer fluency of students. Such studies include (Cardell and Nickel, 2003; Bunz, 2004, Ballantine, McCourt and Oyelere, 2007; Malliari, Korobili and Togia, 2012). These studies used survey research design and questionnaire were administered on students. Studies that canvass the need for high computer literacy among students as regards their use of OPAC do not particularly examine computer literacy skills as factors affecting use of OPAC and most of them are not Nigerian. This brings about the need for studies on computer literacy skills as they affect the use of OPAC by undergraduates, particularly in South West, Nigeria. Moreover, studies on level of undergraduates' use of OPAC especially at federal university libraries in Nigeria are very rare, therefore establishing the need for a study on undergraduates' use of OPAC with focus on how their computer literacy skills affect their use of OPAC.

RESEARCH QUESTIONS

This study is posed to provide answers to the following research questions:

1. What is the level of computer literacy skills possessed by the undergraduates of the selected federal universities in Nigeria?
2. What is the level of OPAC use by undergraduates of the selected universities?

HYPOTHESIS

The following null research hypothesis was postulated to guide the study and was tested at 0.05 level of significance.

- H_{01} There is no significant relationship between the computer literacy skills of undergraduates and their use of OPAC.

REVIEW OF RELATED LITERATURE

Undergraduates and OPAC Use

Undergraduates' use of OPAC varies from one person to another and from one university to another, depending on their information needs. Oyadonghan and Eke (2011) reported that 33% of the registered student users in FUTO have library access to OPAC to locate reading materials through the computer terminals displayed at the user services unit. The students were not asked adequate questions to elicit information about other purposes for which they use or access OPAC. It is

necessary to find out other purposes for which students, particularly undergraduates, make use of OPAC. For undergraduates to effectively achieve their purpose of OPAC use, they should be knowledgeable of the benefits they stand to gain from the use of the OPAC.

Guo and Huang (2010) in a comparative study on subject headings and subject search by undergraduates at East China Normal University (ECNU) realized that none of the students used OPAC on a daily basis. Only 50.0% used it 2-5 times a week; 27.7% used it 2-6 times a month; 18.1% used it once a month; and 4.2% never used it. It was therefore concluded that the level of ECNU undergraduates' use of OPAC is low. On the contrary, 50.0% of respondents' use of OPAC 2-5 times a week is still reasonable. It is not realistic that students will need to make use of library OPAC every day. Adedibu (2008) noted that, only 7.9% of the science students of the University of Ilorin reportedly use OPAC. This is obviously not encouraging. However, Adedibu's work focused on catalogue use (both card and OPAC), gave the reason for low level of use of catalogues as inadequate knowledge of how to use the catalogues and power outages. However, there could be other reasons why students do not use catalogues (OPAC), which were not covered by Adedibu's studies. Among such other reasons could be lack of computer literacy skills needed to facilitate their OPAC use.

OPAC is worldwide and all the time accessible, the status of any book may be known as book issued or not, lost/transferred, etc., it is possible for users to send reprint requests immediately by e-mail, compilation of various lists of reprints is very easy, there is no limitation of space and time for searches of any documents. Any person can search a document of not only his/her library but also any networked library. Moreover, by using the OPAC, undergraduates can perform several functions such as: locating library materials by searching by author/title/subject/keyword, identifying whether or not library materials have been checked out, make requests/loans, check overdue fines, etc.

Undergraduates' Computer Literacy Level and OPAC Use

Students' computer illiteracy levels limit them from using the Internet and the e-resources (Kakai, Ikoja-Odongo and Kigongo-Bukenya, 2004). This implies that their computer illiteracy levels can also limit them from using OPAC. In a study to assess computer skills of Tanzanian Medical students, conducted by Samuel et al. (2004), the highest levels of competence in generic ICT areas were for email, Internet and file management. For other skills such as word processing most respondents reported low levels of competence. The abilities to perform specific

ICT skills were low – less than 60% of the participants were able to perform the core specific skills assessed. This is in tune with the reports of Odusanya and Bamgbala (2002) and Ajuwon (2003) where 58% of final year medical and dental students in Lagos and 76.4% of first year clinical and nursing students in Ibadan have respectively used mostly, email, among internet services.

Odusanya and Bamgbala (2002) further reported that 79% of medical and dental students in Lagos had little or no computer skills and that majority of final year students at College of Medicine, University of Lagos have little computing skills. Similarly, Ajuwon (2003) further reported that only 42.6% of the sample studied could use computer. On the contrary, Achampong (2010) reported that most of the medical students studied in University of Cape Coast School of Medical Sciences, Ghana used computers on daily basis for sending mails, doing research and doing their assignments and that only 6.5% of the students completely lacked confidence in the use of computers. According to Wanigasooriya (2008), users need to have a high level of computer literacy to overcome many problems faced by OPAC users at Sri Lankan university libraries. He added that, both students and academic staff of university of Moratuwa, Sri Lanka, being an engineering university, were familiar with experience of using computers; therefore a high degree of responses were reported from them on using OPAC. The high degree of response on the use of OPAC by students and academic staff of University of Moratuwa can be linked to the fact that the university is an engineering university and thus, the students are presumed to have been used to technology especially computers which, among other possible factors, facilitate their OPAC use. As revealed by the review of literature, a number of studies exist on computer literacy and computer literacy skills of undergraduates. However, many of the studies do not particularly examine the influence of computer literacy skills on OPAC use by undergraduates and most of them are not Nigerian. This brings about the need for this study.

METHODOLOGY

The study adopted a descriptive survey research design. Undergraduates of two federal universities: University of Lagos, Lagos (UNILAG) and Obafemi Awolowo University, Ile-Ife (OAU) made up the population of study. There are 23,367 undergraduates at UNILAG and 23,861 at OAU. Multistage sampling was adopted and four homogeneous faculties were selected from each of the universities. The faculties are: Arts, Education, Science and Social Science. Proportionate sampling was used to select homogeneous departments from both universities. A sample size of 431 (Table 1) was taken using 5 percent sampling fraction. This is to ensure good and fair

representation of the each of the faculties. Four hundred and thirty one copies of the questionnaire were administered to undergraduates in selected universities while 408 copies representing 94.7 percent were returned and used for analysis. Semi-structured interview were administered to the System Librarians of the two university libraries. The questionnaire was administered by the researcher and two trained assistants. This was done at departmental level, mostly at the point when the students were seated waiting to receive lectures while at some other times, when they were just finishing a lecture. The computer literacy skills scale used was adapted from the work of Bunz (2004). The scale was tested for reliability and the reliability coefficient for the scale was $\alpha = 0.966$ using cronbach alpha. This implies that the instrument is reliable. A reliability coefficient is a measure of the proportion of true variance relative to the total observed score variance resulting from the application of a measurement protocol (such as a test, a scale, an expert rating, etc.) to a population of individuals (Lewis-Beck, Bryman and Liao, 2004). Cronbach alpha is the statistic used to measure the internal consistency, that is, how closely related the set of items in the questionnaire are as a group. The OPAC use scale was self-developed and the reliability coefficient was ($\alpha = 0.950$). Descriptive statistics were used to analyze the research questions while inferential statistics was used to test the null hypothesis. The hypothesis was tested at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1: What is the level of computer literacy skills possessed by the undergraduates of the selected federal universities in Nigeria?

The findings revealed that majority of the respondents in both OAU and UNILAG had high computer literacy skills except for website creation skills for which their level of literacy was very low (OAU - 29.1 percent, UNILAG - 25.0 percent). However, the level of computer literacy skills was higher among respondents in OAU than those in UNILAG (Table 2a, 2b and 2c).

Research Question 2: What is the level of OPAC use by undergraduates of the two universities?

A total of 126 (58.3 percent) and 106 (55.2 percent) of the respondents in OAU and UNILAG respectively did not make use of their library OPAC at all. Only 35 (16.2 percent) and 37 (19.2 percent) respondents in OAU and UNILAG respectively had high level of OPAC use indicating low level of OPAC use in both universities (Table 3).

Hypothesis 1: There is no significant relationship between the computer literacy skills of undergraduates

Table 1

S/N	Selected Faculties	Depts.	UNILAG		OAU	
			Study Population	Sample Size (5%)	Study Population	Sample Size (5%)
1	Arts	English	462	23	1036	52
		Philosophy	561	28	322	16
2	Education	Educational Foundation	308	15	622	31
		Educational Administration	395	20	65	3
3	Science	Biochemistry	294	15	485	24
		Chemistry	358	18	604	30
		Physics	408	20	249	12
4	Social science	Economics	753	38	631	32
		Political Science	459	23	611	31
Total			3998	200	4625	231
Grand Total			8623			
Sample Size			431			
OAU N=216, UNILAG N=192						
Table 1: Study Population and Sample Size						

Table 2a: Level of Undergraduates' Computer Literacy Skills

I Can	Level of Literacy	Universities			
		OAU		UNILAG	
		N	%	N	%
Print a document.	High	179	82.9	153	79.7
	Average	22	10.2	24	12.5
	Low	10	4.6	14	7.3
	Not at All	5	2.3	1	0.5
Open a web address directly	High	186	86.1	159	82.8
	Average	19	8.8	21	10.9
	Low	9	4.2	8	4.2
	Not at All	2	0.9	4	2.1
use search engines such as Yahoo or Alta Vista.	High	181	83.8	157	81.8
	Average	19	8.8	16	8.3
	Low	12	5.6	12	6.3
	Not at All	4	1.9	7	3.7
use "save as" when appropriate.	High	185	85.6	160	83.3
	Average	21	9.7	19	9.9
	Low	7	3.2	8	4.2
	Not at All	3	1.4	5	2.6
use the "reply" and "forward" features for email.	High	149	69.0	140	72.9
	Average	39	18.1	32	16.7
	Low	20	9.3	16	8.3
	Not at All	8	3.7	4	2.1

Table 2a: Continuation

save text contents off web pages to a disk	High	118	54.6	113	58.9
	Average	31	14.4	38	19.8
	Low	52	24.1	32	16.7
	Not at All	15	7.0	9	4.7
Identify the host server from the web address.	High	106	49.1	94	49.0
	Average	43	19.9	37	19.3
	Low	46	21.3	44	22.9
	Not at All	21	9.7	17	8.9

OAU N=216, UNILAG N=192

Table 2b: Level of Undergraduates' Computer Literacy Skills

I Can	Level of Literacy	Universities			
		OAU		UNILAG	
		N	%	N	%
read new mail messages.	High	181	83.8	163	84.9
	Average	22	0.2	15	7.8
	Low	7	3.2	9	4.7
	Not at All	6	2.8	5	2.6
delete read email.	High	184	85.2	159	82.8
	Average	13	6.0	16	8.3
	Low	9	4.2	14	7.3
	Not at All	10	4.7	3	1.5
Send an email message.	High	183	84.7	157	81.8
	Average	21	9.7	19	9.9
	Low	7	3.2	10	5.2
	Not at All	5	2.4	6	3.1
save images off web pages to a disk.	High	114	52.8	117	0.9
	Average	28	13.0	33	17.2
	Low	58	26.9	33	17.2
	Not at All	16	7.4	9	4.6
open an email program.	High	153	70.8	131	68.2
	Average	33	15.3	31	16.1
	Low	19	8.8	21	10.9
	Not at All	11	5.1	9	4.6
edit bookmarks.	High	119	55.1	106	55.2
	Average	49	22.7	47	24.5
	Low	34	15.7	26	13.5
	Not at All	14	6.5	13	6.8
open a previously saved file from any drive/directory.	High	166	76.9	140	72.9
	Average	30	13.9	21	10.9
	Low	14	6.5	19	9.9
	Not at All	6	2.8	12	6.2

OAU N=216, UNILAG N=192

and their use of OPAC.

The test of the hypothesis showed a Pearson Correlation Coefficient (r) value of -0.038 ($-0.19 \leq r \leq -0.01$ = negligible negative correlation) and 0.439 level of significance (p) which is greater than 0.05. This shows that the relationship between undergraduates' computer literacy skills and their OPAC use was negative, negligible and not significant. Thus, the null hypothesis

was accepted (Table 4).

DISCUSSION OF FINDINGS

Level of Computer Literacy Skills of Undergraduates

The results revealed that majority of the undergraduates

Table 2c: Level of Undergraduates' Computer Literacy Skills

I Can	Level of Literacy	Universities			
		OAU		UNILAG	
		N	%	N	%
open a file attached to an email.	High	155	71.8	147	76.6
	Average	33	15.3	26	13.5
	Low	24	11.1	14	7.3
	Not at All	4	1.9	5	2.6
restart a computer.	High	198	91.7	165	85.9
	Average	9	4.2	11	5.7
	Low	6	2.8	13	6.8
	Not at All	3	1.4	3	1.5
begin a new document.	High	189	87.5	157	81.8
	Average	16	7.4	16	8.3
	Low	8	3.7	11	5.7
	Not at All	3	1.4	8	4.2
use a browser	High	170	78.7	137	71.4
	Average	31	14.4	26	13.5
	Low	12	5.6	19	9.9
	Not at All	3	1.4	10	5.2
create a website.	High	63	29.1	48	25.0
	Average	25	11.6	22	11.5
	Low	40	18.5	41	21.4
	Not at All	88	40.7	81	42.1
switch a computer on.	High	202	93.5	167	87.0
	Average	7	3.2	10	5.2
	Low	4	1.9	7	3.6
	Not at All	3	1.4	8	4.1
I can use "back" and "forward" to move between pages.	High	191	88.4	160	83.3
	Average	16	7.4	16	8.3
	Low	6	2.8	11	5.7
	Not at All	3	1.4	5	2.6

OAU N=216, UNILAG N=192

Table 3: Level of OPAC Use by Undergraduates

Level of Use	Universities			
	OAU		UNILAG	
	N	%	N	%
High	35	16.2	37	19.2
Low	55	25.5	49	25.5
Not at All	126	58.3	106	55.2

Table 4: Relationship between computer literacy skills and OPAC use

Variable	N	Mean	STD	R	Sig
Computer literacy skills	408	86.0613	15.94350	-0.038	0.439
OPAC use	408	1.95	1.291		

Key = STD=Standard Deviation

in both universities were highly computer literate because they could competently exhibit numerous computer skills. However, it was found that there were more undergraduates in OAU with high level computer literacy than those in UNILAG. This result agrees with the assertion by the system librarians in both universities that the level of undergraduates' computer literacy skills was high. This is against the findings of Murray and Blyth (2011) who submitted that Japanese University students' computer literacy levels were low. The finding of this study however, agrees with that of Achampong and Pereko (2010) who reported that, only 6.5 percent of the second-year medical students in University of Cape Coast School of Medical Sciences, Ghana completely lacked confidence in the use of computers indicating high level of computer literacy skills among the students and this agrees with the finding of this study.

It is not consistent with the claim by Samuel et al. (2004) that the abilities of Tanzanian Medical students to perform specific ICT skills were low. This finding also does not agree with Odusanya and Bamgbala (2002) that 79 percent of medical and dental students in Lagos had little or no computer skills and that majority of final year students at College of Medicine, University of Lagos had little computing skills.

It is very interesting that undergraduates of the two universities studied were highly computer literate. High computer literacy, is in this era, very essential to teaching, learning, access to Web-based resources and even students' registration especially at higher institution of education level. However, the reason for the high computer literacy of the OAU undergraduates is in a way astonishing. This is because Ile-Ife in Osun State of Nigeria where OAU is situated is not as developed in terms of urbanization as Lagos State where UNILAG is situated. On the other hand, urbanization of where a university is situated may not really be the factor in this situation since undergraduates students of Nigerian universities are usually drawn from all over the country, which infers that there is high possibility that many of the highly computer literacy students at OAU might have come from comfortable homes. It is most likely that undergraduates from averagely to highly socio-economic classed parents might have been exposed to computing skills from early ages and there is also the likelihood that they were those who had access to computers of whatever form (desktops, laptops, notebooks, Ipad, smart phones etc.) but this study did not cover this.

Level of OPAC Use by Undergraduates

The level of OPAC use by undergraduates in the two universities was extremely low since a greater percentage of the respondents did not take advantage of their library OPAC at all, even in spite of their high

computer literacy level. However, respondents in UNILAG were found to use OPAC more than those in OAU. This supports Fabunmi and Asubiojo (2013) which concluded that a good number of students of Obafemi Awolowo University, Nigeria were not aware of the library OPAC while those who were aware do not use it. However, the finding of this study negates the claims by the system librarians of the two universities that, undergraduates' level of OPAC use was high but agrees with the study by Adedibu (2008) who investigated catalog use by science students of the University of Ilorin and reported that, only 7.9 percent of the respondents studied reportedly used OPAC. This shows that undergraduates were not taking advantage of their universities' OPAC. This is not encouraging considering the enormous investment the universities put in place to set up the OPACs. The reasons for their low use of their universities' OPACs despite their high level of computer literacy are not within the scope of this study. However, they may not be unconnected with low awareness of availability of the OPACs.

Relationship between Computer Literacy Skills and OPAC Use of Undergraduates

The relationship between undergraduates' computer literacy skills and their OPAC use was negative, negligible and not significant. It therefore means that undergraduates' level of computer literacy skills does not necessarily determine their level of OPAC use. This finding opposes the finding from a study by Kakai, Ikoja–Odongo and Kigongo–Bukunya (2004) at Makerere University, Uganda where it was reported that undergraduates' computer illiteracy levels limit them from using the Internet and electronic resources. Since the result of the present study revealed that the undergraduates were highly computer literate and yet, their level of OPAC use was low, it showed that there were other factors not covered by this study that might have been responsible for the low level of OPAC use. However, the fact that the level of OPAC use was low does not mean that it was decreasing. This finding negates the claims by the system librarians of both universities that undergraduates' level of computer literacy had got positive impact on their OPAC use. This research has shown that undergraduates' level of computer literacy skills did not have a significant relationship with their level of OPAC use. This is not to say that undergraduates need no computer skills to use OPAC but it is not the major precondition to OPAC use. Undergraduates with little or no computer literacy skills can still make use of OPAC through the assistance of library staff, student interns, student assistants or even their colleagues if they are adequately aware of it.

Challenges of Relying on Self-Reported Computer Literacy

In the study of Merritt, Smith and Di Renzo (2005), study participants were surveyed and asked to self-report their level of computer literacy by completing a questionnaire. Thereafter, subjects were tested to determine an objective measure of their actual computer literacy. The data analysis showed that self-reported computer literacy is not reliable. Some students seem to under-report their level of computer literacy while others were over-confident about the level of their computer literacy. Thus, when this literacy is utilized as a research variable, the quality of such research might be tampered with. Though, this study allowed students to self-report their computer literacy, adequate counsel was given to the students to ensure the integrity of the information that were supplied by them. Nevertheless, this study serves as a pointer to another which would compare undergraduates' self-assessed computer literacy to their actual computer literacy.

CONCLUSION AND RECOMMENDATIONS

From the finding of this study, it could be concluded that the undergraduates of the selected universities possess computer literacy skills. The study has also shown that undergraduates' level of computer literacy is not a precondition for their OPAC use. This implies that, being computer literate does not necessarily inform high level of OPAC use. There are other factors that were not covered by this study which could have contributed to the undergraduates' low level use of OPAC. There is need for the management of libraries to intensify efforts to publicize their library OPACs so as to facilitate improved usage. Efforts must be made to identify reasons for the low use of OPAC among undergraduates despite their high level of computer literacy, while strategies should be put in place to tackle such challenges. Policies to encourage increased OPAC use among undergraduates, such as introduction of take home assignments that will necessitate the use of their libraries' OPAC, should be formulated and implemented by university libraries. Moreover, continuous promotional programs such as campus radio, jingles, billboards, handbills, sensitization of students and faculties, etc. should be put in place to help increase undergraduates' use of their libraries' OPACs. Basics of searching, effective searching strategies and techniques, etc. should be introduced in the undergraduates' introduction to library/library use course which are taught by librarians. Lecturers should collaborate with librarians to facilitate the mastering and use of the library databases by students, through assignments etc.

LIMITATIONS OF THE STUDY

The focus of the study is on computer literacy as it influences the use of OPAC by undergraduates. However, there are other factors that can influence OPAC use which were not covered by the study. Such factors include OPAC awareness, access to computers, electricity supply, network, etc. Another limitation to this study is that, it is possible that some participants might have either under-reported or over-reported their computer literacy level. This is in human nature. The System Librarians might have also over-reported the computer literacy level of the students because they might have thought that if students' computer literacy level were reported as low, it would not have represented their universities well. Despite these limitations, the empirical results of this study are consistent and the integrity of the study maintained.

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