

Use of Online Public Access Catalog by Law Undergraduates: Influence of ICT and Information Literacy Skills

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Abstract

This study investigated ICT skills and information literacy skills as variables predicting OPAC usage among law undergraduates studying in Nigeria. A research design involving a survey was adopted, incorporating a quantitative approach using a sample of 286 law undergraduates derived from a two-stage sampling procedure. A well-structured questionnaire was used to collect the data. Pearson Product-Moment Correlation (PPMC) and multiple linear regression were the inferential statistics used in the analysis of the study's data. The results of the study demonstrated that of the independent variables, ICT skills were the best predictor of OPAC usage (independent variable). Furthermore, only two indicators of ICT skills—namely, the ability to process information and collaborate—had a significant individual influence on OPAC usage. The study recommends that higher institutions could enhance the ICT skills training of law undergraduates through intentional programs, while incorporating practical activities that will improve information literacy skills.

Keywords: Law library, Librarianship, Information systems, Information Literacy Skills, Undergraduates, Online Public Access Catalog, OPAC, Nigeria.

Introduction

An information system is a formal and socio-technical system that incorporates people and technology, helping to collect, store, and process data, ultimately providing information and contributing to knowledge through digital products that simplify decision-making (Piccoli & Pigni, 2019). Information systems have categorical inputs, outputs, storage, and users (Chauke, 2021). Among the information systems used in libraries is the Online Public Access Catalog (OPAC). Just like any other modern library information system, the OPAC is pivotal to academic libraries, particularly with the contemporary promotion of digital libraries (Krishnappa & Kemparaju, 2020). Therefore, the adoption and continuous use of OPAC by

student users are decisive in determining the library's contribution to students' academic and research activities. The OPAC is an online library database that provides access to various information resources, including newspapers, journals, magazines, and books, among others. Users can access library holdings and electronic content at any time and from any location (Narayanaswamy, 2019). With OPAC usage, a user can access comprehensive bibliographic information for each information resource by searching using access points including title, subject, author, and keywords, among others. As enunciated by Bello and Bakrin (2020), Odunola and Tella (2020) and Tella (2019), the benefits of the OPAC include catalog updates; its interactive nature; interesting search options; non-restrictiveness of the content; overcoming the limitations of other catalogs, especially the card catalog; provision of instructional help; and user-friendliness. Additionally, with the development of the Web-OPAC (an improved version of OPAC) comes the facility of searching for assistance or advice, requesting online information resources, receiving email communication regarding overdue resources, and downloading and scanning content pages.

The inclination globally indicates that information provision and delivery have shifted the long-established models of print resources to electronic and web-based formats, resulting in the development and acceptance of OPACs in libraries (Umar, Abareh, & Basaka, 2017). The law career is not an exception, as Klinefelter (2020) emphasized that libraries must provide students and researchers with a combination of legal information sources without distractions offered with technological solutions, including online catalogs. Academic libraries have attempted to provide access to various online catalogs, including OPACs, for law undergraduates (Agwunobi & Umoren, 2020; Ezema & Chizoba, 2018; Umar & Habib, 2022). However, law undergraduates have complained that the web OPAC search page does not provide users with satisfactory assistance (Naik & Nikam, 2014). Furthermore, law undergraduates poorly utilized law databases and digital libraries, which was associated with the unsatisfactory ordering of information resources and retrieval issues, as well as electronic library inaccessibility (Ezema & Chizoba, 2018; Olorunfemi, 2015). The mediocre usage of electronic resources and the attendant drawbacks may not be unrelated to the inadequate use of a standard library catalog that incorporates an online database of resources.

Additionally, Ubwa and Ndor (2020) demonstrated that law undergraduates employed OPAC abysmally in accessing information resources, among other systems. Fernando and Weerakoon (2024) identified barriers affecting the information-seeking behavior of law undergraduates, revealing that external obstacles included the lack of a digital library accommodating legal-related materials, concerns about information resource organization, and insufficient information skills training sessions provided by the library. Regarding personal barriers, law undergraduates unequivocally listed uneasiness in using the OPAC and shortcomings in information searching skills. Additionally, separate studies by Naik and Nikam (2014) and Shokane and Bopape (2023) have shown that the primary variable affecting information retrieval by law undergraduates using OPAC is the lack of skills in searching for information.

While there exists some research that investigated ICT and information literacy skills as separate variables in Nigerian universities by the use of recognized ICT and information literacy models and theories, there is far less attention directed to law undergraduates' ICT and information literacy skills jointly studied in the context of OPAC usage (Agwunobi & Umoren, 2020; Atanda & Ugwulebo, 2017; Ezema & Chizoba, 2018; Olorunfemi, 2015; Ubwa & Ndor,

2020; Umar & Habib, 2022). The current paper aimed to bridge the identified study gap by exploring how law undergraduates in universities in Osun State, a State in the southwestern region of Nigeria, self-report these skills (ICT and information literacy skills) about OPAC usage. Exploring this area will enhance current knowledge regarding ICT skill upgrades and the instruction of information literacy in Nigerian universities, acknowledging the changing nature of these concepts. In addition, it is crucial to conduct a study that identifies factors that can encourage OPAC usage among law undergraduates, given the significant investment in its provision in academic libraries. The anticipated outcomes of this research will enable librarians and educators to more effectively meet the requirements for cultivating 21st-century skills, particularly as they relate to OPAC usage.

The primary objective of this study was to examine the impact of ICT and information literacy skills on OPAC usage among law undergraduates in universities in Osun State, Nigeria. The following specific research questions guided the conduct of the study and the main objective:

1. How well do the two measures of ICT and information literacy skills predict OPAC usage among law undergraduates in universities in Osun State, Nigeria? How much variance in using OPAC scores can be explained by scores on these two scales?
2. Which is the best predictor of OPAC usage, ICT skills or information literacy skills?
3. Which of the indicators of ICT skills has a significant influence on OPAC usage among law undergraduates of universities in Osun State, Nigeria?
4. Which of the indicators of information literacy skills have a significant influence on OPAC usage among law undergraduates of universities in Osun State, Nigeria?

Literature Review

To situate this research, the literature review examined scholarly descriptions of ICT, ICT skills, information literacy, and information literacy skills, as well as law undergraduates' related submissions regarding the study constructs as described in the extant studies.

ICT skills concept description

Information and Communications Technologies (ICTs) comprise the information infrastructure and components that enable modern computing, encompassing information technologies, networking components, and application software, which allow interaction in a digital world (Roztocki, Soja, & Weistroffer, 2019). They involve special gadgets that help to store, process, and organize information, assisting in the sharing of ideas and information (Hashmi, Dahar & Sharif, 2019). Technology usage involves the utilization of skills, which is why Madu, Ibrahim, and Chagwa (2018) stated that employing any ICT apparatus is preceded by users' dexterity, empowering them to take advantage of ICT and fulfill their information needs. ICT skill is the adeptness to exploit electronic technology, communications devices, or networks in discharging the functions of defining, accessing, managing, integrating, appraising, generating, and transferring information fairly and lawfully to operate in a learning society (Anyim, 2018). It involves the ability to interrogate computers and related technologies, enabling a person to collect, process, store, transmit, and disseminate information to meet individual and scholarly objectives (Alabi, 2020). The level of ICT skills can limit users' ability to utilize the Internet and electronic library resources (Fati & Adetimirin, 2017). This implies that law undergraduates' ICT skill levels may also restrict them from using information

systems, such as OPAC.

Information literacy skills description

Information literacy involves an individual knowing when information is needed, and finding, scrutinizing, utilizing, and eventually employing information effectively to address identified issues or in making informed decisions (Makinde, Hamzat & Koiki-Owoyele, 2025). The information literacy concept emphasizes that specific skills must be acquired to obtain the necessary information. The American Library Association (2015) described information literacy skills as a group of abilities involving the discovery and application of information to gain advanced insight and engage equitably in education. Skills in information literacy enable students to retrieve and access information based on identified needs, explain strategic terms and concepts, locate relevant information, and present it in a suitable perspective (Yevelson-Shorsher & Bronstein, 2018). They appropriately guide clients in ascertaining their information needs and finding appropriate resources to meet those needs, analyzing, evaluating, synthesizing, and communicating the resulting knowledge (Tella, 2015).

Olorunfemi, Mostert, and Ocholla (2015) showed that most law undergraduates were knowledgeable in ICT and could self-reliantly find information by employing ICT tools that exploited the Internet; however, several students did not access or utilize ICT sources from the law library. This revealed a gap, indicating that the respondents may have exhibited some self-report bias. How could they have been knowledgeable in ICT and found information without utilizing the library's ICT-driven resources? This demonstrates that the ICT and information literacy skills of these law undergraduates should be further investigated.

Law undergraduates' OPAC usage, ICT, and information literacy skills

Agwunobi and Umoren (2020) found that OPAC was among the most frequently used and accessible search and retrieval tools in the e-library by law undergraduates. Ezema and Chizoba (2018) revealed that law undergraduates were knowledgeable about and could locate several e-resource databases and the e-journals contained within them, including law-related e-resources. However, the core law e-resources were not well-accessed by the students. They also reported that many undergraduates acquired the needed competencies for information literacy to engage these digital resources through assistance from the library staff. Umar and Habib (2022) also stated an increasing demand for information by law undergraduates, necessitating the provision of diverse legal information resources. These studies highlight the gap that an established information retrieval system, such as OPAC, could have helped to centralize these resources, thereby increasing access to them for these students.

Furthermore, consciously instituted information literacy and ICT programs should be implemented to support OPAC usage. Naik and Nikam (2014) observed that the main reasons why law undergraduates did not use OPAC were due to the lack of OPAC/Web OPAC skills and insufficient knowledge of this information system. Similarly, in a university-wide study that included law undergraduates, Shokane and Bopape (2023) demonstrated that average undergraduates were acquainted with utilizing OPAC to find information. However, the main factor influencing access to information stored in OPAC is the skill deficiency in finding information. The research advocated that librarians and undergraduate training should primarily focus on promoting the significance of OPAC capabilities to encourage the acquisition of vital skills that will enhance optimal usage of OPAC. By challenging students in the acquisition of

skills that promote ICT use and information competency, librarians play a crucial role in facilitating academic attainment and ensuring that graduates become self-sufficient and productive in continuing professional development after graduation (Oladokun, Ibitoye, & Afolabi, 2024). Utilization, access, and awareness of library catalogues among law undergraduates in Nigeria were studied by Atanda and Ugwulebo in 2017. However, the study did not specify the types of library catalogues studied. Furthermore, the study did not specify the dependent and independent variables or how they influence one another. Hence, the study by Atanda and Ugwulebo (2017) and the aforementioned law studies pinpoint that more research is needed regarding the variables of the current study in the legal field.

This present research differs from previous studies as revealed in the following instances. Ezema and Chizoba (2018) discussed how law undergraduates do not access core law e-resources, despite possessing substantial knowledge in information literacy. For this to occur, some areas are lacking concerning satisfactory access to core law e-resources and should be researched. What could these areas be? Umar and Habib (2022) in their study recommended that premeditated information literacy and ICT programs be implemented to facilitate OPAC adoption. However, the study did not mention the specific programs that can be uncovered through well-researched indicators of ICT and information literacy skills. Shokane and Bopape (2023), despite emphasizing that law undergraduates are informed about OPAC deployment in information searching, drew attention to a skills deficiency that hampers improved access. Atanda and Ugwulebo (2017) researched diverse catalog utilization, access, and awareness; however, they did not specifically mention the importance of OPACs and the individual elements that can promote their usage. The current study, to a large extent, covers specifics on OPAC usage regarding factors that can intensify its usage in modern law academic libraries. The study further reveals unexplored ICT and information literacy skills indicators that can enhance OPAC usage among law undergraduates, thereby improving their personal and educational outcomes.

Conceptual Framework

In this paper, two theories and a model were employed to underpin the study. They include the Uses and Gratifications Theory [UGT] for OPAC usage, the Practice Engagement Theory for ICT skills, and the Big Six (Big6) Information Skills Model for information literacy skills.

The UGT was created at the beginning of the 1940s with the help of Katz, Blumler, and Gurevitch (1974). Theories and models, such as cultivation theory and the hypodermic needle model, have been studied as offshoots of the U.S. Government Theory. As stated by Katz, Blumler, and Gurevitch (1973) and Lomenti, Reeves, and Bybee (1977), the Uses and Gratifications Theory is based on five suppositions. They are (1) that only members of the audience can appraise the worth of media content and the satisfactions gained from media usage (2) that the members of the audience are cognizant of their impulses for using media, (3) that media contends with different sources to gratify needs, (4) that audiences take part actively regarding the role played in their media consumption, and (5) that media use is purposeful. The Uses and Gratifications Theory examines why individuals engage with particular media types, what needs drive them to use specific media types, and what satisfactions they derive from employing these media types. The UGT is relevant to this study because it emphasizes that the use of media, such as OPAC, is tied to its usefulness and the satisfaction (gratification) that users derive from it. The uses and gratifications of any kind of media give rise to the purpose

and frequency of their use. The vital assumptions of the UGT point forward to its use in this study, that is, the OPAC usage is focused on the goal (purpose), OPAC is carefully chosen predicated on the conception of satisfying particular user requirements (frequency) and OPAC often contends with different kinds of retrieval media (tied to both purpose and frequency).

The Practice Engagement Theory (Reder, 2008, 2010) was developed from the perspective of literacy inquiry (Reder, Gauly, & Lechner, 2020) for numeracy applications. It aspires to clarify how personal characteristics in competence emerge by highlighting the role that practice plays in everyday contexts, such as the home environment or occupation. It avers that such skills as numeracy, literacy, and ICT competency specifically, mutually intermingle with persons' engagement in information-transformation routines, for example, the engagement of the Internet or computer to obtain information, document or present contents or communicate with other people (Bynner, Reder, Parsons & Strawn, 2008). The theory unquestionably states that the praxis mentioned above enables individuals to develop skills, strengthens resultant practices, and initiates a constructive feedback loop of praxis and skill attainment. The position of social practices that the theory embraces is remarkably appropriate for clarifying distinctions in ICT competencies. The theory emphasizes that ICT skill acquisition can depend significantly on knowledge through practice, specifically, the degree to which ICT is employed for any undertaking (Helsper & Eynon, 2010; Wicht, Lechner, & Rammstedt, 2018). The relevance of the theory lies in individuals' literacy knack developing as a consequence of everyday engagement in ICT usage practices (that is, OPAC usage) and reciprocally, that literacy capability affects levels of engagement in ICT usage practices (OPAC usage).

The Big6 information skill model, also known as the Big6, is an information literacy model. It is a method to solve challenges associated with information created by Berkowitz and Eisenberg (1990). The Big6, as an information literacy model, is among the most recognized models in information competency, pinpointing how everyone, irrespective of age, unravels information challenges. The model incorporates information finding and utilization skills, as well as technology instruments, in a systematic progression in searching, exploitation, application, and assessment of information aimed at satisfying specific needs and tasks (Baji, Bigdeli, Parsa, & Haeusler, 2018). The Big6 comprises six commonsensical phases (1) the definition of task: in this phase, the person is expected to describe the difficulty from the perspective of information; (2) the strategies of seeking information: since the person has unmistakably described the challenge regarding information, resolution must be reached on the source of information that is best fitting to get to the bottom of the undertaking; (3) finding and retrieval: following the determination of the precedence of seeking for information, individuals are expected to find information using several resources, involving retrieval-specific information and digital resources; (4) utilizing information: after locating possible helpful resources, the person needs to absorb the information verifying its germaneness and afterwards take out the vital information. After the essential information is located, the person can utilize expertise in information engagement, including (5) synthesis, which involves rearranging and repackaging the obtained information to create a valuable and innovative product; and (6) evaluation, which examines and assesses the process associated with solving information challenges. Evaluation appraises if the acquired information meets the distinct undertaking. Individuals go through the Big6 phases, determinedly or not, in trying to find or utilize information in working out difficulty or to decide, and the composition seems to improve the commitment levels of students, specifically when on a particular undertaking (Wolf, Brush &

Saye, 2003). Nonetheless, the phases may not be completed in a specific sequence or at a prescribed time; however, the totality of the phases must be concluded for a complete realization of the model. The Big6 is relevant to acquiring competencies for information literacy due to its connection to proficiency in technology. The procedure involves how individuals identify their distinctive needs for information and progress through different phases to constructively and proficiently address information issues.

Materials and Methods

Respondents

A research design involving a survey was adopted, incorporating a quantitative approach. The study's unit of analysis was the law undergraduates who utilized OPAC at the respective academic libraries of their universities for various undertakings in Osun State, Nigeria. The researchers selected this State for three reasons. First, it is one of the leading states with the most Nigerian universities (THEABUSITE, 2024). Second, the State of Osun has the most universities offering the law program in Nigeria (The Nigeria Lawyer, 2024). Third, the researchers' places of work and abode are situated in the State. Hence, the State was chosen because of proximity, as funding was not obtained for the study. To facilitate generalizability, a two-stage sampling method (comprising purposive and proportional quota sampling) was employed. With the use of these techniques, 326 out of a population of 1,374 law undergraduates were covered for the study (Tables 1 and 2). The purposive sampling technique [the first stage] helped to select universities (both private and public) with Faculties of Law in Osun State, Nigeria, having 300 to 500-level students. The 300-500 level law undergraduates were chosen because the researchers believed that they must have used OPAC in the course of their training and also acquired ICT and information literacy skills after undergoing library orientation and instruction, as well as information literacy courses at the lower levels. In the second stage, a proportional quota sampling was employed. This involved a proportion of respondents (law undergraduates) in each subgroup (universities qualified for inclusion). This provided a representative sample due to the variation in the number of respondents from different universities (Tables 1 and 2). Additionally, in this study, it was ensured that the selected universities had installed a functional OPAC in their libraries.

The questionnaire was administered in one public university and four private universities in the State of Osun. The State of Osun is situated in the southwest region of Nigeria. The selected public university was Osun State University, while the selected private universities were Joseph Ayo Babalola University, Redeemer's University, Bowen University, and Adeleke University. Some universities, though situated in the region, were exempted. Obafemi Awolowo University was excluded from the study because there were no 300-level students [no enrollment for the academic year because of the National Universities Commission (NUC) issues on accreditation]. Fountain University was exempted because it did not have enrollment for 300-500 level students. Kings University, Oduduwa University, and Westland University were also excluded because they did not have a Faculty of Law.

Table 1

Population of law undergraduates in selected universities

Name of Institutions	Level			Total
	300	400	500	
Adeleke University, Ede.	77	68	75	220
Bowen University, Iwo.	51	55	55	161
Joseph Ayo Babalola University, Ikeji Arakeji.	68	97	76	241
Redeemer's University, Ede.	76	72	81	229
Osun State University, Osogbo.	175	181	167	523
Total	447	473	454	1374

Source: Admissions Office and Faculty Officers of selected universities

A sample of 286 respondents (194 females and 92 males) completed analyzable questionnaires. Each respondent returned a signed consent. The undergraduates were informed that they were free to withdraw from their participation at any time. The respondents' distribution according to the sampling methods was as follows: 107 (33%) at the 300 level, 112 (34%) at the 400 level, and 107 (33%) at the 500 level (Table 2). We expect that our sample is representative, as five universities were appropriately selected from the State.

Table 2

Sample size of law undergraduates in selected universities

Name of Institutions	Level			Total
	300	400	500	
Adeleke University, Ede.	15	14	15	44
Bowen University, Iwo.	10	11	11	32
Joseph Ayo Babalola University, Ikeji Arakeji.	14	19	15	48
Redeemer's University, Ede.	15	14	16	45
Osun State University, Osogbo.	53	54	50	157
Total	107	112	107	326

* For the proportional quota sampling, between 1-100 law undergraduates (a sample of 20% was taken) and between 101-200 law undergraduates (a sample of 30% was taken).

Instrument development

The self-report survey instrument [questionnaire] consisted of five sections.

1. Demographic characteristics
2. The purpose of OPAC usage among law undergraduates was informed by the studies of Chen (2011), Katz et al. (1974), and Papacharissi and Rubin (2000).
3. The frequency of OPAC usage by law undergraduates was derived from the adaptation of studies by Chen (2011), Katz et al. (1974), and Papacharissi and Rubin (2000).
4. The level of ICT skills among law undergraduates was formed through the adaptation of studies by Merritt, Smith, and Di Renzo (2005); Larres, Ballantine, and Whittington. (2003); Grant, Malloy & Murphy (2009); Palczyńska and Rynko (2021); and Reder et al. (2020).
5. The information literacy skills level of law undergraduates was developed through the adaptation of studies by Eisenberg (2003), Eisenberg (2008), and Eisenberg and Berkowitz (1999).

The first part inquired about the demographic attributes of the respondents, comprising

age range, sex, and academic level. The three demographic questions were closed-ended. The second section elicited two queries about the purpose of OPAC usage, which were answered on a 4-point Likert scale (Disagree, Strongly Disagree, Agree, and Strongly Agree). The third section on the frequency of OPAC usage was based on a 4-point Likert scale (Always Use, Occasionally Use, Rarely Use, and Not Use). The fourth section measured the level of ICT skills. This was based on a 4-point Likert-type scale, ranging from Very Low to Very High. The last segment included questions on the level of information literacy skills. This was also based on a 4-point Likert-type scale, ranging from Very Low to Very High.

The standard of the instrument draft was evaluated in two ways. First, copies were given to high-ranking academics for expert judgments and contributions. The modifications as contributions were incorporated before the administration of the questionnaire. Second, Cronbach's alpha statistical test was used to check the instrument's reliability. This involved a pilot study before collecting the study data. The instrument was administered to 30 law undergraduates of the University of Ilorin, a public university in North Central Nigeria. These 30 law undergraduates were not part of the carefully chosen respondents. The result of the statistical reliability test is presented in Table 3. The pre-testing results showed alpha value significance that varied from 0.81 to 0.99, with an overall value of 0.83 for OPAC usage, 0.99 for frequency of OPAC usage, 0.81 for ICT skills, and 0.88 for information literacy skills.

Table 3

Test of the reliability of the research instrument

S/N	Variable	Types	No of items	Cronbach's alpha value
1	Use of OPAC	Purpose	11	0.83
		Frequency	11	0.99
2	ICT skills	ICT skills	16	0.81
3	Information literacy skills	Information literacy skills	14	0.88

Data analysis

The data were analyzed at the 0.05 level of significance, as this was a study in the behavioral sciences. The study variables were linear and continuous, and a normal distribution was observed in the data sets; therefore, multiple regression analysis and Pearson Product-Moment Correlation (PPMC) were performed between the predictor and outcome variables.

Ethical approval

Before data collection, ethical consent was granted by the Adeleke University Research and Ethics Committee.

Results

Table 4 reveals the respondents' demographic characteristics. Out of 286 students, the majority were females (194, 67.8%). This implied that female respondents participated more in the current study. Furthermore, Table 4 presents the frequency distribution of the respondents by age, indicating that 184 (64.3%) were within the age range of 19 to 23 years, while only 0.7% of the students were within the age range of 29 to 33 years. The students' frequency distribution based on the level of study revealed that 106 (37%) of the respondents, constituting the majority, were 300-level law students. However, the other levels were in the range of close

to one-third of the total respondents, 30.1% for the 400-level students and 32.9% for the 500-level students. This suggested that all the levels were well represented, indicating a representative sample.

Table 4

Frequency distribution of demographic information of respondents

S/N	Demographic Information	Labels	Frequency	Percentage (%)
1	Sex	Male	92	32.2
		Female	194	67.8
2	Age range	Below 18 years old	74	25.9
		19-23 years old	184	64.3
		24-28 years old	26	9.1
		29-33 years old	2	0.7
3	Level of law undergraduates	300	106	37.0
		400	86	30.1
		500	94	32.9

Employing the PPMC analysis, the statistically significant relationships between the predictor variables and the outcome variable are presented in Table 5. Table 5 showed a positive, small correlation and a statistically significant relationship between information literacy skills and the use of OPAC by law undergraduates in the studied universities ($r = .250$, $N = 286$, $p < .05$). Schober, Boer and Schwarte (2018) suggest the standard as follows: (1) a significant correlation is between .50 and 1.0, (2) a medium correlation is between .30 and .49, and (3) a small correlation is between .10 and .29. This result showed a slight correlation between information literacy skills and the use of OPAC. Additionally, the Pearson correlation coefficient (.250) was positive, indicating a positive correlation between information literacy skills and the use of OPAC. The more information literacy skills students possess, the more effectively they can use the OPAC. Table 5 also revealed that the Pearson correlation coefficient between ICT skills and the use of OPAC was significant. We found a positive and moderate correlation between the study variables ($r = .346$, $N = 286$, $p < .05$). The more ICT skills students possess, the more they can utilize the OPAC.

Table 5

Relationship between information literacy skills, ICT skills, and use of OPAC among the respondents

S/N	Variable	Mean (x)	Std. Deviation	Use of OPAC (r)	P-value
1	Information literacy skills	82.48	11.77	0.250	.000
2	ICT skills	39.41	7.64	0.346	.000
3	Use of OPAC	22.85	7.25	1.000	-

The best predictor of OPAC use, among the two independent variables (information literacy skills and ICT skills), is presented in Table 6. According to Table 6, the most significant beta coefficient was 0.301, corresponding to ICT skills. This meant that the independent variable was the best predictor of the use of OPAC (the dependent variable). Therefore, ICT skills made the strongest unique contribution to describing the outcome variable when the variance explained by all other variables in the model was controlled for. The Beta value for information

literacy skills was lower (.028), indicating that it made a minor contribution to the model.

Table 6

Coefficient summary of ICT skills and information literacy skills by law undergraduates

Variables	B	SE (B)	Beta	T	P-value
Constant	27.453	6.905	-	3.976	.000
ICT skills.	.583	.131	.301	4.464	.000
Information literacy skills.	.066	.158	.028	-.418	.677

B=Unstandardized Regression Coefficient, SE= Standard Error of B, Beta= Standardized Regression Coefficient

The extent to which the two measures of information literacy skills and ICT skills predicted OPAC usage by law undergraduates in the studied universities, and the variance in using OPAC scores, were explained by the results on the two dimensions of the independent variables, as presented in Table 7. For the model summary (Table 7), the R-squared value indicates the proportion of variance in the dependent variable (use of OPAC) that is explained by the model, including the information literacy and ICT skills constructs. In the case of this study, the value was .062. This meant that our model (which included information literacy skills and ICT skills) explained 6.2% of the use of OPAC variance.

To evaluate the statistical significance of the results, it is essential to refer to Table 7. The study’s model reached statistical significance (Sig. = .000; this meant p was less than 0.05).

Table 7

Summary of regression analysis of the use of OPAC by law undergraduates

Model	SS	DF	MS	F ratio	P
Regression	6614.291	2	3307.145	12.585	0.000
Residual	73842.104	281	262.783		
Total	80456.394	283	2216.333		

R Square = .0623; Adj R2 = 0.0494; SEE = 16.41595; DF= Degree of freedom=2, 73842.104; F ratio = 12.585. SS = Sum of Squares; MS = Mean Sum of Squares; SEE = Standard Error of the Estimate; α = 0.05 Level of Significance; P= Probability Value.

The indicators of ICT skills that had a significant individual influence on OPAC usage by law undergraduates in the studied universities are presented in Table 8. The results showed that only two indicators of ICT skills, the ability to process information ($\beta = 0.278$; $P < 0.012$) and the ability to collaborate ($\beta = 0.209$; $P < 0.011$), which were less than 0.05, had an individual significant influence on OPAC usage by the studied law undergraduates.

Table 8

Coefficients summary of ICT skills indicators and use of OPAC

Variables	B	SE (B)	Beta	T	P-value
Constant	27.551	5.984	-	4.604	.000
Ability to source information.	.840	.849	.092	.990	.323
Ability to process information.	1.105	.435	.278	2.539	.012
Ability to communicate information effectively.	1.225	.762	.137	1.608	.109

Variables	B	SE (B)	Beta	T	P-value
Ability to collaborate and engage in virtual interactions.	1.806	.703	.209	-2.569	.011

B=Unstandardized Regression Coefficient, SE= Standard Error of (B), Beta= Standardized Regression Coefficient

The indicators of information literacy skills that had a significant influence on OPAC usage by law undergraduates of universities in Osun State, Nigeria, are presented in Table 9. The results indicated that only two indicators of information literacy skills, the ability to access information ($\beta = 0.290$; Sig. = 0.001) and the ability to analyze data ($\beta = -0.200$; Sig. = 0.018) being less than 0.05 had an individual significant influence on OPAC usage among law undergraduates in universities in Osun State, Nigeria.

Table 9

Coefficient summary of information literacy skills indicators and use of OPAC

Variables	B	SE (B)	Beta	T	P-value
Constant	37.191	6.281	-	5.922	.000
Ability to access information.	2.212	.687	.290	3.218	.001
Ability to analyse information.	-1.782	.752	-.200	-2.371	.018
Ability to evaluate information.	-.191	1.038	-.020	-.184	.854
Ability to apply information.	.840	.780	.096	1.077	.282

B=Unstandardized Regression Coefficient, SE= Standard Error of (B), Beta= Standardized Regression Coefficient

Discussion

More females participated in the present study than males. This finding is consistent with the Nigerian survey conducted by the International Bar Association (2022). They discovered that a favorable work environment encourages female lawyers in their career progression due to an improved mentoring and coaching system, as well as an accommodating work schedule. This could be responsible for inspiring and increasing the enrollment of female undergraduate law students. The study's findings reveal a significant positive correlation between ICT skills and OPAC usage by law undergraduates. This is unsurprising, as a technological system would require that requisite technology skills be possessed before it can be used sufficiently (Fati & Adetimirin, 2017; Alabi, 2020; Anyim, 2018; Madu et al., 2018). This means that law undergraduates will engage more in OPAC and its housed e-resources for their academic and research activities when they are better armed with ICT skills. In agreement, Agwunobi and Umoren (2020) demonstrated that OPAC was the most engaged search and retrieval information system by law undergraduates. Although this study did not associate this characteristic with ICT skills, as it was not a factor in the study, most students of this generation are digital natives. They could have been drawn to OPAC's usage because they are conversant with computers, digital devices, and social media, which are inclinations towards ICT skills. However, our study contradicts Ezema and Chizoba's (2018) observation that law undergraduates have inadequate access to core law e-resources. This is most likely because the OPAC is not being sufficiently deployed in the harmonization of digital resources for obtaining information in the studied libraries.

Our study also discloses that the correlation coefficient between information literacy skills and OPAC usage is significant and positive. This also implies that as the skills of law undergraduates in information literacy are enriched, the use of OPAC will likely improve. This finding is similar to Ezema and Chizoba's (2018) results about law undergraduates. Ezema and Chizoba found that students could utilize databases containing law e-resources because they self-reported that the necessary information literacy skills were acquired through library staff support. The current study suggests that if law undergraduate OPAC usage is supported by well-articulated training and professional assistance regarding information literacy skills, OPAC usage will likely receive a boost.

A small correlation exists between information literacy skills and OPAC usage, while a medium correlation occurs between the constructs of ICT skills and OPAC usage. This revelation is not too surprising as the utilization of ICT facilities and tools, that OPAC is also one, which helps to store, process and organize information (Hashmi et al., 2019) is initiated by the possession of ICT skills assisting users to satisfy their need for information maximally (Madu et al., 2018). Although information literacy skills have a lesser predictive value for OPAC usage in this study, they influence OPAC usage in conjunction with ICT skills. This result is consistent with Naik and Nikam (2014), who observed that getting used to any technology cannot be separated from the ICT skills of its users and knowing what the technology is all about by sufficient orientation and training that will create an awareness of the technology. Orientation and training focus on information literacy, leading to the acquisition of information literacy competencies for their effective utilization.

Our study reveals that only two indicators of ICT skills, the ability to process information and collaborate, have a significant individual influence on the use of OPAC. Likewise, two indicators of information literacy skills—the abilities to locate and analyze information—have a substantial impact on OPAC usage for an individual. Law undergraduates have indicated what they would do as would-be lawyers. Lawyers process a considerable amount of information and frequently work in collaboration. These qualities have also been revealed in their indication of ICT skill determinants. They would need to be equipped with the ability to process information and collaborate effectively on ICT skills to utilize OPAC adequately in their institutions.

Additionally, the information literacy skill indicator of the ability to analyze is a necessity for law undergraduates to use the OPAC in this study. They are most likely to encounter a myriad of information from different sources when they search using the OPAC. Therefore, they would need basic steps on how to sieve essential details for their various undertakings. This is consistent with Naik and Nikam (2014) and Shokane and Bopape (2023) who showed that despite a fair number of law undergraduates being accustomed to search functionalities of OPAC, they mainly lacked skills in searching for information reflecting on the low level of the ability to analyze essential information generated from OPAC affecting information retrieval via OPAC. Another indicator of information literacy skills revealed by the respondents is their inability to access information. This is also supported by Naik and Nikam (2014), who indicated that an inadequate knowledge of OPAC by law undergraduates was a significant cause of the non-use of OPAC. Insufficient knowledge by the respondents could affect their ability to access information through the OPAC, leading to its poor usage.

Overall, the contribution of information literacy skills and ICT skills considered in this study accounted for a 6.2 percent variance in OPAC usage, based on the outcomes of the multiple regression results. This means that information literacy skills and ICT skills account

for less than a tenth of the variance in using the OPAC. Although the variance may appear small, the scales of both information literacy skills and ICT skills correlate substantially with the use of OPAC, as indicated by the statistically significant relationship and correlation coefficient values. The results of this study show that the respondents affirm individual factors related to users, underscoring major indicators of information literacy skills and ICT skills that affect OPAC usage. This result cannot be ignored. This discovery becomes vital in this study, regardless of the contributions that the explanatory variables (information literacy skills and ICT skills) make to the response variable (OPAC usage).

This study contributes empirically to advancing the research on information literacy skills, ICT skills, and OPAC usage among law undergraduates. Available information resources can be accessed through a specific database, such as an OPAC, which brings together relevant legal information resources through a single access point. Correspondingly, the present study sheds light on the few things that are known and further reveals new connections between the outcome variable and the factor variables, particularly for law undergraduates and their indicators. The study also provides practical implications. As the law undergraduates' ICT and information literacy skills are enhanced, the study offers a positive indication regarding the interest of law undergraduates in using e-resources and a worthwhile opportunity to maintain the instruction and teaching of information literacy skills in academic libraries (including law libraries) and the devising of educational measures to boost relevant ICT skills of students. Furthermore, the study suggests a high likelihood that law undergraduates will utilize OPAC in their academic and professional endeavors. This makes the spending on OPAC deployment in many universities justifiable.

Additionally, the study provides evidence of the applicability of the theories and model used in the study. The study substantiates that the respondents play an active role in the information system they use, particularly in terms of the skills they possess, ICT, and information literacy, which supports the UGT. The study further supports the notion that ICT skills are consistently related to individuals' interrogation of information-processing practices (OPAC usage by law undergraduates in various contexts). This discusses the validation of the Practice Engagement Theory as applied in the study. Finally, regarding the Big6 information model, the study verifies that information literacy skills can intermingle with technology systems, such as the OPAC, assisting students in finding, using, applying, and evaluating valuable information.

It is essential to note that this study did not account for unmeasured variables that may influence the supposed cause and effect. Concerning the low prediction power of the regression, indicating the limited predictive potential of ICT and information literacy skills regarding OPAC usage, cautions exist. The study's findings could vary when the unmeasured gender, age range, and level variables of law students are included in the statistical analysis.

The study's implications for library and information science development demonstrate the impact of enhanced ICT and information literacy skills on encouraging OPAC usage among law undergraduates and ultimately contribute significantly to the development of law libraries and information centers. With improved support for ICT and information literacy skills in OPAC usage among law undergraduates, there can be better-quality information retrieval, value-added research capabilities, increased accessibility, and more efficient library engagement. By leveraging ICT and information literacy skills cum OPAC usage, law libraries and information centers can transform their services, improve law undergraduates' experiences,

and contribute to the development of informed and digitally knowledgeable communities.

Conclusions

Although the study's results extend our understanding of the synergy among the variables, the present study has shortcomings that identify future research opportunities. Foremost, our study selected respondents using sampling techniques that have weaknesses regarding the generalizability of the results. Nevertheless, the methods were suitable due to the characteristics of the data collected from the south-west state of Nigeria. Furthermore, the study used a self-reported questionnaire, which has its advantages as a data-collection instrument; however, it reduces validity. The questionnaire gathered information from law undergraduates in the researched state in Nigeria, though OPAC usage (as the outcome variable) and ICT and information literacy skills (as predictor variables) may be different in other Nigerian states and universities (public and private). Not only this, but other variables may also influence OPAC usage. It would be beneficial to conduct similar studies in different states, regions, and diverse university types to compare results, thereby facilitating better generalization.

The use of other instruments, apart from the questionnaire, such as focus group discussions and an interview guide with a qualitative approach, could add a rich dimension to the study. Additionally, the bias introduced by social desirability was not formally controlled in the data analyses because the study questionnaire did not address matters of sensitive concern. However, this study will lead to other related studies, as there are scant pieces of literature in this area.

The primary objective of this study was to investigate the relationship between ICT skills and information literacy skills and their predictive value for OPAC usage among law undergraduates in Nigeria. Considering the competitive setting in which Nigerian universities now operate, especially with the commercialization of education, that is, private universities thriving progressively, it is all-important for university management to encourage the use of OPAC which will assist students with catalogued and classified information resources to increase access and boost the academic and research aptitude of law undergraduates. The Nigerian Law School has become a platform where universities showcase their academic prowess, with various institutions taking pride in their students' outstanding performance in the yearly examination. Increased OPAC usage would be a way to ensure that law undergraduates consistently use law information resources. The study's findings reveal that ICT and information literacy skills predict OPAC usage, and that ICT skills are more predictive of OPAC usage among law undergraduates compared to information literacy skills, highlighting their critical role. Consequently, universities should enhance the ICT skills training of law undergraduates while also not neglecting programs that will upgrade information literacy skills.

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