8.0. Introduction

This chapter provides the summary and conclusions of this study. The main focus is on the finding that the objectives of the study have been achieved. To sum up the major objectives of this research; first, to get to know the current status of OPAC/Web OPAC facilities and services; second, to assess the attitudes of the users towards the OPAC/Web OPAC facilities, services, features and problems. Finally, based on the second objective, of the study the user satisfaction, affirmative perception, post search affirmative perception of OPAC/Web OPAC. The chapter begins with a brief introduction of OPAC/Web OPAC. The major findings of this research are discussed in the next section. Finally, topics for future research are suggested.

8.1. Issues Studied and Analysed

The first Law University setup in Bangalore was named the National Law School of India University (NLS). It was therefore for the first time that a law degree other than LLB or BL was granted in India. The next in line was National Law Institute University set up in Bhopal in 1997. It was followed by NALSAR university of Law in 1998. The researcher found six law Universities in South India. Out of these six Law University libraries, three libraries have Koha open sources software, two libraries have commercial library automation software and one Law University has In-house developed library automation software. Out of the six Law University libraries four libraries have Wi-Fi Internet connection. Four libraries have Web OPAC library resources searching facility but two libraries do not have Web OPAC searching facility. All the libraries have OPAC resource searching facility. In most of the Law University Libraries OPAC/Web OPACs score high in case of access points, bibliographic display, simple search, search methods, display search strategy, simple layout, and support of MARC format. The T.N. Dr. Ambedkar Law University library has OPAC 2.0 features.
The researcher prepared a user questionnaire on the basis of the research problem, objective and hypotheses. The user questionnaire contained 29 questions. All the questions had a multiple choice format. The research questionnaire applied five point Likert’s scale. The total sample size of this study was 30.5%. The number of filled questionnaires received was 671 which included 387 LLB students, 221 LLM students, 27 members of the teaching staff and 36 research scholars of Law Universities in South India.

The sample population was chosen by using the convenience sample method. 839 user questionnaires were distributed to users and only 671 filled in usable questionnaires were returned making a sizable response rate of 79.97% which was found adequate for the analysis. Statistical techniques (descriptive and inferential statistics) were used in analyzing the data. All inferential statistics used the .05 level of significance and all analyses were performed using SPSS software. While a detailed study and interpretation of the data is presented in chapters – 6 and chapter 7, the summary and the findings of the study are listed in the following sections.

8.2 Summary of Findings

Use of OPAC/Web OPAC

1. Frequency of library visits was found to differ among library users. 371 (55.3%) respondents used to visit library daily and only a few respondents (3.3%) rarely visited the library (Table 6.2.1).

2. With regard to the use of OPAC/Web OPAC, 618 (92.1%) respondents were used to OPAC/ Web OPAC. On the other hand, only 53 (7.9%) respondents did not use OPAC/Web OPAC (Table 6.2.2).

3. There is no significant relationship between the use of OPAC/Web OPAC and the status of the respondents. About 9.3% (36) of the LLB students did not use OPAC/Web OPAC (Table 6.2.3).
4. There is no significant relationship between the use of OPAC/Web OPAC and the gender of the respondent. Nearly 21(6.2%) male respondents did not use OPAC/Web OPAC and 32(9.6%) female respondents did not use OPAC/Web OPAC. (Table 6.2.4).

5. There is no significant relationship between the use of OPAC/Web OPAC and age group of respondents. Below 10% of the respondents did not use OPAC/Web OPAC from all the age groups (Table 6.2.5) and there is no significant relationship between the use of OPAC/Web OPAC and the qualification of the respondents (Table 6.2.6).

6. With regard to the type of documents searched in the OPAC/ Web OPAC by the respondents, the majority of the respondents agreed that they search for book(s) (mean =4.28), reference book(s) (mean =4.01), report(s) (mean =3.27), journal(s) (mean =3.91) in their library OPAC/ Web OPAC and least number of the respondents searched for theses in their library OPAC/ Web OPAC (mean value of disagreement =2.83) (Table 6.2.7).

7. With regard to the extent, of the use of the OPAC/ Web OPAC facility, 148 (23.9%) of the respondents used it a very great deal and 21(3.4%) respondents did not use the OPAC/ Web OPAC (Table 6.2.8) at all.

8. The relationship between the extent of the use of OPAC/Web OPAC and the respondent status, educational qualification and age is statistically significant (Table 6.2.9, 6.2.11 and 6.2.12).

9. There is no significant relationship between the extent of use of OPAC/Web OPAC and the respondent gender. It is presented in the table 6.2.10 ($\chi^2 = 7.350; df = 4; P>0.05$ NS).

10. The majority of the respondents who responded agreed that they search OPAC/Web OPAC for the required document by Author search entry (mean=4.17), by title search entry (mean = 4.06), by subject search entry
(mean = 3.98), by publisher entry (mean = 3.09), by topical key word(s) entry (mean = 3.39), by edition statement entry (mean = 3.05) (Table 6.2.13).

11. The overall relationship between the type of elements used to search for the required document in the OPAC/Web OPAC and the age group and educational qualification of the respondents is statistically significant (Table 6.2.14 and 6.2.15).

12. There is no significant relationship between the author search entry, the title search entry, the series statement search entry, the literary work (s) search entry and edition statement search entry used to search for the required document in the OPAC/Web OPAC and the Gender of the respondents (Table 6.2.16).

13. Majority of the respondents (82.1%) were able to locate the documents of their interest in their library OPAC/Web OPAC (Table 6.2.17). The chi-square test indicated that there is a significant relationship between locating the documents in the library OPAC/Web OPAC and the gender (Table 6.2.19). There is no significant relationship between locating the documents in the library OPAC/Web OPAC and the respondent’s educational qualification and status of (Table 6.2.20 and 6.2.21).

14. A large number of (41.4%) respondents estimated the rate the success of locating the document of their interest in the OPAC/Web OPAC at 75% (Table 6.2.22).

15. The overall relationship between the rate of success of locating the document of their interest in the OPAC/Web OPAC and the age group and gender of the respondents is statistically not significant (Table 6.2.23 and 6.2.26).

16. It is seen from the data analysis that there is a significant relationship between the rate of success of locating the document of their interest in the OPAC/Web OPAC and the respondents’ educational qualification and status of respondents (Table 6.2.24 and 6.2.25).
17. About 468 (69.7%) respondents stated that their use of the OPAC/Web OPAC was guided by library OPAC/Web OPAC. There is no significant relationship between the guidance sought by the respondents in using library OPAC/Web OPAC and gender, educational qualification, status and age groups of the respondents (Table 6.2.27 to 6.2.31).

18. The mean value shows that the majority of the respondents agreed that they learned how to use the OPAC/ Web OPAC from a friend or someone at a nearby computer (mean=3.37), from library staff (mean=3.25), from a library course or orientation (mean=3.05), on their own (mean=3.20) (Table 6.2.32). The maximum score among the methods used to learn to use OPAC/ Web OPAC is 30 and the minimum score is 6, when we compare these scores between Males and Females, the mean score obtained by females (18.79) is considerably more than the score obtained by males (17.91) and this difference is found to be statistically highly significant (t= 2.730; P=0.007 HS) (Table 7.3). When we compare these scores between statuses, the mean score obtained by LLB students (18.60) is only slightly more than the score obtained by other statuses and Research scholars (17.30) are comparatively less than the score obtained by other statuses. It is found to be statistically not significant (F=1.613; P=0.185 NS) (Table 7.7).

Perception about the Use of OPAC/Web OPAC

19. The South Indian Law library users have affirmative perceptions towards the use of OPAC/Web OPAC. It is shown in table 6.3.1 that majority of the respondents agreed that the OPAC/Web OPAC was easier to use than they expected (mean=3.69), it was fun to use (mean=3.10), it was easy to use (mean=3.58), it helped them to find the documents faster (mean=3.73), they found more items than expected (mean=3.44), they were comfortable with simple search of OPAC/ Web OPAC (mean=3.60), they were comfortable with the complex/Advanced search of OPAC/ Web OPAC (mean=3.35), they were comfortable with the quick search of OPAC/ Web OPAC (mean=3.60), they were comfortable when using OPAC/Web OPAC (mean=3.70).
20. The maximum score among the affirmative perceptions about the library OPAC and Web OPAC among the respondents is 55 and the minimum score is 11, when we compare these scores between Males and Females, the mean score obtained by females (36.67) is just slightly more than the score obtained by males (35.88) and is found to be statistically not significant (t=1.606; P=0.109) (Table 7.4). When we compare these score between statuses, the mean scores obtained by Research scholars (37.72) is considerably more than the score obtained by other statuses and LLM students (17.30) are comparatively less than the score obtained by other statuses. It is found to be statistically not significant (F= 0.920; P=0.431) (Table 7.8).

21. The overall relationship between the affirmative perceptions about the library OPAC / Web OPAC among the respondents and the age group of respondents is statistically significant. (Table 6.3.2).

22. With regard to ‘post search affirmative perceptions of the respondents about their library OPAC /Web OPAC use’, majority of the respondents agreed with the opinions: 1). it was easy to use the library OPAC/Web OPAC for whatever they wanted to search (mean=3.60), 2) interaction with the library OPAC to carry out my search was clear and understandable (mean=3.62), 3) overall, this library OPAC was helpful in assisting me to search the documents effectively (mean=3.71), 4) it would take a great deal of effort and practice for me to learn to use this library OPAC with proficiency (mean=3.21), 5) my friends could use this library OPAC to search effectively with little or no training (mean=3.42), 6) once I found a book on a subject or topic, it was easy to continue the search to find additional books on the subject (mean=3.61), and 7) when a full, detailed OPAC record for a book was displayed, it was easy to read that display to find specific information about the book(s) (mean=3.63) (Table 6.3.5).

23. With regard to ‘post search affirmative perceptions of the respondents about their library OPAC/Web OPAC Use versus Gender of respondents’, the maximum score among the post search affirmative perceptions of the respondents about their library OPAC and Web OPAC use is 35 and the
minimum score is 7, when we compare these scores between Males and Females, the mean score obtained by females (24.86) is little more than the score obtained by males (24.71) and found to be statistically not significant (t=0.378; P=0.705 NS) (Table 7.13). When we compare these scores between statuses, the mean score obtained by Teaching staff (26.29) is comparatively more than the score obtained by other statuses and LLM students (24.04) are comparatively less than the score obtained by other statuses. It is found to be statistically significant (F=3.587; P=0.014) (Table 7.16).

24. The overall relation between the post search affirmative perceptions about the library OPAC / Web OPAC among the respondents and age groups of respondents is statistically not significant (Table 6.3.6).

Users Attitudes Towards the Use of OPAC/WEB OPAC

25. The analysis found that respondents have positive attitudes about the use of OPAC/Web OPAC service and facility. Majority of the respondents agreed with the opinions: 1) ‘they could access OPAC/Web OPAC stand alone system (mean value of 3.18 out of 5)’, 2) ‘they access OPAC/Web OPAC library premises (mean = 3.56)’, 3) ‘It is easy to be familiar with this OPAC/Web OPAC (mean = 3.56)’, 4) ‘the OPAC/Web OPAC to have more flexible interfaces (mean=3.59)’, 5) ‘library holding searching will be easier and faster with the OPAC/Web OPAC (mean = 3.81)’, 6) ‘It is easy to read information provided in the OPAC/Web OPAC (mean=3.69)’, 7) ‘the OPAC/Web OPAC search by author is easy (mean = 3.72 )’, 8) ‘OPAC/ Web OPAC search by call number is easy (mean = 3.22)’, 9) ‘OPAC/ Web OPAC scanning through a long display (forward or backward) is easy (mean=3.32)’, 10) ‘OPAC/ Web OPAC reducing the result when too much is retrieved is easy (mean=3.24)’, 11) ‘In OPAC/ Web OPAC using codes or abbreviations for searching is easy’ (mean=3.31)’, 12) ‘the OPAC/Web OPAC is easy to remember (mean = 3.36)’, 13) ‘The order in which items are displayed is easy to understand in OPAC/ Web OPAC (mean=3.45)’, 14) ‘the displayed messages are too long in OPAC/ Web OPAC (mean=3.12)’, 15) ‘selecting from a list of choice takes too much time (mean=3.11)’, 16) ‘understanding the
display for a single book, journal or magazine is easy’ (mean=3.47; Table 6.4.1).

26. The maximum score among the respondents attitudes towards the use of library OPAC/Web OPAC is 80 and the minimum score is 16 (Table 7.5). When we compare the scores between males and females, the mean score obtained by females (55.05) is comparatively more than the score obtained by males (54.37) and is found to be statistically not significant (p=0.414). When we compare these scores between statuses, the mean score obtained by teaching staff (57.88) is comparatively more than the score obtained by other statuses and the mean score by LLM students (53.78) are comparatively less than the score obtained by other statuses. It is found to be statistically not significant (p=0.202) (Table 7.9).

27. The tabulated data on the respondents’ attitudes towards the use of library OPAC/Web OPAC versus age group of respondents reveals that the relationship between these variables is stastically significant (Table 6.4.2).

28. With regard to ‘respondents attitudes towards the use of library OPAC/Web OPAC versus age group of respondents’ there is no significant relationship between the opinion sought in the statements ‘It is easy to read information provided in the OPAC/Web OPAC’, ‘OPAC/ Web OPAC scanning through a long display (forward or backward) is easy’, ‘In OPAC/ Web OPAC using codes or abbreviations for searching is easy’ and age group of the respondents.

29. Majority respondents have positive attitudes towards elements used by them to search OPAC/ Web OPAC (Table 6.4.5).

30. The maximum score among the elements used to search OPAC/ Web OPAC by the respondents is 40 and the minimum score is 8 (Table 7.6). When we compare the scores between males and females, the mean score obtained by females (26.69) is comparatively more than the score obtained by males (26.59) and is found to be statistically not significant (p=0.807).
31. The maximum score among the elements used to search OPAC/ Web OPAC by the respondents is 40 and the minimum score is 8 (Table 7.10) When we compare these scores between statuses, the mean score obtained by LLM students (27.13) is comparatively more than the score obtained by other statuses and the mean score obtained by LLB students (26.50) is comparatively less than the score obtained by other statuses. It is found to be statistically not significant (p=0.270).

32. With regard to ‘attitudes towards elements used to search OPAC/ Web OPAC by the respondents versus age group of respondents’ there is no significant relationship between the opinion of the respondents about the statements: 1) that ‘users enter the author’s full name element while searching the OPAC/Web OPAC’, 2) ‘enter the subject heading or heading element while searching the OPAC/Web OPAC’ and 3) ‘users enter the complete call number element while searching the OPAC/Web OPAC’ and age group of the respondents.

33. With regard to ‘attitudes towards elements used to search OPAC/ Web OPAC by the respondents versus age group of respondents’ there is significant relationship between the opinion of the respondents about the statements: 1) that ‘they enter the part of an author’s name element while searching the OPAC/Web OPAC’, 2) ‘they enter the complete title element while searching the OPAC/Web OPAC’, 3) ‘they enter the part of a title element while searching the OPAC/Web OPAC’, 4) ‘users enter the topic word or words element while searching the OPAC/Web OPAC’ and 5) ‘they enter part of a call number element while searching the OPAC/Web OPAC’ and the age group of the respondents.

34. Majority respondents have positive attitudes towards the type of materials that they were trying to find (Table 6.4.9).

35. The maximum score among attitudes towards the type of materials respondents were trying to find is 30 and the minimum score is 6 (Table 7.11). When we compare these scores between Males and Females, the mean score
obtained by females (21.92) is comparatively more than the score obtained by males (21.17) and their is found to be statistically significant (p=0.031).

36. The maximum score among attitudes towards the type of materials respondents were trying to find is 30 and the minimum score is 6 (Table 7.14). When we compare these scores between statuses, the mean score obtained by Teaching staff (22.18) is comparatively more than the score obtained by other statuses and the score obtained by LLM students (21.36) is comparatively less than the score obtained by other statuses. It is found to be statistically not significant (p=0.807).

37. With regard to ‘attitudes towards the type of materials respondents were trying to find versus age group of respondents’ there is significant relationship between the opinion of the respondents about the statements: 1) ‘they try to find a specific book, journal or magazine in OPAC/Web OPAC’, 2) ‘they try to find Books, journals or magazines on a topic or subject in OPAC/Web OPAC’, 3) ‘most of the respondents agreed that they try to find Books by a specific author in OPAC/Web OPAC’, 4) ‘they try to find Information such as publisher, date, spelling of a name, etc. in OPAC/Web OPAC’, 5) ‘If a book that I know the library has is available for my use’, 6) ‘they try to find another library that has a book, journal or magazine that they want’ and the age group of the respondents (Table 6.4.10).

38. Majority respondents have positive attitudes towards purpose of the OPAC/Web OPAC search (Table 6.4.13).

39. With regard to ‘attitudes towards purpose of the OPAC/Web OPAC search versus age group of respondents’ there is a significant relationship between the opinion of the respondents about the statement that they search OPAC/Web OPAC for the purpose of recreation, making or fixing something, their work, their personal interest, hobby, part of class or course reading, preparing a term paper or report, completing their thesis or dissertation, writing articles for publication, teaching or planning a course, keeping up to date on a topic / subject and the age group of the respondents (Table 6.4.14).
40. With regard to ‘attitudes towards purpose of the OPAC/Web OPAC search versus educational qualification’ there is significant relationship between the opinion of the respondents about the statement that they search OPAC/Web OPAC for the purpose of recreation, making or fixing something, their work, their personal interest, hobby, preparing a term paper or report, teaching or planning a course and the educational qualification of the respondents (Table 6.4.15).

41. With regard to ‘attitudes towards purpose of the OPAC/Web OPAC search versus gender of respondents’ there is significant relationship between the opinion of the respondents about the statement that they search OPAC/Web OPAC for the purpose of; recreation, making or fixing something, part of Class or course reading, writing articles for publication, teaching or planning a course, keeping up to date on a topic / subject and the gender of the respondents (Table 6.4.16).

42. Majority of the respondents have positive attitudes towards finding the object of the OPAC/Web OPAC (Table 6.4.17).

43. The maximum score among the attitudes towards finding the object of the OPAC/Web OPAC is 20 and the minimum score is 4 (Table 7.12). When we compare these scores between Males and Females, the mean score obtained by males (12.90) is marginally higher than the score obtained by females (12.80) and is found to be statistically not significant (p=0.623).

44. The maximum score among the attitudes towards finding the object of the OPAC/Web OPAC is 20 and the minimum score is 4 (Table 7.15). When we compare these scores between statuses, the mean score obtained by Teaching staff (13.40) is comparatively more than the score obtained by other statuses and the score obtained by LLM students (13.01) is comparatively less than the score obtained by other statuses. It is found to be statistically not significant (p=0.222).
45. With regard to ‘attitudes towards finding the object of the OPAC/Web OPAC versus age group of respondents’ there is significant relationship between the opinion of the respondents about the statements; 1) ‘they found more materials than what they were looking for’, ‘they found all the materials they wanted’, 2) ‘they found at least some of the items for which they were looking’ and 3) ‘they found none the materials they wanted’ and the age group of the respondents and the age group of the respondents (Table 6.4.18).

46. Most of the respondents were in favour of the view that it was easy to use the library OPAC/Web OPAC and only 46(6.9) users expressed the view that it was very difficult to use the library OPAC/Web OPAC (Table 6.4.21).

47. The chi-square test indicates that there is a very highly significant relationship between the ease of the use of the library OPAC/Web OPAC by the respondents and respondent status (Table 6.4.22).

48. There is a very highly significant relationship between the ease of use of the library OPAC/Web OPAC by the respondents and respondent age. 80.5% of the respondents in >30 years age group said that the use of the library OPAC/Web OPAC is easy. (Table 6.4.23).

49. There is a significant relationship between the ease of use of the library OPAC/Web OPAC by the respondents and gender (Table 6.4.24).

50. It is found that the majority (83.6%) of the respondents were satisfied with the use of OPAC/Web OPAC and just 110 (nearly 16.4%) of the respondents found the use of OPAC/Web OPAC (Table 6.4.25) unsatisfactory.

51. The chi-square test indicates that there is no significant relationship between the level of satisfaction among the respondents about the library OPAC/Web OPAC use and respondent status (Table 6.4.26).
52. There is no significant relationship between to level of satisfaction among the respondents about the library OPAC/Web OPAC use and gender (Table 6.4.27).

53. The chi-square test indicates that there is a highly significant relationship between the level of satisfaction among the respondents about the library OPAC/Web OPAC use and respondent age (Table 6.4.28).

54. There is a significant relationship between the level of satisfaction about the results of OPAC/Web OPAC searches and respondent status (Table 6.4.29).

55. There is very high significant relationship between the level of satisfaction about the results of OPAC/Web OPAC searches and respondent age (Table 6.4.30).

56. The chi-square test indicates that there is no significant relationship between the level of satisfaction about the results of OPAC/Web OPAC searches and gender (Table 6.4.31).

57. It is found that the majority (87.1%) respondents were satisfied with the results of OPAC/Web OPAC searches and 42(6.3%) of the respondents found the results of OPAC/Web OPAC searches very unsatisfactory (Table 6.4.32).

**Problems in Use of OPAC/WEB OPAC**

OPAC search’, 11) ‘the problem of unrecognized characters in OPAC/Web OPAC’, 12) ‘the problem of lack of knowledge of subject searching’, and 13) ‘the problem of no records coinciding with the OPAC/Web OPAC search’ (Table 6.5.1).

59. The relationship between the opinions of the respondents about the problems of OPAC/Web OPAC and the age group of the respondents is statistically significant (Table 6.5.2).

60. The overall relationship between the opinion of the respondents about the problems of OPAC/Web OPAC and the educational qualification of the respondents is statistically significant (Table 6.5.3).

61. The tabulated data on the opinion of the respondents about the problems on OPAC/Web OPAC and the gender of the respondents reveals that the relationship between these variables is statistically significant (Table 6.5.4).

**Users and Features of the OPAC/Web OPAC**

62. The overall mean value shows that the majority of the respondents recognized the features: 1) ‘providing step by step instructions’, 2) ‘searching by any word or words in a title’ in the library OPAC/Web OPAC’, 3) ‘searching by any word or words in a subject heading’, 4) ‘limiting search results by date of publication’, 5) ‘limiting search result by language’, 6) ‘ability to search by journal title abbreviations’, 7) ‘ability to change the order in which items are displayed’, 8) ‘ability to view a list of words related to my search words’, 9) ‘ability to search by call number’, 10) ‘ability to know if a book is checked out’, 11) ‘ability to tell where a book is located in the library’, 12) ‘character and Image on the screen’, 13) ‘browsing and navigating style’ (Table 6.6.1).

63. The relationship between the opinions of the respondents about the features of OPAC/Web OPAC and their age group is statistically not significant (Table 6.6.2).
64. The overall relation between the opinion of the respondents about the features of OPAC/Web OPAC and the educational qualification of the respondents is statistically not significant (Table 6.6.3).

65. The tabulated data on the opinion of the respondents about the features on OPAC/Web OPAC and the gender of the respondents reveals that the relationship between these variables is statistically significant (Table 6.6.4).

8.3. Recommendation

- Librarians must try to make their OPAC/Web OPAC more user-friendly by adopting techniques and technologies.
- Library staff should provide assistance to OPAC/Web OPAC users.
- Librarians should try to instruct users in the fruitful, efficient and proper ways of using the OPAC/Web OPAC and provide training programmes or workshops on OPAC/Web OPAC searching skills. This training should focus on the skills of using OPAC/Web OPAC such as services and facilities of OPAC/Web OPAC.
- Law library users should be advised and encouraged to seek help from the librarian when using OPAC/Web OPAC.
- Librarians should provide printed instructions on OPAC/Web OPAC use. Generally, users do not use this type of instructions but when they are confused about using OPAC/Web OPAC, they will fall back on printed instructions.
- Librarians should introduce the law library portals with the feature of web-based OPAC.
- Librarians must try to implement OPAC/Web OPAC 2.0 concepts; it includes spell-Check, commenting, rating, tagging, book suggestion based on loans, Application Program Interface, selected dissemination of information and book suggestion.
8.4. Suggestions for Future Studies

From the review of the literature on Online Public Access Catalogue, there are very few studies on attitudes of library users toward the use of OPAC/Web OPAC. Hence there is a wide scope to carry out research on attitudes towards use of OPAC and Web OPAC in different library environments and their users. In future, a researcher can choose the following areas of studies.

- Further studies may be undertaken in matching OPAC/Web OPAC user interfaces to user need.
- Further studies can also be carried out on the user characteristics of keyword searching in an OPAC/Web OPAC.
- Study on attitudes of library users toward the use of OPAC 2.0.
- Study on attitudes of library users toward the use of bilingual OPAC / Web OPAC.
- Evaluation of World Wide Web access to OPACs of public /Academic/Special libraries.
- Study on using an OPAC/Web OPAC to deliver digital collections.
- Further studies can also be carried out on the perceptions of cataloguers and end users towards bilingual authority files.
- Study on attitudes of library Older Adult users toward the use of OPAC /Web OPAC.
- Study on attitudes of the new generation of users toward the use of New generation of OPAC/Web OPAC.

8.5. Conclusion

The OPAC/Web OPAC is a very important component of the law library system because most of the respondents stated that the OPAC/Web OPAC has helped them in their work, for writing articles for publication, class or course reading and for preparing a term paper or report. Most law library users use it to find books and reference books. Majority of the law library users had favorable perception and attitudes towards the use of OPAC/Web OPAC. However, a few law library users do not utilize the OPAC/Web OPAC services and facilities. This is mainly due to lack of OPAC/Web OPAC using skill and insufficient knowledge of the OPAC/Web OPAC.
No doubt these findings are very helpful for librarians, information scientists and OPAC/Web OPAC designers.

The third generation of OPAC/Web OPAC is what exists today with its computer/web interface and advance searching abilities. With an OPAC/Web OPAC, library users may add comment or rating to records of books they have borrowed from the library. All this information may help other readers to know if the book they just identified will satisfy them. Library users may also discover books of interest thanks to the functions “suggested reading”. Another possibility is to tag the record with their own keywords and thus enrich the catalogue with a Folksonomy that is closest to other users’ vocabulary. Those tags facilitate the search function and help users to identify books of interest.