

BIBLIOGRAPHY

WONG, RIA DAYDAY. APRIL 2013. "My Info" and "Book Bag": Web Evaluation of the Two Features of Online Public Access Catalog (OPAC) as an Information System (IS) of Benguet State University. Benguet State University, La Trinidad, Benguet.

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ABSTRACT

The study was generally conducted to evaluate the usability of the Online Public Access Catalog's "My Info" and "Book Bag" features as an Information System of the Benguet State University Library. Specifically, it aimed to identify the existing holding of the BSU Library and how are these categorized in the OPAC; determine the awareness level of the respondents on the "My Info" and "Bookbag" features of the OPAC; determine the evaluation of the BSU OPAC's "My Info" and "Book Bag" features by BSU students based on its usability; determine the problems encountered by the respondents in using the BSU OPAC's "My Info" and "Book Bag" features; and determine the suggestion or comments of the respondents for the improvement of BSU OPAC's "My Info" and "Book Bag" features.

The researcher conducted the study from December 2012 to February 2013.

Data were gathered through key informant interviews using guide questions with the BSU Library OPAC Administrators. Survey questionnaires were also administered



through a survey to the fifty student-respondents. Frequency counts, percentages were used to interpret the data.

The study found out that the BSU OPAC holdings contain various formats of materials and these materials were located in BSU-ULIS and some were located in the three unit libraries of the university and were categorized according to the loaning policy of the materials.

Findings also revealed that the two features of the OPAC being an Information System in BSU Library were effective but not being fully utilized due to lack of awareness of the respondents.

The analysis also showed that since the BSU Library OPAC was still in the process of encoding stage, there are still rooms in improving it in terms of providing user education, hardware and software maintenance and increase manpower or trained personnel.

As also recommended by the Key Informant, BSU-ULIS may consider adding trained personnel to focus on the maintenance of the OPAC as well as the suggestions and comments of the respondents may also be considered for the improvement of the two features of the OPAC.

The researcher recommends that OPAC Administrators may want to organize seminars and produce Information Educational Campaign (IEC) materials on the usage of the two features for students' awareness, for the said features to be fully utilized.



Furthermore, the researcher recommends that the findings of the study may be written in a monograph to be shared with other universities who are also using OPAC and further study may also be conducted on the usability of the other features of the OPAC.



RESULTS AND DISCUSSION

Respondents' Profile

The profile of the respondents includes sex, age, ethnic affiliations, how often they go to the library and how often they use the OPAC.

Sex. Table 1 shows that among the 50 respondents, there were more female (74%) than male (26%).

Age. It also shows in Table 1 that 26% of the respondents fell under the below 18 years of age category, while most of the respondents fell under the 18-20 bracket with 62%. The 21-23 age brackets comes third, with 8% and followed by 4% of respondents whose ages were not identified.

Ethnic affiliation. As shown in Table 1, most of the respondents were Kankanaeys' (41%) followed by the Ibalois' (27%) then by Ilocanos' (18%) and Ifugaos' (6%).

The rest were either Bisayas , Tagalogs, Pangasinenses and Ikalingas.

Frequency of library visit. In addition, Table 1 shows that 76% of the respondents visited the library once to twice a week while 10% of them visited the library once to twice a month. The rest went to the library every school days or they just went to the library if they had class projects, researches, etc.

Frequency of OPAC usage. Among the 50 respondents, 42% of them used the OPAC once to twice a month while the 40% of them used it once to twice a week. On



the other hand, 4% of them used the OPAC every school days and 14% of them used the OPAC only when needed such as when borrowing books.

Key Informants. OPAC is simply display interference for an Integrated Library Software Table 1. Respondents' profile

PROFILE	FREQUENCY (n=50)	PERCENTAGE (%)
Sex		
Male	13	26
Female	37	74
TOTAL	50	100
Age		
16-17	13	26
18-20	31	62
21-23	4	8
Unidentified	2	4
TOTAL	50	100
Ethnic Group		
Kankana-ey	21	42
Ibaloi	13	26
Ilocano	9	18
Ifugao	3	6
Bisaya	1	2
Tagalog	1	2
Pangasinense	1	2
Ikalanga	1	2
TOTAL	50	100
Library Usage		
1-2x/mon	5	10
1-2x/wk	38	76
Every school days	3	6
Only when needed	4	8
TOTAL	50	100
OPAC Usage		
1-2x/mon	21	42
1-2x/wk	20	40
Every school days	2	4
Only when needed	7	14
TOTAL	50	100



particularly the Cataloging module. Primarily the OPAC Administrator is in-charge of maintaining the integrity of the database in terms of updates, hardware maintenance, editing, back-up procedures, running database integrity and report generation. Updating the database may include cataloguing and editing of bibliographic records. This is true to what Laudon (2006) stated that Information System enables the manager to monitor, plan and forecast with more precision and speed than ever before. It also enables managers to respond more rapidly and adapt swiftly to the changes in the system.

In BSU Library OPAC, Lauren P. Kipaan, who is the University Library and Information Services (ULIS) Director, and Noel W. Cabfilan, Technical Section Head, are the identified OPAC Administrators of the library. Definitely, they do not focus on just one role or task in the OPAC, since the OPAC is just a part of Integrated Library Software. This means that it entails integrated roles and functions too. From time-to-time, aside from their roles in the OPAC, the administrators supervise Student Assistants or

SA's; prepare records needed by other departments in the university especially during accreditation; stack maintenance and user education or assistance.

Lack of user education, existence of worn-out units or hardware maintenance for the Web OPAC, lack of trained personnel or manpower are the identified problems by the OPAC Administrators in dealing with their roles in the OPAC. The problems encountered by the OPAC Administrators in BSU Library were similar to the disadvantages listed by Wayner (1989) which were requires a new way of getting



information or training for its users and it will be unavailable if there is no power or the computer breaks down.

BSU ULIS OPAC Holdings and its Categorization

As of 2013, the holdings of Benguet State University Library Online Public Access Catalog (OPAC) contains 41, 937 information materials which include books, journals, VHS, optical discs, newspapers, theses and dissertations, maps and globes, as shown in Table 2.

According to Cabfilan, these materials were categorized based on the loaning policy of each material though this is not true to all the materials under the categories such as Master's Theses, Dissertations, General Reference, Periodicals, Serials Clippings

and Ephemerals, VHS, and Computer File for these were for room use only. The materials with CA, CN and CVM code's loaning policy depend on the rules and regulations of loaning books of its respective college. Undergraduate Students can borrow one book for overnight only while two books for Graduate Students for seven days under Filipiniana, Filipiniana CARiana and Filipiniana TEBTEBBA Corner categories. Under the General Circulation category, Undergraduate Students can borrow two books for two days while Graduate Students may borrow two books for seven days. Aside from the BSU Library, there were three unit libraries that can be found in the university. These were the College of Agriculture Library at the 3rd Floor College of Agriculture Building Annex, the College of Nursing Library at the 3rd Floor College of



Nursing Building and the College of Veterinary Medicine Library at 3rd Floor College of Veterinary Medicine Building, these were where the materials under the three categories such as CA, CN and CVM as shown in Table 2 are located.

The College of Agriculture category has 2,196 materials which used CA for its code in the OPAC; the College of Nursing category has 2,627 materials with CN code while the College of Veterinary Medicine category has 4,059 materials with CVM code.

The materials found in the three unit libraries were books related to the courses offered under the different colleges. These are the only colleges in the university that had their own libraries.

Table 2. BSU Library OPAC holdings

CODE	DESCRIPTION	COPIES
CA	College of Agriculture	2196
CN	College of Nursing	2627
CVM	College of Veterinary Medicine	4059
OD	Computer File (Optical)	830
DIS	Dissertation	323
FIC	Fiction Books	349
FIL	Filipiniana	8446
FC	Filipiniana Cariana	429
FT	Filipiniana TEBTEBBA Corner	77
GC	General Circulation	17995



REF	General Reference	2063
TH	Master's Thesis	1500
PER	Periodicals	301
SC	Serials Clippings	377
SE	Serials Ephemerals	138
UR	Undergraduate Research/Thesis	150
VHS	VHS	77
TOTAL		41937

The Computer File category includes visual materials such as compact discs including various topics such as Abnormal Psychology, Adult Education and development issues. This category used OD as a code and has 830 materials.

Dissertation of graduate students from the Open University and Graduate School comprises the 323 dissertations in the Dissertation category. These were located at the Filipiniana Section in BSU Library.

Fiction Books category had 349 fiction books such as pocket books which uses FIC code, these materials are found in the General Circulation Section of BSU Library and students can borrow two fiction books for two days.

The Filipiniana category, which uses FIL code, contains 8,446 books and other materials on various subjects or topics written by Filipino authors, or about the

Philippines, or published in the Philippines, which is located in the BSU Library at the Filipiniana Section.



Filipiniana CARiana category includes 429 Cordillera local resources with FC code and can be found in the university library Filipiniana Section.

The Filipiniana TEBTEBBA Corner, which uses FT as its code, was a collection of books regarding Indigenous Peoples (IP's). It has 77 materials from the TEBTEBBA organization which is a non-profit organization. These materials are located at the Filipiniana Section of the university library.

Subject references on humanities, social sciences, history, language, pure sciences, applied sciences, and literatures are found under the General Circulation category with 17,995 materials with GC code.

The General Reference category has 2,063 general references like atlases, bibliographical indexes, bibliographies, dictionaries, directories, encyclopedias, guide books, manuals, and maps with REF code.

Master's Thesis of graduate students from the Open University and Graduate School comprises the 1,500 Master's Thesis category with TH code. These are located in the Filipiniana Section in ULIS.

There were 301 Periodicals available in the Serials Section of ULIS with the PER code. Magazines, newspapers, journals and NSO publications were some of the materials which belong to this category.

Serials Clippings and Serials Ephemerals category include the clippings of articles regarding various topics such as diseases like cancer, dengue and diabetes and



other topics such as women's health, education issues, different vaccines and many others. Both categories contain all local and foreign journals, magazines and newspapers, vertical files and others and located in the Serials Section in BSU Library. The Serial Clippings category has 377 materials with the code SC and the Serial Ephemerals category has 138 materials with SE code.

Undergraduate Research/ Theses category includes the undergraduate theses of students from the different colleges. These are located at the Filipiniana Section in the BSU Library with 150 copies using the UR code.

Video Home System or VHS category has 77 materials with various topics some of this are 'Katutubo Memory of Dances and Mountains of Water: the Terraces and Traditions of the Ifugao. This category uses the code VHS.

Figures 9 to 25 are some of the examples of the materials that can be found under the different categories of the BSU OPAC holdings. On the other hand, Figure 26 to 28 are different sections in the BSU Library where the different materials were located.



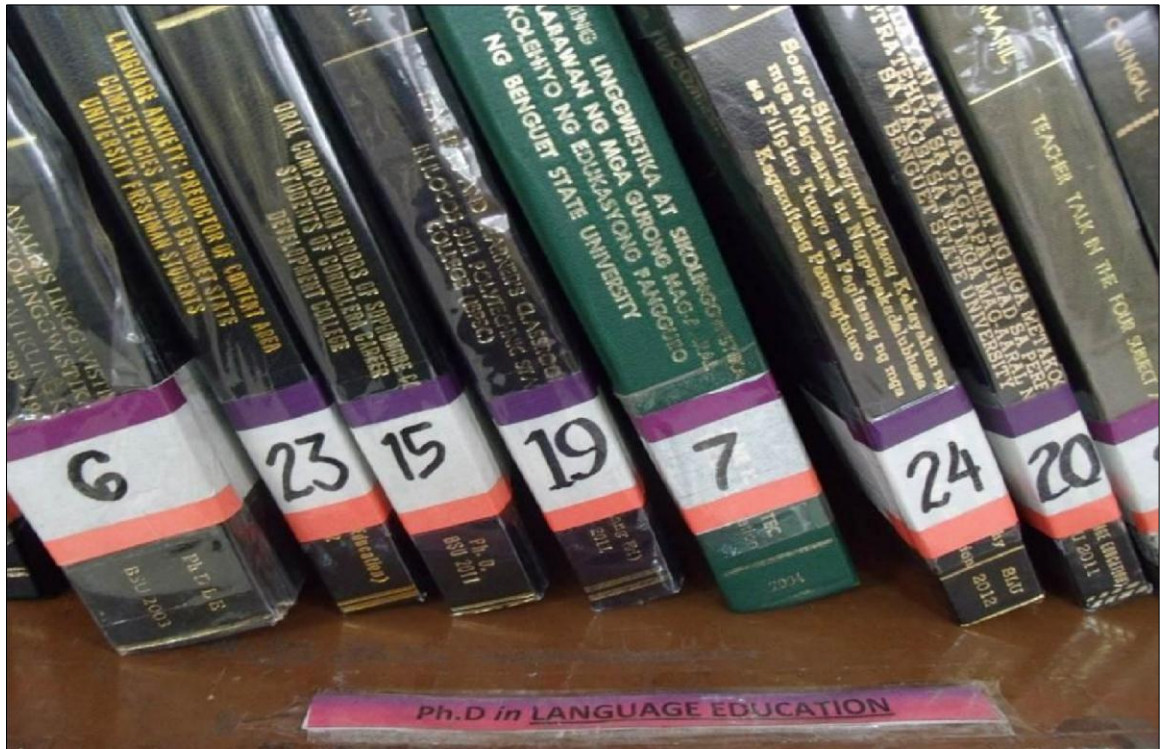


Figure 9. Dissertations in Language Education under the Graduate School



Figure 10. Pocketbooks under the Fiction category



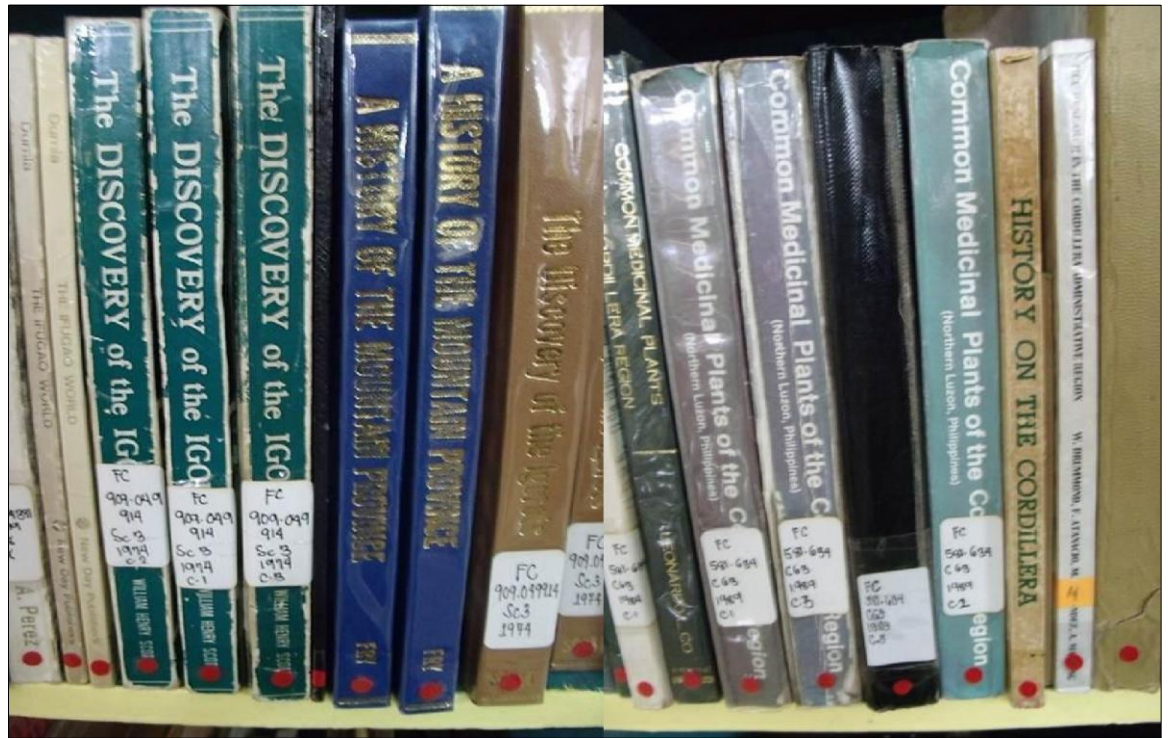


Figure 11. Example of materials under the Filipiniana CAR Cordillera category

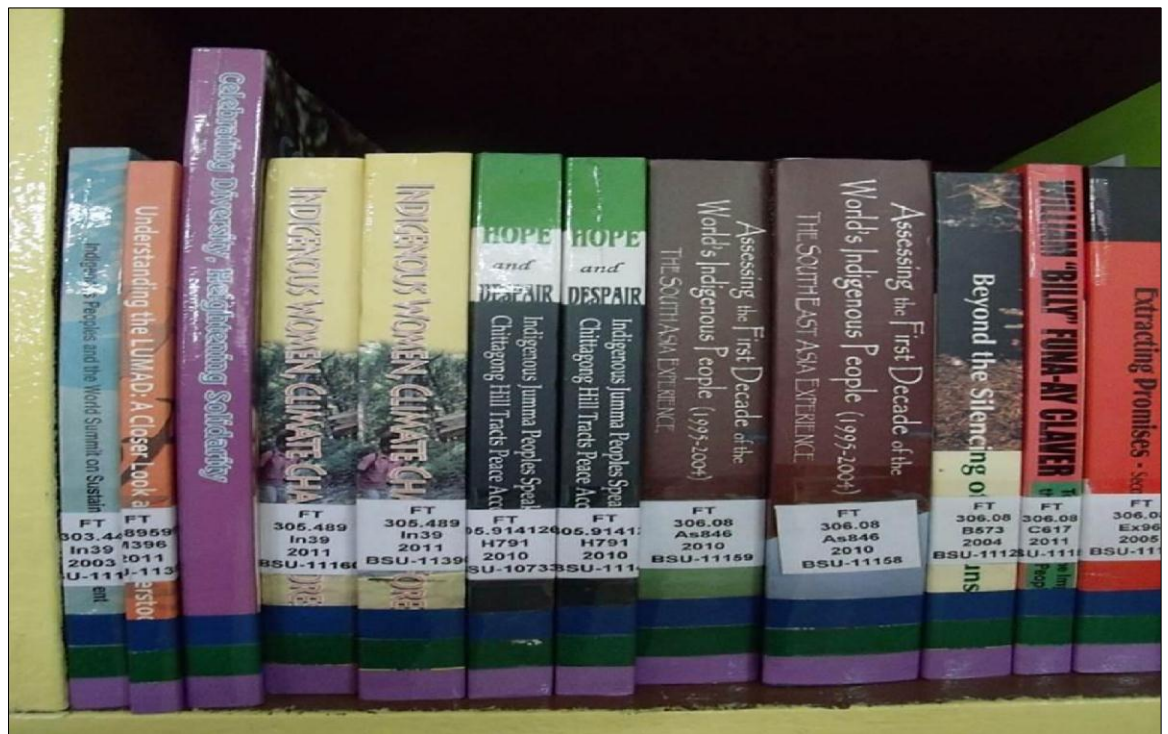


Figure 12. Example of materials found in the Filipiniana TEBTEBBA Corner category



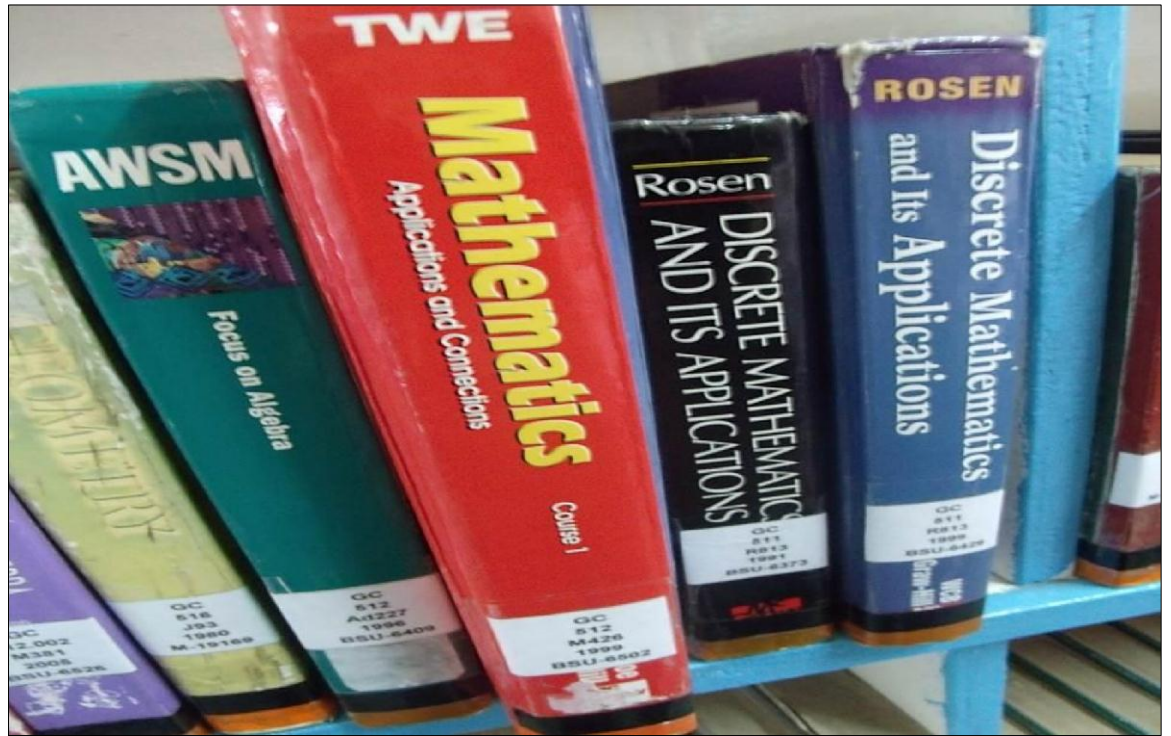


Figure 13. Example of materials found in the General Circulation category



Figure 14. Example of materials found in the General Reference category



Figure 15. Master's theses in Social Studies under the Master's Thesis category



Figure 16. Example of materials found on the Periodicals category





Figure 17. Example of materials under the Serials Clippings and Ephemerals category



Figure 18. Example of materials under the Serials Clippings and Ephemerals category

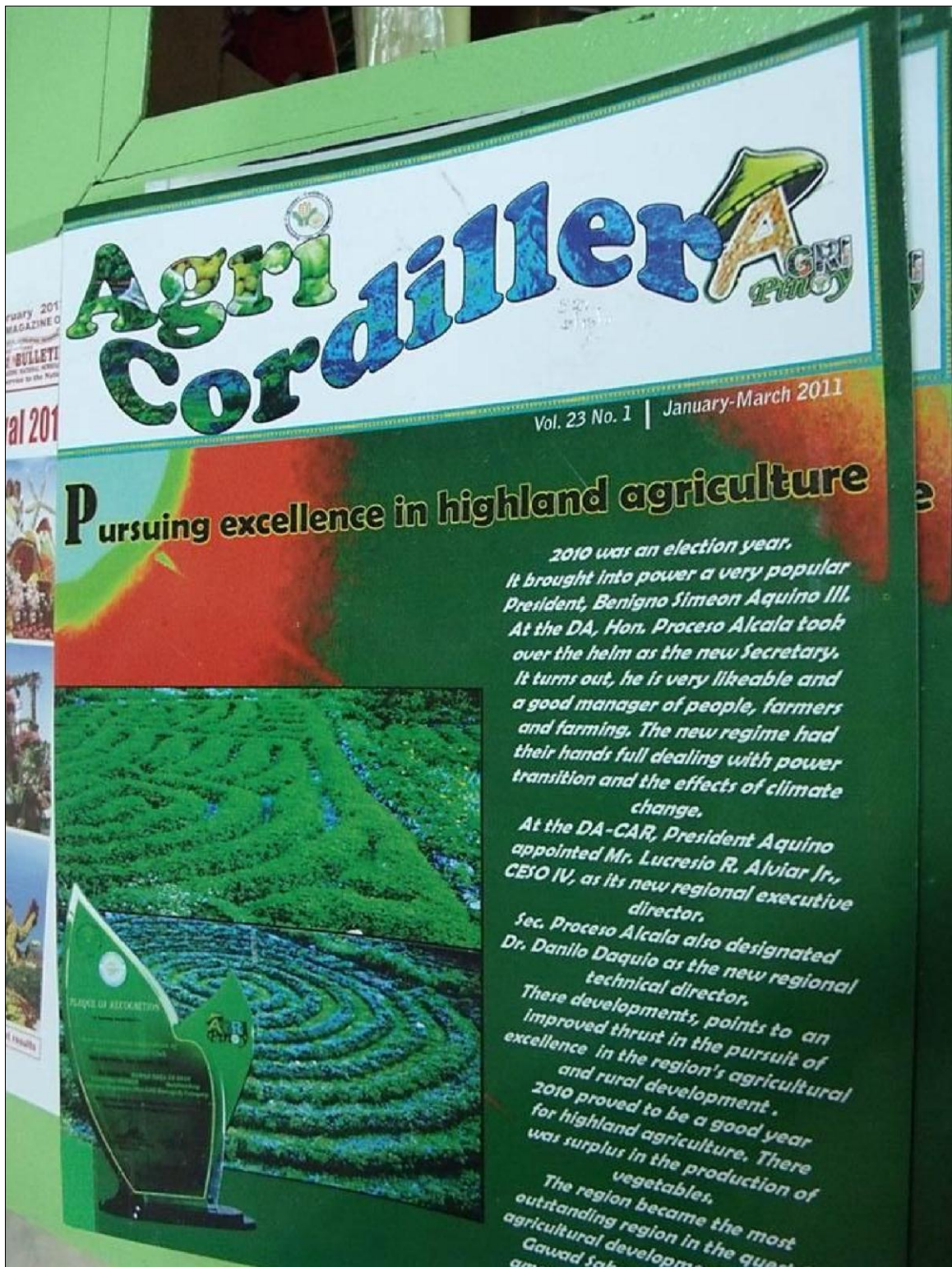


Figure 19. Example of materials under the Serials Clippings and Ephemerals category



Figure 20. Example of materials under the Serials Clippings and Ephemerals category



Figure 21. Example of materials under the Serials Clippings and Ephemerals category



Figure 22. Example of materials under the Serials Clippings and Ephemerals category



Figure 23. Example of materials under the Serials Clippings and Ephemerals category



Figure 24. Example of materials under the Serials Clippings and Ephemerals category



Figure 25. Example of materials under the Serials Clippings and Ephemerals category



Figure 26. The Reference Section at the BSU Library showing its different materials



Figure 27. The General Circulation at the BSU Library showing its different materials



Figure 28. The Filipiniana Section at the BSU Library showing its different materials

Respondents' Awareness on the 'My Info' and 'Bookbag'

The instructions on how to use the two features of the OPAC as well as their uses were integrated in the survey questionnaire administered to the respondents by the researcher. The respondents who were not aware in any of the said features followed the instructions listed on the survey questionnaire in order to evaluate the two features. Thus not all the respondents who evaluated the two features of the OPAC were aware of the said features.

Figure 29 shows that among the 50 respondents 31 (62%) of them were unaware of the 'My Info' feature of the OPAC while 19 (38%) of them were aware of it. But from the 19 (38%) of respondents, who are aware of the said feature, 10 (53%) of them were aware on how to use it and how it works while the other nine (47%) said that they are not aware on how to use and how the feature works.

On the other hand, Figure 30 shows that among the 50 respondents 39 (78%) of them were unaware of the 'Bookbag' feature of the OPAC while 11 (22%) of them are aware of it. But from the 11 (22%) of respondents, who were aware of the said feature, seven (64%) of them are aware on how to use it and how it works however four (36%) said that they are not aware on how to use and how the feature works.

Evaluation on the Usability of 'My Info' and 'Bookbag'

Ease of use of 'My Info' and 'Bookbag'. Figure 31 shows that 46 (92%) of the respondents find it easy to use the 'My Info' for some reasons such as it is more convenient to use for with just one click you will be able to check on your own check out,



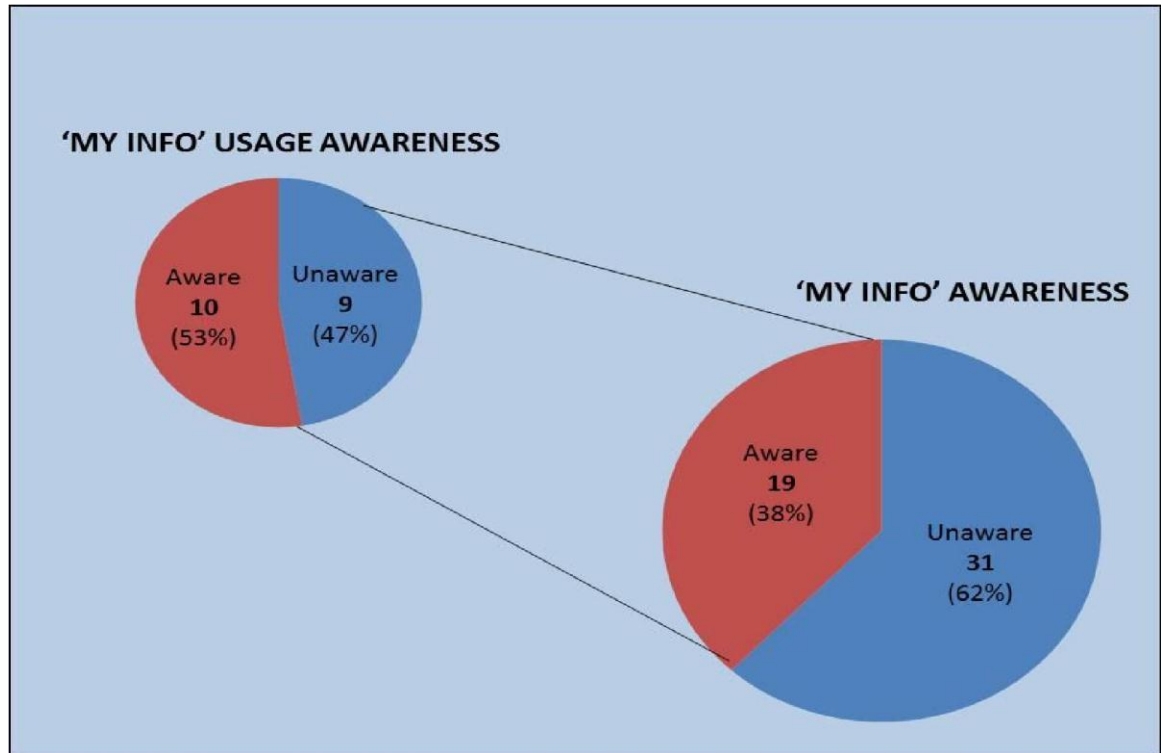


Figure 29. Graphical presentation of 'My Info' awareness of the respondents

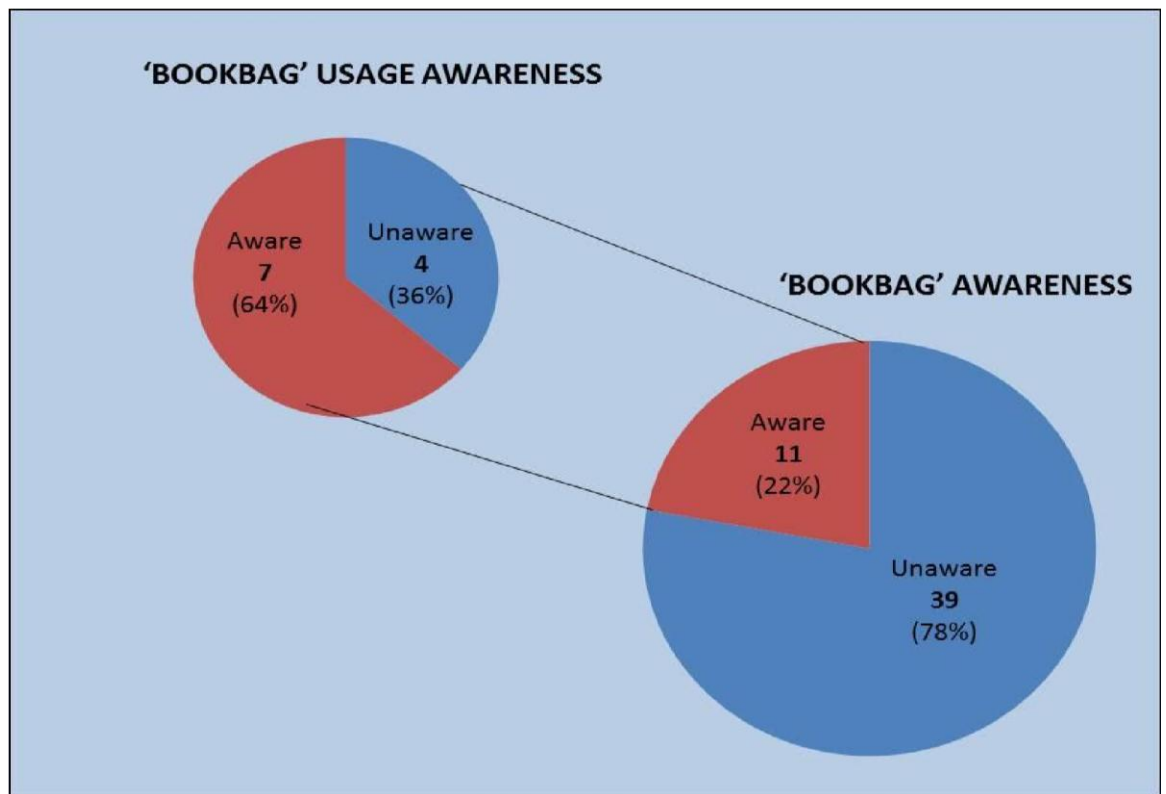


Figure 30. Graphical presentation of 'Bookbag' awareness of the respondents



finds and due date of the book that only takes you a minute to use it. This proved the idea of Best (1988) information management is managing information using modern information technologies. Others said the instructions given were clearly stated and easy to follow which serves as their guideline which makes it easy for them to use it. Moreover, according to the respondents the steps were not complicated and some of them had an orientation about the OPAC during their first year.

Meanwhile, four (8%) of the respondents find it difficult to use the 'My Info' feature of the OPAC because according to them they have experienced malfunctioning of the computer units such as 'hanging' while using the feature.

As for the 'Bookbag' feature, Figure 32 shows that among the 50 respondents, 30 (60%) of them said that the 'Bookbag' feature of the OPAC was easy to use because according to them it automatically gave the information on bibliography about the book or references you need to use compared to the traditional way of citing bibliographic references.

The instructions given were also clearly stated and easy to follow but compared to 'My Info' it is more difficult because of it has longer instructions, they said. On the other hand, 18 (36%) of the respondents said that the 'Bookbag' is difficult to use for they find it complicated. They are not familiar with the steps on how to use it. And the instructions are hard to follow for it lacks in visual presentation. Furthermore, two (4%) of them are undecided whether the feature is easy or difficult to use.



Laudon (2006) stated that Information Systems speed up the process and reduce the time by removing non-value steps in the operation. He also added that Information

Systems are design to improve the overall efficiency and effectiveness of a process.

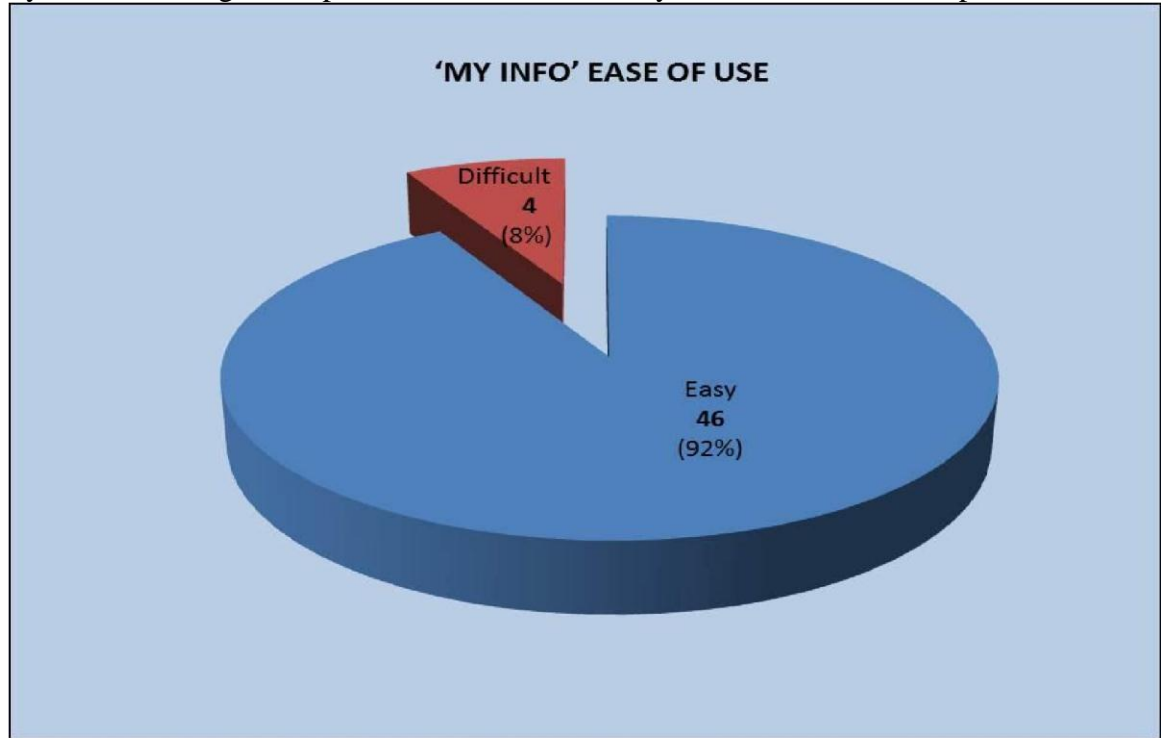


Figure 31. Graphical presentation of 'My Info' ease of use by the respondents

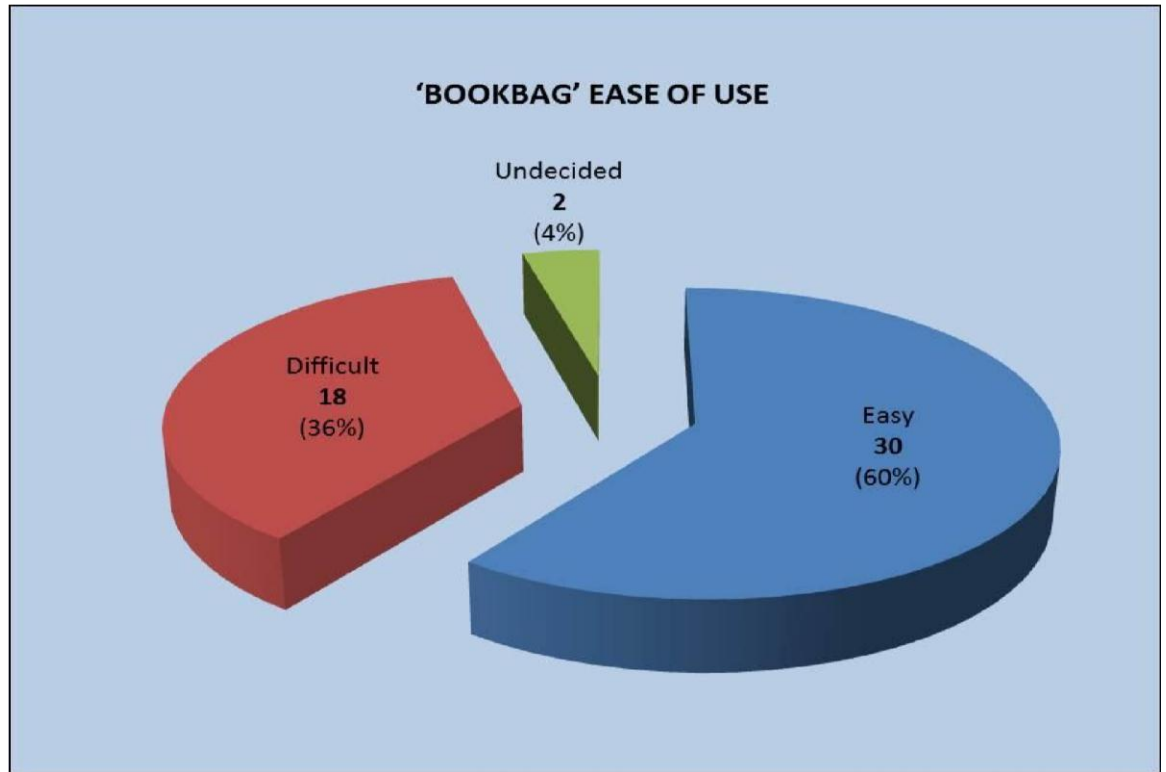


Figure 32. Graphical presentation of 'Bookbag' ease of use by the respondents. These statements of Laudon (2006) were proven based on the data gathered on the ease of use of two features.

Usability of 'My Info' and 'Bookbag'. Figure 33 shows that 44 (88%) of the respondents find it usable for it is very easy to use and it is student friendly. In just one click, you can be able to check on your record in the library like your fines and due dates of the books, you can browse titles of books, and reminds the book borrower about deadline. It is usable for it provides access of information to students in a private way and students are informed, according to the respondent.

On the other hand, five (10%) of them found it not usable and one (2%) of them were undecided whether it was usable for them or not.



For the 'Bookbag' feature, Figure 34 shows that 41 (82%) of the respondents found the feature usable because for them, the feature gives easier access to the books they want to borrow compared to the traditional way. It was good for research works for it helped in making research in order and easier, they added. Some of them said that it was easy to locate the information needed and it provided them a personal folder for bibliographies. Eight (16%) of them did not find it usable for they did not understand the listed instructions at all. There was one (2%) respondent who does not know whether the feature was usable for her or not.

Problems Faced by the Respondents in Using the 'My Info' Feature

Some of the respondents claimed that a student or a user who did not know how to understand the instructions on how to use the feature would have a hard time using the said feature. This is true with the idea of Fall (2001). According to him in order for the



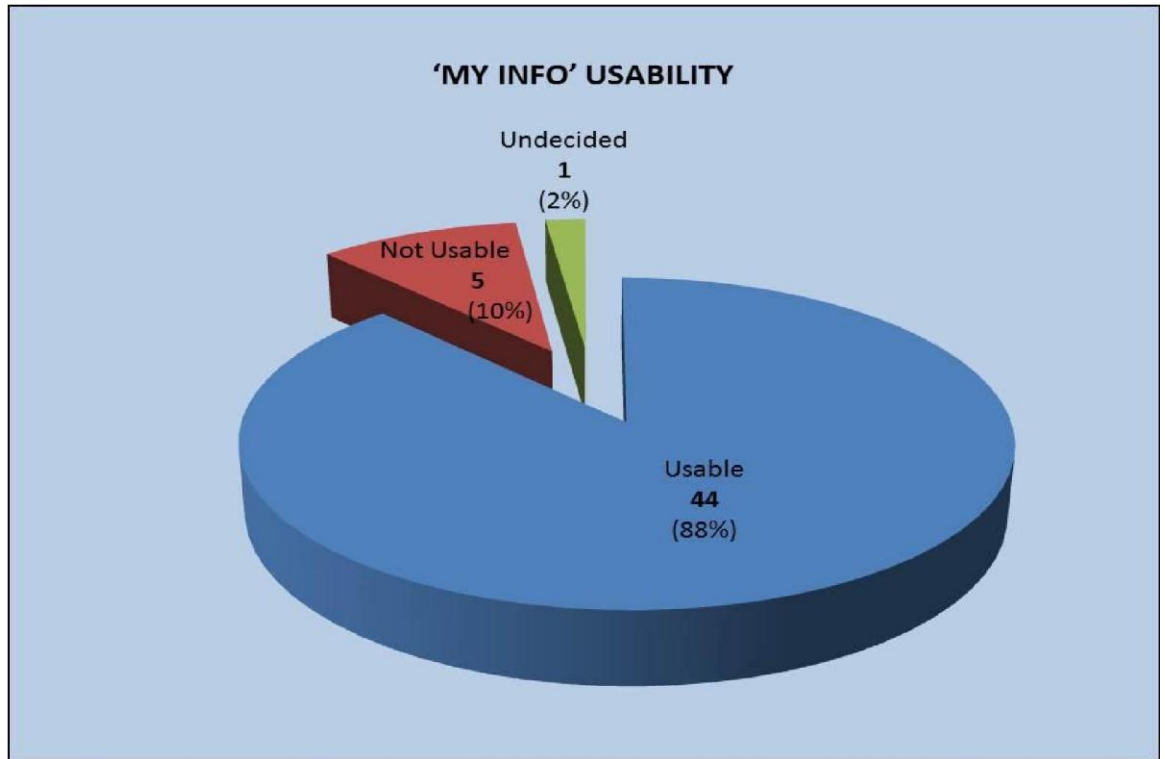


Figure 33. Graphical presentation of the usability of 'My Info' by the respondents

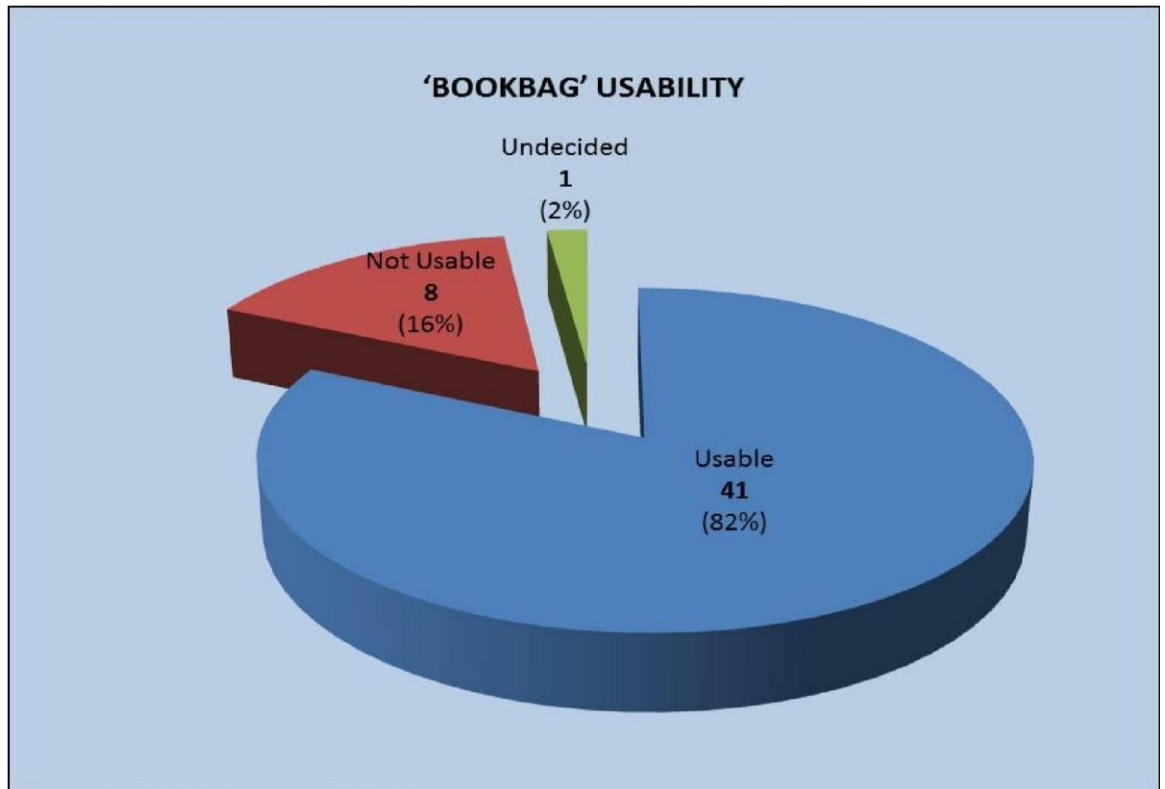


Figure 34. Graphical presentation of the usability of ‘Bookbag’ by the respondents information to be relevant, it must be presented in a way that helps a person to understand in a specific context. In dealing with this problem, Cabfilan articulated that this was a personal problem brought out by the respondents. This was no longer under their supervision as OPAC Administrators.

Some of the respondents added that it is when they forgot accidentally not to log out, and then their information will be visible to other students. Cabfilan emphasized that this is not a problem. If the patron accidentally did not log out upon using his or her ‘My Info’ feature, other patrons can only see his or her information but they cannot change or add any information on it.

Aside from that, some of the respondents said the computer units were not enough to have an access in the OPAC’s feature. The lack of computer units was always a perennial problem in the BSU Library as Cabfilan stated. He said that the library fee being collected to the students was allotted for acquiring new books and that the budget cannot be sacrifice for the new set of computer units. According to him, in order for them to have new set of computer units, they have to follow the procedure in requesting supplies just like any other offices in the university.

Furthermore, some of the respondents mentioned that the information was not updated, for instance when they have cleared their fines but it does not appear on the information listed on the feature. This did not satisfy what Fall (2001) have emphasized that in the stages of data processing wherein in the storage phase, data and information should be maintained and updated for later use. According to the OPAC Administrators, they have not yet encountered such situations like this but the patrons should approach the OPAC Administrators in order for the problem to be resolved.



Same as through with the problems such as the dialog box which was always popping up without any reason and it does not recognize the password. Cabfilan explained that the problem on password was not inevitable especially that some patrons have the same surname and the production of identification card numbers of the patrons were beyond their reach. In this case, the first patron who was able to register in the library with his or her identification card, has the ability to use the information

(identification card number and surname) in the OPAC feature, as discussed by Cabfilan. He also added that the patron who experienced this problem should approach the OPAC Administrators to resolve the problem.

Based on the gathered data on the problems encountered by the respondents, the OPAC did not satisfy the characteristics of a library catalog by Wayner (1989) which should be flexible and up to date.

Problems Faced by the Respondents in Using the 'Bookbag' Feature

Some of the respondents claimed that a student or a user who did not know how to understand the instructions on how to use the feature would have a hard time using the said feature. This is true with the idea of Fall (2001). According to him, in order for the information to be relevant, it must be presented in a way that helps a person to understand in a specific context. In dealing with this problem, Cabfilan articulated that this was a personal problem brought out by the respondents. This was no longer under their supervision as OPAC Administrators.



Also, some of the respondents said that some books were not listed on the OPAC which does not allow them to add it in their own personalized folder upon using the feature. As of this year, the BSU Library OPAC was still on the process of encoding the materials on the library, as Cabfilan explained. In the encoding process, new books were the priority compared to the old books already present in the library, he added. There was also a tendency that the books borrowed during the time of encoding was not included in the list on the OPAC but Cabfilan assured that these were encoded by the time these books were returned.

Moreover, problems such as the respondents cannot understand much the feature and they lack the idea of using it was cited by the respondents.

Some of the respondents also admitted that they could not understand the instructions on how to use the feature which was listed on the given questionnaire.

Also, it was mentioned that the presence of instructions is needed in order to be able to use the feature for they find the steps difficult to follow without the instructions given.

Suggestions of the Respondents in Using the ‘My Info’ Feature

Some of the respondents suggested that seminars or lectures on the proper usage of the feature to the students conducted. In respond to their suggestions, the library explained that library orientation is given to all freshmen and transferee students every first semester of the school year to familiarize them with the use of the library



and its resources capped with the tour. However, the topics being discussed during the orientation did not include the use and application of the said feature.

Cabfilan admitted that the library has limited time in providing orientations to the patrons and during the orientations the focus was mainly on the policies of the library that some of the features of the library like the OPAC were sacrificed. He also added that the OPAC orientation has a separate orientation in the English class of some of the students in the university but it only takes an hour of discussion for the whole week. These resulted to rush lectures by the instructors, according to Cabfilan.

Some of the respondents suggested having information dissemination about the feature, while others suggested that the indication of date in the ‘My Info’ feature will be included.

On the other hand, production of IEC materials such as posters and leaflets containing information about the feature is suggested by some of the respondents.

Cabfilan admitted that they only promote the use of the two features to the graduate students for they were more advance in technology know how and there is no need to explain to them the usage of the said features. They also promote the BSU

Library OPAC through e-networks such as on Facebook, Twitter, Yahoo groups and Word press. As Cabfilan noted, a problem such as the blocking of social networking sites in the library and other unit libraries hinders their promotion. He also added that the information dissemination through sending SMS to the patrons was not that effective because they were having hard time in maintaining of the cellphone



numbers of the patrons. Furthermore, Cabfilan stated that they were willing to conduct seminars if ever the patrons were interested to learn about the two features upon their request.

Suggestions of the Respondents in Using the 'Bookbag' Feature

The same suggestions of the respondents were noted with regards to the feature “Bookbag”, and the same response was also noted by Cabfilan.

In addition, others suggested having information dissemination about the feature. Moreover, suggestions such as production of IEC materials like posters and leaflets containing information about the feature and the recommendation of the feature to other students by the respondents were suggested.

These suggestions of the respondents were essential elements in the improvement of the two features. According to Laudon (2006) these suggestions were known as the feedback or the output returned to appropriate authorities in the system to evaluate input.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted from December 2012 to February 2013.

Two key informants were chosen purposively in the Benguet State University University Library Information Services (BSU-ULIS) and fifty respondents were chosen purposively in Benguet State University.

In order to obtain holistic and in-depth information, a survey questionnaire was used as the main instrument. In addition, interview schedule was used for additional pertinent information.

Results were interpreted according to the objectives of the study. Results showed that there were more female respondents than male wherein most of them are Kankanaeys'. Most of them were in the 18-20 years of age. As for their frequency in library use, most of them visit the library once to twice a week. As for their frequency on the OPAC usage, most of the respondents use the OPAC once to twice a month.

Primarily, the OPAC Administrator is in-charge of maintaining the integrity of the database in terms of updates, hardware maintenance, editing, back-up procedures, running database integrity and report generation. Updating the database may include cataloguing and editing of bibliographic records.

Lauren P. Kipaan, University Library and Information Services (ULIS) Director, and Noel W. Cabfilan, Technical Section Head, are the identified OPAC



Administrators of the library. Definitely, they do not focus in just one role or task in the OPAC, since the

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Lack of user education, existence of worn-out units or hardware maintenance for the Web OPAC, lack of trained personnel or manpower are the identified problems by the OPAC Administrators in dealing with their roles in the OPAC.

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Most of the students were unaware of the 'My Info' feature of the OPAC, thus, most of respondents were not knowledgeable about the use of the feature. But from the students who were aware of it; most of them were knowledgeable about the use of the feature. Furthermore, most of the respondents found it easy to use the feature and most of them found it usable in checking their checkouts, finds and the due of the book borrowed.



Meanwhile, most of the students were unaware of the ‘Bookbag’ feature of the OPAC, thus, most of respondents were not knowledgeable about the use of the feature. From some of the respondents who were aware of it, most of them were not knowledgeable about the use of the feature. Furthermore, most of the respondents found it difficult to use the feature but most of them find it usable in making bibliographic citations in making their researches.

Most of the respondents claimed that a student or a user who did not know how to understand the instructions on how to use the feature would have a hard time using the two features. Meanwhile, most of the respondents suggested seminars or lectures on the proper usage of the two features to the students.

Cabfilan admitted that the library has limited time in providing orientations to the patrons and during the orientations the focus was mainly on the policies of the library that some of the features of the library like the OPAC were sacrifice. He also added that the OPAC orientation has a separate orientation in the English class of some of the students in the university but it only takes a one hour discussion for the whole week.

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WONG, RIA DAYDAY. APRIL 2013



was not that effective because they were having hard time in maintaining of the cellphone numbers of the patrons. Furthermore, Cabfilan states that they were willing to conduct seminars if ever the patrons were interested to learn about the two features upon their request.

Conclusions

Based on the findings, the following conclusions are derived:

1. The BSU OPAC holdings contain various formats of materials and these materials were located in BSU-ULIS and some were located in the three unit libraries of the university and were categorized according to the loaning policy of the materials;
2. The features of OPAC being an Information System in BSU Library were not fully utilized due to lack of awareness of the respondents;
3. The features of OPAC in BSU Library were effective as an Information System; and,
4. There are still rooms in improving the BSU OPAC in terms of providing user education, hardware and software maintenance and increase manpower or trained personnel.

Recommendations

From the conclusions, the following are recommended:

1. As recommended by the Key Informant, BSU-ULIS may consider adding trained personnel to focus on the maintenance of the OPAC;



2. For the features to be fully utilized, OPAC Administrators may want to organize seminars and produce Information Educational Campaign (IEC) materials on the usage of the two features for students' awareness;

3. The suggestions and comments of the respondents may also be considered for the improvement of the two features of the OPAC;

4. Findings of the study may be written in a monograph to be shared with other universities who are also using OPAC; and,

5. A study may also be done on the usability of the other features of the OPAC.



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