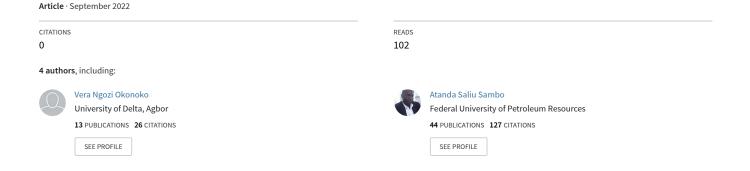# An Analysis Into Cataloguers' Experiences With Resources Description Access... Okonkoko et al AN ANALYSIS INTO CATALOGUERS' EXPERIENCES WITH RESOURCES DESCRIPTION ACCESS: FEDERAL UNI...

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AN ANALYSIS INTO CATALOGUERS' EXPERIENCES WITH RESOURCES DESCRIPTION ACCESS: FEDERAL UNIVERSITY OF PETROLEUM RESOURCES LIBRARY OVERVIEW

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Abstract

The paper investigates the analysis of cataloguers' experience with RDA: Federal University of Petroleum Resources Library Overview. A descriptive survey strategy was used in this investigation. Professional and non-professional librarians in the library made up the study's population. The total population is manageable since the population was determined to be quite tiny, hence the sampling procedure used was total enumerative. A semi-structured interview was used for data collection 27 library staff were interviewed. Most library cataloguers have minimal expertise with the conceptual meaning of Resource Description and Access, RDA is not employed at the FUPRE library, and funding challenges regarding the use of RDA for cataloguing were discovered. Library cataloguers in the (FUPRE) library agreed that issues are preventing them from participating in resource description and access, including a lack of resource description and access in the library, insufficient library automation, outdated materials (scheme), and cataloguers' lack of understanding of the concept and importance of RDA. Researchers suggested that there is a need for an external conference for staff in the cataloguing and classification section, and that libraries should train cataloguers on the emerging trend of RDA and how to use RDA when cataloguing library resources by organizing workshops, conferences, and in-house seminars, and that subject heading should be updated once every year, among other things.
Keywords; Cataloguers experience**,** Cataloguing rules, Academic Library, Resources Description and Access, RDA

Introduction

Resource Description and Access are becoming more important, it is necessary to adapt to a new bibliographic universe. As a result, Resource Description and Access (RDA), a new cataloguing standard for the digital future, has been created to replace the Anglo-American Cataloguing Rules, Second Edition (AACR2). It provides instructions and guidelines on listing bibliographic resources more functionally, describing information resources in all formats including printed resources, sharing metadata in the digital environment, and integrating libraries with the Semantic Web.)."(IFLA, 2009). More so, resource description and access are built on the principles, conceptual models, and standards such as AACR2, functional requirement for bibliographic record (FRBR)**,** Functional Requirements for Authority Data (FRAD), and International

Standard Bibliographic Description https://archive.ifla.org/VII/s13/pubs/isbda.htm (ISBN).

Meanwhile, RDA builds on the merits of AACR2 but adds some additional elements that make it more effective for cataloguing in the digital context. The evaluation of cataloguers' attitudes and understanding of the introduction and application of RDA among professional and non-professional cataloguers in libraries and consumers coincides with a paradigm change in library resource cataloguing" (Bernstein, Clarke-Stewart, Roy, Srull & Wickens, p.19. 2015) Perceptions may be based on a variety of factors, including local practice, library type, and user population. Changes in cataloguing standards and procedures throughout time may also affect perceptions of cataloguing quality resources. The circumstance has forced cataloguers to come up with new cataloguing criteria, known as Resource Description and Access (RDA), which were developed in 2004 in response to the proliferating nature of information, which is largely in electronic forms and formats. As a cataloguing guide for current electronic information resources, the RDA is therefore clearly linked to the future and operations of libraries in general. Despite its strong ties to AACR2, RDA is distinct in that it is founded on a theoretical framework, is built for the digital world, and has a greater reach than AACR2. The Functional Requirement for Bibliographic Records (FRBR), Functional Requirement for Authority Data (FRAD), and IFLA's International Cataloguing Principles are used to create RDA instructions. RDA is a standard that focuses emphasis on the user and the actions that they do during the resource discovery process. To manage and maintain a smooth and current transfer from AACR2 to RDA, it is required to assess librarians' competence as authors of bibliographic entries in line with RDA. The experiences of cataloguers at the Federal University of Petroleum Resources are examined in this paper. In the usage of RDA among professional and non-professional librarians in FUPRE, Library Effurun (FUPRE).

Statement of the Problem

The impending implementation of RDA has had a significant influence on libraries all around the world. Several libraries have already implemented RDA, while others are currently familiarizing themselves with it. To stimulate a learning process in the workroom, one common technique is to simultaneously embrace and offer training and retraining to librarians, particularly cataloguers. Lack of experience and poor understanding of how to use RDA by cataloguers in FUPRE library may affect cataloguers' professional practice and the library's active utilization of frequently released and acquired e-resources, which is one of the cardinal objectives of library services that support teaching, learning, and research development. The discrepancy might be explained by a lack of active coordination among cataloguers in transmitting policy guidelines and statements developed by the IFLA's Cataloguing and Classification section during the NLA and the operations of the Cataloguing and Classification group in Nigeria. The researchers wanted to analyse the cataloguers' experiences with Resource Description and Access (RDA) criteria for cataloguing practice in the Federal University of Petroleum Resources Library against this backdrop.

Objective of the Study

The main objective of this study is to:

1. Examine the level of cataloguers' experiences in the use of resources description and access in the FUPRE library,
2. Ascertain the level of cataloguers' involvement in using RDA in cataloguing in the FUPRE library.
3. Find out the factors militating against the use of RDA in the library and provide suggestions.

Literature Review

Sanchez 2007 posted that library workers at the University of North Dakota

were well-versed in RDA concerns. This occurred as a result of the head of cataloguing's ongoing updates to all library personnel on RDA's progress. In addition, the institution's head of cataloguing created a web portal to instruct cataloguing workers on RDA requirements and processes. Other critics raised concerns about the rules' complexity, RDA's entanglement with the previous standard, a lack of patience with the transitional period, and the fact that RDA was still evolving, but the traditional cataloguing community preferred the known standard of full and detailed descriptive cataloguing (Coyle &Hillman, 2007). Tennant (2007), concurred wholeheartedly with them, emphasizing his belief that the RDA Steering Committee, although working to produce a new standard, was locked in a bind since it couldn't please both traditionalists and revolutionaries.

According to Miksa (2009), the change in cataloguing standards is urgently needed, although it may not be acceptable to everybody. Another issue, as stated by Carty and Williams (2011), is the lack of access to the RDA Toolkit, which has hampered the majority of cataloguers and managers in the UK from becoming familiar with RDA. Libraries in poor nations are similarly affected by the RDA phenomena. Because RDA was created with an "international" viewpoint in mind, it's important to look at cataloguers' perspectives of RDA in a developing country like Malaysia. In addition, according to Oni and Abubakar (2018), most library cataloguers have a limited understanding and perception of the conceptual meaning of Resource Description and Access rules, which are used for cataloguing practices, and many library cataloguers are having difficulty adopting RDA due to a lack of funds, library automation, and cataloguers' lack of understanding of the concept and importance of RDA.

Similarly, Sambo (2021), studying awareness and use of resources description and access (RDA) among Librarians in Nigeria Libraries, opined that the majority of

the respondents (81%) had not used resources description and access (RDA) in Nigeria library and (19%) no respond. Tosaka and Park (2013) examined the increasing literature on RDA published between 2005 and 2011, concluding that RDA was a critical step in achieving enhanced bibliographic control in the coming linked data environment. The adoption of new cataloguing principles by the International Federation of Library Associations (IFLA) in December 2016 in the Statement of International Cataloguing Principles; the Library Reference Model; and the adoption of new cataloguing principles by the International Federation of Library Associations (IFLA) in December 2016. (LRM). Sanchez (2007) contributed a report in which the library at Haverford College gave financial and emotional assistance to its personnel to attend RDA reform conferences, training, and workshops Young and Bross (2011) conducted a related study and discovered that respondents had difficulty picking alternatives in cataloguing instructions and coding/tagging data. The use of terminology in connection to the transcription of what is observed vs abbreviations, as well as the use of MARC field 300 for online resources, are some of the challenges. Participants in the RDA test at Kent State University believed that fitting serials materials into the FRBR model would be difficult (McCutcheon, 2011).

Cataloguers spent more than an hour cataloguing serial, according to the research. Team members estimated that cataloguing blue-ray discs and video streaming took 5 hours apiece, while sound recording material required 2 hours. This might be owing to a lack of knowledge of RDA rules and standards since more time was spent consulting supporting materials and the RDA Toolkit to determine the regulations. Bloss (2011) mentioned some negative comments from the RDA test regarding the RDA Toolkit, such as the lack of clarity of RDA and its Toolkit functions. Similarly, McCutcheon (2011) said that the RDA Toolkit's UI was difficult to browse, non-

intuitive, and difficult to utilize. Surveys of training requirements were also undertaken in Canada, New Zealand, and Australia to acquire a better knowledge of RDA training needs and preferences (Oliver, 2010).

Methodology

For this investigation, a descriptive survey design was used. The population of this study included all 27 library staff members of the Federal University of Petroleum Resources (FUPRE) library, with 5 of the 27 currently working as cataloguers in the cataloguing and classification area of the library at the time of the research. The study used a sample size of twenty-seven (27) library workers, with five (5) of those being cataloguers. While sampling is usually employed when the population is large, the entry population is convenient in this study since the population was revealed to be relatively small, hence the sampling approach utilized was a qualitative investigation. According to Egbule and Okobia (2001), the complete population may be examined when the population is small there is enough time to perform the study, the study's main goal is to offer an accurate account of the people, and the researcher has enough manpower to assist in data collecting. The instrument for data gathering was the interview. This is because an interview allows the interviewee to clarify any unclear questions and it also allows the interviewee to clarify any confusion. During the interview, handwritten material and a cell phone were utilized as instruments. Through some verbal contract between the respondents and the researchers, information is elicited from the respondents (interviewee) (Nworgu, 2006).

Results

To build rapport with the respondents, the researcher began by inquiring about their years of experience as cataloguers and the lessons learned about how library resources are catalogued in their various libraries. They began their response to question one by stating that they had five employees working in the cataloguing section. Response from one of the catalogues in the cataloguing and

classification unit opined that she has been in the section for eight years. While respondent B stated that he has four years of cataloguing and classification experience, respondent C stated that he has three years of cataloguing experience, respondent D stated that he has almost four years of cataloguing and classification experience in this library, and respondent E stated that he has two years of cataloguing and classification experience in this library," The following are responses from respondents who did not work in the cataloguing and classifying section: Four respondents said they had worked in the library as a cataloguer for more than six years before being transferred to another unit, while sixteen said they had never worked in the cataloguing and classification section since they were employed. Meanwhile, question two asked the respondents about the type of cataloguing and classification scheme they used in the library. They all responded in the following:

"All The respondents agreed that the library of congress classification scheme (LC) is used in their library and said we have a subject heading, schedule and the AACR2. (Anglo America Cataloguing Rule2) these are the cataloguing tool that we are using''

Furthermore, question three of the interview schedule asked them whether they are using a library of congress scheme to catalogued print and non-print materials in their libraries. They responded this way:

"Some said no, we do not catalogue and classify them; (Non-print materials)it is only for printing materials and we used AACR2 (Anglo America Cataloguing Rule2)to catalogue print materials in our library. Whereas some respondents agreed that, they have never worked in the cataloguing and classification unit of the library talk less known how to use the library of congress classification scheme.

Then, the researchers asked them question four: To describe the concept of resource description and access (RDA) as a newly emerging tool for cataloguing and classification of materials in the library. The

diversity of their opinion is presented in the following:

"Although we are yet to start using Resource Description and Access (RDA) in cataloguing and classifying materials, because of the financial situation of our library. But It is very suitable for the easier description of library materials. Because of the way the books are arranged and the way you as the cataloguer get the subject heading of material ... Although cataloguing is very easy difficulty is encountered in the classification due to the fact that the subject heading of the material has to be determined before classifying the material, but this tool provides ease in determining the subject heading of the material and the classification can be done directly".

Some respondents agreed that RDA is an update of Anglo America Cataloguing Rule2, but it has not reached us yet but it was generally agreed to be a wonderful progress in the field of library. I think resource description and access (RDA) has come out to replace the old method that is the AACR2". The findings revealed that most cataloguers have a limited comprehension of RDA as a result of its implementation in their library and is depending on the financial status of the library.

Furthermore, the researchers attempted to determine the amount of cataloguers' knowledge with RDA and their participation with RDA in cataloguing library resources. The responses are follows:

"NO, we do not have Resource Description and Access in our library... yet it is very straightforward to organize and classify materials, unlike AACR2," claimed one reply. We've known about it since we first heard about it. Since I have never gotten access to it (RDA)... simply like a new tool in the element of cataloguing instead of utilizing AACR2, other respondents felt that their degree of experience and engagement in the RDA is poor. "They don't have much to say about experience and participation," some remarked. This indicates that the respondents had no meaningful engagement in the usage of resource description and access (RDA) in the library because they had never used it before and were still cataloguing using the old approach because the library automation deployment was not done. As a result, the respondents were asked to list some of the elements that they believe are influencing the usage of RDA in their various libraries. As a result, they reacted as follows:

"The key problems inhibiting the adoption of resource description and access include a lack of financing to obtain/purchase the instruments of Resource Description and Access, and library automation is impacting the adoption of RDA because we still catalogue and categorize by hand." We're still waiting for management to put everything in place." While some have claimed that an economic factor is one of them because the library has been unable to acquire any and it is costly, others have claimed that out-of-date materials such as classification schemes/subject headings, unstable Internet, unavailability of tool, unstable power supply, local method of cataloguing and classification is still being used, and a lack of funds are among them.

Discussion of Findings

The findings revealed that the majority of cataloguers at FUPRE library have limited experience and involvement with the concept and application of RDA in cataloguing, whereas view respondents who made up the study's sample claimed to have little knowledge of RDA's emergence but lacked the necessary tools. The qualitative data from this study supports the findings of the interview, since the issues might be related to a lack of RDA tools at the library. This finding is consistent with Adesoji (2014) study on the impact of ICT on library cataloguing and classification, which found that ICT could provide long-term relief from the stress of manual classification and cataloguing, which is prone to human error, but is underutilized due to cost, technical know-how, and management issues. The results also supported the low-level cataloguers' experiences with the RDA guidelines in the FUPRE library's

cataloguing practice. As various respondents stated, the adoption of RDA in cataloguing is a positive development in the cataloguing and categorization of library items, as it will simplify labour and save time for both cataloguers and users in the twenty-first century, which validates the interview's outcome. They went on to say that once it's completely deployed, it'll make the process of characterizing the information resource a lot easier. The perspectives of the following respondents have validated the findings of Snow (2011)'s research of cataloguing quality perception among cataloguers at university libraries in North America [many].... The importance of cataloguing standards, the potential advantages of the shift, and the understanding that change may be difficult were all discussed by interview participants. The uncertainty many cataloguers have regarding the development and implementation of RDA in North American libraries was reflected in interview replies, which echoed survey results. The major factors affecting the adoption and obstacles in the use of RDA in the library revealed that the major factors affecting the adoption and obstacles of resource description and access are a lack of funds to obtain/purchase RDA tools and a lack of library automation, both of which cause people to avoid cataloguing and classification. Other concerns mentioned in the ICT-driven society include a lack of technical understanding among librarians, particularly those who are responsible for cataloguing tasks. This study's findings are consistent with those of a study done by Dadzie (2008), who concluded that having more practical sessions might be one of the answers to students' difficulties understanding core courses. Because the majority of these courses are technical in nature and include solely theoretical sessions, students may find it difficult to grasp the value of the course being taught. This is also true for librarians in the field. Cataloguers must be trained and retrained on a regular basis in order to master the use of

RDA for categorizing and classifying library resources.

Conclusion

According to the findings, libraries are evolving creatures that will continue to adapt to new situations in order to be relevant day after day. The conclusion is that RDA is not used in the FUPRE library. The majority of cataloguers do not have a thorough comprehension of the RDA idea. Nonetheless, the issue is a lack of funds as well as a lack of resources in cataloguing and classification of materials, which is a severe problem that affects other students as well as cataloguers. Librarians-in-training have a positive attitude about cataloguing and classification. When it came to categorization and classification of information items. Many cataloguers need it in the library but lack of automation, lack of skill personnel, high cost of tools and poor funding. Efforts must be made to ensure that librarians- in- training are made to understand that cataloguing and classification is the core of Librarianship.

Recommendations

Based on the findings of this study, the following are recommended:

1. There is a need for cataloguers' staff to attend external conference on RDA and to project the significance of RDA use in academic libraries.
2. Considering the fact, that most of the libraries are not automated librarians and libraries should make more efforts towards the library automation and other internet facilities which will enable cataloguers employ RDA in their cataloguing activities.
3. Libraries should train cataloguers on the emerging trend of RDA and how to make use of RDA during cataloguing of library resources by organizing programme like workshops, conferences, in-house seminar.
4. The chief cataloguer should write to the library management on the need to procure adequate resources and adopt RDA tools to enhance

cataloguing and classification of materials.

5. The library cataloguers should update them self with the use of RDA gradually because we are in digital era, especially non-print materials. The old system of cataloguing such as LC and AACR2 are not reliable compared to RDA and there should be job rotation in the library.

6. Library management should ensure that library staff were interchanged on their job. (Job rotation)

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