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A Survey of Catalogue Librarian Duties in Nigerian Academic Libraries

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Abstract: Cataloguing is fundamentally the basis of theory of knowledge where information organisation, the structure and the means for handling them identified and specified. Catalogue librarians are specialists responsible for bibliographic control, information management and the creation of resource discovery tool that aids user in their search for materials. Essentially, they are responsible for the provision and organisation of efficient and effective retrieval system. Thereby saves time, increases the quality/productivity of library users and ultimately enhances the performance of the institution by supporting institutional objectives. Literature on the duties, skills and functions of cataloguers, indicated swift changes in cataloguing duties/functions and need for cataloguers to take to more challenges in view of developments in the profession. The current study with the use of questionnaire surveyed cataloguing practice in Nigeria in the twenty first century, their duties and tools being use in the university libraries. Data collected from cataloguers was analysed. The result revealed that the libraries are of medium size collection with low cataloguers strength and modest use of ICT in all the libraries. The libraries still possess the card catalogue system. On the duties perform, eighty-six percent of the cataloguers, perform technical duties as original descriptive and subject cataloguing, Determining appropriate guidelines in applying rules on the use of Anglo-American Cataloguing Rules and determining appropriate Subject heading polices with the use of Subject thesaurus. Three most leading skills considered to contribute and enhances job performance of the respondents are: “Ability to plan, organise, and supervise cataloguing activities in the library”, “Ability to establish and maintain effective work relationship with colleagues and other library staff” and “Ability to lead the way in researching into new techniques for cataloguing”. All the libraries still engage in manual cataloguing work and uses traditional work library working tools.
Introduction

Cataloguing librarians comprise a small but valuable subset of the library professionals that provides critical but hidden services to libraries and the users (Bothmann, 2007). They are a group of specialist (librarians) responsible for bibliographic control, information management and the creation of resource discovery tool that aids user in their search for materials (Bothmann, 2007). Cataloguers essentially are responsible for the provision and organisation of efficient and effective retrieval system. Hayes (1989) described cataloguing as the fundamental basis of theory of knowledge where information organisation and structure are identified and the means for handling them specified. The structure in cataloguing is therefore the basis for all subsequent information retrieval; it is at the heart of all professional knowledge in library and information science (Hill & Intner, 2007). Besides providing timely and quality information services that meet the needs of the professional researchers and faculty, the cataloguer saves time, increases the quality, productivity of library users and ultimately enhances the performance of the institution (Matthews, 2007). Thus, the need for cataloguer cannot be overstress, as they are essential to information resources processing in all kinds of libraries and most importantly academic libraries to support objectives of the parent institution. The coming of IT posed challenge not only to printing/printed resources, libraries and librarians but also to cataloguers responsible for organisation and retrieval of resources in libraries (Buschman & Chickering, 2007). The advent of the new technologies to library operations in 80’s and the development seen of automation, MARC was thought would suffice as substitute for cataloguers and that cataloguers could be dispensed off (Hill & Intner, 2007). The emergence and growth of OCLC was believed would eliminate the need for cataloguers as the use of computer would eliminate the need for authority control Hill (2004). However, it was soon discovered that the development in library digitalisation and growth in e-resource collection has neither changed the functions and services required of cataloguers nor the demand for their skills, but instead task the cataloguers to expand their skills on access descriptions to e-resources. Cataloguers therefore remain essential complement requirement to library efficiency and effectiveness (Sally, 2007). Surveys conducted on the duties, skills and functions of cataloguers, indicated swift changes in cataloguing duties and function and many reports reveal that cataloguers have taken to more challenges in view of developments in the profession. All the same, higher percentage still acknowledges the primary function of cataloguer has remained unchallenged in spite of the new devices available to perform their task. This study therefore seek to survey what is the cataloguing practice in Nigeria in the twenty first century, what are duties and tools currently being use in Nigeria university libraries.
Purpose of the Study

The purpose of this study is to determine the current job functions performed by cataloguers in Nigerian academic libraries. Determine the tools in use and survey the changes in cataloguer functions with the advent of information processing devices. It hopes to gain information of significance to library administrators and library and information science educators on the current cataloguing practice in use in Nigerian academic libraries.

Literature Review

Parchuck et.al described cataloguer position as firmly established in librarianship, in contrast to new professional as database searchers, or information specialists. Cataloguers they contend can trace their ancestry as first service professional whose functions and requirements are well established, defined and understood (Parchuck, et.al, 1989). Thus, as it has been from the past, libraries would continue to look onto cataloguers for mastery over the technical procedures and detail necessary to keep collection organised and accessible. In line with the above Montoya stated that traditional library functions and processes, such as searching, acquiring, cataloguing, processing, weeding, preserving, etc., still have and will always have room in any legitimate professional practice. The traditions she observed is alive and important (Montoya 1999). Valente, (2009) added abilities to search database, determine and match records, as well as ability to proof read and understand significant bibliographic elements. While Whitmell, (2009) identified a good grasp of specific subjects and a thorough knowledge of standard cataloguing codes as well as demonstration of conceptual skills, analytical skills and innovation in the use of classification schemes. Murray similarly emphasised that cataloguers get to figure out: a) what this thing is b) who might find it useful and c) how to make sure they find it. Therefore cataloguers need to know not only the rules but in addition the trick in knowing which rule to use, when and how to apply them thorougly too to even bizarre items acquired in the library. Thus being a good cataloguer actually involves a lot of creativity (Murray, 2010 .p 2).

Park and Caimi, (2009) job description study in selected journals between 1999 and 2000 demonstrate that knowledge on cataloguing and classification standards was the most frequently required qualification in job description. The activities expected of cataloguer, they emphasised were in fact part of the core skills of cataloguers, original cataloguing, authority control, copy cataloguing, descriptive and subject cataloguing. In addition, ability to use standard cataloguing tools (AARC, MARC, LCC, and LCSH) equally stressed. The knowledge requirement comprises knowledge of access point; editing
knowledge, MARC codes, the indicators and subfields involved knowledge and knowledge on policy regarding tables of content and ISBD punctuations.

However many librarians and library educators were noted felt that cataloguing is a skill that is not as vital as it once was (Davis, 2008). The shift away from hands-on, detailed bibliographic control courses in library school according to Davis reflects the perceived changing needs of the profession. Conversely, he equally pointed out that it may be possible that while cataloguing, as we currently understand it becomes less necessary, the basic skills and concepts of bibliographic control will remain vital (Davis, 2008). Bushman and Chickering, (2007) discount such prediction, to which they argued that the growth in publishing industries and the acquisition of such publications in libraries, would require the skill and services of cataloguers. In the year 2004 for instance “375,000 new titles and editions of books were published in the English speaking world, while in U.S. the numbers of titles reported, grew from 104,124 in 1993 to 190,078 in 2004. Danskin (2006) on the other hand reported an estimated growth of 18% per annum in monographic publication in UK in 2004 while US, china, India Brazil and Eastern Europe he remarked recorded significant growth. Similarly, a review of LCC ABS directorate report from 2000 to 2009 revealed continuous growth in monograph collection and cataloguing. Besides, Davis, (2008) also reported increased expenditures and acquisitions of books in academic libraries and remarked that in the future that academic libraries will acquire a significant portion of this output (Buschman and Chickering 2007). Therefore in it could be deduced that the continuous production of literary resources, is an indicator that the skill of cataloguers will remain needed and relevant.

The survey by Whitmell (2006) attempted to discern important skills most likely difficult to find among staff. The findings revealed leadership and managerial competencies as leading on the list. The others include leadership potential, flexibility to respond to changes, communication, and technological skills. Anthony and Grab (2005) study do not only corroborated the view, but also in addition stated that common threads that frustrate respondent libraries to attract candidates were lack of depth qualification and experience.

Wilson (2003) pointed out that not only has electronic information and technology so transformed information environment but in addition grasping of content, in order to organize, make accessible and relating them to other information resources meaningfully has become more challenging to cataloguing profession. She however acknowledged that while some of the problems and challenges are new, “many are the very ones cataloguers have been dealing with for century: description, controlled vocabulary, multiple versions, subject analysis, data definition, record structure, metadata, etc”. She in addition remarked that many, if not most of the skills developed cataloguers have build over the centuries are just as applicable in the era of electronics information (Wilson, 2003).
In a study of the changes and need for cataloguers skills in the new millennium, Buttlar & Garcha (1998) conducted a survey of cataloguers in academic libraries of ALA, Technical Service division. The research surveyed job and functions performed by cataloguers in academic libraries and how the functions changed over ten year’s period. They itemised sixty-seven (67) traditional and emerging activities in which cataloguers in academic libraries were involved. The finding proved that cataloguers were still much involved in activities that have long been associated with their career. “Descriptive cataloguing, assigning call numbers, subject heading analysis, authority control” were still part of the routine of more than 70% of all their respondents. From the list, the twenty-five (25) top activities performed by cataloguers was generated, i.e. comprehensive list of the activities in which all the professional cataloguers still engages as shown in table 1 below.

Table 1: Twenty-five topmost Cataloguing activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assign subject headings</th>
<th>Compile and maintains statistics</th>
<th>Evaluate cataloguing personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign call numbers</td>
<td>Assign call numbers</td>
<td>Bibliographic access</td>
<td>Catalogue serials</td>
</tr>
<tr>
<td>Descriptive cataloging</td>
<td>Assign call numbers</td>
<td>Catalog non-English items</td>
<td>Train copy cataloguers</td>
</tr>
<tr>
<td>Catalog monographs</td>
<td>Assign call numbers</td>
<td>Email discussion</td>
<td>Catalogue government documents</td>
</tr>
<tr>
<td>Authority control</td>
<td>Assign call numbers</td>
<td>Manage catalog work flow</td>
<td>Catalogue dissertation/thesis</td>
</tr>
<tr>
<td>Supervise support staff</td>
<td>Assign call numbers</td>
<td>Coordinate work of subordinates</td>
<td>Recruit/hire cataloguing personnel</td>
</tr>
<tr>
<td>Set local catalog standards</td>
<td>Assign call numbers</td>
<td>Copy cataloging</td>
<td>Catalog AV materials</td>
</tr>
<tr>
<td>Design cataloging/polices procedures</td>
<td>Assign call numbers</td>
<td>Catalogue rare books and special collections</td>
<td>Database maintenance/bibliographic control</td>
</tr>
<tr>
<td></td>
<td>Assign call numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assign call numbers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Buttlar and Garcha, 1989)

Furthermore survey of 266 public, special and academic libraries revealed that employers across all types of library do not only require an accredited degree for new cataloguers but in addition an understanding of Cataloguing Code (AACR) rule interpretations, classification, subject analysis, authority control and integrated library system operations (Hall-Elis, 2006). In a different but similarly survey of Australian libraries, Hider, found that over 70 percent of the libraries predominantly indicated the need for what was defined as core cataloguing skills and knowledge (Hider, 2006). Her findings were similar to that of Buttlar and Garcha (1998), but in addition, Hider identified Internet cataloguing, Digital library development and web authoring and designing as new and other skills or knowledge required of
cataloguers. Other information management skills listed include the knowledge of Metadata formats (MARC, Dublin core), Mark-up languages, knowledge management, communication skills and other ICT skills.

Further peruse of literature on cataloguer and technical job advertisement reveal cataloguing skill and knowledge remain the basic requirement in different libraries. A summary of job description, knowledge and skill requirement for cataloguers taken from job advertisement is as summarised below:

A. **Cataloguing duties:** Descriptive/subject cataloging for various library materials in a variety of Languages/subject fields, according to standards (AACR2, DDC, LCSH, MARC formatting). Copy cataloging of print/electronic resources. Conduct complex searching and researching to establish appropriate form of main entries, added entries and place names; assign main entries and subject headings; determine edition statements, imprints, collations and series notes.

B. **Knowledge of cataloguing rules:** The ability to know and apply cataloging rules and contribute to the overall efficiency of Library Technical Services. Determining and maintaining appropriate guidelines in application of subject headings, MARC21.

C. **Authority control:** Creating/maintaining of accurate bibliographic and local authority lists for database.

D. **Research:** Researching into new techniques/technologies for cataloging and keeping current with library trends by reading literature, maintaining professional relationships, and attending library related conferences, share findings with colleagues, and make recommendations for implementation in department processes as appropriate.

E. **Assistant:** Assist other catalogers in resolving cataloging problems in specialty areas of language and subject competence and work with group to identify, communicate, and implement changes and initiatives with the goal of improving the quality of an operation or product.

F. **Policies:** Ability to accurately interpret policies and procedures keeps abreast of developments in bibliographic standards and description, development, formulation and implementation of cataloging policies and procedures.

G. **Committee and others:** Serve on various library committees and provide recommendations for the improvement and streamlining of library services.

Thus, the review of literature acknowledged the continuous need of cataloguers’ skills either as it has been in the past to manage the access to resources or deal with the new trend of database management. Beside it appears researchers and cataloguer professional are all concern with recruitment, education and careers of cataloguers and realises that something needed to be done.

A summary of the literature as illustrated from the above, indicated that the cataloguing skills required of the professional cataloger to practice include: descriptive and subject cataloguing (cataloguing, indexing and abstracting) skill, classification skill, subject analysis skill, authority control skill, knowledge and skill in use of subject headings, MARC and AACR knowledge and skill. Others are database knowledge and IT Skills. Even with the advent of ICT that revolutionized information...
organization in the past decade, as has never been witnessed since Gutenberg invention of moveable cast
types that brought printed words to the mass. It could be argued that information access, retrieval and
storage in libraries i.e. cataloging still remain the entire process of bibliographic control, i.e. description
and subject analysis of information resources to provide organization, orderliness and access to all library
acquired resources. The structure in cataloguing thus remains basis for subsequent information retrieval
and cataloguers are essential in library service to complement and create resource discovery too that aid
users in their search (Bothmann, 2007). Thus succinctly described by Intner (2006) the necessity for
cataloguers and technical services librarians did not change but, rather, the requirements of the positions
did.

Librarians like other professionals in retrospect therefore need to reflect with increasing focus on
the impact of the new process emerging and the trends of development. Besides as the implication of
technological innovation become clearer, cataloguers have looked to the future with concern what
cataloguing will entail in the new millennium, especially in developing countries with low levels of
Integrated Library Systems.

Literature revealed that Library automation has decreased the amount of original cataloguing
done in academic libraries, and there are changes in tasks of cataloguers. Thus, Birrell et-al (2010)
remarked that nature of bibliographic utilities, user-friendly OPACs, keyword searching, CD-ROM
formats and outsourcing as well as the increasing availability/popularity of the Internet has resulted in a
multifaceted and evolving role for cataloguers in academic libraries. They suggested that as the form and
object of scholarship multiply, so too must the ability of the cataloguers to promote standards, maintain
authority control, and pursue the necessary disambiguation of one entry from another

Furthermore, Gorman contend that there is no any formats of information resources that cannot
be subject to normal Anglo-American cataloging standards successfully. According to him, all Internet
documents are accessible, reproducible, and controllable by traditional library means. In addition,
Montoya also stressed that every new conceptual advance or technological development can be taught by
professional instructors to all sorts of learners independent of age, background, field of specialty, and so
on (Montoya 1999). Thus, cataloguing skills relatively remain stable in the profession.

Methodology

From the literature, cataloguers’ main duties includes Descriptive/original cataloguing and
subject analysis, authority control, assigning of call numbers, etc. Materials once acquired by libraries are
catalogued and classified. To accomplish this task the cataloguer need requisite skill, ability and
knowledge. (Taylor, 2004). Therefore adopting the methods and instrument used by Buttalar and Garcha, 1998, Hider, 2006 and Leysen, 2009 with some modifications, main duties of cataloguers and duties outlined in literature were in corporate into the survey research instrument. The survey instrument consisted of sections that collected data on the library profile, demographic data of the cataloguers, the duties they perform, the tools available and in use to discharge their duties, the job performance factors as well as and their feeling as professional cataloguer. Fifty cataloguers in five public Nigerian University libraries were surveyed in November 2009. Fifty copies of the questionnaire were administered. Forty-three (43) copies of the questionnaire were filled while only 37 representing 74% were useful for data analysis. This was analysis and discussed with the use of descriptive statistics.

DISCUSSION

The library profile

The library profile gives the brief background of the surveyed libraries. Such as the collection seize, staffing and the demography.

Size of library collection

All the five sampled libraries except one maybe described as medium size with low cataloguing staff strength. The libraries’ collections are in the range of a hundred and twenty-six thousand (126,000) that consisted of monographs, serials and other forms of publications. The total staffing strength of libraries is over seventy while the cataloguing staff strength ranges from 3 to 8. Two of the libraries indicated there are between 3-6 cataloguers while the other set of three libraries indicated cataloguing staff strength of eight (8). Thus, the libraries relatively maybe classified as medium size libraries with small cataloguers strength.

The use of ICT in the surveyed libraries as in previous study is still yet to take effect. The result of the surveyed libraries revealed that level of library digitalization in Nigerian academic libraries is still at a low level. Ehikamenor survey in 2005 described Nigerian library automation as a “non-starter”. Three of the libraries indicated that “The library is partially automated (i.e. use ICT facilities for some operations)” while one of the respondent library indicated that “The library is fully automated in operations with an OPAC services to users” and the other stated “Use of ICT is in the library plan but yet to take off”. The result at variance with the findings by Yusuf and Nkiko (2010) that cataloguing practices in three sampled libraries witnessed changes as a result of the application of ICT in organizing library materials and thus some changes in the role of cataloguers to supervision and administrative functions. The libraries with a few automated Modus as OPAC or Charging/discharging systems in the study does
not mean ILS or digitalized library. This perhaps explained the difference in earlier studies. The survey revealed all the libraries still have their card catalogue system in use. Although the trend appears towards adoption of the use of ICT, all the same the scenarios in the libraries demand for greater commitment and attention. The problem of basic infrastructure such as regular electricity supply remain a serious impediment far overwhelming than the project itself. Presently a number of Libraries spend immense sum of money on generator fuel and maintenance. Not until such problem is address, an ILS/digitalised library may remain an illusion. As far back as the 1970s literature abound with various automated attempts of Nigerian libraries.

Furthermore, assessment of the software in use in these libraries revealed that all the five libraries have different software. The software as indicated by the libraries includes ALICE for WINDOW, GLASS, SLAM, and VTLS. Literature revealed that due to lack of interlibrary coordination and corporation, many Nigerian academic libraries experienced setback in their automation attempts. NLA, cataloguing and classification section held series of conferences/seminar and workshops for library cataloguer to sensitized the need to embrace digitalization. It perhaps needs to address adoption and use standard software for cataloguing operation in all Libraries more proactively. Thereby all challenges and problems can collective be addressed.

**Demographics**

The demographic provide aggregate information of the respondents. In the present study, the factors examined are the educational qualification, work experiences, gender and age. The demographics are similar to that reported in earlier paper by the authors.

**Professional qualification (Library Degree/Educational qualification)**

The study is discerned to collect opinions of cataloguers in academic libraries the demographic information would enriched the literature of cataloguing industry in Nigeria. The result indicated that whereas fifty-seven (57%) percent, of the respondents acquired the Library degree earlier than year 2000, fifty (50%) percent of respondents had their degree in the year 2000. Eight percent (8%) percent, of the respondents on the other had library degree in 1970. The group apparently is easing out due to retirement. In addition to basic qualification of library degree, academic librarian in Nigeria requires a MLS degree to practice. Responses on educational qualification maybe considered satisfactory. Seventy-eight (78%) percent, respondents has a master degree, which allow for promotion on the job up to managerial position. However, no respondents have a PhD. While five (5%) percent each has BA, BALS and BLS.
2010 similarly found that none of her surveyed respondent from the private universities had a PhD degree.

**Gender**

The gender demography showed that fort-six (46%) percent, of the catalogue librarians are female while forty-one (41%) percent, are male gender. The result appears to present equal gender ratio (though 14%, (5) respondents did not indicate their gender). Gender ratio of librarians in developed world indicated more of female to male gender ratio. In contrast, literatures from developing countries as Nigeria indicated the reverse i.e. more of male to female gender ratio in the profession. However, gender ratio may not follow same trend in intersectional/divisional studies of libraries as found in this study. Yusuf & Nkiko, (2010), reported a similar finding on demographic study of surveyed cataloguers in their study. Besides the results may be is due to the sample size.

**Age**

Age of cataloguer has raised much concern in library literature. Ageing of librarians particularly those of cataloguers was noted with concern in literature. Wilder (2006) survey of ARL revealed a heavy decline in cataloguers’ age compared to their non-cataloguer colleagues. Similarly Whitmell (2006), Hill and Intnner 2007 variously indicated decline in cataloguers’ age. The current study revealed that thirty-five (35%) percent of the respondents are less or about 40 years of age, sixty-four (64%) percent of the respondents are over 40 years of age. While twenty-seven (27%) percent respondents fall into the 46 years and above age bracket. The trend reported in literature revealed Librarians particularly cataloguing librarians, age faster in contrast to their other colleagues thereby depleting their population without commensurable replacement. The scenario present in this study, neither support nor present cataloguers as endanger group as found in literature. All the same, close examination would show that in the next 10 years those within the 40 years age bracket might be due for retirement.

**Work experience**

The work experience is an indicator of exposure to working ethics, some level of responsibility and contribution to the profession. Result of work experience showed that forty-one (41%) percent respondents have put in 5 – 10 years. Thirty-six (36%) percent has 36 years of working experience. Thus put together seventy-seven (77%) percent of the respondents have between 5 to 20 years total work experience. Comparatively fifty-four (54%) percent of the respondents similarly have between 5 – 10 years library work experience while seventy-three (73%) percent have 5 – 15 years library work
experience. On the other hand eighteen (18%) percent of respondents have over 26 years of library work experience. When the experiences is narrowed down to catalogue work experiences, sixty-two (62%) percent and five (5%) percent of the respondents had put in 5 -10 years and 11 – 15 years cataloguing experience respectively. While eight (8%) percent of the respondents have over 30 years of cataloguing work experience. With such wealth of experiences, quality assessments of cataloguing profession maybe anticipated.

The duties and function of catalogue librarian

Employing Buttlar and Garcha, (1998) method, the duties and functions of catalogue librarians described in literature and in job announcements journals, were listed out. The surveyed group was directed to tick which is performed in their various libraries. This is designed to assess the cataloguing practices, job description and duties of the catalogue librarians in Nigeria university libraries as well as glean the current trend of development of the profession in Nigeria. In addition to the general and common questions, the head cataloguers had additional question sheet on the cataloguing facilities (tools) in use in the libraries. Analysis showed that the technical skills are highly rated as the main duties performed in the libraries. Among the twenty (20) itemized duties (table 2), eighty-six (86%) percent of the respondents indicated the following four (4) technical duties,

1. Perform original descriptive and subject cataloguing for various materials in a variety of languages and of subject fields according to universal standards with the use of relevant tools.
2. Determining appropriate guidelines in applying rules on the use of Anglo-American Cataloguing Rules and Subject heading polices (LCSH, SEARS, MESH, ARABIC & others in use)
3. Assigning main entries and subject headings.
4. Determining edition statements, imprints, collations, series and notes

Ninety-five percent (95%) respondents indicated they assign Cutter numbers to items. This means virtually they all respondents perform the function

Seventy-three percent (73%) of respondents indicated that “Create records for all processed items”, while sixty-eight percent (68%) of the respondents indicated determining, appropriate Subject heading polices with the use of Subject thesaurus (LCSH, SEARS, MESH, ARABIC & others in use). Furthermore, another sixty-three percent (63%) of the respondents “Conducts complex searching and researching in English & other languages to establish appropriate form of main entries, added entries and place names”. The result showed that over sixty percent (60%) of the respondents perform eight of the
main technical duties required in professional practice. In summary on the technical duties, analysis showed that over seventy (70%) percent of the respondents do technical duties. The least of technical duties performed by respondents is the use of DDC perhaps because many academic libraries in Nigeria have ceased the use of DDC and changed to the use of LCCS. From the analysis and as shown in the table 2 below, it could be deduced that the surveyed libraries use manual system i.e. still engages in the traditional practice.

On management and administrative duties expected as part of catalogue experience, seventy-seven percent (77%) respondents indicated they provides assistances to other catalogue librarians in resolving difficult cataloguing problems. While sixty-three percent (63%) of the respondents “Evaluate subordinate staff work performance”, “provide training support staff and other cataloguers” and “establishes and maintain catalogue activities” respectively. In addition, forty-five percent (45%) of the respondents “serve on library committee”.

Table 2: Duties performed

<table>
<thead>
<tr>
<th>No.</th>
<th>DUTIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perform original descriptive and subject cataloguing for various materials in a Variety of languages and of subject fields according to universal standards with the use of relevant tools.</td>
<td>28</td>
<td>86</td>
</tr>
<tr>
<td>12</td>
<td>Determining appropriate guidelines in applying rules of: -</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>A</td>
<td>Anglo-American Cataloguing Rules</td>
<td>28</td>
<td>86</td>
</tr>
<tr>
<td>B</td>
<td>Subject heading polices (LCSH, SEARS, MESH, ARABIC sub &amp; others in use)</td>
<td>22</td>
<td>68</td>
</tr>
<tr>
<td>C</td>
<td>Dewey Decimal Classification</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>D</td>
<td>MARC21</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>Conducting complex searching and researching in English &amp; other languages to establish appropriate form of main entries, added entries and place names.</td>
<td>21</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>Assigning main entries and subject headings.</td>
<td>28</td>
<td>86</td>
</tr>
<tr>
<td>4</td>
<td>Determining edition statements, imprints, collations, series and notes</td>
<td>28</td>
<td>86</td>
</tr>
<tr>
<td>6</td>
<td>Performing copy cataloguing in all subjects areas from OCLC and copy cataloguing in subjects from LC if available and</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>18</td>
<td>55</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>7</td>
<td>Compare CIP materials in hand to OCLC-derived MARC records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Create records for all processed items</td>
<td>24</td>
<td>73</td>
</tr>
<tr>
<td>9</td>
<td>Assigning Cutter numbers to items</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>10</td>
<td>Printing spine label/magnetic tag for each item</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>Making recommendation for implementing process in the department as appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Providing assistances to other catalogue Librarian in resolving difficult cataloguing problems</td>
<td>25</td>
<td>77</td>
</tr>
<tr>
<td>13</td>
<td>Serve on various Library committees</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>14</td>
<td>Maintaining the Authority control list for library</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>15</td>
<td>Entering catalogue information for new materials into library’s on-line catalogue system &amp; editing on-line catalogue for removed items</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>16</td>
<td>Preparing catalogue status reports for library management and other staff</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>17</td>
<td>Evaluate subordinate staff work performance</td>
<td>21</td>
<td>63</td>
</tr>
<tr>
<td>18</td>
<td>Training support staff and other cataloguers</td>
<td>21</td>
<td>63</td>
</tr>
<tr>
<td>20</td>
<td>Manage and ensure staff adheres to schedules and attendance requirement</td>
<td>18</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

The quality and quantity of education cataloguers received in LIS programs is observed as insufficient for them to enter a library to do complex cataloging operations (Hill, 2005). Therefore, apart from the need for local training in library-specific routines, new cataloguers also need additional education about many general cataloguing issues such as authority work, uniform titles, formats, and even classification as well as in practice that will eventually enable them contend with difficult situations.

Hill (2005) argued that libraries could not afford to hire cataloguers for every special type of material, language group, or each subject or even formats. Thus, she remarked that every cataloguer has to be willing and able to handle anything, should the need arise. Thus, the handling of variety of materials calls for skillful cataloguers with broad scope and subjects. Taken together, these points suggest that, at least for some time, most libraries as it has been in the past will continue to need cataloguers unlimited.
The finding shares the inference arrived at by Hider, (2006) on the survey of Australian cataloguers. That is, that Australian cataloguers had not given up on traditional cataloguing, though they were also interested in developing their knowledge and skills in new areas on IO, as well as in areas outside of IO.

**The job performance factor.**

The job performance factors in the instrument ask for evaluation of what skills cataloguers considered would effectively enhance discharge of their duties. The items derived from literature, some of which were adopted from Leysen & Boydston (2009) Jobs Satisfaction among Academic Catalogue Librarian and the work of Hider, (2006) on Australian cataloguers. The studies are among recent studies on cataloguer job satisfaction. The list of job performance factors is as showed in table 3 below.

<table>
<thead>
<tr>
<th>JOB PERFORMANCE FACTORS</th>
<th>FREQUENCY AND PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Ability to communicate effectively (Effective verbal and written communication ability)</td>
<td>(9) 23% (27) 73% 95</td>
</tr>
<tr>
<td>ii. Ability to accurately interpret policies and procedures (policies and procedural interpretations inability).</td>
<td>(13) 36% (23) 59% 95</td>
</tr>
<tr>
<td>iii. Physical fitness demand to work solitarily in door (quiet environment).</td>
<td>(17) 45% (19) 50% 95</td>
</tr>
<tr>
<td>iv. Knowledge of computerized cataloguing system and use of MARC.</td>
<td>(12) 32% (24) 64% 96</td>
</tr>
<tr>
<td>v. Ability to prepare concise reports and recommend policy to library management.</td>
<td>(15) 41% (19) 50% 91</td>
</tr>
<tr>
<td>vi. Ability to establish efficient, realistic plans that clearly convey the mission and philosophy of the library.</td>
<td>(13) 36% (21) 56% 91</td>
</tr>
<tr>
<td>vii. Ability to administer all kind of cataloguing and classification resources, Database maintenance, on-line catalogue and computerized shelflist.</td>
<td>(12) 32% (24) 64% 95</td>
</tr>
<tr>
<td>viii. Ability to maintain a conducive atmosphere for job productivity and satisfaction where team goals are aligned to meet library objectives.</td>
<td>(10) 27% (24) 64% 91</td>
</tr>
<tr>
<td>ix. Provision of assistance to other catalogue Librarian in resolving difficult titles.</td>
<td>(15) 41% (21) 56% 95</td>
</tr>
<tr>
<td>x. Training opportunity for support staff and other catalogue Librarians.</td>
<td>(17) 45% (19) 50% 95</td>
</tr>
</tbody>
</table>
Three most leading skills considered to contribute and enhance job performance of the respondents are: “Ability to plan, organize, and supervise cataloguing activities in the library” (41% agreed while 59% strongly agreed). “Ability to establish and maintain effective work relationship with colleagues and other library staff” (32% agree and 68% strongly agree) and “Ability to lead the way in researching into new techniques for cataloguing” (45% agreed and 56% strongly agreed). Ten other skills were indicated as strong skills that affect the performance by ninety percent (90%) of the respondents. From the result above, practically almost all the skills are of management enhancing factors. This perhaps illustrates the importance of managerial skill requirement for effective performances. With over ninety percent of the respondents either agreed or strongly agreed with these views, it buttresses the significance of managerial skill for the smooth running of cataloguing industry.

Table 4: The Library working tools

<table>
<thead>
<tr>
<th>No.</th>
<th>Work tools</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Anglo American cataloguing Rules [AACR2R]</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>ii.</td>
<td>AACR2R-e (Electronic CD-ROM Format of AACR2R)</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>iii.</td>
<td>Cataloguer’s Desktop (AACR2 CD-ROM produce by Library of Congress)</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>iv.</td>
<td>Library of Congress Rules Interpretations:--</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>a.</td>
<td>Subject Cataloguing Manual: Classification</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>b.</td>
<td>Subject Cataloguing Manual: Shelf list</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>d.</td>
<td>MARC21 for bibliographic data(format for Authority Data, format for holding Data, format for Classification Data and format for community Information).</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>vi.</td>
<td>The Library has the following formats too:-</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>a.</td>
<td>LCSH Microfiche Format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Electronic Version (The Classification Plus i.e. window based CD-ROM of LCCS &amp;LCSH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>LC Subject heading weekly lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii.</td>
<td>Sears List of subject heading Edition in use</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>viii.</td>
<td>Dewey Decimal Classification (DDC) and Relative Index Edition in use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The questionnaire presented a mixture of manual tools mix with some ICT facilities that are being adopted and applied to cataloguing for processing (Table 4). Responses to the use of electronic forms of catalogue tools are low. As reported by the head cataloguers, in the profile section, only one Library has “AACR2R-e (Electronic CD-ROM Format of AACR2R)” and “LCSH Microfiche Format”.

The result revealed two of the respondent libraries, has:

- “Cataloguer’s Desktop (AACR2 CD-ROM produce by Library of Congress)”;
- “CD-ROM Version of LCCS. CD-ROM Version”
- “(SUPERLCCS) of additions and changes”

The above finding is similar to what was report in literature on automation and library development in Nigeria. Conversely, all the manual cataloguing work tools listed in the research instrument was indicated as being used by four (4) or all the respondent libraries.

- Virtually all the five-surveyed libraries possess the following tools: Anglo American cataloguing Rules [AACR2] and C.A. Cutter’s three-figure author Table.

- Four of the libraries have the following tools: ALA filing Rules, Library of Congress Classification schedules (LCCS), A –Z, LC Classification- additions and Changes (A quarterly publication), Library of Congress Subject Headings (LCSH). Edition in use “not stated” Library of Congress Subject Cataloguing Manual: Classification
Three of the libraries use the following tools: Library of Congress Rules Interpretations, Subject Cataloguing Manual: Shelf list, MARC21 for bibliographic data (format for Authority Data, for holding Data, format for Classification Data and format for community Information).

Conclusion

Finding from the study revealed that the libraries are of medium size collection with low cataloguers’ strength. However, over seventy percent of them hold a master degree required for practice in academic libraries. Level of digitalization is low and the entire libraries still poses the card catalogue system. The age appeared satisfactory with over 60% still less than 50yr of age. While about 70%, have work experience of 5 to 10 years. On the duties performed by the cataloguers, findings collaborate what is found in the body of previous studies. 86% of the cataloguers perform technical duties as original descriptive and subject cataloguing, Determining appropriate guidelines in applying rules on the use of Anglo-American Cataloguing Rules, Subject heading polices, and sixty-eight percent (68%), of the respondents indicated determining appropriate Subject heading polices with the use of Subject thesaurus.

Three most leading skills considered to contribute and enhances job performance of the respondents include: “Ability to plan, organize, and supervise cataloguing activities in the library”; “Ability to establish and maintain effective work relationship with colleagues and other library staff” and “Ability to lead the way in researching into new techniques for cataloguing”. All the libraries still engage in manual cataloguing work. And virtually all possess the following tools: Anglo American cataloguing Rules, C.A. Cutter’s three figure author Table, ALA filing Rules, Library of Congress Classification schedules (LCCS), A–Z. Library of Congress Subject Headings (LCSH). Library of Congress Subject Cataloguing Manual.
Reference


Birrell, D.; Gordon, D. & Kathleen Menzies (2010). Match Point; Duplication and Scholarly Record: The Online Catalogue and Repository Interoperability study (OCRIS), and its findings on Duplication and Authority Control in OPACs and IRs. *Cataloging and Classification Quarterly, 48*(5), 377-402.


http://www.al.org/ala/educationcareeres/education/1stcongressonpro/1stcongresspreparring.cfm


http://www.liscareer.com/murray_cataloging.htm


