

**THE USE OF CATALOGUING TOOLS AND RESOURCES BY  
CATALOGUERS IN THE UNIVERSITY OF MALAWI  
LIBRARIES AND THE MALAWI NATIONAL LIBRARY  
SERVICE IN PROVIDING ACCESS TO  
INFORMATION**

**by**

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**2009**

## Declaration

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## **DEDICATION**

This work is dedicated to the memory of my late son, Chisomo Nampeya and my late father, Jones Ninje.

## **ABSTRACT**

This study investigated the use of cataloguing tools and resources in the University of Malawi (UNIMA) Libraries and the Malawi National Library Service (MNLS) in providing access to information. Cataloguing tools and resources are mainly used by cataloguers to process library materials for easy location and access to the collection. The cataloguer's goal is to meet user needs and make available materials and services for the purpose of supporting the learning, teaching and research needs of the UNIMA Libraries and the MNLS.

Cataloguing practice in most of the academic and public libraries in developing countries has lagged behind due to financial constraints. Poor budget allocations and economic problems have forced many libraries to operate inefficiently without preparing cataloguers for the work with effective training. The UNIMA Libraries and the MNLS have also been affected by this economic problem.

In order to find out how cataloguing tools and resources are being used by cataloguers in UNIMA Libraries and the MNLS in providing access to information, a study sample consisting of fifty cataloguers and directors (Librarians) of libraries was chosen. The cataloguers and directors of libraries were surveyed by means of a self administered questionnaire and an interview schedule to investigate availability and use of cataloguing tools and resources and the effectiveness of the services to provide for the information needs of the users. Other information requested from the respondents related to the problems encountered with the tools and training offered to the cataloguers. A total of thirty-five cataloguers and directors of libraries responded yielding a 70 % response rate. The results were analysed using SPSS. The results were shown in the form of tables and figures.

The study revealed that the majority of cataloguers in the UNIMA Libraries and the MNLS used the cataloguing tools and resources but relatively infrequently. Results also revealed that the cataloguers encountered various problems with the tools which most of them attributed to a lack of training to adequately prepare them for cataloguing requirements. In addition, the majority of libraries had cataloguing

backlogs which were attributed to various factors such as a lack of professionally trained staff in cataloguing and a lack of cataloguing tools and resources.

Recommendations and suggestions to improve the cataloguing practice in general were made by both the researcher and respondents with regard to the findings and the literature reviewed.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AACR	Anglo-American Cataloguing Rules
ALA	American Library Association
ANBD	Australian National Bibliographic Database
ARL	Association of Research Libraries
BAI	Book Aid International
CD	Compact Disk
CODE	Canadian Overseas International Development
DDC	Dewey Decimal Classification
ICT	Information and Communications Technology
IFLA	International Federation of Library Association and Institutions
ISBD	International Standard Bibliographic Description
IT	Information Technology
LC	Library of Congress
LCC	Library of Congress Classification
LCSH	Library of Congress Subject Headings
MALA	Malawi Library Association
MARC	Machine Readable Cataloguing
MNLS	Malawi National Library Service
NACO	Name Authority Cooperative
NLA	Norwegian Library Association
NSO	National Statistical Office
NUC	National Union Catalogue
OCLC	Online Computer Library Catalogue
OPAC	Online Public Access Catalogue

SCECSAL	Standing Conference of Eastern, Central and Southern African Library and Information Associations
UAI	Universal Availability of Information
UAP	Universal Availability of Publications
UBC	Universal Bibliographic Control
UN	United Nations
UNIMA	University of Malawi
UK	United Kingdom
USA	United States of America



## **CHAPTER ONE: BACKGROUND INFORMATION**

### **1.1 Introduction**

According to Kim (2003: 96-98) cataloguing is the process of creating entries for a catalogue. In libraries, this usually includes the bibliographic description, subject analysis, assignment of classification notation and other activities involved in physically preparing the item for the shelf. These tasks are usually performed under the supervision of a librarian trained as a cataloguer. There are two types of cataloguing, original cataloguing and copy cataloguing. Original cataloguing refers to the preparation of a bibliographic record from scratch, without the aid of a pre-existing catalogue record for the same edition which is time consuming for the cataloguer. Copy cataloguing involves the adaptation of a pre-existing bibliographic record from other bibliographic databases, such as OCLC or NUC, to fit the characteristics of the item in hand with modifications to correct obvious errors and minor adjustments to reflect locally accepted catalogue practice (Kim 2003: 105). Thus when cataloguers engage in the process of cataloguing, they are entering information about a book or any other item into the library's catalogue so that when users search the catalogue, they find what they're looking for or at least something that will help them find an answer to their question.

### **1.2 Cataloguing tools and resources**

Miksa (2005: 1-12) has defined cataloguing tools and resources as, "any device or document (print-based or electronic) that assists in the creation of an original bibliographic record or in the verification of bibliographic information in existing records". This may include input rules, metadata formats and standards, cataloguing software and textbooks, continuing education programmes, workshops and cataloguers web-based toolkits. Library collections house a wide variety of materials on many different topics and in many different formats. The challenge in making these materials available for the users is letting them know what is available in the library collection. That is why cataloguers need tools and resources to assist them in cataloguing these materials correctly. When library materials are catalogued in a careful and complete manner, access is provided for the users to all sources of information on a particular topic, or in a particular format with certain standards applied.

This brings us to the issue of bibliographic standards in cataloguing. Weis and Carstens (2000: 47-50) state that, records and information are organised according to a structured set of rules and information technology requirements. These rules and requirements prescribe the ways in which the records and information will be stored and handled in order to support the institution or organisation's policies, procedures, mandates and legislatures. The importance of organisation is that each record or item of information is organised for effective use, dissemination, maintenance and disposition. It is at this stage where each record is placed within a larger framework that its context is defined within the organisation's overall information landscape and allows electronic and traditional systems to deal with each individual record. Elements such as classification frameworks, documentation standards, policies and procedures for access, security and also the security of information are very critical (Byrum 2000: 3). These standards facilitate access within a given institution and among local and international networks of institutional collections and repositories.

Hundie (2003: 557) notes that, "original cataloguing has always been a very expensive task in terms of time and energy of professional cataloguers", and this resulted in problems of backlogs, outsourcing and subscription to expensive databases. Nowadays with the advent of the Internet in libraries, cataloguing tools and resources available on the Internet is limitless, thus knowledge and use of these tools by cataloguers can save precious time and money for libraries. Some of the useful cataloguing tools and resources found on the Internet are:

- **The cataloguer's tool box** (<http://staff.library.mun.ca/staff/toobox/>)

This is a website for the Bibliographic Control Services of the Queen Elizabeth II Library at Memorial University of Newfoundland. It gives links and access to cataloguing tools by activity, format and subject. Sites of national libraries around the world are provided. In addition other helpful sources for cataloguers are provided such as websites of bibliographic utilities, cataloguing of electronic serials and archives.

- **Library of Congress websites**

The website provides cataloguers with cataloguing sites for copy cataloguing. Descriptive cataloguers can access and download bibliographic and authority records from the Library of Congress online catalogue (<http://lcweb.loc.gov/catalog>).

- **Subject cataloguer's electronic resource toolkit**

This is a useful tool for subject cataloguers. It provides the latest cataloguing policies and developments in the Library of Congress and the international community. In addition it also provides a list of cataloguing tools and documentation online found in the LC Headings Weekly Lists (<http://www.loc.gov/rr/business/beonline/toolkit.html>).

This source has various subject tools and documentation such as, MARC standards, Metadata documentation for subject cataloguers, glossaries and dictionaries for electronic resources as well as online presentations on subject cataloguing skills used on the web.

According to Omekwu (2007: 20) catalogues and cataloguing tools in the shared environment are very important for both locational and collocational purposes. The most important function of a catalogue is to make finding an item possible when the author, title, or subject is known, and to find library holdings of specified authors or particular subjects. Thus cataloguing tools and resources facilitate the process for library resources to be discovered, identified, selected and accessed

Guenther (2002: 120-131) observes that, online access to the classification numbers helps to save time for the cataloguer. For instance, the cataloguer may perform a keyword search to quickly locate the possible classification numbers through captions, notes, or index terms. With this system the cataloguer is able to trace the information of synthesised numbers to assist cataloguers in classifying materials. In addition, online classification may assist the cataloguer in obtaining consistency in the assignment of classification numbers to library materials.

### **1.3 Background to the study**

Making Africa an information society has become the goal for many African librarians and information specialists (Raseroka 1997). Prytherch (1995: 322) observes that an information society is one where the population is dependent on information accessed either through the traditional means or by modern technology for social, economic or political development. In these societies information becomes a precious commodity to be enjoyed by every citizen.

Libraries are places that acquire and disseminate information. They are sources of knowledge and inspiration for many users. People use information in libraries for different reasons. Sindane (1994: 4) observes that libraries, being sources of information, could improve their environment by making basic information more easily available, accessible and user friendly. Silungwe (1996: 180) states that, “information in libraries is a life-giving force for efficient and effective performance in all service sectors, without which both the individual and the service are at immediate disadvantage”. Therefore, it is very important to have a library which is properly managed to provide access to information materials.

Thus, the idea for this study arose from a desire to understand the realities of the everyday operations of a cataloguing department and how the realities integrate with the state of cataloguing practices and procedures in cataloguing library materials for easy access. Many issues surrounding cataloguing in all types of libraries have been addressed by other studies. However, an extensive literature review from a variety of library and information science publications has not revealed many studies such as the one proposed, which focuses specifically on the use of cataloguing tools and resources.

Many aspects of current cataloguing trends and practices in libraries have been the subject of numerous studies over the past years. The increase in traditional information materials and non-traditional information materials as well as resources made accessible by the Internet and the web have placed an enormous responsibility on cataloguers in libraries. Cataloguers control the organisation of provision of access to these materials, within the parameters of the current library cataloguing systems. Thus the quality control of all bibliographic records falls under the responsibility of the cataloguers who provide access to materials in libraries. This responsibility greatly depends on the cataloguer’s knowledge of and expertise with the cataloguing tools and resources available within the cataloguing department (Kim 2003: 104).

The study has described the extent and use of cataloguing tools and resources by cataloguers in the University of Malawi (UNIMA) Libraries and the Malawi National Library Service (MNLS) in providing access to information and materials. Access to information is a very important element in human life in both the academic and public sphere. Cataloguing tools and resources are essential in facilitating the process of making information available to all.

It should be noted that access to information is regarded as a human right, for instance the Universal Declaration of Human Rights (United Nations 1997); article 19, states that: “Everyone has the right to freedom of opinion and expression, this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers.”

Therefore it is important to ensure that this right is applied to all citizens of society regardless of their educational background, religion and economic status. In their quest to make information accessible to all, information practitioners, especially librarians, are trying to address numerous problems such as the lack of information resources, materials and facilities. According to the Association of Research Libraries (ARL 2005), provision of accessibility and service are critically linked and that access needs to be electronic due to the global nature of our lives, and Malawi is aspiring to this through a number of initiatives.

One of the major functions of the library is the provision of quality services and materials to its users. This can be measured in several ways, especially in the way the library meets its users’ needs and this also depends on a number of factors such as, how well the catalogue is matched to the users’ needs, the library’s efforts to make the collection accessible and also the outcomes of the users’ efforts and ability to locate the materials needed. Intner (1991:6) explains that “measurement of library effectiveness is to link the needs of the user by assessing the extent to which the demand is being met”. In order to improve the services rendered to users in accessing information it is important to understand how cataloguing tools and resources facilitate the process of making information materials available.

Backlogs or “hidden collections” pose a problem in many libraries as the materials have not been entered into either an online or a manual catalogue. These materials constitute unprocessed, often primary sources and they represent a large store of inaccessible materials (Yakel 2005:95). The UNIMA Libraries and the MNLS face major challenges concerning backlogs which have accumulated over a number of years. An increasing concern is that if this situation is not addressed, the issue of accessibility to these materials will not be possible, thereby denying the students, academics, researchers and the public useful information.

Lundy and Hollis (2004:12) have stated that, “with a view to both security and user needs, as they analyse their backlogs libraries must consider the level of access they can afford to

provide”. Therefore, bearing in mind this situation, the question or challenge for librarians is how these materials can be made available without increasing staff in the cataloguing department or increasing the budget. It is against this background that the study investigated how cataloguing tools and resources were being used by cataloguers in the UNIMA Libraries and the MNLS to provide access to information and effectively manage backlogs.

### **1.3.1 Malawi**

Malawi is a small developing country in central Southern Africa. It constitutes an area of 120,000 square kilometres with 25,000 of this being water. It lies in the great east African valley which also has the 360 mile Lake Malawi to the east of the country (see map of Malawi, Appendix 4). The population of Malawi is about 14 million people. Out of this population only 2.5 % have had the privilege to complete a university education (National Statistical Office of Malawi 2008).

The major urban centres are Lilongwe, which is the capital city of the country with an estimated population of over 400,000. Blantyre is Malawi’s largest city which is regarded as the commercial hub of the country with a population of over 450,000. The third largest urban centre is Zomba which has a population of over 250,000. The UNIMA’s constituent colleges are spread throughout these three major cities (Williams 2008; National Statistical Office of Malawi).

### **1.3.2 The University of Malawi (UNIMA)**

The UNIMA was established in 1965 with the initiative of the first president of the Republic of Malawi, Dr Hastings Kamuzu Banda. Plumbe (1987) states that, a report recommending the establishment of a university in Malawi was received from the American Council on Education in April 1964. The British Government supported the idea and on 30<sup>th</sup> October 1964, the UNIMA (Provisional Council) Act was passed by parliament. Thus, the following year the UNIMA was opened on 6<sup>th</sup> October, 1965 with the president, Dr Hastings Kamuzu Banda as its Chancellor (Chiweza 2004).

According to the Act of Parliament that provided for the establishment of the UNIMA, the functions of the university are:

- To encourage the advancement and dissemination of information for learning and research.
- To provide facilities for higher education, research and for the advancement of knowledge in such branches of learning and study and for such persons, whether members of the university or not, as the Council may from time to time determine.
- To award and confer Degrees and Diplomas and other academic distinctions, including Honorary Degrees and distinctions (UNIMA Calendar 2002).

Over the years the UNIMA has grown from only one original college called Chancellor College to several campuses, with some as much as 300 km apart. At present, the campuses comprise Chancellor College in Zomba, Bunda College of Agriculture and Kamuzu College of Nursing in Lilongwe, the Polytechnic and the College of Medicine in Blantyre (see map of Malawi appendix 4).

The UNIMA has grown in terms of disciplines, students and staff. Currently it has over 10,554 students, 225 administrative and academic staff (UNIMA Registry, Personal Communication 2008). Chancellor College, which is the main campus of the University of Malawi, has five faculties, namely Education, Humanities, Law, Science and Social Science. Among the college libraries, Chancellor College Library is the biggest library in Malawi with over 224,000 volumes of books and bound periodicals. Most of these volumes however are insufficiently current to support quality outcomes in teaching and research.

### **1.3.2.1 Organisational structure of the UNIMA Libraries**

Since 2001 the structure of the UNIMA Libraries has been composed of the following:

- The Acting University Librarian is the overall manager for all the constituent College libraries of the UNIMA. He reports directly to the Vice Chancellor.
- The College Librarians (directors) are responsible for the running of the College Libraries in all the constituent colleges, such as the Polytechnic, Chancellor College, Bunda College of Agriculture, Kamuzu College of Nursing and the College of Medicine.

- Assistant Librarians report directly to the College Librarian. The duties of the Assistant Librarians are to assist the College Librarians in carrying out the functions of the libraries.
- Library assistants report to the Assistant Librarians or College Librarians. Most of the routine functions in the libraries are carried out by the Library assistants (UNIMA Calendar 2008).

### **1.3.2.2 The mission of the UNIMA Libraries**

The aim of the UNIMA Libraries is to acquire and make available books, periodicals and related materials together with information required by members of the UNIMA for teaching, study and research, in accordance with the objectives of the institution within the limitations of funds available for the purpose.

### **1.3.2.3 The book stock and collection**

The UNIMA Libraries seek to provide the best books of all kinds, not only for academic purposes but also for those seeking information and general knowledge. Recreation and maintenance of literary selections is made from a large stock covering a wide range of interests in most branches of study, such as fiction, biography, travel and history. Special efforts are made to acquire necessary materials for the faculties for teaching purposes and reference materials. Most of the materials are acquired through donations, purchasing and gifts from various sources. Currently the UNIMA has over 600, 000 volumes spread over all the five campuses (UNIMA Calendar 2008).

### **1.3.2.4 Functions of cataloguing departments of academic and public libraries**

The cataloguing department is mandated to carry out the following functions within the library:

- To make cataloguing entries for every book and other library materials so that they can be traced or located anywhere in the library.



- To prepare physically the library materials for the shelves, including the marking of books on the spine so that they can be shelved properly, and also providing the necessary labels and information for use at the issue counter.
- Maintenance of the catalogues.
- To initiate further cataloguing policy when appropriate in consultation with all interested parties (Kim, 2003: 96-103).

In all colleges the College Librarian is in charge of overseeing all the activities in all departments of the library. He reports to the University Librarian and the principal of the college. The head of the cataloguing department together with all departmental and section heads report to the College Librarian. Therefore, delegation of duty is done following this hierarchy, from the top downwards. The main services provided in all the constituent college libraries are; readers services, interlibrary lending facilities, Internet and short loan services (UNIMA Calendar 2002).

Harris Loveday, who was the first College Librarian of Kamuzu College of Nursing, under the International Committee of the University Council, recommended that there should be a Central Library Services department. Therefore in 1979 the Central Library Services was created.

The objectives of the Central Library Services department were to maintain uniformity in the processing and classification of books by having them processed at one central point. Thus the main functions of the Central Library services were:

- Acquisition and classification of library materials
- Training of staff to acquire the necessary skills in cataloguing providing binding services
- Ensuring uniformity in cataloguing standards
- Ensuring efficiency and economy in processing and classification of books by using the same staff for all colleges (Mwiyeriwa, 1996).

This type of arrangement worked very well until 2001 when the UNIMA administration decided to decentralise the colleges so that each college should function separately. Therefore all the cataloguing services are now being performed by each college independently.

#### **1.4 The Malawi National Library Service (MNLS)**

The MNLS was established in 1967 by Act No. 31 of the Malawi parliament (Chiweza 2004). The aim of establishing this institution was to operate public libraries and information services in Malawi to ensure that people throughout Malawi have access to reading and information materials which they may require in connection with their studies, professional work, for the maintenance of literacy, general entertainment and in support of the democratization process in Malawi. Thus, the objectives of the MNLS are to:

- Ensure that people in Malawi have access to reading and information materials which they may require in connection with their studies or professional work.
- Provide for literacy and for recreational needs.
- Support the democratization process in Malawi.
- Promote, establish, equip, manage, maintain and develop libraries in Malawi (Msiska, 1998: 25-26).

The MNLS's focus is mainly on the promotion of a reading culture among children. Therefore it has established primary school libraries in all the regions of the country, trained teacher librarians, stocked the libraries with both locally purchased books as well as book donations from North America and United Kingdom. In addition it has gone further to make sure that the libraries have a good environment for reading by providing library furniture to schools.

The MNLS has a number of projects under its umbrella being run by the librarians. Some of the projects are:

- To acquire, distribute and promote the use of reading materials;
- To promote women's reading clubs;
- To promote mother and child projects;
- To develop information centres (Msiska 1998: 196).

In order to fulfil all these projects the MNLS has partners with different organizations for support such as the Canadian Overseas International Development (CODE), Book Aid International (BAI), the World Bank and the Norwegian Library Association (NLA) (Msiska

1998). Currently the MNLS has ten branches spread all over the country with the headquarters in the main capital city of Lilongwe.

#### **1.4.1 MNLS activities under Canadian Overseas International Development (CODE)**

There are a number of projects being undertaken by the MNLS which are being supported by CODE and some of the projects are:

- Procurement of books and magazines;
- Publishing of children's books;
- Training of teacher librarians;
- Training of members of staff of the MNLS; and
- Enhancing the MNLS's information communication technology (ICT) infrastructure.

#### **1.5 Research problem**

Providing quality service is critical for libraries. For cataloguers, their part in the provision of quality service is to facilitate access to information resources to meet the needs of the users in relation to the goals of the UNIMA Libraries and the MNLS. This study has investigated the use of cataloguing tools and resources at the two institutions by exploring how they are used by cataloguers to process materials and make them available to the users. The type of training offered to cataloguers and paraprofessionals in these institutions was also investigated. As a cataloguer in the UNIMA Libraries, the researcher was alerted to the problems related to the backlogs caused by materials remaining un-processed. Bello and Thompson (2003:310-15) observe that, "a rising backlog may indicate that the library is experiencing processing problems and a falling backlog may indicate that the library is increasing its processing efficiently". As noted, the problem with backlogs is that they consist of un-catalogued or un-processed materials which contain vital information for research, learning and public awareness. Therefore, if a collection is not made available to the users, the users are denied the right to access these materials and this information (Mandel 2003). The problem is that cataloguers struggle to keep up with the volume of material coming in to be catalogued and therefore there is a problem with making materials accessible. This is why the study tried to find out whether the cataloguing tools and resources were being used effectively to manage this problem by investigating, how the tools are used, the level of skills and knowledge of

staff and other elements such as professional qualifications. In relation to this, the study has also tried to investigate how the administration is supporting cataloguers in order to satisfy the needs of the users by making the materials available in time.

Studies in cataloguing education and practice have been done by other researchers in the library and information science arena with a strong focus on knowledge and skills expected by cataloguers (Jourdrej 2002:59-61; Hill 2002:5-6). These issues are well documented and are very important in that they assist those who provide the education, practice and policies in cataloguing procedures to ensure efficient and responsible maintenance of our society's store of knowledge. However, there are also some broader issues which need to be addressed, such as issues of bibliographic control and standards and types of tools required in a typical cataloguing department.

Other broader issues related to this study were also investigated. Firstly, some of the issues related to the training and career development of cataloguers in order to provide them with the necessary skills and knowledge were studied. Secondly, the study also looked at support from management both financially and materially so that the cataloguing departments should be able to run smoothly without being hampered by a lack of cataloguing tools and resources. And lastly, the issue of supervision of staff was investigated, something which is needed at every level in order to direct and control the processes and procedures of cataloguing (Bowman 2006: 309-11).

## **1.6 Purpose of the study**

The purpose of this study was to undertake a survey of the four UNIMA Libraries and six libraries of the MNLS to investigate how cataloguing tools and resources were being used to facilitate accessibility of materials and information in these institutions. It was anticipated that this study would provide baseline data and a framework for future surveys on the use of cataloguing tools and resources by cataloguers in Malawi.

According to Mandel (2003), the demand for more information services and resources must go hand in hand with the quality of library services, facilities and materials to facilitate teaching, research and public awareness. Quality in this case refers to the ability of the cataloguers to provide user satisfaction by meeting the needs of the users. Thus the results of

the study may also be used as a tool to influence both the UNIMA Libraries and the MNLS management to develop policies and mechanisms that will help the libraries to improve their services to the users and to eliminate backlogs.

It is hoped that the study will highlight the basic procedures and practise of cataloguing to enable cataloguers to provide better access to information through the more effective use of cataloguing tools and resources. Thus the desired outcome of this study is to present the findings concerning the current status on the use of cataloguing tools and resources, the possible relationship between the use of tools and resources and the existence of cataloguing backlogs and recommendations and suggestions to the two institutions regarding the challenge of providing better access to information.

### **1.7 Research questions of the study**

In order to achieve the purpose of the study the following research questions were formulated:

- Are cataloguers aware of the cataloguing tools and resources?
- To what extent are cataloguing tools and resources used in the libraries?
- What problems are associated with the use of cataloguing tools and resources?
- What knowledge and skills do cataloguing staff have?
- What type of skills and training is offered to cataloguing staff?
- What can be done to address the challenges and problems that have been identified?

### **1.8 Limitations of the study**

This study was confined to the cataloguing procedures and standards which are applicable to all cataloguers dealing with library materials and access to information. Thus the study was limited to the College Librarians (from now on referred to as directors), the cataloguers and cataloguing staff in the selected libraries only.

The other limitation concerned time constraints in completing the study by the specified time. Due to this, the researcher limited the data collection period to two months, data cleaning,

coding and interpretation to one month and the actual writing of the report to three months. Despite time limitations, efforts were made by the researcher to accomplish the work by the prescribed submission date.

## **1.9 Definitions of key terms**

In this section the key terms used in the study are defined:

### **1.9.1 Use**

The *Oxford Advanced Learner's Dictionary* (1986:4211) has described use as, “to do something with a machine, an object, and a method etc. for a particular purpose”.

In this study the use of cataloguing tools and resources refers to a process or procedure of consulting the tools and resources for the purposes of facilitating access to materials.

### **1.9.2 Tool**

The *Oxford English Dictionary* (1986:2814) defines tool as, “a thing that helps you to do your job or to achieve something e. g. research tools like questionnaires”. In this study tools refers to something which facilitates access to information.

### **1.9.3 Cataloguing**

Cataloguing is the bibliographic description and classification of library materials. It is a process of assigning class numbers and intellectual content to each item by allocating access through the author, title and subjects (Bowman 2006:310).

### **1.9.4 Cataloguing tools and resources**

Miksa (2005:1050) has defined cataloguing tools and resources as, “any device or document (print-based or electronic) that assists in the creation of original bibliographic information in existing records”. In this study such tools included the *Anglo American Cataloguing Rules 2<sup>nd</sup> ed.* (AACR2), *Dewey Decimal Classification* (DDC) schedules (DDC), *Library of Congress Classification* (LCC) schedules, MARC 21 and cataloguing software.

### **1.9.5 Information resources**

This refers to a variety of printed or electronic materials that contain information that can be accessed to answer users' needs.

### **1.9.6 Backlogs**

Yakel (2005: 95) defined backlogs as, "unprocessed or un-catalogued primary sources or materials in a library or archives". The *Chamber's 21<sup>st</sup> Century Dictionary* (1999:1495), defines backlogs as, "the amount of uncompleted work, or work which should have been done already but has not been done". The *Oxford English Dictionary* (1986:20140) defines backlogs as, 'an accumulation of jobs or materials not processed that are yet to be dealt with or an accumulation of work over time.' In this study backlogs refer to un-catalogued materials in a library preventing access by users, in other words cataloguing backlogs.

### **1.10 Summary**

This chapter has highlighted the background of the research by outlining the geographical background of Malawi, describing the topic and giving an outline of the statement of the problem, reasons for conducting this study and what the researcher intends to achieve from the study. The chapter has also given an overview of the UNIMA Libraries and the MNLS by describing the management hierarchy, aims, objectives and types of services offered by these institutions.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

According to Cresswell (1994:21), Neuman (1997:101), Melville and Goddard (1996: 17) and Leedy (1997: 7), the literature review helps the researcher to discover what other researchers have written before. It also informs the researcher of results of other studies that are related to the study being reported. The literature review attempts to identify, to locate and to synthesize completed research reports, articles, books and other materials about the specific problems of a research topic (Busha and Harter 1980: 77). The present study concerns the use of cataloguing tools and resources in the UNIMA Libraries and the MNLS in order to provide access to information and materials.

The researcher established whether other studies had been done on the use of cataloguing tools and resources both in academic and public libraries, and also to find out what the results of these studies show about the use of cataloguing tools and resources. For this particular study, the literature which was most valuable is that which dealt with the general overview of cataloguing tools and resources, the use of cataloguing tools and resources, information about cataloguing tools and resources in academic and public libraries and the training of cataloguers both formally and informally.

### **2.2 Cataloguing practice in libraries**

A number of researchers have conducted research concerning cataloguing practices both overseas and on the African continent. This chapter will highlight some of the studies conducted because they are relevant to the present study. In addition, some of the issues in these studies, such as cataloguing practice and the training of cataloguers, are also issues of concern in this study.

#### **2.2.1 Studies done by researchers abroad**

A survey undertaken in the North Texas public libraries of the United States of America (USA) on the extent and utilisation of cataloguing tools and resources (Miksa 2005: 1-12) has been a very useful guide for the present study. The aims and purpose of Miksa's survey were very similar to the research objectives as set out in this study. In Miksa's study the focus was on the comprehensive list of the cataloguing tools and how well they are being utilised by the



public libraries in North Texas, USA. The aim of the study was to describe the utilisation of tools and resources in the 73 public libraries in North Texas, USA, with the idea of using the results as a catalyst for a wider national study of cataloguing departments/technical services in all libraries. The objectives of this study were to:

- Determine the categories of tools and resources so as to ensure the survey is comprehensive and address every possible aspect of resource utilisation.
- Identify any common in-house practices in the cataloguing departments that may impact on acquisition and utilisation of tools and resources.
- Identify the current state of outsourcing of bibliographic records and the effect of outsourcing on the in-house utilisation of these tools.
- Identify any bibliographic vendor benchmarks or standards that identify appropriate tools and resources for a typical cataloguing department.

The results of this study would serve as a necessary benchmark for cataloguers responsible for quality control of library catalogues. In essence, it would lead to the creation of a list of cataloguing tools and resources that every technical services department should possess. Such a list would help to ensure a level of consistency in library cataloguing across the board. In addition this would also serve as a powerful tool for both cataloguing educators and practitioners by serving as a source for curricula in library schools and a training tool for technical service administrators. And finally, the results would also help library administrators and cataloguers to be aware of the minimal standards that support the efficiency and effectiveness of cooperative library cataloguing systems.

Findings from this study raised a number of questions about the root causes for low utilization of tools and resources. The study questioned whether the low utilization is a reflection of cataloguers' satisfaction that the cataloguing product provided is sound and of good quality or whether it's a reflection of there being little knowledge and education of tools and resources or of sound cataloguing practices. It also raised questions on how well cataloguing educators had prepared students to be cataloguers.

Libraries Australia hosted a Resource Sharing Workshop in Melbourne on 5<sup>th</sup> February 2002. The objective was to promote discussions of technical services workflow that demonstrate best practices and encourage cataloguers to address these issues. In their study of fifteen

libraries across Australia, Wade and Henderson (2002) outlined the various factors that impinge on cataloguing workflow. Within the Australian context Libraries Australia and the Australian National Bibliographic Database (ANBD) are key factors determining workflows. The study also reviewed methods of working in the Libraries Australia environment that deliver effective and efficient cataloguing and prompt and timely delivery of information to the ANBD, both essential in any best practice approach to cataloguing for Australian libraries.

The findings of the study concluded that a focus on best practice in cataloguing workflows provides benefits for library users, libraries, the ANBD and the library sector in general. For each library that currently catalogues at maximum efficiency and effectiveness there are others where cataloguing costs can be reduced, and in many cases halved with throughput and quality improved by the application of a best practice approach. The study recommended that all Australian libraries should be encouraged to determine what their cataloguing operation should achieve and then set about ensuring that desired outcome by using the necessary cataloguing tools and resources.

A study by Lundy and Hollis (2004: 466-70) surveyed general management aspects of cataloguing in academic libraries at the University of Colorado, Boulder, USA. Their study addresses questions of un-catalogued materials, team work or participatory management and access to information. Without any increase in budget or staffing, the technical and public services departments designed a pilot study to deploy internal cataloguers in a collaborative manner to enhance cataloguing. This study showed that positive results were achieved without compromising the integrity of the bibliographic records. The study demonstrates that with or without an increase in staff or budget, cataloguing departments can perform effectively and efficiently.

Jung-ran, Caimei and Linda (2009: 844-857) assessed the current state of responsibilities and skill sets required of cataloguing professionals at Drexel University, in Philadelphia, USA. The study identifies emerging rules and competencies focusing on the digital environment and relates these to the established knowledge of traditional cataloguing standards and approaches. In this study, a content analysis of 349 job descriptions advertised in AutoCAT in 2005-2006 was conducted. Analysis of the job titles required and preferred qualifications, skills and responsibilities all lend perspective to the roles that cataloguing professionals play

in the digital environment. Results of the study revealed that technological advances increasingly demand knowledge and skills related to an electronic resource management, metadata creations, and computer and web applications. Emerging knowledge and skill sets are increasingly being integrated into the core technical aspects of cataloguing such as bibliographic and authority control. The management of cataloguing functions is also in high demand and all this requires knowledge and skills in the use of cataloguing tools and resources. These results provide insight on current and future curriculum design of library and information science programs in library schools.

Hall-Ellis (2008:305-330) investigated cataloguing competencies at the University of Denver, USA, by looking at what employers require. Their field of study focused on the importance of continued collaboration between employers and library and information science educators in order to close the gap between the classroom and the workplace. The researcher, an educator by profession, conducted four empirical studies using content analysis methodology specifically designed to identify the skills and competencies that technical services librarians must possess in the twenty-first century. The analysis of 355 position descriptions and 289 survey responses enabled the researcher to identify five domains common across all types of libraries. This study came up with conclusions that employers' expectations for cataloguers and technical service librarians fell into the areas; education, theoretical knowledge, cataloguing competencies, communication skills and interpersonal skills (including supervision and training).

The literature has also reviewed how other studies have shown how the cataloguing process is done. Walton and Botero (1992: 49-50) illustrated that using the model of "self-directed team work", the Rare Materials Team at the Pennsylvania State University Libraries enhanced the cataloguing process between 1995 and 2001. This team was composed of paraprofessionals and librarians.

According to El-Sherbini (2001: 149-52) a restructuring of the cataloguing department in which paraprofessionals and copy cataloguers were assigned some of the duties that previously were strictly in the hands of the original cataloguers, such as assigning call numbers and the creation of authority records for the Program for Cooperative Cataloguing Name Authority (NACO) programme made a significant change. The shift in the assignment

freed the original catalogue librarians to manage the workflow and solve bibliographic problems of greater complexity at the Pennsylvania State University Library.

Bradshaw and Wagner (2000: 167), describe the benefits of communication and collaboration between the cataloguers by stating that, “collaboration among personnel is a significant element in developing the process to catalogue special materials”. They acknowledge the labour-intensive and time consuming activity of creating high quality cataloguing records for library materials. The constraints of a library’s budget, the need for expertise and training, the administrative hierarchy of the personnel involved and the level of cataloguing standards, all affect the intellectual access to library materials.

These studies have raised a number of issues such as, acquisition and use of cataloguing tools and resources, training needs of cataloguers, cataloguing procedures and standards, and the need for collaboration by cataloguers. The concepts mentioned above have guided the researcher in formulating the conceptual framework for this study as discussed in Chapter 1.

The literature has highlighted the need for effective and continuous cataloguing proficiency through organised learning and training activities. Cloete (2003: 223) stated that, the training of cataloguers forms an important part of the education and training of librarians since cataloguing is still considered one of the most important skills for organising information. The collision between technological advancement and the transformation of cataloguing tasks has reached a pinnacle within the last decade. Libraries today often “deal with the same type of materials, plus digital sound and video recordings in various formats, interactive multimedia, computer files and programs, remote sensing imagery, remote accessible databases, web sites and more” (Hill 2002: 105). This scenario requires that cataloguers must be willing to take up the challenge of equipping themselves with the knowledge and skills of using the cataloguing tools and resources effectively.

The evolving role of the cataloguing community is also evident by the transformation of the bibliographic environment over the past decade. The cataloguers are now bombarded by the onset of new bibliographic formats due to technological innovations. Therefore, this requires that cataloguers should change their mindset in the acquisitions of skills and knowledge in providing access to information. Kim (2003: 97) argues that, “the profession is becoming increasingly globalised and professional practices are developing in dynamic ways”. Hence,

as the cataloguing world embraces the bibliographic revolution, it is important for cataloguers to keep abreast with the principles of cataloguing information in new formats.

Nielson and Schneider in Bolt (2000) observe that library personnel in academic and public libraries should be willing to learn and ask for help from those who are experienced, such as subject librarians. Training of staff in these institutions varies, for instance, in addition to acquiring a Masters degree in Library Science, staff are usually sent to conferences, workshops and training programmes where they can acquire new skills. Library staff especially cataloguers are expected to keep up to date with Web products and search engines and generally approach their work with commitment in order to maintain their skills (Bolt 2000).

According to Osman and Baba in Mohamed (1988: 88), librarians should “endeavour to provide accurate and relevant information without distortion and without resorting to bias or prejudice”. Thus cataloguers should ensure that clients seeking information are at all times provided with materials and information from all view points. Osman and Baba in Mahomed (1988: 88) note further that within the constraints of resources and tools as well as working conditions, the cataloguers should try to maintain the highest level of competence in professional practice and maintain this level by keeping abreast of professional developments in cataloguing practice.

A study by Turvey and Letarte (2002: 225-30) investigated the views of library educators with regard to cataloguing education at the University of Pittsburgh in Pennsylvania, USA. In their survey the study used 23 educators with primary duties in reference, 29 educators teaching cataloguing and 79 educators teaching both cataloguing and reference in ALA accredited masters degree programs. The objective of this study was to investigate the knowledge and skills, intellectual access and information organisation in regard to the importance of cataloguing competencies for all entry level academic librarians. In conclusion the study found that all library educators (100 %) agreed with the library practitioners on all the items necessary listed on cataloguing competencies for all entry level academic librarians. The knowledge and skills, intellectual access and information organisation for cataloguers requires that one should know how to use the cataloguing tools and resources competently for efficiency and effective delivery of materials and information to the users.

## **2.2.2 Studies in Africa and other developing countries**

This section will look at studies done in cataloguing practice by researchers in Africa and other developing countries.

### **2.2.2.1 Cataloguing and ICT**

A study by Omekwu (2007) in Lagos, Nigeria investigated information and communications technology (ICT) as a catalyst for sharing catalogues and cataloguing tools. This study looked at the evolving history of catalogues from handwritten entries of manuscripts in libraries as models for the need to build bridges between resources and researchers, and between the clientele and the library. Individual initiatives at bibliographic access as a vital precondition to physical access provided isolated access tools to the collection of each library. The study also focused on the evolution of the printing press and the growth of information, knowledge and the knowledge community calling for new tools, techniques and technology to manage this situation. The critical areas and issues addressed in Omekwu's study are:

- The growing body of knowledge which necessitated the evolution of knowledge management tools that are referred to as classification schemes in information handling.
- The appropriate characterisation of information resources which are critical to precision in information organization and retrieval.
- The volume of information output being created and the need for libraries in acquiring and organizing it (Omekwu 2007: 19).

Catalogues and cataloguing tools in the shared environment are very important for both locational and collocational purposes. They facilitate the process for library resources to be discovered, identified, selected and accessed. To facilitate this process there are a number of metadata schemes which have been created by libraries, scholarly associations, government agencies and commercial entities. Most of these are broad in scope and are widely used such as:

- The Anglo-American Cataloguing Rules, 2nd edition (AACR2);
- MARC formats (MARC 21);
- Classification/subject analysis tools from the Library of Congress;

- Dewey Decimal Classification Scheme (Omekwu, 2007).

The study by Khalid (1997: 155-65), surveyed the status of cataloguing practice in the university libraries in three developing Asian countries, Pakistan, Malaysia, and Saudi Arabia. This study examined the extent of the usage of international cataloguing tools such as AACR, ISBD, classification schemes (DDC, LC) and subject heading lists (Sears, LCSH). Findings from this study indicated that there is an overall uniformity in the use of technical tools. It was also established that there is a trend towards automation of cataloguing services and that with the help of technology, more access points for catalogue searching have been made available. Finally the study showed that online catalogues were also replacing all traditional catalogue forms such as, card, printed and microform. In conclusion, the study findings showed that, in using new information technology in technical services, Malaysian university libraries are more advanced than those of Pakistan and Saudi Arabia.

In their study, Bowen-Chang and Hosein (2009: 97-99) examine the effectiveness of a series of in-house training sessions offered to cataloguers and paraprofessional cataloguing staff at the Universities of West Indies, St Augustine, Trinidad and Tobago. This study used a questionnaire to evaluate the effectiveness of training over a two-year period. Through the application of a five-point Likert Scale respondents were required to indicate their levels of satisfaction or dissatisfaction with the training sessions. The findings of this study revealed the relevance and effectiveness of a structured approach to cataloguing training and highlighted the need for cataloguing staff to keep abreast of current trends through continuing education. The study also demonstrated a dire need for greater collaboration between library schools and libraries in the development of proficiencies for entry level cataloguers. The importance of this study is that it serves as a model for future cataloguing training at the St Augustine Campus Libraries and it can also be adapted by other libraries to meet their training needs in cataloguing.

A study by Maphopha (2000) on the training of cataloguers in the university libraries in South Africa revealed that the education of cataloguers in South Africa as well as in the United States and United Kingdom, does not prepare students adequately to do cataloguing effectively in the workplace. In this study, an attempt was made to establish which tasks cataloguers in South African university libraries are currently performing and what their needs are through a questionnaire survey conducted among 120 cataloguers in South African

universities. The study concluded that the present training of cataloguers needs to be improved to match the challenges brought by recent trends in this field.

Dutton and Msiska (1994: 27-29) examined the education and training needs of library personnel in Malawi through a short survey. This study described the necessity for manpower requirements in specialist areas such as cataloguing and classification. Most of the paraprofessionals working as cataloguers in libraries in Malawi have a basic knowledge of cataloguing acquired through the Malawi Library Association (MALA) course. The study also looked at the possibility of introducing postgraduate diploma courses in library studies. In conclusion the study came up with some estimated figures for staff requirements at professional level, diploma and certificate levels. But due to problems of funding, no follow up has been taken to implement the findings.

These studies have raised a number of issues dealing with cataloguing practice such as, the use of cataloguing tools and resources, training and bibliographical control. Some of the concepts have acted as a guide line to the researcher in formulating the conceptual framework.

### **2.3 Summary**

The literature review stresses the importance of the use of cataloguing tools and resources in providing access to information in both academic and public libraries. The main objectives of using cataloguing tools and resources of this kind are to provide quality research materials, services, facilities and resources to cater for the teaching and research needs of university staff, students and the public.

In reviewing the literature, the researcher observes that cataloguers face a number of challenges in providing information for both the academic and the public libraries. These challenges vary in terms of library services and types of users they serve. They include lack of funds and resources, lack of staff generally and well-trained staff, specifically in cataloguing. Although cataloguers are faced with these challenges, they still have to provide users with an effective service in order to achieve the goals of the institutions; that of providing access to information.



The researcher has also revealed the different viewpoints expressed by several authors supporting the importance of using cataloguing tools effectively and efficiently for the purposes of enhancing easy access to materials.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Chapter 3 outlines the research design, research method, population and data collection instruments and describes the analysis of the data.

### **3.2 Research design**

Durrheim (1990: 2) describes research design as “a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research”. Thus, the research design is a plan that coordinates all the processes that one encounters in the research. Leedy (1997: 93) observes that the research design is a “visualization of data and the problems associated with the employment of the data in the entire research project”. He elaborates that “research design is the common sense and clear thinking necessary for the management of the whole research process”. Hence, the research design requires focus and clear thinking during each and every step that is taken during the entire research process.

The study was concerned with the use of cataloguing tools and resources in the provision of access to information. This involved issues related to the processes and procedures of cataloguing materials in libraries. In order to answer the key questions relating to the use of cataloguing tools and resources in the UNIMA Libraries and the MNLS, it was necessary to focus on the practices and procedures and standards of cataloguing as a framework for the study. Reference should be made to issues of cataloguing standards, such as the International Standard Bibliographic Description (ISBD) and training. These were used as frameworks that offered guidance in the use of cataloguing tools and resources for cataloguers in the provision of access to information and in the process of managing backlogs in libraries in the two institutions which were being studied.

Thus this study investigated the research problems within the conceptual framework mentioned above integrating the concept of the use of cataloguing tools and resources by looking at their impact on providing access to materials in relation to the practices and procedures and standards of cataloguing.

### **3.2.1 Research method**

The method chosen for this study was a descriptive survey. According to Robson (1993: 127), descriptive surveys are carried out for descriptive purposes and can provide information about the distribution of a wide range of people's characteristics and relationships between such characteristics. A descriptive survey is the method of collecting information from people about their opinions, perspectives, plans and education. In this case, the present researcher chose the descriptive survey, so that she could collect data from the respondents on what they feel about the use of cataloguing tools and resources in the UNIMA and the MNLS.

Powell (1991: 56) defines the purposes of the descriptive survey as a method which describes the characteristics of the population being studied, estimates the proportion in the population, makes specific predictions and tests relationships. He observes that this method is used to gather contemporary data but does not allow the researcher to manipulate the independent variables. Thus it is considered to be less rigorous. Powell (1991: 57) further observes that even though a descriptive survey seems to be less rigorous than experimental research it can be "strong in testing relationships among variables". According to Babbie (1995: 230) a survey is the most frequently used research design in the social sciences. It enables the analysis of large data sets by the computer (SPSS). The descriptive survey can assist in the collection of original data for describing a population too large to observe directly. Busha and Harter (1980: 78), also observe that the descriptive survey makes it possible to collect data on the opinions, knowledge, attitudes and values of the respondents. This means that the present researcher was able to gather data on the knowledge and opinions of respondents. The descriptive method also enabled the researcher to describe what she found and saw in the UNIMA and the MNLS.

### **3.2.2 Advantages of the survey research method**

The advantage of the survey research method is its flexibility and broadness of scope. This makes it possible to be applied to many populations and it can focus on a wide range of topics. Its information can be used for many purposes. According to Busha and Harter (1980: 79), good surveys can be more costly, but when one considers the amount of information obtained in the course of normal surveys, they are not uneconomical. Robson (1993: 129)

also agrees that the survey research method provides a relatively simple and straight forward approach to the study of attitudes, values and motives of the respondents.

### **3.2.3 Disadvantages of the survey research method**

The survey research method has some limitations. It provides less control of the research environment and it is sometimes considered not capable of establishing causal relationships; in addition it is also considered to be less rigorous than experimental research (Powell 1991:53). The other problem is that the survey method is also demanding in terms of personnel, time and other resources. The researcher was able to overcome some of these limitations by using the self administered questionnaire method and also by establishing rapport with the respondents especially with the scheduled interview for the directors of libraries.

### **3.3 Population**

According to Busha and Harter (1980: 56), population can mean any set of persons or objects that have some characteristics in common, for example all cataloguers in the UNIMA Libraries and the MNLS. They also observe that the population depends on the size of the group or objects about which the researcher plans to make inferences, meaning that the population can be a large group or a small group.

The present study consists of all four of the UNIMA Libraries and six libraries from the eleven branches of the MNLS. The six libraries from MNLS were chosen because these are the main branches which are in the main cities and urban centres of Malawi. Since the size of the population for this study was 50, sampling was not necessary. The population of the study was composed of 10 directors of libraries, 10 cataloguers, five assistant librarians and 25 paraprofessionals from the ten libraries identified in Malawi. The libraries included the four constituent colleges of the UNIMA, namely, Chancellor College located in Zomba, the southern region, Bunda College of Agriculture and Kamuzu College of Nursing located in Lilongwe, the central region, and the Polytechnic and the College of Medicine located in Blantyre, the southern region. The libraries from the MNLS included, Lilongwe National Library Service located in the central region, Zomba National Library Service, Lunchenza (Thyolo) National Library Service, Mulanje National Library Service, Blantyre National

Library Service located in the southern region and Mzuzu National Library Service which is located in the northern region.

### **3.4 Data collection instruments**

The researcher decided to use an interview schedule and structured questionnaires as the data collection instruments. This was done due to the fact that the population was small and also considering that all libraries for the UNIMA and the MNLS were easily accessible. Since the number for the directors of libraries was very small and manageable, the researcher decided to use interviews for this group. The other reason was that these instruments would possibly produce a high response rate. Babbie and Mouton (2001: 275) observe that the use of different research methods to test the same thing is called triangulation, and it is considered to be one of the best ways to enhance validity and reliability in qualitative research. Triangulation is used for three different reasons; to obtain a variety of information on the same issues, to use the strengths of each method to overcome the deficiencies of the other and to achieve a higher degree of validity and reliability. Therefore this study employed methodological triangulation in order to achieve all these by collecting data from two sources, namely scheduled interviews and self administered questionnaires. These methods were appropriate to answer key questions in this study.

#### **3.4.1 Interviews**

Interviews are verbal interactions between the researcher and the respondents. They can be conducted face-to-face or by telephone. Interviews are different from conversations because they are directed by the researcher towards obtaining information which is relevant to the research in hand and they also help to clarify concepts, questions and instructions (Stone and Harris 1984:1).

Thus, the researcher used interviews for collecting data because they were considered suitable for the small population of this study and they were conducted with one respondent at a time. Only the directors of libraries in the libraries under study were interviewed. Busha and Harter (1980: 77), observes that interviews collect first hand data. Therefore the researcher was able to collect first hand data from respondents working in the UNIMA Libraries and the MNLS who were able to relate their opinions with what is happening in their institutions.

According to Neuman (1997: 253) interviews allow the researcher to probe in order to get more information. Therefore during the interviews the researcher was able to probe for clarity and more information. During the interviews the researcher was able to clarify any questions which were not clear or understood by the respondents. The interview process also enabled the researcher to observe some of the cataloguing procedures in the cataloguing sections after the interviews.

### **3.4.2 Conducting interviews**

The researcher conducted her interviews from 15 to 29 July 2009 (see appendix 11). Conducting interviews depended on the availability of the respondents in the libraries. Although most of the time the researcher had to make appointments this did not always work because sometimes she would go to the library and find that the respondents had gone out. Therefore in most cases she would visit the libraries randomly and requested librarians to spare a short time for interviews. The researcher did not use a tape recorder because most of the interviewees were very uncomfortable with this process; therefore the responses from the interview schedule were noted in a book. Most of the librarians were eager to be interviewed and this made the researcher's work much easier.

### **3.4.3 Self-administered questionnaires**

According to Bless and Higson-Smith (1995: 111), the questionnaire is the primary data collection tool used by social science researchers to cover both small and large populations within a short time with minimum costs. It is a very flexible method which allows both open-ended and closed questions to be used, and it also enables the researcher to collect enough information from the respondents (Swisher and McClure 1984: 80).

In this study the self-administered questionnaire (see appendix 2) was the main method used for data collection from the cataloguers and the paraprofessionals in the UNIMA Libraries and the MNLS. The choice of questionnaire items was influenced by two items of literature; Miksa's (2005) survey undertaken in the North Texas public libraries of the USA on the extent and utilisation of cataloguing tools and resources, and Khalid's survey (1997) on the status of cataloguing practice in the university libraries in the three developing countries,

Pakistan, Malaysia, and Saudi Arabia. The distribution of the questionnaires (see appendix 1) was accompanied by a covering letter which introduced the nature of the study and the importance of the questionnaire (see appendix 3). The respondents answered 31 questions, a combination of both closed and open-ended questions. Most of the questions were closed questions which included the category, “other” and this allowed the respondents to provide other options which might have been omitted by the closed questions (see appendix 1).

The advantage of the closed questions is that they provide standard answers. Swisher and McClure (1984: 88) observe that structured questions allow the researcher to simplify the coding and analysis of the data while closed questions allow respondents to complete the questionnaire within a short time by providing a choice of one or more appropriate categories.

Open-ended questions were used in this study to allow the respondents to express their views freely and to provide some detailed information wherever they felt necessary. Although open-ended questions have their limitations, the researcher’s choice was made with the realisation that open-ended questions could substitute for closed questions to avoid bias and where potentially important answers could be omitted as options. The questionnaire technique was chosen despite its limitations which were evident during the collection of the completed questionnaires. The problem of low response rate and delays in returning the completed questionnaires was considered and that the advantages of the questionnaire technique outweighed the disadvantages.

### **3.5 Pre-testing**

According to Powell (1991:100) pre-testing enables the researcher to identify items from the questionnaire that might not be understood by the respondents. This process assists the researcher to see whether there are ambiguous or missing questions. Thus the researcher pre-tested her questionnaire by administering five questionnaires to five cataloguers at the Chancellor College Library in Malawi. During the pre-testing some general problems were discovered such as spelling mistakes, some questions were not clear and a few grammatical errors. The questionnaire was corrected and adapted for administration in all the other libraries where the researcher was conducting her research. The interview schedule

questionnaire was not pre-tested because the questions were straight forward and the second issue was that most of the directors of libraries had tight schedules during this period.

### **3.6 Response rate**

A total of forty questionnaires were distributed in July 2009 to the cataloguers and paraprofessionals in the UNIMA Libraries and the MNLS. Out of the 40 questionnaires distributed to the cataloguers and the paraprofessionals twenty-eight (70%) completed questionnaires were returned, and twelve (30%) were unable to respond due to various reasons.

As noted interviews were arranged with the 10 library directors of the two institutions, between 15 - 29 July, 2009. Out of these only seven (70%) were conducted successfully and three (30%) were not conducted due to the busy schedules of some directors. The researcher tried as much as possible to reschedule the interviews but it did not work due to time constraints.

### **3.7 Data analysis**

Data was collected, analysed and summarised. Both the quantitative and qualitative data was analysed by using the computer program SPSS. The frequencies for each category were calculated. The data was presented in the form of tables, and percentages were used to express proportions. Findings of the study were presented in the forms of tables and graphs. This was found to be a useful way of illustrating the data and also helps other people to understand the results. Other findings which did not require tables were analysed and the results were presented in the form of text, with frequencies and percentages presented for easier reading and comparison of figures. According to Busha and Harter (1980:171) content analysis is a useful method which can be employed by researchers to facilitate the objective analysis of the open-ended questions. This method was used by the researcher to analyse the qualitative data and the categories for the data were developed during the initial analysis to enable explanatory statements to be more explicit.



### **3.8 Evaluation of the methodology**

Although the population was small (50), the researcher did not manage to collect all the questionnaires from the respondents nor to interview all 10 directors. This was due to the fact that some of the respondents (directors) were busy and it was difficult to schedule all interviews. Some cataloguers had gone on holiday during this period and it was difficult to reach them. In other instances, when you visited the offices the respondents were not available so this became a problem. In total, the researcher managed to collect data from 35 70 % of the respondents. The population of the study was 50 therefore 35 responses represents 70 % of the total population which could be considered a “good” response rate. The researcher succeeded in acquiring representative responses from the cataloguers where twenty eight out of the forty questionnaires distributed were filled and collected. The cataloguers from both institutions were well represented. The researcher observed that every library in the two institutions selected to represent the population was represented. From the interview schedule with the directors of libraries, out of the ten interviews scheduled, seven were conducted successfully. The researcher scheduled most of the interviews with the directors of libraries between mid- and end of July. Sometimes the researcher had to combine some of the activities together such as collecting the questionnaires and conducting interviews on the same day, this saved a lot of time.

Some problems were, however, encountered during the distribution and collection of the questionnaires. These problems included:

- Questionnaires were distributed during the vacation, when some of the staff had gone on leave, such as at the Lilongwe National Library branch and the College of Medicine branch.
- Some directors of libraries had busy schedules therefore it was difficult to schedule an interview with them and one was out of the country.
- Some of the cataloguers complained that they had a great deal of work and could not find time to answer the questionnaire.

In spite of the difficulties mentioned the researcher nonetheless succeeded in collecting more than half of the questionnaires as a result of constant pleading and follow-up.

### **3.9 Summary**

This chapter has discussed the methodology used in this study and its limitations. It focused on the selection of the population, the organisation of the questionnaire, the interview schedule and the response rate of the survey. Data analysis methods employed in the study were also discussed.

## **CHAPTER FOUR: PRESENTATION OF THE FINDINGS**

### **4.1 Introduction**

This chapter presents the analysis of the collected data. Interpretations of the findings of the data analysis are presented in the next chapter. The survey method was used and questionnaires and interview schedules were used in the data collection. The questions asked were linked to the research questions of the study. The questionnaire was divided into four sections. Section A sought the background information of the cataloguers and directors involved in the study; Section B dealt with the use of cataloguing tools and resources in the two institutions under study; Section C focused on access to collections and the last, Section D looked at the sharing of records and resources in the UNIMA and the MNLS.

The purpose of the study was to investigate the use of cataloguing tools and resources in the UNIMA and the MNLS. As cataloguers are the main users of the cataloguing tools and resources, a survey was conducted amongst them in order to obtain information on the use of cataloguing tools and resources.

The research questions were addressed by responses to questions contained in the questionnaire for cataloguers and the interview schedule for directors in the UNIMA Libraries and the MNLS. There was no distinction made between the respondents from the two institutions nor was the analysis done for any individual college or library. The responses from the directors and cataloguers were combined and presented together unless otherwise indicated. The results will be presented in more or less the same arrangement as the four sections of the questionnaire, with another Section E added which will relate to the management of cataloguing sections and which largely involved responses from the directors. The order of the questions in the questionnaire will be strictly adhered to.

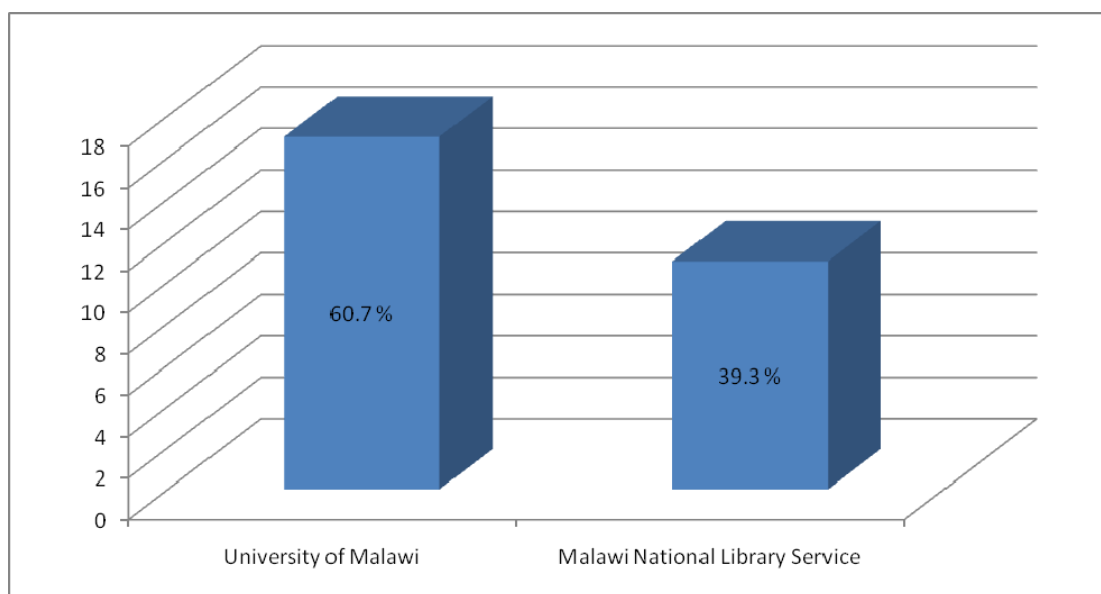
### **4.2 Section A: Background information**

The first section of the questionnaire for the cataloguers, Section A dealt with background information of the respondents.

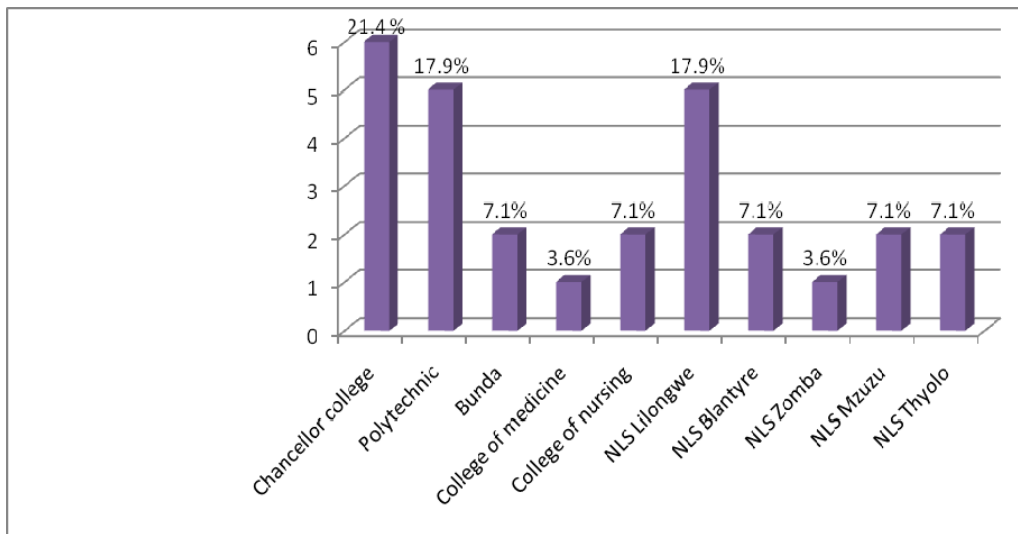
#### 4.2.1 Institutions in which the respondents were based

The cataloguers and directors who responded indicated their colleges, branch libraries or institution where they are based. Figure 1 shows the numbers of respondents from the institutions under study as well as the percentage of respondents from each. Figure 2 shows the names of college libraries of the UNIMA and the branch libraries of the MNLS and the number of respondents from each.

**Figure 1: Number of respondents from the two institutions under study**



**Figure 2: Number of respondents in each library participating in the study**



Fifty (100 %) respondents represented the population of cataloguers for the UNIMA Libraries and the MNLS. Figure 1 shows that of the 35 respondents 60.7 % were from UNIMA Libraries and 39.3 % were from the MNLS. Thirty five (70%) cataloguers and directors of libraries were involved. Twenty-eight cataloguers responded to the questionnaire and seven directors were interviewed.

Figure 2 shows that the majority of the cataloguers (21.4 %) were from Chancellor College, followed by the Polytechnic and the Lilongwe National Library Service (17.9 %), Bunda College and Blantyre National Library Service, Mzuzu, Thyolo (Lunchenza) and College of Nursing (7.1 %), College of Medicine and MNLS of Zomba (3.6 %). This was appropriate as Chancellor College is the biggest library in Malawi.

#### **4.2.2 Academic qualifications**

The respondents were asked in Question 4 to indicate their academic qualifications. The results are provided in Table 1.

**Table 1: Academic qualifications of the respondents**

N=35

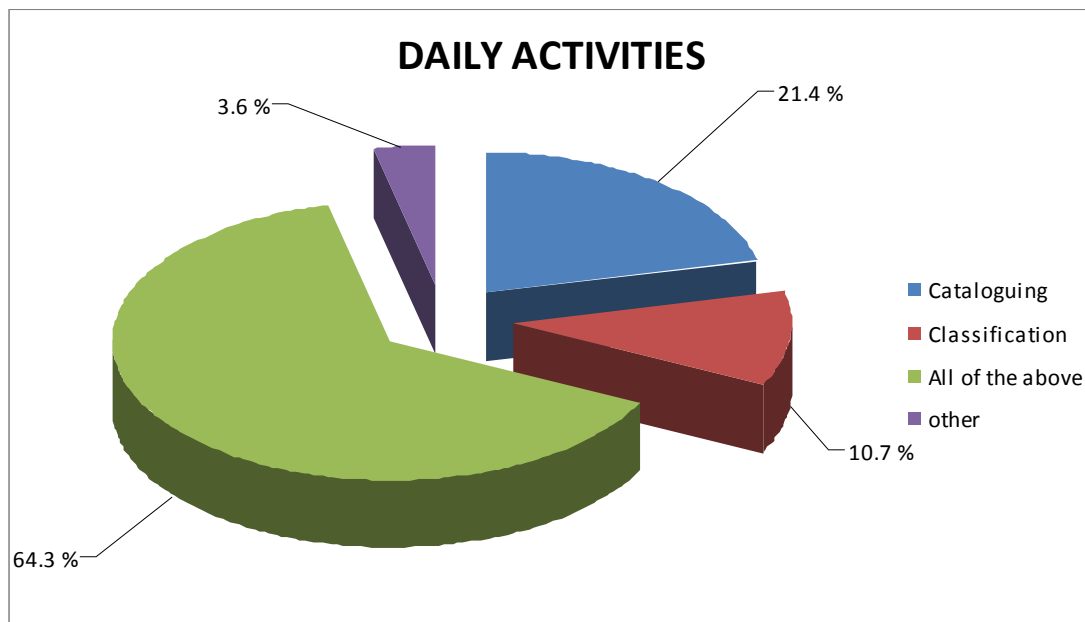
Qualification	No. of respondents	%
Malawi School Certificate of Education (Matric)	16	45.7
Diploma	10	28.6
Bachelor's Degree	2	5.7
Master's Degree	6	17.1
Other	1	2.9
Total	35	100

Table 1 reflects the qualifications of cataloguers and directors of libraries in the UNIMA and the MNLS. The results show that most of the cataloguing staff possess a Matric Certificate (Malawi School Certificate) (45.7 %). The researcher also found out that all those with a Malawi School Certificate of Education had also undergone a MALA course which gives them a basic knowledge on cataloguing practices. The diplomas and degrees are university qualifications. Only eight had a obtained a university degree. One (2.9 %) indicated other qualifications which were not described. All the directors of libraries have a master's in library and information studies as indicated in the table (17.1)

### 4.2.3 Daily activities of cataloguers

In Question 2, cataloguers were asked to indicate the different activities involved in their daily work. The results were provided in Figure 3.

**Figure 3: Daily activities of cataloguers**



Results indicate that the majority of the cataloguers, eighteen (64.3 %) were involved in both cataloguing and classification while a small percentage, six (21.4 %) were involved in cataloguing only and three (10.7 %) in classification only. Respondents were also asked to give other options and one (3.6 %) indicated that apart from cataloguing and classification, the respondent was also engaged in other duties, such as shelving books.

### 4.2.4 Years of experience in cataloguing

The cataloguers were asked in Question 3 to indicate the number of years that they have been working in cataloguing at their institution. The results are shown in Table 2.

**Table 2: Years of experience in cataloguing**

N=28

Years of experience	Count	%
16 years or more	12	43
11-15 years	4	15
6-10 years	6	21
1 – 5 years	6	21
<b>Total</b>	28	100

Results show that 12 (43 %) of the respondents have served their institution for more than sixteen years in cataloguing.

#### **4.3 Section B: Use of cataloguing tools and resources**

Section B dealt with the use of cataloguing tools and resources in the UNIMA Libraries and the MNLS.

##### **4.3.1 Type of cataloguing done**

The cataloguers were asked in Question 14 to indicate the areas of cataloguing in which they are involved in their daily work. Results are shown in Table 3.

**Table 3: Type of cataloguing done**

N=28

Type of cataloguing	Response	Count	%
Copy cataloguing	Yes	7	25
Original cataloguing	Yes	7	25
Both	Yes	14	50
<b>Total</b>		28	100

Results in this table show that 14 (50 %) cataloguers are involved in both types of cataloguing procedures. Seven (25 %) are involved in copy cataloguing only and seven



(25 %) in original cataloguing only.

### 4.3.2 Use of cataloguing tools and resources

Question 5 sought to find out if all the cataloguers in the two institutions used the various cataloguing tools and resources. The respondents in Question 5 were able to select “Yes” or “No” from the questions provided. There were 28 respondents for each question.

**Table 4: Use of the cataloguing tools and resources**

N=28

	DDC		MARC 21		AACR 2		LCC	
Response	Count	%	Count	%	Count	%	Count	%
Yes	13	46	18	64	23	82	22	79
No	15	54	10	36	5	18	6	21
Total	28	100	28	100	28	100	28	100

Out of the 28 respondents, the results show that 13 (46.4 %) used the DDC schedules, 18 (64.3 %) used MARC 21, 23 (82 %) stated that they used AACR 2 and 22 (78.6 %) used the LCC schedules. From the above analysis, it can be stated that the majority of the respondents used the cataloguing tools and resources. Only a few 5 (17.8 %) did not use AACR 2.

### 4.3.3 Frequency of consultation of the cataloguing tools and resources

The respondents were asked to state the frequency of consulting the various cataloguing tools and resources in order to determine the frequency of use of the cataloguing tools. The results are shown in Table 5:

**Table 5: Frequency of consultation of cataloguing tools and resources**

N=28

Frequency	Consultation of MARC 21		Consultation of AACR2		Consultation of LCC		Consultation of DDC	
	Count	%	Count	%	Count	%	Count	%
Never	5	17.9	9	32.1	10	35.7	10	35.7
Sometimes	2	7.1	7	25	1	4.8	6	21.4
Often	10	35.7	4	14.3	4	14.3	5	17.9
Total	17	60.7	20	71.4	15	54.8	21	75
Non-response	11	39.3	8	28.6	13	45.2	7	25
<b>Total</b>	28	100	28	100	28	100	28	100

Results here show that only a few cataloguers consult the cataloguing tools and resources as shown in Table five above. For instance, five (17.9 %) often consult DDC schedules, six (21.4 %) sometimes consult the DDC schedules, and ten (35.7 %) never consult DDC schedules. In terms of cataloguing tools the results show that MARC 21 had the highest frequency of consultations with 10 out of the total respondents consulting MARC 21 often giving a total of 35.7 %. This was followed by the DDC schedules with five (17.9 %) consulting often and LCC schedules and AACR2 with only four (14.3 %) consulting often.

#### 4.3.4 Ability to use the cataloguing tools and resources

In Question 9 respondents were asked to assess their own ability in using the cataloguing tools and resources. Results are shown in Table 6. Results show that most of the respondents consider themselves better at using AACR2 15 (71.4 %) and MARC 21 10 (35.7 %) than the other cataloguing tools. Results have also revealed that the ability of many respondents to use LCC 10 (35.7%) and DDC 10 (35.7 %) is just average.

**Table 6: Ability to use cataloguing tools and resources**

N=28

Response	Consultation of MARC 21		Consultation of AACR2		Consultation of LCC		Consultation of DDC	
	Count	%	Count	%	Count	%	Count	%
Very good	10	35.7	15	53.5	6	21.4	5	17.9
Good	6	21.4	2	7.1	5	17.9	6	21.4
Average	5	17.9	7	21.4	10	35.7	10	35.7
Poor	4	14.3	1	4.8	3	10.7	3	10.7
Very poor	3	10.7	3	10.7	4	14.3	4	14.3
<b>Total</b>	28	100	28	100	28	100	28	100

**4.3.5 Problems experienced with cataloguing tools and resources**

Question 6 asked the respondents to give reasons for the type of problems they had experienced with the different types of cataloguing tools. The results revealed only two reasons as reflected in Table 7.

**Table 7: Problems experienced with cataloguing tools and resources**

N=28

Response	LCC		AACR2		MARC 21		DDC	
	Count	%	Count	%	Count	%	Count	%
Insufficient training	19	67.9	24	85.7	20	71.4	25	89.3
Lack of cataloguing tools	9	32.1	4	14.3	8	28.6	3	10.7
<b>Total</b>	28	100	28	100	28	100	28	100

Results revealed that the majority of the respondents indicated that the major problem was insufficient training in the use of cataloguing tools and resources as reflected in the results; 19 (67.9 %) with LCC, 24 (85.7%) with AACR2, 20 (71.4%) with MARC 21 and 25 (89.3 %) with DDC. Only a few have indicated lack of cataloguing tools and resources as a problem; nine (32.1 %) with LCC, four (14.3 %) with AACR2, eight (28.6 %) with MARC 21 and three (10.7 %) with DDC.

The findings of the analysis reveal that most of the respondents stated that they experienced problems with the various cataloguing tools and resources due to insufficient training beforehand or insufficient on-the-job training.

#### 4.3.6 Types of catalogues and resources used

Question 7 tried to find out from the respondents the type of catalogues being used by the two institutions. The results are shown in the Table 8.

**Table 8: Type of catalogues used in UNIMA and MNLS**

N=28

Types of catalogues used	Response	Count	%
OPAC	Yes	2	7.1
Traditional manual catalogue	Yes	13	46.4
Both	Yes	12	42.9
Other		1	3.6
Total		28	100

Responses to the question regarding types of library catalogues, which was asked of the cataloguers revealed that out of the 28 respondents two (7.1 %) indicated that they use OPAC (online public access), 13 (46.4 %) use traditional manual catalogues in their libraries, 12

(42.9 %) use both OPAC and traditional manual catalogues while one (3.6 %) indicated that they use other types of systems which was not disclosed.

The results of the analysis show that many of the libraries in the two institutions are still using traditional manual catalogues (46.4 %) followed by a combination of both systems (42.9 %).

#### **4.3.7 Changes in cataloguing procedures as a result of technology**

Question 10 was asked to determine whether the changes that have taken place in cataloguing procedures due to the introduction of recent technology have been experienced by the cataloguers. The majority of respondents (72 %) indicated that they have experienced these changes and only 28 % indicated that they had not experienced any changes.

The respondents were further asked to indicate in Question 11 whether the changes had made their work easier.

Results from the analysis show that 27 (96.4. %) of the respondents have experienced changes and their work has been affected by making it easier. Only one (3.6 %) of the respondents indicated that the changes did not have any effect on their work.

#### **4.3.8 Management system of cataloguing**

Question 12 aimed to find out from the cataloguers whether the management of their cataloguing was centralised in their institution.

Results show that 15 (55.6 %) indicated that their cataloguing system was centralised and 13 (44.4 %) responded that their cataloguing was not centralised. The results of the analysis show that it was only the libraries (55.6 %) from the MNLS which have a centralised management system of cataloguing.

#### 4.4 Section C: Access to collection

Section C of the questionnaire dealt with issues of access to the collection.

##### 4.4.1 Period of time taken in processing materials

Question 15 also tried to find the time it takes for materials to be processed and made available for users. The results are shown in Table 9:

**Table 9: Period of time taken to process materials**

N=28

Period of time taken to process materials	Response	Count	%
Within one week	Yes	8	28.6
Within one month	Yes	13	46.4
Other		7	25
Total		28	100

The results from Table 9 show that only eight (28.6 %) manage to process materials within one week after acquisition, 13 (46.4 %) take a period of one month to process the materials and seven (25 %) said that the processing depends on the type of material being catalogued because original cataloguing takes longer than copy cataloguing.

##### 4.4.2 Cataloguing backlogs

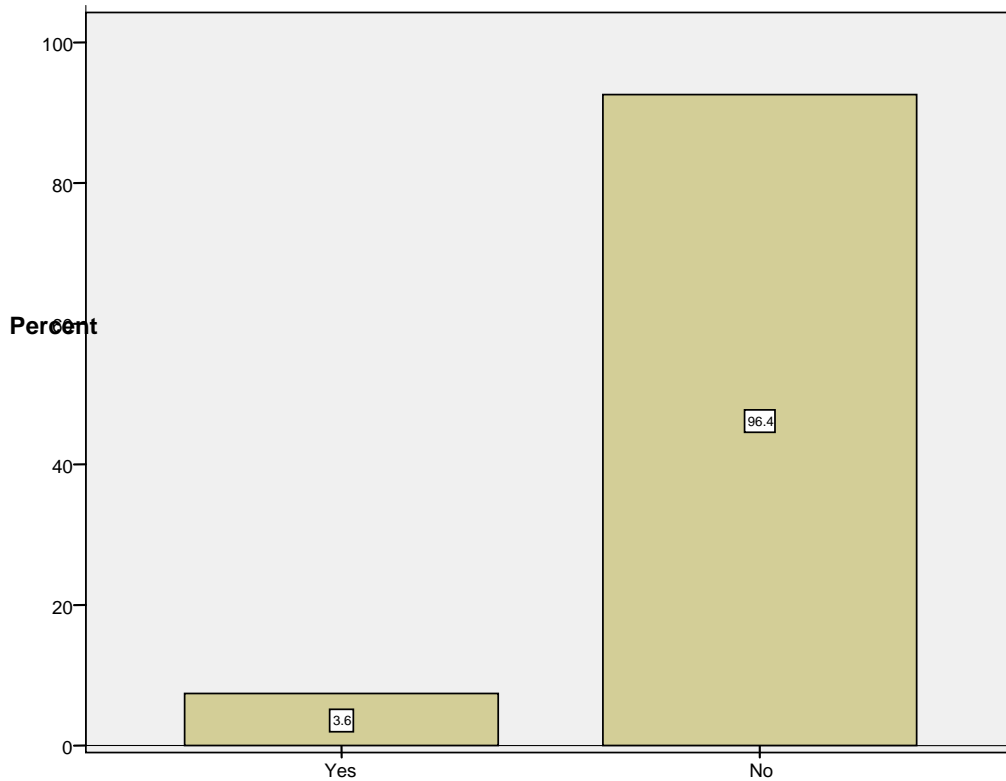
Both directors and cataloguers were asked whether the two institutions had cataloguing backlogs in their libraries. All respondents indicated in Question 18 that there were cataloguing backlogs in their institutions.

###### 4.4.2.1 Access to backlogs

Cataloguers were asked in Question 16 and 17 if it was possible to access unprocessed materials and, if so, how they were made available. Only one respondent indicated that it was

possible to access unprocessed materials but did not indicate how this was done. The results for Question 16 are shown in Figure 4.

**Figure 4: Access to materials in library backlogs**  
N=28



The results show that majority 27 (96.4 %) of the respondents indicated that it was impossible to access any material which was unprocessed and only one (3.6 %) stated that it was possible to access unprocessed materials although she/he did not elaborate how this can be done.

#### 4.4.2.2 Reasons why libraries have backlogs

This question was asked only of the directors of libraries as to why they thought backlogs exist in their respective libraries. The findings are shown in Table 10.

**Table 10: Reasons why backlogs exist**

N=7

Causes of backlogs	Response	Count	%
Lack of staff	Yes	1	14.3
Lack of cataloguing knowledge	Yes	5	71.4
Non-response		1	14.3
Total		7	100

Out of the seven directors interviewed, one (14.3 %) indicated that it was due to lack of staff, five (71.4 %) responded that backlogs exist due to lack of cataloguing knowledge by most of the cataloguers. One respondent (14.3 %) was silent on this question.

#### 4.4.2.3 Possible strategies for backlogs

Directors were asked in Question 12 what strategies they thought could be employed to resolve the problem of backlogs in libraries. The results are shown in Table 11.

**Table 11: Strategies to resolve backlogs**

N=7

Strategies	Response	Count	%
Train more staff in cataloguing	Yes	4	57.1
Increase staff	Yes	2	28.6
Acquire more tools	Yes	1	14.3
Total		7	100.0



Out of the 7 directors interviewed, four (57.1 %) said that more staff should be trained in cataloguing processes, two (28.6 %) said that more staff should be recruited in cataloguing sections, and only one (14.3 %) indicated that more cataloguing tools should be acquired for use in cataloguing.

The results above have shown that all cataloguers agreed that backlogs exist in the UNIMA Libraries and the MNLS. Most of the directors (four or 57.1 %), have said that lack of cataloguing knowledge and training are the major reasons for this. The same number (four or 57.1 %) have indicated that the solution to the issue of backlogs is to intensify training of staff in cataloguing practices and only one (14.3 %) has indicated the need for more cataloguing tools and resources.

#### **4.5 Section D: Sharing of resources and cataloguing records**

Section D dealt with the sharing of cataloguing tools and records among the institutions. This question was asked in order to determine whether respondents were sharing cataloguing tools and records.

Results from the analysis indicated that the majority of the respondents (cataloguers), (23 or 82.1 %) stated that they were sharing cataloguing tools and records with other libraries. Only a few, (five or 17.9 %) stated that they do not share resources and they were unsure if they share records.

##### **4.5.1 Access to Internet for cataloguing purposes**

Question 23 was asked in order to find out whether cataloguers had access to the Internet for cataloguing purposes. Results are shown in Table 12.

**Table 12: Access to Internet for cataloguing purposes**

N=28

Access to Internet	Count	%
Yes	18	64.3
No	8	28.6
Non-response	2	7.1
Total	28	100

More than half of the respondents (18 or 64.3 %) indicated that they had access to the Internet, eight (28.6 %) had no access to the Internet and only two (7.1 %) did not respond. Although the number of respondents who have no access to the Internet was low, the researcher observed that most of the libraries from the MNLS cannot access the Internet in this age of technology. The researcher noted that cataloguers from the UNIMA Libraries were able to access records from OCLC and other links through the Z39.50 protocol.

#### 4.5.2 Membership of regional and professional organisations

This question was asked of the directors of libraries in order to determine whether their libraries are affiliated to any regional group or associations in the profession. The results are shown in Table 13.

**Table 13: Membership of regional and professional organisations**

N=7

Membership of regional and professional organisations		Count	%
Malawi Library Association (MALA)	Yes	6	86
Regional groups (SCECSAL)	Yes	6	86
Non-response		2	29
Total		14	201*

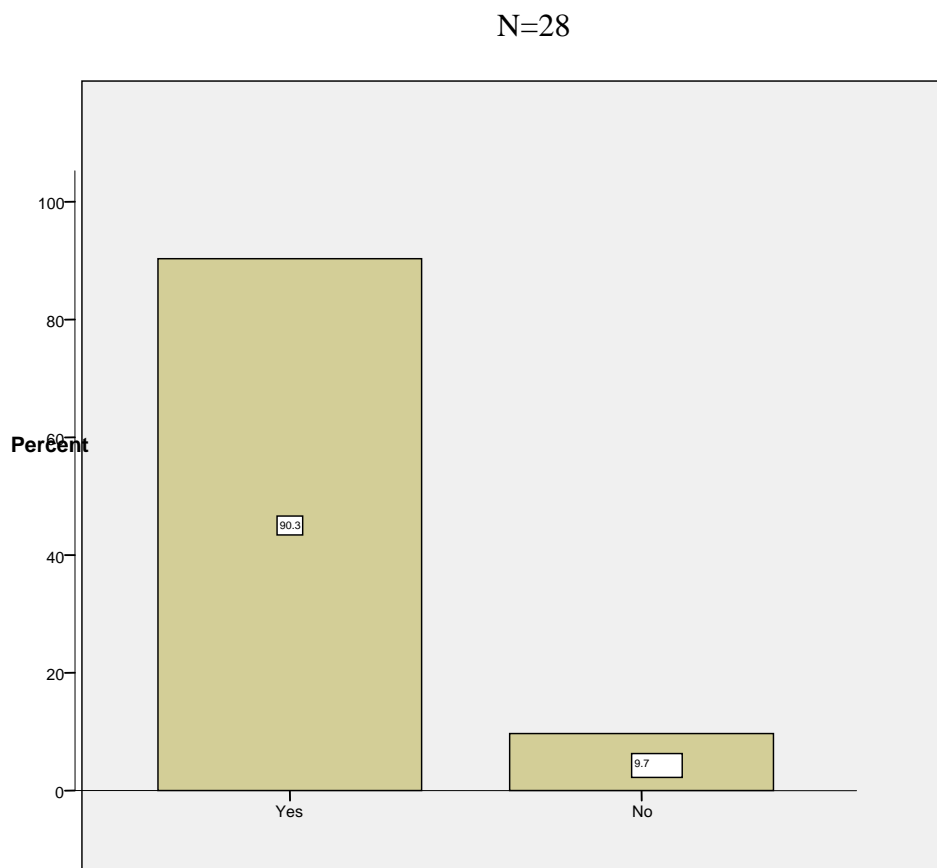
\* Multiple responses received

The majority of the respondents (six or 85.7 %) stated that they were members of regional groups. The same number stated that they were members of the MALA which is Malawi's professional organisation for those in the library and information science field.

### 4.5.3 Cataloguing reports

Question 26 was asked in order to find out from the cataloguers if there were any reports being generated regarding cataloguing and what type of reports they were. The results are shown in Figure 5 and Table 14.

**Figure 5: Cataloguing reports**



Results show that 27 (90.3 %) of the respondents indicated that reports are generated within the cataloguing section, while only one (9.7 %) said they did not have any reports at all.

In Question 27 cataloguers were asked to list the type of report used. The results are displayed in Table 14.

**Table 14: Types of reports generated in cataloguing sections**

N=28

Types of reports	Response	Count	%
Accession bulletin	Yes	7	25
Annual reports	Yes	10	35.7
General matters	Yes	5	17.9
Non-response		6	21.4
Total		28	100

Results show that seven (25 %) of the respondents indicated that accession bulletins are generated to report on progress every month. Ten (35.7 %) indicated that they report their progress through annual reports and five (17.9 %) indicated reports on general matters as the way in which cataloguing matters are reported. Six (21.4 %) did not indicate the type of reports they have.

#### **4.6 Section E: Management of cataloguing in UNIMA libraries and MNLS**

These questions which related to the management structures of the cataloguing sections of the UNIMA libraries and the MNLS were only asked of the directors. Question 4 specifically was asked of the directors to determine who manages the cataloguing sections in the libraries. The results are shown in Table 15.

**Table 15: Management of cataloguing**

N=7

Management of cataloguing	Response	Count	%
Chief cataloguer	Yes	1	14.3
Head of technical services	Yes	2	28.6
Assistant librarian	Yes	4	57.1
Total		7	100

Results show that one (14.3 %) responded that the management is done by the chief cataloguer, two (28.6 %) indicated that this is done by the head of technical services, four (57.1 %) stated that management of cataloguing was done by assistant librarians. The researcher discovered that in the UNIMA Libraries, cataloguing is managed by the chief cataloguer and assistant librarians, while in the MNLS cataloguing management is done by the head of technical services.

#### 4.6.1 Monitoring of the cataloguing process

Directors were asked this question to determine how the monitoring of the cataloguing process is done. The results are shown in Table 16.

**Table 16: Monitoring of cataloguing process**

N=7

Monitoring of Cataloguing processes	Response	Count	%
Through delegation	Yes	4	57.1
Through feedback from the chief cataloguer	Yes	3	42.9
Total		7	100

The results show that four (57.1 %) monitor the process through delegation and three (42.9 %) indicated that monitoring is done through feedback from the chief cataloguer.

#### 4.7 Training of cataloguers

This question was asked of the library directors to find out the type of training which they offer to their cataloguing staff. Results show that the majority of library directors, six (85.7 %) train their cataloguers on-the-job. This means that the cataloguers acquire the skills and knowledge while they are working. One (14.3 %) of the respondents chose not to comment on the issue.

#### **4.8 Cataloguing policy**

This question was asked of the directors of libraries in order to determine the status of their policies which guide the cataloguing process. From the results the majority, six (85.7 %) have cataloguing policies guiding the cataloguing practices and procedures in all the institutions and only one (14.3%) of the respondents indicated that they were not sure about the status of their policy.

#### **4.9 Cataloguing budget**

The directors were asked to state whether they had separate budgets for cataloguing in their libraries and whether their budgets had increased in the last financial year. Results indicated that the majority, six (85.7 %) do not have a separate budget for cataloguing. When the researcher probed further to find out how they operate financially in cataloguing, the respondents stated that all operations in their libraries are done under one budget umbrella including the cataloguing requirements. The respondents explained that all heads of sections send their budgets to the directors where they are compiled into one budget for operations.

On whether their budgets had increased in the last financial year, out of the seven directors interviewed, six (85.7 %) indicated that their budget has increased in the last financial year. The researcher interviewed seven directors of libraries and only one (14.3 %) chose not to comment.

#### **4.10 Directors' level of satisfaction with the cataloguing process**

From this question the researcher wanted to find out the perception of the directors of libraries on their level of satisfaction with the cataloguing process and practice in their libraries. The results are shown in Table 17.

**Table 17: Level of satisfaction with cataloguing process**

N=7

Level of satisfaction	Response	Count	%
Very satisfied	Yes	1	14.3
Satisfied	Yes	6	85.7
Total		7	100

Results show that only one (14.3 %) of the respondents was very satisfied with the cataloguing process, and six (85.7 %) of the respondents were satisfied.

#### 4.11 Future plans for the libraries

The directors were asked if they had any future plans regarding cataloguing development for their libraries.

**Table 18: Future plans for libraries**

N=7

Future plans	Response	Count	%
Train more staff	Yes	2	28.6
Automation of the library system	Yes	2	28.6
Improve service delivery	Yes	3	42.9
Total		7	100

The results show that two (28.6 %) of the respondents indicated that their plans are to train more staff in cataloguing, two (28.6 %) said that their plans are to automate their library systems in order to have on-line cataloguing and three (42.9 %) of the respondents said that their future plans are to improve the service delivery in their libraries. When the researcher probed on how this would be done, the respondents elaborated that they would like to purchase more computers for cataloguing, promote continuing education through in-house

cataloguing workshops, seminars and training courses, automating their systems and acquiring more cataloguing tools and resources.

#### **4.12 Cataloguers' recommendations**

Question 28 asked cataloguers for their recommendations to improve the cataloguing and classification services in their libraries. Below are the recommendations made by the cataloguers:

- Educate and train cataloguers to acquire more skills and knowledge in cataloguing practice
- Computerise the catalogue system from the old traditional manual system to electronic so that cataloguing can be done online.
- Acquire more computers for Internet connectivity so that all cataloguers have access to the Internet.
- Allow cataloguers to attend seminars, workshops and other formal courses frequently so that they can keep abreast of technology.
- Cataloguers should be encouraged to join interest groups in cataloguing practice to interact and share ideas.
- Encourage resource sharing with other libraries locally, regionally as well as internationally.
- Acquire more cataloguing tools and resources in the libraries.
- Have subject specialists to assist users and do cataloguing to reduce the backlog of new materials.
- Encourage regular meetings within the department to iron out problems and map the way forward.

Finally, the respondents recommended the automation of library services in order to have online cataloguing as a matter of urgency, considering the problems being encountered by cataloguers and the need for fast access to information by the users.

#### **4.13 Summary**

The analysis and the findings of the study appear in this chapter. The aim of the questionnaire was to investigate the use of cataloguing tools and resources in the UNIMA and the MNLS in providing access to materials. The interpretation of the findings was done according to the



results obtained. The findings as a whole revealed a number of problems encountered by respondents, although the majority of the directors were satisfied with the overall cataloguing process being performed. Suggestions and recommendations were given by respondents on how to improve services and the cataloguing practice. These could be of benefit to the UNIMA and the MNLS and other libraries in general which are involved in the cataloguing process.

## **CHAPTER FIVE: INTERPRETATION OF THE FINDINGS**

### **5.1 Introduction**

The presentation of the results in Chapter 4 was based on the responses from the cataloguers in, and the directors of, the various libraries. The opinions of the cataloguers on the use of cataloguing tools and resources in the UNIMA Libraries and the MNLS, and the feasible alternatives were all taken into consideration. Since cataloguers' opinions were the basis of the analysis, the researcher also sought the opinion of the directors of libraries in the two institutions through an interview schedule (see appendix 2) for more in-depth information.

The study aimed to answer the following research questions:

- Are cataloguers aware of the cataloguing tools and resources?
- To what extent are cataloguing tools and resources used in the libraries?
- What problems are associated with the use of cataloguing tools and resources?
- What knowledge and skills do cataloguing staff have?
- What type of skills and training is offered to cataloguing staff?
- What can be done to address the challenges and problems that have been identified?

The investigation was based on the collection of data from documentary sources, a review of the available literature and through the use of a survey questionnaire (see appendix 1) and an interview schedule (appendix 2). The questionnaire was divided into four sections and the results will be discussed using this structure. At the end of Chapter Five there will be a summary showing how the research questions of the study were answered.

### **5.2 Section A: Background information of respondents**

As stated in Chapter Three, the study was designed to investigate the cataloguers and directors of libraries in the UNIMA Libraries and the MNLS. The results were obtained from 35 (100 %) respondents from the study.

### **5.2.1 Institutions in which the cataloguers and directors of libraries were based**

The study revealed that Chancellor College had the majority of cataloguers, 21.4 %, as compared to other libraries (see Figures 1 and 2 in Section 4.2.1). Other libraries were represented as follows: 17.9 % Polytechnic, 17.9 % Lilongwe National Library Service, 7.1 % Bunda College library, 7.1 % Blantyre National Library Service, 3.5% College of Medicine, Kamuzu College of Nursing, Zomba, Mzuzu and Thyolo (Luncheonza) National Library Services.

Results from the study established that Chancellor College had more cataloguers than other libraries, understandably so, as it is the biggest library in Malawi and it has a large collection compared to other libraries. The study also established that the MNLS uses its main branch library in Lilongwe to catalogue the collection for all the smaller branches although some of the simpler cataloguing is handled by the branch libraries such as descriptive cataloguing and copy cataloguing. Therefore it was established that the Lilongwe Library has more cataloguers (17.9 %) compared to the other branches of the MNLS.

### **5.2.2 Academic qualifications of the respondents**

The two institutions employ cataloguers with different academic qualifications. The results of the study revealed that most of the cataloguers had a Malawi School Certificate of Education (Matric) 44.4 %, followed by a diploma either in library studies or computer studies.

For one to be a professional librarian in Malawi you need to have a university degree in any field of study. The study established that, of the cataloguers in the study, only a few were qualified cataloguers at professional level, 16.7 % at Master's degree (MLS) level and only 5.6 % at Bachelors degree level. This shows that most of the cataloguers are paraprofessionals without a library qualification. As mentioned previously, Malawi has only established its own library school in the last few years and therefore for one to have a professional qualification in librarianship it had to be done outside the country, which requires funding. This is a hindrance to most of the cataloguers wanting to pursue their education. The MALA runs a certificate course in library studies therefore most of the paraprofessionals have a MALA certificate which gives them basic skills and knowledge on

cataloguing practices in addition to their academic qualification. The results also established that only one (2.8 %) indicated other qualifications apart from the ones discussed above.

The study established that the level of qualifications in these institutions vary considerably. They range from those with a Master's degree to those without any library qualification. With this type of scenario, it is very difficult to have the same level of cataloguing since the level of understanding would also vary in so many ways.

### **5.2.3 Daily activities, areas of specialisation and years of experience in cataloguing**

As stated in Chapter 3, the study was designed to deal with the use of cataloguing tools and resources in the two institutions. The results obtained from the 28 (70 %) respondents (cataloguers) show that on a daily basis they are engaged in the following activities: 21.4 % are engaged in cataloguing, 10.7 % in classification and 64.3 % are engaged in both cataloguing and classification.

From the results (see Figure 3 in Section 4.2.3) the researcher established that in the two institutions, there is no specialisation of the areas such as copy cataloguing, classification or original cataloguing. Results show that 25.9 % of the cataloguers do copy cataloguing, 25.9 % original cataloguing and 48.1 % are engaged in both copy and original cataloguing. These results reflect that the majority of cataloguers are engaged in all the activities on a daily basis. The researcher discovered that these institutions had no subject librarians responsible for each subject area, therefore all cataloguers were responsible for cataloguing all subject areas.

The study also established that many of the cataloguers have a great deal of experience in cataloguing, 40 % have been cataloguing for more than 16 years, 30 % have been cataloguing for more than six years, and 30 % have been cataloguing for more than one year.

These results reflect that apart from the academic qualifications and the additional professional qualification, the majority of the cataloguers in the two institutions acquire their knowledge and skills in cataloguing through experience as they engage in their daily work.

### **5.3 Section B: Use of cataloguing tools and resources**

Academic and public libraries use cataloguing and classification to organise their materials to enable users to access them in an easy and adequate manner from the shelves. Cataloguing tools and resources are essential for this process. Various questions were asked of the cataloguers regarding their use of the cataloguing tools and resources.

#### **5.3.1 Use of the cataloguing tools and resources**

The results from Table 4 in Section 4.3.2 indicate that the majority of the cataloguers used AACR2 (81.5 %). This is followed by those who used LCC (78.6 %) and DDC (46.4 %).

Thus the study found that both cataloguers in the UNIMA Libraries and the MNLS use MARC 21 and AACR 2. Cataloguers have to use AACR 2 for the established rules and MARC 21 to source records from other sources.

For classification purposes the UNIMA cataloguers use the LCC and the MNLS use the DDC. This will have affected the results to a certain extent, for this question only, as some of the cataloguers will obviously not need to access DDC and some will not need to access LCC. These results show that the majority of the cataloguers use the cataloguing tools and resources mentioned above, acknowledging the fact that the two institutions use different classification schemes.

#### **5.3.2 Frequency of consultation of cataloguing tools and resources**

Question 8 was used to provide answers to the question as to how frequently they consulted the cataloguing tools and resources for cataloguing purposes. The results from Question 8 were more revealing than those from Question 5. The findings show that most of the cataloguers seldom consult the cataloguing tools for cataloguing. MARC 21 and AACR 2 seem to be more popular than the other cataloguing tools. The findings also reveal that there is very little daily or weekly use of MARC 21, AACR2, DDC and LCC. It is evident that although there is some consultation of all of the cataloguing tools and resources, the majority of the cataloguers do not make use of the cataloguing tools and resources regularly in their daily work for cataloguing purposes. This may reflect that these cataloguers are not well

conversant with the use of these tools and resources, which may result in poor services, as it has been observed that for effectiveness and efficiency the cataloguing tools and resources must be used properly (Khalid 1997, Miksa 2008).

### **5.3.3 Problems experienced with cataloguing tools and resources**

The research findings established that the cataloguers encountered some problems in the use of the cataloguing tools and resources. Question 6 wanted to find out from the respondents if they had encountered any problems in the use of the cataloguing tools and resources. It was noted that responses to these questions confirmed the problems encountered by the respondents when using the cataloguing tools and resources such as lack of training, skills and knowledge. From the findings the majority of the respondents indicated insufficient pre-training as the major problem. Other problems noted were lack of staff, lack of cataloguing tools and lack of knowledge and skills in cataloguing.

The majority of the respondents indicated that they face problems with the cataloguing tools and resources due to a lack of training in the use of the various classification tools and resources. Some respondents also attributed this to a lack of mentoring and proper supervision while others thought that continuing education may probably be the solution to this problem. The study established that the cataloguers were trained on the job.

The findings also established that out of the respondents only five (17.9 %) had no problems with LCC, only four (14.8 %) had no problems with MARC 21, only two (7.4 %) had no problems with AACR 2 and three (10.7 %) had no problems with DDC (see Table 6).

These results reflect that the majority of cataloguers have problems with the use of cataloguing tools and resources and only a few cataloguers do not have problems. The results also indicate that in these institutions there is a lack of trained professional staff in cataloguing. As it has been seen in Table 1 in Section 4.2.2 most of the cataloguers do not have a professional qualification in librarianship. In fact the results show that cataloguing depends mostly on paraprofessional staff in providing access to materials and this could possibly be one of the reasons for problems encountered by the staff in the use cataloguing tools. As discussed in the literature review it is the responsibility of the institutions'

administration to maintain standards by employing and training professionals to improve the quality of service in providing access to materials (Dutton and Msiska 1994; Cloete 2003).

#### **5.3.4 Types of catalogues used in the UNIMA Libraries and the MNLS**

Out of the 28 respondents, 13 (46.4 %) use traditional manual catalogues in their libraries, 12 (42.9 %) indicated that they use both the OPAC and traditional manual catalogue and only two (7.1 %) use OPAC (online public access catalogue). One respondent (2.8 %) stated that they use other types of catalogues which were not specified.

The results reveal that many of the libraries are still using the traditional (card) manual catalogue. The results have also revealed that although they have online catalogues, libraries in the University of Malawi maintain the traditional manual catalogues (card) for backup in case of problems with the online system. Results from the interview revealed that none of the branch libraries of MNLS are automated and therefore they use only traditional manual catalogues. The researcher also found out that none of the branch libraries, except the Lilongwe branch, have computers. The researcher was disappointed with this situation because with modern technology, computers are vital for access to information and materials, therefore for a big organisation such as MNLS to operate without computers is unacceptable. According to Omekwu (2007), computers act as a catalyst for cataloguers to access other catalogues and to share resources and tools.

Results from Table 8 in Section 4.3.6 show that many libraries are using both the OPAC and the traditional manual catalogues, Cooper (2002) observes that in the United Kingdom, librarians use the electronic catalogues which enable them to retrieve materials from the Internet even though they may have a paper copy. Catalogues aim to save the time of both the user and library staff.

From the interview with the directors of libraries in the UNIMA Libraries, the researcher established that almost all libraries in this institution are using OPACs. The study also revealed that although they have online catalogues, the libraries in the University system still maintain the traditional manual catalogues (card) for backup in case of problems with the online system.

### **5.3.5 Changes in library technology**

The findings showed that the majority, 27 (96.4%) of the 28 respondents (cataloguers), had experienced the changes taking place as a result of the introduction of technology in libraries. They maintained that their work has been affected in one way or another and this made their work much easier. During the interviews the directors of libraries explained that the major change in technology which has affected most of the libraries is the automation of libraries and most of the cataloguing is now being done on-line in the UNIMA Libraries.

However, results revealed that only one (3.6 %) of the respondents indicated that they have not experienced any change in their work despite the technological changes happening in libraries. This can possibly be attributed to the low level of education in the case of paraprofessionals which makes it difficult for them to grasp the new skills and knowledge and therefore they find the knowledge and skills not making any impact on their work. In fact, it can be said that the majority who found the changes useful resulting in significant changes in their work were the ones who are able to grasp the new knowledge and skills in technology. As shown in Section 4.3.7, 5.3 % of the respondents gave varied reasons as to why the changes did not have any impact on their work, such as lack of knowledge and poor connectivity. The majority (94.7 %) found the changes very useful and they had an impact on their work by making cataloguing easier. Other studies, such as that by Omekwu have also shown that there is a high demand for technology to make cataloguing easier (Omekwu 2007).

### **5.4 Section C: Access to materials**

Access to information and materials is a human right as stated in article 19 of the Human Rights Declaration (United Nations 1997). Cataloguers have a responsibility to make materials available for users in both public and academic libraries. Easy location of information for users in any library is very important. Van House, Well and McClure (1990) argue that a major library service is the provision of facilities and equipment which includes computer facilities, card or electronic catalogues, compact shelving and CD-ROM readers.



#### **5.4.1 Period for processing materials to make them accessible to users**

In this study, eight cataloguers (29.6 %) indicated that upon acquisition of materials it takes them one week to process and make the materials available to the users, 13 (48.1 %) take a period of one month to process and to make the materials accessible to users and seven (22.2 %) stated that the processing of materials mostly depended on the type of materials being catalogued. They indicated that original cataloguing is more time-consuming than copy cataloguing therefore it depended on which category one was cataloguing. The findings show that most of the materials take at least a month to be processed and to be ready on the shelves for the users. This can be attributed to a lack of cataloguing knowledge and skills in the use of cataloguing tools as discussed earlier with the problems regarding cataloguing tools.

Types of materials catalogued can also affect the workflow in that some materials have less readily available copy and if a copy is available it requires more upgrading and it is harder to catalogue originally than other materials, for example music and non-book materials. In most cases it is true that original cataloguing takes more time than copy cataloguing. For instance, non-book items are more difficult to catalogue than other material unless there is substantial customisation (Hall-Ellis 2008; Jung-ran, Caimei Linda 2009). Some libraries use Z39.50 protocol to access library catalogues for MARC records, using this as a cost saver because it bypasses the subscription services. However, the staff time involved can also be considerable (Wade and Henderson 2002).

The findings show that there is no specific period put in place to catalogue library materials, some materials take longer to process than others (see Table 9). The researcher also discovered that some materials which are difficult to catalogue are put on hold and in the process these materials accumulate into backlogs. Hill (2002) has recommended that to ensure effective operation in the processing of materials the librarians should use surveys among the cataloguers to find out their problems and come up with solutions to ensure effective service in providing quick access to materials.

#### **5.4.2 Cataloguing backlogs**

The directors and cataloguers responded to questions regarding cataloguing backlogs in their libraries.

#### **5.4.2.1 Access to unprocessed materials in cataloguing backlogs**

The research findings noted that 27 (92.6 % ) of the respondents indicated that it was impossible to access any material which was not processed in their libraries, while only one (7.4 %) indicated that it was possible to access these materials, although they did not elaborate how this would be done (see Figure 5).

According to these results, the majority of the users in the libraries cannot access unprocessed materials. It demonstrates that cataloguing is such an important part of librarianship because it facilitates the availability of materials in libraries. When materials are not processed it is difficult to organise them, and equally difficult for the users to access them (Yakel 2005; Lundy and Hollis 2004). The one (7.4 %) cataloguer who responded that the unprocessed materials can be accessed may have other systems which they use to access these materials.

The results revealed that the majority, (33 or 91.7 %) had backlogs in their libraries while a small number of respondents (2 or 8.3 %) did not respond to this question. According to Yakel (2005) backlogs are unprocessed materials in the library. Results in Section 4.4.2.1 in Figure 4 show that the majority of users in these libraries would therefore not have access to materials as a result of backlogs. This is unfortunate as users are being denied access to these materials as stipulated by article 19 in the Human Rights Declaration (United Nations 1997).

#### **5.4.2.2 Reasons why backlogs exist in the UNIMA Libraries and the MNLS**

This question was directed at both the directors and the cataloguers. The majority of the cataloguers 27 (96.4 %) said that backlogs exist due to a lack of cataloguing knowledge by most of the cataloguers, and only one (3.6 %) attributed this situation to a lack of staff. The majority of the directors also indicated that backlogs exist due to a lack of cataloguing knowledge and shortage of staff.

According to the findings the majority of respondents have acknowledged the existence of backlogs due to a number of factors such as a lack of professional and trained cataloguers and also a lack of knowledge and skills. The main issue is that in both these institutions results show that there is a lack of trained professional staff in cataloguing. When the researcher probed to find out the type of materials which exist in the backlogs, the respondents

explained that it was mostly the materials which needed original cataloguing which most of the cataloguers found to be difficult and time consuming. This shows that most of the cataloguers do not have the capability to do original cataloguing and as a result these materials are always put aside resulting in a backlog accumulating. These findings were very similar to results found in similar studies from the literature (Mandel 2003; Lundy and Hollis 2004; Yakel 2005).

#### **5.4.2.3 Possible strategies for backlogs**

Results from the directors show that the majority of the respondents, four (62.5 %) stated that more staff should be trained in cataloguing practices and procedures, while two (25.0 %) indicated that the libraries should recruit more cataloguers (staff). Only one (12.5 %) maintained that a solution for backlogs would be to acquire more cataloguing tools and resources for the cataloguers.

According to the literature, it is frequently evident that the solution to the issue of backlogs in these institutions is to intensify training so that more cataloguers are trained to acquire more skills and knowledge in cataloguing practice (Msiska 1998; Maphopha 2000; Kim 2003). Recruiting more staff and acquiring more cataloguing tools and resources may not be the solution. When staff are recruited they still need training and even when cataloguing tools are acquired staff need training in order to use them properly. Thus, the training of cataloguers would be the solution to the backlogs in all the institutions of the UNIMA and the MNLS. This is reiterated by many other studies as reflected in the literature (Maphopha 2000; Cloete 2003; Bowman 2006).

### **5.5 Section D: Sharing of resources and cataloguing records**

In questions 21-25 cataloguers were asked about the sharing of resources and cataloguing records and whether they have access to the Internet for these purposes. They were also asked about the reports they generate in their cataloguing departments. Directors were also asked similar questions.

### **5.5.1 Computers and the Internet**

Information technology is widely used in most libraries, including the UNIMA Libraries and the Malawi National Library Service. Chisenga (in Mpotokwane 2000: 18) observes that ICT came into being as a result of the digital merger between computer technology, telecommunication technologies and other media communication technologies. The importance of ICT in the UNIMA Libraries and the MNLS is reflected in the access to information which those cataloguers have in their daily work.

The survey established that eighteen (69.2 %) of the respondents have access to the Internet and eight (30.8 %) indicated that they have no access to the Internet although some have computers which are used for other services in the library. The importance of ICT in the literature is emphasised, as it facilitates access to information and communications in libraries, including electronic cataloguing (Omekwu 2007). According to Norris (2001: 51) ICT is very important as it provides a value-added approach to information resources which are vital to both academic and public libraries.

The fact that a small group of cataloguers cannot access the Internet is of concern and it is the responsibility of the directors of libraries and the administration of these institutions to make sure that this technology should, if at all possible, be introduced across the board. Computers improve existing services and make cataloguing of library materials simpler than the manual system. When records are accessed through the OPAC it is very fast and easy for the users. Brittin (1992: 3) observes that computers in libraries provide access to a wider range of information sources than is possible from a manual system, for example online searches are much quicker. Computers also provide access to a multiple range of databases of primary and secondary materials. The opportunity to access databases increases the access to information which cataloguers and users would find very useful.

According to Jalloh (1999) and Rosenberg (1993) resource sharing holds a strong potential for libraries, especially in developing countries such as those in Africa. The explosion of information and increased cost of information resources has forced libraries to work together, while technological advancements have presented the library profession with a platform for cooperation. Cataloguers should be encouraged to form consortiums and share ideas,

knowledge and skills in order to move forward, but it is important that they should assess their cataloguing practices.

### **5.5.2 Membership of regional groups and professional associations**

Libraries all over the world have formed regional groupings and associations with the aim of sharing knowledge, skills and resources in the profession. SCECSAL is an example of one of the regional groups for the librarians in the southern, eastern and central African countries. Libraries have also formed national associations in member countries such as the MALA, Library and Information Association of South Africa (LIASA) and others. In addition to this, on an international level, there is a body called the International Federation of Library Associations (IFLA) and many library associations are affiliated to IFLA.

Responses regarding the question of membership showed that the majority of directors, six (87.5 %) indicated that their libraries were members of the MALA and also affiliated to SCECSAL. The results show a positive attitude by the libraries in collaboration and regional integration which enhances the sharing of views, opinions and recent technologies developing within the profession through seminars, workshops and conferences. This is one way of fostering continuing education for cataloguers.

### **5.5.3 Cataloguing reports**

The research findings noted that the respondents had different reports being generated in the course of their work. The majority 27 (90.3 %) of the respondents indicated that they have some form of reports being generated while only one (9.7 %) indicated that they did not have any reports in their cataloguing departments. The second part of the question wanted to find out the type of reports which were generated by the cataloguers. Results show that ten (35 %) of the respondents indicated that most of the reports generated were annual reports on the progress of cataloguing each year. Other reports generated were accessions bulletins, seven (25 %) and general matters, five (17.9 %). The respondents explained that most of the issues concerning cataloguing are reported in the annual and general matters reports. The researcher discovered that apart from these reports, the cataloguing departments also produce monthly statistical reports and in other libraries accessions bulletins are generated quarterly.

Reports are very important in any institution because they can be used to monitor the progress of work and various activities. Functions such as planning, budgeting and even policy guidelines depend on reports in order to map the way forward. The frequency of report generation is also an important aspect because it helps to establish efficiency and effectiveness of the various activities such as the use of cataloguing tools and resources (Armstrong 2006). Findings from Table 14 show that although reports were being issued, they were of different forms such as accessions bulletin, statistical reports and sometimes general reports. This reflects that there is no special format being followed by the libraries and the study also established that some of the libraries do not produce reports. In order to maintain standards and consistency it is important the institutions should establish a format for the reports which should be followed by their libraries (Jung-ran P., Caumei, L., Linda, M. 2009).

## **5.6 Section E: Management of cataloguing at the UNIMA Libraries and the MNLS**

The findings relating to management systems, policies, monitoring and budget arrangements will be discussed here. The results for this section came largely from the responses from the interviews with directors.

### **5.6.1 Management of cataloguing system**

Management is the process of planning, organising both human and material resources, implementing, monitoring and assessing the progress of the work (Lundy and Hollis 2004; Armstrong 2006). This is also true with the cataloguing process, as cataloguers need to plan for the organisation of resources.

On the question of management in the institutions, 15 (55.6 %) indicated that their cataloguing system was centralised and 12 (44.4 %) responded that their system was not centralised. Nine (25 %) did not respond to the question. When the researcher asked this question of the directors of the libraries she discovered that the MNLS has a centralised cataloguing system and the UNIMA Libraries used to be centralised but now each library is working independently. Therefore the 41 % represents the respondents from the MNLS and the 33.3 % represents the respondents from the UNIMA Libraries.

These results show that the two institutions have different types of cataloguing systems, one is centralised and the other is not. According to Miksa (2005) centralised operations are often seen as inherently more efficient than decentralised ones. However, modern library systems may remove many of the impediments to decentralised cataloguing. Centralised cataloguing can also be less efficient than decentralised ones where complex cataloguing requirements have been substituted for simple ones. Thus both the UNIMA Libraries and the MNLS need to assess their systems carefully in order to come up with a more effective and efficient system.

### **5.6.2 Cataloguing policy**

Results show that six directors indicated that they have policies which guide the cataloguing process and only one (14.3%) did not respond. Therefore the findings reflect that the majority (85.7 %) of the respondents have policies in their libraries. The expectations of library professionals as to how to conduct services in the library is also guided and facilitated by the presence of a library policy. The presence of a policy to govern any library brings a sense of direction and a clear plan of how a cataloguing system would function.

Ranson (in Nassimbeni 2001:25) states that policies are required to express the organisation's intended goals and values and are a yardstick for evaluating current performance. If the policies of the institutions were not known by the individual libraries which form part of the institution, then, obviously the institutions would not function properly. According to Dalton (in Mukangara 2000) policies are guidelines that co-ordinate the production flow and availability of information in all sectors of the nation. This shows that, policies guide the flow of information in libraries, including the cataloguing department. That is why it is interesting to note that these institutions have library policies which include the cataloguing policies.

### **5.6.3 Cataloguing budget**

On this question the researcher wanted to establish whether libraries in these institutions have separate budgets for cataloguing purposes which can be used to acquire cataloguing tools and resources and for maintenance of other activities in cataloguing. From the findings, results show that six (85.7 %) of the respondents indicated that they do not have a separate budget, and one (14.3 %) was not sure if they have a separate budget or not.

The results have shown that the majority (85.7 %) of the respondents (directors) reflect that libraries do not have a separate budget for cataloguing. When the researcher probed further from the directors of libraries to find out how they operate financially in cataloguing, the respondents stated that all operations in their libraries are done through one budget including cataloguing requirements. They explained that all heads of sections or departments in libraries send their budgets to the directors where they are compiled into one budget for library operations. Miksa (2005) argues that resource levels have a clear impact on cataloguing workflows. In most cases reductions in library budgets across the board mean that libraries are being asked to do more with less.

It is pleasing to note that almost all libraries had an increase in their budget. The results show that the majority (85.7 %) indicated that their budget has increased in the last financial year. These findings reflect that almost all libraries had an increase in their budget which is a positive move. However, the researcher found that this system was not always favourable because some activities may be given priority over others. This could have a negative impact on certain departments in the libraries, such as cataloguing.

#### **5.6.4 Monitoring of the cataloguing process**

In response to a question concerning the monitoring of the cataloguing process in their libraries, four (57.1 %) of the directors of libraries said that this is done through delegation by assigning somebody who is senior in the department to give periodic reports of the activities taking place. Three (42.9%) directors said that they monitor the cataloguing process through feedback from the chief cataloguer. The results show that almost all the libraries monitor the progress of cataloguing in their libraries through periodic reports and feedback from various sources such as chief cataloguers and other senior members of staff in the department.

Monitoring is an important function in any management process because it helps the manager to see that everything is being carried out according to plan, the orders which have been given, and the principles which have been laid down (Armstrong 2006). The main objective of monitoring is to point out mistakes so that they may be rectified and prevented from occurring again (Lundy and Hollis 2004).



When the researcher tried to find out from the directors of libraries why such an important exercise was being done by their subordinates, the majority of the respondents indicated that it was important that those who are conversant with cataloguing should monitor the activities, hence they felt the chief cataloguer and senior staff members in cataloguing were well-positioned for this function.

## **5.7 Training of cataloguers**

This question was asked of the directors of libraries to find out the type of training which was being offered to their cataloguers. Results show that the majority, six (87.5 %) train their cataloguers on the job and only one (12.5%) did not respond directly to this question saying that training is done in many ways.

Training is a very important element or activity in any library. Many people join the library profession without any knowledge or skills in librarianship therefore it is important that staff in libraries should continue to be trained so that they are able to grasp the library's techniques and knowledge in order to perform their services effectively. Cataloguing is a special area in libraries therefore it requires special training for one to master the skills and that is why it is important to keep on training cataloguers.

According to Intner (1991) continuing professional training is a process through which a person with basic professional qualifications in librarianship and information service survives and develops in order to remain relevant in society, as well as continue to be viable in the profession. Amekuedee (2005) suggests that training should be of the highest quality to enable library staff to master the cataloguing tools and resources. That is why it is important for the two institutions to make sure that their staff should be provided with other forms of training, apart from on-the-job training, such as formal training, workshops and seminars in order to improve their services. This was also indicated in the literature that continuing education through seminars and workshops helps when resources for formal education are limited (Maphopha 2000; Neilsen and Schneider in Bolt 2002).

Most of the directors of libraries explained during the interviews that the problem of training is mostly due to lack of funding from their institutions and the government. As mentioned earlier in this chapter, Malawi did not have a library school until five years ago when Mzuzu

University started offering library studies at diploma and degree level, therefore library staff wishing to study had to go and study in other countries outside Malawi such as Botswana and South Africa. With the financial constraints in Malawian institutions only a few could be trained. Even now there is no training offered for a master's qualification in library and information studies. This helps to explain why there are only a few professional librarians in Malawi. In order to improve the status of cataloguing practice in these institutions it is very important that more cataloguers should be trained.

### **5.8 Level of satisfaction with the cataloguing process**

The researcher asked the directors of libraries what their level of satisfaction was with the cataloguing process in their libraries. The findings show that out of the seven directors of libraries, only one (12.5 %) responded that they were very satisfied with the type of cataloguing being performed, six (85.7 %) regarded the cataloguing process as satisfactory. The respondent who explained that the cataloguing was very satisfactory attributed this to the fact that most of the materials are made available on time and the team work and work flow in the cataloguing department is very good. Most of the directors who said that the cataloguing process was satisfactory, explained that since the users are happy with the catalogues, and they are able to find what they want without any problems, they assumed the cataloguing process was satisfactory despite the problems of shortage of staff and lack of training. However, with regard to the backlog issue, findings from 4.4.1 (Table 10) show that the cataloguing process is not satisfactory. This is due to the backlogs existing in the libraries as users are not able to access information as stipulated by Article 19 of the Declaration of Human Rights (United Nations 1997).

### **5.9 Future plans for the libraries**

This question was posed to the directors of libraries to establish what they intend to do in future. The results show that two (28.6 %) said that their plans are to train more staff in cataloguing and another two (28.6 %) of the respondents said that their plans are to change the system from a manual to automated one in order to improve the services of the library and to have online cataloguing. Others, three (42.9 %) said that their plans are to improve service delivery in their libraries. When the researcher probed as to how this would be done, the respondents elaborated that they would like to purchase more computers for cataloguing,

automate their systems, promote continuing education through in-house cataloguing workshops, seminars and short courses and acquire more cataloguing tools and resources.

Other suggestions concerning the library as a whole were also made. The majority of the directors supported the idea of computerising all the services in the libraries to improve the services. The respondents had strong views that although the cataloguing process was satisfactory, they still felt the need to have well-trained staff and cataloguers and the development of a core group of assistants with an in-depth knowledge of cataloguing to assure quality services. These observations were made by the directors in the context of a shortage of professionally trained staff, and problems experienced by the cataloguers on the use of tools and resources.

## **5.10 Summary**

The aim of the questionnaire was to investigate the use of cataloguing tools and resources in the UNIMA Libraries and the MNLS in the provision of access to information. The interpretation of the findings was done in accordance with the results obtained. To sum up the researcher was able to answer the research questions posed in the study as follows:

- She found out that the majority of staff were aware of, and used, the cataloguing tools and resources. Nevertheless, the low utilization of the tools was a cause for concern.
- She discovered what problems the cataloguers have in using these tools and resources. The main problem appeared to be a lack of training in the use of the cataloguing tools and resources.
- She was able to ascertain the level of knowledge and skills of the cataloguing staff by asking about their qualifications, their training and length of service in cataloguing. Although many of the cataloguing staff have a number of years of experience, many of the cataloguers did not have degree qualifications.
- The researcher was able to find out what skills and training are offered to the cataloguing staff in their libraries. Most of the cataloguers are trained through courses offered by MALA and also undergo on-the-job training.
- The final research question involved any suggestions from the respondents regarding the various challenges and problems discussed. Most of the recommendations related

to an increase in staff, the training of cataloguers, soliciting more funding and computerization of the cataloguing system.

The present study was, in many respects, similar to Miksa's (2005) study in the public libraries of Texas, USA. A number of questions and some of the broader issues which were addressed in Miksa's study such as; the level of utilization of cataloguing tools and resources by cataloguers, training or updating staff on the use of cataloguing tools and resources, and the issue of factors affecting the availability of the cataloguing tools and resources such as budgetary and staff limitations, have also been addressed by this study.

Findings from this study have raised a number of questions about the root causes for low utilisation of the cataloguing tools and resources in UNIMA Libraries and the MNLS. Similar issues were also raised in Miksa's study. This study has questioned whether the low utilization of the cataloguing tools is a reflection of the cataloguers' level of knowledge and education on the cataloguing tools and resources as was done in Miksa's (2005) study.

The findings of this study have revealed a number of problems being encountered by cataloguers although the directors seemed to be satisfied with the overall cataloguing process. Suggestions and recommendations were given by the cataloguer respondents on how to improve the cataloguing practice which could be of benefit to the UNIMA Libraries and the MNLS and other libraries in general which use similar cataloguing tools and resources.

## **CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 Introduction**

In this chapter a brief summary of the study will be provided. Conclusions and recommendations based on the discussion in Chapter Five will also be made. Finally, suggestions for further research will be offered.

### **6.2 Revisiting the research questions of the study**

The purpose of the study was to investigate the use of cataloguing tools and resources in providing access to information and materials in the UNIMA Libraries and the MNLS.

The study aimed to answer the following research questions regarding the use of cataloguing tools and resources:

- What cataloguing tools and resources are used in the cataloguing department?
- To what extent are cataloguing tools and resources used in the libraries?
- What problems are associated with the use of cataloguing tools and resources?
- What knowledge and skills do cataloguing staff have?
- What type of skills and training is offered to cataloguing staff?
- What can be done to address the challenges and problems that have been identified?

### **6.3 Overview of the study**

Chapter One provided an introduction to the study. A brief background of the UNIMA and its libraries and a short overview of the MNLS was given. An outline of the research problem was given and the research questions were stated. The limitations of the study were outlined and finally, the key terms relevant to the study were defined.

In Chapter Two various studies of a similar nature, many of them involving the use of cataloguing tools, were discussed. The researcher first looked at studies done overseas and

then looked at studies completed in Africa and other developing countries. The chapter concluded by discussing the effects of ICT on cataloguing.

Chapter Three described the research methodology used in the study. As the chosen method the advantages and disadvantages of survey research was discussed as well as the data collection instruments. The researcher used interviews for the directors of libraries and a self-administered questionnaire for cataloguers. The data was analysed using SPSS.

The results of the study were presented in Chapter Four. The results of the questionnaires to cataloguers regarding their use of cataloguing tools and the results from the interviews with the directors were given. Various problems relating to the use of the cataloguing tools by the cataloguers were revealed. Recommendations as to how cataloguing processes could be improved were given by the cataloguers.

Chapter Five presented the interpretation of the findings of the study. These showed that although the cataloguers used the cataloguing tools, they did so infrequently. Their problems related largely to a lack of knowledge and skills as a result of insufficient training. Cataloguing backlogs were prevalent and were an indication of the problems identified in the cataloguing and an inadequately trained staff. In summing up the chapter it was shown how the results of the study sufficiently answered the research questions of the study.

#### **6.4 Conclusions**

Although the researcher noted that many of the cataloguers had more than five years experience of cataloguing, many of them did not have university degrees or equivalent professional qualifications to facilitate the cataloguing process. This lack of professional training was seen as a contributing factor to some of the problems which emerged in the study.

The majority of the respondents indicated that they used the cataloguing tools and resources in the UNIMA and the MNLS and were therefore aware of their existence. The researcher discovered that the UNIMA Libraries consult LC, AACR2 and MARC 21 while the MNLS on the other hand consults DDC, AACR2 and MARC 21. However, in all cases the level of

consultation is quite disappointing and this could be attributed to the problems being encountered with the cataloguing tools and resources such as insufficient training.

The opportunities for training in Malawi both on a formal and informal level seem to be limited. Many respondents suggested that there was a need for training on all levels and specifically in the use of cataloguing tools and resources since the pre-training offered on the job was not enough.

Cataloguing backlogs were a problem in all libraries especially as it was not possible for users to access any of this unprocessed material. This severely limited the access to this information on the part of users. A number of reasons for the backlogs and for other problems were put forward by the respondents which included a lack of training, a lack of trained professional cataloguers and inadequate cataloguing tools and resources.

Computerization and the use of information technology in cataloguing were considered by the majority of the respondents to be a way to improve cataloguing services. Access to the Internet is regarded as vital for the use of various on-line cataloguing tools and resources and for the sharing of records between institutions.

With regard to the results, the researcher suggests that, both the UNIMA Libraries and the MNLS should take into consideration statements from the cataloguers regarding financial constraints which affect cataloguing. Cataloguers' awareness of cataloguing tools seems to be adequate and the need to access information by the users is also becoming more pressing, hence the need to make materials available efficiently and effectively in order to meet these. Nonetheless, satisfying the users is the main reason for the existence of the library. The cataloguer's needs and experiences have been outlined in the previous chapters and suggestions have been put forward as ways of improving cataloguing practice. Failure by these institutions to act promptly will be tantamount to denying users their rights of access to information and materials, as cataloguing is essential for providing this access.

It can be concluded that the provision of access to information will inevitably be affected by the problems outlined which the cataloguers face in their effort to provide a service to the users.

In conclusion, the findings of the study will hopefully give the two institutions motivation to perform a self-evaluation of the use of tools and resources by their cataloguers. It is hoped that the study will bring awareness to the cataloguers and administrators of these institutions as to what supports the efficiency and effectiveness of cataloguing.

## **6.5 Recommendations from the researcher**

In order to ensure effective provision of access to information materials and services by cataloguers, the researcher suggests that the following measures should be taken by the UNIMA and MNLS libraries.

- Measures should be taken to fully implement cataloguing policies.
- Review the cataloguing tools and resources used by cataloguers in order to ascertain their adequacy.
- Engage in resource sharing, for instance, via the web-site by using the Z39.50 protocol to link to other catalogues and engage in the exchange of accessions lists. This would improve the quality of services as more and varied materials will be accessed.
- Cataloguers should always ensure that monthly, quarterly and annual reports to the directors (librarians) of libraries are made, so that there is a record of what they have been doing during the year. This will help to make the library administrators and other library staff aware of the value and worth of this library service.
- Solicit more funds in order to employ and train more cataloguers.
- Computerise cataloguing systems in order to speed up the processes and avoid backlogs.



- Implement more training programmes for cataloguers in order to enhance the cataloguing process.

These recommendations have taken into account some of the findings from the study for instance, the study shows that both UNIMA and MNLS have cataloguing policies in place but some of the procedures and standards are not being followed. Most of the libraries indicated that they did not have enough cataloguing tools and resources such as DDC and LCC schedules and also computers. Although funding has improved in these institutions, there is still a problem in terms of purchasing cataloguing tools and resources. The suggestions and recommendations presented above indicate which aspects of the UNIMA Libraries and the MNLS the researcher believes should receive greater attention. The suggestions could help library administrators join together with cataloguers to come up with strategies for improvements.

## **6.6 Suggestions for further research**

The researcher wishes to suggest that a broader user satisfaction survey be done on the provision of materials and services to facilitate access to materials and information.

Research could be undertaken to:

- Assess the cataloguing policies of UNIMA Libraries and the MNLS.
- Investigate budget allocation for cataloguing tools and resources for the UNIMA Libraries and the MNLS.
- Survey local cataloguing departments in libraries in a particular area, such as Blantyre, to serve as a model for a larger national survey of cataloguing departments in academic, public, school and special libraries in Malawi.
- Do a similar research study on other libraries with cataloguing departments using similar cataloguing tools and resources.

## **6.7 Summary of the study**

The study fulfilled its original intention to find out from the cataloguers and directors of libraries about the use of cataloguing tools and resources in providing access to information in the UNIMA Libraries and the MNLS. Problems relating to the use of cataloguing tools and resources were identified and cataloguers and directors were questioned on a variety of issues relating to this service in the libraries. Various recommendations and suggestions were made by cataloguers and directors for an improved service. Finally, the researcher drew her conclusions, generated recommendations and made suggestions for further research.

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**APPENDIX 1:**

**QUESTIONNAIRE ON THE USE OF CATALOGUING TOOLS AND RESOURCES  
BY CATALOGUERS IN THE UNIMA LIBRARIES AND THE MNLS**

Please answer all questions. Tick where appropriate.

**SECTION A: BACKGROUND INFORMATION**

1. Provide the name of the institution at which you are based.

.....

What is your title e.g. cataloguer or paraprofessional?

.....

2. What does your daily work involve?

(a) Cataloguing of library materials [ ]

(b) Classification of library materials [ ]

(c) All of the above [ ]

(d) Other (please specify).....

.....

3. How many years have you been cataloguing at this institution?

(a). 1-5 years [ ]

(b). 6-10 years [ ]

(c) 11-15 years [ ]

(d) 16 years and above [ ]

4. What are your academic qualifications? (Tick all that apply to you)

(a) Diploma in library studies [ ]  
(State number of years) [ ]

(b) Degree in library and information studies [ ]  
(State number of years) [ ]

(c) Masters in library and information studies [ ]  
(State number of years) [ ]

(d) Other (please specify)

.....  
.....

**SECTION B: USE OF CATALOGUING TOOLS AND RESOURCES**

5. Do you use any of the following cataloguing tools and resources in your library? (Write yes or no in the boxes)

(a) LCC schedules [ ]

(b) DDC schedules [ ]

(c) MARC 21 [ ]

(d) AACR 2 [ ]

(e) Other (please specify)

.....  
.....

6. What sort of problems have you experienced with ...

6.1. LCC

(a) Not enough training beforehand [ ]

(b) Not enough on-the-job training [ ]

(c) Other problems (please specify)

.....  
.....

6.2. DDC schedules

(a) Not enough training beforehand [    ]

(b) Not enough on-the-job training [    ]

(c) Other problems (please specify)

.....  
.....

6.3. MARC 21

(a) Not enough training beforehand [    ]

(b) Not enough on-the -job training [    ]

(c) Other problems (please specify)

.....  
.....

6.4. AACR 2

(a) Not enough training beforehand [    ]

(b) Not enough on-the -job training [    ]

(c) Other problems (please specify)

.....  
.....

6.5. Other tools

(a) Not enough training beforehand [    ]

(b) Not enough on-the-job training [    ]

(c) Other problems (please specify)

.....  
.....

7. What type of catalogue does your library have?

(a) OPAC

(b) Traditional manual catalogue

(c) Both

(d) Other (please specify)

.....

.....

8. Which of the following cataloguing tools and resources do you consult and indicate how often you use them?

Tools	Never	Rarely	Monthly	Weekly	Daily
LC classifications schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DDC schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MARC 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AACR2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How do you rate your ability to use the following cataloguing tools?

Tools	Very good	Good	Average	Poor	Very poor
LC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DDC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MARC 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AACR 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Some changes have been made in cataloguing procedures due to technology. Have you experienced these changes?

(a) Yes

(b) No

11. If yes, have they made your work easier?

.....  
.....

12. Is management of cataloguing in your library centralised?

(a) Yes [ ]

(b) No [ ]

13. Please describe how the management or cataloguing system works?

.....  
.....

14. What type of cataloguing do you do?

(a) Copy cataloguing [ ]

(b) Original cataloguing [ ]

(c) Both [ ]

### **SECTION C: ACCESS TO COLLECTION**

15. On average how long does it take materials to be catalogued?

(a) Within one week [ ]

(b) Within one month [ ]

(c) Within six months [ ]

(d) Other (please specify)

.....  
.....

16. Is it possible to access unprocessed materials?

(a) Yes [ ]

(b) No [ ]

If the answer is yes, please go to question 17.

17. If the answer is yes, how are the materials made available since they are not processed?

.....  
.....

18. Are there cataloguing backlogs at your institution?

(a) Yes

(b) No

If the answer is yes, please go to question 19 and 20.

19. If yes, briefly explain why this problem exists?

.....  
.....

20. In what way could backlogs be resolved?

.....  
.....

#### **SECTION D: SHARING/INSOURCING OF CATALOGUING RECORDS**

21. Is your library sharing cataloguing records or resources with any other libraries?

(a) Yes

(b) No

22. If no, would your library consider sharing cataloguing resources and records with other libraries in the region?

.....  
.....

23. Do you have access to the Internet for cataloguing purposes where you can import records from other sources?

(a) Yes

(b) No

24. Is your library a member of any regional group or association in cataloguing issues such as indexing, bibliographic control and standards?

a) Yes

(b) No

25. If yes, briefly describe the function of this group.

.....  
.....

26. Does your department/section generate reports?

(a) Yes

(b) No

27. If yes, please list the type of reports generated and briefly explain what they are used for.

.....

28. What recommendations do you have for the improvement of cataloguing and classification services in your library?

.....  
.....  
.....

**Thank you for your time.**





## **APPENDIX 2:**

### **INTERVIEW SCHEDULE QUESTIONNAIRE FOR THE DIRECTORS OF LIBRARIES IN THE UNIMA LIBRARIES AND THE MNLS**

#### **A. BACKGROUND INFORMATION**

1. How long have you been working as a director of this institution?
2. What are your academic and professional qualifications?
3. Do you belong to any professional organisation in the library profession?
4. Who manages cataloguing in your library?

#### **B. MANAGEMENT ISSUES**

5. How do you monitor the acquisition and processing of materials in your library?
6. Do you keep any statistics for the materials catalogued within a specific period e. g. a month?
7. If yes, please briefly explain the nature of these statistics.
8. What were the statistics for the year 2008 relating to catalogued materials?
9. Does your library have a cataloguing policy?
10. Are backlogs a major problem in your library?
11. If yes, please briefly explain the extent of the problem?
12. What strategies have been put in place to solve this problem?
13. Is your library affiliated to any regional group or association in the LIS profession? Have you made any partnerships with any institution on sharing information resources?
14. If yes, can you briefly explain, and, if no, why not?
15. Does your catalogue have a separate budget for purchasing cataloguing tools and resources?
16. Do you think the budget has increased or decreased in the last financial year?
17. Is staff offered training in the use of cataloguing tools and resources?

18. If yes, how are they trained?

(a) Formal courses

(b) On-the-job training

(c) Workshops

(d) Other (please specify)

19. How satisfied are you with the overall cataloguing process in your institution?

20. What are the plans, if any, for the next phase of cataloguing development in your library?

### **APPENDIX 3: Letter of introduction from the researcher to the respondents:**

**UNIVERSITY OF KWAZULU NATAL**

**Pietermaritzburg**

Information Studies  
Private Bag X01 Scottsville  
Pietermaritzburg 3209  
South Africa.  
Tel: (0331) 2605007 Fax (0331) 2605092

### **SURVEY QUESTIONNAIRE**

**Dear Sir/Madam,**

I am a Master's student at the University of KwaZulu Natal (South Africa) in the Department of Information Studies. I am conducting a survey in order to gather relevant information and data relating to my topic: "The use of cataloguing tools and resources by cataloguers in the UNIMA Libraries and the Malawi National Library Service in providing access to information".

I wish to solicit for your kind cooperation in filling this questionnaire. Please be as frank as possible in your responses in order to assist me in reaching at the conclusions and recommendations to improve the cataloguing procedures and practices.

The participation in this research is voluntary and there are no incentives attached to it. Your identity will remain confidential and only the information provided will be used in the final research report.

I would be grateful to receive your response by 31<sup>st</sup> July, 2009. I shall collect the questionnaires from your Department/Institute.

Thanking you very much in anticipation of your kind support,

**Yours Sincerely,**

**Chrissie Nampeya**  
**Department of Information Studies**  
**University of KwaZulu Natal**  
**E-mail: 207526006@ukzn.ac.za**

**APPENDIX 4:** Map of Malawi showing the three major cities where the libraries in this study are based:



Source: [www.worldtravelguide.net/country158/map/Africa/Malawi.html](http://www.worldtravelguide.net/country158/map/Africa/Malawi.html)