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PROFESSIONAL DEVELOPMENT OF CATALOGUERS IN ELECTRONIC ERA IN ACADEMIC LIBRARIES IN SELECTED PRIVATE UNIVERSITIES, OSUN STATE

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Abstract

This paper examines professional development of cataloguers in electronic era in academic library in selected private universities, Osun state. The research was necessitated by the postulation that cataloguers competency depend on their professional development. Two research questions were drawn and the population of the study was made up of 8 cataloguers. Data was collected through questionnaire. The descriptive survey research method was adopted in the study. Findings revealed that cataloguers are faced with lack of organizational sponsorship to conference, seminar and workshop; it was shown that, they have challenges on the job training. The study further revealed that cataloguers required adequate knowledge, skills and competence needed in the section to perform effectively and constant update in their professional training and development program through attendance of courses, workshops, seminars, conferences and mentoring programmers in order to cope with the challenges of the electronic era. The study, shows that Academic library management should at least sponsor one cataloguer to conference, seminar or workshop every year to ensure that cataloguers in their institution participate in what is trending in cataloguing and classification to enable them bridge new ideas or tools on what is going on in an electronic era. Older generation of cataloguers should mentor the younger cataloguers on the rudiments of cataloguing, so that manual cataloguing will not diminish. The high cost of program should be checked, so that cataloguers can afford it and be able to attend to the program regularly.

Keyword: Professional Development, Cataloguers, Electronic era, Academic Library.

Introduction

Professional development is the process by which professionals keep current knowledge, skills, and abilities needed to function effectively in their profession. It is assumed that to maintain professional competence, the professional need to participate in updating programmes like continuing education since efficiency and effectiveness of a profession depends on the competence of its staff (cataloguers). Academic library collections are no longer collections comprised almost entirely of printed materials but collections that comprised others materials in multiple formats and media bringing unprecedented abilities to academic libraries in providing services. Cataloguing is the process of making classified materials easily accessible to library users; the cataloguers are the human resource who has acquired the skills and ability to pattern this cataloguing to suit the purpose of an information system as well as the prevalent needs of the time in terms of information accessibility and

utilization. Electronic resources are referred to as information bearing materials that provide access to users in a digital or in an electronic format. Electronic resources have many function and benefit which can be of immense use to cataloguers. It has become very crucial especially in this era in which information technologies have become part and parcel of library services. Cataloguing and classification tasks in librarianship require cataloguers who are intelligent, skillful, resourceful and innovative to perform the job. Cataloguers are expected to be conversant and competent in the use of electronic tools for cataloguing and classifying of library resources. This is because electronic books, electronic journals, internet sites and digitization projects are all relatively new in forms of recorded knowledge, cataloguers are trying to fit into this new technologies with traditional bibliographic control, cataloguers need to acquire the necessary skills and competencies needed for the job. Despite the skills and competencies needed by cataloguers in electronic era, it seems like cataloguers do not have adequate professional development and skills needed to organize this knowledge into various electronic form. It is on this background that the researcher intends to investigate the professional development of Cataloguers in electronic era in academic libraries in three private universities in Osun state.

Objectives of the Study

1. To determine the professional development of cataloguers in three private university in Osun State.
2. To find out why training of cataloguers is important in electronic era
3. To examine the challenges of cataloguers in electronic era.

Literature Review

Cataloguers are the specialists responsible for bibliographic control, information management and the creation of resource discovery tool that aids users in their search for materials. Essentially, they are responsible for the provision and organization of efficient and effective retrieval system which saves time increases the quality/productivity of library users and ultimately enhances the performance of the institution to achieve set objectives. (Bello & Mansor, 2012). Cataloguers are needed in the electronic era for original cataloguing as well as for providing organization for emerging electronic format (America Library Association, 2010). The emergency of Information and Communication Technology (ICT) makes the cataloguers to engage in activities ranging from bibliographic searching and description to assigning of subject cases to materials. In the past, cataloguers perform their duties behind the scene but today the story is quite different. Libraries that are using web-based software are very sure to have their resources accessed by users from different part of the world through the web access catalogue (WEBPAC). Cataloguing is simply the bibliographic description of documents to make it easy for a searcher to identify the documents in a collection when seen. On the other hand classification is the correct placement of a document with a view to availing patrons, easy access to it at a specific location among the collections of a system. Cataloguing has grown more important as searchers log on to on-line catalogues from home. ICT has made cataloguing more efficient. With the current changes, cataloguers are expected to move into new roles as they must attempt to provide access to the new resources. Cataloguing and classification of a library resource has to do with selecting and organizing the bibliographic information of a reading material, arranging them in a particular order and grouping the reading materials into classes, this is made possible through the use of the cataloguing rules and tools which are the Anglo American Cataloguing Rules II (AACR2), Library of Congress Subject Headings (LCSH) and Library of Congress Classification Schemes

(LCCS). Cataloguing and classification as well as other library activities/services have witnessed reasonable changes in the era of Information and Communications Technology. Technologies have accelerated the rate at which library services and routines are carried out.

The Role of Cataloguers

The role of cataloguers is very crucial in the development of library services through training and retraining of experts for cataloguing and bibliographic description which is very necessary in order to keep up with the latest developments in ICTs. The role of cataloguers in any library may not be over emphasis, but it is true that they are fact- finding managers in the realm of information gathering and retrieval. The emerging roles of cataloguers in the electronic era are:

- To make informed decisions on matters such as linking to electronic journals and managing holdings to various data.
- Create records that accommodate multiple means of accessing particular resources and library patrons are expecting these created records to include print holdings, microforms and direct link to electronic versions of items or library resources.
- Management of library online resources
- Scientists and scholars engaged in networking so as to achieve efficiency and communication with other to avoid duplication, cataloguers engages in networking with colleagues in other libraries in sharing knowledge in meeting up with expected services to users of information.
- The internet is browsed with the hope to have useful information, but due to variety of online database it poses confusion to users. This however, brought the need for specific heading to be able to access valuable information. The cataloguer then will organized them according to their subjects and also provide access points for easy retrieval to the users.

According to Bitrus, Akpan, & Olorunfemi, (2020) cataloguer needs training and retraining in the scheme of work to enable him or her to perfect itself with the new steps in descriptive process and must be aware of the following tools; Online Computer Library Center (OCLC) – MACHINE- Readable Cataloging (MARC) Coding guidelines, Rich Green ,OCLC Guideline on Choice of type and BLXL for Electronic Resource (by Lay Wietz) , Guidelines for coding Electronic Resource in leader 06-Library ,Anglo America Cataloguing Rule 2 (AACR2) Chapter 9 (2002) , Internet Resources: A manual and Practice guide – 2nd- 3ed -Nancy Bolson., ISBN (ER) international Standard Bibliographic Description for Electronic Resources and Resources Description and Access (RDA).

Importance of Professional Development

Professional development is the process by which professionals keep current knowledge, skills, and abilities needed to function effectively in their profession. Hence, it is important to assess the library professional's needs for continuing education and professional development in a changing electronic environment of academic library. Cataloguer's training which also refers to capacity building, manpower/human resource/staff or personnel development, are quite essential to library development as it is in every organization. It serves as the driving force for efficiency and speed access to materials. Training of cataloguers forms an important part of the education and training of librarians and cataloguing is still considered one of the most important skills for organizing information. (Adeleke & Olorunsola, 2007), assert that "the education, training and re-training of cataloguers and indeed librarians are very important and must be of serious concern to

employers”. Cataloguing which is done efficiently and effectively through regular trainings exposes the cataloguers to emerging trends in cataloguing and classification.

Library staff who, is a cataloguer becomes a good one through constant practice which is brought about from regular trainings; making the cataloguer a good information scientist. (Atinmo, 2011), cataloguers must go beyond the ordinary; to acquire new training that should help eradicate digital illiteracy. The essence of this is to ensure that library resources and relevant information from libraries are made available to a global audience. According to (Adeleke and Azubogu 2013) cataloguing training is presently influenced by the evolution of bibliographic information driven by new technologies and applications. (Nwosu, et al. 2016), in their study found out that attending workshop, seminars and conferences enhance cataloguers’ skill and competency. (Mavume, 2013) found the following competencies required by cataloguers; - the ability to understand the cataloguing change processes and how these impact daily activities; - involvement in the facilitation of the integration of new types of data description into traditional technical services workflow. These shows that the ability to maintain a conducive atmosphere by encouraging group/team work flexibility as cataloguer so as to set priorities and deadlines; - commitment to service excellence; continually seeking out new technology challenges and opportunities for the improvement of information analysis in new online cataloguing and classification tools; - full participation in projects such as reclamation projects of database clean-up; - complete enthusiasm to learn new developments and adopt new and emerging standards such as Metadata Schemes (Dublin Core) Electronic Thesis and Dissertations – Metadata Standards, RDA and other recommended standards so as to be relevant to information needs of the users. (Mavume, 2013) therefore asserted that cataloguers, equipped with the above roles, skills and competencies, would be able to identify the importance of changing roles in the profession anytime during their career. (Darries, 2017) asserts that cataloguing knowledge should include the application of standards to digital objects and knowledge of Metadata Authority Description Standards (MADS) and Metadata Object Description Standards (MODS). Cataloguers now need to have a change in mind set to these new developments and need to acquire new technological skills to empower them to develop in the field and to keep up with the new trends and changing environments. (Nwosu & Nwokocha, 2014) maintains that job demand on cataloguers due to new work environment implies that catalogers should continuously keep abreast with fundamental change in order to cope with professionalism. The workshops and seminars provide the training opportunities that enables cataloguers and classifiers at all levels to develop skills and competencies needed to organize their information

Workshops

Workshops can be organized to appraise professionals about new developments in their area of specialization. The close interactions with other delegates from different libraries in Nigeria generate conversation and allow the delegates to actively participate in the sharing of information and knowledge. They create effective learning opportunities for those delegates who learn effectively from direct interactions. (Reitz, 2006) sees workshop as a meeting of people interested in learning more about a subject or who wish to gain practical experience in the use of a technique, system, or resource, usually for the purpose of training or professional development. The workshops bring bibliographic personnel together to share the experiences of experts, scholars, and accomplished practitioners and always feature paper presentation, poster sessions, discussions groups, symposia, tours and hands –on practices. Workshop is a series of educational and work sessions (Egeland, 2013).

Seminars

Seminars provide forum where issues are raised and explored, but not necessarily resolved. A seminar, according to (Egeland, 2013) is a lecture or presentation delivered to an audience on a particular topic or set of topics that are educational in nature. Seminars are integral parts of most academic programmes and they are the pistons that drive the intellectual heart of the university.

Conferences

Conference attendance is one of the factors for professional development. According to (Vega and Connel 2009), conference attendance is a requirement for the career advancement of many librarians, particularly those who work in colleges or universities. By attending conferences librarians learn to interact with fellow librarians they also learn how to present papers, they network and build, more contacts (Eke, 2012). Professionals attend conferences in order to learn new occurrences in the profession and to update their existing knowledge

Mentoring

Mentoring is a relationship between the mentor and mentee in nurturing abilities and potentials towards expertise. Mentoring is recognized as one way of the methods of learning in the workplace that is designed to make use of guided learning to develop the knowledge, skills and competencies required for high performance (Wong and Premkumar 2007). According to (Bello and Mansor, 2013) encouraging mentoring activities throughout the stages of a librarian's career and guiding and supporting career paths will be important for librarians and library organizations.

Challenges of cataloguers in electronic era

Electronic era has posed challenges not only to printed resources but also in electronic form for libraries and librarians but also to cataloguers responsible for organization and retrieval of resources in libraries. The following are some of the challenges:

- Lack of ICT and other electronic facilities – Most academic libraries lack infrastructures like steady power supply, internet facilities and even adequate number of computers to support automation. Most of the libraries have installed Internet facility in the past but many of them are not functioning now. This may be due to lack of finance to sustain and maintain these facilities.
- Inadequate number of professionals and lack of ICT skills and training- Academic libraries obviously do not have enough professionals to man their cataloguing and subsequently, there has been little or no training for the available Librarians (cataloguers) towards acquiring the necessary ICT skills in this area. (Odunola, et al 2019) found low level of computer skills among cataloguing staff as one of the challenges faced in cataloguing.
- Lack of motivation: Motivation goes a long way in helping any staff toward delivering professional service, and if it's absent, it weakens the mind of workers and frustrates them, and this will lead to poor delivery of services.
- Users no longer have to physically visit the library to retrieve information.
- The ability to access full-text resource electronically from within the institution or from any PC (Personal Computer) provides the user with convenient and immediate access to information, and reduces the patronage of cataloguing and classification services.
- Introduction of new cataloguing terms such as Resource Description Framework (RDF), Resource Description and Access (RDA), Functional Requirement for Bibliographic Record (FRBR) and Functional Requirement for Authority Data (FRAD) also raised anxiety for cataloguers

Research Methodology

The data were collected among cataloguers in three private universities in Osun State. The descriptive survey research method was adopted in the study. The questionnaire was the instrument of data collection and was distributed among 8 cataloguers. A total of 8 cataloguers responded and the response rate is 100%. Data collected was analyzed using descriptive statistics with frequencies and percentage computed in tables.

DATA PRESENTATION AND DISCUSSION

Table 1: Institution of Cataloguers

S/N	Institution	Population	Percentage %
1	Adeleke University, Ede	2	25
2	Joseph Ayo Babalola University, Ikeji -Arakeji	4	50
3	Oduduwa University, Ipetumodu	2	25
	Total	8	100

Table 1 shows, that 2(25%) cataloguers are from Adeleke University, Ede, 4(50%) of cataloguers are from Joseph Ayo Babalola University, Ikeji –Arakeji while 2(25%) are from Oduduwa University, Ipetumodu all in Osun State.

Table 2: Years of Experience of Cataloguers

S/N	Years	Frequency	Percentage %
1	1 – 10	4	50
2	11 – 20	3	37.5
3	21 – 30	1	12.5
4	30 & above	-	-
	Total	8	100

Table 2: show that years of experience 1 -10yrs has 4(50%) of respondent, 11- 20 yrs, has 3(37.5%), 21 -30 yrs has 1(12.5%) while 30 & above has nothing. This indicates that most 4(50%) of the cataloguers in the three universities are young in the profession and as such adequate training and mentoring is needed. This is in line with (Bello and Mansor 2013), encouraging mentoring activities throughout the stages of a librarian’s career and guiding and supporting career paths will be important for librarians and library organizations.

Table 3: Gender of Cataloguers

Gender	Frequency	Percentage %
Male	3	37.5
Female	5	62.5
	8	100

Table 3, shows, that 3(37.5%) were male while 5(62.5%) were female; this implies that female cataloguers are more in numbers. when compared with male counters.

Table 4: Professional Developmental of Cataloguers:

	Items	SA	A	D	SD
1	Workshops, Seminars and Conference	5(62.5%)	2 (25%)	1(12.5%)	-
2	Group discussion	5(62.5%)	1(12.5%)	2(25%)	-
3	On the job training	2(25%)	6(75%)	-	-
4	Formal education	4(50%)	4(50%)	-	-
5	Mentoring	-	5(62.5%)	2(25%)	1(12.5)

Table 4,item 1: shown that 5(62.5%)strongly agreed, 2(25%)agreed that workshops seminars and conference are the professional development of cataloguers while 1(12.5%) disagreed with the statement. This implies that cataloguers develop professionally through seminar, workshop and conferences.

Item 2: group discussion 5 (62.5%) strongly agreed, 1(12.5) agreed on group discussion of cataloguers while 2(25%) disagreed with the statement. This indicates that cataloguers needs group discussion for professional development Item3: on the job training 2 (25%) strongly agreed, 6(75%) agreed on the training of cataloguers is very necessary in professional development. Item 4: formal education 4(50%) strongly agreed, 4(50%) agreed respectively that for education is the key to professional development of cataloguers, this implies that 8(100%) of cataloguers agreed on formal education of cataloguers. Item 5 mentoring: the table shown that 5(62.5%) agreed on mentoring, 2(25%) disagreed while 1(12.5) strongly disagreed with the statement. This indicates that cataloguer still need mentors in the field, especially the young ones need mentors from the old cataloguers.

Table 5: Challenges of Cataloguers Participation in Professional Developmental Programme

S/ N	Items	AGREE	DISAGRE E	UNDECID ED
1	Lack of organizational sponsorship to conference seminar and workshop	8(100%)	-	-
2	High cost of programmes	4(50%)	3(37.5%)	1(12.5%)
3	Lack of Personal Fund	5(62.5%)	3(37.5%)	-
4	Family problems and responsibility of Cataloguers	4(50%)	2(25%)	2(25%)
5	Poor implementation of staff development policy	6(75%)	2(25%)	-

Table 4 shown 8(100%) of agreed on the lack of organizational sponsorship to conference, seminar and workshop is a major problem of cataloguers. Item 2: 4(50) agreed on the high cost of programme 3(37.5%) disagreed on the statement while 1(12.5) is undecided with the statement. This indicates that cataloguers agreed that there is high cost of programmes. Item3: 4(50%) of cataloguers agreed on the lack of personal lack while 4(50%) disagreed on the statement this means that the statement this means that statement is at equilibrium point. Item 4 4(50%) agreed on family problems and responsibility of cataloguers, 2(25%) disagreed with the statement while 1(12.5%) undecided on the statement this implies that poor implementation of staff development policy is a challenges on the statement. from the table the major challenges of cataloguers are the lack of organizational sponsorship to conference, seminar and workshop.

Conclusion

Cataloguers need training because their job required resources and tools that are changing continuously from manual cataloguing to electronic or online cataloguing. Cataloguers require adequate knowledge, skills and competence needed in the section to perform effectively and constant update in their professional training and development programmes through attending courses, workshops, seminars, conferences and mentoring programmers in order to cope with the challenges of the electronic era.

Recommendation

- Academic library management should at least sponsor one cataloguer to conference, seminar and workshop every year to ensure that cataloguers in their institution participate in what is trending in cataloguing and classification to enable them bridge new ideas or tools on what is going on in an electronic era.
- Older generation of cataloguers should mentor the younger cataloguers the rudiments of cataloguing, so that manual cataloguing will not diminish.

- The high cost of programmes should be checked, so that cataloguers can afford it and be able to attend to programmes regularly.

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