ANALYSIS OF CATALOGUING AND CLASSIFICATION PRACTICES IN SELECTED LIBRARIES IN SOUTH-WEST, NIGERIA

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**Abstract**

*The study compared cataloguing and classification practices in selected libraries in South-Western Nigeria. Descriptive survey was adopted, while 49 cataloguing staff and sectional/unit heads of the surveyed libraries were used for the study. Researchers designed and used questionnaire for collection of data. 49 copies of the questionnaire administered were returned and used for the analysis. Data were analyzed using simple percentages, and frequency table. The study shows that using Anglo-American Cataloguing Rule 2 (AACR2) is the major tasks/steps use in academic libraries, while both special and public libraries use selection of books respectively. The major form of cataloguing practice in the selected libraries is manual cataloguing. The major access points provided for searching in academic and special libraries is Author while public libraries used Title. The most highly utilized tools and resources for cataloguing and classification in academic libraries is Online Catalogue Databases that of special libraries is Computer. The study observed that the level of utilization of provided tools and resources for cataloguing and classification is low in public libraries. The finding also shows that academic libraries and special libraries adopted ICT greatly in cataloguing and classification. The study reveals challenges facing cataloguing and classification practice in libraries which includes among others shortage of professional cataloguers, inadequate cataloguing tools, and inadequate training of cataloguing staff. The study therefore, recommends that library management should recruit more cataloguers or train the existing staff on the modern methods of cataloguing and classification. ICT should be properly integrated into the library system, to facilitate cataloguing and classification work.*

**Keywords:** Cataloguing, Classification, Practices, Libraries

**Introduction**

The process of cataloguing encompasses description of information resources which may include bibliographic descriptions, the choice and form of author headings and subject cataloguing which results in the assigning of class numbers and subject headings. According to Sales (2005), cataloguing is the process of creating bibliographic records of works in accordance to accepted rules or standards, which assist users efficiently of survey library's holdings and determine where items are located. Cataloguing is primarily concerned with the correct and accurate physical description of a document (print and non-print) (Sonaike, 2009). However, it is one of the most intellectual activities or functions carried out by professional librarians. It is the foundation on which all other services or activities of a library are built. Cataloguing and classification form the basis of organizing knowledge and information in the library. Every item in the collection needs to be provided with bibliographic description. It is the description that provides complete information of the item (Aina, 2004). This description will enable users to retrieve and locate the information resource(s) desired from the library collection. However, it has shown how important description of information resources in the library is, because the entry of the document in a catalogue serves as a surrogate of that document. A user who already has an idea of the information resource(s) will easily identify the item in the catalogue.

The relevance of a library catalogue is contained in what Charles Ammi Cutter stated in 1876 as the object of a library catalogue. Whether the library contains a particular book specified by its author and title, or if the author is not named in the book, its title alone, or if author and title are inappropriate or insufficient for identification, a suitable substitute for the title; besides which works by a particular author, and which editions of a particular work are in the library (AACR2, 2005). Chowdhury, Burton, McMeremy & Poulter (2008) put it as, it enables a person to find a book by author, title or subject; it shows what the library has by a given author, on a given subject or in a given literature; and it assists in the choice of a book as to its edition and as to its character. Cutter's principles were modified and adopted as the Paris principles in 1961, and specified three functions of a library catalogue: identification, collocation and evaluation (Sveronius, 2000; Taylor, 2004). However, in 1997, the objectives of a catalogue were reformulated by an IFLA study group to suit the automated cataloguing environment, and to suit a variety of information not necessarily limited to books. Four major functions of a library catalogue were identified by the IFLA study group: to find entities that correspond to the user's stated search criteria; to identify an entity; to select an entity that is appropriate to the user's needs and to obtain access to (or in other words retrieve) the entity described, (Svenonius, 2000).

It is obvious that catalogue records serve as a retrieval aid for a library's collection. In other words, catalogues enable users to access information resource(s) through various search keys. Once a catalogue record is found, the descriptive part of the record enables user(s) to gather more information about the information resource, whether or not the material is useful. The catalogue presents an arrangement of records, each displaying all that needs to be known about each material and the best catalogue supplements as well as the physical order of arrangement of materials which is most effective in order to give the user the least problem in identifying individual documents (Popoola, Udoh and Aderibigbe, 2001). The bibliographic description of a document is done according to standard codes and instructions as they are determined by special tools and standards (Gerolimos, Papadourakis, Nikitakis & Sitas, 2017). For cataloguing of library materials in the library, tools such as the Anglo-American Cataloguing Rules (AACR2), Machine Readable Catalogues {MARCs), Library of Congress Subject Headings (LCSH), Library of Congress Classification Scheme (LCC), Dewey Decimal Classification Scheme (DDC) and so on, are used (Chollom & Abubakar, 2013).

Classification is the process by which our mind identifies items and at the same time distinguishes it from others (Chowdhury & Chowdhury, 2007). Those characteristics of objects that are specifically useful for their identification by library users are used for classification. It is on the basis of classification that materials on related discipline are found together on the shelf. Through the art of library classification, materials are broadly and sub-arranged based on disciplines. The main attribute of a bibliographic classification is to enable the classifier sort documents into classes or groups based on the subject content, as well as to be able to indicate relationships between documents in the same class (Aina, 2004). In order for a library classification to achieve its potential, each bibliographic material must be assigned its most specific subject. Classification by context entails subject analysis and it is more of an intellectual exercise (Popoola, Udoh, and Aderibigbe, 2001).

The quality of library catalogue and classification will determine library resources usage by clienteles. Most libraries have moved away from manual cataloguing as they have embraced the new technologies. Information technology is rapidly transforming the content and services of libraries (Mohammed, 1997). Libraries are classic example of how automation has impacted on the traditional ways that work is done, particularly in cataloguing departments—changing how, and by whom, the cataloguing is done (Mason, 2004). However, the roles of cataloguers have completely changed, because of the impact of ICT on technical services, which has impacted on the work of cataloguing in a number of ways (Ajibero, 2003). Firstly, the use of computers has affected the way cataloguing is being done and by whom. Although cataloguing has over the years been the sole work of professional librarians, in most libraries now, especially the public libraries, para-professionals, usually called library officers are involved very well in cataloguing (Yusuf, 2009). ICT is technology that transmits, stores, creates, displays, shares, or exchanges information by electronic means. He asserted that for resource sharing amongst libraries to materialize, libraries must adopt and use ICT. One of the key areas where resource sharing reflects and helps a library is in the area of library cataloguing (sharing catalogue data) (Ejedafiru, 2010). However, Yusuf (2009) maintained that such resource sharing reduces cost and duplication of efforts in cataloguing. Ejedafiru citing Song (2000) made it clear that no library can adequately provide for the needs of all its users using the resources within its walls. Users will need to have access to universal information before they can be satisfied.

On-line cataloguing is another major change that ICT has brought to cataloguing. According to Yusuf (2009), it involves locating and subsequently copying cataloguing data online through international computer networks. Remote library catalogues are available on desktops (Rao & Babu, 2001). In addition to traditional card catalogues and micro fiche readers, most libraries now offer an On-line Public Access Catalogue (OPAC). They further stressed that catalogues of leading libraries these days are available in web based and telnet based formats for platform independent easy browsing. Materials used in the cataloguing departments of the libraries to aid cataloguers in cataloguing and classification are referred to as tools (Ogunniyi, 2014). Manaf, Nadzar & Ibrahim (2009) define cataloguing tools as authoritative rules, codes, guidelines that are acceptable and used by the communities of practice, and regarded as essential to attain accuracy and consistency in the creation of a catalogue record. Miksa (2008) on the other hand, defines cataloguing tools and resources as any device or document (print-based or electronic) that assists in the creation of an original record or in the verification of bibliographic information in existing records. She pontificates that an architect can design a house with pen and paper, but a carpenter cannot be expected to build it without tools or materials. So, a cataloguer cannot achieve his/her purpose of providing access to information resources without effective use of cataloguing tools and resources. Manaf, Nadzar and Ibrahim (2009) carried out a study to assess cataloguers’ perception towards cataloguing practices, especially the level of importance given to cataloguing tools. The respondents widely agreed and accepted the fact that cataloguing tools are important, the respondents viewed the cataloguing tools as something essential in the cataloguing process; however, the usage or full utilisation of the tools is still questionable.

Advances in ICTs have produced new tools that aid the online environment. The standard Machine Readable Cataloguing (MARC) for instance is a tool that aid cataloguing of web sites, working with web browser (Prasanna & Singhal, 2002). MARC- formats are tools used to make records on the computer systems and different countries have developed their own version of MARC (Cullingford, 2011). Dublin Core is the best known metadata standard that is distinct from cataloguing codes, and contains 15 basic elements, designed for aggregators, websites or software that gather and bring together in one place information from across the web. Library automation software packages are also tools used in libraries to create online catalogues and access to information materials online. The software packages have cataloguing modules which make cataloguing faster by ignoring most of the punctuation marks with AACR2. Despite the fact that these tools are available and used in libraries, the level of availability and extent of use of these resources are still questionable. For instance, Manaf, Nadzar & Ibrahim (2009) reveals that most of the tools used in the libraries were not updated properly and that most of the available AACR2 were the personal copies of the cataloguers while some of the copies were the photocopied version.

**Statement of the Problem**

Cataloguing and classification have been recognized as the heart and soul of librarianship worldwide. However, cataloguing tools and resources are essential in cataloguing processes. Thus, availability and use of these tools promote access to information resources in libraries. Efficiency and effectiveness of cataloguing and classification in libraries require numerous tools and equipment. It is obvious that they require technical skills and rules to build good cataloguers in libraries. In views of the nature of cataloguing, many cataloguing practices and process have been evolved by librarians and information centres in the world with the view of achieving uniformity in cataloguing, however, it is observed by the researchers that different codes as well as practices used by libraries in south west Nigeria to organise and manage information resources are obsolete and not conform with modern methods of processing library collections across the world. It is in view of this that this study intends to investigate cataloguing practice in selected academic libraries in South-West Nigeria.

**Objectives of the study**

The research set to achieve these objectives:

1. To find out the form of cataloguing practice in the selected libraries in South-West Nigeria

2. To find out the access points provided for searching in the selected libraries in South-West Nigeria?

3. To determine the level of utilization of tools and resources provided for cataloguing and classification in selected libraries in South-West Nigeria?

4. To find out the rate of adoption of ICT in cataloguing and classification in selected libraries in South-West Nigeria?

5. To find out challenges facing the cataloguing and classification of library materials in selected libraries in South-West Nigeria

**Research questions of the study**

The study seek to answer these research questions:

1. What are the forms of cataloguing practice in the selected libraries in South-West Nigeria?

2. What are the access points provided for searching in the selected libraries in South-West Nigeria?

3. What is the level of utilization of tools and resources provided for cataloguing and classification in selected libraries in South-West Nigeria?

4. What is the rate of adoption of ICT in cataloguing and classification in selected libraries in South-West Nigeria?

5. What are the challenges facing the cataloguing and classification of library materials in selected libraries in South-West Nigeria?

**Methodology**

Descriptive survey research design was adopted for this study. The population of this study covers all the cataloguing staff and sectional/unit heads in selected libraries in South-West Nigeria. The population of this study comprises of 49 cataloguing staff and sectional/unit heads in selected libraries in South-West Nigeria. Purposive sampling method was used to capture the entire cataloguing staff of selected libraries that were selected due to its small population. This method affords every individual in the population equal opportunity of chance to participate in the study, 49 cataloguing staff and sectional/unit heads were used, which made up the sample size of this study. The research instrument that was used in gathering information for the study is questionnaire. The questionnaire was structured in a way that it provides the respondents with alternative answers and to collect data on their views on cataloguing and classification practices in selected libraries in South-West Nigeria. The questionnaire was divided into two sections, section A and B. Section ‘A’ solicits for demographic data of the respondents, section ‘B’ focuses on the research questions aimed at extracting facts for the study.

Data in this study were collected through questionnaire which was administered by researchers to the cataloguing staff and sectional/unit heads in selected libraries in South-West Nigeria. The researcher had a personal interaction with the respondents and implored them to fill the questionnaire with all sincerity and honesty. Researchers visited the selected academic libraries within two weeks to ensure high rate of return. The completed questionnaire were coded and the data were analyzed using frequency tables and percentage.

**Table 1: Distribution of the Population**

|  |  |  |
| --- | --- | --- |
| **Libraries** | **Cataloguing staff and Sectional/Unit Heads** | **Percentages** |
| Kenneth Dike Library, University of Ibadan | 8 | 16.3% |
| Adekunle Ajasin University, Akungba Akoko | 5 | 10.2% |
| Joseph Ayo Babalola University Ikeji | 5 | 10.2% |
| Adeyemi College of Education Ondo | 5 | 10.2% |
| Nigerian Institute for Social and Economic Research (NISER), Ibadan | 8 | 16.3% |
| International Institute of Agriculture Knowledge Centre (IITA) Library | 6 | 12.2% |
| Public Library, Ibadan | 8 | 16.3% |
| National Library of Nigeria | 4 | 8.2% |
| **Total** | **49** | **100%** |

***Source: Surveyed field 2023***

Table 2 shows the demographic information of the respondents. The table revealed the number of the respondents in the selected libraries 8(16.3%) Kenneth Dike Library, University of Ibadan, 5(10.2%) Adekunle Ajasin University Akungba, 5(10.2%) Joseph Ayo Babalola University, 5(10.2%) Adeyemi College of Education Ondo, 8(16.3%) Nigerian Institute for Social and Economic Research (NISER), Ibadan, 6(12.2%) International Institute of Agriculture Knowledge Centre (IITA) Library, 8(16.3%) Simeon Adebo Public Library, ibadan and 4(8.2%) National Library of Nigeria.

The table revealed the gender of the respondents 19(38.8%) were male while 30(61.2%) were female. The result of the age range of the respondents reveals that 3(6.1%) fall within the range of 21-30years, 12(24.5%) were within the range of 31-40years, 20(40.8%) were within the range of 41-50years while 14(28.6%) were within the range of 51years and above. The table also revealed that 37(75.5%) were Christians while 12(24.5%) were Islam. The table also revealed that 5(10.2%) were single while 44(89.8%) were married. The table also shows the year of experience of the respondents 4(8.2%) had <5 working experience, 17(34.7%) had 6-10 working experience, 11(22.4%) had 6-10 working experience while 17(34.7%) had 16years above working experience.

**Results**

**Table 2: Demographic information of the Respondents**

|  |  |  |
| --- | --- | --- |
| **Academic libraries** | **Frequency** | **Percentage** |
| Kenneth Dike Library, University of Ibadan | 8 | 16.3% |
| Adekunle Ajasin University, Akungba Akoko | 5 | 10.2% |
| Joseph Ayo Babalola university Ikeji | 5 | 10.2% |
| Adeyemi College of Education Ondo | 5 | 10.2% |
| Special Libraries |  |  |
| Nigerian Institute for Social and Economic Research (NISER), Ibadan | 8 | 16.3% |
| International Institute of Agriculture Knowledge Centre (IITA) Library | 6 | 12.2% |
| Public libraries |  |  |
| Public Library, Ibadan | 8 | 16.3% |
| National Library of Nigeria | 4 | 8.2% |
| **Total** | **49** | **100%** |
| **Gender** | **Frequency** | **Percentage** |
| Male | 19 | 38.8% |
| Female | 30 | 61.2% |
| **Total** | **49** | **100%** |
| **Age** | **Frequency** | **Percentage** |
| 21-30 | 3 | 6.1% |
| 31-40 | 12 | 24.5% |
| 41-50 | 20 | 40.8% |
| 51 above | 14 | 28.6% |
| **Total** | **49** | **100%** |
| **Religion** | **Frequency** | **Percentage** |
| Christianity | 37 | 75.5% |
| Muslim | 12 | 24.5% |
| Others | - | - |
| **Total** | **49** | **100%** |
| **Marital status** | **Frequency** | **Percentage** |
| Single | 5 | 10.2% |
| Married | 44 | 89.8% |
| Others | 49 | 100% |
| **Year of experience** | **Frequency** | **Percentage** |
| < 5 | 4 | 8.2% |
| 6-10 | 17 | 34.7% |
| 11-15 | 11 | 22.4% |
| 16yrs above | 17 | 34.7% |
| **Total** | **49** | **100%** |

**Research Question 1: What are the form of cataloguing and classification practice in the selected libraries in South-West Nigeria?**

**Table 3: Form of cataloguing and classification practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form of cataloguing and classification practice** | **Academic** | **Special** | **Public** |
| Manual cataloguing | 23(100%) | 10(71.4%) | 9(75%) |
| Copying cataloguing | 15(65.2%) | 7(50%) | 4(33.3%) |
| Online cataloguing | 13(56.5%) | 7(50%) | 2(16.7) |

Table 3 shows that the form of cataloguing mostly practice in academic libraries are manual cataloguing 23(100%), copying cataloguing 15(65.2%) and online cataloguing 13(56.5%). The table also indicates that the form of cataloguing mostly practice in special libraries are manual cataloguing 10(71.4%), copying cataloguing 7(50%) and online cataloguing 7(50%). The table also shows that the form of cataloguing practice in public libraries are manual cataloguing 9(75%), copying cataloguing 4(33.3%) and online cataloguing 2(16.7%). It could be inferred that the major form of cataloguing practice in academic libraries are manual cataloguing, copying cataloguing and online cataloguing, the special libraries manual cataloguing, copying cataloguing and online cataloguing while public libraries is manual cataloguing.

**Research Question 2: What are the access points provided for searching in the selected libraries in South-West Nigeria?**

**Table 4: Access points provided for searching**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tools and resources** | **Academic** | **Special** | **Public** |
| Author | 23(100%) | 13(92.9%) | 9(75%) |
| Title | 23(100%) | 13(92.9%) | 11(91.7%) |
| Subject | 23(100%) | 10(71.4%) | 9(75%) |
| ISBN | 16(69.6%) | 7(50%) | 6(50%) |
| Publisher | 13(56.5%) | 8(57.1%) | 5(41.7%) |
| ISSN | 10(43.5%) | 7(50%) | 4(33.3%) |
| Series | 7(30.4%) | 7(50%) | 5(41.7%) |

Table 4 shows that the access points provided for searching in academic libraries are Author 23(100%), Title 23(100%), Subject 23(100%), ISBN 16(69.9%), Publisher 13(56.5%), ISSN 10(43.5%) and Series 7(30.4%). The table also shows that the access points provided for searching in special libraries are Author 13(92.9%), Title 13(92.9%), Subject 10(71.4%), Publisher 8(57.1%), Series 7(50%), ISBN 7(50%) and ISSN 7(50%). The table also shows that the access points provided for searching in public libraries are Title 11(91.7%), Author 9(75%), Subject 9(75%), ISBN 6(50%), Publisher 5(41.7%), Series 5(41.7%) and ISSN 4(33.3%). It could be inferred that the major access points provided for searching in academic libraries are Author, Title, Subject and ISBN, the special libraries are Author, Title, Subject and Publisher while public libraries are Title, Author, Subject and ISBN.

**Research Question 3: What is the level of utilization of tools and resources provided for cataloguing and classification in selected libraries in South-West Nigeria?**

**Table 5: Level of utilization of tools and resources provided for cataloguing and classification**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Academic** | | | | **Special** | | | | **Public** | | | |
| **Tools and resources** | **LE** | **VLE** | **GE** | **VGE** | **LE** | **VLE** | **GE** | **VGE** | **LE** | **VLE** | **GE** | **VGE** |
| Anglo-American Cataloguing Rules2 (AACR2) is extensively used in my library for cataloguing | - | 5  (21.7%) | 10  (43.5%) | 8  (34.8%) | 2  (14.3%) | 1  (7.1%) | 4  (28.6%) | 7  (50%) | 3  (25%) | 3  (25%) | 5  (41.7%) | 1  (8.3%) |
| Authority file is extensively used in my library for cataloguing | 7  (30.4%) | 2  (8.7%) | 14  (60.9%) | - | 3  (21.4%) | 6  (42.9%) | 4  (28.6%) | 1  (7.1%) | 4  (33.3%) | 5  (41.7%) | 2  (16.7%) | 1  (8.3%) |
| Card sorters is highly used in my library for cataloguing | 3  (13.0%) | 5  (21.7%) | 8  (34.8%) | 8  (34.8%) | 3  (21.4 %) | 4  (28.6%) | 6  (42.9%) | 1  (7.1%) | 5  (41.7%) | 4  (33.3%) | 3  (25%) | - |
| Catalogue Card is extensively used in my library for cataloguing | - | - | 5  (21.7%) | 18  (78.3%) | 3  (21.4%) | 2  (14.3%) | 4  (28.6%) | 5  (35.7%) | 4  (33.3%) | 3  (25%) | 1  (8.3%) | 4  (33.3%) |
| Cataloguing-In-Publication (CIP) is highly used in my library for cataloguing | 10  (43.5%) | - | 5  (21.7%) | 8  (34.8%) | 5  (35.7%) | 6  (42.9%) | 1  (7.1%) | 2  (14.3%) | 4  (33.3%) | 5  (41.7%) | 2  (16.7%) | 1  (8.3%) |
| Computers is extensively used in my library for cataloguing | 5  (21.7%) | - | 5  (21.7%) | 13  (56.5%) | 4  (28.6%) | - | 3  (21.4%) | 7  (50%) | 4  (33.3%) | 2  (16.7%) | 3  (25%) | 3  (25%) |
| Dictionary is extensively used in my library for cataloguing | 5  (21.7%) | - | 10  (43.5%) | 8  (34.8%) | 4  (28.6%) | 6  (42.9%) | 2  (14.3%) | 2  (14.3%) | 3  (25%) | 2  16.7%) | 6  (50%) | 1  (8.3%) |
| Integrated Library System (Software) is extensively used in my library for cataloguing | 3  (13.0%) | 2  (8.7%) | 5  (21.7%) | 13  (56.5%) | 4  (28.6%) | - | 3  (21.4%) | 7  (50%) | 2  (16.7%) | 5  (41.7%) | 2  (16.7%) | 3  (25%) |
| Internet Facilities is highly used in my library for cataloguing | 4  (17.4%) | 1  (4.3%) | 6  (26.1%) | 12  (52.2%) | 4  (28.6%) | - | 4  (28.6%) | 6  (42.9%) | 1  (8.3%) | 6  (50%) | 3  (25%) | 2  (16.7%) |
| Library of Congress Rule Interpretations is highly used in my library for cataloguing | 5  (21.7%) | 6  (26.1%) | 4  (17.4%) | 8  (34.8%) | 4  (28.6%) | 3  (21.4%) | 2  (14.3%) | 5  (35.7%) | 5  (41.7%) | 1  (8.3%) | 3  (25%) | 3  (25%) |
| Library of Congress Subject Headings List (LCSH) is extensively used in my library for cataloguing | - | 5  (21.7%) | 10  (43.5%) | 8  (34.8%) | 3  (21.4%) | 4  (28.6%) | 3  (21.4%) | 4  (28.6%) | 2  (16.7%) | 5  (41.7%) | 4  (33.3%) | 1  (8.3%) |
| MARC Format is highly used in the library in my library for cataloguing | 7  (30.4%) | 16  (69.6%) | - | - | 4  (28.6%) | 5  (35.7%) | 1  (7.1%) | 4  (28.6%) | 6  (50%) | - | 3  (25%) | 3  (25%) |
| Online Catalogue Databases Such, LC Online Catalogue is highly used in my library for cataloguing | 5  (21.7%) | 4  (17.4%) | - | 14  (60.9%) | 1  (7.1%) | 5  (35.7%) | 5  (35.7%) | 3  (21.4%) | 4  (33.3%) | 3  (25%) | 5  (41.7%) | - |
| Printer is extensively used in my library for cataloguing | 4  (17.4%) | 3  (13.0%) | 9  (39.1%) | 7  (30.4%) | 2  (14.3%) | 6  (42.9%) | 4  (28.6%) | 2  (14.3%) | 2  (16.7%) | 5  (41.7%) | 3  (25%) | 2  (16.7%) |
| Resources Description and Access (RDA) Toolkit is extensively used in my library for cataloguing | 8  (34.8%) | 15  (65.2%) | - | - | 5  (35.7%) | 5  (35.7%) | 1  (7.1%) | 3  (21.4%) | 5  (41.7%) | 4  (33,3%) | 3  (25%) | - |
| Scanner is highly used in my library for cataloguing | 5  (21.7%) | 5  (21.7%) | 5  (21.7%) | 8  (34.8%) | 4  (28.6%) | 3  (21.4%) | 5  (35.7%) | 2  (14.3%) | 5  (41.7%) | 5  (41.7%) | 1  (8.3%) | 1  (8.3%) |
| Sears List of Subject Headings is highly used in my library for cataloguing | 5  (21.7%) | 6  (61.1%) | 5  (21.7%) | 7  (30.4%) | 1  (7.1%) | 1  (7.1%) | 2  (14.3%) | 10  (71.4%) | 2  (16.7%) | 8  (66.7%) | - | 2  (16.7%) |
| Stylus pen is highly used in my library for cataloguing | 6  (26.1%) | 17  (73.9%) | - | - | 3  (21.4%) | 2  141.3%) | 7  (50%) | 2  (14.3%) | 6  (50%) | 2  (16.7%) | 1  (8.3%) | 3  (25%) |
| Typewriter is highly used in my library for cataloguing | 8  (34.8%) | 15  (65.2%) | - | - | 5  (35.7%) | 2  (14.3%) | 4  (28.6%) | 3  (21.4%) | 4  (33.3%) | 4  (33.3%) | 3  (25%) | 1  (8.3%) |
| Union Catalogue is extensively used in my library for cataloguing | 10  (43.5%) | 8  (34.8%) | 5  (21.7%) | - | 5  (35.7%) | 5  (35.7%) | 2  (14.3%) | 7  (50%) | 3  (25%) | 6  (50%) | 1  (8.3%) | 2  (16.7%) |

Table 5 shows that Online Catalogue Databases Such as LC Online Catalogue 14(60.9%) are the most highly utilized tools and resources for cataloguing and classification in academic libraries, followed by computer 13(56.5%), Integrated Library System (Software) 13(56.5%) and Internet Facilities 12(52.2%). The table also shows that Computer 7(50%) are the most highly utilized tools and resources for cataloguing and classification in special libraries, followed by Integrated Library System (Software) 7(50%), Anglo-American Cataloguing Rules2 (AACR2) 7(50%) and Union Catalogue 7(50%). The table indicates that the level of utilization provided tools and resources for cataloguing and classification is low in public libraries. The table reveals the low level of Catalogue Card used 4(33.3%), Library of Congress Rule Interpretations 3(25%), MARC Format 3(25%) and Computers 3(25%). It could be inferred that the most highly utilized tools and resources for cataloguing and classification in academic libraries are Online Catalogue Databases, computer and Integrated Library System (Software), the special libraries are Computer, Integrated Library System (Software) and Anglo-American Cataloguing Rules2 (AACR2) while the level of utilization provided tools and resources for cataloguing and classification is low in public libraries.

**Research Question 4: What is the rate of adoption of ICT in cataloguing and classification in selected libraries in South-West Nigeria?**

**Table 6: Adoption of ICT in cataloguing and classification in surveyed libraries**

|  |  |  |  |
| --- | --- | --- | --- |
| **ICT adoption** | **Academic** | **Special** | **Public** |
| Yes | 23(100%) | 14(100%) | - |
| No | - | - | 12(100%) |
| **Total** | **23(100%)** | **14(100%)** | **12(100%)** |

Table 6 shows the rate of adoption of ICT in cataloguing and classification in academic libraries. The table revealed that all academic libraries 100% have adopted ICT for cataloguing and classification.

**Research Question 5: What are the challenges facing the cataloguing and classification of library materials in selected libraries in South-West Nigeria?**

**Table 7: Challenges facing the cataloguing and classification of library materials**

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenges** | **Academic** | **Special** | **Public** |
| Inadequate training | 23(100%) | 10(71.4%) | 8(66.7%) |
| Shortage of professional cataloguers | 23(100%) | 5(35.7%) | 11(91.7%) |
| Inadequate motivation | 20(87.0%) | 6(42.6%) | 8(66.7%) |
| Negative attitude to work | 18(78.3%) | - | 1(8.3%) |
| Use of outdated cataloguing tools | 17(73.9%) | 9(64.3%) | 2(16.7%) |
| Non-application of ICT in cataloguing | 16(69.6%) | 8(57.1%) | 9(75%) |
| Inadequacies in cataloguing tools | 15(65.2%) | 2(14.3%) | 6(50%) |
| Inadequate Stationery | 15(65.2%) | 1(7.1%) | 7(58.3%) |
| Lack of adequate knowledge of cataloguing rules and classification schemes | 12(65.2%) | 1(7.1%) | 1(8.3%) |
| Inadequate in Cataloguing Tools | 12(52.2%) | 10(71.4%) | 3(25%) |
| Inadequate Infrastructure for cataloguing | 11(47.8%) | 9(64.3%) | 6(50%) |

Table 7 shows that the challenges facing the cataloguing and classification of library materials in academic libraries are Shortage of professional cataloguers 23(100%), Inadequate training 23(100%), Inadequate motivation 20(87.3%), Negative attitude to work 17(73.9%), Use of outdated cataloguing tools 17(73.9%), Non-application of ICT in cataloguing 16(69.6%), Inadequate Stationery 15(65.2%), While special libraries face Inadequate Cataloguing Tools 10(71.4%), Inadequate training 10(71.4%), Use of outdated cataloguing tools 9(64.3%),and Inadequate Infrastructure for cataloguing 9(64.3%). In public libraries shortage of professional cataloguers 11(91.7%), Non-application of ICT in cataloguing 9(75%), Inadequate motivation 8(66.7%), and Inadequate training 8(66.7%) are the major challenges.

**Discussion of the Findings**

The finding shows that the form of cataloguing practice in academic libraries are manual cataloguing, copying cataloguing and online cataloguing, the special libraries manual cataloguing, copying cataloguing and online cataloguing while public libraries is manual cataloguing. This finding is in line with the finding of Yusuf (2009) who reported that online cataloguing is another major change that ICT has brought to cataloguing. It involves locating and subsequently copying cataloguing data online through international computer networks. Remote library catalogues are available on desktops (Rao & Babu, 2001). In addition to traditional card catalogues and micro fiche readers, most libraries now offer an Online Public Access Catalogue (OPAC). They further stressed that catalogues of leading libraries these days are available in web based and telnet based formats for platform independent easy browsing.

The study shows that the major access points provided for searching in academic libraries are Author, Title, Subject and ISBN, the special libraries are Author, Title, Subject and Publisher while public libraries are Title, Author, Subject and ISBN. This finding is in line with the finding of Chowdhury, Burton, McMeremy & Poulter (2008) who reported that the major access points provided for searching, that enable users to find books by author, title or subject.

The study shows that the most highly deployed tools and resources for cataloguing and classification in academic libraries are Online Catalogue Databases, computer and Integrated Library System (Software), the special libraries are Computer, Integrated Library System (Software) and Anglo-American Cataloguing Rules2 (AACR2). However, the level of utilization of provided tools and resources for cataloguing and classification is low in public libraries. Availability of cataloguing tools and resources are sine qua non to their utilization, as what is not available cannot be utilized. Cataloguers need adequate provision of these resources to enable them provides quick and easy access to available information resources in the universities.

The finding shows that all the category of libraries examined have adopted ICT in cataloguing and classification. Mohammed (1997) is of the view that information technology is rapidly transforming the content and services of libraries. Mason (2004) observes that libraries are a classic example of how automation has impacted on the traditional ways that work is done, particularly in cataloguing departments—changing how, and by whom, the cataloguing is done. Ajibero (2003).

The finding shows that the challenges facing the cataloguing and classification of library materials in academic libraries are shortage of professional cataloguers, inadequate training and inadequate motivation. However, in special libraries there are inadequate cataloguing tools, inadequate training and use of outdated cataloguing tools, while in public libraries there are shortage of professional cataloguers, non-application of ICT in cataloguing and inadequate motivation. Besides, cataloguing tools and resources are usually very expensive they should be made available for use in the libraries for effective organisation of knowledge. 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. The expensive cost of the LC schedules was a burdensome factor resulting in some libraries acquiring a partial set of the schedules, as they could not afford to purchase the whole complete schedule.

**Conclusion and recommendations**

Library management should recruit more Cataloguers so as to ensure a smooth running of the cataloguing and classification. Regular ICT training be organized by library management for cataloguers in order to become multi skilled professionals, authority or management of libraries should come to aid the success of digitization and automation of Classification and Cataloguing, by providing an enabling environment and funds to ensure its adoption and survival of this section of the libraries. Motivation of staff particularly Cataloguers in all types of libraries should be a thing of priority to ensure competency and productivity. Provision of adequate and current Cataloguing tools for effective Cataloguing and Classification be vigorously pursued.

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