Challenges Associated with Cataloguing Electronic Resources in Selected University Libraries in Southwest Nigeria

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ABSTRACT: The study examined the challenges associated with cataloguing electronic resources in six randomly selected university libraries in Southwest Nigeria. A questionnaire was administered to current cataloguers and those who had worked in the cataloguing sections of the selected university libraries. A total of one hundred and ten (110) copies of the questionnaire were distributed, out of which a hundred were found usable for this study. A descriptive survey method was used and the data collected was analyzed using descriptive and inferential statistics. The results are presented in tables using simple percentages and mean while the Pearson correlation method was used for the hypothesis. This study highlighted some challenges associated with cataloguing electronic resources such as lack of adequate physical description of some electronic resources, inadequate workflow in cataloguing sections, copyright issues among others.

I. Introduction

A library is an integral part of any education system. Its primary function is to provide adequate information resources to their patrons. Simmonds and Andableen (2001) reiterated that the academic library has been described as the "heart" of the learning community, providing a place for students and faculty to do their research and advance their knowledge. Librarians and other library staff provide numerous services, one of which is cataloguing.

Nkiko and Ilo (2006) observed that there is a need to fully exploit the myriad of information stored in different formats in the library for an average academic to operate from a robust knowledge-base that makes for excellence and outstanding results.

Nwalo (2003) maintained that a building filled with books and other information resources is not necessarily a library unless those books and resources have been organized for access and made available for use.

II. Literature review

Information seeking behavior of users in this milieu of universal access, according to Nwalo (2011), deserves to be taken into cognizance. Many users are in a hurry to get information and

would access and use information, not minding the source or the authenticity of the information itself.

As the amount of information on the World Wide Web increases each day, Wiggins (2010) posited that "it is critical that librarians continue to provide library users with organized access to quality information" (p. 90).

The evolution of electronic resources cataloguing has added extra task for the 21st century cataloguer. Lam (2000) "identified two ways in which cataloguing of electronic resources differs from the print resources and they are: the description of the changing characteristics of electronic resources and the provision of access to those resources".

Atinmo (2007) observed that "prior to the evolution of the internet; the cataloguer organized the library collection through description and subject cataloguing of resources using standard tools which had been developed over many years. These tools were the Anglo American Cataloguing Rules (AACR2), the international standard bibliographic Description (ISBD), Sears List of Subject Headings, and the Library of Congress List of Subject (LCSH)".

Youngok (2006) argued that "The trend worldwide has proved that information provision and delivery had shifted from the traditional models to electronic and web-based formats. Traditional collections are giving way to if not total but at least hybrid collections. This change in structure is not without its attendant challenges as electronic and digital libraries come along with their peculiar characteristics despite sharing the same purpose of preserving, organizing and distributing information resources as in the case of traditional libraries".

Zaid (2008) believed that "the magnitude of materials passed on the web each day presents an unprecedented challenge to the profession in terms of traditional responsibility to organize, provide access to and preserve information".

Morrow (1997) reported that "in many library schools, cataloguing courses are essentially traditional and do not cover new trends and issues in the organization of knowledge and information". She also discovered that graduates of the library schools surveyed lacked required skills for various cataloguing positions in libraries, especially in an electronic or automated environment.

Electronic resources, particularly those available remotely, often do not contain adequate information for the cataloger to be able to completely describe the item bibliographically. Oketunji and Iyoro (2009) asserted that electronic resources are known to be giving cataloguers problems. They further reiterated that "in libraries where they are catalogued, they are often treated as exceptions and handled quite differently from other materials".

III. Objectives of the Study

The objectives of the current study are to

- Examine the challenges associated with cataloguing electronic resources in the selected university libraries in Southwest Nigeria, and
- Examine how cataloguers acquire skills that help in electronic resource cataloguing in these libraries.

IV. Hypothesis

There is no significant difference between the challenges associated with cataloguing electronic resources between institutions.

V. Scope of the Study

The current study focuses on the challenges associated with cataloguing electronic resources in six universities in Southwest Nigeria. Three federal and three private university libraries were randomly selected for the study. These libraries include: University of Lagos and Ibadan library, Federal University of Agriculture library, Abeokuta. Covenant University library, Babcock University library, and Redeemers University library.

VI. Research Methodology

The descriptive survey method was adopted for this study. The target population for this study is all cataloguers and those who have worked in the cataloguing section of the selected university libraries in Southwest Nigeria. A questionnaire was administered to one hundred and ten (110) cataloguers. One hundred (100) copies of the questionnaire were found usable for this study. The findings are presented in tables, using simple percentages and mean. The hypothesis was tested using Pearson correlation.

VII. Findings

47 (47%) of the respondents are male while 53 (53%) are female.

16 (16%) of the respondents are within the age range of 20-30years, 38 (38%) within the age range of 31-40years, 38 (38%) within the age range of 41-50years, 4 (4%) within the age range of 51-60years, while 4 (4%) 60years old and above respectively.

24 (24%) of the respondents have BLS (Bachelor of Library Science) degree, 63 (63%) MLS (Master of Library Science) certificate, 3 (3%) Ph.D., and 10 (10%) have other certificate disclose in the study.

54 (54%) of the respondents are in the ranks of Assistant Librarian through Librarian II, 29 (29%) Librarian I through Senior Librarian, and 11 (11%) Principal Librarian through Deputy Librarian. University librarians are not engaged in cataloguing.

28 (28%) of the respondents are from University of Lagos, 10 (10%) from University of Ibadan, 8 (8%) from Redeemer university, 10 (10%) from Babcock university, 19 (19%) from Covenant university, and 25 (25%) from FUNAAB respectively.

36 (36%) of the respondents have worked for 1-5years as a cataloguer, 34 (34%) for 6-10years, 19 (19%) for 11-15years, and 11(11%) for 16years and above respectively.

Table 1. Challenges associated with cataloguing electronic resources

S\N	Items	SD	D	U	A	SA	Mean	S.D
1	Lack of adequate physical description	2 2%	9 9%	11 11%	47 47%	31 31%	3.96	0.98
2	Copyright challenge	8 8%	8 8%	11 11%	40 40%	33 33%	3.82	1.21
3	Inadequate workflow	12 12%	10 10%	12 12%	39 39%	27 27%	3.59	1.31
4	Lack of adequate ICT skills on the part of cataloguers	15 15%	9 9%	11 11%	37 37%	28 28%	3.54	1.38
5	Web resources difficult to catalogue due to their unstableness	13 13%	9 9%	14 14%	40 40%	24 24%	3.53	1.31
6	License agreement	16 16%	9 9%	11 11%	38 38%	26 26%	3.49	1.39
7	Insufficient number of professional cataloguers	14 14%	15 15%	7 7%	37 37%	27 27%	3.48	1.40
8	Lack of basic amenities such as constant and regular electricity supply	20 20%	6 6%	12 12%	36 36%	26 26%	3.42	1.45
9	Lack of adequate basic infrastructures such as computers, internet, and scanners	22 22%	6 6%	8 8%	45 45%	19 19%	3.33	1.44
10	I don't understand computer languages such as XML, HTML, RDF l, MIME, MARC, and SGML	26 26%	6 6%	11 11%	34 34%	23 23%	3.22	1.53

(SD = strongly disagree, D = disagree, U = undecided, A = Agree, SA = strongly agree, S.D = standard deviation)

Table 1 shows that the challenges associated with cataloguing electronic resources in selected academic libraries in Southwest Nigeria are as follows:

"Lack of adequate physical description" (mean = 3.96) was ranked highest by their mean score rating, followed by "Copyright challenge" (mean = 3.82), "Inadequate workflow" (mean = 3.59), "Lack of adequate ICT skills on the part of cataloguers" (mean = 3.54), "Web resources difficult to catalogue due to their unstableness" (mean = 3.53), "License agreement" (mean = 3.49), "Insufficient numbers of professional cataloguers" (mean = 3.48), "Lack of basic amenities such as constant and regular electricity supply" (mean = 3.42), "Lack of adequate basic infrastructures such as computers, internet, and scanners" (mean = 3.33), and "I don't understood computer languages such as XML, HTML, RDF, MIME, MARC, and SGML" (mean = 3.22) respectively.

Table 2. How cataloguers acquire skills that help in cataloguing electronic resources

S\N	Items	SD	D	U	A	SA	Mean	S.D
1	I attend seminars, workshops, and conferences regularly.	-	2 2%	1 1%	36 36%	61 61%	4.56	0.62
2	My library organizes in-house trainings for cataloguers.	3 3%	11 11%	9 9%	40 40%	37 37%	3.97	19
3	I prefer to learn on the job.	4 4%	7 7%	14 14%	50 50%	25 25%	3.85	11
4	I engage in self development by reading related literature and constant practice.	3 3%	13 13%	13 13%	48 48%	23 23%	3.75	15
5	I develop capacity by interacting with other librarians from other institutions.	3 3%	20 20%	13 13%	43 43%	21 21%	3.59	1.12
6	The institution to which my library belongs grants the permission to obtain degrees in related courses.	6 6%	29 29%	20 20%	23 23%	22 22%	3.26	1.26
7	The institution to which my library belongs allows cataloguers to go for short term trainings both in and out of the country.	8 8%	27 27%	23 23%	24 24%	18 18%	3.17	1.24
8	My library engages in personnel sharing with other libraries.	16 16%	21 21%	21 21%	26 26%	16 16%	35	1.33

Table 2 shows that "I attend seminars, workshops, and conferences." regularly (mean = 4.56) was ranked highest by the mean score rating, followed in succession by "My library organizes in-house trainings for cataloguers." (mean = 3.97), "I prefer to learn on the job." (mean = 3.85), "I engage in self development by reading related literature and constant practice." (mean = 3.75), "I build capacity by interacting with other librarians from other institutions." (mean = 3.59), "The institution to which my library belongs grants the permission to obtain degrees in related courses." (mean = 3.26), "The institution to which my library belongs allows cataloguers to go for short term trainings both in and out of the country." (mean = 3.17), and " My library engages in personnel sharing with other libraries." (Mean =35).

Ho 1: There is no significant difference between the challenges associated with cataloguing electronic resources based on University.

Source	Sum of square	DF	Mean square	F	Sig.
University	6571.448	5	1314.290	2331	00
Error	5364.112	94	5765		
Total	11935.560	99			

Notes: DF = Degree of Freedom; F = F-calculated; Sig = Level of Significance

In the table above, there is a significant difference between the challenges associated with cataloguing electronic resources of the Universities selected (F (5, 94) =23 31, P <5).
Null hypothesis is rejected.

VIII. Further Discussions
1. Lack of adequate physical description

The majority of the respondents attributed this as a constraint to cataloguing electronic resources. According to Atinmo (2007), electronic resources often do not provide the standard bibliographic information that AACR2 requires. Terms such as author, title, and publication information are most often not available for the cataloguers to work with. This causes a major setback for cataloguers as they will have to spend more time than necessary on such resources in a bid to find alternative means by which access points can be created for such resources.

2. Copyright challenge

This is another challenge highlighted by the respondents. Electronic resources, especially those found on the web, need to be handled with utmost sensitivity. Cataloguers would be violating copyright laws by cataloguing such resources and including it in their university database without the permission of the author or publisher. Oakley et al. (1997) recognized the intellectual property rights of both the licensee and the licensor and advocated for the institutionalization by the licensee of reasonable and appropriate measures to enforce the terms of access to licensed resource. This implies that libraries, in addition to their obligations, have to ensure that users behave responsibly within the limit allowed by the copyright. Legislation in the exploitation of copyrighted resources must also put necessary safe guards in place to ensure that nothing is done to violate the terms of a license agreement as it relates to licensed electronic resources (Abioye, 2010).

3. Inadequate workflow

The respondents claimed that inadequate workflow has affected the cataloguing of electronic resources in their libraries. This is in corroboration with what was observed by Oketunji and Iyoro (2009) that in some libraries, cataloguers are involved doing other administrative, operational, and service tasks while in some other libraries, there is an integrated workflow across what is traditionally called technical services, in which acquisitions and cataloguing activities are often performed by same staff. Cataloguing electronic resources requires a great level of mental alertness on the part of cataloguers. Therefore, multi-tasking will not be conducive to the level of concentration required in the cataloguing process. Oketunji and Iyoro (2009) also noted that most libraries are under pressure to maintain staff cost and to provide more services with the same staffing. This has caused many libraries to review technical services processes and the level of staffing. They further reported that the cataloguing process, in addition to staff cost, is associated with various costs. And these determine how cataloguing is approached and thus affect workflows.

IX. Conclusion

Cataloguers need to be proactive when discharging their duties. Cataloguing is an intellectual task. Therefore, cataloguers must always be mentally alert so as to apply cataloguing standards accurately and consistently. This is because the plethora of robust information found on the

Internet needs to be properly organized by librarians and integrated into the university databases as well as in the OPAC.

A major constraint identified in this study is an ineffective workflow in the libraries under study. The best practices for cataloguing workflows are those designed to meet the objectives of the library in terms of timeliness and quality. This could be achieved by eliminating tasks that are no longer needed, automating library tasks where necessary, outsourcing where appropriate, and reassigning work schedule where and when necessary. Academic libraries should integrate the functions of technical services to create more efficiency and effectiveness with other units of the library.

Training and re-training of cataloguers is very essential. To keep up with international standards, cataloguers have to attend workshops, seminars, and other related functions where their skills can be sharpened. Staff exchange with other universities will also be beneficial. This will enhance professional exposure and capacity building and ensure that best practices in cataloguing are adopted.

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