

Full Length Research

Cataloguing and Classification Tools in Academic Cataloguing Labouratory: A Focus for Cataloguing Practitioners and Trainees

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Cataloguing and Classification in the library school can be described as the bibliographic description of information resources following appropriate professional order and practice in library and information science. It is the nerve centre of librarianship. Cataloguing is being taught both at the undergraduate and postgraduate level in the university system in Nigeria and other parts of the world. The course is called Organisation of Knowledge in some library schools. It is a three-unit course at the undergraduate level. It is a course students must pass before graduating from the university. Widely believed among students is the fact that the course is difficult. The paper therefore enumerate while discussing the resources used in the labouratory among students to help encourage them in the use of the tools and erase the notion of the perceived difficulty, as the researcher experientially observed that the use of these resources will help to abate failure and make the course friendly to trainees/students. Other recommendations were also made in the research.

Key Words: Cataloguing and Classification Tools, Academic Cataloguing Labouratory, Cataloguing Practitioners and Trainees

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INTRODUCTION

The concept of library developed when people started reading and writing but the need of library education was felt in the late 19th century when concept of library changed from store house to service institution. Globalization of education, complex nature of demands of the users, explosion of knowledge and literature, and innovation of information technology also necessitated the establishment of library schools all over the world. As a result, a large number of LIS schools were set up to produce competent professionals who could achieve the objectives of libraries and information centres effectively and efficiently (Khan, 2002).

Cataloguing and Classification in the library school can be described as the bibliographic description of information resources following appropriate professional order and practice in library and information science. It is the nerve centre of librarianship. According to Nampeya (2009) it can be defined as the description of information resources and the assigning of subjects to the resources from confirmed authority and approved Subject Heading List popularly referred to as tools. Cataloguing is the process of creating entries for catalogue. In libraries, this usually includes creating bibliographic details making subject analysis, assigning of classification notation and preparing resources for appropriate use (Fabunmi, 2011).

Library classification has also been defined as classification of knowledge as contained in books and other reading materials. It can be defined as stated by Satija, (2000) as the arrangement of informational material in a library/information centre in a way that is most helpful for browsing, locating and organizing the contents. Therefore, according to Eden, (1991) Cataloguing and Classification is the act of organizing records of information packages choosing the right and proper access points and maintaining the system through which the records are made available. The specialist is the professional librarian or cataloguing teacher who teaches the course in the university for the purpose of cataloguing practical as they are already familiar with the classification scheme.

Cataloguing and Classification is being taught both at the undergraduate and postgraduate level in the university system in Nigeria and other parts of the world. The course is called Organisation of Knowledge in some library schools. It is a three-unit course at the undergraduate level (University of Nigeria, Library and Information Science Handbook, 2018). However, according to Ogunniyi (2015) it is not being taken seriously by majority of the students because of the fact that they do not want to become librarian later in the future or after graduation as some want to work in banks or other corporate organization. This has always led them to low grade in academic achievement or grade (score), failure in examination and poor job performances if peradventure they find themselves in the library job.

Broadly stated, cataloguing and classification are the roots of library and information science without which the profession would have no foundation (Unegbu and Onuoha, 2013). (Parekh 2000 as cited in Imo 2007) opined that Cataloguing and Classification is one of the pillars upon which the librarianship profession stands. In the traditional process, libraries have provided a permanent reservoir of information, which is the basis of structuring knowledge process. It is a guaranteed source of access or repository of knowledge generated as a result of academic interactions. Knowledge is organized in library for dissemination of information. These help to create a directory of publications at the institutional level and also at the larger level. Ng, (1990) is of the view that advances in technology have resulted in a proliferation of media for recording information and knowledge. The library serves as a major repository for information that is stored in a variety of formats (print and non-print). Therefore, Cataloguing is the process of producing a catalogue (Akanmidu, Upev & Egbe, 2014) through bringing out the bibliographic features of a book or other non printed information resources.

The resources must be utilized in order to be relevant in the objectives of the library. Despite the importance of cataloguing in librarianship, it was observed that many undergraduates in Nigeria continue to record poor academic achievement in cataloguing courses in library schools (Ogunniyi, 2015). This is attributable to several factors especially poor provision and low utilisation of basic resources for teaching and learning. Resources are very important in teaching and learning processes. Farombi in Ogunniyi and Nwalo (2015) defines resources as the sum total of everything that goes into any given educational system. The author classified resources into financial, human, material and instructional time resource.

Material Resources for Cataloguing

Material resource needed for practising in cataloguing and classification include scheme and other cataloguing tools. These materials are needed to enhance teaching and learning of the courses. The availability of educational resources is very important because of their role in the achievement of educational objectives and goals. Teaching and learning effectiveness and achieving the required learning outcome must be balanced with adequate resources in any educational cataloguing environment set up. Resources provided for teaching and learning in any subject or course must be available and utilized. In the study, physical facilities consist of cataloguing laboratory and computer laboratory.

According to Aina (2007), cataloguing and classification tools must be made available to students for practice on a regular basis in the indexing/cataloguing laboratory. Opportunity should be given to the students to practice regularly with cataloguing and classification tools in the cataloguing laboratory. Since cataloguing and classification are practical courses, students should be given the opportunity to make use of the tools in the laboratory on a regular basis for hands on experience that can positively impact on their academic achievement. Ogunniyi and Nwalo (2015) described laboratory as a room or building specially built for teaching by demonstration of phenomenon into practical terms. Cataloguing laboratory is an essential physical resource that should be provided for imparting knowledge and skills in the subject.

Furthermore, students tend to understand and recall what they see more than what they hear as a result of using laboratories in the teaching and learning of science. Therefore, provision and utilisation of cataloguing laboratory and tools will lead to understanding of cataloguing and classification courses in library schools of which the resources must be well organized for efficiency. The essence of selection, acquisition, organisation and dissemination of these resources is for the utilization of the resources to be effective (Adesoji in Ogunniyi and Nwalo, 2015).

The tools commonly used in subject cataloguing are the Library of Congress Subject Headings (LCSH) and Sears List of Subject Headings (SLSH). Cataloguing rules are on the verge of changing. The release of Resource Description and Access (RDA) together with the application of Functional Requirements for Bibliographic Records (FRBR) Cataloguing

rules are on the verge of changing. The release of Resource Description and Access together with the application of Functional Requirements for Bibliographic Records (FRBR) Functional Requirements for Authority Data (FRAD) will require adjustments in the way we approach our work. RDA was developed as a new set of guidelines for describing and providing resources covering all types of content and media (Nwosu and Gbemi-Ogunleye, 2015).

Cataloguing and ICT

Although, Information and Communication Technologies have brought dynamism into cataloguing and classification as the capabilities of library are increasing causing automation of library services and works to be faster, efficient and proficient leading to computerized catalogues which are emerging in academic libraries to enhance quick, better and simple access to library resources (Fabunmi, 2011). However, cataloguing still retain its principles and practices because cataloguers have to catalogue the book based on the tools (Anglo American Cataloguing Rules 2; Resource Description and Access) and use any of the Classification Schemes (Dewey Decimal Classification Scheme, DDC, Library of Congress Classification Scheme, LCC, Universal Decimal Classification Scheme, UDC, Bliss Classification Scheme, Colon Classification Scheme and Moys Classification Scheme, MC) being used in any of the library, either public, academic, special, school or national library, to assign subject while Schedule is to apportion classification mark to them after which technology comes in for the input and uploading of cataloguing entries on the computer, which result to Online Public Access Catalogue (OPAC) and on the internet which form the Web Public Online Access Catalogue (WEBOPAC)(Ogunniyi, 2018).

Cataloguing and classification is the central nervous system of librarianship. The current trends in cataloguing has re-engineered the basic structure of the library organisation. In the past, cataloguing and classification were done manually which made the work very difficult, boring and time consuming. Recently, most university libraries in Nigeria have joined their counterparts in advanced countries in the use of computers for processing library collections. Cataloguing and classification involves three major steps which are allocating access points, subject headings and classification numbers. All these had made library materials to be easily accessed and retrieved by users (David-West and Angrey, 2018). However, Eden (1991) expressed that it was first necessary to become familiar with the existing classification scheme before classifying. Hence the project began with the production of catalogue cards for the recent additions to the collection which had already been allocated a class mark before shelving.

A catalogue, with its multiple entries, provides the means of access to the collection. A full catalogue should be a retrieval tools so that a user can find what is needed, whichever access point is used. In a library, the arrangement of material on the shelves (the classification or shelf mark), and catalogues recording the documents in the collection are used together for retrieval purposes (Pye, 1995). Aina, in Rafiu and Nwalo (2016) posited that by far the most successful attribute for the classification of documents is the use of subject as the basis for classifying documents. He stated that the main attribute of bibliographic classification is to enable the classifier sort documents into classes or groups based on the subject content, as well as indicate relationships between documents in the same class. For bibliographic classification, every library either adopts an existing classification scheme or devises an in-house classification.

Material Resources for Cataloguing and Skills

It is pertinent to state the fact that cataloguing and classification is still relevant in the world of librarianship because resources in the library must be in order for easy accessibility and beyond the availability of the resources in the labouratory is the foundation of resources utilization in library as an institution of independent learning.

For all purposes, each skill category is needed by cataloguing librarian and cataloguing students to carry out cataloguing and classification in libraries and library schools. In addition, Cataloguing Librarians and Information professionals should be able to demonstrate ability in appreciating the ever-growing significance of computers to information handling and processing and accessing computer-based information in all its ramifications which stress the need for ICT kills. Communicating meaningfully with colleagues for information sharing is also important. Cataloguing and Classification need skills to be properly carried out. According to Cabonero and Dolendo (2013), Cataloging Skills needed by professional librarians are Descriptive Cataloging skills which are, Identification of access points and other bibliographic features for Main entry and Added entry and this can take about 20 minutes. Use of the ISBD (International Standards Bibliographic Description) skills which include the identification and use of punctuation marks and identification of elements in the use of punctuation marks and indentions with an increase ability in the application of ISBD standards for experienced cataloguer, it can take about 5 minutes while a fresher will use up to 10 minutes in other to create ISBD records appropriately and completely. Subject Analysis skills are also part of the Cataloguing librarians skills. Subject of the work in the tracings must be identified by scanning the title page, preface, forward, table of contents, introduction and back

cover of the book to search for information on the subject of the book; it can take up to 50 minutes to discover and process the subject of the book. Assigning of class notation, also is a required or needed skill. This enables the cataloguer to assign the class mark to the assigned subject for proper organization and proficiency. However, the time allocated for the course in Nigerian Universities by National Universities Commission is two hours, in terms of being able to acquire and utilize these skills. Three hours are allocated for the course in second year for students in library schools (National Universities Commission, 2014).

Classification schemes, therefore, are indispensable in the life of every library. Yusuf (2015) expressed that the practice of cataloguing and classification has witnessed radical transformations over the years as a result of the introduction of ICT. The changes are reflected in both information sources and new tools in managing cataloguing records. These changes include; computers, internet, CD-ROMs, online databases, electronic files, metadata structures, library software packages, online public access catalogue (OPAC) as well as creation of hyperlinks. It is shown how technology can overcome some of the teaching issues created by distance study and demonstrate how online cataloguing practices can be introduced to Pacific students (Bidwell, 2011). The infusion of the aforementioned ICT components into cataloguing and classification marked a turning point in the way it is being done and by whom the cataloguing is done. ICT or digital cataloguing describes the utilization of computer software in the networks to perform cataloguing activities in the library that can promote accessibility and accuracy for effective information resource. Also, the application of ICT in cataloguing and classification is capable of promoting administrative information resources effectiveness in the library in terms of sorting of electronic books, manuscripts, journals, floppy disk, DVD, CD ROMS, audio visual materials (micro forms, microfilms, microfiches and micro cards). It could also assist in constant accessibility to digital materials, motion pictures, sound recording, graphic and cartographic materials to be processed in the internet (Ezeibe, Udo-Onkon & Okwu, 2021).

Challenges to Cataloguing Tools Availability and Use in Academic Cataloguing Laboratory

The environment for libraries in general and technical services in particular is rapidly changing for a variety of economic and technological reasons. Cataloging is evolving as the trend toward re-engineering the basic structure of the library organization, including technical services gains momentum. While recognizing these changes, catalogers will be needed in the electronic era for original cataloging of unique, esoteric materials as well as for providing organization for emerging electronic formats. The essential elements of a training program for entry-level catalogers are numerous. Training should begin with LC copy cataloging before moving to contributed copy and finally to original cataloging. The timetable depends greatly on the individual cataloger. The total training program will probably require from six months to one year to complete. Also, the cataloguer should know about Bibliographic utility, Searching bibliographic utility for bibliographic and authority records, exporting records from bibliographic utility, mechanics of editing and creation of records on bibliographic utility. Other potential resource files (e.g. vendor databases); Searching files, Retrieving records from files and Local bibliographic database, searching online catalog, knowing Status of retrospective conversion, Source(s) of all online records, relationship of local database to bibliographic utility. In addition, they should be trained on catalogue card editing, Searching local online catalog and cataloging modules (American Library Association, 2023).

Inyang and Agwunobi (2016) outlined some steps believed the cataloguing students need to train. The author reiterates that anybody who has done some cataloguing will understand that it is time consuming and tedious because of the many details of "full stop, comma, colon, semicolon... that must be put in precise positions as prescribed by AACR2. Also, the use of controlled vocabularies in Library of Congress Subject Heading (LCSH), Sears List of Subject Heading and various thesauri as well as the mastery of these rules and principles and a strict adherence to them which made the cataloguer of yesteryears king and was looked upon with awe even by new professional colleagues.

Adeleke and Olorunsola (2006) opined that we cannot ignore the role of cataloguers in any library system. The paper has further revealed that the age-old problem of inadequate ICT training for librarians in this part of the world remains a barrier to the effective use of computers and related telecommunications equipment. We may ask the question again, "Do librarians in this part of the world have robust training in the use of ICT?". The answers to these questions are emphatically "no" and "not yet". Ledwaba, Dikotla and Mahlatji (2020) observed that an inadequate learning environment was identified, including the lack of ICT facilities and up-to-date learning materials. Students experienced various difficulties with the module, including the issue of language. A negative attitude toward the module was evident. Recommendations covered actions needed to respond to the difficulties and problems identified. It is anticipated the findings and recommendations, if implemented, will result in improved student performance and an increase in the number of cataloguers in the library and information sector. Skilled cataloguers are essential to the functioning and purpose of libraries. In South Africa, such skills are not always popular with students and library schools do not produce enough cataloguers. This study investigated the teaching and learning of the cataloguing and classification module at the University of Limpopo. Using a quantitative research approach, 69 cataloguing and classification students completed a survey questionnaire and one lecturer was interviewed. Literature revealed that students preferred the lecture method as a means of instruction. Ocholla, (et al)

stated that an inadequate learning environment was identified, including the lack of ICT facilities and up-to-date learning materials. Students experienced various difficulties with the module, including the issue of language. This paradigm from possible LIS graduates' employers (Library administrators) tends to influence some LIS schools, even in the developing countries such as South Africa and Brazil. Nevertheless, challenges persist and they vary across countries and cultures including the three countries represented in the study reported here: South Africa, Brazil, and the United States

Ndanwu, Nwankwo and Ezejiolor (2019) the poor achievement to the study of cataloguing and classification has been attributed to the use of inappropriate teaching methods and inadequate practical exposure, inadequate supply of subject heading/cutter among other factors. Consequently, there is need to evolve effective teaching method which could engender interest and stop the difficulty students encounter in tackling cataloguing concepts. From the above, the problem of this study is that conventional methods of teaching cataloguing and classification do not make for good students' achievement in their examination or in sound knowledge of cataloguing and classification. Therefore it becomes imperative to look for effective instructional strategy in which learning of cataloguing and classification will be made familiar to the learner, reduce abstract nature of cataloguing and classification, encourage good grasp of cataloguing concepts through the provision of necessary support which will make learners active rather than passive (Ndanwu, Nwankwo & Ezejiolor, 2019).

Haider in Ogunniyi and Nwalo (2015) observed that there was poor laboratory facility in terms of equipment in the teaching of cataloguing and classification in Pakistani library schools. Inadequate provision of cataloguing tools reduces the students chances of using the tools and the likely consequence is low academic performance. In addition, Kavulya, Amunga and Khayesi in Rukwaro and Bii (2016) pointed out that the current LIS programmes in the country do not address the current job market requirements due to inadequate teaching resources at LIS training; lack of adequate ICT content in the courses; inadequate length of courses; courses that are outright irrelevant to the job market and inadequate industrial attachment for LIS students. Further and more recent studies seem to indicate that nothing has really changed. The study results indicated that there is a shortage of staff teaching in LIS schools, lack of information resources and other teaching/ learning facilities, low completion rates and wastage, and low funding of LIS schools and students phobia for cataloguing and classification (Rafiu and Nwalo 2016).

RECOMMENDATIONS

1. More Cataloguers should be employed in Nigerian Academic Cataloguing Laboratories to train students (trainees) in Cataloguing and Classification.
2. The Time Schedule for training should be increased for the grace to cover the training schedule and module.
3. With the detailed rules for cataloguing as embedded in AACR2 and the recent RDA to guide cataloguing processes, students must be instructed by the lecturers to grab the rules and regulations through adequate perusal of the tools.
4. Student-centred Teaching method should be used by lecturers to instruct students in other for them to excel in the trainings.
5. More Cataloguing and Classification resources should be purchased by the management of the laboratories through the assistance of the government for the use of the academics to train students and equally, for the consultation and use of the students for future professionalism and productivity in life-practice if peradventure the find themselves as cataloguers

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