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Duties and Job Performance Factors of Cataloguers in Nigerian Academic Libraries

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Abstract

Cataloguing is fundamentally the basis of theory of knowledge where information organisation, the structure and the means for handling them are identified and specified. Cataloguers are the specialists responsible for bibliographic control, information management and the creation of resource discovery tool that aids user in their search for materials. Essentially, they are responsible for the provision and organisation of efficient and effective retrieval system. Thereby saves time, increases the quality/productivity of library users and ultimately enhances the performance of the institution to achieve set objectives. Literatures indicated swift changes in duties, skills and functions of cataloguers. The changes had posed challenges to the professional development of cataloguers. This study with the use of questionnaire surveyed cataloguing practice in Nigeria in the twenty first century, their duties and tools being use in the university libraries. In addition it collects opinions on job performance factors. The result revealed that the libraries are of medium size collection with low cataloguers strength and modest use of ICT in all the libraries. The libraries still possess the card catalogue system. On the duties perform, eighty-six percent of the cataloguers, perform technical duties as original descriptive and subject cataloguing, determining appropriate guidelines in applying rules, Subject heading polices with the use of Subject thesaurus. Leading skills that enhanced job performance of the respondents include: Ability to plan, organise/supervise cataloguing activities in the library, Ability to establish/maintain effective work relationship with colleagues and other library staff and Ability to lead the way in researching into new techniques for cataloguing. All the libraries still engage in manual cataloguing work and uses traditional library working tools.

Introduction

Cataloguing librarians comprise a small but valuable subset of the library professionals that provides critical but hidden services to libraries and the users (Bothmann, 2007). They are a group of specialist (librarians) responsible for bibliographic control, information management and the creation of resource discovery tool that aids user in their search for materials (Bothmann, 2007). Cataloguers essentially are responsible for the provision and organisation of efficient and effective retrieval system. Hayes (1989) described cataloguing as the fundamental basis of theory of knowledge where information organisation and structure are identified and the means for handling them specified. The structure in cataloguing is therefore the basis for all subsequent information retrieval (Hill & Intner, 2007). Besides providing timely and quality information services that meet the needs of the professional researchers and faculty, the cataloguer saves time, increases the quality, productivity of library users and ultimately enhances the performance of the institution (Matthews, 2007). Thus, the need for cataloguer cannot be overstress, as they are essential to information resources processing in all kinds of libraries. The coming of IT posed challenge not only to printing/printed resources, libraries and librarians but also to cataloguers responsible for organisation and retrieval of resources in libraries (Buschman & Chickering, 2007). The advent of the new technologies to library operations in 80's and the development seen of automation, MARC was thought would suffice as substitute for cataloguers and that cataloguers could be dispensed off (Hill & Intner, 2007). The emergence and growth of OCLC was believed would eliminate the need for cataloguers as the use of computer would eliminate the need for authority control Hill (2005). However, it was soon discovered that the development in library digitalisation and growth in E-resource collection has neither changed the functions and services required of cataloguers nor the demand for their skills, but instead task the cataloguers to expand their skills on access descriptions to E-resources. Cataloguers therefore remain essential complement requirement to library efficiency and effectiveness (Sally, 2007). Surveys conducted on the duties, skills and functions of cataloguers, indicated swift changes in cataloguing duties and function and many reports revealed that cataloguers have taken to more challenges in view of developments in the profession. All the same, higher percentage still acknowledges the primary function of cataloguer has remained unchallenged in spite of the new available enhancing tools. This study therefore seek to survey what is the cataloguing practice in Nigeria in the twenty first century, what are duties and tools currently being use in Nigeria university libraries.

Purpose of the Study

The study explores current job functions performed by cataloguers in Nigerian academic libraries, examine the facilities in use and survey the changes in cataloguer functions with the advent of information processing devices. In addition it is directed at exploring factors that enhances the cataloguer job performance. It is hoped that information gain would be of significance to library administrators and library and information science educators on the current cataloguing practice in Nigerian academic libraries.

Literature Review

Parchuck, et al., described cataloguer position as firmly established in librarianship, in contrast to new professional as database searchers, or information specialists. Cataloguers they contend can trace their ancestry as first service professional whose functions and requirements are well established, defined and understood (Parchuck, et.al, 1989). Thus, as it has been from the past, libraries would continue to look onto cataloguers for mastery over the technical procedures and detail necessary to keep collection organised and accessible. In line with the above, Montoya concurred that traditional library functions and processes, such as searching, acquiring, cataloguing, processing, weeding, preserving, etc., still have and will always have room in any legitimate professional practice. The traditions she observed is alive and important (Montoya 1999). Valente, (2009) added abilities to search database, determine and match records, as well as ability to proof read and understand significant bibliographic elements. While Whitmell, (2009) identified a good grasp of specific subjects and a thorough knowledge of standard cataloguing codes as well as demonstration of conceptual skills. Others were analytical skills and innovation in the use of classification schemes. Murray similarly stressed that cataloguers get to figure out: a) *what this thing is* b) *who might find it useful and* c) *how to make sure they find it*. Therefore cataloguers need to know not only the rules but in addition the trick in knowing which rule to use, when and how to apply them thoroughly too to even bizarre items acquired in the library. Thus being a good cataloguer actually involves a lot of creativity (Murray, 2010 .p 2).

Park and Caimei, (2009) job description study in selected journals between 1999 and 2000 demonstrate that knowledge on cataloguing and classification standards was the most frequently required qualification in job description. The activities expected of cataloguer, they emphasised were the core skills of cataloguers: original cataloguing, authority control, copy cataloguing, descriptive and subject cataloguing. In addition, ability to use standard cataloguing tools (AARC, MARC, LCC, and LCSH) was equally stressed. The knowledge requirement comprises knowledge of access point; editing knowledge and MARC codes.

However many librarians and library educators felt that cataloguing is a skill that is not as vital as it once was (Davis, 2008). The shift away from hands-on, detailed bibliographic control courses in library school according to Davis reflects the perceived changing needs of the profession. Conversely, he equally pointed out that it may be possible that while cataloguing, as we currently understand it becomes less necessary, the basic skills and concepts of bibliographic control will remain vital (Davis, 2008). Bushman and Chickering, (2007) similarly argued that the growth in publishing industries and the acquisition of such publications in libraries would require the skill and services of cataloguers. Besides, Davis, (2008) also reported increased expenditures and acquisitions of books in academic libraries and remarked that in the future that academic libraries will acquire a significant portion of the outputs from the publishing industry. Therefore the continuous production of literary resources is an indicator that the skill of cataloguers would remain relevant and needed.

The survey by Whitmell (2006) attempted to discern important skills most likely difficult to find among staff. The findings revealed leadership and managerial competencies as leading on the list. The others include leadership potential, flexibility to respond to changes, communication, and technological skills. The finding corroborated Anthony and Grab (2005) study which indicated that common threads that frustrated libraries to attract candidates were lack of depth qualification and experience.

Wilson (2003) observed that electronic information and technology has so transformed information environment that grasping of content, in order to organize, make accessible and relate them to other information resources meaningfully has become more challenging to cataloguing profession. She however acknowledged that while some of the problems and challenges are new, "many are the very ones cataloguers have been dealing with for century: description, controlled vocabulary, multiple versions, subject analysis, data definition, record structure, metadata, etc." Besides, the skills cataloguers have built over the centuries are just as applicable in the era of electronics information (Wilson, 2003).

Furthermore survey of 266 public, special and academic libraries showed that employers across all types of library do not only require an accredited degree for new cataloguers but in addition an understanding of Cataloguing Code (AACR) rule interpretations, classification, subject analysis, authority control and integrated library system operations (Hall, 2006). While Hider, (2006) also reported that over 70 percent of the libraries predominantly indicated the need for what was defined as core cataloguing skills and knowledge. The findings however included Internet cataloguing, Digital library development, web authoring and designing.

Review of literatures acknowledged the continuous need of cataloguers' skills either as it has been in the past to manage the access to resources or deal with the new trend of database management. Beside it appears researchers and cataloguer professional are all concern with recruitment, education and careers of cataloguers and realises that something needed to be done.

Summary of literatures indicated that the skills required of the professional cataloguer for practice include: descriptive and subject cataloguing skill, classification skill, subject analysis and authority control skills. Others were knowledge in use of subject headings, MARC, AACR, database and IT Skills. Thus with the advent of ICT that revolutionised information organisation as has never been witnessed since Gutenberg invention of moveable cast types, it could be argued that information access, retrieval and storage in libraries (i.e. cataloguing) still remain the entire process of bibliographic control (i.e. description and subject analysis of information resources to provide organization, orderliness and access to all library acquired resources). The structure in cataloguing thus remains basis for subsequent information retrieval and cataloguers are essential in library service to complement and create resource discovery too that aid users in their search (Bothmann, 2007). Thus succinctly described by Intner (2006) the necessity for cataloguers and technical services librarians did not change but, rather, the requirements of the positions did.

Librarians like other professionals in retrospect therefore need to reflect with increasing focus on the impact of emerging and the trends of development. Besides as the implication of technological innovation become clearer, cataloguers have looked to the future with concern what cataloguing will entail in the new millennium, especially in developing countries with low levels of Integrated Library Systems.

Methodology

From the literature, cataloguers' main duties include Descriptive/original cataloguing, subject analysis, authority control, assigning of call numbers, etc. To accomplish this task of cataloguing and classification, the cataloguer needs requisite skill, ability and knowledge (Taylor, 2004). Therefore adopting the methods and instrument used by Buttlar and Garcha, 1998, Hider, 2006 and Leysen, 2009 with some modifications, main duties of cataloguers and duties outlined in literature were in corporate into the survey research instrument. The survey instrument collected data on the library profile, demographics of the cataloguers, the duties they perform, tools available and in use to discharge their duties as well as the job performance. Fifty cataloguers in five public Nigerian University libraries were surveyed in November 2009. Fifty copies of the questionnaire were administered. Fort-three (43) copies of the questionnaire were filled while only 37 representing 74% were useful for data analysis. This was analysised and discussed with the use of descriptive statistics.

Discussion

The library profile

The library profile gives the brief background of the surveyed libraries, the collection size, staffing and their demography.

Size of library collection

Four of the five sampled libraries maybe described as medium size with low cataloguing staff strength. The libraries' collections are in the range of 126,000 and above consisting of monographs, serials and other forms of publications. The staffing strength of libraries ranged between 65 to 79 but the cataloguing staff strength ranges between 3 to 8 (about 11% of the staff strength). Two of the libraries indicated there were between 3-6 cataloguers while the other three libraries indicated cataloguing staff strength of eight (8). Thus, the libraries relatively maybe classified as medium size libraries with small cataloguers strength.

The use of ICT in the surveyed libraries was at beginning level while in one of the libraries, it is yet to take effect. The result of the surveyed libraries revealed that level of library digitalisation in the libraries is still at a low level. Ehikamenor survey in 2005 described Nigerian library automation as a "non-starter". Three of the libraries indicated that "The library is partially automated (i.e. use ICT facilities for some operations)" while one of the libraries indicated that "The library is fully automated in operations with an OPAC services to users" and one library stated "Use of ICT is in the library plan but yet to take off". The result is in contrast with those of Yusuf and Nkiko (2010). They reported that the three libraries sampled witnessed changes as a result of the application of ICT in organising library materials and thus there were some changes in the role of cataloguers to supervision and administrative functions. The libraries with a few automated Modus as OPAC or Charging/discharging systems in the study does not mean ILS or digitalised library. This perhaps explained the difference in earlier studies. This survey revealed that all the libraries still have their card catalogue system in use. Although the trend appears towards adoption of the use of ICT, all the same the scenarios in the libraries demand for greater commitment and attention. The assessment of the software in use in the libraries revealed that all the five libraries have different software. The software as indicated by the libraries includes ALICE for WINDOW, GLASS, SLAM, and VTLS. The uses of different software maybe of concern as the libraries strive towards resources sharing. There are presently five libraries on MacArthur Foundation grant. The libraries shared common library software. It hoped that this project would provide lead-way for digitalised academic library in Nigeria. Many academic libraries had in the past experimented with different software and experienced setback in their automation attempts. Although NLA, cataloguing and indexing section organised conferences, seminars and workshops for cataloguers to sensitized on the need to embrace digitalisation. It perhaps needs to address adoption and use of standard, unique common software for cataloguing

operation in all libraries more proactively. Thereby all challenges and problems can collective be addressed. It is hoped that the MacArthur Foundation project will not be only litmus test but a spring board to common digitalised academic libraries in Nigeria.

Demographics

The demographic information of the respondents included the academic qualification, work experiences, gender and age. The demographics are similar to that reported in earlier paper by the authors.

Professional qualification (Academic qualification/library degree)

The result indicated that fifty-seven percent (57%, 21) of the respondents acquired the Library degree between 1990 and year 2000, thirty-five (35%, 13) percent of respondents graduated with LIS degree after the year 2000. Only three (3) of the respondents had library science degree in 1970. The latter group may be considered as aging out and towards retirement. In addition to basic qualification of library degree, academic librarian in Nigeria requires a MLS degree to practice. Responses on highest academic qualification maybe considered satisfactory. Seventy-eight (78%) percent of the respondents had a master degree, which allow for promotion on the job up to managerial position. However, none of the respondents had a PhD. While five (5%) percent each had first degree (BA, BALS BLS). The finding was corroborated by Yusuf 2010 findings that none of her surveyed respondent from the private universities had a PhD degree too.

Gender

The gender demography showed that fort-six (46%) percent, of the catalogue librarians are female while forty-one (41%) percent, are male gender. The result appears to present equal gender ratio, though five (13%) respondents did not indicate their gender. Gender ratio of librarians in developed world indicated more of female to male gender ratio. In contrast, literatures from developing countries as Nigeria indicated the contrary i.e. more of male to female gender ratio in the profession. However, gender ratio may not follow same trend in intersectional/divisional studies of libraries as found in this study. Yusuf & Nkiko, (2010), reported a similar finding on demographic study of surveyed cataloguers in their study. Perhaps this result is due to the sample size.

Age

Cataloguers' age has being of much concern in library literature. Ageing of librarians particularly those of cataloguers was noted with concern in literature. Wilder (2006) survey of ARL revealed a heavy decline in cataloguers' age compared to their non-cataloguer colleagues. Similarly Whitmell (2006), Hill and Intner 2007 variously indicated decline in cataloguers' age. The current study revealed that thirty-five (35%) percent of the respondents were less or about 40 years of age, sixty-four (46%) percent of the respondents were over 40 years of age. While twenty-seven (27%) percent of respondents were 46 years and above age. The trend reported in literature revealed librarians mostly cataloguers aged faster in contrast to their other colleagues thereby depleting their population without commensurable replacement. The scenario present in this study, neither support nor present cataloguers as endanger group as found in literature. All the same, close examination would show that in the next 10 years those within the 46 years age bracket might be due for retirement.

Work experience

The work experience is an indicator of exposure to working ethics, some level of responsibilities and contributions to the profession. Result of work experience showed seventy-eight percent (78%, 29) of the respondents have between 5 to 20 years total work experience. Comparatively seventy-three percent (73%, 27) have 5 – 15 years library work experience while eighteen percent (18%, 7) of respondents have over 26 years of library work experience. As the experiences is narrowed down to catalogue work experiences, sixty-two (62%, 23) and five (5%, 2) percent of the respondents had put in 5 -10 years and 11 – 15 years cataloguing experience respectively. Another eight percent (8%, 3) of the respondents have over 30 years of cataloguing work experience. With such wealth of experiences, quality assessments of cataloguing profession maybe anticipated.

Duties and functions of the Cataloguers

Employing Buttlar and Garcha, (1998) method, the duties and functions of catalogue librarians described in literature and in job advertisements/announcements journals, were listed out. The participants were requested to tick duties performed in their various libraries. This is discerned to assess the cataloguing practices, job description and duties of the cataloguers in Nigerian university libraries as well as glean the current trend of development of the profession in Nigeria. In addition to the general and common questions, the head cataloguers had additional questions on the cataloguing facilities (tools) in use in the libraries. Analysis showed that the technical skills were highly rated as the main duties performed in the libraries. Among the twenty (20) itemized duties (table 2), eighty-five percent (85%, 28, N=33) of the respondents indicated the following four (4) technical duties,

1. Perform original descriptive and subject cataloguing for various materials in a variety of languages and of subject fields according to universal standards with the use of relevant
tools.

2. Determining appropriate guidelines in applying rules on the use of Anglo-American
Cataloguing Rules and Subject heading polices (LCSH, SEARS, MESH, ARABIC & others in use)

3. Assigning main entries and subject headings.
4. Determining edition statements, imprints, collations, series and notes
Ninety-four percent (94%, 31, N=33) respondents indicated they assign Cutter numbers to items. This means virtually they all respondents perform the function

Seventy-three percent (73%, 24) of respondents indicated that they "Create records for all processed items", while sixty-seven percent (67%, 22) of the respondents indicated determining, appropriate Subject heading polices with the use of Subject thesaurus (LCSH, SEARS, MESH, ARABIC & others in use). Furthermore, another sixty-four percent (64%, 21) of the respondents "Conducts complex searching and researching in English & other languages to establish appropriate form of main entries, added entries and place names". The result showed that over sixty percent (60%) of the respondents perform eight of the main technical duties required in professional practice. In summery on the technical duties, analysis showed that over seventy (70%) percent of the respondents do technical duties. The least of technical duties performed by respondents is the use of DDC perhaps because many academic libraries in Nigeria have ceased the use of DDC and changed to the use of LCCS. From the analysis and as shown in the table 2, it could be deduce that the surveyed libraries uses manual system i.e. still engages in the traditional practice of cataloguing.

Table 2

Duties performed

No.	DUTIES	Frequency	percentage
i.	Perform original descriptive and subject cataloguing for various materials in a Variety of languages and of subject fields according to universal standards with the use of relevant tools.	28	85
ii.	Determining appropriate guidelines in applying rules of: -	12	36
a).	Anglo-American Cataloguing Rules	28	85
b).	Subject heading polices (LCSH, SEARS, MESH, ARABIC sub & others in use)	22	67
c).	Dewey Decimal Classification	9	27
d).	MARC21	12	36
iii	Conducting complex searching and researching in English & other languages to establish appropriate form of main entries, added entries and place names.	21	64
iv.	Assigning main entries and subject headings.	28	85
v.	Determining edition statements, imprints, collations, series and notes	28	85
vi.	Performing copy cataloguing in all subjects areas from OCLC and copy cataloguing in subjects from LC if available and applicable	19	58
vii.	Compare CIP materials in hand to OCLC-derived MARC records	18	55
viii.	Create records for all processed items	24	73
ix.	Assigning Cutter numbers to items	31	94
x.	Printing spine label/magnetic tag for each item	16	48
xi.	Making recommendation for implementing process in the department as appropriate	15	45
xii.	Providing assistances to other catalogue Librarian in resolving difficult cataloguing problems.	25	76
xiii	Serve on various Library committees	15	45
xiv.	Maintaining the Authority control list for library	15	45
xv.	Entering catalogue information for new materials into library's on-line catalogue system & editing on-line catalogue for removed items.	19	58
xvi.	Preparing catalogue status reports for library management and other staff	15	45
xvii.	Evaluate subordinate staff work performance	21	64
xviii.	Training support staff and other cataloguers	21	64
xix.	Establishes and maintain catalogue files and activities	21	64
xx.	Manage and ensure staff adheres to schedules and attendance requirement	18	55
	Total	**N = 33**	

On management and administrative duties expected as part of catalogue experience, seventy-six percent (76%, 25) respondents indicated they provides assistances to other catalogue librarians in resolving difficult cataloguing problems. While sixty-four percent (64%, 21) of the respondents "Evaluate subordinate staff work performance", "provide training support to staff and other cataloguers" and "establishes and maintain catalogue activities" respectively. In addition, forty-five percent (45%, 15) of the respondents "serve on library committee".

The quality and quantity of education cataloguers received in LIS programmes is observe as in sufficient for them to enter a library to do complex cataloguing operations Hill (2005). Therefore apart from the need for local training in library-specific routines, new cataloguers also need additional education about many general cataloguing issues as authority work, formats, and practice that will eventually enable them contend with difficult situations (Hill, 2005). Hence she remarked that every cataloguer should be willing and able to handle anything, as the need

arise. Thus, the handling of variety of materials calls for skillful cataloguers with broad scope and subjects. Taken together, these points suggest that, at least for some time, most libraries as it has been in the past will continue to need cataloguers unlimited. The finding shares the conclusion arrived at by Hider, (2006) on the survey of Australian cataloguers. That is, that Australian cataloguers had not given up on traditional cataloguing, though they were also interested in developing their knowledge and skills in new areas on Information Organization (IO), as well as in areas outside of IO.

The job performance factor

The job performance factors in the instrument sought to explore what skills cataloguers considered enhanced the discharge of their duties. Some items were adopted from Leysen & Boydston (2009) Jobs Satisfaction among Academic Catalogue Librarian and the work of Hider, (2006) on Australian cataloguers. The studies were among recent studies on cataloguer job satisfaction. The list of job performance factors is as showed in table 3.

Table 3
Job performance factors

S/No	Job performance factors	Frequency and Percentage		
		Agree	**Strongly Agee**	**Percentage**
i.	Ability to communicate effectively (Effective verbal and written communication ability)	(5) 23%	(16) 73%	96
ii.	Ability to accurately interpret policies and procedures (policies and procedural interpretations ability).	(8) 36%	(13) 59%	95
iii.	Ability to lead the way in researching into new techniques for cataloguing	(9) 41%	(12) 55%	96
iv.	Knowledge of computerized cataloguing system and use of MARC.	(7) 32%	(14) 64%	96
v.	Ability to prepare concise reports and recommend policy to library management.	(9) 41%	(11) 50%	91
vi.	Ability to establish efficient plans, organize and supervise cataloguing activities that clearly convey the mission/philosophy of the library.	(8) 36%	(12) 55%	91
vii.	Ability to administer all kind of cataloguing and classification resources, Database maintenance, on-line catalogue and computerized shelflist.	(7) 32%	(14) 64%	95
viii.	Ability to establish and maintain effective (conducive) work relationship with colleagues and other librarians	(6) 27%	(14) 64%	91
ix.	Provision of assistance to other catalogue Librarian in resolving difficult titles.	(9) 41%	(12) 55%	95
x.	Training opportunity for support staff and other catalogue Librarians.	(10) 45%	(11) 50%	95

Total Respondents (N) = 22

The skills considered to contribute and enhanced job performance of the respondents were: ability to communicate effectively (96%), ability to plan, organize, and supervise cataloguing activities in the library (91%), ability to establish and maintain effective work relationship with colleagues and other library staff (91%) and ability to research into new techniques for cataloguing (96%). From the result above, practically almost all the skills were of management enhancing factors. This perhaps is evidences of the importance of managerial skill requirement for effective performances. With over ninety percent of the respondents either agreed or strongly agreed with these views, it underscored the significance of managerial skill for the smooth running of cataloguing industry.

Table 4
The cataloguing working tools

S/No.	Work Tools	Frequency/Percent	
i.	Anglo American cataloguing Rules [AACR2R]	5	(100)
ii.	AACR2R-e (Electronic CD-ROM Format of AACR2R)	1	(20)
iii.	Cataloguer's Desktop (AACR2 CD-ROM produce by Library of Congress)	2	(40)
iv.	Library of Congress Rules Interpretations:--	3	(60)
a.	Subject Cataloguing Manual: Classification	4	(80)
b.	Subject Cataloguing Manual: Shelf list	3	(60)
d.	MARC21 for bibliographic data(format for Authority Data, format for holding Data, format for Classification Data and format for community Information).	3	(60)
v.	Library of Congress Subject Headings (LCSH). Edition in use ……	4	(80)
vi.	The Library has the following formats too:-	1	(20)
a.	LCSH Microfiche Format.		
b.	Electronic Version (The Classification Plus *i.e. window based CD-ROM of LCCS &LCSH)*		
c.	LC Subject heading weekly lists		
vii.	Sears List of subject heading Edition in use ……	1	(20)
vii.	Dewey Decimal Classification (DDC) and Relative Index Edition in use ……		
viii.	Dewey Decimal Classification Additions, Notes and Decisions (DC and Electronic version DDC).		
ix.	Library of Congress Classification schedules (LCCS), A –Z.	4	(80)
a.	LC Classification- additions and Changes (A quarterly publication)	4	(80)
b.	CD-ROM Version of LCCS.	2	(40)
c.	CD-ROM Version (SUPERLCCS) of additions and changes	2	(40)
x.	C.A. Cutter's three figure author Table	5	(100)
xi	ALA filing Rules	4	(80)

The research instrument presented a mixture of manual with some ICT facilities that are being adopted and applied to cataloguing for processing (Table 4). Head cataloguers were asked to indicate the type of the tools in use in their libraries. Responses to the use of electronic forms of catalogue tools were low. The responses showed that only one Library had "AACR2R-e (Electronic CD-ROM Format of AACR2R)" and "LCSH Microfiche Format".
The result revealed two of the respondent libraries, has:

"Cataloguer's Desktop (AACR2 CD-ROM produce by Library of Congress)";
"CD-ROM Version of LCCS. CD-ROM Version"
"(SUPERLCCS) of additions and changes"

The above finding is similar to what was report in literature on automation and library development in Nigeria. Conversely, all the manual cataloguing work tools listed in the research instrument were been used by four (4) or all the respondent libraries.

- Virtually all the five-surveyed libraries have: Anglo American cataloguing Rules [AACR2] and C.A. Cutter's three-figure author Table.
- Four of the libraries had: ALA filing Rules, Library of Congress Classification schedules (LCCS), A –Z, LC Classification- additions and Changes (A quarterly publication), Library of Congress Subject Headings (LCSH). Editions in use "***not stated"*** Library of Congress Subject Cataloguing Manual: Classification

- Three of the libraries uses: Library of Congress Rules Interpretations, Subject Cataloguing Manual: Shelf list, MARC21 for bibliographic data (format for Authority Data, for holding Data, format for Classification Data and format for community Information).

Conclusion

Finding from the study revealed that the libraries are of medium size collection with low cataloguers' staffing strength. However, over seventy percent of them hold a master degree required for practice in academic libraries. Level of digitalization is low and the entire libraries still poses the card catalogue system. The age appeared satisfactory with over 60% of respondents less than 50 years of age. The duties perform by the respondents corroborated what was found in the body of previous studies. The cataloguers chiefly engaged in traditional cataloguing. The leading skills considered contributed and enhanced job performance of the respondents include: planning, organising, and supervisory skills, maintaining effective work relationship with colleagues and researching into new cataloguing techniques.

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