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Cataloguers' Awareness, ICT Skills and Use of Resources Description and Access (RDA) in University Libraries in South South, Nigeria

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Abstract

This study examines cataloguers' awareness, ICT skills and use of Resources Description and Access (RDA) in University Libraries in South South, Nigeria. The study population comprised two hundred and sixty-six (266) librarians from all the 26 university libraries across South South, Nigeria. The entire population of 266 librarians was used as sample using total enumeration sampling technique. Questionnaire was used to elicit data from the respondents. The data collected were analyzed using percentage and frequency counts as well as weighted mean. Findings from this study revealed that: cataloguers in university libraries in South South Nigeria were aware of the existence of RDA; the extent of cataloguers' awareness of RDA in university libraries in South South Nigeria is low; librarians lack major ICT skills such as the ability to use Windows operating system, Macintosh operating system and Disk Operating System (DOS) commands; start a software program such as RDA; mine data and develop metadata among others; the extent of the use of RDA for cataloguing of information resources in university libraries in South South, Nigeria is very low and that that lack of requisite ICT skills to utilize RDA, lack of requisite ICT facilities to utilize RDA, lack of necessary RDA related training, lack of familiarity with RDA rules/guidelines, lack of Familiarity with FRBR, lack of familiarity with FRAD, and no access to RDA toolkit are some of the factors militating against the use of RDA by cataloguers in university libraries in South South, Nigeria. Based on the findings, the authors recommends that: The library management should as a matter of priority kick-start the adoption/implementation process of RDA in university libraries across Nigeria as this will bring about the awareness of the functions and usage of RDA among librarians among others.

Keywords: *Cataloguers, Awareness, ICT Skills, Resources Description and Access (RDA), University Libraries, Nigeria.*

Introduction

The emergence and proliferation and the use of ICT for routine services of the library in the 21st Century is no longer news. Nowadays, ICTs are being adopted to carry out every activity of library, especially routine services and cataloguing and classification is no exception. Due to the rapid development of web technologies, the current information environment is now largely made of digitally accessible content, creating an online information universe. As more and more information resources are made available electronically, new types of access are necessary (Ahonsi, 2014). One of the essential functions of the library and information profession is creating access to information resources through cataloguing and classification. Cataloguing is the process of describing and recording physical features of a book necessary to identify and distinguish it from other materials in the library, while classification, on the other hand, is the process of grouping materials in a systematic order according to their subject affinity (Aboyade & Eluwole, 2018).

The treatment of non-book media using the paradigm intended for cataloging print materials is less useful because the digital environment has also changed the formats of publishing information resources. The market's availability of information resources in a variety of media (print, eBook, audio, video, etc.) demonstrates the impact of the digital era on information publishing. Since catalogers still utilize the outdated Anglo American cataloguing rule (AACR) to process information resources, librarians are responsible for rising to the challenges by adopting new technologies. However, Aboyade and Eluwole (2018) noted that in recent times, Resource Description and Access (RDA) have begun to gain awareness among cataloguers and information professionals in Nigeria, though the awareness is little among librarians in academic libraries. As a next generation cataloging code created for the digital era, RDA is now being developed. It will offer guidance for how to describe all resources, including those that are accessible online. The digital environment will be able to use descriptions made with RDA in web-based catalogues and other resource discovery applications (Sambo, 2021).

In order to replace AACR2, which was primarily intended for the print environment, RDA was created as a content standard for the digital world (Association, et al. 2010). It was created so catalogers could more accurately describe and offer access to different kinds of material and media. In isolation, RDA is not a metadata standard. It is based on the principles laid down by (AACR2), the most widely adopted standard for bibliographic metadata material worldwide. Additionally, the rules include a set of useful guidelines based on the conceptual models of FRBR (Functional Requirements for Bibliographic Records) and FRAD (Functional Requirements for Authority Data) (Olive 2010 as cited by Ahonsi, 2014). Despite RDA's capabilities and benefits to

catalogers, it appears that university libraries' librarians are not as aware of the technology's capabilities and value as they should be (Aboyade & Eluwole, 2018). RDA awareness is the state of being aware of the presence, capabilities and application of RDA in libraries.

Adopting RDA in libraries without the librarians who are the end users having an idea about its operations and usefulness can be considered a waste of time and resources. Thus, the need for proper sensitization and training programs for librarians is pertinent. In addition to awareness, another factor that may determine the effective and efficient use of RDA in libraries is librarians' ICT skills. Since RDA is a new technology, there is need to possess some measure of ICT skills to be able to properly navigate it. Unagha, Osuigwe, and Ugocha (2014) asserted that the application of information and communication technologies (ICT) to library operations in this 21st Century has remained inevitable, unquestionable, and uncontroversial given that ICTs have become essential or indispensable tools in library operations. In order to carry out library routine services like cataloguing and classification and to deliver library and information services effectively and efficiently, the acquisition of the necessary skills by librarians is the driving force and, as a result, plays a towering role in the application and utilization of ICT tools and innovations such as the RDA. According to Ogunsola, Akindojutimi, and Omoike (2011), referenced by Omoisejimi (2020), a barrier to ICT use in Nigerian academic libraries and subsequently emerging technologies like OPAC and RDA is a lack of computer knowledge and abilities. Omoisejimi further asserted that, without computer literacy skills, utilizing ICT facilities would for library routine services be a herculean task. That is, a good background in computer skills makes the use of computers and computer related technologies such as the RDA very practicable for librarians. Therefore, for librarians' to make effective use RDA in the library it is expected that they are aware of its existence, usage and benefits and also possess some extent of computer literacy skills as possessing these skills is considered to be very pertinent to effective use of RDA by librarians. It is against this background therefore, that this study seeks to examine cataloguers' awareness, ICT skills and use of Resources Description and Access (RDA) in University Libraries in South South, Nigeria.

Statement of the Problem

It is no longer news that humans tends to adopt and use what they are aware of its existence, usage and most importantly the benefits especially when its concern a new technology such as the RDA. The adoption and use of RDA by librarians therefore depends to a large extent on the awareness of its existence, usage and benefits to routine services in the library especially cataloguing and classification of information resources. In spite of the numerous advantages of

RDA over AACR, AACR2 and AACR3 as highlighted by Sambo (2021), there seems to be low usage of the technology for cataloguing in academic libraries as many librarians still base their cataloguing practices on the principle of AACR. This has raised some concerns in the mind of the researchers. Could it be that the awareness of the existence, usage and benefits among librarians is very low? Could it also be that librarians in university libraries in South South Nigeria lack the requisite ICT skills to properly utilize RDA for cataloguing?. The necessity of study arose from the aforementioned questions posed by the researchers.

Objectives of the Study

The main objective of this study is to examine cataloguers' awareness, ICT skills and use of Resources Description and Access (RDA) in University Libraries in South South, Nigeria, while the specific objectives are to:

1. To ascertain whether or not cataloguers in university libraries South South Nigeria are aware of the existence of RDA;
2. Know the extent of cataloguers awareness of RDA in University Libraries in South South, Nigeria;
3. Know the ICT skills possessed by cataloguers for the use of RDA in University Libraries in South South, Nigeria;
4. Know the extent of the use of RDA for cataloguing of information resources in University Libraries in South South, Nigeria and
5. To know the challenges militating against the use of RDA by cataloguers in University Libraries in South South, Nigeria.

Research Questions

The following research questions have been raised to guide the study:

1. Are cataloguers in university libraries South South Nigeria aware of the existence of RDA?
2. To what extent are cataloguers aware of RDA in University Libraries in South South, Nigeria?
3. What are the ICT skills possessed by cataloguers for the use of RDA in University Libraries in South South, Nigeria?
4. What is the extent of the use of RDA for cataloguing of information resources in University Libraries in South South, Nigeria?

5. What are the challenges militating against the use of RDA by cataloguers in University Libraries in South South, Nigeria?

Literature Review

Online copy catalogue, web browsing, 21st century cataloguers, global trend in information communication technology (ICT), machine readable records, online public access catalogue (OPAC), Anglo American cataloguing rule (AACR), resource description and access (RDA), all refer to technical terms in the lexicon of library and information science (Aboyade & Eluwole, 2018). Revision had been continuously made in AACR2 since 1978 to suit the current nature of resources. The regular revision in AACR2 rules made it more complex in nature. After making the necessary changes in AACR2 to fulfill the need of new formats of resources especially electronic resources, there are still issues to be resolved which demands out of the box thinking (Sambo, 2021). The International Conference on the Principles and Future Development of AACR, held in Toronto in 1997, served as the culmination of this viewpoint. Resource Description and Access has replaced AACR2 as a result of actions the Joint Steering Committee (JSC) undertaken to fulfill the demands of the time. In order to replace AACR2, which was primarily intended for the print environment, RDA was created as a content standard for the digital world (Association, et al. 2010). It was created so catalogers could more accurately describe and offer access to different kinds of material and media.

The main objectives of RDA are to assist in the creation of efficient metadata that will better support resource discovery in linked-data environments. This new cataloging standard is meant for multinational use across digital environments (Gordon, 2007). The formulation of data for resource description and discovery is outlined in RDA rules. This standard is distinctive since it precisely mimics FRBR and makes use of the majority of its terminology. The organization of FRBR entities, attributes, and sub-attributes is mirrored in the structure of RDA. Also, its elements are related to the FRBR user tasks of finding, identifying, selecting and obtaining intellectual and artistic works, realizations of those works (expressions), embodiments of those realizations (manifestations), and exemplars of those embodiments (items) (Gordon, 2007 as cited by Ahonsi, 2014). Furthermore, RDA intends to have a great impact on the design of catalogs and other information discovery tools by developing metadata content standards. The rules will enable users to find a substantial improvement in the consistency and coherence of the content of the catalog records, and greater efficiency in searching for related resources (Tillett, 2011). RDA aids in simplifying cataloging rules, and transforming cataloging by bringing it in-line with 21st-century web technologies. RDA Main goal is to provide opportunity for all librarians to be involved in the

evolution of cataloging practice, especially in terms of who does the cataloging and how it is done (Hart 2010). However, Sambo (2021) in his study of awareness and use of Resources Description and Access (RDA) among librarians in Nigerian libraries found that majority, 196 (81%) of the respondents had not used resources description and access (RDA) in Nigeria library while 47 (19%) of the respondents were silent on the question. Lack of response among some respondents could be as a result of non usage of RDA in their libraries. This none usage reported by the recent study of Sambo could be attributed to poor awareness and other factors such as ICT skill deficit among librarians.

It is worthy of note that the proper usage of RDA in order to enjoy the numerous advantages it possesses over AACR depends largely on its awareness by cataloguers. Commenting on the awareness of RDA among librarians, a study on catalogers' perceptions and expectations regarding the introduction of RDA in Turkish libraries was undertaken by Atlgan, Zel, and Akkmak (2015). According to the study, more than half (52.6%) did not know about or did not comprehend the claim regarding RDA vocabularies, RDA element sets, and their nomenclature. At a similar vein, Sokari, Bello, and Joel (2016) found that most librarians in university libraries in Nigeria's Northwest zone had negative attitudes toward the RDA and had poor levels of awareness of it. Out of the 224 librarians who answered to the study, only 40% claimed they were aware of RDA and were in support of the transition to RDA. In a similar vein, Oguntayo and Adeleke (2016) found that respondents were only aware of subjects relevant to the overview and evolution of RDA in their study on "awareness, knowledge, and application of RDA in academic libraries in Nigeria." However, a more recent study by Sambo (2021) on the understanding and use of resource description and access (RDA) among librarians in Nigerian libraries indicated that the majority of respondents 171 (70%) are aware of RDA in Nigerian libraries, whereas 72 (30%) are unaware. This finding reported a high level of awareness of RDA among librarians in Nigeria.

The effective usage of RDA among librarians is not only dependent on awareness but also on the level of their ICT skills. For any technology to be put into proper use in the 21st Century library environment, librarians must possess the necessary skills to utilize such technology. Commenting on the ICT skills and competency of librarians in the 21st Century, Fati and Aderitimin (2017) who found that basic computer literacy skills which include ability to turn on/off a computer, monitor and printer, use Windows operating system, use Macintosh operating system and ability to use Disk Operating System (DOS) commands, ability to start a software program, copy files, manage folders/directories on hard drives and set up a new personal computer are all skills that should be possessed by staff in academic libraries to be able to properly utilize ICT

facilities for effective delivery of services in to their patrons. Similar to this, Akparobore, Omosekejimi, and Nweke (2020) conducted research on librarians' awareness, positive attitude, and ICT skills as a panacea for effective service delivery in the fourth industrial revolution (4th IR)era in academic libraries in southern Nigeria and discovered that the majority of librarians in Southern Nigeria possess the following ICT skills: computer application to library skill, research skill, E-library management skill, library automation skill, proficiency in the use of MS word, proficiency in the use of power-point, excel and spreadsheet, information literacy skill and multimedia facilities utilization skill.

Similarly, Eromosele, Omosekejimi, and Ogo (2021) investigated librarians' ICT proficiency in university libraries in Southern Nigeria and discovered that librarians have the abilities to turn on and off a computer system, browse the web, download files from the Internet, navigate and use library automation software and its modules, such as OPAC, send and receive emails, and copy to and from a CD ROM and Flash Drive/Hard Drive. However, Haliru and Sokari (2016) while assessing librarians' skill in cataloguing using RDA found that librarians were not skilled with: Use of internet for cataloguing; Overview and structure of RDA; Familiarity with FRBR and FRAD; Differences and similarities between RDA and AACR2; Search strategies; Data mining; Development of metadata and tagging; RDA user tasks, entities, relationships; Information and data management but were skilled with the use of AACR2.

The utilization of RDA in Nigerian universities is however challenged by some factors. According to Sambo (2021), the challenges for implementation of RDA in Africa go beyond the cost. Frequent power failure and poor Internet connectivity, low Internet bandwidth, etc. Also, Aboyade and Eluwole (2018) found that, though librarians/cataloguers in academic libraries in Southwest Nigeria are aware of, and are enthusiastic about the implementation of RDA in Nigeria, there are challenges militating against the implementation. The study identifies some challenges associated with its implementation such as epileptic power system, poor funding, and inadequate ICT facilities, among others. In the same vein, Oni, Oshioté and Abubakar (2018) found that the major factors affecting the adoption and the obstacles of resource description and access are lack of fund to obtain/purchase the RDA tools and lack of library automation which result in people running away from cataloguing and classification.

Research Methodology

A descriptive survey method was adopted for this study. The population of the study comprised two hundred and sixty-six (266) librarians from all the 26 university libraries across South South, Nigeria. As at the time of the study, there were 7 federal university libraries, 8 state

university libraries and 11 private university libraries across the South South states in Nigeria. The entire population of 266 librarians was used as sample using total enumeration sampling technique. This is to ensure that cataloguers who have been posted to other units of the library as a result of the in-house transfers and job rotation practices of the library can also participate in the study since their responses is considered invaluable to the study. Questionnaire was the research instrument used for the study. Two hundred and sixty-six (266) copies of questionnaires were administered to the librarians in the university libraries under study. Two hundred and thirty two (232) copies were returned and found usable. This gave a response rate of 87.2%. The data collected were analyzed using percentage and frequency counts as well as weighted mean.

Findings and Discussion

Table 1: Gender Distribution of the Respondents

Gender	Frequency	Percentage %
Male	88	38%
Female	144	62
Total	232	100.0

The frequency distribution of librarians, according to their gender in Table 1, shows that there are more females (62%) than males (38%) librarians in the university libraries of South South, Nigeria.

Table 2: Age Distribution of the Respondents

Age Range	Frequency	Percentage (%)
Young –below 30 years	11	4.7
Middle –age 31-50 years	194	83.6
Older –above 51 years	27	11.6
Total	232	100.0

Table 2 reveals the frequency distribution of the librarians by their age. Librarians between middle ages, which ranges from 31-50 years had the highest frequency of 194 (83.6%) followed by those older above 51 years with 27 (11.6%) and young below 30 years with 11 (4.7%) respectively. This means that the higher percentages of librarians are in their middle age (31-50 years) in the university libraries of South South, Nigeria.

Research Question 1: Are cataloguers in university libraries South South Nigeria are aware of the existence of RDA?

Data in table 3 provides answer to that question

Tanle 3: Awareness of the existence of RDA among cataloguers in university libraries in South South, Nigeria.

Awareness of RDA	Frequency	Percentage
Yes	196	84.4
No	36	15.5
Total	232	100

Table 3 revealed that when quizzed about their awareness of the existence of RDA, 196(84.4%) of the respondents agreed to being aware of the existence while 36(15.5%) of them disagreed. This means that a good number of cataloguers in university libraries in South South Nigeria are aware of the existence of RDA.

Research Question 2: To what extent are cataloguers aware of RDA in University Libraries in South South, Nigeria?

Data in table 4 provides answer to that question

Table 4: Extent of cataloguers' awareness of RDA in university libraries in South South, Nigeria

S/N	Extent of Awareness of RDA	VHE	HE	LE	VLE	Weighted Mean
1	I am aware of the usefulness of RDA.	18	43	82	89	1.96
2	I am conversant with RDA instructions.	14	23	77	118	2.04
3	I conversant with the operations of RDA.	09	21	69	133	1.60
7	I am aware of the different components of RDA.	09	21	69	133	1.60
8	I am aware of the benefits of the use of RDA over AACR2.	07	20	70	135	1.60
Aggregate Mean						1.76
Criterion Mean						2.50

Table 4 shows an aggregate mean of 1.76 which is lower than the criterion mean of 2.50. It can be concluded that the extent of cataloguers' awareness of RDA in university libraries in South South Nigeria is low.

Research Question 3: What are the ICT skills possessed by cataloguers for the use of RDA in University Libraries in South South, Nigeria?

Data in table 5 provides answer to the question

Table 5: ICT Skills possessed by cataloguers for the use of RDA in university libraries in South South, Nigeria

S/N	ICT Skills Possessed By Librarians	Agree	%	Disagree	%
1	I can confidently turn on/off a computer.	232	100	00	00
2	I can use Windows operating system, Macintosh operating system and Disk Operating System (DOS) commands.	89	38.4	143	61.3
3	I can confidently start a software program such as RDA	71	30.6	161	69.4
4	I can manage folders/directories on hard drives.	232	100	00	00
5	I can browse the web independently.	232	100	00	00
6	I know how to mine data.	32	13.8	200	86.2
7	I can develop metadata.	34	14.6	198	85.3
8	I can confidently use Internet for cataloguing.	232	100	00	00
9	I can manage information and data online.	232	100	00	00
10	I can search for information using different search strategies and keywords	232	100	00	00

Table 5 revealed that 232 (200%) representing all the respondents agreed that they possess the skills to: turn on/off a computer; manage folders/directories on hard drives; browse the web independently; confidently use Internet for cataloguing; manage information and data online and search for information using different search strategies and keywords. However, only few of the respondents, 89(38.4%), 71(30.6%), 32(13.8%) and 34(14.6%) agreed with having the skills to: use Windows operating system, Macintosh operating system and Disk Operating System (DOS) commands; start a software program such as RDA; mine data and develop metadata respectively. This means that cataloguers' in university libraries in South South Nigeria possess some ICT skills such as ability to turn on/off a computer, manage folders/directories on hard drives, browse the web independently, confidently use Internet for cataloguing, manage information and data online and search for information using different search strategies and keywords while they lack some major skills such as the ability to use Windows operating system, Macintosh operating system and Disk Operating System (DOS) commands; start a software program such as RDA; mine data and develop metadata which are some of the major skills required to utilize RDA for cataloguing of information resources in libraries.

Research Question 4: To what extent are cataloguers aware of RDA in University Libraries in South South, Nigeria?

Data in table 6 provides answer to the question

Table 6: Extent of the use of RDA by cataloguers in university libraries in South South, Nigeria

S/N	Extent of the use of RDA	VHE	HE	LE	VLE	Weighted Mean
1	I frequently use RDA cataloguing guidelines.	15	40	82	95	1.89
2	I can create new record/title using RDA.	14	23	77	118	1.71
3	I can select the mode of issuance using RDA.	09	21	69	133	1.60
4	I am aware of how to select content type on RDA.	09	21	69	133	1.60
5	I am conversant with how to select RDA media type and carrier type.	09	21	69	133	1.60
6	I can change new RDA layout.	05	18	45	164	1.41
7	I am conversant with the use of FRBR instructions for when cataloguing.	09	21	69	133	1.60
8	I am conversant with the use of FRAD instructions for when cataloguing.	09	21	69	133	1.60
Aggregate Mean						1.62
Criterion Mean						2.50

Table 6 shows as aggregate mean of 1.62 which is lower than the criterion mean of 2.50. It can be concluded that the extent of the use of RDA for cataloging of information resources in university libraries in South South, Nigeria is very low.

Research Question 5: What are the challenges militating against the use of RDA by cataloguers in University Libraries in South South, Nigeria?

Data in table 7 provides answer to the question

Table 7: Challenges militating against the use of RDA by cataloguers in University Libraries in South South, Nigeria

S/N	Challenges militating against the use of RDA	Agree	%	Disagree	%
1	Lack of requisite ICT skills to utilize RDA	232	100	00	00

2	Lack of requisite ICT facilities to utilize RDA	232	100	00	00
3	Lack of necessary RDA related training	232	100	00	00
4	Lack of familiarity with RDA rules/guidelines	232	100	00	00
5	Lack of Familiarity with FRBR.	232	100	00	00
6	Lack of familiarity with FRAD.	232	100	00	00
7	There is no access to RDA toolkit.	232	100	00	00
8	There is poor or no access to Internet.	34	14.6	198	85.3
9	Poor Management's commitment to new technologies.	78	33.6	154	66.4
10	Technophobia.	00	00	232	100
11	Librarians' resistance to change.	00	00	232	100

Table 7 revealed that 232(100%) representing all the respondents responded in the affirmative that lack of requisite ICT skills to utilize RDA, lack of requisite ICT facilities to utilize RDA, lack of necessary RDA related training, lack of familiarity with RDA rules/guidelines, lack of Familiarity with FRBR, lack of familiarity with FRAD, and no access to RDA toolkit are the factors militating against the use of RDA by cataloguers in university libraries in South South, Nigeria.

Discussion of Findings

Findings from the study shows that there are more females librarians than males in university libraries of South South, Nigeria and that that the higher percentage of librarians are in university libraries in South South Nigeria are in their middle age i.e. 31-50 years. It is crystal clear from this study that cataloguers in university libraries in South South Nigeria are aware of the existence of RDA. This finding agrees with the one by Sambo (2021) who found that majority of librarians practicing in different types of libraries across Nigerian are aware of Resources Description and Access (RDA). This study also reveals clearly that, that the extent of cataloguers' awareness of RDA in university libraries in South South Nigeria is low. This finding is consistent with that of Sokari, Bello, and Joel (2016), who found low levels of RDA awareness and that the majority of librarians in university libraries in Nigeria's Northwest zone did not view RDA favorably. Oguntayo and Adeleke (2016) discovered that librarians were only aware of themes relevant to the overview and evolution of RDA, which further supported their conclusion.

From this study, it was affirmed that cataloguers' in university libraries in South South Nigeria possess some ICT skills such as ability to turn on/off a computer, manage folders/directories on hard drives, browse the web independently, confidently use Internet for cataloguing, manage information and data online and search for information using different search

strategies and keywords while they lack some major skills such as the ability to use Windows operating system, Macintosh operating system and Disk Operating System (DOS) commands; start a software program such as RDA; mine data and develop metadata which are some of the major skills required to utilize RDA for cataloguing of information resources in libraries. This finding is in line with that of Haliru and Sokari (2016) who found that librarians were not skilled with Overview and structure of RDA; they are not familiar with FRBR and FRAD; they do not really know the differences and similarities between RDA and AACR2; they lack requisite search strategies; they are not conversant with data mining; they cannot develop metadata and cannot conduct tagging and are not familiar with RDA user tasks, entities and relationships which are all considered necessary for the use of RDA.

This study also shows that, the extent of the use of RDA for cataloging of information resources in university libraries in South South, Nigeria is very low. This finding also agrees with the one by Sambo (2021) who found that majority of librarians in Nigeria had not used resources description and access (RDA) in their library while few of the respondents were totally silent on the question. The study concluded that lack of response among some respondents could be as a result of non usage of RDA in their libraries. Finally, this study shows that lack of requisite ICT skills to utilize RDA, lack of requisite ICT facilities to utilize RDA, lack of necessary RDA related training, lack of familiarity with RDA rules/guidelines, lack of Familiarity with FRBR, lack of familiarity with FRAD, and no access to RDA toolkit are the factors militating against the use of RDA by cataloguers in university libraries in South South, Nigeria. This finding corroborates that of Aboyade and Eluwole (2018) who found that some of the challenges associated with the implementation and use of RDA in university libraries in Nigeria are epileptic power system, poor funding, lack of training and inadequate ICT facilities among others.

Conclusion and Recommendation

From the study, it is obvious that cataloguers in university libraries in South South Nigeria are aware of the existence of RDA. It is also glaring from this study that the extent of cataloguers' awareness of RDA in university libraries in South South Nigeria is low. This study clarifies that possess some ICT skills such as ability to turn on/off a computer, manage folders/directories on hard drives, browse the web independently, confidently use Internet for cataloguing, manage information and data online and search for information using different search strategies and keywords while they lack some major skills such as the ability to use Windows operating system, Macintosh operating system and Disk Operating System (DOS) commands; start a software program such as RDA; mine data and develop metadata which are some of the major

skills required to utilize RDA for cataloguing of information resources in libraries. Also, the study proved that the extent of the use of RDA for cataloguing of information resources in university libraries in South South, Nigeria is very low. It is also glaring from this study that lack of requisite ICT skills to utilize RDA, lack of requisite ICT facilities to utilize RDA, lack of necessary RDA related training, lack of familiarity with RDA rules/guidelines, lack of Familiarity with FRBR, lack of familiarity with FRAD, and no access to RDA toolkit are the factors militating against the use of RDA by cataloguers in university libraries in South South, Nigeria. In view of the foregoing, the following recommendations were made:

1. The library management should as a matter of priority kick-start the adoption/implementation process of RDA in university libraries across Nigeria as this will bring about the awareness of the functions and usage of RDA among librarians.
2. The library management should ensure that librarians are sponsored for RDA related trainings as this will prepare them for RDA adoption and usage in university libraries.
3. Librarians as a matter of self development should try and sponsor themselves for training in areas that is related to new technologies in librarianship such as library automation, Institutional Repository (IR) and RDA among others.
4. The university management should ensure that the necessary ICT facilities are available in the library. This is to ensure its seamless usage.

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