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# Cataloguing and Classification Practices for Quality Services Delivery by Library Professionals in Institutions in Kwara State, Nigeria

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# Cataloguing and Classification Practices for Quality Services Delivery by Library Professionals in Institutions in Kwara State, Nigeria


## Abstract

*The roles cataloguing and classification played in reflecting the standardisation of library services cannot be overemphasised. This study investigates cataloguing and classification practices for quality services delivery by library professionals in institutions in Kwara State, Nigeria. One of its objectives is to find out cataloguing and classification competencies influencing quality services delivery of library professionals in institutions in Kwara State, Nigeria. It adopts survey method and conveniently sampled library professionals that participated in the 45th Conference and Annual General Meeting (AGM) of the Nigerian Library Association Kwara State Chapter, held in November, 2021. Questionnaire is used to gather data from 35 library professionals who are willing to participate in the study. The findings revealed that library professionals in institutions in Kwara State are competent with the required cataloguing and classification tools and methods and concludes that cataloguing and classification competencies are akin to quality service delivery in libraries. This study recommends amongst others that managements of libraries in institutions in Kwara State should make the ICT facilities needed for automated cataloguing and classification available. This would avail library professionals in institutions in Kwara State the opportunity of adopting automated method cataloguing and classification for quality services delivery.*



**Keywords:** Cataloguing, Classification, Libraries, Library Professionals, Kwara State, Nigeria.


## Introduction

Information resources the bedrocks of effective library services. This makes it imperative for libraries to prioritised systematic and standardised arrangement of their information resources, in order to make them to be easily identified and located. The need to identify, locate and retrieve information resources are core areas cataloguing and classification intend to address, which thus help in the organisation and logical structuring of knowledge for easy access and retrieval (Bamise, Oluwaniyi & Igbeneghu, 2019).

Cataloguing is a complex process used in providing an access point to materials in a collection, so that users can access the information materials (Aina, 2012) housed in the library. According to Ugwanna (2013), cataloguing is the process of preparing catalogue entries for all materials that are available in the library. Hence, cataloguing is an essential process that provides access to all

acquired information resources in the library, to meet the research, learning, and teaching needs of students and staff for their personal, professional growth and development.

On the other hand, classification as posited by Angrey and David-West (2018) is the process of assigning class numbers to the information resources in the library. It is an adopted methodology by library professionals to bring together information materials that are of the same subject (Obiozor-Ekeze, 2016). Olajide and Yusuf (2010) posited that the main reason for classifying information materials in libraries is to create access to them. Madukoma, Onuoha, Omeluzor and Ogbuiyi (2013) identified accessibility as one of the prerequisites of information used because the more accessible information resources are, the more likely they are used. Hence the desire for quality service delivery of organised information resources among professional librarians in libraries and information centres.

With tremendous advancement in various disciplines, the greatest challenge for cataloguers is keeping pace with the knowledge and technical expertise necessary for packaging and creating an accurate bibliographic records of the accelerated growing information due to the information explosion in the 21st century (Bamise, Oluwaniyi & Igbeneghu, 2019). Hence, this study will evaluate how cataloguing and classification skills of professional librarians in institutions in Kwara State helped them in delivering quality services to their patrons.

**Statement of the Problem**

The roles cataloguing and classification played in reflecting the standardisation of library services cannot be overemphasised. Cataloguing and classification are essential aspects of quality library services by facilitating proper arrangements of information resources which would also enhance prompt and ease of identifying, locating, retrieving and using of information resources. But it has been observed that the technicalities, guidelines and procedures attached to cataloguing and classification have made it difficult for library professionals to develop the desire to engage in it. Even in situations where it is mandatory for library professionals to perform cataloguing and classification, they do it nonchalantly with no recourse for the impact adequate cataloguing and classification can have on quality delivery of library. The foregoing therefore justifies why this study is tailored towards evaluating the cataloguing and classification practice of library professionals in institutions in Kwara State.

**Objectives of the Study**

The main purpose of carrying out this study is to evaluate cataloguing and classification practice for quality service delivery by library professionals in higher institutions in Kwara State, Nigeria. The study is specifically designed to find out:

1. The methods of cataloguing and classification practices adopted by library professionals in institutions in Kwara State, Nigeria
2. The tools used for cataloguing and classification for quality service delivery by library professionals in institutions in Kwara State, Nigeria
3. The cataloguing and classification competencies influencing quality services delivery of library professionals in institutions in Kwara State, Nigeria
4. The challenges of cataloguing and classification affecting quality service delivery practices of library professionals in higher institutions in Kwara State, Nigeria.

**Research Questions**

Based on the research objectives, the following research questions were developed to guide the study:

1. What are the methods of cataloguing and classification practices adopted by library professionals in institutions in Kwara State, Nigeria?
2. What are the tools used for cataloguing and classification for quality service delivery by library professionals in institutions in Kwara State, Nigeria?
3. What are the cataloguing and classification competencies influencing quality services delivery of library professionals in institutions in Kwara State, Nigeria?
4. What are the challenges of cataloguing and classification affecting quality service delivery practices of library professionals in higher institutions in Kwara State, Nigeria?

**Literature Review**

**The Concept of Cataloguing**

Cataloguing to a layman simply means describing or listing items in an alphabetical order. Technically, it is the description of bibliographical data in a systematically order using the AACR2 rules or RDA codes. This is put in forms of card, book, sheaf, microfilm, computerized etc. using

an access point/heading for retrieval or search, through author, title subject, series etc. which may require the help of see and see also references (Muhammed, Baffa & Garba, 2018).

It is the process of creating, recording, and describing the bibliographic list of a library collection. Edem and Ntui (2012) also defined cataloguing as the description of a book or any other information resources such that the important bibliographic features are highlighted. It is a complex process used in providing access to materials in a collection, so that users can access the materials easily (Aina, 2012). Cataloguing is concerned with providing the correct and accurate physical description of a document (print and non-print), showing the user the location of the book, its physical descriptions, and its subject content (Obiozor-Ekeze, 2016) using Anglo American Cataloguing Rule 2.

**The Concept of Classification**

Classification is simply defined as the process or act of grouping items or things into a class or classes. According to Monyela (2019), classification deals with the determination of the primary subject of a work and the assignment of specific notations. It provides a means of collating all information resources on the same subject together in a place (Orbih & Aina, 2014). This also agrees with Obiozor-Ekeze (2016) who describes classification as the methodology adopted by librarians for bringing together information materials that are of the same subject. The main reason for classifying information materials in libraries is to create access to information materials (Olajide & Yusuf, 2010). It is a prerequisite for information accessibility, because the more accessible information sources are, the more likely they are used (Madukoma, Onuoha, & Omeluzor, 2013).

To Muhammed, Baffa and Garba (2018), classification is the logical and systematical arrangement of library documents usually by subject content by their likeness and classification scheme. In other words, it is the process of putting together similar library materials according to their subject content.

**Relationships between Cataloguing and Classification**

Cataloguing and classification are methods of describing, organizing and providing access to all information materials (Obiozor-Ekeze, 2016). Both are methods and skills used to improve the end users ' experience of locating and retrieving information resources in the library, which help to identify the most appropriate materials to meet their information needs. It is a continuous and evolving practice that gives room for efficient and effective information dissemination to users. The practice focuses on the intelligibility of bibliographic records and the findability of material.

A study of cataloguing is beneficial to the success of every library function (Cabonero and Dolendo, 2013). According to Muhammad, Baffa and Garba (2018), cataloguing and classification are two technical activities used to organize library materials which saves time and provides maximum satisfaction. Information is available in the rightful manner and timely to users in whatever format and it is one of the core aspects of librarianship (David-West & Angrey, 2018).

**Tools for Cataloguing and Classification in Libraries**

So many materials are available to assist the cataloguer in the preparation of bibliographic records both as print and electronic resources. For cataloguing from scratch, which is also known as original cataloguing, the following cataloguing and classification tools have been identified by (Muhammed, Baffa & Garba, 2018; Chollom & Abubakar, 2013).

1. **Subject Headings List**: This is an authorized vocabulary control tool from which the cataloguer can select subject headings for use in a library catalogue. This could be the Library of Congress Subject Headings (LCSH), Sears List of Subject Headings (SLSH) or any other vocabulary control tool authorized for use in the library.
2. **Classification Schemes:** A scheme is a plan or a program of action to be followed. The classification scheme is an orderly arrangement of terms or classes with assigned notations. Classification schemes map out fields of knowledge in ways that are suitable for library use. It demands that cataloguers ascertain the '**aboutness'** of what an information material is really about and thereafter assign a call number based on the classification scheme. Library classification brings together in one place all works dealing with the same subject. A typical classification scheme must have the following characteristics: general class, tables, index, notation, schedule, form class/division.
3. **Cutter Table:** The Cutter table is an alpha-numeric device for representing words or names by using one or more letters followed by one or more Arabic numerals decimally. These numbers provide unique identity for information materials.
4. **Anglo American Cataloguing Rules 2nd Edition (AACR2):** Developed mainly by the American Library Association, the British Library Association and the Canadian Library Association. AACR2 provides rules for the descriptive cataloguing and provision of access points for library materials.
5. **Resource Description and Access (RDA):** Is the new, unified cataloguing standard – an evolution of the cataloguing principles from AACR2.

## Methods of Cataloguing and Classification Adopted in Libraries

### The Traditional Method of Cataloguing

This is done by tracing the materials at hand to outline the bibliographical details for main cataloguing (David-West & Angrey, 2018). No automated method is involved. The cataloguer makes use of either the Library of Congress subject heading or the Sears list subject heading, classification schemes and the schedules. Upon the completion of preparing the catalogue, it is then typed on a stencil using typewriter, and duplicated into multiple cards. The cards are later filled manually in a wooden card catalogue drawer, either word by word or letter by letter. The catalogue box is divided into a subject catalogue, title catalogue and author's catalogue. This process is a bit tedious for cataloguers because it takes a longer time to catalogue one book. The whole operation is quite monotonous and hectic, both for the library staff and users**.**

### Automated Method of Cataloguing

This is a technologically based method which presents a new opportunity for electronic data interchange and selection in information dissemination (Liu & Briggs, 2015). An automated library environment is quite different from a library whose operations and services are still done manually. The automated cataloguing makes use of the machine-readable catalogue (MARC). It is a structured format which enables standard bibliographic records of books and other catalogue formats, to be manipulated by computer in a standard way to facilitate exchange. According to Uze (2012), Information and Communication Technology (ICT) has impacted on the work of cataloguers whereby computers are used to select, process, create, store, transmit and display, share or exchange information by electronic means. This method eliminates the printing and filling of cards. It makes use of the online public access catalogue (OPAC) which conserves space as compared to the large space occupied by card catalogue in the library. The online catalogues provide additional searching possibilities, as such systems help in communicating with one another about which books are held in the libraries. The machine-readable catalogue is now accessible for searching when cataloguing (David-West & Angrey, 2018).

### Cataloguing and Classification Competencies of Cataloguers

Alajmi and Ur-Rehman (2016) assert that from Ancient times, cataloguers and their skills have been the cornerstone of librarianship. They facilitate library services by providing, organising and retrieving materials from the library collection. According to Bello and Mansor (2013), surveys of cataloguers' job descriptions continue to reveal that knowledge of cataloguing and classifications

such as original/copy cataloguing, authority control, descriptive/subject cataloguing and use of standard tools (AACR, LSCH, LCCS, MARC) are the most frequently required skills. Therefore, cataloguers basically provide an organised and structured approach to the content of all kinds of resources available in the library. Recently, the application of Information and Communication Technologies (ICT) to library operations and services, has increased cataloguers' skills in the creation of thesauri and database management. Therefore, the skills, roles, and duties of cataloguers in the paradigm shift of Information Technology (IT) have been a subject of continuous debate.

Sally (2007) in Monyela (2019) opines that the development in library digitalisation and growth in e-resources collection has not changed the functions and services required of cataloguers or the demand for their skills, rather charged the cataloguers with expanding their skills in access description to e-resources. Cataloguers, therefore, remain the mirror of library efficiency and effectiveness. Bello and Mansor (2012) state that 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 their profession.

Other skills needed for cataloguing include design, implementation and customisation of information systems as well as for the input of data into them (Buttlar & DuMont, 1996; Monyela, 2019). Ard, Clemmons, Morgan, Sessions, Spencer and Tidwell (2006) in Monyela (2019) also agrees that, with their skills, knowledge and ability, cataloguers determine whether the library will be an information powerhouse or an empty warehouse. Mavume's (2013) study of the new roles and skills of cataloguers in managing knowledge in an academic library, with special reference to Walter Sisulu University Libraries, Eastern Cape, South Africa, found that competencies required by cataloguers were as follows: the ability to understand the cataloguing change processes and how these impact daily activities; involvement in the facilitation of the integration of new types of data description into traditional technical services workflow; ability to maintain a conducive atmosphere by encouraging group/team work flexibility as cataloguer to set priorities and deadlines; commitment to service excellence; continually seeking out new technology challenges and opportunities for the improvement of information analysis in new online cataloguing and classification tools; full participation in projects such as reclamation projects of database clean-up; complete enthusiasm to learn new developments and adopt new and emerging standards such as Metadata Schemes (Dublin Core) Electronic Thesis and Dissertations – Metadata Standards, RDA and other recommended standards to be relevant to information needs of the users.

Mavume (2013) asserts that cataloguers, equipped with the above roles, skills and competences, would be able to identify the importance of changing roles in the profession at any time during their career. Raju (2017) compiled the LIS competency index for South Africa using 23 academic library job advertisements from the year 2014 to 2016 and found that skills required for cataloguers were metadata creation and management, including cataloguing, subject analysis and classification, as well as skills in the use of relevant metadata standards such as the RDA, the AACR2, the DDC, MARC 21, Dublin core, the LCSH, the LCC, National Library of Medicine (NLM), MESH, including applications of standards to digital objects.

Cataloguing skills should include the application of standards to digital objects and knowledge of Metadata Authority Description Standards (MADS) (Darries, 2017). Sibiya and Shongwe (2018) carried out a comparison between the cataloguing and classification curriculum and job requirements in South Africa and used cataloguing and classification course outlines obtained from six LIS schools, interviews with professional cataloguers and job advertisements from newspapers, as well as the Library and Information Association of South Africa (LIASA) list. The study found that LIS schools aimed to provide students with the knowledge and skills to organise knowledge in libraries so that users can easily retrieve it. This was achieved by teaching cataloguing and classification standards and rules, tools such as the AACR, the DDC, the RDA, the LCSH and the MARC21.

**Challenges of Cataloguing and Classification Affecting Quality Service Delivery in Libraries**

One of the basic constraints of cataloguing and classification is difficulty in determining the subject content of the materials at hand, especially for books with multiple subject headings. Often times, the subject of the work is readily available, like in the case of cataloguing-in-publication, but in other cases, as stated by Miller (2007) in David-West and Angrey (2018), the subject is not so easy to discern. Likewise, the formats of material, diction skills and time constraints are also challenges of cataloguing and classification of library and information resources.

The use of archaic cataloguing and classification tools, inadequate knowledge of cataloguing and classification rules, poor interpretation and application of these rules, shortage of trained professional staff, as well as the time consumption in the area of original cataloguing for data processing are also hinderances to cataloguing and classification in academic libraries (Orbin and Aina, 2014). Inadequate Information and Communication Technology (ICTs) skills by librarians also hampers the quality service delivery of cataloguers in academic libraries, as Ntsiko (2013) agreed that continuous skills development and acquisition in technology and a supportive

environment is critical to meeting the demands of technology-oriented users libraries serve. Likewise, Orbih and Aina (2014) in their study on the issues, advantages, and challenges of original cataloguing versus copy-cataloguing, assert that in the past, cataloguing and classification were performed manually, making the work very difficult, boring and time-consuming.

Nwosu (2013) asserts that the intrusion of ICT into the library and information business with its expanding new technologies, especially Web 2.0, has opened a new vista of challenges for cataloguers. Besides, since cataloguing rules are also changing, it is difficult to accommodate the technological innovation with data created using the old rules. In today's cataloguing, digital technology has changed the profile of what cataloguers do, as well as their environment. In addition, as the materials in most libraries change from print to more digital and electronic formats, cataloguers and cataloguing continue to change as well, learning to work in broader digital environments such as digital repositories. The introduction of new cataloguing terms such as the Resource Description Framework (RDF), the Resource Descriptive Access (RDA), and the Functional Requirement for Bibliographic Record (FRBR) also raised anxiety about cataloguing.

Adebayo (2013) carried out a study on the challenges associated with cataloguing electronic resources in selected university libraries in South West Nigeria and found that lack of ICT skills, insufficient number of professional cataloguers and lack of knowledge of computer language such as the MARC and Dublin Core. Similar challenges were also found by Obiozor-Ekeze (2016) who discovered that the library has not been automated, under-staffing which slows down the pace of working at the various department of the library, lack of knowledge of current trends in cataloguing practices, lack of competent typists, and problem of irregular power supply.

**Methodology**

This study adopted survey method to evaluate cataloguing and classification practice of library professionals in institutions in Kwara State. It conveniently sampled library professionals in Kwara State that participated in the 45$^{th}$ Conference and Annual General Meeting (AGM) of the Nigerian Library Association Kwara State Chapter, which was held on the 11$^{th}$ of November, 2021. Questionnaire titled ***"Questionnaire for Cataloguing and Classification Practice for Quality Service Delivery by Library Professionals in Institutions in Kwara State"*** was administered to library professionals that participated in the Conference and 35 questionnaires were returned immediately after completion. The returned questionnaire represented 73% return rate and were analysed with SPSS 23$^{rd}$ Edition.

**Results and Analysis of Findings**

**Table 1: Demographic Information of Respondents**

This section shows the name of institutions, gender of the respondents, experience, and method of cataloguing and classification practiced by library professionals in institutions in Kwara State.

| Demographic Information of Respondents | | F | % |
|---|---|---|---|
| **Institutions** | Kwara State University Malete | 3 | 8.6% |
| | University of Ilorin | 7 | 20.0% |
| | Federal Polytechnic Offa | 3 | 8.6% |
| | CAILS Ilorin | 2 | 5.7% |
| | Lens Polytechnic Offa | 1 | 2.9% |
| | College of Education Oro | 1 | 2.9% |
| | College of Education Ilorin | 1 | 2.9% |
| | Ghalib Chambers Ilorin | 1 | 2.9% |
| | Michael Imodu Institute of Labor Studies, Ilorin | 1 | 2.9% |
| | Kwara State Library Board Ilorin | 8 | 22.9% |
| | National Library of Nigeria Kwara State Branch | 2 | 5.7% |
| | Nigerian Centre for Agricultural Mechanization, Idofian | 1 | 2.9% |
| | Court of Appeal Library, Ilorin | 1 | 2.9% |
| | Nigerian Stored Products Research Institute | 2 | 5.7% |
| | Agricultural and Rural Management Training Institute Idofian | 1 | 2.9% |
| | **Total** | **35** | **100%** |
| **Gender** | Male | 20 | 57.1% |
| | Female | 15 | 42.9% |
| | **Total** | **35** | **100%** |
| **Work Experience** | 1-5 Years | 4 | 11.4% |
| | 6-10 Years | 10 | 28.6% |
| | 11-15 Years | 4 | 11.4% |
| | 16-20 Years | 2 | 5.7% |
| | Above 20 Years | 15 | 42.9% |
| | **Total** | **35** | **100%** |
| **Methods of cataloguing and classification** | Traditional method | 18 | 51.4% |
| | Automated method | 5 | 14.3% |
| | Both | 12 | 34.3% |
| | **Total** | **35** | **100%** |

Table 1 indicates that most of the respondents were from Kwara State Library Board, and University of Ilorin with 22.9% and 20.0% respectively. It also indicates that males are the majority of respondents with 54.7% against female respondents with 42.9%. Also, 42.9% of the respondents have above 20 years work experience in cataloguing and classification practice, followed by 6-10 years with 28.6%. This means that most of the respondents are experienced library professionals.

Furthermore, the Table also shows that 51.4% of the library professionals practice the traditional method of cataloguing and classification while 34.3% practice both methods and only 14.3% of the respondents practice the automated method. This implies that a higher proportion of Library professionals practice Traditional and both traditional and automated methods, while only a few practices automated methods.

**Table 2: Tools Used for Cataloguing and Classification by Library Professionals in Institutions in Kwara State**

| Items | Very Often | | Often | | Sometimes | | Rarely | | Never | | Total | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % | F | % | |
| Anglo American Cataloguing Rules 2 (AACR2) | 17 | 48.6% | 13 | 37.1% | 3 | 8.6% | 0 | 0.0% | 2 | 5.7% | 35 | 100.0 | 4.22 |
| Resource Description & Access (RDA) | 5 | 14.3% | 10 | 28.6% | 8 | 22.9% | 4 | 11.4% | 8 | 22.9% | 35 | 100.0 | 3 |
| MARC21 Formats for Bibliographic Data | 3 | 8.6% | 9 | 25.7% | 10 | 28.6% | 5 | 14.3% | 8 | 22.9% | 35 | 100.0 | 2.83 |
| Library of Congress Subject Heading (LCSH) | 22 | 62.9% | 7 | 20.0% | 4 | 8.6% | 2 | 5.7% | 0 | 0 % | 35 | 100.0 | 4.34 |
| Sears List of Subject Heading (SLSH) | 16 | 45.7% | 10 | 28.6% | 2 | 5.7 % | 0 | 0 % | 7 | 20.0% | 35 | 100.0 | 4.08 |
| Library of Congress Classification Scheme (LCC) | 22 | 62.9% | 7 | 20.0% | 4 | 8.6% | 2 | 5.7% | 0 | 0% | 35 | 100.0 | 4.34 |
| Dewey Decimal Classification Scheme (DDC) | 18 | 51.4% | 8 | 22.9% | 3 | 8.6% | 0 | 0 % | 6 | 17.1% | 35 | 100.0 | 4.08 |
| OCLC Bibliographic Formats and Standards | 9 | 25.7% | 7 | 20.0% | 6 | 17.1% | 6 | 17.1% | 7 | 20.0% | 35 | 100.0 | 3.14 |
| Conser Cataloguing Manual for Serials | 3 | 8.6% | 9 | 25.7% | 5 | 14.3% | 7 | 20.0% | 11 | 31.4% | 35 | 100.0 | 2.6 |
| Special Cataloguing/ Classification Scheme for your Library | 5 | 14.3% | 6 | 17.1% | 8 | 22.9% | 0 | 0 % | 16 | 45.7% | 35 | 100.0 | 2.54 |

Table 2 shows that 62.9% of library professionals respectively use Library of Congress Classification Scheme and Subject Headings List, 51.4% uses Dewey Decimal Classification Scheme (DDC), while 48.6% uses Anglo American Cataloguing Rules 2 (AACR2). However, 45.7% of library professionals have never used special cataloguing and classification scheme, 31.4% have also never used Conser Cataloguing Manual for Serials, while 28.6% often use Sears List of Subject Heading (SLSH) and Resource Description & Access (RDA) respectively.

**Table 3: Cataloguing and Classification Competencies of Library Professionals**

| Items | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % | |
| Easily identified access points, main entry and added entry | 23 | 65.7% | 12 | 34.3% | 0 | 0.0% | 0 | 0.0% | 35 | 100.0% | 3.66 |
| Understands the relationships between AACR2/RDA and MARC coding | 18 | 51.4% | 15 | 42.9% | 2 | 5.7% | 0 | 0.0% | 35 | 100.0% | 3.46 |
| Easily adopt new and emerging trends and standards | 10 | 28.6% | 20 | 57.1% | 5 | 14.3% | 0 | 0.0% | 35 | 100.0% | 3.14 |
| Ensure the cataloguing rules and standards are applied consistently to ensure quality | 19 | 54.3% | 15 | 42.9% | 1 | 2.9% | 0 | 0.0% | 35 | 100.0% | 3.51 |
| Find it convenient to make good judgements in handling gray areas and differences in interpretation of cataloguing and classification rules and standards | 14 | 40.0% | 18 | 51.4% | 3 | 8.6% | 0 | 0.0% | 35 | 100.0% | 3.31 |
| Understand documented local procedures, policies and practices in cataloguing and classification to provide consistency throughout the collection and future use | 14 | 40.0% | 19 | 54.3% | 2 | 5.7% | 0 | 0.0% | 35 | 100.0% | 3.46 |
| Know how to use national bibliographic utility (e.g., OCLC), including the authority files | 7 | 20.0% | 19 | 54.3% | 3 | 8.57% | 6 | 17.1% | 35 | 100.0% | 2.77 |

Table 3 reveals that majority (65.7%) of library professionals strongly agree that they are competent in easily identifying access points, main entry and added entry; followed by 54.3% who are competent in ensuring that cataloguing rules and standards are applied consistently to ensure quality, while 51.4% understands the relationships between AACR2/RDA and MARC coding. On the other hand, 17.1% disagree that they know how to use national bibliographic utility (e.g., OCLC), including the authority files, 14.3% disagree that they are competent in easily adopting new and emerging trends and standards, 8.6% also disagree that they are convenient in making good judgements in handling gray areas and differences in interpretation of cataloguing and classification rules and standards.

**Table 4: Challenges of Cataloguing and Classification affecting Quality Service Delivery in Libraries**

| Items | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % | |
| Finding it difficult to determine subject content, especially when a material has different subjects | 12 | 34.3% | 22 | 62.8% | 0 | 0 % | 1 | 2.9 % | 35 | 100.0% | 3.28 |
| It takes time to read and understand materials for subject analysis | 19 | 54.3% | 13 | 37.1% | 1 | 2.9% | 2 | 5.7% | 35 | 100.0% | 3.4 |
| Cataloguing and classification exercises are cumbersome | 16 | 45.7% | 16 | 45.7% | 2 | 5.7 % | 1 | 2.9% | 35 | 100.0% | 3.4 |
| Available tools are obsolete | 7 | 20.0% | 16 | 45.7% | 11 | 31.4% | 1 | 2.9% | 35 | 100.0% | 2.83 |
| No training opportunity for continuous professional development and improvement in cataloguing skills | 11 | 31.4% | 17 | 48.6% | 6 | 17.1% | 1 | 2.9% | 35 | 100.0% | 3.09 |
| It is difficult to have knowledge about all discipline | 12 | 34.3% | 15 | 42.9% | 4 | 11.4 % | 4 | 11.4% | 35 | 100.0% | 3 |

Table 4 shows that the major challenges majority of library professionals face in using cataloguing and classification practice for quality service delivery are difficulty in determining subject content, especially when a material has different subjects, finding cataloguing and classification exercise cumbersome and lack of training opportunity for continuous professional development and improvement in cataloguing skills. 31.4% of library professionals disagree that available cataloguing and classification tools are obsolete is a challenge, 17.1% also disagree that lack of training opportunity for continuous professional development and improvement in cataloguing skills is a challenge, while a significant percentage of library professionals also disagree that difficulty in having knowledge about all discipline is a challenge.

**Discussion of Findings**

**Cataloguing and Classification Methods and Tools Adopted for Quality Services Delivery by Library Professionals in Institutions in Kwara State**

This study reveals that library professionals in institutions in Kwara State adopted both manual and automated methods of cataloguing and classification practice for quality service delivery. It is difficult for any rational person to contest the position of library professionals in institutions in Kwara State because we are in a technological driven world, where every individual use sophisticated phones and have access to internet. The opportunities the contemporary world of ICT

offers allow library professionals to consult the online public access catalogues (OPACs) and website public access catalogues (WebPACs), Online Cataloguing Library Center (OCLC) and Z library to complement the traditional cataloguing and classification systems used in their libraries.

In respect to the methods of cataloguing and classification used for quality service delivery by library professionals in in institutions in Kwara State, it was found that Library of Congress Subject Heading (LCSH), Library of Congress Classification Scheme (LCC), Anglo-American Cataloguing Rules 2 (AACR2), Dewey Decimal Classification Scheme (DDC), Sears List of Subject Heading (SLSH), OCLC Bibliographic Formats and Standards, and Resource Description & Access (RDA) are being used by library professionals. The findings are consistent with the positions of Chollom and Abubakar (2013) and Muhammed, Baffa and Garba (2018) that the tools highlighted above are used for the preparation of bibliographic records of print and electronic resources.

The findings also agreed with Obiozor-Ekeze (2016) who stressed that cataloguing is concern with providing the correct and accurate physical description of a document (print and non-print), showing the user the location of the book, its physical description and its subject content using Anglo American Cataloguing Rule 2, classification scheme and subject headings list. It also confirms the assertion of Orbih and Aina (2014) that AACR2 is used for the description of the essential parts of a publication, which further makes access to information materials easier and retrievable without wasting the time of the users and therefore improves the service delivery of the libraries in times of providing information in a quick and easy way.

**Cataloguing and Classification Competencies Influencing Quality Services Delivery of Library Professionals in Libraries in Institutions in Kwara State**

This study shows that cataloguing and classification competencies of library professionals in libraries in institutions in Kwara State include identifying access points, main entry and added entry, ensuring that cataloguing rules and standards are applied consistently for quality services delivery, understanding the relationships between AACR2/RDA and MARC coding, understanding documented local procedures, policies and practices in cataloguing and classification to provide consistency in the description of the collection, conveniently making good judgements in handling gray area and differences in interpretation of cataloguing, understanding classification rules and standards to easily adopt new and emerging trends and standards.

Bothmann (2011) asserted that the skills required of the professional cataloguer for practice include descriptive and subject cataloguing skills, classification skills, subject analysis and authority

control skills, knowledge in the use of subject headings, the MARC, the AACR, the database and IT skills. This is also in line with Mavume's (2013) study of the new roles and skills of cataloguers in managing knowledge in an academic library, with special reference to Walter Sisulu University Libraries, Eastern Cape, South Africa, who identified one of the competency required by cataloguers as complete enthusiasm to learn new developments and adopt new and emerging standards such as Metadata Schemes (Dublin Core) Electronic Thesis and Dissertations – Metadata Standards, RDA and other recommended standards so as to be relevant to information needs of the users.

These results related to Bello and Mansor (2013) surveys of cataloguers' job descriptions which revealed that knowledge of cataloguing and classifications such as original/copy cataloguing, authority control, descriptive/subject cataloguing and use of standard tools (AACR, LSCH, LCCS, MARC) are the most frequently skills required of library professionals. They further submitted that library professionals who possess these competencies can basically provide an organised and structured approach to the contents of all kinds of resources available in the library.

**Challenges of Cataloguing and Classification Affecting Quality Service Delivery in Libraries in Institutions in Kwara State**

The challenges of cataloguing and classification affecting quality service delivery as revealed by the library professionals understudied are difficulty in determining subject contents of information materials especially when a material has different subjects; the time it takes to read and understand materials for subject analysis, cataloguing and classification exercise are cumbersome, no training opportunity for continuous professional development and improvement in cataloguing skills, and it is difficult to have knowledge about all disciplines.

The challenges reported are consistent with Orbin and Aina (2014) who stated that cataloguing and classification performed manually are very difficult, boring and time consuming. Furthermore, they affirm that inadequate knowledge of cataloguing and classification rules, poor interpretation and application of these rules, shortage of trained professional staff, as well as the time consumption in the area of original cataloguing for data processing are hinderances to cataloguing and classification in libraries. In another findings carried out by Obiozor-Ekeze (2016), under-staffing, and lack of knowledge of current trends in cataloguing practices are some of the challenges that affect cataloguers.

## Conclusion and Recommendations

Cataloguing and classification serve as bridge between the users' information needs and the information materials in the library collection, thereby improving the services rendered to the library in the area of providing quick access and retrieval of information materials and also saves the time of the users. Libraries that combined both the traditional and automated methods of cataloguing and classification are at vantage of providing quality services delivery because library professionals can used tools that are within and outside of their libraries.

Competencies are akin to the quality of services delivery that can be provided by any professionals. In peculiar to cataloguing and classification, library professionals understudied are competent in the major areas such identification of subjects of information materials, physical description of information materials and adept in using cataloguing and classification tools. However, the challenges of cataloguing and classification affecting quality service delivery include difficulty in determining subject content especially when a material has different subjects, takes time to read and understand materials for subject analysis, cataloguing and classification exercise are cumbersome, no training opportunity for continuous professional development and improvement in cataloguing skills, and it is difficult to have knowledge about all disciplines.

Based on the findings of this study, the following recommendations are hereby made:

1. Managements of libraries in institutions in Kwara State should make the ICT facilities needed for automated cataloguing and classification available. This would avail library professionals in institutions in Kwara State the opportunity of adopting automated method cataloguing and classification for quality services delivery.
2. Library professionals should endeavour to learn the use of other cataloguing and classification tools. Doing this would fortify their competencies in cataloguing and classification of information materials, regardless of their formats.
3. Cataloguers should be offered regular training and conference opportunities that will help them keep abreast of latest developments and changing rules and tools for effective and efficient quality service delivery in the library. Also, adequate and current cataloguing tools should be made available in all library institutions.

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