

Electronic Cataloguing and Classification Skills Acquisition and Practices of Cataloguers in Federal and State University Libraries in South-East Nigeria: A Comparative Study

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Abstract

Electronic cataloguing and classification is necessary for organizing, categorizing and utilizing library resources. This empirical study explores the acquisition and practices of electronic cataloguing and classification skills among cataloguers in Federal and State university libraries in South-East, Nigeria. Employing a descriptive survey research design, the study involved 201 professional cataloguers and librarians from both types of institutions in the region. Two research questions and two hypotheses guided the study. The two null hypotheses tested at a significance level of 0.05. Data were collected using two instruments: A questionnaire titled "Librarians Cataloguing and Classification Practices (LCCPQ)" and a cognitive test titled the "Test of Cataloguing and Classification Skills of Cataloguers (TCCSC)." The instruments were validated by experts in the field, and reliability indices were established. Findings revealed that cataloguers in Federal university libraries acquire more electronic cataloguing and classification skills and do more practices compared to those in State university libraries. However, statistical analysis did not show significant differences in the acquisition and practices between the two groups. It was recommended that cataloguers in State university libraries should receive regular training in information and communication technology (ICT), supported by university management. This would help them match the skills of their counterparts in Federal universities, particularly in electronic cataloguing and classification, ultimately enhancing their job performance.

Keywords: *Electronic Cataloguing Skills, Electronic Classification Skills, Federal University Libraries, State University Libraries, Cataloguers.*

Introduction

Libraries are indispensable and vital subset of any institution of learning or organization. Observing the central role of libraries, Aguolu cited in Salifu (2014) stated that one cannot expect an excellent academic programme in any educational

institution without the support of well-equipped libraries. The university as an institution is generally regarded as a custodian of knowledge where students from different disciplines acquire knowledge and skills for self-development. Any library attached to university is called university library. The university library

supports the academic programmes of the university by providing relevant information resources and services so as to respond to the increasing information demand of the users which comprises the students and the academic of the university. Teaching, learning, research and community service stand as the target goals of any university. University libraries also serve the reading and research interests of undergraduates, postgraduates, lecturers, researchers, and other users. The great role of academic library was made clear by Oyesiku and Oduwole as cited in Haider and Kumar (2024) when they declared that any academic institution without a library is tantamount to an individual without a brain. The role of a university can only be accomplished through a functional library with relevant information resources such as books, academic journals, magazines, newspapers, conference papers, proceedings, databases and other electronic information resources which are well organized to meet the needs of users in achieving the objectives of the university (Haider & Kumar, 2024).

Organization of information resources is one of the most important roles of the library because it facilitates easy access to library resources by the users. Chollom and Daniel, (2013) observed that continuous acquisition of information resources without proper organization makes them inaccessible to users. Nwalo, (2013) noted that a building filled with books is not necessarily a library unless those books have been catalogued, organized and made available for use.

Cataloguing and classification is a professional term used for addressing processed materials which must follow a standardized rule. The reason library collections are catalogued using the standardized rules and practices are to enable users retrieve information in an effective manner, quickly, efficiently, and ultimately to maximize the usage of the collection anywhere in the world. The process of standardized cataloguing and classification results in the creation of a library catalogue. Catalogue helps to provide the location point of each document in the collection and also referred to as a surrogate to the actual information resources in a library (Aina, 2015). This means that information resources are useless when inaccessible and the collection of library resources equally useless without the catalogue (Ola, 2007; Orbih & Aina, 2014).

Cataloguing and classification is described as a way of organizing library materials for easy access and retrieval for library users. Cataloguing is a physical bibliographic description of materials and resources that constitutes a record of the entire document through the access points, such as, author, title, publisher, place of publication, year of publication, ISBN, number of pages, among others. Classification is the process of systematically organizing and grouping of library information resources according to their classes, categories or subject they treat which involves the assignment of subject headings according to the subject treatment of the books based on their characteristics. Cataloguing and classifica-

tion are carried out by professional librarians called cataloguers. Cataloguers are librarians who are professionally and intellectually trained to specifically carry out the cataloguing and classification practices for easy retrieval by the library clientele/users in various libraries. There are two types of cataloguing and classification practices. These are manual cataloguing and classification practices and electronic cataloguing and classification practices. This study focused on electronic cataloguing and classification practices.

The impact of Information and Communication Technology (ICT) has rescued most university libraries from backlogs and helped to restructure the cataloguing and classification practices which have given rise to electronic cataloguing and classification practices. Electronic cataloguing and classification, also known as online or copy cataloguing refers to the process of organizing and categorizing information in a digital or electronic format. Electronic cataloguing and classification has contributed immensely to the effective organization and retrieval of information in the digital age. There are many benefits of electronic cataloguing and classification such as efficiency, consistency, flexibility and search ability among others.

Electronic cataloguing and classification of information resources in federal and state university libraries should be carried out by professional librarians called cataloguers. These professionals should have the requisite skills to apply the rules, the standards and adapt to new technologies in cataloguing. Okonkwo and Nwosu (2022)

observed that in cataloguing and classification, when bibliographic description of a document is effectively carried out by the professional cataloguers, observing the rules and standards of cataloguing and classification, many backlogs will be avoided. These facilitate user access and efficient utilization of library resources.

The researcher observed that the electronic cataloguing and classification skills acquisition and practices among cataloguers in Federal and State university libraries differ. Electronic cataloguing and classification skills acquisition and practices vary in different libraries, therefore, it is worthwhile to carry out a comparative study on this subject. Comparative research is referred to as a research methodology that aims to make comparison across different groups. It is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. More so, the extent to which appropriate cataloguing and classification practices are adopted depends on the level of skills acquired by the cataloguers. It also determines the level of user access to library resources.

However, the Federal and State university libraries may vary because of differences in ownership and funding regimes. Existing literature on previous studies did not show the distinction between the electronic cataloguing and classification skills acquisition and practices among cataloguers in federal and state university libraries. The researcher intends to fill this gap. Hence, this study examines the electronic cataloguing and classification

skills acquisition and practices among cataloguers in Federal and State university libraries in South-East, Nigeria.

Problem Statement

The organization of library materials and resources, crucial for efficient access and retrieval, relies heavily on cataloguing and classification. However, evidence suggests that library users encounter significant challenges in locating resources, particularly in libraries with extensive collections which are not catalogued. This issue is exacerbated by substandard electronic cataloguing and classification systems prevalent in many Nigerian university libraries. Cataloguers, tasked with this responsibility, often demonstrate apathetic and counterproductive attitudes, contrary to their counterparts in developed economy.

Furthermore, existing literature highlights the inadequacy of cataloguing and classification practices in some Nigerian university libraries, hindering user access to resources. The discrepancy in electronic cataloguing and classification skills acquisition and practices among cataloguers in Federal and State university libraries further exacerbates these challenges. Despite these evident issues, there is a lack of empirical research comparing electronic cataloguing and classification skills acquisition and practices among cataloguers in Nigerian university libraries, creating a significant knowledge gap. Hence, this study aims to address this gap by examining the extent of electronic cataloguing and classification skills acquisition and practices among

cataloguers in Federal and State university libraries in Nigeria, shedding light on crucial areas for improvement.

Purpose of the Study

This study compared the electronic cataloguing and classification skills acquisition and practices among cataloguers in Federal and State university libraries in South-East, Nigeria. Specifically, the study sought to:

1. compare the mean scores for electronic cataloguing and classification skills acquisition of cataloguers in Federal and State university libraries in South-East, Nigeria;
2. compare the mean scores for electronic cataloguing and classification practices of cataloguers in Federal and State university libraries in South-East, Nigeria.

Research Questions

The study was guided by the following research questions:

1. What is the difference in the mean scores for electronic cataloguing and classification skills acquisition of cataloguers in Federal and those in State university libraries in South-East, Nigeria?
2. What is the difference in the mean scores for electronic cataloguing and classification practices of cataloguers in Federal and those in State university libraries in South-East, Nigeria?

Null Hypotheses

The following null hypotheses guided the study:

Ho1: There is no significant difference in the mean scores for electronic cataloguing and classification skills acquisition of cataloguers in Federal and those in State university libraries in South-East, Nigeria.

Ho2: There is no significant difference in the mean scores for electronic cataloguing and classification practices of cataloguers in Federal and those in State university libraries in South-East, Nigeria.

Review of Related Literature

The related literature reviews on this study are discussed under the following headings:

Cataloguing

Cataloguing involves the physical description and organization of a collection to facilitate easy retrieval whenever any item in the collection is needed. In librarianship, cataloguing refers to an act of describing books and non-book materials, pointing out important bibliographic information about the materials such as authors name, title of the book, publisher, place of publication, date of publication, ISSN, among others. It constitutes the core of the discipline and combines both the technical and the managerial aspects of a collection (Aina, 2015).

Classification

Classification is the grouping of library information resources according to their classes and subject content. In addition, Folashade (2014) described classification as the methodology adopted by librarians for bringing together information materials that belong to the same subject. This involves the assignment of subject headings, which is done according to the subject treatment of the books. The main attribute of a bibliographic classification is to enable the classifier sort documents into classes or groups based on the subject content, likewise to indicate relationships between documents in the same class (Aina, 2015; Nwosu, 2014). Classification also helps in organizing library materials in a set of classes. The main reason for classifying information materials by cataloguers is to create access to information materials (Olajide & Yusuf, 2010).

Cataloguing and Classification

Cataloguing and classification are processes involved in organizing library materials for easy access and retrieval by library users (Adedibu, Akinboro & Abdussalam, 2012; Cabonero & Dolendo A., 2013). They further stated that the purposes of organizing library materials are: to save time and space; to facilitate easy accessibility to the materials; to enhance effective utilization of the materials and to make the library attractive to its users. Aina (2015) states that "if there

were no prior organization of objects, it would be difficult to retrieve a particular object from among the various objects in the collection when needed". Nwalo (2000) and Omekwu, (2012) observed that cataloguing and classification are the core and the central nervous system of librarianship, noting that they are not the ends in themselves but are essentially the bedrock for providing information to the clientele. The end product of cataloguing is card catalogue, book catalogue, and Online Public Access Catalogue (OPAC). Nwosu (2012), states that cataloguing and classification played a major role by allowing every book in a library to have an address, just as every person has. With the aid of the addresses, library books are located easily. Likewise, every book has an author, and a subject it treated. These and other information are included when a book in a library is being processed and it is a fundamental discipline that provides orderliness in the library.

Cataloguers

Cataloguers are professional librarians that carry out cataloguing practices in bibliographic/ physical description and assigning of class number to materials using standard cataloguing rules. They are also in charge of organizing information resources for easy identification, organization, storage, access and use. Olabode, Subair, Enamudu, Omonagbe, and Ogungbemile (2023) describe cataloguers as professional staff who spend most of their working hours on cataloguing the library materials in the collection from the scratch mostly called original cataloguing. They further stated that

cataloguers are professional librarians, which include assistant librarians and senior librarians. Cataloguers are responsible for the intellectual analysis of library collections before they could be retrieved and used. Omekwu (2012) added that the role of cataloguers is to define the future, design new functions and delineate the pathway of the information forest in regard with appropriate research, training and retraining. Cataloguing and classification are therefore, the major activities of cataloguers in the library. The researcher contextually defined cataloguers as professional librarians who are intellectually trained in the use of standard rules and other tools in cataloguing and classification of library material indicating the bibliographic details of library materials and resources.

Electronic Cataloguing and Classification Skills

Electronic cataloguing and classification skills in libraries refer to the ability to organize, describe, and classify library materials using electronic systems and tools. Traditionally, libraries used manual methods like card catalogs and physical classification systems such as the Dewey Decimal Classification or the Library of Congress Classification. However, with the advent of technology, libraries have shifted towards electronic cataloging systems, where information about library materials is stored and accessed digitally (Ilo, 2013). In electronic cataloguing, Information and Communication Technology (ICT) has influenced cataloguing in various ways. According to Yusuf (2009) and Mosuro (2000), ICT has not only transformed the

methods of cataloguing but also altered who performs the task. While cataloguing was traditionally the exclusive responsibility of professional librarians, many libraries, particularly Federal university libraries, now involve paraprofessionals, commonly referred to as library officers.

There is nothing more important in cataloguing than professional knowledge; this includes theoretical background as well as technical skills for cataloguing. Jung-ran, Caimei and Linda (2009) stressed that the current state of responsibilities and skill sets required of cataloguing professionals of Federal and State university libraries is the knowledge of cataloguing rules which they must have. Analysis of the job titles required and preferred qualifications, skills and responsibilities all lend perspective to the roles that cataloguing professionals play in the digital environment.

Overall, electronic cataloguing and classification skills such as locating and copying cataloguing data online through international computer networks, providing remote library catalogues on desk, replicating extra and new copies of library resources using computer, utilizing Online Public Access Catalogue (OPAC) for retrieval of information, using Library of Congress websites for cataloguing, using Cataloguing in publication (CIP) to retrieve bibliographic information of book, updating database in online catalogue, sharing online database with other institutions, accessing and downloading bibliographic and authority records from the Library of Congress online catalogue and using non-professionals in copy

cataloguing and resource sharing in cataloguing activities, are essential for modern librarians and library professionals to acquire and effectively manage the skills to provide access to diverse collections of resources in digital environments. These skills enable libraries to meet the evolving needs of users and facilitate seamless access to information in the digital age.

Electronic Cataloguing and Classification Practices

Cataloguing and classification are methods of describing, organizing and providing access to all information materials available in a given library or groups of libraries. Furthermore, they are also seen as processing and organizing library holdings in such a way that users can locate specific materials (Nwalo, 2013; Aina, 2015). Cataloguing and classification are interrelated library processes that serve the same purpose of creating easy access to information resources in a library. Cataloguing is a forerunner of classification and none goes in isolation. Cataloguing and classification are the foundation on which all other services or activities of a library are built.

Electronic Cataloguing also known as copy or derived cataloguing could be described as the process of copying bibliographic records from a source database (s) such as, Online Computer Library Centre (OCLC), World Cat, and Library of Congress, among others. This Library of Congress has increased librarians' efficiency by eliminating duplication of effort. Once a library creates a bibliographic record for an item such as a book, many other libraries

can copy or migrate the data into their Online Public Access Catalogue that corresponds with its subject contents, using a chosen classification scheme.

Copy or derived cataloguing on the other hand is the process of cataloguing items using existing bibliographic records obtained from various sources and altering those records to conform to local cataloguing standards (Schultz cited in Orbih & Aina, 2013). Copy cataloguing information may be also found in Cataloguing- In-Publication (CIP) data located within the item book catalogues.

According to Reckwitz (2016), practice can be understood as a routinized behavior comprising various interconnected elements: bodily activities, mental activities, use of "things," background knowledge in the form of know-how, emotional states, and motivational knowledge. In the context of new technology usage, practices, as defined by Lankshear and Knobel (2017), refer to socially developed and patterned ways of utilizing technology and knowledge to achieve specific tasks.

Methodology

Descriptive survey design was adopted for the study. Two research questions and two hypotheses guided the study. The hypotheses were tested at 0.05 level of significance. The population of the study comprised 201 professional cataloguers and librarians in Federal and State university libraries in South-East, Nigeria. Total enumerative sampling technique was

used in the study. Questionnaire was the instrument used for data collection. Two instruments titled: "Librarians Cataloguing and Classification Practices (LCCPQ) and "Test of Cataloguing and Classification Skills of Cataloguers (TCCSC) were used for data collection. The researcher with the aid of the library assistants administered 201 copies of the questionnaire and the cognitive test conducted using direct administration and retrieval method. The completed copies were collected on the spot and follow up visits were made which lasted for four weeks. The instruments were validated by three experts in the field and pretested through Cronbach Alpha and K-R 21 Method. The reliability index of 0.70 and 0.81 were obtained for two parts of the LCCPQ while 0.71, 0.73 and 0.86 were obtained for TCCSC. The entire 201 questionnaire were completed and returned. This represents 100% return rate. Data collected were analysed using Mean and Standard Deviation to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance.

Results

Data collected were analysed based on the research questions and hypotheses that guided the study and presented in the tables as shown below:

Research Question 1: What is the difference in the mean scores for electronic cataloguing and classification skills acquisition of cataloguers in Federal and those in State university libraries in South-East, Nigeria?

Table 1:
Mean Scores on the Electronic Cataloguing and Classification Skills Acquisition among Cataloguers in Federal as compared to State University Libraries in South-East, Nigeria.

	Federal State (N=144) (N=57)					
	Mean	SD	Remark	Mea n	SD	Remark
ElectronicCataloguing and classification skills acquisition score	65.31	12.16	Moderate	64.40	16.44	Moderate

Table 1 shows that the mean scores for electronic cataloguing and classification skills acquisition of cataloguers in Federal university libraries is 65.31 while for State university libraries it is 64.40. There was no big difference in the mean scores for electronic cataloguing and classification skills acquisition of cataloguers in both Federal and State university libraries. Nevertheless, cataloguers from Federal university libraries have slightly more electronic cataloguing and classification skills acquisition with the mean score of 0.91 compared to cataloguers from State university libraries. The interpretation of standard deviation (SD) in research question one (1) indicated that the standard

deviation scores for the two groups, Federal and State university libraries are 12.16 and 16.44 respectively. This showed that the items for Federal university libraries are lower and more homogenous in nature with SD differences of 3.28 compared to the State university libraries that are more heterogeneous in nature. The SD scores for the two groups showed that the items are heterogeneous in nature.

Research Question 2: What is the difference in the mean scores for electronic cataloguing and classification practices of cataloguers in Federal and those in State university libraries in South-East, Nigeria?

Table 2: Mean scores on the electronic cataloguing and classification practices of cataloguers in Federal and those in State university libraries in South-East, Nigeria.

	Federal State (N=144) (N=57)					
	Mean	SD	Remark	Mean	SD	Remark
1. Locate and copy cataloguing data online through international computer networks	3.87	1.03	Agree	2.72	1.35	Disagree
2. Provide remote library catalogues on desktops	3.40	1.20	Agree	2.44	1.12	Disagree
3. Replicate extra and new copies of library resources using computer	3.72	1.11	Agree	2.47	1.17	Disagree
4. Utilize Online Public Access Catalogue (OPAC) for retrieval of information	4.02	.98	Agree	3.04	1.41	Agree
5. Use Library of Congress websites for cataloguing	4.07	1.00	Agree	3.33	1.29	Agree
6. Use Cataloguing in publication (CIP) to retrieve bibliographic information of book	4.18	.82	Agree	3.96	1.10	Agree
7. Update database in online catalogue	3.97	1.15	Agree	2.81	1.47	Disagree
8. Share online database with other institutions	3.35	1.19	Agree	2.84	1.46	Disagree
9. Access and download bibliographic and authority records from the Library of Congress online catalogue	3.83	1.11	Agree	2.74	1.23	Disagree
10. Use non-professionals in copy cataloguing and resource sharing in cataloguing activities	3.34	1.33	Agree	2.37	1.45	Disagree

Table 2 indicates that cataloguers in Federal and State university libraries are alike and agree on three (3) cataloguing and

classification practices respectively:- Utilizing Online Public Access Catalogue (OPAC) for retrieval of information (mean

= 4.02 and 3.04), using Library of Congress websites for cataloguing (4.07 and 3.33), and using Cataloguing in Publication (CIP) to retrieve bibliographic information of book (mean = 4.18 and 3.96).

However, cataloguers in Federal university libraries differ and disagree with State university libraries on the seven (7) cataloguing and classification practices and these include-: locating and copy cataloguing data online through international computer networks (mean = 3.87 and 2.72), providing remote library catalogues on desktops (mean = 3.40 and 2.44), replicating extra and new copies of library resources using computer (mean =

3.72 and 2.47), updating database in online catalogue (mean = 3.97 and 2.81), sharing online database with other institutions (mean = 3.35 and 2.84), accessing and downloading bibliographic and authority records from the Library of Congress online catalogue (mean = 3.83 and 2.74) and using non-professionals in copy cataloguing and resource sharing in cataloguing activities (mean = 3.34 and 2.37).

Hypothesis 1: There is no significant difference in the mean scores for electronic cataloguing and classification skills acquisition of cataloguers in Federal and those in State university libraries in South-East, Nigeria.

Table 3:
T-Test of difference in the mean scores for electronic cataloguing and classification skills acquisition of cataloguers in Federal and those in State university libraries in South-East, Nigeria.

Source of variation	N	Mean	SD	df	t-cal	P-value	Decision
Federal	144	65.31	12.16	199	.42	.66	Not-Sig
State	57	64.40	16.44				

The results in table 3 shows that the mean scores of cataloguers in Federal university libraries in South-East, Nigeria (Mean=65.31, SD=12.16) was not significantly greater than that of the cataloguers in State university libraries (Mean=64.40, SD=16.44); t (199) .42, p=.66. The null hypothesis of no significant difference in the mean scores for electronic

cataloguing and classification skills acquisition was therefore accepted.

Hypothesis 2: There is no significant difference in the mean scores for electronic cataloguing and classification practices of cataloguers in Federal and those in State university libraries in South-East, Nigeria.

Table 4:
T-test of difference in the mean scores for electronic cataloguing and classification practices of cataloguers in Federal and those in State university libraries in South-East, Nigeria.

Source of variation	N	Mean SD	df	t-cal	P-value	Decision
Federal	144	3.78 .73	199	7.24	.00	Sig
State	57	2.87 .95				

The results in table 4 show that the mean score for electronic cataloguing and classification practices of cataloguers in Federal university libraries in South-East, Nigeria (M = 3.78, SD = .73) was significantly greater than that of the State university libraries (M = 2.87, SD = .95); t (199) 7.24, p = .00. The null hypothesis of no significant difference in the mean scores for electronic cataloguing and classification practices was therefore rejected.

Discussion of the Findings

1. The findings pertaining to research question one indicated that cataloguers from Federal university libraries have a slightly higher mean score of 0.93 in electronic cataloguing and classification skills acquisition, with a standard deviation (SD) difference of 3.28 compared to cataloguers from State university libraries.
2. For research question two, the interpretation of standard deviation (SD) for the two groups, Federal and

- State university libraries are 1.09 and 1.31 respectively. This shows that the items for Federal university libraries are lower and homogenous in nature when compared to the State university libraries that are higher and heterogeneous in nature. This simply means that the items on electronic cataloguing and classification practices among cataloguers in Federal and State university libraries are homogeneous in nature.
3. Furthermore, the mean difference for all the 10 items on electronic cataloguing practices which ranged between 0.22 and 1.25, in favour of cataloguers in Federal university libraries shows that they rated electronic cataloguing and classification practices higher than cataloguers in State university libraries.
4. Hypothesis testing: This indicates that there is no significant difference in the mean ratings of cataloguers in Federal and State university libraries regarding their acquisition of

electronic cataloguing and classification skills (hypothesis one) and practices (hypothesis two).

5. There was no big difference in the mean scores of library staff in both University types. However, mean differences of 1.15, 0.96, 1.25, 0.98, 0.74, 0.2, 1.16, 0.51, 1.09, and 0.97 for items 1, 2, 3, 5, 6, 7, 8, 9 and 10 in favour of cataloguers in Federal University libraries shows that they rated electronic cataloguing and classification practices higher than cataloguers in State university libraries.
6. The above results suggest that the items on electronic cataloguing and classification practices among cataloguers are homogeneous in nature and are spread towards the mean.
7. The study findings revealed that electronic cataloguing and classification skills and practices, were slightly more prevalent in Federal university libraries compared to State university libraries. The null hypotheses of one and two were accepted, indicating no significant difference in electronic cataloguing and classification skills acquisition and practices among catalogers in Federal and State university libraries.

Conclusion

Cataloguing and classification are both very essential procedures in the processing and organization of information materials in the library for easy access and location by the users. In this study, it has been revealed that there are variations in a number of core

issues pertaining to cataloguing and classification skills and practices of cataloguers in Federal university libraries and those in the State university libraries. Cataloguers in Federal university libraries acquire more electronic cataloguing and classification skills and do the practices more when compared to their counterparts in State- owned university libraries. It is therefore, imperative that accessibility to information resources in these libraries would also vary.

Implications of the Study

It is clear from the study that cataloguers from Federal university libraries acquire more electronic cataloguing and classification skills and do more practices than their counterparts in State university libraries. This finding has implication for the State university library management. The State university library management should train and retrain their cataloguers to acquire more skills such as locating and copying cataloguing data online through international computer networks, providing remote library catalogues on desk, replicating extra and new copies of library resources using computer, utilizing Online Public Access Catalogue (OPAC) for retrieval of information, using Library of Congress websites for cataloguing, using Cataloguing in publication (CIP) to retrieve bibliographic information of book, updating database in online catalogue, sharing online database with other institutions, among others as stated in the table above.

Cataloguers from State-owned university libraries should ensure that they use the

electronic cataloguing and classification skills acquired to enhance users' access to diverse collections of resources in a digital environment.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. There is need for constant training and retraining of cataloguers of State university libraries in information and communication technology (ICT) with the aid of the university management to meet up with those in Federal university libraries. This will go a long way in improving their electronic cataloguing and classification skills acquisition. With this improvement, they will effectively and efficiently carry out their jobs.
2. The management should also send their cataloguers in State university libraries to conferences and workshops that will help them acquire the needed skills to improve their knowledge in electronic cataloguing and classification practices and also possess appreciable level of ICT skills for effective and efficient job performance.

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