

ASSESSMENT OF RELATIONSHIP BETWEEN KNOWLEDGE OF LIBRARIANS ON RDA AND THE IMPLEMENTATION IN SELECTED UNIVERSITY LIBRARIES IN NIGERIA

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Abstract: This study assessed Relationship between Knowledge of Librarians on RDA and the Implementation in Selected University Libraries in Nigeria. The study tests the hypothesis there is no significant relationship between the knowledge of librarians on RDA and its implementation in selected university libraries in Nigeria. The study employed a correlation research design, suitable for measuring the degree of association between variables. The target population comprised cataloguers and classifiers from four selected university libraries in Nigeria. Purposive sampling was used to ensure a manageable sample of 39 individuals. The primary data collection instrument was a self-designed questionnaire titled "Questionnaire Assessment of Relationship between Knowledge of Librarians on RDA and the Implementation in Selected University Libraries in Nigeria." The questionnaire underwent validation and reliability testing. Data collection involved the assistance of four research assistants, and data analysis utilized both descriptive and inferential statistics, including the Pearson product-moment correlation coefficient (PPMC). The study analyzed the demographic characteristics of the respondents, including gender, working experience, and qualification. It revealed that the majority of respondents were male (56.4%), with the highest percentage having 6-10 years of working experience (41.0%), and holding a Bachelor's degree in library and information science (48.7%). The statistical analysis using PPMC yielded a non-significant relationship ($p > 0.05$) between librarians' knowledge of RDA and its implementation in selected university libraries in Nigeria. This finding implies that knowledge of RDA is not a predictable variable for librarians in university libraries in Nigeria. The study recommended that the establishment of regular and comprehensive RDA training programs, the development of online resources, and the consideration of certification programs.

Keywords: Resource Description and Access (RDA), Librarians, Implementation, Cataloging, University Libraries, Knowledge.

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Introduction

The field of library and information science has witnessed a seismic shift in cataloging practices with the emergence of Resource Description and Access (RDA) as a new standard for bibliographic description. RDA, developed to replace the Anglo-American Cataloging Rules (AACR2), represents a departure from traditional cataloging rules by offering a more flexible, user-centered, and internationally harmonized framework for describing and providing access to information resources. Its principles aim to facilitate resource discovery in an increasingly digital and interconnected world (RDA Toolkit, 2019). In the global context, libraries and information institutions have been gradually adopting RDA to keep pace with evolving information technologies and user expectations. However, the effective implementation of RDA hinges on various factors, including the readiness and expertise of librarians tasked with cataloging and metadata creation. For Nigerian university libraries, where the role of academic libraries in supporting higher education and research is pivotal, the successful adoption of RDA is crucial for improving the discoverability and accessibility of academic resources.

Nigerian university libraries face the dual challenge of keeping pace with international cataloging standards and meeting the specific needs of their academic communities. The successful

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implementation of RDA in these libraries requires a deep understanding of RDA principles, best practices, and proficiency in applying them to the diverse range of materials found in university collections. However, the gap between librarians' knowledge of RDA and its implementation in practice remains a subject of concern. Librarians need not only to understand the principles of RDA but also to apply them effectively to enhance resource discovery, especially in the context of academic libraries (Miksa, 2018).

Hypothesis

Ho₁ there is no significant relationship between knowledge of librarians on RDA and the implementation in selected university libraries in Nigeria.

Methodology

This study employed a correlation research design to examine relationship between knowledge of librarians on RDA and the implementation in selected university libraries in Nigeria. Correlation research design is suitable for measuring the degree of association between two or more variables (Creswell, 2008).

The target population for this study comprised cataloguers and classifiers from four selected university libraries. These individuals

were chosen because of their professional involvement in cataloging and classification activities, which are directly related to RDA implementation. The total population of this study consisted of 39 individuals, with various numbers of cataloguers and university librarians in each library. To ensure a manageable sample, the researcher used purposive sampling. Purposive sampling allowed the researcher to select specific cases based on their relevance to the study, ensuring that the sample represented the population effectively (Cohen, Manion, & Morrison, 2007).

The primary data collection instrument for this study was a self-designed questionnaire titled "Questionnaire Assessment of relationship between knowledge of librarians on RDA and the implementation in selected university libraries in Nigeria ". Before administering the questionnaire, it underwent validation and reliability testing. Validation involved expert evaluation by academics in relevant fields at the University of Maiduguri. Pre-testing was conducted with cataloguers and classifiers from Yobe State University, and the instrument was refined based on their feedback. Reliability was established through statistical testing using the Split-half method and Spearman-Brown Prophecy

Coefficient method, both of which yielded a reliability score of 0.91.

Data collection was carried out with the assistance of four research assistants, one from each of the selected university libraries under study. The research assistants were trained by the researcher in the proper administration and collection of data. An introductory letter was obtained from the Head of the Department of Library and Information Science at the University of Maiduguri. Each questionnaire was accompanied by a covering letter explaining the purpose of the research and ensuring respondents of anonymity and confidentiality. Data collection took approximately two weeks, during which the questionnaires were administered and collected with the help of the research assistants. Data analysis involved descriptive statistics, including frequency counts and scores ranking, to present results in tables as needed. For inferential statistics, the Pearson product-moment correlation coefficient (PPMC) was used to test four null hypotheses at a 0.05 level of significance. Statistical Package for Social Science (SPSS) version 23.0 was utilized for data analysis.

Results

Demographic Information of Respondents

Variables	Frequency	Percentage (%)
Sex:		
Male	22	56.4
Female	17	43.6
Working experience		
1-5 years	9	23.1
6-10 years	16	41.0
11-15 years	6	15.4
16-20 years	5	20.5
Above 20 years	Nil	Nil
Qualification		
Doctorate degree	2	5.1
Master in library and information science	6	15.4
Bachelor in library and information science	19	48.7
Diploma in library and information science	12	30.8
Total	39	100

The table first looks at the gender distribution of the respondents. Out of the 39 participants, 22 (56.4%) are male, and 17 (43.6%) are female. This indicates a slightly higher representation of males in the study. The second part of the table focuses on the working experience of the respondents. The respondents' working experience is categorized into five groups: 1-5 years, 6-10 years, 11-15 years, 16-20 years, and above 20 years. The majority of respondents (41.0%) have 6-10 years of working experience, followed by 1-5 years (23.1%). There is also a significant representation of those with 16-20 years of experience (20.5%). However, there are no respondents with above 20 years of working experience in the sample. The final part of the table examines the qualification levels of the respondents. Respondents' qualifications are categorized into four groups: Doctorate degree, Master in library and information science, Bachelor in library and information science, and Diploma in library and information science. The largest group of respondents holds a Bachelor's degree in library and information science (48.7%), followed by those with a Diploma (30.8%). A smaller percentage holds a Master's degree (15.4%), and a very small percentage have obtained a Doctorate degree (5.1%). This table provides valuable information about the composition of the sample in terms of gender, working experience, and qualifications. It helps readers understand the demographic characteristics of the respondents involved in the study, which can be useful for interpreting the research findings in context.

Test of hypothesis

Summary of Pearson product-moment correlation on knowledge of librarians on RDA and the implementation in selected university libraries in Nigeria

Variables	Mean	Std. Dev.	N	df	r	P	Decision
Implementation of RDA in selected university libraries	10.2000	1.85979	39	37	0.329	0.054	NS
the level of knowledge of librarians on RDA	9.6000	1.81821	39				

$$r_{\text{cal}} = 0.329; r_{\text{tab}} = 0.; p < 0.05$$

Table 4.4.1: indicates that Implementation of RDA in selected university libraries has a mean of 10.2 and standard deviation of 1.9; also knowledge of librarians on RDA have a mean of 9.6 and standard deviation of 1.8. the calculated r- value was .329 and p-value of .054 at the df of 37 at 0.05 level of significance. Therefore, since the p-value of .054 was greater than 0.05, the null hypothesis is accepted. This implies that knowledge have no influence on Implementation of RDA for librarians in university libraries in Nigeria. Therefore, knowledge on RDA has no significant relationship with the implementation in selected university libraries.

Discussion

Finding of this study reveals that there is no significant relationship between librarians' knowledge of RDA and its implementation in selected university libraries in Nigeria. This result challenges conventional expectations that well-trained librarians with a deep understanding of RDA principles would lead to more effective and consistent implementation of the standard (Ajegbomogun & Olorunsola, 2016). One possible explanation for the non-significant relationship is discrepancies in the quality and extent of RDA training received by librarians. While some librarians may have undergone comprehensive RDA training programs, others may have had limited exposure or access to training opportunities (Nwalo & Iwu-James, 2017).

The presence of organizational barriers within university libraries can also contribute to the disconnect between knowledge and implementation. Limited resources, outdated cataloging systems, and competing priorities can hinder librarians' ability to translate their theoretical RDA knowledge into practice (Ocholla & Ondari-Okemwa, 2017). Nigerian university libraries often house diverse resource collections, including both traditional print materials and a growing array of digital resources. The multifaceted nature of these collections can pose challenges in applying RDA consistently across all formats (Olajide, 2016). Librarians may find it more difficult to implement RDA principles for non-print materials, leading to inconsistencies in implementation. Further analysis reveals that there is considerable variability in RDA implementation across the selected university libraries. While the overall relationship between knowledge and implementation may not be statistically significant, individual libraries may demonstrate varying degrees of alignment between librarians' knowledge and practice. Some libraries may have overcome the barriers mentioned above and achieved a closer congruence between knowledge and implementation.

The non-significant relationship between librarians' knowledge of RDA and its implementation in Nigerian university libraries carries important implications for library practice. Adequate and consistent training programs in RDA are crucial to bridge the gap between

knowledge and practice (Ajegbomogun & Olorunsola, 2016). Moreover, libraries should assess and address organizational barriers and invest in the necessary resources and infrastructure to support effective RDA implementation (Ocholla & Ondari-Okemwa, 2017). Comparing these findings with previous research, it becomes evident that the lack of a significant relationship between knowledge and implementation is not unique to Nigerian university libraries. Similar studies conducted in other contexts have also reported challenges in translating RDA knowledge into practice (Miksa, 2018; Ocholla & Ondari-Okemwa, 2017). This suggests that the disconnect between knowledge and implementation may be a broader issue in the adoption of RDA.

Recommendations

Given the non-significant relationship between librarians' knowledge of RDA and its implementation, it is crucial to prioritize comprehensive RDA training programs. These programs should be designed to equip librarians with practical skills and a deep understanding of RDA principles. Recommendations in this area include:

1. Establish regular training sessions or workshops for librarians in selected university libraries, focusing on RDA principles and best practices. These sessions should be interactive and include hands-on exercises to bridge the gap between theory and practice.
2. Create and maintain online resources, such as webinars, video tutorials, and documentation, to ensure continuous access to RDA training materials. This approach accommodates diverse learning styles and schedules.
3. Consider the development of certification programs or professional development pathways in RDA for librarians, incentivizing their participation in training activities and recognizing their expertise in cataloging.

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