An Assessment of the Training and Retraining Needs of Nigerian Cataloguers
By
James Juliana Iwu and Iroagonachi A. Mercy

Abstract
The study examined the capacity building efforts and training needs of Nigerian cataloguers. One hundred and thirty two respondents comprising cataloguers from various libraries in Nigeria were used for the study. A descriptive survey method using a self-constructed questionnaire was used. Four research questions were posed and analyzed using frequency counts and percentages. Most of the cataloguers in the study have left library schools for over eight years and this makes retraining highly imperative. Results showed that the cataloguers were depending more on on-the-job training for capacity building and retraining. The study also revealed that the cataloguers did not depend on only cataloguing education received in library school. There was less dependence on some other means of capacity building like video conferencing, reading web based resources, electronic discussion list/weblog and mentoring. It was discovered that most of the cataloguers studied are becoming interested and willing to be involved in activities formerly the domain of systems librarian e.g. metadata creation, organization of web/digital resources. Interestingly, even cataloguers from purely traditional libraries desired training in recent ICT cataloguing feats.
Some challenges identified facing cataloguers in the area of training and capacity building include the fact that conference/ workshop attendance is not affordable, insufficient cataloguing training outlets in Nigeria, inadequate ICT platform to practice what has been learnt as most libraries in Nigeria are not automated and a dearth of current cataloguing literatures. The study concluded that the cataloguers' sampled need to take urgent steps to train and retrain regularly since knowledge is dynamic in nature.

Introduction
Cataloguing and classification is one aspect of librarianship that has witnessed radical changes due to the introduction of ICT, information explosion and the emergence of information in numerous formats. The dynamic nature of the library client has also contributed to the ongoing changes evidenced by update and upgrade in cataloguing standards and rules. Atinmo (2007) has observed that the interconnection of the world through the use of the internet and the web has changed the fundamental roles, paradigms and culture of libraries and librarians, particularly cataloguers .This is also upheld by Chang and Hosein (2009) who pointed out that the infusion of technological innovations into libraries and the changing role of cataloguers have unearthed a new dimension in the sphere of cataloguing. Considering these imminent changes, in order to remain relevant and flow with the new dimensions, Glasser (2007) opined that aspiring catalogers need to develop a set of skills that include, yet go beyond, the traditional knowledge of bibliographic control, subject analysis, authority control, the MARC record, cataloging rules, and classification systems. According to him, computer skills, communication skills, teaching skills, and knowledge of non-MARC metadata standards have already been seen as skills required for the tasks professional catalogers complete today. Atinmo (2011) advised that given the dynamics of the 21st century information landscape, there is the need for cataloguers to get retrained such that they can function appropriately; cataloguers must go beyond

the ordinary and new training should help eradicate digital illiteracy. She advised that cataloguers should become knowledgeable in the use of new and emerging technologies. This study seeks to identify the efforts of Nigerian cataloguers at improving themselves after leaving library schools and the challenges they face in that bid.

Research Objectives
a) Examine how cataloguers have been able to build capacity in cataloguing and retrain themselves after library school
b) Identify areas of cataloguing which Nigerian cataloguers demand more training in
c) Investigate whether cataloguers in purely traditional libraries are interested in trainings in recent cataloguing feat
d) Identify challenges facing cataloguers in the area of training and capacity building

Research Questions
a) How have cataloguers been able to build capacity in cataloguing and retrain themselves after library school?
b) What areas of cataloguing do Nigerian cataloguers demand more training?
c) Are cataloguers in purely traditional libraries interested in trainings in recent cataloguing feats?
d) What are the challenges facing cataloguers in the area of training and capacity building

Statement of the Problem

There is a rapid acceleration in the application of ICT to cataloguing which means that the knowledge gained via library schools become shorter as obsolescence comes more quickly due to the short shelf life of knowledge. In order to remain relevant in the field of library and information science, cataloguers ability to acquire and apply knowledge must be enhanced, hence, the need for training and retraining. Providing the training and necessary infrastructure to help cataloguers build capacity and maintain relevance is a challenge for cataloguers in a developing nation such as Nigeria. These challenges can be overwhelming, thus it is necessary for them to be prepared to spend time, energy and resources to acquire many different skills to cope with the pressure of emerging ICT in cataloguing.

Literature Review

Diso and Njoku (2007) confirmed that the integration of ICT in the Library and Information Science (LIS) schools in Nigeria is still in its infant stage noting that the majority of LIS schools have no competencies in the teaching of the courses. Manir (2009) after a review of some literature in LIS education in Nigeria argued that courses offered in LIS schools placed high emphasis in print orientation, print media with very little on post industrial information and communication technologies. He equally noted that most LIS schools teach these ICT courses theoretically because they have inadequate laboratories for computer and poor internet access. Many of these organizations as well as commercial agencies and library schools sponsor conferences and workshops, all of which should provide sound educational experiences stated objectives and principles and should be presented by qualified teachers. Training experiences such as those sponsored by the bibliographic utilities to explain their systems are also necessary. Hill (2002) is of the view that in a shorter time frame catalogers and those who manage cataloging operations have to do what's in their power to make up for the education and training that library schools don't provide. According to her, there are many ways to go about it, and many sources of education, but in order to take advantage of them; it's necessary first to recognize that pursuing such training is not only worthwhile but essential.

Lamenting on the situation in Nigeria, Oladapo (2005) is of the view that there are professional librarians in Nigeria whose knowledge of library automation have been rendered obsolete owing to lack of training and retraining in modern library practices. He further advised that today's cataloguers need to change their working habits and attitudes rather than simply complain that the world is not what it was when they entered the profession; the new roles require cataloguers with ambition and drive with in-depth knowledge of IT applications and development, as well as the more traditional skills of information management. According to him, for cataloguers to be prepared for the future, they need to be prepared since the library world is facing a drastic change worldwide. It would also be most practical and proactive for cataloguers to be prepared to adjust to these changes by making themselves suitable to handle workflow and activities as they come by thereby making the impact expected of them.

Methodology

The descriptive survey method was adopted for the study. The target population of the study is all librarians who are currently serving or have served in the cataloguing section of libraries in Nigeria. The sample consisted of one hundred and thirty-two cataloguers purposively selected during a cataloguing and classification and indexing section workshop. A self-developed questionnaire was used to collect data so as to elicit the views of cataloguers as to how they have been able to build capacity in cataloguing and retrain themselves after leaving library school. The Cronbach's alpha Co-efficient (r) was used to test the reliability of the instrument. The Cronbach's alpha returned a correlation coefficient of 0.79 which indicates that the instrument is reliable enough for the conduct of this study. Data was analyzed using frequency counts and percentages. Data collected were analyzed using descriptive and inferential statistics.

Findings

Table 1 depicts that 55 percent of the respondents are female while 45 percent represents male. The result of this study showed that twenty-three percent (23%), of the respondents hold a first degree (BLS/ BLIS/HND) while the preponderance of respondents, seventy-seven (77%) percent, possess masters' degree. None of the cataloguers sampled possess a PhD. As shown in above, thirty-one (31%) percent, of the respondents have over ten years total work experience. While forty-two (42%) percent, have fifteen years work experience and exposure to cataloging. In addition twenty-one (21%) percent of the respondents have above sixteen years working experience.

The result from data collected it was revealed that most cataloguers, 62% belong to the traditional libraries. 14% belong to fully automated libraries while 39% were still in the process of automating their library system. The finding is consistent with literature as reported by Speirs (2010) ; Obajemu and Ibegwam (2006) who submitted that the development and implementation of technology in the libraries of Nigeria is still a work in progress and that Nigeria is severely challenged by the lack of a basic infrastructure which has prevented strong economic development in most areas. The data collected also revealed that all the cataloguers sampled showed interest in training related to current application of ICT to cataloguing even cataloguers from purely traditional libraries.

Table 1. Demographic Background of Respondents

gender	Freq.	%	qualification	Freq.	%	age	Freq.	%	Work experience /exposure to cataloging	Freq.	%
Male	73	45	BLS/BLIS/HND	30	23	18-28 years	19	14	1-5 years	8	6
Female	59	55	MLS	102	77	29-39 years	32	24	6-10 years	41	31
			PhD			40-50 years	53	41	11-15 years	55	42
			Others	-	-	50+ years	28	21	16- above	28	21
Total	132	100		132	100		132	100		132	100

Table 2: Years of Obtaining Masters in Library Science

Years obtained MLS	Freq.	%
Less than 1 year	6	5
1-3 years	14	11
4-6 years	10	15
6 -8 years	20	8
8-10	11	8
10-12years	50	38
12+years	21	15
Total	132	100

The survey indicated that higher proportion of sixty-nine (69) percent of the respondents earned their masters degree more than eight years ago as shown in table 2 and this lends credence to the argument of Hill (2002) who posited that **c**atalogers and cataloging managers must realize that a library school education is insufficient to everybody's needs, not just catalogers', and that even if people did emerge from school richly educated, things are moving so fast that there will always be the need to update information and skills

Table 3. Method of **capacity building in cataloguing to maintain relevance after library school**
Please indicate your level of agreement with the following statements.

Training efforts	Strongly agree		Agree		Disagree		Strongly disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
My library carries out routine in-house training for cataloguing staff	75	57	34	25	10	8	13	10
I depend on only cataloguing education received in library school	8	6	21	16	62	47	41	31
I subscribe to latest cataloguing journals	9	7	5	4	82	62	36	27
I engage in Video conferencing to learn more about cataloguing.	-		-		-		-	
I read web based resources to improve myself.	9		25		22		75	
I am attached to an experienced mentor who teaches me.	4	3	2	2	54	40	72	55
I get involved in staff exchange programme for development.	6	5	9	7	72	54	45	34
I build capacity by attending cataloguing and classification workshop organized by local association e.g. (NLA)	24	18	36	28	5	4	67	50
I build capacity by engaging in electronic discussion lists and weblogs.	13	9	23	18	74	56	22	17
I build capacity by depending on the job training experience	77	58	33	25	12	9	10	8
I build capacity by receiving training from Software vendors.	26	19	23	18	12	9	71	54
I build capacity from Peer training.	11	8	8	6	35	27	78	59

All the surveyed cataloguers in the study have engaged in one form of training or another. Seventy-seven (77%) percent of the respondents indicated on the job training to be the highest form of training received aside library schools. Considering that most of the respondents come from traditional libraries, it behooves on one to wonder at the type of training received. Sixty-seven (67%) percent indicated that they did not depend on cataloguing and classification workshop. This pathetic situation could be explained when one observes that attendance at workshops, conferences and seminars are very expensive, an average staff member will need a lot of money to cover conference fees, conference materials such as bags and papers, lunch, accommodation and transportation. Forty-seven (47%) percent indicated that they didn't depend on only education received in library school. Video conferencing, reading web based resources, electronic discussion lists and weblog ranked low, this could be attributed to the inadequacy of ICT in the libraries. This study has also indicated that Mentoring as re-training program

for cataloguers receives little attention. Sixty-two (62%) percent of the respondents indicated that they did not subscribe to recent cataloguing journals. Staff exchange was also hardly employed as a strategy as only seven 7% percent indicated that they employed this measure.

Table 4. **Type of Training Needs To Function In This Information Age**

Type of training	Freq.	%
Metadata creation: developing metadata schemes, , extraction and manipulation	89	67
Computer applications(Understanding more about how computers work, what they can do, and what they can't do)	110	83
Cataloguing Africana materials	34	25
Organization of web/digital resources	75	56
Online cataloguing using the databases of other reputable libraries	125	94
Cataloguing internet resources and other electronic files	65	49
Database construction and management	61	46
Electronic archiving	77	58
Management of materials in new numerous formats;	67	50
Learning to read code: XML, SQL and CQL	50	37
Building an interactive user base using modern tools like the social media networks	65	49
Working online as an indexer and abstractor of web resources.	65	49
Conducting retrospective conversion /migration	87	65

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Table 5: Challenges faced by cataloguer in the area of training and continuing education
Please indicate your level of agreement with the following statements.

Challenges	Strongly agree		Agree		Disagree		Strongly disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Conference/ workshop attendance is not affordable	61	46	15	11	38	29	18	14
Conference/ workshop are usually ill-timed for me	10	8	8	6	61	46	53	40
No ICT infrastructure/platform to practice what has been learnt as our libraries are traditional in nature	71	54	11	8	33	25	17	13
My institution cannot pay to invite a professional to train us	36	28	67	50	08	6	21	16
The few professionals in cataloguing are too busy to have time for training others	29	22	21	16	63	48	19	14
Cataloguing trainings outlets in Nigeria are not enough	41	31	64	49	22	17	05	3
There is a dearth of current cataloguing literatures	15	11	65	49	27	21	25	19
Cataloguing workshops in Nigeria are usually theoretical as there are usually no practical training sessions	95	72	37	28	-		-	
We don't have cataloguing training manual in my library	41	31	8	6	58	44	25	19

Table 5 clearly revealed that cataloguers indicated higher interest in latest cataloguing technologies as opposed to ordinary routine work that they were used to .This further affirms the submission of Nwalo (2005) that more catalogers are becoming interested and willing to be involved in activities formerly the domain of systems librarians. From the table 5 Fifty-three (53%) percent of the respondents indicated that they have time to attend conferences and workshop as the timing is ideal to them but then, forty-six (46%) percent indicated that Conference/ workshop attendance is not affordable. From the result, a sweeping seventy-two (72%) percent are of the view that organizers of cataloguing workshops in Nigeria need to incorporate more practical hands-on training than theory and even online trainings, they should also produce newsletters. The association should also collaborate with libraries whose facilities are modern for training. Amongst the challenges faced by cataloguers in Nigeria as revealed by the table is a dearth in current cataloguing literatures, this challenge can especially be tackled considering

numerous amount of information on the internet. The internet makes it possible for librarians to access large volumes of information irrespective of geographical location. This then boils down to the availability of ICT in the libraries for which the respondents revealed that inadequacy/lack of ICT and automated libraries to practice in is a major challenge as indicated by seventy-seven (77%) percent of the respondents.

Recommendations/ Conclusion

Nigerian cataloguers must face the reality of new policies and changing cataloging rules, emerging formats of information resources and the application of ICT to cataloguing. It is often said that capacity building has to be an ongoing process over a professional's entire career, not a one-time exposure followed by practice alone. Continuing education should continue through and to the end of the cataloguer's career. This has not been the case with cataloguers in Nigeria, thus the need to take urgent steps to be trained and retrained regularly since knowledge is dynamic in nature. Apart from on-the-job training, cataloguers should seek to develop themselves through some other means of capacity building like video conferencing, reading, web based resources, electronic discussion list/weblog and mentoring. However, organizers of conferences and workshops should make them affordable since cataloguers are interested and willing to be involved in activities that are formerly the domain of systems' librarians. Librarians should organize sufficient cataloguing training outlets from time to time. Also government and proprietors of institutions should endeavor to provide adequate ICT platform in our libraries, this will in turn help cataloguers to *build* a solid career that is 21st century compliant. Cataloguers should develop their writing skills and contribute to journals of cataloguing as this will invariably solve the problem of a dearth of current cataloguing literatures to a great extent.

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