

Awareness and Use of Resources Description and Access (RDA) among Librarians in Nigeria Libraries

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Received on 18.01.2021, Accepted on 30.04.2021

ABSTRACT

Many initiatives have been launched by countries who would like to keep themselves up-to-date by using and implementing resources description and access (RDA) in their library catalogues. This study examined the awareness and use of (RDA) among librarians in Nigeria libraries. Three objectives were guided the study. The target population consist of 354 certified librarians of Nigeria from various libraries and institutions across Nigeria that was inducted by the Librarians' Registration Council of Nigeria (LRCN) on the 8th November, 2019. A social survey method of research was adopted for the study and questionnaire as a research instrument was used. The outcome of this study reveals that majority 171(70%) of the respondents were aware of resources description and access. Even though there awareness does not influence there usage, since majority 196(81%) had not been used (RDA). The findings, also, indicated the areas of librarian's preparation for RDA, such as alternative power supply, alternative fund, availability of network, training on RDA, access to computer, effective bandwidths, computer skill, technology know how, stable technology among others. Appropriate recommended were proffered.

KEYWORDS: Use, Resources, Description, and Access (RDA), Nigeria Libraries.

INTRODUCTION

Librarians in Nigeria libraries needs to be proactive and come on board to adopt a new cataloguing standard, supports libraries in their bibliographic description processes by increasing access points. The increasing importance of Resource Description and Access implementation requires adaptation to a new bibliographic universe. Therefore, a new cataloguing standard for the digital future called Resource Description and Access (RDA) has been developed to replace the

Anglo-American Cataloguing Rules, Second Edition (AACR2). It provides instructions and guidelines on listing bibliographic resources more functionally, describing information resources in all formats including printed resources, sharing metadata in the digital environment, and integrating libraries with the Semantic Web.)."(IFLA, 2009)

Today the Anglo-American Cataloguing Rules, or AACR, is the most widely-used standard for descriptive cataloguing in the English speaking world. Resource Description

and Access is the new standard for description and access, which will replace AACR in 2009. As well as being adopted in Australia, New Zealand, Britain, Canada and the United States, RDA is being considered for adoption in other countries that currently have their own descriptive cataloguing codes - such as Germany and France. RDA is being developed as a new generation cataloguing code, designed for the digital world. It will provide instructions for the description of all types of resources, including online. Descriptions created using RDA will be usable in the digital environment - in web based catalogues and other resource discovery services (Deirdre Kiorgaard (2008). More so, resources description and access built on the principles, conceptual models, and standards such as AACR2, functional requirement for bibliographic record (FRBR), and Functional Requirements for Authority Data (FRAD), and International Standard Bibliographic Description (ISBD).

Meanwhile, RDA builds on the strengths of AACR2 but has some new features that make it more useful for description as a cataloguing code for the digital environment in which libraries now operate.

- RDA is better at catering for digital resources and for resources with multiple characteristics and will provide more guidance on the creation of authority headings.
- RDA has been developed with the end-user in mind.
- RDA provides a consistent, flexible and extensible framework for the description of all types of resources, including digital resources and those with multiple characteristics.
- RDA is compatible with internationally established principles, models, and standards.
- RDA is compatible with a range of encoding schemas, such as MODS, Dublin Core, ONIX and MARC. It will allow library bibliographic records to be integrated with those produced by other metadata communities, and to move into the digital environment beyond library catalog.
- RDA will enable, with systems support, the grouping together of bibliographic records for different editions, translations or formats of a work, to achieve a more meaningful display of data for users.
- RDA is a Web-based product, which enables cataloguers to move between related

instructions using hyperlinks and to integrate their own institutional policies.

- RDA is a transitional stepping stone that requires only small changes to catalog records but moves the metadata in catalog much closer to full utilization of FRBR models. (<https://www.librarianshipstudies.com/2017/07/what-are-benefits-of-rda.html>)

There are some important differences between AACR2 and RDA. RDA allows the recording of what is seen by following the International Cataloguing Principles (ICP), eliminates incomprehensible abbreviations, uses related FRBR entities (for finding, identifying, selecting, and obtaining information resources), and provides better display opportunities in library catalogues for clustering information about titles and authority data. RDA has been developed by the Joint Steering Committee for Development of RDA (JSC), with representatives from the American Library Association (ALA), The Australian Committee on Cataloguing, The British Library, the Canadian Committee on Cataloguing, Chartered Institute of Library and Information Professionals, (CILIP), Deutsche National bibliotheca, and the Library of Congress Based on a conceptual model outlined in the Functional Requirements of Bibliographic Records (FRBR) (Deirdre Kiorgaard, 2008).

Final Report (1998), RDA strives to describe resources in such a way as to promote general user tasks, including finding, identifying, selecting, and obtaining information resources. Therefore, examine the awareness and use of librarian's as creators of bibliographic records in accordance with RDA is necessary to manage and ensure a smooth and current transition from AACR2 to RDA. This study examines the awareness and use of RDA among the librarians in the Nigeria libraries. (Library of Congress, 2012)

OBJECTIVES OF THE STUDY

The main objective of this study is to examine the level of awareness and use of resources description and access in Nigeria libraries while the specific objective are:

1. To examine the level of awareness of librarians regarding terminology of RDA
2. To identify level of use of RDA in Nigeria Libraries

3. To ascertain professional preparation level of the librarians regarding RDA implementation.

RESEARCH QUESTIONS

The following are the questions to which the study will provide answers:

1. What is the level of awareness of librarians regarding terminology of resource description and access (RDA)
2. What are the levels of use of RDA in Nigeria Libraries?
3. What is the professional preparation level of the librarians regarding RDA implementation?

REVIEW OF RELATED LITERATURE

Revision had been continuously made in AACR2 since 1978 to suit the current nature of resources. The regular revision in AACR2 rules made it more complex in nature. After making the necessary changes in AACR2 to fulfil the need of new formats of resources especially electronic resources, there are still issues to be resolved which demands out of the box thinking. This view is crowned in the International Conference on the Principles and Future Development of AACR held in Toronto in 1997. The Joint Steering Committee (JSC) took initiatives to meet the current demands and as a result of it, Resource Description and Access has emerged as a successor of AACR2. AACR2 was emerged mainly for card catalogues in the pre-computer era. In those periods, the resources were available in print form, and not in digital form. AACR2 has emphasized on description of the carrier of information, which suited the print formats, and not electronic resources. RDA aims to address this issue and the complex nature of AACR2 (Rebecca Kemp, 2007).

The June 2006 RDA draft wanted to introduce new terminologies to move from the card catalogues. The terminology "the heading" used in AACR2 for card catalogues was replaced by "access point". Similarly "primary access point" and "additional access point" have also been proposed as replacements for "main entry" and "added entry" respectively (Lynne C. Howarth and Jena Weihs, 2008).

"Different types of materials such as sound recordings, cartographic materials, motion

pictures and video recordings can be catalogued by AACR2, but some of them fall into more than one of AACR2's categories, where actual problems arise for cataloguing. Some categories are based on content, for example cartographic materials, graphic materials and three-dimensional artefacts, while others are based on carrier, that is physical medium in which data are stored, for example sound recordings, motion pictures, video recordings, computer files and microforms. If a map is issued electronically, how it should be catalogued i.e. under cartographic materials or under electronic resources. A new approach is mandatory to catalogue this kind of resources.

The Joint Steering Committee of AACR2 organised a meeting in 2004 to revise AACR2. The committee received comments from a constituency review of an early draft and understood the need of a completely different approach. The committee renamed the revised version of AACR2 as RDA" (Liz Miller, 2011). As a result of JSC's initiatives a new cataloguing standard has emerged as a successor of AACR2 and is built on the strength of AACR2 (Anglo American Cataloguing Rules 2002).

Besides, Sanchez (2011) in a survey on "*RDA, AACR2 and what cataloguers think*" reported mixed feelings of cataloguers towards RDA and AACR2 and its implementation as well as facts and knowledge levels of respondents on RDA.

The result of the findings showed that, (62%) of cataloguers from United States, Canada and United Kingdom were said to be uncertain about RDA while (43%) were anxious of RDA. The study further shown that, (43%) had negative feelings (fear, distrust, anxiety) compared to (28%) with positive feelings (acceptance, positive anticipation, glad it's coming).

Likewise, Atılgan, Özel, and Çakmak (2015) in a study examined the perception and expectations of cataloguers on implementation of RDA in Turkey libraries. The study reported that, more than half (52.6%) had no idea or did not understand the statement about RDA vocabularies and RDA element set and its terminology. The study further revealed that, 48.7% of the respondents

understand and agree that RDA implementation processes create stress for their libraries and for their workspaces. In 2013, cataloguers in Ohio Public Library were examined and the report of the study established that, there existed major differences in RDA knowledge based on geographical location of Ohio cataloguers and their educational attainment (Lambert, Panchyshyn & Mccutcheon, 2013).

In addition, Sokari, Bello and Joel (2016) in a study revealed low level of awareness of RDA and that, majority of librarians in the university libraries of Northwest zone of Nigeria were favourably disposed to RDA. Only 40% librarians out of the 224 who responded to the study said they were aware of RDA and were favourably disposed toward the change to RDA. Oguntayo and Akinniyi (2016) in their study titled "awareness, knowledge and implementation of RDA in academic libraries in Nigeria" reported that, respondents were only aware of topics relating to overview and development of RDA.

Challenges of Resources Description and Access in Nigeria Library

The challenges for implementation of RDA in Africa go beyond the cost. Frequent power failure and poor Internet connectivity, low Internet bandwidth, etc. could limit Internet access for those librarians and cataloguers whose computer and technological skills should in principle facilitate the online search for those resources. This point was stressed by Sharma's article Sharma (2012) indicates that the results of research carried out in four African countries (South Africa, Zambia, Egypt and Algeria) in 2009 to find out about the World Internet Statistics, shows 6.7% of Africa's Internet access, compared to the World average of 24.7%. Similarly, the number of users of Internet in Africa averaged 3.9% of the nearly one billion people. This is due to low bandwidth which limits Internet connectivity and in consequence affects the quality of access to online information. The article gave the example of university libraries in Malawi which showed that despite the university's wide variety of electronic resources that are available through some programs, the quality of the Internet connectivity remains a great hindrance. In South Africa, research was conducted in 2010 to determine the growth of Internet usage. The

findings show that there was a constant growth in the use of Internet yearly but at a very slow rate, which was due to challenges such as lack of infrastructure for the Internet, and high cost of computer technology Naidoo (2010), Ezchona and Ugwuanyi (2010) pointed out that "in Africa, access to adequate Internet bandwidth presents a great challenge for University management".

Emmanuel and Alfred (2008) also state in "Challenges of managing information and communication technologies for education: Experiences from Sokoine National Agricultural, Library" that low bandwidth is a common problem in many African universities, of which Sokoine National Agricultural is no exception. The effect of the low bandwidth is felt more in the university library than other sections of university because of the need to download information resources from the Internet. The authors further emphasize the unreliability of power supply facing the Sokoine National Agricultural University. The authors indicated that Information and Communication Technology (ICT) facilities rely on electricity for their functioning, while frequent power cut is a persistent problem in Tanzania, and that is causing great problem in the management and utilization of ICT facilities and service in the university and the library in particular (Emmanuel and Alfred 2008). The problem of Internet connectivity has made the production of RDA handbook more important for cataloguers in developing countries, especially in Sub-Sahara Africa. This fact has been supported by Sharma's article Sharma (2012) which pointed out that despite the fact that Internet access has improved for many academic libraries in sub-Saharan Africa, the high cost of access still remains the major limiting factor in its utilization, which could also be a barrier to the implementation of RDA or easy access to RDA toolkit and other related resources.

Similarly Ahonsi, (2014) reported that in Nigeria, only 25% of the 4 respondents in the 4 libraries from Kaduna State have heard about RDA, the percentage increased to 50% of the 10 respondents in Benue State and 75% of the 4 respondents in Kenya. In the case of using RDA rules in cataloguing library resources, the percentage was tremendously low in both

countries, with only 25% in Kenya, and 0% in both Benue and Kaduna States in Nigeria.

More so, Mensor and Ramdzen (2014) adopted the survey method to assess cataloguers' knowledge and opinions of RDA. The study finds that, overall, cataloguers were very aware of RDA and 90% knew that its adoption would require further training. It also noted that only a few respondents were aware of the differences which separated RDA from AACR2 Mensor, (2014). This study can be recognized as a credible Attempt to collect and analyse cataloguers' perceptions of RDA prior to its rollout in Malaysia.

Baby and Mathew (2012) pointed out in their findings published on "Developing technology skills for Academic librarians: a study based on the universities in Kerala, India" that the utmost common problem of computer usage among librarians at the university library in Kerala, India was due to librarians' inadequate computer skills, electric power failure, inadequate computers in the libraries and frequent breakdown of system. These mentioned challenges also could hinder the understanding of RDA rules in India, which is a common phenomenon in most Africa countries (especially Nigeria).

According to Wahab A. A and Oluwadamilola A. E (2018), shown that, librarians/cataloguers in academic libraries in Southwest Nigeria are aware of, and enthusiastic about the implementation of RDA in Nigeria. The paper further identifies some challenges associated with its implementation such as epileptic power system, poor funding, and inadequate ICT facilities, among others.

Moreso, Oni O, Oshiote J.O, and Abubakar T.G (2018) in their studies, cataloguers' awareness and perception of resource description and access (RDA) Rules for Cataloguing Practice in Some Selected Libraries in Bauchi State of Nigeria, opined that most of the cataloguers have low understanding of RDA due to its implementation in their various libraries and it is based on library financial situation. The studies, emphasised the major factors affecting the adoption and the obstacles of resource description and access are lack of fund to obtain/purchase the RDA tools and lack of library automation which result in people

running away from cataloguing and classification. In the ICT driven society, other issues were identified as shortage of staff and lack of technical knowledge among the librarians especially those that are responsible for carrying out the activities of cataloguing. However, Zainab A. H, Victoria S and S.O. Bello, (2016), in their studies, it was discovered that even though awareness was low amongst the respondents, most of the librarians were favourably disposed to RDA.

In Adeleke and Olorunsola (2007) article, the authors carried out research at a private university library in Nigeria to determine the use of Information and communications Technology (ICT) by cataloguers. Their findings revealed the effectiveness and efficiency of online searches for the purpose of cataloguing and classification. However, the study shows that the potential offered by the use of ICT has not been fully embraced by cataloguers in developing nations, particularly in Nigeria due to low level of ICT literacy among library staff. Another important set of challenges is the RDA toolkit. The RDA Toolkit is an integrated, browser-based, online product that allows users to interact with a collection of cataloguing-related documents and resources, including RDA. The Toolkit consists of:

- AACR2 (to help a cataloguer knows where to begin)
- Library of Congress Policy Statements (LCPS)
- Workflows and other procedural documentation that is created by subscribers and can be shared within an organization or with the entire community of subscribers
- Mappings of RDA to various schemas, including Machine Readable Catalogue (MARC 21) (American Library Association, 2010).

The RDA toolkit can be difficult even for experienced users to navigate. As Kevin wrote, "Familiarizing oneself with RDA and learning to navigate the RDA Toolkit can be one of the more challenging aspects of using this new standard" Kishimoto (2013). This is because the arrangement of the RDA is totally different than that of AACR2. It may be even more difficult and especially acute issue for those librarians and cataloguers in Africa who have less experience with technology even if

their libraries could afford to purchase the RDA tool kit. The provision of RDA handbook will also help prepare those cataloguers in African libraries that are yet to implement RDA by facilitating their understanding of the new cataloguing rules. They will be less confused when they see RDA records with, for example new MARC fields created for the implementation of Resources Description and Access.

METHODOLOGY

This study was carried out using a social survey method. The research instrument adopted for the study was questionnaire. The instrument was structured to assess relevant information about awareness and use of resources description and access (RDA) in Nigeria libraries. It was validated using expert opinion. The reliability of the instrument was tested using test-retest method. Fifteen questionnaires were administered to librarians in Abuja, the capital city of Nigeria. The completed questionnaire was returned and re-administered to the same set of librarians, and the responses were the same with the previous ones. The population of the study was 354 certified librarians of Nigeria from various libraries and institutions across Nigeria that was inducted by the Librarians' Registration Council of Nigeria (LRCN) on the 8th November, 2019. A systematic random sampling was used to select the librarians involved in the survey. The questionnaire was administered to one out of every three librarians being inducted on that day. A total of 295 questionnaires were distributed to librarians and 243, representing 82% response rate, were completed and returned. Statistical package for the social sciences (SPSS) application software was used for the analysis, and simple percentage was adopted for easy analysis and interpretation.

DATA PRESENTATION

Table 1: Distribution of respondent by gender

Gender	Frequency	Percentage
Male	170	70%
Female	73	30%
Total	243	100%

Source: Generated by Researcher using SPSS 20.0 from questionnaire response, 2019

Table 1 reveals that 170 (70%) were male while 73 (30%) were female. The disparity in information literacy known to exist between adult male and female population in Nigeria is replicating itself again among the youths.

Table 2: Distribution of respondents by working experiences

Age	Frequency	Percentage
0 -5 years	23	9%
6 - 10 years	61	25%
11- 15 years	79	33%
16 - 20 years	51	21%
20 years and above	29	12%
Total	243	100

Source: Generated by Researcher using SPSS 20.0 from questionnaire response, 2019

Table 2 shows working experiences of the respondents involved in the survey. 84 (34%) were between 0- 10 years experiences while 130 (54%) were between 11 - 20 years experiences and 29 (12%) were 20 years and above.

Table 3: Distribution of academic qualifications of respondents

Variable	Frequency	Percentage
BLIS	102	42%
PGDL	39	16%
MLIS	93	38%
PhD	9	4%
Total	243	100%

Source: Generated by Researcher using SPSS 20.0 from questionnaire response, 2019

Table 3 shown academic qualifications of the respondents. 102 (42%) had bachelor degree in library science while 93 (38%) had masters in library and information science whereas 39 (16%) had postgraduate diploma in library and 9 (4%) had doctorate degree.

Table 4: Distribution of respondents by libraries

Type of Library	Frequency	Percentage
Academic Library	154	63%
School Library	7	3%
National Library	13	5%
Public Library	43	18%
Special/Research Library	9	4%
Private/Corporate Library	17	7%
Total	243	100%

Source: Generated by Researcher using SPSS 20.0 from questionnaire response, 2019

Table 4 revealed that majority 154 (63%) were from academic library, 43 (18%) public library, 17 (7%) private/corporate library, 13 (5%) national library, 9 (4%) special/ research library and 7 (3%) school library. This indicated that academic librarians were the majority involved in the survey.

Table 5: Level of awareness of librarians regarding RDA

Level of awareness	Frequency	Percentage
Yes	171	70%
No	72	30%
Total	243	100%

Source: Generated by Researcher using SPSS 20.0 from questionnaire response, 2019

Table 5 shown that majority 171(70%) aware of resources description and access (RDA) in Nigeria libraries and 72(30%) not aware. This is in line with the findings of the Mensor and Ramdzen (2014) that, overall, cataloguers were very aware of RDA and 90% knew that its adoption would require further training.

Supported by Wahab A. A and Oluwadamilola A. E (2018) that, librarians/cataloguers in academic libraries in South-west Nigeria are aware of, and enthusiastic about the implementation of RDA in Nigeria. Whereas, this finding is against the finding of Ahonsi (2014) reported that in Nigeria, only 25% of the 4 respondents in the 4 libraries from Kaduna State have heard about RDA, the percentage increased to 50% of the 10 respondents in Benue State and 75% of the 4 respondents in Kenya. In the case of using RDA rules in cataloguing library resources, the

percentage was tremendously low in both countries. Whereas, this is in line with Similarly, Sokari, Bello and Joel (2016) reported that majority of librarians in the university libraries of North-west zone of Nigeria were favourably disposed to RDA. Only 40% librarians out of the 224 who responded to the study said they were aware of RDA and were favourably disposed toward the change to RDA.

Table 6: Level of use of RDA in Nigeria Libraries?

Level of Use	Frequency	Percentage
Yes	-	-
No	196	81%
No response	47	19%
Total	243	100%

Source: Generated by Researcher using SPSS 20.0 from questionnaire response, 2019

Table 6 revealed that majority 196 (81%) had not used resources description and access (RDA) in Nigeria library and 47 (19%) no respond. Lack of response among some respondents could be as a result of lack of knowledgeable on the subject matter. Also, there awareness of RDA among the librarians in Nigeria libraries does not influence their usage. This finding is alongside the finding of Ahonsi (2014) reported that in Nigeria, only 25% of the 4 respondents in the 4 libraries from Kaduna State have heard about RDA.

Table 7: Preparation level of the librarians in Nigeria regarding RDA implementation

Preparation	Frequency	Percentage
Availability of network	197	81%
Alternative power supply	231	95%
Access to computer	173	71%
Stable technology	112	46%
Computer skill	136	56%
Technology know how	123	51%
Effective bandwidths	157	65%
Training on RDA	183	75%
Alternative fund	221	91%
Others	102	42%

Source: Generated by Researcher using SPSS 20.0 from questionnaire response, 2019

Table 7: Shown the levels at which librarians in Nigeria library were preparing for resources description and access (RDA). 231 (95%) alternative power supply, 221 (91%) alternative fund, 197 (availability of network, 183 (75%) training on RDA, 173 (71%) access to computer, 157 (65%) effective bandwidths, 136 (56%) computer skill, 123 (51%) technology know how, 112 (46%) stable technology and 102 (42%) others. This indicated that librarians in Nigeria libraries were preparing for the new platform of cataloguing information materials.

CONCLUSION

It could be seen from this study that librarians in Nigeria libraries aware of resources description and access, even though, there awareness does not influence there usage. Therefore, the move to RDA is an important and necessary step in building better catalogues and resource discovery systems for the future. These are exciting times to be working in the area of resource description and resource discovery. Research description and access shapes on the strength of AACR2 and contained some structures that brand it more beneficial and convenience for description as a cataloguing code for the digital setting in which libraries now operate.

RECOMMENDATIONS

1. The university administration should vote adequate fund for the university libraries through avenues like Tertiary Education Trust Fund (TET Fund) and Petroleum Trust Development Fund (PTDF). These are trust funds established to provide necessary financial backing for the development of manpower in Nigerian public institution of higher learning.
2. Management should provide education for cataloguers especially on RDA.
3. Management should subscribe to 24/7 internet connectivity.
4. Management should provide RDA handbook so as to facilitate their understanding of the new cataloguing code.
5. Management should look inward for alternative power supply
6. Computer system should be made available to all the library staff.
7. Fund allocated to the library should be properly used.

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<p>How to cite this article: Sambo, AS. (2021). Awareness and Use of Resources Description and Access (RDA) among Librarians in Nigeria Libraries. <i>Library Progress (International)</i>, 41(1), 120-129.</p>
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