

**CATALOGUING AND CLASSIFICATION:
PROBLEMS AND POSSIBLE SOLUTIONS. A CASE STUDY
OF KENYATTA UNIVERSITY AND JOMO KENYATTA
UNIVERSITY OF AGRICULTURE AND TECHNOLOGY.**

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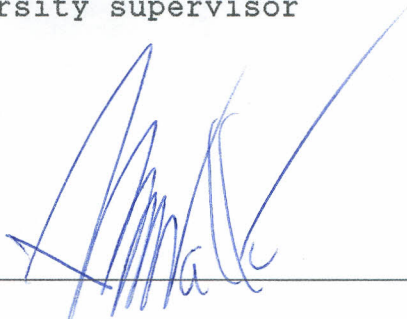
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This Research project is my original work and has not been presented for a degree in any other university.



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This research project has been submitted for examination with my approval as a university supervisor



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DEDICATED

TO

MY ENTIRE FAMILY

ABSTRACT

The purpose of this study was to examine the existing problems in cataloguing and classification of library materials in Kenyatta University and Jomo Kenyatta University of Agriculture and Technology Libraries. The study also purposed to utilise the findings to propose solutions and recommendations which should be used to rectify the situation.

The procedures of the study included:-

- i. reviewing of literature to show the existing state of cataloguing and classification in many libraries.
- ii. Data gathering through use of questionnaires to library staff, and library users, and interviews (interviews were administered to librarians using a guiding questionnaire).
- iii. Observation of the library staff.

The study found that several problems exist in cataloguing and classification of library resources. Such problems included:- Use of outdated cataloguing and classification tools ,inadequate knowledge of cataloguing and classification rules and therefore poor interpretation and application of these rules, backlogs, lack of stationery, shortage of professional staff, manual systems, and many more.

The research has recommended several solutions to the identified problems with a view of eradicating the cataloguing and classification problems. Such recommendations included:- creation of a committee on cataloguing and classification, allocation of more teaching and practical time to cataloguing and classification in the KU Library school, expanding the cataloguing systems to suit their own needs, recruiting of cataloguing oriented personnel, purchasing of up-to-date National Union Catalogues (NUCs), avoiding of unnecessary details, among other things.

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LIST OF ABBREVIATIONS

Below are the complete forms of abbreviations used in this research.

AACR ²	Anglo American Cataloguing Rules, Second Edition
ALA	American Library Association
BER	Bureau of Educational Research
BERC	Basic Education Resource Centre
BNB	British National Bibliography
C.I.P.	Cataloguing In Publication
D.D.C.	Dewey Decimal Classification Scheme
E-MAIL	Electronic Mail
IFLA	International Federation of Library Association
ISBD	International Standard Bibliographic Description
ISBN	International Standard Book Number
JKUCAT	Jomo Kenyatta University College of Agriculture and Technology
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KUC	Kenyatta University College
KU	Kenyatta University
LC	Library of Congress
NUC	National Union Catalogue
OC	Original Cataloguing
OPAC	Online Public Access Catalogues
P	Page
PP	Pages
SAP	Structural Adjustment Programm

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CHAPTER 1

1.1. BACKGROUND INFORMATION

Many writers who have defined cataloguing seem to agree on the main issues involving cataloguing. The World Encyclopedia of Library and Information Science defines cataloguing as the production of lists of library holdings¹ Harrod's Librarians' glossary (1984) defines it as:

the process of making entries for a catalogue; it may also cover all the processes involved in preparing books for the shelves or simply the preparation of entries for the catalog²

The above two definitions concur with Thomson who sees the cataloguing of books as the making of all their bibliographical details especially author, title, edition, series, place of publication, publisher and date details.³ Cataloguing is therefore simply the provision of descriptions for library items. It is the process by which the cataloguer transfers the technical data about the library resources to record according to established rules. Simply put, cataloguing is a kind of record keeping in an information system through transferring data to a card catalog.

These definitions highlight the importance of cataloguing service as the primary step towards proper bibliographic organization of library resources. This is an attribute which makes cataloguing to be accountable for the logical and orderly organization and storage of the library resources; conversely, it is also accountable for the efficient retrieval of the same library resources. Bulogosi in Maktaba notes that:

...library is worth its name when the resources are organised well. A well organised library enables users to find an item easily.⁴

This is a quality she attributes to cataloguing and classification.

Well functioning libraries normally have three main essential services namely;

- i. cataloguing and classification
- ii. Reference service
- iii. Circulation service

All these services should be given equal treatment. However, cataloguing and classification is the least considered in many libraries and many library employees tend to gravitate away from it. Durey notes that:

unfortunately it remains true that for many university and college libraries, it is considerably more difficult to recruit staff for the cataloguing department than it is

department for posts in reference services.⁵

Problems arising in the cataloguing of library resources would definitely result into problems in other related library services. This means that when problems abound in the cataloguing department in many libraries, the smooth process of accessing library resources by the users through the catalogue is interfered with since basically cataloguing provides efficient keys for accessing library resources. This would be in accordance with Armstrong's reference to the cataloguing services as the:

provision of those services or programs which are used to prepare all items so that they may be available to the users.⁶

This study is an attempt to examine the problems ailing this crucial and important service in many libraries and seek solutions in some selected academic libraries. It is a recognition of the central role played by cataloguing in fulfilling the objectives of an academic library. It is true that several librarians deployed in the cataloguing department are unable to work confidently, independently, and critically. Others see deployment to the cataloguing department as a "punishment" yet it is through cataloguing that a librarian is able to escape routinised library activities to more professional intellectual challenges and alertness. The question of "punishment" while doing cataloguing therefore need not arise unless there is a problem with the tools being used to catalogue,

departmental problems or even lack of skills.

The need to establish the problems facing cataloguing and to offer practical solutions to those problems is a major underlying reason for this study. The study focuses on academic libraries in Kenya but it is only two academic libraries which will be studied as representative samples.

1.1.1. KENYATTA UNIVERSITY: HISTORICAL DEVELOPMENT

Kenyatta University is located 16 Kilometres from Nairobi along Thika Road on a 1,100 acre land. The long journey to university status started in 1965 when the British Government handed over the Templer barracks to the Kenya Government⁷. The barracks were converted into an institution of higher learning known as Kenyatta College. Kenyatta College had secondary education section, and Teacher education section. Secondary education section was phased out in 1973.

In 1972, an Act of Parliament made Kenyatta College a constituent College of the University of Nairobi and the name was consequently changed from Kenyatta College to Kenyatta University College (KUC). The first 220 batch of students enrolled for the Bachelor of Education degree of the University

of Nairobi in 1972 and in the same year, postgraduate courses in education were introduced with only a limited number of students pursuing a two year diploma in education course which was eventually phased out.

In July 1985, KUC was elevated to university status by an act of parliament entitled The Kenyatta University Bill 1985. The student population had grown throughout the years from the 120 in 1972 to 2,000 in 1985 and 5,500 in 1995. The number of faculties have also equally grown from 1 faculty in 1985 to 5 in 1995 with several departments.

1.1.2 KENYATTA UNIVERSITY LIBRARY

The library had a stock of about 15,000 volumes of books with a sitting capacity of 150 readers in 1972. It had heavy duplication of some titles due to the former high school based curriculum, few periodical titles and lacked standard reference works. The library did not subscribe to periodicals, and the books were classified using Dewey Decimal Classification (DDC). The library did not have a catalogue.

By 1980, the library stock had increased to 130,000 volumes and by 1995 to 230,000 volumes. This massive expansion in book stock meant need for more staff and expansion of the physical facilities. This culminated in the building of the centrally located phase one Moi Library with a floor of 3,300 square metres. The construction of phase two of Moi Library which

started as a matter of urgency due to the expansion in university education especially the 8:4:4 students is yet to be completed.

Ironically, the first batch of the 8:4:4 students for whom the second phase of Moi Library was intended graduated in 1995 and the second batch will graduate in 1996.

The library resources are arranged and organised in three broad subject groups, namely:

- i. Education and Social Science
- ii. Humanities
- iii. Science and technology

There are also four special collections which are separately located. They are:-

- i. The Africana collection
- ii. Teaching practice collection
- iii. Resources for the blind
- iv. Audio-visual

1.1.3 JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY: HISTORICAL DEVELOPMENT.

Jomo Kenyatta University of Agriculture and Technology (JKUAT) is situated 35 kilometres North East of Nairobi and just like Kenyatta University, lies along Nairobi Thika road. JKUCAT is built on a five hundred acre piece of land donated by the Late President Mzee Kenyatta. It is situated in a rich agricultural zone which is ideal for the agricultural courses it offers. Agriculture forms the country's economic backbone and JKUAT emphasises on technological and engineering courses which enhances agricultural development in the country. It is now a leading technological and engineering university.

The university, started as a college offering diploma certificates in agriculture and technology when it admitted its first batch of students, on 4th May 1981. It was by then called Jomo Kenyatta College of Agriculture and Technology (JKCAT). In September 1988, it was made a constituent college of Kenyatta University and thus changed its name to Jomo Kenyatta University College of Agriculture and Technology (JKUCAT) and admitted its first batch of degree students. In November 1994, an Act of Parliament established the now Jomo Kenyatta University of Agriculture and Technology (JKUAT). It is the youngest public university to date in Kenya.

1.1.4 JKUAT LIBRARY

JKUAT Library is a centrally located and easily accessible ultra modern library. It has a sitting capacity of 1000 people and a stock of over 40,000 volumes of books. This stock includes reference collection, special collection and periodicals.

The library has initiated programmes to promote academic and research activities at the university by promoting and strengthening related services. To achieve this end, the library is connected to the global information highway through E-mail. Several E-mail messages and information are received in the library and posted to the academic staff through the JKUAT library news bulletin in an effort to encourage the academic staff to network and collaborate with their colleagues in other institutions around the world in creating information awareness.

1.2 STATEMENT OF THE PROBLEM

Kumar stated categorically that:

a library without a catalog is like a town which had been developed without a plan. Without it, it would not be possible to know what is available and where. It is a key to the resources of a library.⁸

It is surprising that the majority of librarians ignore the pivotal role of the cataloguing service in the library.

Inevitably, just as cataloguing has its strong points, it also has its problems. It is therefore important for different libraries to re-evaluate their cataloguing with the aim of strengthening its services. This is important because there is a lot of information "floating" and requires cataloguing, which is the basis for information organization and retrieval. Aldrich (1984) reasonably argued that:

...the library is not a place. It is an activity that organizes, catalogs and makes knowledge and information readily available.⁹

The Daily Nation of 1st Oct. 1995 in an article entitled "New Library to hold 1 million volumes" emphasized that:

the principal task of the university library is the production, indexing, cataloguing, storage and dissemination of knowledge.¹⁰

Cataloguing is therefore a crucial activity of all libraries because without it, the information in the library would be disorganized and disorderly. Such information would be inaccessible and irretrievable and would not be beneficial to the library users. Cataloguing Service aims at making all the information accessible and retrievable so that the library can fulfil its educational goal. Gelfand noted that:

...the fundamental role of the library is educational. It should not be operated as a mere storehouse of books attached to a reading room, but as a dynamic instrument of education.¹¹

Cataloguing links the library users to the activities and resources of the library. It is the bridge to the library

resources and without it, the library cannot effectively achieve its objectives. Murra in her support for the cataloguing services as the link between the ideas of the cataloguer and the user stated that:

cataloguing is one of those fields of human endeavours in which it may be safely assumed that if an idea is worth having, it will have occurred to more than one person.¹²

However, the cataloguer should always provide adequate and simple entry for the users. There should be no time when the Cataloguer's difficult and technical terms should be used as entries without considering the simple terms provided. This is because if the cataloguer ignores the simple terms provided at the expense of the complicated technical terms, the library users would be denied a learning situation. According to Cutters rules, the convenience of the public is always to be set before the ease of the cataloger.¹³

Line argues that the cataloguing service should provide:

Simplicity, economy, accessibility, up-to-dateness and ease of use to the library patrons.¹⁴

Cataloguing service in its own right calls for trained and adequate administrative personnel and financial support. Such support enables cataloguing to assist the library to effectively disseminate its information to the library users. Conversely, the cataloguing service which is well supported financially and morally will find itself able to service other university library units.

Cataloguing as part of library access tools has its own problems. Some of these problems emanate from the department itself and others from outside the department. To solve these problems, cataloguing should not be left once the catalogued resources are put on the shelves and the catalogers have been trained. There should be constant follow-ups and post-mortem on the catalogue resources and constant seminars, workshops and refresher courses for the already trained cataloguers. Cook emphasizes the overriding factor in eliminating cataloguing problems as:

current awareness of cataloguing activity going on outside of ones own immediate environment...continuing study and research are important, not only on the techniques and results of cataloguing and searching a catalogue...but also on the developing techniques which constantly influence what the cataloguing techniques can and should do.¹⁵

Due to its pivotal role, every librarian especially the library administrator should know something about cataloguing. Library management and cataloguing are two important library activities which can not afford to by-pass one another but they should rather complement one another Dr. Bishop noted as far back as 1915 in his address to the Albany Library School that:

The cataloguer must be an administrator if he is to meet the needs of the future; and the administrator can not afford to be ignorant of the problems of cataloguing which must be solved.¹⁶

It must be noted that despite the complementary role of many of the library departments, cataloguing problems are not perceived in many cases as problems because of the "silent" and "non-interactive" nature of the cataloguing departments.

Consequently, cataloguing has never been seen as a problem area unlike the reference and circulation services which are easily identified as possible library problem areas due to their active and interactive nature with both the librarians and library users. But it is worthwhile to note Osborn's observation that:

"Many library administrators take a long, hard look at their cataloguing departments, and many cataloguers took a long, hard look at their catalogues. The result has been reappraisal of the catalogue and of the principles and purposes of cataloguing. Cataloguers, and administrators now have a clearer idea of what the catalogue is for, and what it should be.¹⁷

Librarians in Kenya must likewise pay more interest at their cataloguing departments and services. In Kenya, librarians must take stock of their cataloguing departments by looking at their problems and possible solutions without putting the cart before the horse. But the move towards appraising cataloguing services in Kenya should take a complementary and a collaborative approach so as to make it a source of library inspiration. This is in accordance with Osborn who asserts that:

Neither the administrator alone nor the cataloger alone can solve the many problems. Collaboration is essential; and to this end administration must know more of cataloguing and catalogers must know more of administration.¹⁸

There are some external forces beyond the control of the library manager and catalogers which have caused cataloguing problems in Kenya. However, some cataloguing systems in Kenya caused their own problems by being static and conservative while others have greatly advanced in cataloguing theories and practices by being receptive to change. The cataloguing departments which have been overtaken by time, advanced theories and practices end up offering poor and inconsistent services. Painter noted that:-

one of the greatest problems faced by today's cataloger is the challenge presented by the theoretical versus the practical, the offeral stand as opposed to that used operationally. There is always a gap of some twenty years between the two.¹⁹

This research specifically examines the problems facing cataloguing service in academic libraries in Kenya and attempts to present possible solutions. The study while acknowledging different cataloguing methods will be strongly biased towards the organization, management and administration of library cataloguing departments and its relationship with other departments. Specific pre-cataloguing activities and cataloguing theories have been highlighted where necessary, while the symbiotic relationship between cataloguing and classification has not be ignored as they all point at some point towards elimination of cataloguing problems and possible solutions.

1.3 OBJECTIVES OF THE STUDY

This study is an attempt to appraise the central role played by cataloguing in information organization in academic libraries.

This is an objective which will be achieved through:-

1. Establishing the central role of cataloguing in the library resources
2. Finding out the problems afflicting dissemination of timely and adequate service to the library and users.
3. Establishing the methods used for information organisation
4. Based on its findings, this study will establish possible solutions to the problems and suggest recommendations to improve the standards.

1.4 SIGNIFICANCE OF THE STUDY

This study is an attempt to prove that cataloguing is not a service existing in isolation as it is depicted but rather an integral and important part of the library service. The research emphasizes on the importance of cataloguing by exemplifying the problems and possible solutions of its problems.

The study also attempts to make a definite contribution to the existing literature on information organization in Kenyan academic libraries. With an exception of the cataloguing studies made by J.R. Njuguna, it is the researcher's assumption that a research on information organization based on the problems of cataloguing service has been lacking. This study will therefore be significant because it will enlighten librarians on the cataloguing aspects and state of the cataloguing service in academic libraries in Kenya.

The research will add unique data to the existing literature on information organization and especially cataloguing service. It will add knowledge to librarianship and information science as a profession. The fact that this research will deal with possible solutions of cataloguing makes it significant because it will recommend to the studied libraries ways of increasing efficiency in cataloguing, for instance ways of avoiding unwarranted backlog of uncatalogued resources. Backlog of uncatalogued library resources reduces users usage.

It will also be significant because it will evaluate the success of the cataloguing system from the users point of view. Definitely this research will be greatly significant and vital to the libraries which are concerned about quality and efficiency of the library operation from the cataloguing dimension.

The fact that the researcher is not aware of any other specific study carried on cataloguing by a library student on KU and JKUAT makes this study not only worthwhile but also important and timely. Finally, the research findings of this research can be significant to other researchers who may want to replicate the study in different environments.

1.5 SCOPE AND LIMITATIONS OF THE STUDY

This research will be limited in the following aspects:

- a. **SCOPE:** The scope of this study is strictly on academic libraries and ignores public, special and school libraries. It is further limited in scope because it specifically deals with KU and JKUAT libraries for the purpose of comprehensiveness and specificity, and therefore the results of this study are only typical for KU and JKUAT.
- b. **TIME:** This research was being done together with the researchers second year course work and examinations. This means that there was a lot of interruptions with the research and the fact that the research project was supposed to be submitted on completion of the second year course work and examinations reduced the amount of time required for such an enormous task.

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CHAPTER 2

2.0 REVIEW OF RELEVANT LITERATURE

2.1 INTRODUCTION:

This review of relevant literature refers to the discussion of the literature related to the aspects of this study.

2.2 BACKGROUND INFORMATION

Cataloguing service faces several problems unlike reference, acquisition and circulations even though according to Reynolds, it is the basis of all librarianship in the university.¹ Such problems are partly because it is one of the most neglected areas of study by the library scholars. Dowell stated that:

a review of the literature confirms that little study had been done in the area of effect of changes in cataloguing rules upon existing catalogs.²

However, the problems and solutions of the cataloguing service have generated considerable debate among librarians for over two hundred years. Librarians have over the years contended that pragmatism is the distinguishing characteristic of the cataloguing service. This contention dates back to the historic times of the imaginative thinkers and fathers of the cataloguing

service like Anthony Panizzi, Charles Jewett, Melvil Dewey, Charles Cutter and Thomas Hyde who gave the cataloguing practice its basis as "simple inventory lists with no discernible order to the sophisticated bibliographic trends of today."³

There is no doubt that the modern sophisticated cataloguing services have their roots from the early librarians. Strout in her article "the development of the catalog and the cataloguing codes" stated that "we have now arrived at the "modern" cataloguing, for all problems are here and with them, many of the same answers, too".⁴

The prediction by Charles of the demise of the catalogue and further discussion of the problems emanating from the cataloguing service has failed the test. His assertion that "golden age of cataloguing is over, and that the difficulties and discussions which have furnished an innocent pleasure to so many will interest them no more" is false.⁵

Cataloguing still remains one of the most important components of systematic library organization but the cataloguing debate ranging from its role, problems and solutions still continues. Cook contends that cataloguing "continues to be the most "internalised" activity in library and information science."⁶

2.3 STANDARDIZATION OF CATALOGUING

The increased emphasis on the sharing of cataloguing data has stimulated the development of systems that can yield greater uniformity and standardization in the recording of such data. Such standardization in cataloguing aims at controlling order, content, and punctuation method. It is one of the ways of enabling cataloguers in a particular library to consult catalogue records which can be used by varied users locally and internationally to obtain information without having to learn the cataloguing methods of each and thereby eliminate some of the cataloguing problems. Cook supported this view by stating that,

problems needing continuing attention include local and national variations: the role of main entry, use of vernacular, options in codes, increased use of multiple access points, and improved searching techniques. Subject access through words or classification remains highly problematic. Greater international uniformity will provide better cataloguing and information management for most libraries.

The ALA world encyclopedia of library and information services argues that standardization and systematization of cataloguing is one of the efforts of minimising problems in cataloguing.⁸

Herriete concurs with this argument by stating that:

we all acknowledge the benefits of co-operative cataloguing according to established standards such as cataloguing codes and machine formats so that data can be shared.⁹

Conclusively, established standards for standardisation of cataloguing includes:

- i. Developing of the international standard bibliographic description (ISBD) by International Federation of Library Associations and Institutions (IFLA) and currently under revision.
- ii. Greater utilisation of cataloguing in publication (C.I.P.) throughout the world.
- iii. Dependence on regional and national bibliographic organisations which provide on-line cataloguing.
- iv. Greater utilisation of ALA cataloguing code (AACR²).
- v. Others are the use of the Library of Congress cards, development of union catalogues and the teaching of cataloguing in all library schools.

However, due to limited resources, standardization and systematization in cataloguing should not obscure the special purpose of a library or the relevancy and pertinency of the library users. Cook stated that standardization should first and foremost provide, access to information for users and all international activities in cataloguing should be directed to this simple difficult goal.¹⁰

Standardization should be flexible to allow effective cataloguing of new types of materials when specific procedures for handling them have not been devised. The values of uniformity, spontaneity, flexibility and the use of the computer in cataloguing would minimise cataloguing problems as it would "allow for the adjustment of local catalogues to individual requirements."¹¹

Atherton prefers the idea of a "bought-in" cataloguing as a method of standardisation and solving cataloguing problems. In essence, bought-in cataloguing has similarity with C.I.P. because it involves being made aware of newly published material through provision of:

- i. International standard book numbers (ISBN's)
- ii. Centrally prepared catalogue cards for the British National Bibliography (BNB) and Library of Congress (L.C.).¹²

Such form of standardized and ready made cataloguing is suitable for libraries in the third world which are in the process of developing. This kind of cataloguing ensures standardization and saves on cataloguing costs and personnel, a remedy for cataloguing problems. It eliminates backlogs in cataloguing, but it also hinders the growth of independent and standardized form of cataloguing due to the great dependence on the already developed system.

It is obvious that the use of this form of catalogue means that the library must accept "outside" cataloguer's views and opinions. However, given the difficulties in recruiting and training cataloguers in the third world countries, "bought-in" cataloguing and C.I.P. can solve one of the biggest causes of delay in providing adequate service in developing libraries. Lewis, a one time Director-general of the British Library Bibliographic Services stated that C.I.P. was introduced in UK as a way of overcoming the problem of timelessness that is inevitable.

The biggest threat to standardization is the fact that cataloguing cannot be done in all respects once and for all due to the overwhelming masses of information explosion and tastes in the twentieth century libraries. Though standardization has been catered for in AACR2, it has its own problems emanating from inadequate guidelines in AACR2. However these problems could be minimised in a forum for interested and practising cataloguers in the country. The findings of the forum would have to be presented to the international forums to give it international recognition so that the views and recommendations would be included in the revision. Various revisions of AACR2 minimise its problems and flaw, and ensure standardisation by providing provisional rules where none exists. But revision should bear in mind the specific needs of particular libraries with regard to formulation and explosion for instance microforms, library

automation etc. In Kenya, academic libraries solve this problem by organising cataloguing and indexing committees to review the problem and to come up with the university's own working manual.

The value of flexibility occasioned by time dictate against the success of standardised cataloguing which would last indefinitely as ways and means to make catalogued materials endure time lapse have not been found. Osborn states that:

re-cataloguing proceeds apace in many libraries, while classification, subject headings and other details are constantly subject to change with the lapse of time. Tastes and needs change continuously and with them go the elements in cataloguing that are based on taste or the needs of the time.¹⁴

2.4 ORGANIZATION OF A CATALOGUING DEPARTMENT

As a social institution, the library contains many inter-dependent parts organised to make a single system for the fulfilment of similar objectives. The organization of a catalogue department is dictated by the objectives, nature of library users, nature of library resources and the type of catalogue facilities to be provided. This means that despite similarities in the goals of all cataloguing departments, their organizational structure can differ greatly. An organizational structure that will work in one department may not work at all in another. Foster concedes that:

neither an ideal nor a typical catalogue department exists either on paper or in reality.¹⁵

Kumar suggests the divisional pattern where a library is divided into departments as suitable possibilities in the organization of a library catalogue department. The division pattern divides the library processing section into science and technology, social sciences, languages and humanities. Each sub-section is supposed to do its own acquisition, cataloguing and classification independently. The second possibility consist of division of a library into departments with separate departments for cataloguing and classification in a traditional arrangement.¹⁶

However, the two organizational patterns can achieve subject specialisation with the same person cataloguing and classifying documents in a given subject centrally. Sharp concurs that:

whether there is a separate department or not, all the cataloguing and classifying in a system of libraries should be centralised. To do otherwise not only wastes a lot of time, but ensures such a series of inconsistencies as to seriously impair the unity of the system.¹⁷

The organization of the cataloguing department involves the expensive organization of the professional and non-professional staff in the department into different duties. In this regard, the problem of organization where trained personnel are concentrated on non-useful library duties should be addressed and the trained personnel re-deployed to the cataloguing service, for instance, it would be futile to concentrate on library trained

personnel at the circulation desk while much of the work in the circulation desk could be done by untrained personnel, a fact which is not practicable in the cataloguing department. However untrained personnel in the circulation desk should be properly oriented to avoid the slowing of library activities and services at the desk. This is because, according to Osborn cataloguing is a basic service in library work and therefore there is

the need for considering the concentration of trained librarians who are working behind the scenes into the catalog departments, while the same time student assistants, untrained help or insufficient professional help may be working with the readers.¹⁸

But many librarians' face several problems in recruiting cataloguing staff, a fact which they should strive to change for the better. Durey admits that it is very difficult to recruit staff for the cataloguing department than for post in the reference department.¹⁹ The organization of the cataloguing department should be designed to allow efficiency, proper maintenance of records and enhance positive relations with other sections. This means that there should be close co-ordination between the cataloguing section and other sections especially the reference and acquisition sections where the persons working there come in contact with the users. Kumar argues that the reference section can always be helpful in pointing out faults and weakness of the catalogue. Similarly, the acquisition section uses the catalogue and therefore this section can also

provide useful suggestions. At times, persons working in other sections, and who may have specialised knowledge in their fields should be consulted in the matter of deciding subject headings in difficult or doubtful cases.²⁰

Attempts to eradicate cataloguing problems are hampered by the fact that organization of the cataloguing department or service has been ignored and unstudied by many of the library experts, an odd situation because problems in the cataloguing department will spill over to the other departments.

One of the reasons why the organization of the cataloguing departments or cataloguing service in general has not been studied could be the lack of experienced and interested cataloguers. Neill stated that:

classification, cataloguing and indexing are traditionally that part of the library education curriculum that most students enjoy the least.²¹

Cataloguing requires a lot of resourcefulness, orderliness and accuracy so that proper organisation of cataloguing can take place. This is because cataloguing is the base for the organization of other departments, for instance organisation of reference department depends on the collaboration of cataloguing department. Osborn in his article, "the crisis in cataloguing" suggested that:

the library administrator will be forced by the cataloguing problems which he neglected earlier to pay more attention to the cataloguing service as a major library problem area where "neither the administrator alone nor the cataloguer can solve the many problems: collaboration is essential and to this end, administrators must know more of cataloguing and cataloguers must know more of administration."²²

Collaboration will only be attained in a positive manner when "superiority complex" among cataloguers is eradicated. A situation where some of the cataloguers see themselves first and foremost as cataloguers and as librarians second only increases problems in the cataloguing service instead of ensuring efficiency and competence in cataloguing and in the library. "Superiority complex" comes because some cataloguers look with disdain at other library activities and "de-link" their activities from other library activities which is practically not possible as cataloguing is librarianship and without librarianship there is no cataloguing. Reynold stated that:

cataloguers sometimes tend to work in an ivory tower situation...Cataloguing can become a cult, the end of which is cataloguing for the sake of cataloguing.²³

Friendman and Jeffreys in their attempt to offer solutions to the organisation of the cataloguing service argued that the solution to the cataloguing backlog is the cataloguing of books within one month of their arrival in the cataloguing departments and that a new book should never remain uncatalogued for more than three months.²⁴ In this regard Piercy suggests that definite time

should be scheduled for the work based on the pattern of ordering.²⁵

Fosket argues in favour of centralisation of cataloguing services so as to reduce the backlog and heavy cost of uncatalogued library materials.²⁶ This idea of centralised cataloguing has also been largely supported by A.J. Wells, in his article "Shared cataloguing: a new look at an old problem." Wells has convincingly argued against the maintenance of individual catalogues which he sees as expensive and worthless efforts which should be discarded in favour of shared and centralised cataloguing among university libraries.²⁷ J.R. Njuguna has also eloquently elaborated and advocated the idea of resource sharing to include pre-cataloguing and documentation. According to Njuguna, the need for resource sharing in cataloguing and documentation is necessitated by the lack of "professionally trained and experienced cataloguers".²⁸

Wilson and Tauber argues that organizing work in the cataloguing department into either subject, process, language, form or type of material could minimise cataloguing problems and enhance efficiency.²⁹ Organization by subject is common in many academic libraries because it facilitates processing. The organization of cataloguing by subject gives expertise and specialisation to the cataloguers in their respective areas of work since they are able to do the whole cataloguing process. Organizing Library resources by subject is a very new concept in Africa even though

literature reveals that a lot has been written about it. In most cases, organization by subject has been grafted onto a library run on functional line i.e. retaining staff in their functional posts but giving them responsibility over various subject areas.

Holbrook stressed the need for subject qualification in his support for subject organization ³⁰, while Woodhead considered specialist work to be, for example, cataloguing in English by the English specialist or the running of the issue desk in education section by the education specialist.³¹

But organization by process would involve the splitting of the professional activities so that descriptive cataloguing could be assigned to different individuals which is not necessary because classifying and subject cataloguing are closely related that it is very easy for them to be done by one person.

The organization of cataloguing by language is limited in academic libraries since most academic libraries acquire material on their medium of communication. Division of cataloguing by form is equally limited since most university libraries have limited volume of series to warrant such division.

2.5 PRE-CATALOGUING

Piercy argues strongly that pre-cataloguing in many libraries is the foundation of the actual cataloguing and classification since a lot of the activities related to cataloguing and classification are actually performed before the resources arrive in the catalog department.³² Such pre-cataloguing activities are handled by other departments, for instance, the ordering of cards and books is the responsibility of the acquisition personnel. In this respect, Foster states that:

it is important to understand something of the acquisition operations if we hope to fit the cataloguing and classification of books into the total processing operation.³³

The pre-cataloguing process starts with the selection of the book by the librarians, patrons, or selection committee. The selection is followed by the verification of the author, title, edition and imprint details before the actual ordering. Verification of a book involves checking against the dealers' catalogues or other standard bibliographic tools to establish the necessary information for purchasing the books. The recording of a lot of bibliographic information by the acquisition personnel eventually becomes a duplication of efforts when the cataloguing departments goes through the same process recording the same bibliographic information. Minkel lamented that there seem to be so many unnecessary steps to cataloguing, so much of duplicating which cries out for simplification of cataloguing methods.³⁴

The duplication of efforts occasioned when the cataloguers have to research on the same tools for the same bibliographic information searched by the acquisitions personnel could be avoided at the verification stage. The acquisition personnel should record as much bibliographic details as possible including the existence or non-existence of catalogue cards or other cataloguing data and pass over the recorded bibliographic records to the cataloguers when presenting the library materials for cataloguing.

However, as noted by Naylor, the pre-cataloguing exercise done by the acquisitions personnel rarely benefits the cataloguing personnel because in most cases, the acquisition department keeps separate files from those of the cataloguing personnel and rarely do they exchange notes.³⁵ The cataloguers normally start from scratch the task of describing items which had earlier been described by the personnel in the acquisition when they were ordering and confirming they had actually received what they had ordered for. If such duplication of efforts is avoided by responsible handing over of researched bibliographic records to the cataloguing department, the long and problematic period of preparing the books for the shelves by the cataloguers would be shortened. Pre-cataloguing if well established would become a base or springboard for minimising the problems facing the cataloguing department. But it would only become a base and a benefit to the cataloguing staff if the pre-cataloguers are trained cataloguers and not just mere acquisition staff interested in acquisition details which are not useful to the

cataloguers. In most cases, the acquisition staff doing the pre-cataloguing are not qualified cataloguers, a fact that renders their work useless and void when tested by trained cataloguers.

CATALOGUING AND THE USER

A complicated cataloguing system or service will bring difficulties to the users, and libraries must find ways of simplifying cataloguing service so that the arrangement and organization of the library resources would be well and easily understood by the library users. The cataloguing objectives are achieved when the users needs are met, a fact emphasised by Redfern in his statement that:

The task before a librarian is a very simple one. On the one hand there is an item containing "information" On the other hand there is a person who needs, that information. The librarian must do all that is necessary to ensure that as speedily as possible the item is made available to the reader.³⁶

This idea of the user as the key point in cataloguing is also exemplified by Bryant in his article "The user of cataloguing-in-publication." He argues that modern cataloguing should conform with the librarians' aims as:

conservator and transmitter of knowledge...so as to facilitate local, national and international communication of knowledge.³⁷

Horward and Horner states that there are two basic purposes of libraries which cataloguing is concerned about, namely conservation and exploitation of library materials. They both contend that the cataloguer must know the needs of the library users so as to eliminate some of the problems facing cataloguing.³⁸ But cataloguing will face more problems in its attempt to move to a user centred service as advocated by modern librarianship. Widemuth has stated that studies of the On-line (OPACS) have focused greatly on the expectations of the traditional cataloguing service.³⁹

Morris therefore advises cataloguers to anticipate more and more of user centred cataloguing service but with more problems once the user becomes the focal point. For the cataloguer to satisfy the users, he/she should be prepared adequately with all practical and theoretical knowledge of all the library operations. Osborn argues that:"nothing in the craft should be foreign"⁴⁰ while Redfern stated that one of the fundamental rules for all cataloguers is to consider the reader as the most important person .⁴¹

The development of a well organised bibliographic system through the cataloguing service according to catalogers should be to put

the convenience of the public ...before the ease of the cataloguer.⁴²

This consideration of the ease of the library user could be the reason why Job argues that cataloguing should not be based on

convention but reason so as to help the library users.⁴³

Cataloguing is essentially an avenue of communication and therefore serves the needs of the library users. It is an extremely complex communication system, and therefore must be based on existing habits. Some of the modern existing habits involve technology since it is only technology which is able to effectively organise the massive explosion of information in the world which has resulted into large backlog of uncatalogued work and therefore inconveniencing the users. According to Thuku, the large number

of records that have accumulated has rendered the catalogue too difficult to maintain. Experience from other libraries has demonstrated that this problem can be solved by computerisation. There is therefore a need to create a library catalogue database.⁴⁴

2.7 SYMBIOTIC RELATIONSHIP BETWEEN CATALOGUING AND CLASSIFICATION

According to Thomson (1979), the catalogue is the main tool in a university library and the classification scheme is only an ancillary help.⁴⁵ Such evidence supports the existence of the complimentary relationship between cataloguing and classification. It would be difficult to divorce one from the other in the practical operations of a library and a problem in one easily reflects on the other. Hover argues that cataloguing, classification and indexing not only meet, but overlap so that it is hard to distinguish between them.⁴⁶

Olding (1966) opinionated that effective cataloguing service depends on the co-operative and supplementary relationship existing between cataloguing and classification. One should step in where one falls short but retain its rationalised division of labour so as to maintain an "economically designed symbiosis between them."⁴⁷ Such symbiotic relationship would enable the cataloguers to study the problems facing the two systems simultaneously as there is none of the system which is immune to problems. Carpenter emphasises that the many problems confronting cataloguers and library administrators are not confined to cataloguing proper; they are both significant and numerous in the field of classification.⁴⁸

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3.2 SAMPLE POPULATION

CHAPTER 3

30 RESEARCH METHODOLOGY

3.1 INTRODUCTION

The main method of research for this study was based on administration of questionnaire items to a sample population of library staff and users, interview schedule for senior library personnel, observation and analysis of relevant literature. The research was confined to two academic libraries in Kenya, namely Kenyatta University (KU) and Jomo Kenyatta University of Agriculture and Technology (JKUAT).

3.2 SAMPLE POPULATION

A representative sample was selected from the university library employees and student population due to the large number of employees and students in the two universities. The selection of the representative sample was due to financial constraints and time limit which could not allow the interviewing of many staff and students.

The selection of the sample was randomly done by the researcher to avoid any systematic bias from the librarians or any other person who could have positively

or negatively influenced the selection for his own personal reasons. The sample in KU was drawn from the Moi Library and JKUAT sample was drawn from JKUAT Library. The sample selection ignored the existence of departmental libraries in the two universities, (KU has small departmental libraries like Basic Education Resource Centre (BERC) and Bureau of Educational Research (BER) libraries) because they are not very significant part of university research. The sample has been drawn in such a way that all library staff involved with cataloguing were represented. The subjects were library managers, library employees and students.

3.2.1 LIBRARY MANAGEMENT AND EMPLOYEE SAMPLE

1. The researcher interviewed the two university librarians and the deputy librarians.
2. The researcher administered questionnaires to five senior librarians three from KU and two from JKUAT
3. Researcher administered questionnaires to five senior assistant librarians, three from Kenyatta University and two from JKUAT.
4. The researcher administered questionnaires to five assistant librarians, three from KU and two from JKUAT.

5. Researcher administered questionnaire items to five library assistants, three from KU, and two from JKUAT.
6. Researcher administered questionnaire items to five untrained library assistants, three from KU and two from JKUAT.
7. Researcher administered questionnaires to four senior librarians incharge of cataloguing, two from each university. This was because the universities did not have establishments for the chief cataloguers and their deputies.
8. Researcher administered questionnaires to five cataloguers three from KU and two from JKUAT.

3.2.2 USER SAMPLE

1. Researcher administered questionnaire items to randomly selected students as follows:
 - i. Five first year students, three from KU and two from JKUAT
 - ii. Five second year students, three from KU and two from JKUAT
 - iii. Five third year students, three from KU and two from JKUAT

iv. Five fourth year students, three from KU and two from JKUAT

v. Five post-graduate students, three from KU and two from JKUAT

3.3 INSTRUMENTATION

3.3.1. Questionnaire

The study used three different questionnaires.

3.3.1.1 Library Management Questionnaire

This questionnaire was for the chief librarians and deputy librarians . The questionnaire attempted to find out the various attitudes and problems existing in cataloguing and possible solutions. It tried to find out how the library managers solve problems pertaining to cataloguing, establish policy matters on cataloguing and criteria for selecting cataloguers among the library employees.

3.3.1.2. Library Employees Questionnaire

This questionnaire sought to find out the various problems faced by library workers and which emanate from cataloguing. It tried to establish staff perceptions towards cataloguing. The questionnaire was administered to senior librarians and other library staff.

3.3.1.3. Library User Questionnaire

This questionnaire wanted to find out the effectiveness of the cataloguing service in book identification and the quality of service offered by the cataloguers as perceived by the users. A major aspect was the ability of the library users to interpret the catalog and the problems they face, and possible solutions.

The design of the three questionnaires included open and closed ended questions. Open ended questions were used where the respondents opinion about the question was needed and closed ended where there was need for specific answers. Each questionnaire had an introductory letter attached to it and explaining to the respondents the nature of the study.

3.3.2 Observation Check-List

The observation check-list was used to confirm or reject some of the information in the questionnaire, for instance amount of work done by cataloguers, user satisfaction with the catalogue etc. It supplemented the questionnaire and interview schedules and it therefore took a number of weeks observing library users and employees especially cataloguers productivity, morale, relationship with other

library units etc. This part also involved a schedule of interviews with the catalogue users, cataloguers and librarians using non-leading interviewing techniques.

3.3.3 Secondary Sources

This was the data and statistical reports collected by the library about catalogued volumes in different years. It included policy documents, circulars, memos articles appearing in professional journals and library newsletters which contained relevant information about the library's different departments.

3.3.4 Data Analysis

The collected data was analyzed according to the various aims of the study and tables were used for questions requiring specific and straightforward answers. Analysis of the questionnaires would have been very effective if it was done using the computer. However this was not possible due to unavailability of computer and time constraints and therefore I used a calculator to compute the percentages. All percentages mentioned in the text are expressed in relation to the total number of questionnaires returned (46), and the total number for each sample i.e. management (3), employee or library staff (25), and users (18).

3.3.5 PROBLEMS EXPERIENCED IN DATA COLLECTION

The researcher experienced the following problems in the course of data collection and analysis:

1. Delays in filing of the questionnaires.
2. Some respondents cared and worried a lot about the length and the details of the questionnaires.
3. Many respondents were unwilling to fill the questionnaire simply because they had a negative attitude to cataloguing.
4. Illegible handwriting of some respondents.
5. Difficulty questions were not filled or responded to.
6. Misplacement of questionnaires by some respondents.
7. wastage of money and time.

TABLE 1. INSTITUTIONAL RESPONSE RATES

CHAPTER 4

4.0 DATA PRESENTATION ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents analysis and discusses the data collected. To this end, descriptive analysis and statistical tables were used in the form of percentages for ease of understanding.

The respondents were required to fill the questionnaire forms and to write the name of their university for identification purposes. However, their names and sex were not required. They were also supposed to write down their designation, working unit and years of experience to help the researcher authenticate the information given by the respondents. The table below shows the response rates of the institutions.

3. Bibliographic availability of library materials using the catalogue.
4. Instruction on use of library catalogue application and interpretation.

TABLE 1: INSTITUTIONAL RESPONSE RATES

NAME OF UNIV.	TYPES OF QUESTIONNAIRE	NO. OF QUESTIONNAIRES	NO. OF RESPONDENTS	%
KENYATTA UNIVERSITY	Management	2	2	6.67
	Employee	20	16	53.33
	Users	15	12	40.00
	TOTAL	37	30	100.00
JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY	Management	2	1	6.25
	Employee	14	9	56.25
	Users	10	6	37.50
	TOTAL	26	16	100.00
BOTH UNIVERSITIES	Management	4	3	6.35
	Employee	34	25	53.97
	Users	25	18	28.57
	TOTAL	63	46	100.00

The data has been treated according to the major aspects of the study as follows:-

1. Administration; cataloguing and classification.
2. Library organizational pattern.
3. Bibliographic accessibility of library materials using the catalogue.
4. Instruction on use of library catalogue: Application and interpretation.

4.2 BACKGROUND INFORMATION

The replies confirmed that cataloguing and classification is a fundamental library function which is essential for proper library organisation and retrieval of material by the users. The users see it as an instrument of communication but an extremely complex communication system and therefore there is need for proper library instruction on the use of the catalogue. It was the contention of all respondents that cataloguing and classification is a major problem area and therefore library managers need not ignore it.

4.3 ADMINISTRATION: CATALOGUING AND CLASSIFICATION

The questions in this section sought to establish the general trends in the staffing of cataloguing departments/units as compared to the other units and the whole university. Question No. 4 in appendix I specifically wanted to establish the total number of library employees and specifically their working units. Table 2 below tabulates the results.

TABLE 2: LIBRARY EMPLOYEE PATTERN

DIVISION/UNIT	NO. OF EMPLOYEES				TOTAL
	KU	%	JKUAT	%	TOTAL
Circulation/Issue Circulation/Issue Desk	10	8.1	-	-	8.1
Acquisition	5	4	-	-	4
Readers Services/	19	15.4	-	-	15.4
Cataloguing	15	12.1	-	-	12.1
Administration	2	1.6	-	-	1.6
Other staff e.g. secretarial services	-	-	-	-	-
TOTAL	123	100	40	-	41.2

The table above was only filled by respondents from Kenyatta University who have been using functional subject approach. Jomo Kenyatta University of Agriculture and Technology respondents left it out because they have of late adopted the subject approach which has married all services at the subject level.

The JKUAT library units includes:-

1. Circulation
2. Acquisition
3. Agricultural Information
4. Industrial
5. Social Scientific Information
6. Printing and bindery centres.
7. Library business centre.
8. Audio visual centre.

Several of the library staff interviewed at JKUAT expressed their dislike for cataloguing and classification. However, the researcher noted that their subject-divisional organizational approach has enabled JKUAT library to eradicate major library problems emanating from cataloguing and classification of materials e.g. backlogs.

Cataloguing and classification was depicted by the respondents as a disliked and unattractive library activity. The respondents order of preference in question number 4 in appendix II showed that many library staff preferred other units while cataloguing and classification was the least preferred. Only 4% of the total respondents and interviewees preferred it. Reference service was the most preferred, followed by Acquisitions and Circulation desk. The table below shows the respondents order of preference.

TABLE 3: ORDER OF PREFERENCE

UNIT	NO. RESPONDENTS	%
Acquisition	5	20
Cataloguing & Classification	1	4
Circulation desk	4	16
Reference Services/Readers desk	9	36
Library Administration	3	12
Others	3	12
TOTAL	25	100

In their response to question number 5 and 6 in appendix II, many of the library staff argued that cataloguing and classification does not give them the enthusiasm they need in their professional advancement. They felt that cataloguing and classification is a boring and restrictive backroom activity with a lot of mental exhaustion. The responses to question number 8 showed that the cataloguing and classification of Audio-visuals, conference papers, seminar papers or generally the grey literature presented a lot of problems because it required original cataloguing (O.C.) and therefore using much of the cataloguers time and mental energy.

The library administration interviewed stated in their response to question number 9 in appendix I that there is no special criteria used to deploy library staff into the cataloguing department. However, interviews among the library staff showed that the administrators at times took people with poor public relation to the cataloguing unit because it was a "backroom affair". However most respondents contended that transfer into the cataloguing unit was mostly on routine and normal transfer so that every library employee could have all the skills required in the library.

Whereas the library administrators felt in question number 10 that part of the cataloguing of library materials is to use the standard cataloguing methods and codes, the library staff felt overburdened by this policy. In their response to question

number 5 and 6, they challenged this policy which they felt made the cataloguing staff to deal with a lot of unnecessary punctuations which makes cataloguing to be lowly preferred and unattractive to many library staff. Many of the library staff argued that many library users were not interested with the punctuations but important card catalogue details which increase accessibility of bibliographic materials like author, title, subject classification and the call number.

4.4 LIBRARY ORGANIZATIONAL PATTERN

The basic organizational pattern of a library whether by function or by subject affects the libraries' service to the readers. According from the evidence from the respondents, K.U. and JKUAT libraries are organised according to function and subject divisional respectively.

The research showed that functional organizational pattern is not very popular due to its inflexibility. Only 36% of the respondents preferred it. Functional organization hinders the university library from utilising the services of subject or area specialists fully. 56% of the respondents preferred subject divisional approach because it brings broadly related subjects under one divisional unit such as the humanities, social sciences, biological science etc.

The subject divisional libraries recognise the interdependence of knowledge and the increasing interdisciplinary nature of many fields of study. Materials on related subjects are brought together through subject-divisional organization and efficiently eliminate the duplication of resources and materials. Divisional library staff are in a better position to gain greater familiarity with the divisional information resources and to give more personalised service to library users than the functional approach. Swank made observations on the educational significance of subject divisional arrangement by stating that:

4.5 the traditional arrangement scatters materials and services needed by scholars working on the same subject, the newer organization attempts to bring them together... The educational significance of the subject divisional plan derives from the association of library services with specific departments of the instructional programme... library staff specialise in their divisional organization, define and emphasize academic affiliation of library jobs and charges librarians with the responsibility for getting acquainted.¹

The above impetus definitely made most of the respondents and interviewees to favour subject divisional organizational arrangement. Table 4 indicates the library organizational rates of responses.

TABLE 4: LIBRARY ORGANIZATIONAL RESPONSE RATES

ORGANIZATION	NO. OF RESPONDENTS	%
Functional	2	8
Subject-divisional	14	56
Functional-subject	9	36
TOTAL	25	100

4.5 BIBLIOGRAPHIC ACCESSIBILITY OF CATALOGUED LIBRARY MATERIALS

There exist several intellectual, social political and economic factors which call for the revision of the existing schemes. It was noted in question number 12 & 13 that the two university libraries use Library of Congress (L.C.) Classification - Scheme but they all agreed that it is deficient, unsatisfactory, Inadequate and inexhaustive.

These inadequacies are most evident in the fields of African history, language and literature despite the modifications. At Kenyatta University, some library users interviewed noted they miss certain materials which are in the library due to illogical scattering of books on many subjects by the catalogue. Such similar subjects should have been shelved together especially materials on African history, language, literature, science and

sociology. However, the classification scheme has jumbled up different subjects e.g. geography, anthropology, politics, and government and therefore making the materials irretrievable. This problem is more acute in K.U. which mostly teaches humanities and education more than JKUAT which is more of an Agricultural and Technological University.

Despite the general dissatisfaction with the classification scheme, most respondents in question number 14 felt that it is better to stick to the internationally known ones, with adequate modifications and revisions than to create a scheme specifically designed for African materials. Table 5, shows the respondents preferences:

**TABLE 5: PREFERENCE RATE OF AFRICANA MATERIALS
CLASSIFICATION SCHEME**

TYPE	NO. OF RESPONDENTS	%
Separate Africana Scheme	5	20
Periodic revision to existing schemes	13	52
Integration	2	8
Not sure	25	20
TOTAL	25	100

It was the respondents feelings that creation of a separate scheme would not in any way reduce cataloguing problems in the two universities. They contended that a specifically designed scheme for African materials might lack universality, and look parochial and therefore not appeal to the people because it would serve more in alienating them internationally than solving their cataloguing problems.

The author catalogue with 40% was ranked highest as the main access point. It was followed by title catalogue with 28% and subject catalogue with 24%. Author title catalogue got 8% and

dictionary catalogue 0%. However many of the respondents indicate that the author catalogue and the title catalogue were efficient tools for the short loan materials. Table 5 indicates these results while table 6 shows the major cataloguing aids used in the two libraries and in reference to question no. 16.

TABLE 6: ACCESSIBILITY OF LIBRARY MATERIALS

TYPE OF CATALOGUE	NO. OF RESPONSES	%
Author catalogue	10	40
Author title catalogue	2	8
Title catalogue	7	28
Author,subject catalogue	6	24
Dictionary catalogue	6	0
<u>TOTAL</u>	25	100

TABLE 7: CATALOGUING AIDS

AIDS	NO. OF RESPONSES	
ALA cataloguing for author and title entries	4	8.6
Cataloguing rules of the American Library Association and Library of Congress additions and changes	6	13
Cutters alphabetic order tables, and fitted with three figures by Kate Sanborn	12	26
U.S. library of congress rules for descriptive cataloguing in library of congress	6	13
U.S. Library of Congress Classification classes A-Z	5	10.8
ALA rules for filing catalog cards	2	4.3
Anglo American cataloguing rules AACR2	8	17.3
Others	1	2.1
TOTAL	44	95.1

Interviews reviewed that most of the materials on the library shelves are sought through the card catalogue by author, title or subject. Users inability to retrieve materials from the shelves is partly due to their inability to use the three types of catalogues i.e. author, title and subject catalogues interchangeably. It is also related to the broader problem of limited conception of university education and a narrow attention to reserved books and recommended textbooks.

However there is considerable evidence from the respondents that the librarians fail to teach users of their libraries how to exploit and tap to the full various access points.

Many respondents in question number 18 felt that the cataloguing and classification problems could be minimised through acquisition of more library materials with cataloguing in publication (C.I.P.) and National Union Catalogues (N.U.C.). C.I.P. and N.U.C. enables the cataloguer to skip original cataloguing (O.C.) which takes a lot of time and is mentally exhausting to the cataloguers. Table 7 shows the respondents replies to question number 18:

TABLE 8: OCCURRENCE OF C.I.P., N.U.C. AND O.C.

TYPE	NO. OF RESPONSES	%
C.I.P.	7	28
N.U.C.	3	12
O.C.	15	60
TOTAL	25	100

The library staff felt that frequent occurrence of C.I.P. and N.U.C. in cataloguing eased cataloguing problems, and there was no respondent who felt that C.I.P. and N.U.C. does not ease

cataloguing problems. However they all lamented the non-subscription of new N.U.C.s and non acquisition of books with C.I.P.

The respondents in their answer to questions number 19 and 20 stated that there exist good relationship between the cataloguing departments and the other library departments. This means that sour or bad relationships between the departments within the library is not a problem among the library staff. They indicated that there is a high rate of interdependence between the library units.

There was no respondent who felt the relationship was excellent, and only two respondents felt it was very good. More than half of the respondents as shown in table 8 maintained that the relationship was good and cordial.

TABLE 9: RELATIONSHIP BETWEEN CATALOGUING AND OTHER DEPARTMENTS

RESPONSES	NO. OF RESPONDENTS	%
Excellent	0	0
Very good	2	8
Good	18	72
Satisfactory	4	16
Poor	1	4
Very poor	0	0
TOTAL	25	100

My observations in the course of this research revealed that there exist low communication between cataloguing staff and the other staff despite the respondents claim that the relationship was good. This could be because the cataloguing staff seemed to work independently and autonomously of the other departments and the fact that theirs was a backroom activity needing no public relations.

4.6 STUDENTS INSTRUCTION ON THE USE OF LIBRARY CATALOGUE

This research noted that many university students are miserably ignorant of the most basic methods of searching for information they need in the library despite their acceptance of having received instructions on the use of the library catalogue. 44% of the respondents in table 9 below agreed that they received formal instructions on the use of the library. About 17% of the respondents indicated having received informal instruction on the use of the library catalogue.

TABLE 10: INSTRUCTION ON THE USE OF LIBRARY

CATALOGUE

TYPE OF INSTRUCTION	NO. OF RESPONDENTS	%
Formal	8	44.44
Informal	3	16.67
Both	7	38.89
None	0	0.00

Instruction on the use of the catalogue was mainly because of:

- i. Library staff involved in the exercise were few and could not handle the large groups of students which were supposed to surround the catalogues.
- ii. Many students could not master the catalogue within the short stint of time allocated to such enormous work.
- iii. Few days allocated for library instruction.
- iv. Students did not see it useful as it is not part of the regular class work, and therefore did not attend.

Many of the students confessed that they were inadequate in applying and interpreting the catalogue and the classification schemes. As a result, such students would rather browse through the shelves than use the catalogue. They felt they should be

familiarised through seminars, and continuous user education on the major tools of information seeking in the library especially the catalogue.

The researcher found out in Question Number 5 and tabulated in table 10 that only 11% of the students interviewed were satisfied with the bibliographic instruction given to students while about 90% felt it was inadequate.

**TABLE 11: ADEQUACY OF LIBRARY INSTRUCTION
PROGRAMME**

STATE OF INSTRUCTION	NO. OF RESPONDENTS	%
Adequate	2	11.11
Inadequate	16	88.89
Not sure	0	0.00
TOTAL	18	100.00

Those who felt the bibliographic instruction given was inadequate felt that libraries gave the new students superficial orientation programme at the beginning of the academic year including:

- i. A written profile of the information needs of the library users which was written several years ago and without revisions.
- ii. A written statement of the objective, of the instruction.
- iii. A list of the libraries and other qualified staff responsible for planning the programme (an outdated list because it

contained names of libraries who left the librarians two or three years ago and others deceased).

iv. Facilities, equipment and materials available (some out of order yet indicated).

There is no way the above orientation programmes would be adequate to assist the students in effective information retrieval and meaningful exploitation of library resources. Dean as a result stated that:

freshmen in most institutions for example are given some initial orientation. The librarian normally meets incoming students and gives, them a brief introduction of library use, but for the most part, they are to overcome their new surroundings absorb very much.2

Library instruction programme should achieve the following objectives:

- i. Acquaint students with the full resources of the library and demonstrate to them how to interpret and apply for catalogue for efficient information retrieval.
- ii. Train the students on the use of reference and bibliographic tools applicable to their subject fields
- iii. Showing students how to gain access to information through the catalogue, and classification schemes.

The above objectives were the areas indicated by the respondents in Question Number 7 as the areas the library staff should concentrate more in orienting students to the use of the library.

Table 11 below indicates that the library users would prefer to be instructed more on cataloguing and classification than any other area.

TABLE 12: PRIORITY AREAS IN LIBRARY ORIENTATION

LIBRARY ORIENTATION AREA	NO. OF RESPONDENTS	%
Reference service	5	27.78
Circulation desk	2	11.11
Cataloguing and classification	11	61.11
TOTAL	18	100

The task of providing library orientation is normally carried out by the readers services or reference department because it is felt that it is closer to the users than any other department. However instruction should be given by the librarians drawn from all sections of the library on the basis of their functional and subject interests e.g. a cataloguing expert to give instruction on catalogue use and a reference expert to give instruction on reference services. However, in all instruction, there should be particular attention to the catalogue and the classification scheme used. This research noted that 61% of the respondents indicated that cataloguing and classification is a major priority area for library instruction.

Table 13 below is a summary of the respondents replies to Question Number 10 which sought to establish the success and failure rate in document searching in the library using different methods.

TABLE 13: SUCCESS AND FAILURE RATE OF DOCUMENT SEARCHES USING VARIOUS METHODS

METHOD	NO. OF RESPONDENTS	%
Browsing	4	22.22
Guessing	0	0.00
Catalogue	13	72.22
Peer enquiry	1	5.56
TOTAL	18	100.00

The evidence from the above table shows that the use of the catalogue in document searching yields higher success rate with 72% of the respondents indicating its success rate.

The rest of the methods showed minimal success rate in document searching.

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5.0 CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

This chapter explains the research findings and presents the conclusions and recommendations arising from the findings presented and analyzed in the previous chapter.

The researcher in this chapter critically looks at the problems found in the cataloguing and classification of library materials. The nature of the problems and possible solutions is a major emphasis in this chapter.

The objective of the above emphasis is an attempt to fulfil the major objective identified by this research project which is "problems and possible solutions" of cataloguing and classification.

5.2 PROBLEMS AND SOLUTIONS

The literature review and the findings from the research in chapter four strengthen the view that problems abound in the cataloguing and classification of library materials. In the course of the research, the following major problems, which hinder the smooth running of cataloguing units were identified.

5.2.1 LACK OF ADEQUATE KNOWLEDGE OF CATALOGUING RULES AND CLASSIFICATION SCHEMES.

Many library managers and staff felt this was a major problem. Many of the cataloguers are unable to properly interpret the AACR2 codes and end up coming up with arbitrary conclusions depending on taste and judgement, and therefore causing confusion.

Attempts towards a definite trend of simplifying entry rules and description of entry should be initiated. Simplified entry and description rules will enable cataloguers to deal with the cataloguing and classification of inadequately represented subjects e.g. vernacular literature which presents special problems to cataloguers. In most cases, the cataloguers have had to depend on translators. 60% of the respondents in question

Number 8 felt that there should be immediate attention to the rules governing the cataloguing of conferences, symposiums, and multi-subject books. In question number 11, 72% of the respondents felt that there should be periodic revision of the cataloguing codes to suit emerging subjects and Africana materials which were scantily catered for in the original codes. Such revisions should enable the cataloguers to determine the correct form of an author name, tribal names and stop illogical scattering of books on similar subjects which should have been classified and shelved together.

5.2.2. BACKLOGS:

These are normally as a result of:

- i. Heavy acquisitions
- ii. Inadequate professional staffing
- iii. Involvement of the cataloguing staff in other library activities e.g. shelving, night shifts etc.
- iv. Inability of the cataloguing staff to interpret and apply the cataloguing rules
- v. Lack of up-to-date N.U.C.s and few C.I.P. publications. Cataloguers therefore engage mostly in original cataloguing which takes much of their time.
- vi. Unenthusiastic and demoralised staff. 85% of the respondents argued that cataloguing is a boring activity.

With the above reasons in mind, it would be important for the library to check on the fast moving resources and catalogue them first. Definite time should be stated for particular books e.g. special books and reference collections. Thomson argues strongly in favour of this and states that:

a cataloguer who is obliged to offer daily account of his work tends to approach his task diligently and apportion his time in a more vigorous and realistic way than he might do otherwise.¹

The above view is only possible if the cataloguers maintain weekly, monthly, and annual statistics. Such statistic enables the library managers to check closely the productivity (output) of individual cataloguers, and assess the major achievements and problems. In this connection Harmer insists that:

Statistical reports at periodic intervals should reveal the nature and volume of publications that have been processed.²

5.2.3. SHORTAGE OF PROFESSIONAL CATALOGUERS:

This problem was first identified in the literature review. The current decrease in donor funding and the structural adjustment programmes (SAP) have aggravated the problem to an extent that university libraries are not recruiting new professional library staff despite the high staff turnover to greener pastures.

This problem is also because many professional librarians (degree holders with post graduate qualifications in library studies) do not see themselves as cataloguers but as library administrators. Professional librarians according to the research would rather work in the units with more user esteem, high profile and interaction than to work in the low profile and no user recognition and interaction units. Only one respondent who is an Assistant Librarian chose cataloguing as number 1 in her order of preference and only one person who chose it as number 2. The rest of the respondents chose it as either number 3 or 4 which shows their distaste in working as cataloguers.

5.2.4. MANUAL SYSTEMS:

It was noted that despite computer network programme at JKUAT, and availability of computers at KU, the two universities depend mostly on manual systems for most of their services. All the respondents gave library automation as one of the suggestions of minimising cataloguing problems and eliminating backlogs. Reynolds in his support for library automation argued that:

it is easy to envision the world's store of books reduced to a quite small bulk by micro reduction controlled by a computer-stored catalogue which will give instant access to whatever is wanted by a scholar through a much greater depth of subject analysis than is now available by transmitting central store either an image of the printed text on a screen on a full sized paper copy".3

5.2.5 USE OF OUTDATED CATALOGUING TOOLS:

The research identified the use of outdated cataloguing tools. The most recent cataloguing tool identified in the research out of all the cataloguing tools used was an AACR2, 1988 revised edition.

5.2.6. LACK OF STATIONERY:

The researcher noted lack of stationery for production of cards e.g. pencils, rubbers, cards, and other stationery due to poor library funding by the University Administration.

5.2.7 NEGATIVE ATTITUDE

Most of the library staff have a negative attitude towards cataloguing and classification of library materials. Majority of the respondents felt it was a boring activity with no user recognition, interaction, and esteem and therefore preferred to work in units with user recognition and high esteem.

5.2.8 CATALOGUING POLICY

The cataloguing policy of including the standardised international punctuations is a major hindrance to aspiring cataloguers. Many respondents felt that the punctuations are unnecessary in the retrieval of library materials. Many of them felt that this traditional cataloguing policy should be replaced with a more user oriented policy which is appealing to the modern cataloguers and users.

5.2.9 LOW MORALE:

This is due to the fact that the cataloguers have to be involved in shelving, night shifts etc. yet their work is mentally exhausting and demanding.

5.3. RECOMMENDATIONS

This study revealed many inadequacies and problems in cataloguing and classification in KU and JKUAT. In order to eradicate these problems and gaps, systematic efforts must be made to solve the problems outlined above. They are, however, not peculiar to KU and JKUAT but are characteristic of most academic universities

in Kenya. The researcher offers the following recommendations to serve as procedural steps toward solving the problems identified:

1. Creation of a committee on cataloguing and classification led by academic librarians to ensure adequate revision of cataloguing and classifications with the aim of simplifying entry points for African materials and standardizing those revisions. Such a committee should be mandated to discuss and take action when necessary on matters involving cataloguing and classification.
2. The committee should continuously consult and advise the library of congress additions and changes section with the ultimate objective of creating thoroughly standardized revised schedules for African materials.
3. More time to be allocated to the teaching and training of cataloguing and classification (organisation information I and II unit) in KU. The library education unit at KU should ensure more practicals in this area and about half of the attachment period should dwell on cataloguing and classification using manual and computerised systems.
4. The libraries should have initiative to keep abreast with the new additions in cataloguing and to expand the cataloguing system to suit their own needs, just as the L.C. suits the needs of the Library of Congress.

5. The Acquisition department should be involved in detailed bibliographic searching and the search passed over to the cataloguing department to avoid duplication of efforts.
6. Universities should establish a written cataloguing and classification policy. Such a policy should be formulated jointly by the library staff and faculty members.
7. Cataloguers and classifiers should try to maintain accurate records and statistics of catalogued work.
8. Cooperation between the library schools should be geared towards harmonisation and standardization of the cataloguing and classification programmes to ensure a nationwide acceptance of all professional qualifications.
9. University libraries to consider in future recruiting people who are more cataloguing oriented than the reference, acquisition and circulation areas which are popular with the library staff.
10. University libraries, to ensure standardization of cataloguing and classification so that:
 - i. Creation of a union catalogue may become easy.
 - ii. They can easily operate centralised cataloguing services.
 - iii. Libraries may easily apply C.I.P.

- 17 IV. Facilitate exchange of bibliographic information
between the university libraries.
11. Automate their library operations so that exchange of
bibliographic information would be realised between the
18 universities. This would also boost the staff morale.
12. Allocate more funds to the cataloguing departments to ensure
availability of required stationery e.g. pencils, rubbers
and cards.
13. Ensure continuous library instruction on the use of the
catalogue to the library users with the aim of making
cataloguing user centred.
14. Purchase of up-to-date NUCs. The researcher noted lack of
up-to-date NUCs.
15. Ensure easy access of all cataloguing tools by keeping them
in the cataloguing hall to eliminate time wastage in
pursuit of cataloguing tools, (K.U. N.U.C.s are on the
21 shelves). They should be put in the cataloguing hall for
effective reference by the cataloguers.
16. Acquisition of enough cataloguing tools. The researcher
observed cases where all the cataloguing had to depend on
one tool and therefore waste a lot of time.

17. Avoid unnecessary details in the cataloguing of the materials e.g. punctuations. Such punctuations are not in the interest of the user but only serve to confuse the users.
18. Organize in-service training, refresher workshops and seminars on cataloguing and classification aimed at:
 - i. Equipping and up-dating the library staff on methods of cataloguing and classification
 - ii. Eliminating the fear of original cataloguing (O.C.)
 - iii. Removing negative attitude on cataloguing and classification.
 - iv. Start continuing study programmes for the library staff.
 - v. Up-date library staff on the recent developments on computerised cataloguing.
20. Establishing the post of a head cataloguer to co-ordinate all the activities of all the cataloguers.
21. Using of commercial firms which engage in commercial cataloguing in times of emergencies and critical backlogs and acute shortage of staff or periods with heavy acquisition.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The researcher noted that the results of this study while being declared typical for KU and JKUAT, may not be typical for all other libraries in Kenya. This is because several other academic libraries in Kenya have been left out, for instance, Moi University, Egerton University, Maseno University College etc. which are all public universities. The researcher also left out completely private universities in Kenya which are also many.

Due to the above reasons, the researcher suggests that further similar research should be done to complement the results of this study before final conclusions are drawn concerning the un-researched libraries.

The researcher suggests a future indepth and detailed study covering the state of cataloguing and classification in all types of libraries in Kenya.

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APPENDIX I

LIBRARY ADMINISTRATION QUESTIONNAIRE

A. BACKGROUND INFORMATION

Please fill in the following details.

1. i. Name of the university _____

ii. Name of the library _____

iii. Present size of the community served by the library

2. i. Designation of the interviewee -----

ii. years of experience _____

3. Number of faculties -----

please, name them -----

4. Does your university emphasize on special fields e.g.

education or science yes No

If yes, please specify. -----

B. **LIBRARY ADMINISTRATION**

5. Number of employees in the university library -----

Please indicate below the division of personnel into units

DIVISIONS	NO. OF EMPLOYEES
Circulation/issue desk	
Acquisition	
Readers services/reference services	
Cataloguing	
Other general administrative work	

6. From your experience as a library administrator/manager, what other general and technical problems which are found in the cataloguing of library materials?

- i. -----

- ii. -----

- iii. -----

- iv. -----

- v. -----

- vi. -----

- vii. -----

7. Please suggest the methods used by the management to solve some of these problems. -----

8. Comment on the general attitude towards the cataloguing of library materials among the librarians and library employees

9. Briefly explain if there is any special criteria used to deploy librarians into the cataloguing service.

10. Is there any official library policy towards the cataloguing of library materials. yes No
If yes, please explain briefly.

APPENDIX II

LIBRARY EMPLOYEE QUESTIONNAIRE

CATALOGUING AND CLASSIFICATION

1. Name of the university-----
2. Designation of the employee-----
3. Working unit/department-----
4. Indicate in the table below your years of experience in the indicated departments and indicate your preferred working area by marking 1,2,3,4 etc.

DEPARTMENT	YRS. OF EXP.	ORDER OF PREF.	
Acquisition			
Cataloguing			
Circulation desk			
Reference service			
Other general admin.			
NB.Total yrs. of exp.			

5. If cataloguing is not the top in order of preference, please explain briefly below why it is among the least preferred.-----

6. Some librarians have argued that several librarians detest working as catalogers despite their training. List down

some of the reasons advanced by the library employees for their distaste in working as catalogers.

- i. -----
- ii. -----
- iii. -----
- iv. -----
- v. -----

7A. In your opinion are these reasons varied? Yes No

b. If yes, explain why you think they are varied from your own experiences.

c. Are these part of the problems existing in cataloguing department? Yes No

d. If no, please give your own opinion as to the problems existing in the cataloguing departments

- i. -----
- ii. -----
- iii. -----
- iv. -----
- v. -----

8(a) Suggest possible solutions to these problems

8(b) What kind of material presents more difficulties in processing and cataloguing?-----

why-----

B. **LIBRARY ORGANIZATIONAL PATTERN**

9. Indicate below the organizational pattern used by your library

- i. Functional (e.g. cataloguing reference, circulation)
- ii. Subject divisional (e.g. humanities, social sciences, science etc.)
- iii. Functional - subject (a combination of both patterns)

10. Some librarians have always contended that functional arrangement is the main reason for librarians, pre-occupation with technical operation at the expense of actual services to the library patrons and that a subject divisional approach clearly highlights the users interests. If your library has not already adopted the subject divisional approach, do you think that they should move towards it? Yes No

11. And if your library is to move entirely towards subject divisional approach, do you think that the library would have enough and competent staff with the required subject competence to take over the duties of subject departmentalisation including cataloguing?-----

c. BIBLIOGRAPHIC ACCESSIBILITY OF LIBRARY MATERIALS

12. Name the classification scheme used by your library

As hot catalog

b. Please specify if more than one scheme is in use

13. Is the classification scheme used by your library adequate for African materials? Yes No

b. If it is inadequate, has it been modified to better accommodate inadequately represented subjects e.g. Africana materials Yes No

14. There is a divided opinion over the creation of a separate classification scheme for African materials with some African cataloguing experts preferring separate scheme and then continued dependence on the existing schemes with periodic revision to accommodate African literature. This is all in an attempt to lessen cataloguing problems of the inadequately represented sections in Africa. What is your opinion?comment briefly

.....
.....
.....
15. Please, tick the access points used by your library for location of materials

- i. Author catalog
- ii. Author title catalog
- iii. Title catalog
- iv. Subject catalog
- v. Dictionary catalog (author/title and subject entries
- vi. Bookcatalog-specify-----

16. Tick yes or no the cataloguing aids or tools used by your catalog department and indicate edition or year of publication.

	YES	NO	ED.-OR YEAR OF PUB.
ALA cataloguing for author and title entries			
Cataloguing rules of the American library Ass. and lib. of Cong. additions & changes			
Cutters alphabetic order table, attend & fitted with three figures by Kate E. Sanborn			
V.S. lib. of Cong. rules for descriptive cata. in the lib. of Congress			
U.S. lib. of Cong. classification classes A-Z			
ALA rules for filing catalog cards			
Anglo American Cata. rules (AACR2)			
Others (please list)			

17. Would you say that card catalogues in the library are reliable access points to materials you need?. Yes

No

If No, please, indicate what you find as the major problem with the catalogues-----

18. Indicate below the occurrence of C.I.P. NUC O.C. in your cataloguing in your libraries

	Very Frequent	Frequent	Infrequent	Not Applicable
CIP				
NUC				
OC				

b. If there is frequent occurrence of C.I.P. and NUC cataloguing, have they eased cataloguing problems in your library Yes No

c. If No, explain why-----
 How would you rate the relationship between your cataloguing department and the other departments in the library.

Excellent ----

Very good ----

Good -----

Satisfactory -----

Poor -----

20. If the relationship is just satisfactory or poor, could you please explain why?-----

APPENDIX III

USERS QUESTIONNAIRE

A. BACKGROUND INFORMATION

1. Name of the university -----
2. Year of study e.g. undergraduate first year -----

3. Course being pursued e.g. Bachelor of Commerce or M.Sc.-----

4. Please indicate below the level at which you started using a library catalogue to retrieve library materials

	YES	NO
Lower primary		
Primary School		
Secondary School		
University (undergraduate)		
University (postgraduate)		

b. **INSTRUCTION ON USE OF LIBRARY CATALOGUE**

5a. Did you receive instruction on how to use the library catalogue when you joined this university? Yes No

b. If yes, was it formal or informal?-----

c. If it was formal, do you consider it adequate or inadequate?-----

d. Why-----

6a. If you started using a library catalogue before joining this university, do you think your formal or informal instruction on how to use the university library catalogue as necessary? Yes No

b. If your answer to the above question is Yes, give supporting reasons

7a. What areas of the library operations do you feel the library staff should concentrate more in orienting students to the use of the library? Rank them in order of preference:-

- i. -----
- ii. -----
- iii. -----
- iv. -----
- v. -----

b. If cataloguing service is not among the top areas, explain why?

CATALOGUE APPLICATION AND INTERPRETATION

8. Please, indicate below the flow of your library and catalogue usage by putting a tick

	V. Freq.	Freq.	Fairly F.	Infreq.
Lib. Usage				
Cat. Usage				

9a. If the flow of your catalogue usage is either fairly

frequent or infrequent, explain whether it is because you face problems in using the catalogue.

10. Indicate on the table below your success and failure rate of attempted document searches in the library using the catalogue and other means.

Please indicate

your approach to

METHOD	NO. OF RESPONDENTS	%
Browsing		
Guessing		
Catalogue (personal)		
Peer enquiry		
Any other specify		
TOTAL		

	YES	NO	NOT.SURE	%
Doc. in the cat. was located by you				
Doc. in the cat. was only found with the help of the librarian using your clues				
Docu. def. exists or probably exists but was not in the cat. at the time of your search				
Doc. possibly in your cat. but clues were inadequate or inaccurate				

11. Please indicate in the table below your common approach to document searches in the catalogue.

	V. Frequent	Frequent	Fairly frequent	Infrequent
Author name (personal or corporate)				
Title				
Subject term				
Editor name				
Author or title of portion of the work				
Series title				
Other e.g. publisher, translator, geographic location, (specify)				

12. If you think you have adequately answered questions 5-11, please explain briefly the major problems you think face cataloguing service

- i. -----
- ii. -----
- iii. -----
- iv. -----
- v. -----

b. Give possible solutions and suggestions which could be used by your library cataloguers to ease the problems facing the cataloguing service.

INTRODUCTORY NOTE

DATE-----

My Name is Daniel Wambiri, a student in the department of the library studies Kenyatta University. I am seeking your assistance in filing this questionnaire for the purposes of study entitled "cataloguing service: problems and possible solutions with special reference to K.U. and J.K.U.A.T."

Please note that the information given here will be kept strictly confidential and will only be used as important variables significant to the study.

Yours faithfully,

DANIEL WAMBIRI

KENYATTA UNIVERSITY LIBRARY