

Knowledge and Perception Towards Cataloging Subject in Library and Information Management Education

Intan Nurbaizura Zainuddin

Faculty of Information Management

Universiti Teknologi MARA, Shah Alam, Malaysia

intanurbyzura@gmail.com

A'dillah Mustafa

Faculty of Information Management

Universiti Teknologi MARA, Shah Alam, Malaysia

a'dillah973@salam.uitm.edu.my

Sufy Rabea Adawiya Idris

Faculty of Information Management

Universiti Teknologi MARA, Shah Alam, Malaysia

fy_idris@yahoo.com

Mesdar Sidek

Business Information Centre

Malaysia External Trade Development Corporation (MATRADE)

Kuala Lumpur, Malaysia

mezzsidek@gmail.com

cited as: *Intan Nurbaizura, Z., A'dillah, M., Sufy Rabea Adawiya, I., Mesdar, S.*

Abstract :

Subject Cataloging is one of the most crucial courses in the area of library and information management. This study aims to examine the students perception towards the cataloging subject which comprises of Subject Cataloging and Classification. The objectives of this study are: 1) to identify the student's perception on cataloging tools, and 2) to determine the student's knowledge while learning subject cataloguing. This study used quantitative research method by using a questionnaire as the data collection tool . The respondents are the third year students from the Bachelor of Library Management (BLM) program. It is important to investigate the student's perception in learning the cataloging subject due the weight given to this subject as core components in the BLM program . Subject Cataloging and Classification is a major heart of library science and information management in every institution. It is also critical to ensure that the students understand the subject matter and are well trained in using all the tools in-order to ensure all resources are systematically organized and classified. There are few technical parts of the cataloging area which considered challenging by the students. Hence, this research will determine the positive and the negative perception towards the subject cataloging and classification. The findings show that i) students moderately agreed with the adequateness of the cataloguing tools provided in their learning process, ii) the student knowledge in subject analysis and subject cataloging are at moderate, iii) the students knowledge in library

classification are at highly understand. This research discuss three suggestions in the cataloging tools and the student motivation.

Keywords : *Cataloging, Subject cataloging, Classification, Library science, Organization of Knowledge*

I . Introduction

Teaching cataloging subject is now becoming more challenging than before. The technological and content advancements of digitalization, e-resources, review of AACR or introduction of Resource Description and Access (RDA), Functional Requirements for Bibliographic Records (FRBR) have shifted the whole process of teaching involved . The diverse geometrical growth in information resources poses challenge to librarianship (Bello & Mansor, 2011). The utilization of educational technology, especially computer-aided and web-based training, influences education design and development tremendously. Outcomes-based education and educational technology play a vital role in the design and development of training and have to be considered in such studies (Cloete, Snyman & Cronje, 2003).The level of acceptance by the students and their perceptions on the subject would also be a good basis to be considered in the development of the teaching methods. Hence this research will seek to find out the student’s perception towards cataloging subject through two different areas; cataloging tools and the knowledge on cataloging towards cataloging subject. It is known that subject cataloging requires best practices of teaching and learning approach. It requires students to be exposed to the basic theories of subject access to information as well as follow up with in class exercise and relevant assignments to ensure the theory is concrete (Taylor & Joudrey, 2002). Furthermore, to ensure the students are well understood about the subject cataloging, it is necessary for them to have some practical skill building exercise. Since there are limited studies conducted in this area thus, the picture on the student’s feedback towards subject cataloging in university is not clear. This current research attempts to explore this matter by using student of public university as the subject of the study, the researchers attempt to describe how the student’s perception towards subject cataloging course influence their achievements and their cataloging skills as well. The results of the study will be limited only to the gathered data that is relevant to the objectives of the study, and this may be affected should students in different universities provide different feedback on the cataloging tools towards cataloging subject and lecturer’s accountability in teaching subject cataloging. Owing to the constraints of the specific scope of study, this study was carried out in only one university. As a result, the findings will not accurately show the whole perceptions towards subject cataloging.

II . Literature Review

A. Cataloging Tools

In learning subject cataloging, Folashade (2014) point out that the learning facilities should be provided adequately to all students. It is a must for every student to learn and be able to use these facilities and tools. In the usage of DDC compared to LCC, Taylor (2009) claim that DDC have more difficulties in number building. While for subject heading LCSH are more complex than SLSH and MeSH (Taylor, 2009), In contrast Aina (2012) described LCSH and SLSH are both holding own complexity in assigning subject headings. There are hardly any researches that study the perceptions of the students towards learning the cataloging tools. For educators they also need to know the

perception of the students in order to create a live full learning environment. Teaching cataloging subject is now becoming more challenging than before due to technological advancements and challenges of digitalization, e-resources, review of AACR or introduction of Resource Description and Access (RDA), Functional Requirements for Bibliographic Records (FRBR). Diverse geometrical growth in information resources poses challenge to librarianship (Bello & Mansor, 2011). The utilization of educational technology, especially computer-aided and web-based training, influences education design and development tremendously. Outcomes-based education and educational technology play a vital role in the design and development of training and have to be considered in such studies (Cloete, Snyman & Cronje, 2003). The level of acceptance by the students and their perceptions on the subject would also be a good basis to be considered in the development of the teaching methods. Hence this research will seek to find out the student's perception towards cataloging subject through three different areas; cataloging tools, lecturer's accountability, and the knowledge on cataloging towards cataloging subject.

B. Knowledge on Cataloging

The information professional will in future not only need the basic core traditional skills and professional knowledge, but a number of new competencies to be competitive in the changing working conditions (Buttlar & Du Mont, 1996). Cataloging skills are vital element in the organizational aspects of knowledge management (Hill & Intner, 1999). It has therefore become more important than ever that catalogers receive appropriate education and training through all possible modes (Cloete, Snyman & Cronje, 2003).

The development of librarian's competencies are from traditional skill set include among Indexing, Classification, Cataloging and Assessing quality and reliability of information. Cabonero & Dolendo (2013) and Widdows (2010). Therefore this research will seek to find out the student's knowledge on subject analysis, subject cataloging, controlled vocabulary and uncontrolled vocabulary, authority record and subject authority file, assigning subject heading lists (library of congress, sears, etc), library classification, classification schemes (LCC, DCC, etc) and class/call number which will be based on Chan (2007).

III . Research Methodology

- i) This study used quantitative methods for data gathering, a questionnaire set of 40 questions are distributed to 183 respondent's. The respondent's are students in third year and enrolled for the IML555 : Subject Heading and Classification . The questionnaire consists of 3 parts, which are : Part 1 : Student perception on the learning tools, Part 2 : Students perception on lecturers' accountability and ; Part 3 : Student knowledge on Subject cataloging.
- ii) Conceptual framework

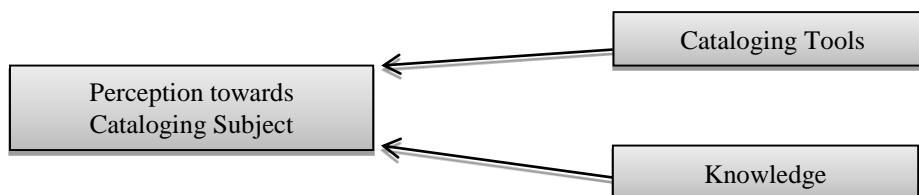


Diagram 1 : The above diagram shows the conceptual framework for this study, the dependent variable is Perception towards cataloging subject, while the independent variable are cataloging tools and student knowledge on the subject.

IV . Findings

The findings of the study are reported in below tables and diagrams.

Part 1 : Student perception on the learning tools

- a) The below table shows that subject heading learning tools such as (LCSH and SLSH) are moderately adequate for their learning in the classroom and lecturer.

Tools	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree
LCSH	6 %	5.5 %	38.3 %	43.2 %	7.1 %
SLSH	4 %	6 %	44 %	41 %	6 %

Table 1: Adequateness of the Subject Heading learning tools

- b) The below table shows that classification learning tools such as (DDC and LCC) are moderately adequate for their learning in the classroom and lecturer.

Tools	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree
DDC	7.7 %	5.5 %	42.6 %	41.5 %	2.7 %
LCC	6.6 %	8.7 %	43.2 %	36.6 %	4.9 %

Table 2: Adequateness of the Classification learning tools

Based from Table 1 and Table 2, the study discovered that 43.2% agree that the LCSH tools are adequate for their learning proses, and 43.7% rated moderate on the SLSH. Meanwhile, it was found that 42.6% rated moderate for the DDC tools are adequate for their learning proses and 43.2% of the respondents rated moderate for the LCC.

Part 2 : Student knowledge on Subject cataloging.

- a) **Knowledge in Subject analysis**

Knowledge	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree
Know	0.5 %	1.6 %	40.4 %	53 %	4.4 %
Explain	0.5 %	0.5 %	52.5 %	41 %	3.8 %
Analyse	0.5 %	0.5 %	52.5 %	51.9 %	3.3 %

Table 3: Knowledge in Subject Analysis

- b) **Knowledge in Subject Cataloging**

Knowledge	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree
Define	2.2 %	1.1 %	24.6 %	63.4 %	8.7 %
Identify & Explain	1.1 %	2.2 %	42.1 %	50.3 %	4.4 %

Table 4: Knowledge in Subject Cataloging

c) Knowledge in Subject Headings

Knowledge	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree
Define	2.2 %	0 %	28.4 %	61.2 %	8.2 %
Know	2.2 %	1.1 %	51.4 %	39.9 %	4.4 %
Construct	1.6 %	1.6 %	47.5 %	44.8 %	4.4 %
Assign	1.1 %	2.2 %	50.3 %	40.4 %	6.0 %

Table 5: Knowledge in Subject Headings

d) Knowledge in Classification

Knowledge	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree
Define	3.8 %	0 %	37.2 %	50.8 %	8.2 %
Know	2.2 %	1.1 %	23.5 %	61.7 %	11.5 %
Relate	4.4 %	1.1 %	44.3 %	44.3 %	6.0 %
Construct	7.1 %	0.5 %	53 %	35.5 %	3.8 %

Table 6: Knowledge in Classification

I. Analysis

Research Objective 1: to identify the student’s perception on cataloging tools

Learning tools	Adequateness (%)
Library of Congress Subject Headings	50.3
Sears List Subject Headings	46.5
Dewey Decimal Classification	44.2
Library of Congress Classification	78.1

Table 7: Student’s perception on cataloging tools

Research Objective 2 : to determine the student’s knowledge while learning subject cataloguing.

2 (a) Student knowledge on Subject Analysis

Criteria	(%)
I know the concept, principles and methods of subject analysis	57.4
I can explain the steps in subject analysis	44.8
I am able to analyse subjects	55.2

Table 8 (a): Student’s knowledge while learning subject analysis



Two topics are rated over 50% which are i) 55.2 % rated they understand and able to analyse subject and ii) 57.4% rated they know the concept , principles and methods of subject analysis. Only 44.8% rated they can explain the steps in subject analysis. This finding are resulted from the shortage of tools and exercise. Besides, learning the procedures and application of subject analysis takes 3-4 weeks for in-depth discussion. As similar study from Cabonero and Dolendo (2013) found that subject analysis finds the challenges part where the students are facing lack of efficiency when looking for key words in the title, table of content, abstract, foreword, introduction, conclusion and cover. Taylor and Jourdrej (2002) also agree that basic skills are also important to understand the whole subject analysis and bibliographic control.

2 (b) Student knowledge on Subject Cataloging

Criteria	(%)
I can define the concept of subject cataloging	72.1
I can identify and explain the principles of subject cataloging	54.7

Table 8 (b): Student’s knowledge while learning subject cataloging

Second knowledge is Subject Cataloguing, the research found that there a huge gap between conceptual and practice. Whereby 72.1% respondents rated understand or agree that they have knowledge on defining the concept of subject cataloguing, while the percentage for identify and explain the principles of subject cataloguing only been understood by on 54.7%. Thus gap basically stated a simple matter in determining the subject of which item is all about and they do not use the same terminology to examine things (Kipp, 2012).

2 (c) Student knowledge on Subject Headings

Criteria	(%)
I can define the concept of subject headings	69.4
I know the purposes of subject headings	68.3
I can construct subject headings for informational materials	49.2
I am able to assign subject headings for informational materials	46.4

Table 8 (c): Student’s knowledge while learning subject headings

The third is knowledge in Subject Headings. The respondents rated their knowledge at average level from 46.4 % to 69.4 %. This finding is similar with the finding from table knowledge on subject headings which the respondents rated high in conceptual knowledge and low at the practical topic. Respondent rated 69.4 % for defining concept of subject heading, 68.3% know the purpose of subject headings. For the practical knowledge of Subject headings the respondent rated their knowledge at below 50 %, which is 49.2 % for ability to construct subject headings for informational materials and 46.4 % for ability to assign subject headings for informational materials. Some sights found that students are confusing titles in constructing and assigning subject analysis and it was ranked the first difficult topic (Miller,

2004). In fact, the cataloguer also agree that possessing subject knowledge is forceful to perform their onerous task (Aina, 2012)

2 (d) Student knowledge on Classification

Criteria	(%)
I can define the concept of library classification	59
I know the purposes of library classification	73.2
I am able to relate academic disciplines / subjects to classification and call number	50.3
I can construct class / call numbers for informational materials	39.3

Table 8 (d): Student's knowledge while learning subject headings

The final part is knowledge in Classification. This finding is similar with two previous findings where the respondents rated high in conceptual knowledge and low in practical knowledge. In the theory part 73.2 % rated know the purposes of library classification, 59% rated they can define the concept of library classification, followed by 50.3% rated they are able to relate academic disciplines / subjects to classification and call number. While only 39.3% of the respondents can construct class / call numbers for informational materials. Some highlights from Taylor (2009), the students do tend to have more difficulties with the DDC's procedures for number building that do with the Library of Congress (LCC) equivalents. Meanwhile the LCC units is by far less stressful for the students that the units on DDC and Library of Congress Subject Heading (LCSH). Cabonero and Dolendo (2013) determined the practitioners have competencies and knowledge in classifying materials. In line with Folashade (2014) mentioned the practitioners are responsible to shine in cataloging and classification of information material by dealing with DDC scheme, LCC scheme, LCSH and Anglo American Cataloging Record (AACR).

II. Recommendation and Discussion

Based on the findings and discussions, this research would like to recommend the followings to the faculty and academicians. With respect to the nature of the subject, there are three main aspects in these recommendations which are:

i) Quantity of the learning tools including online tools

It need to be recommended that the organization learning have to upgrade the quantity of the learning tools including online tools. In order to measure the quality of the students in learning subject cataloging, it must be a total number of students reasonable with one set of cataloging tools used.

ii) Medium of Delivery

The medium of delivery should be attracted, harmonized, and enjoyable in learning technical topics of subject cataloging. It will recommended that the academicians to find another ways of method which will motivate the students interest towards this subject. Application of blended learning through mix method of traditional and online should be very attractive.

iii) Enhancing students' knowledge

Instead of having regular classes for the theory and tutorial teaching, the students need to explore cataloging knowledge from the talk or seminar regarding subject cataloging. In fact they need an extra practical time to do the cataloging part in their experimental library. They also can have a short practical time in cataloging unit through their academic library also. So that they can experienced and understand better all of practical part and relate to their theory part.

III. Conclusion

In conclusion, the study has been conducted for the purpose of investigating the knowledge and perception towards Subject Cataloging in library science field. To accomplish this study, the researchers developed the framework which focuses of tools and cataloging knowledge.

In order to motivate and encourage for the cataloging knowledge, there should be full participation from all the cataloging academicians, faculty supports and libraries. These will definitely increase the success of knowledge sharing in library.

IV. Acknowledgement

This research paper was sponsored by Research Acculturation Grant Scheme (RAGS) under Ministry of Higher Education (MOHE), Malaysia. It was supported from Universiti Teknologi MARA (UiTM) and Faculty of Information Management, UiTM.

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