

LIBRARIANS' ICT COMPETENCE AND ACCESS (RDA) IN ACADEMIC LIBRARIES IN SOUTH-WEST, NIGERIA

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Abstracts

The study investigated the librarians' ICT competence and implementation of resource description and access (RDA) in academic libraries in South-West, Nigeria. The study adopted survey research design. The total population for this study was 1,215 academic librarians in 64 academic libraries in South-West, Nigeria. The sample size for this study is three hundred and thirty- four librarians from twenty academic libraries. Systematic sampling techniques was used to select 20 academic libraries out of 64 academic libraries in South -West, Nigeria. The research instrument used for this study was a self-structured questionnaire. A total number of twenty academic institutions in South-West, Nigeria was surveyed. The data collected was analyzed using statistical techniques such as mean, standard deviation, frequency. Statistical Package for the Social Services (SPSS version) was used for data analysis. Findings reveals that the ICT skills was high while their internet skill and competence of the librarians was high (mean=3.02), in which the respondents indicated that their ability of Using www search engine e. g. google, meta data was very high (mean=3.55), as well as their ability of using e mails to disseminate information with other colleagues (mean=3.50). The study therefore concluded that librarians' ICT competence is vital component for higher and greater implementation of RDA in academic libraries in South-West, Nigeria. The recommend that the management of the academic institutions in conjunction with the academic libraries in South-West, Nigeria, should uplift the level of librarians' ICT competence in the academic libraries in South-West, Nigeria, by sponsoring them to further their education, attend seminars, workshops and conferences regularly. Also, the librarians in academic libraries in South-West, Nigeria, should try to actively participate in a web-based CPD programme, via seminars, zoom, massive open online courses, social media platforms and others.

Keywords: librarians, ICT competence, access, RDA, academic libraries

INTRODUCTION

Resource Description and Access (RDA) is a technical term in the lexicon of library and information science. It is a bundle of instruction, advice and data elements based on the Functional Requirements for Bibliographic Records (FRBR) that provides semantics of well-structured metadata and help users to access and retrieve data in the library world (RDA Toolkit, 2020). RDA was initially released in June 2010, published and implemented later in 2013 by The American Library Association, The Canadian Federation of Library Associations and Chartered Institute of Library and Information Professionals (RDA Steering Committee, June, 2022). With RDA implementation, access to information and data discovery in the library becomes seamless and in turn results to more accomplishment of the library's aims and objectives. RDA is well suited with rules, internationally structured models and standards, with a range of encoding frameworks such as MARC, MODS and ONIX that allow the integration of a particular library bibliographic records (having different editions or formats) into other bibliographic records organized by other metadata communities and a process that needs systems support. RDA was designed, proposed and published with the intention of providing a conceptual model, however, majority of librarians and cataloguing professionals seem to be having issues implementing this cataloguing toolkit into their systems. Based on the excess availability of e-resources and infrastructural facilities in developed and developing countries, some cataloguers and librarians in these countries feel it is of no necessity to adopt nor implement RDA which in turn has constrained the implementation of RDA in some developed and developing countries (Monyela, 2020).

is an online tool that allows librarians and information professionals to carry out their duties and collaborate using hyperlinks, the rules and standards RDA of RDA support interrelations between library professionals and their users (RDA Toolkit, 2020). flexible yet broad bibliographic framework structured on Functional Requirement for Bibliographic Records [FRBR] One of the benefits of implementing RDA is how it has transformed cataloguing and made cataloguing rules so easy to use, thereby allowing it to be used in the 21st century (Ahonsi, 2014). RDA which is built on AACR2 structures, has its own distinct and novel characteristics that tables it as a better standard for cataloguing used by libraries in this present age and time. It has been designed in a way that the user can search different and specific information in the bibliographic record (Rensburg, 2017). RDA also has an agenda of providing librarians and cataloguers with the cataloguing practice evolution happening across the globe, especially in terms of who does what and how is the cataloguing done (Hart, 2010). Ahonsi (2014) noticed the importance of librarians and cataloguers taking responsibility to understand the basic RDA rules in other to maximize its benefits well both for the satisfaction of the user, librarian and library as a whole. The transition to RDA by cataloguers and library professionals has since 2013 proceeded steadily having lots of professionals update their cataloguing standards and formats that are really of great benefit to the library and their users.

RDA is compatible with internationally established principles, schemes and standards and with a range of encoding schemes, such as MODS, Dublin Core, ONIX and MARC. It will allow library bibliographic records to be integrated with those produced by other metadata communities, and to move into the digital environment beyond library catalogues, it will enable, with systems support, the grouping together of bibliographic records for different editions, translations or

RDA. According to the National Implementation Research Network (2005), Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions Implementation of RDA refers to the installation of a package of data element guidelines and instructions for creating library and cultural heritage resource metadata that are well-formed according to International model for user-focused linked data applications (Oliver,2021). RDA is a process that occurs in discernible stages. Active implementation methods incorporate best practices related to the stages of implementation and implementation drivers. It should be noted that the stages and drivers are not separate, each is embedded in another in interesting combinations. The stages of RDA implementation are Exploration, Installation, Initial implementation and Full implementation (Fixsen et al.,2013). RDA was developed in line with a set of objectives and principles which are informed by the statement of International Cataloguing principles. Other researchers defined RDA as a metadata creation and management which which is vital in managing

resource discovery to both librarians and library users. The AACR2 was a previous set of metadata rules product, which enables cataloguers to move between related instructions using hyperlinks and to integrate their own institutional policies due to the above-mentioned benefits and the availability of electronic resources and digitization of information sources, there is a need for libraries to adopt and implement that were initially designed for printed card catalogues, but as librarians their catalogues have progressed into the digital age and their rules became less relevant. Another researcher opined that implementation of RDA is the installation of a well-based tool addresses the cataloguing needs for all types of content and media resource.

Literature established that the fundamentals of AACR2 and RDA are different, mainly AACR2 is a printed source, rules are created for both content and display and also designed for card catalogues while RDA is an online source and web based one, rules are created only for the content and designed for a digital world. AACR2 depends on ISBD standard and RDA was based on FRBR and FRAD. Their differences also include Cataloguing rules such as parallel titles, statement of responsibilities, publication information and dates, relationship designators, capitalization, treatment of typographical errors found on resources, square, bracket and fictitious entities and non-human entities of the creators or contributors (Sumana 2016). Therefore, librarians have been focusing attention on RDA rules rather than AACR2 in order to develop future virtual library concept with regard to web-based describing and access to digitized knowledge and information. Cullen (2016) opined that waiting for evidence of new RDA work for other organisations is the major reasons for non-adoption of RDA, Other reasons such as RDA does not meet their needs, RDA subscriptions are too expensive and current library management system does not support RDA were also reasons for not adoption of RDA by the academic libraries.

Oguntayo and Adeleke (2016) carried out a survey on the librarians' readiness, knowledge and implementation of (RDA) in South-West Nigeria academic libraries. The report of their study revealed that the respondent knowledge is only on the topic related to RDA overview and establishment, showing that the level of RDA implementation in academic libraries in the study area is low. The study looked at readiness, knowledge and implementation of RDA. Unlike this present study which in addition is combining ICT competence. A survey was carried out by Atilgan et al (2015) to verify the insights and the predictions of cataloguers on RDA implementation in Turkey libraries. This survey showed that the above 50 % of the participants had no clue or understanding of what RDA was or stand for, while RDA into their 48.7% of the participants were of the opinion that implementing RDA into their work system will be stressful. Studies reported that the language used by RDA is a major challenge and reason for delay in implementing RDA in some libraries found in China (Luo et al, 2014).

The introduction of ICT in academic libraries has brought a drastic change in the techniques of access, storage, retrieval, and dissemination of information resources that a library acquired to serve its users. ICT competence has also changed the ways of providing services offered to the users' community. OPAC is one of the technologies that provides access to any of the information contained in the record of an item in the library. The database of bibliographic records describes the holdings of the library which allows users to search a document by author, title, subject and keywords from serials and not in monographs while some developed countries had challenges in implementing RDA. A terminal and also allows printing, downloading or exporting records via different electronic means. Following the fact that libraries are now digitized and systematized to ease the job of every librarian which is summarized to providing ready to access information for effective use by the users. In reflection to that, information has therefore been disseminated speedily around the globe due to advancement in the channel of communication. Library resources are being transformed from print to digital and web resources, which is being used extensively and subsequently resulted in tremendous growth of information dissemination and service delivery in the library. According to Narasapa and Kumar (2016), ICT has renovated many traditional library practices which consequently has introduced new job opportunities, new challenges, and new competition between librarians and library professionals. This occurrence of revolution has placed a demand on Library and Information Science (LIS) professionals such as librarians and cataloguers to know the latest technologies and embrace their

applications to their job descriptions for great impact. It is very crucial for library and information science professionals to acquire ICT competence in order to be more competitive in the face of competition with other professionals. Without adequate ICT competence, librarians would not be able to cope with information explosion of today's information society. Also, implementing RDA will not be possible.

Okiyo (2010) stated that the 21st century began by ushering an evolutionary change to the way users' access information, such that users now demand for information concerning any subject at anytime and anywhere using the diverse communication and access electronic resources invented. This development has brought an everlasting change to the way and manner information are being organized, stored, retrieved, and transferred. Kehinde and Tella (2013) further said that in ancient times the primary role of a library was to collect and preserve data, but this changed in the twenty first century. ICT has been seen to provide efficient and effective ways in executing information related activities. It provides convenience in terms of usage for the users; speedy, accuracy and preciseness of information. The effectiveness of library services in this century largely depends upon ICT, such that libraries with necessary infrastructural capabilities can tap the ICT competence of their staff for development. This evolving development in library world now tasked libraries to develop their information infrastructure and as well develop the competence of their workforce to one that meet the information need of today users who are millennial and technologically savvy.

This development as mentioned has a consequence of repositioning library staff for the new digital environment libraries find themselves in LIS professionals are urged to do the needful by acquiring adequate ICT competence expected of them in today's digital world. The role of LIS professionals keeps changing not only in the aspect of users' preference for web-based services but also in job specification that requires ICT competence for the position of a librarian (Itseko & James, 2012). LIS professionals are at the threshold of information handling of their parent institutions but today digital age has brought about new tools and technologies for information handling and management and for academic libraries to be able to serve the academic community effectively in current digital environment and globalization. Therefore, library staff need to be trained and equipped with adequate ICT competence. Staff training and development has been seen to play a significant role in equipping library staff for quality library services (Ajeemsha & Madhusudhan, 2014).

ICT competence of the librarians can be defined as the librarians' ability to develop, organize and deliver electronic library services to the users, Baro, Eze and Nkanu (2012), opined that electronic library is assumed to include data and metadata in various format that are assembled in order to provide services to users. The librarian ICT competence involve librarians to organize electronic or digital calls for skills in creating search strategies, metadata creation skills, the usage of networked sources and bibliographic tools and design of interfaces. ICT competence is very necessary to be possessed by librarians which includes Metadata, XML, relational database design, oracle programmer, should also understand the structure of the library and should be able to form queries, to do data modelling, reading of programs and what they do, also have the ability to Perl Scripting and Cataloguing background and the ability to move from MARC environment to the non-MARC environment.

However, despite the benefits of ICT usage and competence to the librarians, some challenges were ruled out to oppose effective implementation and use of ICT tools for fulfilling the primary aim of delivering services to the users. These challenges include hectic workload or schedule, inexperience of library staff, inadequate power supply, no funding to acquire adequate infrastructure facilities, librarians' fear of technology amongst many others (Akanbi & Laaro 2018). To improve on the librarians' ICT competence, the academic library management need to provide successful platforms that encourage staff development and training. Trained and experienced library staff must be willing to train less experienced staff and their colleagues as well as professional bodies should set up meetings and conferences regularly in other to improve the ICT competence of their staff (Oyedokun et al., 2018).

Statement of the Problem

Resources Description and Access (RDA) was designed, proposed and published with the intention of providing a flexible yet broad bibliographic framework structured on Functional Requirement for

Bibliographic Records (FRBR) conceptual model, however, majority of librarians and cataloguing professionals seem to be having issues implementing this cataloguing toolkit into their systems. RDA is an online toolkit that was used to replace AACR2 to catalog and classify the library resources in order to allow librarians to carry out their daily activities, with the implementation of RDA, access to the library collections and information discovery should be accomplished easily without wasting time. Following the fact that libraries are now digitized and systematized to ease the job of every librarian which is summarized to providing ready to access information for effective use by the users, it is very essential for the academic librarians to be effective and efficient in discharging their daily routine. The literature confirmed that ICT competence and librarians' readiness may have important role to play because the system requires some skilled personnel to operate and make it work. Librarians' ICT competence in implementation of RDA may enhance bibliographic control thus, helping academic libraries in South-West, Nigeria to overcome every obstacle that hinders application of ICT to cataloguing and classification practices and also impact on library system operations and library activities, increase efficiency in acquisition, access to data and services resulting in improved services, saving the time of the staff and users in accessing information resources (Ramzan & Singh 2009). John-Okeke (2019) and other researchers opined that RDA is gradually implemented in Sub-Saharan Africa which include South-West, Nigeria because of lack of funds, bad internet connectivity, lack of ICT skilled personnel, training and lack of enthusiasm from the academic librarians (Monyela, 2020), (Akambi & Laaro 201). Literature reviewed showed that there was low level of librarians' ICT competence and readiness which have great effect and affected the implementation of RDA in academic libraries in South-West, Nigeria. Hence, the extent to which librarians' ICT competence and RDA in South-West, Nigeria is the thrust of this study.

Objective of the Study

communities, and to move. El-Sherbini (2018) reported that the major issue faced with the implementation of RDA in Ohio State University Library (USA) was the uncertainty in terms of expression and precision of some RDA rules such as why correct typographical errors in serials and not in monographs while some developed countries had challenges implementing RDA because it does not make available robust interoperability between semantic web and linked data. In another study the report shows that almost all the libraries in Europe and USA have adopted and implemented RDA with few struggling during its implementation (Danskin et al., 2014). This is not the case with libraries in Sub-Saharan Africa which includes those in Nigeria (Monyela, 2020). Some reports stated that the absence of e-resources and infrastructure facilities that are found in developed countries is a reason for the drawback in RDA implementation while others noted this delay to be a product of many questions raised by the LIS as a whole. The librarians' readiness in the implementation of RDA has an important role to play because the system requires some skilled personnel to operate and to make it work effectively and efficiently but recent finding discovered that low implementation of RDA may also be as a result of low level of librarians' readiness and ICT competence. Hence, the rationale of this study is to investigate the influence of librarians' ICT competence, readiness and implementation of RDA in academic libraries in South-West, Nigeria. The role of ICT competence in the implementation of RDA enhances effective bibliographic control thus, academic libraries in South-West, Nigeria to overcome every obstacle that hinders application of ICT to cataloguing and classification practices. The literature confirmed that ICT competence and librarians' readiness has impact on library systems, services, operations and particularly bibliographic control. (Ramzan & Singh 2009) The main objective of this study is to investigate the influence of librarians' ICT competence and readiness on the implementation of RDA in academic libraries in South-West, Nigeria. The specific objectives of this study are to:

1. ascertain the level of RDA implementation in academic libraries in South-West, Nigeria;
2. establish the level of ICT competence of librarians in academic libraries in South-West, Nigeria;

METHODOLOGY

The study adopted survey research design. The total population for this study was 1,215 academic librarians in 64 academic libraries in South-West, Nigeria. The sample size for this study is three hundred and thirty-

four librarians from twenty academic libraries. Systematic sampling techniques was used to select 20 academic libraries out of 64 academic libraries in South -West, Nigeria. The research instrument used for this study was a self-structured questionnaire. A total number of twenty academic institutions in South-West, Nigeria was surveyed. The data collected was analyzed using statistical techniques such as mean, standard deviation, frequency. Statistical Package for the Social Services (SPSS version) was used for data analysis.

DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

This section is present analysis of research questions and discussion of major findings. Out of 334 questionnaires distributed to the respondents, 307 were returned within a period of three weeks. A total of 89.8% response rate were recorded for the questionnaire returned, which were processed in SPSS (version 25) and provided answers to the research questions.

Research question 1: What is the level of RDA implementation in academic libraries in South-West, Nigeria.?

This question requires the determination of the level of RDA implementation in academic libraries in South-West, Nigeria, as contained in the specific objectives of the study.

Table 1 level of RDA implementation

RDA implementation	Very High Level (%)	High Level (%)	Low Level (%)	Very Low Level (%)	mean	SD
Exploration stage					2.91	.973
In implementing of RDA in my library ,we have						
Identified information resources items for inclusion a	108(35)	131(42.4)	24(7.8)	46(14.9)	2.97	1.013
Identified starting time of implementation to a	86(27.8)	155(50.2)	24(7.8)	44(14.2)	2.92	.960
Identified training needs to a	75(24.3)	164(53.1)	24(7.8)	46(14.9)	2.87	.949
Identified records (new and old) to a	81(26.2)	150(48.5)	32(10.4)	46(14.9)	2.86	.972
Full implementation stage					2.86	1.027
Full implementation of bibliographic to RDA to a	98(31.7)	116(37.5)	49(15.9)	46(14.9)	2.86	1.027
Initial implementation					2.69	.989
Used library management system demo to start and master it to a	73(23.6)	153(49.5)	24(7.8)	59(19.1)	2.83	.961
Copied catalogue to a	86(27.8)	119(38.5)	58(18.8)	46(14.9)	2.79	1.011
Download records from Library of Congress and OCLC to a	74(23.9)	83(26.9)	106(34.3)	46(14.9)	2.60	1.010
Copy records from any library that uses RDA records and make changes where necessary is to a	62.(20.1)	95(30.7)	106(34.3)	46(14.9)	2.56	.974
Installation stage					2.62	1.009
Identified similarities and differences between RDA and AACR2 to a	73(23.6)	153(49.5)	24(7.8)	59(19.1)	2.78	1.015
Training and familiarity with the concept of RDA to a	72(23.3)	127(41.1)	2(16.8)	58(18.8)	2.69	1.029
Training and familiarity with RDA Terminologies to a					2.61	.992
Training and familiarity with RDA terminologies to a					2.61	.992
Acquired RDA toolkit to a	34(11)	135.43.7)	56(18.1)	83(27.2)	2.39	1.002
Overall Mean					2.75	.993

Source: Researcher’s

Decision Rule: 1-1.74, = very low, 1.75-2.49 = low, 2.5-3.24 = high, 3.25 - 4.0 = very high

The result presented in table 1 reveals the level of RDA implementation in academic libraries in South-West, Nigeria. From the overall mean (mean=2.75, SD=.993), it can be seen that the level of implementation of RDA is high. The result equally revealed that academic libraries in South -West, Nigeria exploration of RDA is high with a mean of 2.91, their level of installation of RDA is also high (mean=2.62), as well as their level of initial implementation (mean=2.69), and full implementation (mean=2.86). It can be inferred from the result that academic libraries in South- West, Nigeria are at the exploration stage of RDA with a higher mean value of 2.91 as the respondents indicated that they have identified information resources items for inclusion to a high level (mean=2.97). They have also identified starting time of implementation to a high level (mean=2.92) Therefore, the implication of this results showed that the level of RDA implementation was high.

Research question 2: What is the level of librarians’ ICT competence in academic libraries in South-West, Nigeria.?

This question sought to find out the level of librarians’ ICT competence in academic libraries in South-West, Nigeria as contained in the specific objectives of the study.

Table 2: Level of ICT Competence of Academic Librarians for RDA implementation

ICT Competence	Very High Level (%)	High Level (%)	Low Level (%)	Very Low Level (%)	Low	Mean	SD
ICT skills : My Ability in						2.93	.935
Online acquisition of library resources is	169(54.7)	80(25.9)	48(15.5)	12(3.9)		3.31	.873
Cataloguing information resources using library of congress online is	145(46.9)	128(41.4)	24(7.8)	12(3.9)		3.31	.778
Creating new knowledge in research via online is	86(27.8)	187(60.5)	24(7.8)	12(3.9)		3.12	.706
Storing information resources in the database is	110(35.6)	128(41.4)	59(19.1)	12(3.9)		3.09	.835
Disseminating information about the newly acquired resources during exhibition via online is	99(32)	150(48.5)	48(15.5)	12(3.9)		3.09	.791
Processing information resources using AACR2 is	167(54)	36(11.7)	70(22.7)	36(11.7)		3.08	1.109
Using goggle documents to edit files online while collaborating with other colleagues is	86(27.8)	152(49.2)	59(19.1)	12(3.9)		3.01	.792
Using goggle document to edit files online while collaborating with other colleagues is	99(32)	82(26.5)	81(26.2)	47(15.2)		2.75	1.065
Cataloguing library materials using DDC online is	97(31.4)	93(30.1)	59(19.1)	60(19.4)		2.73	1.102
Using Research-gate to share papers, ask and answer queries and find collaborators online is	62(20.1)	143(46.3)	46(14.3)	58(18.8)		2.68	.999
Using google monkey to share and retrieve information resources is	62(20.1)	128(41.4)	48(15.5)	71(23)		2.59	1.052
Using goggle monkey to share and retrieve information resources is	62(20.1)	82(26.5)	70(22.7)	95(30.7)		2.36	1.118
Internet Skills: My Ability in						3.03	.868
Using www search engine e. g. google, meta data is	193(62.5)	92(29.8)	24(7.8)			3.55	.636
Using emails to disseminate information with other colleagues is	180(58.3)	105(24)	24(7.8)			3.50	.638
Bookmarking useful web address is	98(31.7)	152(49.2)	24(7.8)	35(11.3)		3.01	.922
Operating video conference technology to collaborate with colleagues is	61(19.7)	189(61.2)	24(7.8)	35(11.3)		2.89	.848
Operating digitization software is	84(27.2)	142(46)	48(15.5)	35(11.3)		2.89	.933
Downloading files on google drive to share files from the internet to library users is	97(31.4)	107(34.6)	70(22.7)	35(11.3)		2.86	.989
Using whatsapp to send messages to library users is	97(31.4)	105(34)	72(23.3)	35(11.3)		2.85	.991
Graphic design is	62(20.1)	164(53.1)	24(7.8)	59(19.1)		2.74	.989
Grand Mean						2.97	.908

Source: Researcher’s field work, 2023

Decision Rule: 1 - 1.74 = very low, 1.75-2.49 =low, 2.5-3.24 = high, 3.25 – 4.0 =very high

As seen in table 2, the level of ICT competence of librarians in academic libraries is high (grand mean=2.97). The result further reveals that the ICT skills was high while their internet skill and competence of the librarians was high (mean=3.02), in which the respondents indicated that their ability of Using www search engine e. g. google, meta data was very high (mean=3.55), as well as their ability of using e mails to disseminate information with other colleagues (mean=3.50). The results showed that the level of librarians' ICT competence in academic libraries in South -West, Nigeria was high.

Discussion of findings.

This study investigated the librarians' ICT competence and RDA in academic libraries in South-West, Nigeria. This section reports the findings of the study and discuss the findings in accordance with the previous scholarly literatures.

Research questions one looked at the level of RDA implementation in academic libraries in South-West, Nigeria, as centered in the specific objectives of the study. The study revealed that the level of RDA implementation in academic libraries in South-West, Nigeria was high. The finding was in contrary with that of Hunt (2012), Aboyade and Eluwole (2018), Ahonsi (2014), Panchysh , Lambert and McCutcheon (2019), Sambo(2021), Atilgan, Ozel, and Cakmak (2015), revealed that implementation of RDA in academic libraries in South-West, Nigeria and other part of the World was relatively low . Most of the academic libraries do not make any declaration to adopt and implement RDA into their systems. However, the study of Danskin, etal (2014),Acedera (2013), Yushiana and Emilia (2014) who reported that almost all the libraries in Europe and USA have adopted and implemented RDA into their systems was in line with this study.

Furthermore, a survey carried out by Owoseye and Alex-Nmecha (2019) Nwachi ,Ihekwaaba and Nwafor (2021),Grgic , Hebrang and Zivkovic (2012) showed that the insights and predictions of RDA implementation in some academic libraries in Africa and Turkish libraries with above 50% of the librarians with no understanding of what RDA is, Luo etal, (2014) and Monyela (2020) reported that academic libraries in Sub-Saharan Africa which includes those in Nigeria has low level percentage in implementation of RDA. Similarly, research question two sought to find out the level of librarians' ICT competence in academic libraries in South-West, Nigeria. The result revealed that the level of librarians' ICT competence was high. The result further established that the internet skills and competence of the librarians was high but ICT skills was high too.

This finding disagreed with the study of Oyedokun e tal,. (2018), Nkwamne (2018), Monyela (2020), Todd Stretton and Stewart (2010), which stated some draw back in the implementation of RDA in academic libraries in Sub-Saharan countries and needs for the librarians and cataloguers to acquire ICT skills and implement other new skills.

Ojiegbe (2010), Bajpai and Margam (2019) ,Ikamneba, etal (2018), Ajeemsha and Madhusudhan, (2014) Kamba (2011) Babu ,Vinayagamoorthy and Gopalakrishnan (2007) studies also revealed that librarians' ICT competences and skills are relatively low while the studies of Sarfo etal (2016), Kattimani and Naik (2013), Amua-Sekyi and Asare (2016),Kumar (2013) Raju (2017),Seena and Sudhier (2014) supported this study and revealed that ICT literacy was high.

Conclusion

The study established that librarians' ICT competence and is essential elements for the implementation of RDA in the academic libraries in South-West, Nigeria. The independent variables is responsible for the implementation of RDA in the academic libraries. The study therefore concluded that librarians' ICT competence is vital components for higher and greater implementation of RDA in academic libraries in South-West, Nigeria.

Recommendations

The following recommendations were made based on the findings on this study:

1. The management of the academic institutions in conjunction with the academic libraries in South-West, Nigeria, should uplift the level of librarians' ICT competence in the academic libraries in South-West, Nigeria, by sponsoring them to further their education, attend seminars, workshops and conferences regularly. Also, the librarians in academic libraries in South-West, Nigeria, should try to actively participate in a web-based CPD programme, via seminars, zoom, massive open online courses, social media platforms and others.

2. The management of the academic institutions in collaboration with academic libraries in the South-West, Nigeria, should provide RDA toolkit and other facilities requires to improve on the cataloguing and classification of resources in the library systems.

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