

**LIBRARIANS' READINESS AND IMPLEMENTATION OF RESOURCE DESCRIPTION AND
ACCESS (RDA) IN ACADEMIC LIBRARIES IN SOUTH-WEST, NIGERIA**

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Abstracts

The study investigated the librarians' readiness 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 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 study therefore concluded that librarians' readiness 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 libraries in South-West, Nigeria, should educate and enlighten the librarians on the importance of the Information Communication Technology and the relevance of the librarians' readiness as the prerequisite to the effectiveness of implementation of RDA in South-West, Nigeria.

Keywords: librarians, readiness, access, RDA, academic libraries

INTRODUCTION

Librarians' readiness is another important concept in implementing RDA in libraries. It is simply defined as the willingness and eagerness of librarians to carry out their primary assignment of their daily activities in meeting the needs of the library users. It can also be described as the librarians' promptness to acquire adequate skills required for the effective and efficient delivery of their work or daily routine in

other to meet the needs of the library users. However, readiness in this context means the preparedness and promptness of the academic librarians to acquire adequate skills to improve the quality of their services to the library users.

The readiness for the implementation of RDA was launched in 2010. Most librarians who attended the workshops on RDA expressed their happiness by eagerly willing to implement RDA since they see it as an opportunity to use an international standard tool in carrying out their professional task. Unfortunately lack of enthusiasm among library staff, adequate infrastructure, funds and power supply and other constraints were responsible for the delay in the implementation of RDA (Ahonsi, 2014). Although some countries in Africa have begun adopting and implementing RDA (John-Okeke, 2019), most of the academic librarians are still not prepared and willing to implement RDA rules to their day-to-day activities. Most of the academic libraries do not have adequate infrastructure and enough fund to purchase the toolkit required for the implementation of RDA in the academic libraries in South-West, Nigeria and this is a good sign of readiness for the implementation of RDA in academic libraries in South -West, Nigeria. The indicators used to measure the librarians' readiness are Librarians' attitude, librarians' intention, perceived behavioral control as well as subjective norms (Shahid, 2022). to justify and know how prepared are the librarians' to the implementation of RDA in academic libraries in South-West, Nigeria. changes in their services to their users has a very essential role to play in the implementation of RDA. The librarians' competence explained more on how librarians perceive their readiness in implementing information literacy especially in the library, the librarians' readiness construct is derived from the cognitive, functional and technological sub-scale of library education implementation readiness. It was observed that librarians professional qualifications have impact on the cognitive, functional and technological readiness of the librarians. The level of the readiness of the academic librarians are measured with their attitudes, subjective norms, perceived behavioral control, intention and their physical behavior to their library users. This can also be the factor affecting the successful implementation of RDA in the academic libraries in the South-West, Nigeria.

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). 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. 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 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 their48.7% 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).

Knowledge acquired by academic librarians' is part of their readiness, that is how ready are these librarians' in acquiring more knowledge, going for professional seminars and conferences, attending training and other professional courses in addition to their qualifications so that their abilities and skills will keep up with the trending standards (Nwachine tal. 2021). Research revealed that only few of the academic librarians are ready and willing to improve academically, or attend seminars and training which will help increase their knowledge. Hunt (2013), using the Rogers' technology diffusion theory classified adopters of technology which could be applied to RDA implementation Diffusion of innovation (DOI) theory was developed by E.M.Rogers in 1962. It is one of the oldest social science theories that originated in communication to explain how, overtime, an idea or product gains momentum and diffuses through a specific population or social system .It is important to examine why some innovations are successful while others never become widely accepted.

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. Literature reviewed showed that there was low level of librarians' readiness which have great effect and affected the implementation of RDA in academic libraries in South -West, Nigeria. Sambo (2021) opined that awareness and use of RDA among librarians was 70% but despite their awareness of RDA majority of the librarians are poor with the usage of this tool (RDA). Indicating low implementation of RDA improve on their competence for their professional development for the in this present day area, there seem to be low or non-implementation of RDA in academic libraries and this is the evident in the previous studied reviewed in this study which suggest that the librarians may be lacking readiness. There are many research work that has used the variables of this study both dependent and independent variables interchangeable but not exactly as this study which is Librarians' readiness and implementation of RDA in academic libraries in South-West, Nigeria. Hence, the extent to which librarians' readiness influences the implementation of 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 draw back 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. find out the readiness level of librarians in the implementation of RDA 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 presented analysis of research questions, test of research and discussion of major findings.

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 readiness of librarians in implementation of RDA in academic libraries in South-West, Nigeria.?

This question sought to find out the readiness of librarians in implementation of RDA in academic libraries in South-West, Nigeria as stated in the specific objectives of the study.

Table 2 Librarians readiness in the implementation of RDA in academic libraries

Librarians Readiness	Very High Level (%)	High Level (%)	Low Level (%)	Very Low Level (%)	Mean	SD
Intention of Librarians: My Ability to					2.74	1.061
Achieve a desired goal at RDA training is	120(38.8)	95(30.7)	59(19.1)	35(11.3)	2.97	1.017
Orientate the library users about the RDA guidelines is	120(38.8)	95(30.7)	59(19.1)	35(11.3)	2.97	1.017
work hard during implementation of RDA is	154(49.8)	36(11.7)	37(12)	82(26.5)	2.85	1.289
Understand the issue of copyright, plagiarism, information privacy and security in implementation of RDA is	84(27.2)	118(38.2)	72(23.3)	35(11.3)	2.81	.962
Integrate the new and prior information to support purpose to implement RDA is	120(38.8)	73(23.6)	46(14.9)	70(22.7)	2.79	1.184
Select information materials based on reliability, validity, accuracy, authority, currency or bias during the RDA training is	108(35)	94(30.4)	37(12)	70(22.7)	2.78	1.153
Select appropriate information resources for the implementation of RDA is	84(27.2)	106(34.3)	84(27.2)	35(11.3)	2.77	.974
Differentiate between primary and secondary sources of information during RDA implementation is	60(19.4)	142(46)	72(23.3)	35(11.3)	2.73	.901
Create new knowledge in the library among the users about RDA is	84(27.2)	106(34.3)	72(23.3)	47(15.2)	2.73	1.023
Apply information resources to the problems against the implementation of RDA is	120(38.8)	49(15.9)	70(22.7)	70(22.7)	2.71	1.200
Define concepts of a topic during RDA training is	60(19.4)	120(38.8)	94(30.4)	35(11.3)	2.66	.917
Construct keywords and related terms to search information using RDA guidelines is	84(27.2)	84(27.2)	71(23)	70(22.7)	2.59	1.115
Train the junior officers and students on SIWES how to catalogue with RDA toolkit is	50(16.2)	128(41.4)	84(27.2)	47(15.2)	2.59	.935
Select appropriate information search tools to access needed information using RDA toolkit is	84(27.2)	60(19.4)	73(23.6)	92(29.8)	2.44	1.179
Attitude of Librarians: My ability to					2.90	1.039
Learn and introduce new things is	131(42.4)	119(38.5)	24(7.8)	35(11.3)	3.12	.971
Think of the importance of sharing new ideas about RDA is	120(38.8)	119(38.5)	24(7.8)	46(14.9)	3.01	1.032
learn RDA command from other colleagues is	142(46)	73(23.6)	48(15.5)	46(14.9)	3.01	1.102
Find it personally satisfying in educating others about RDA is	96(31.1)	143(46.3)	24(7.8)	46(14.9)	2.94	.991
Always feel proud of myself in learning RDA toolkit is	96(31.1)	119(38.5)	48(15.5)	46(14.9)	2.86	1.022
Catalogue library material wrongly the first time and keep attempting until I can perform it better is	107(34.6)	73(23.6)	94(30.4)	35(11.3)	2.82	1.036
Loose courage whenever I fail to assign a correct class mark to a book is	84(27.2)	73(23.6)	81(26.2)	71(23)	2.55	1.120
Subjective Norms: My ability to					2.68	1.014

The advancement of staff correlates with the level of their contributions to the library during RDA implementation is	132(42.7)	60(19.4)	59(19.1)	58(18.8)	2.86	1.164
Create awareness of library users to the newly acquired information resources is	62(20.1)	141(45.6)	83(26.9)	23(7.4)	2.78	.850
Train and orientate library users on how to access library materials after implementation of RDA	73(23.6)	119(38.5)	94(30.4)	23(7.4)	2.78	.891
Acknowledge my creative suggestion that improve performance during implementation of RDA is	95(30.7)	97(31.4)	59(19.1)	58(18.8)	2.74	1.089
Work alone without any supervision using RDA toolkit is	58(18.8)	156(50.5)	48(15.5)	47(15.2)	2.73	.938
Get reward for participating in the training for RDA implementation in my institution is	62(20.1)	130(42.1)	59(19.1)	58(18.8)	2.63	1.006
Collaborate with other colleagues after RDA training through inter-library loan is	62(20.1)	130(42.1)	59(19.1)	58(18.8)	2.63	1.006
Display RDA toolkit during library exhibition is	71(23)	73(23.6)	61(19.7)	104(33.7)	2.36	1.169
Behaviour of Librarians: My ability to					2.85	.848
Rate the degree of politeness when dealing with colleagues and library users is	143(46.3)	119(38.5)	47(15.2)		3.31	.721
Describe the intensity of kindness and gentleness when dealing with library users during RDA training is	84(27.2)	178(57.6)	36(11.7)	11(3.6)	3.08	.725
Solving problems of cataloguing when I feel physically and emotionally normal is	49(15.9)	202(65.4)	58(18.8)		2.97	.589
Remain calm when facing difficulties because I can rely on my strength and abilities when cataloguing with RDA guidelines	108(35)	119(38.5)	36(11.7)	46(14.9)	2.94	1.030
Feel better at doing my job when I work as a team with other colleagues to implement RDA is	84(27.2)	121(39.2)	93(30.1)	11(3.6)	2.90	.841
Achieve a desire goal in RDA implementation is	84(27.2)	143(46.3)	36(11.7)	46(14.9)	2.86	.983
Rate the degree of self-control when interacting with the library users about the RDA toolkit is	86(27.8)	95(30.7)	117(37.9)	11(3.6)	2.83	.879
Define what problem I have that requires information about cataloguing with RDA guidelines is	96(31.1)	109(35.3)	58(18.8)	46(14.9)	2.83	1.033
Sense and reason when I need information about RDA is	84(27.2)	97(31.4)	117(37.9)	11(3.6)	2.82	.874
Attempt a particular task when I have seen someone having some difficulties in achieving the similar task is	38(12.3)	154(49.8)	106(34.3)	11(3.6)	2.71	.725
Learn RDA toolkit and get tired easily if I am not successful is	94(30.4)	73(23.6)	95(30.7)	47(15.2)	2.69	1.063
Think of a solution or perform any task on RDA if I am stressed is	48(15.5)	143(46.3)	72(23.3)	46(14.9)	2.62	.920
Look excessively troublesome and abstain from doing difficult task in cataloguing is	26(8.4)	128(41.4)	155(50.2)		2.58	.643
Grand Mean					2.79	.982

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 grand mean reveals that librarians' readiness to implement RDA in academic libraries in South-West, Nigeria is high (mean=2.79, SD=.982). The result further reveals that all indicators of readiness were on the high level. Attitude of librarians towards implementation of RDA was high (mean=2.90), behaviour was equally high (mean=2.85), as well as subjective norms (mean=2.68), and intention of librarians (mean=2.74) Therefore, the result showed that the level of readiness of librarians in implementation of RDA in academic libraries in South -West, Nigeria was high. It was observed that high level of librarians' ICT competence affected the high level of their readiness respectively.

Discussion of findings.

This study investigated the librarians' readiness and implementation of 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. Research question two sought the level of readiness of librarians in implementation of RDA in academic libraries in South-West, Nigeria. The study revealed that the level of librarians' readiness was high .All the indicators of the librarians' readiness were high and their attitudes, subjective norms and intentions were high .This finding contradicted the studies of Ariole et al., (2017), Azeez et al., (2020) ,Olorunyomi and Adedeji (2012), Nwachi etal (2021),their studies revealed that only few of the academic librarians are ready and prepared to improve academically by attending seminars ,training and other professional courses in addition to their qualifications. However, this study was in line with the the report of Mazure (2015), Horngji and China-Yi (2012), Omehia , and Okwu, and Nsirim (2021) Horngi (2018) who submitted that the level of librarians' readiness is very high.

Conclusion

The study investigated the librarians' readiness and implementation of RDA in academic libraries in South-West, Nigeria. The study established that librarians' readiness is essential element for the implementation of RDA in the academic libraries in South-West, Nigeria. Both the independent variables are responsible for the implementation of RDA in the academic libraries. The study indicated there is need for librarians to improve for effective and efficient service delivery. The study therefore concluded that librarians' readiness is vital component 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. Management of the academic libraries in South-West, Nigeria, should educate and enlighten the librarians on the importance of the Information Communication Technology and the relevance of the librarians' readiness as the prerequisite to the effectiveness of implementation of RDA in South-West, Nigeria.

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