Extent Of Difficulties Faced by Bachelor of Library and Information Science Students in Cataloging Non-Book Materials

Dr. Romel Umas-as Rellon, Jessica D. Caubat, Dr. Ermelina C. Bardilas, Jesse Claire C. Pagapular

BLIS, Tagoloan, Cagayan de Oro City, Misamis Oriental, Philippines

ABSTRACT

In the modern era, libraries have evolved beyond merely housing printed materials, becoming centers of dynamic knowledge and information. This transformation is particularly evident in the increased prominence of non-book materials, which are crucial for disseminating up-to-date information and fostering new knowledge. This study investigates the challenges faced by Bachelor of Library and Information Science (BLIS) students at Tagoloan Community College in cataloging non-book materials. Using a mixed-method approach, the research combines quantitative data from structured questionnaires with qualitative insights from focus group discussions to comprehensively understand the difficulties encountered. The study identified significant challenges faced by BLIS students in cataloging non-book materials, particularly in mastering rules and punctuation. The majority of students achieved a satisfactory proficiency level, though a small percentage indicated room for improvement. Accuracy varied, highlighting both strengths and weaknesses in their cataloging skills. A strong positive correlation (0.87) between difficulties and academic performance suggests that these challenges significantly impact students' success. Focus group discussions further revealed issues with material structure, outdated tools, inadequate ICT skills, and academic overload.

Keywords: Cataloging, Difficulties, Non-book materials, Bachelor of Library and Information Science, mastering rules, punctuation*,*

INTRODUCTION

In a worldwide view, libraries have evolved significantly in the modern era, expanding their role beyond just storing books. In today's rapidly advancing scientific and technological era, knowledge is no longer limited to printed materials. As our society undergoes digital transformation, libraries have transformed into dynamic centers of knowledge and information. They now play a critical role in preserving and sharing a wide range of non-book resources, including digital materials, audiovisual content, and various other information formats. Due to the widespread use of Information and Communication Technology (ICT), non-book materials have become increasingly prominent. These materials are essential for sharing up-to-date information and promoting the development of new knowledge**.**

In the Philippines, cataloging of non-book materials showed a growing awareness and effort to organize and make these materials accessible in libraries, archives, and cultural institutions. However, there were some challenges and areas for improvement. While efforts were made to adhere to international cataloging standards, achieving consistent and standardized cataloging practices across different institutions remained a challenge. Variations in cataloging methods sometimes made it difficult for users to search and access materials efficiently. The term 'non-book' refers to material in a non-printed text form. This can include, but is not limited to, digital media, film, audio files, drawings, and software. They also include photographic materials, motion pictures, and microfilms in the libraries.   There are many types of photographic materials; each type has its own environmental and physical requirements. Two general categories are photographic prints and photographic negatives, slides and **transparencies (Ikegune, 2016).**

Organizing and classifying library materials for easy retrieval is crucial to how libraries function. Education in the modern era has undergone a significant transformation, incorporating various multimedia elements to enhance the learning experience. This shift brings various advantages, such as improved access and increased interaction. However, it also presents challenges, particularly for students aspiring to become librarians. In this dynamic environment, students are exposed to diverse formats, requiring them to navigate through intricate cataloging systems to retrieve and utilize the necessary information effectively. There are numerous resources available to guide students and professionals in cataloging non-book materials however the extent of the challenges students face in comprehending these concepts, techniques, and best practices has not been fully explored. This study seeks to fill this gap by delving into the specific difficulties that students encounter when cataloging non-book materials. In addition, it aims to provide valuable insights into potential solutions and effective teaching methods that can enhance the cataloging education of aspiring librarians. The primary objective of this study is to quantify and measure the extent of these challenges experienced by Bachelor of Library and Information Science (BLIS) students at Tagoloan Community College during the academic year 2023-2024, providing a comprehensive overview of the severity and prevalence of different hurdles in cataloging non-book materials. Moreover, the study aims to ascertain how these difficulties impact the educational experience and learning outcomes of BLIS students, potentially affecting their preparedness for future professional roles in libraries and information science.

METHODS

The study aims to employ a mixed method, combining a descriptive research design with focus group discussions, to assess the extent of difficulties encountered by Bachelor of Library and Information Science (BLIS) students at Tagoloan Community College during the Academic Year 2023-2024 in cataloging non-book materials. A quantitative and qualitative approach was utilized, employing a structured questionnaire survey distributed among the BLIS students. The research instrument utilized for this study is a structured questionnaire, specifically developed by the researcher, aimed at comprehensively investigating and quantifying the challenges encountered by Bachelor of Library and Information Science students during the cataloging process of non-book materials. To ensure the validity and reliability it was run through with the Cronbach's Alpha of 0.918. The questionnaire was comprised of 5 Likert scale-based questions focusing on various challenges encountered while cataloging non-book materials. An accuracy test was administered alongside the questionnaire to evaluate the precision and reliability of the students' cataloging efforts. The sampling design for this research employs a purposive sampling method to specifically target Bachelor of Library and Information Science (BLIS) students who have completed the Organization of Information Resources 2 course at Tagoloan Community College. Additionally, focus group discussions was conducted to gather in-depth qualitative information, allowing for a more comprehensive understanding of the students' experiences and challenges in this area.

RESULTS AND DISCUSSION

Respondents' Profile

The respondents' profile covered the age, year level, program and gender.

Participant's Age

The data shows that highest number of respondent's ages is from 22 years old above (69.44%), 20-21 years old got 21 (29.17%) and the lowest number of respondents is coming from 18-19 years old with 1 (1.39%) response rate. It further shows that respondents aged 22 years old and above comprise half of the overall population. This is usually the age bracket of students on the year level that has undergone through the subject Organization of Information Resources 2. Thus, the age bracket from 18-19 got the lowest number of 1 participant 1.39 percent of the total number of responses. The Enhanced Basic Education Act of 2013, also

known as Republic Act 10533, extended basic education from 10 to 12 years. This change introduced Grades 11 and 12, leading to students typically starting college at around 19 years old or older, with variations in starting ages.

Participant's year level

It has been noticed that most of the participants are fourth-year students, with 36 (50%) responses. This is a manifestation that more students are joining the profession as they are about to graduate soon. The fourth-year students comprise a mix of lifelong learners and senior high school graduates. However, third-year students had the lowest representation, with only 6 (8.33%) responses. This indicates a limited enrollment in the BLIS program in previous years, which aligns with findings from Newbutt and Sen (2019) suggesting that young individuals may not consider LIS as a career choice due to a lack of understanding of the information professional's role and awareness of the LIS profession.

The extent of difficulties faced by BLIS students in cataloging non-book materials

On MARC Format

As shown in the data, the question "I think proper cataloging requires an awareness of the MARC standard" achieved the highest weighted mean, with a value of 4.26. This suggests that respondents overwhelmingly recognize the importance of familiarity with the MARC standard for effective cataloging. This aligns with the findings of Dunsire and Hillmann (2019), who emphasized the critical role of familiarity with cataloging standards, including the MARC format, in ensuring precise and consistent metadata creation. Their study on RDA vocabularies underscores the vital importance of such standards in maintaining accuracy and consistency in cataloging practices.

Additionally, the question "I have no trouble navigating between the numerous MARC fields for different types of non-book resources" received the lowest weighted mean, with a value of 3.13. This indicates that respondents generally find navigating the various MARC fields for different non-book resources to be challenging. This finding is consistent with the study conducted by Chan and Zheng (2020), where they highlighted the complexities involved in navigating MARC fields for diverse resource types. In their research on metadata interoperability, they emphasized the need for improved training and support to facilitate effective navigation and utilization of MARC fields across different resource formats.

On Rules and Punctuation

The data shows the mean of each indicator regarding the level of difficulty related to rules and punctuation. The question "I believe mastering punctuation rules is crucial for the accurate cataloging of non-book materials" received the highest weighted mean, at 4.16. This result underscores the respondents' strong consensus on the essential role of mastering punctuation rules for the precise cataloging of non-book materials. This observation resonates with the findings of Taylor and Joudrey (2017), who discussed the challenges of maintaining consistent punctuation rules in cataloging. Their research emphasized the need for comprehensive training and clear guidelines to address these challenges effectively. Furthermore, the question "It is difficult for me to comprehend and apply AACR rules" attained the lowest mean, at 3.55. This signifies that student generally face considerable difficulties in understanding and implementing the Anglo-American Cataloging Rules (AACR), highlighting the need for enhanced educational support and resources in this domain. This aligns with Chan and Salaba's (2016) emphasis on the necessity for targeted educational interventions and enhanced resources to address the challenges students encounter when dealing with AACR rules effectively.

On Subject Workload

As presented in the table the mean distribution of each indicator. The question "The course curriculum adequately prepares students for cataloging non-book materials" received the highest weighted mean, at 3.80. This reflects respondents' overall belief that the curriculum effectively equips students with the skills needed

for cataloging non-book materials, indicating a positive evaluation of the curriculum's adequacy and relevance in this context.

Conversely, the question "The workload of cataloging non-book materials hinders my ability to participate in extracurricular activities" received the lowest weighted mean, at 3.22. This suggests that respondents generally do not find the workload associated with cataloging non-book materials to be a significant barrier to their involvement in extracurricular activities, signifying that this aspect of the coursework may be manageable for most students. This is supported by the research of DeZelar-Tiedman et al. (2023), which emphasized the importance of balancing academic workload with extracurricular involvement for holistic student development.

On Cataloging Tools

In Table 8, the mean distribution of each indicator is presented, with the question "Using Cataloging Tools saves time in the cataloging process" attaining the highest weighted mean of 3.95. This indicates that respondents generally perceive the use of cataloging tools as an efficient method for saving time during the cataloging process. This positive evaluation suggests a recognition of the practical benefits and time-saving advantages associated with the implementation of such tools. Kaplan (2015) highlight the advantages of using cataloging tools, emphasizing that these technologies enhance efficiency and productivity in cataloging practices. By automating tasks and enabling faster data entry and retrieval, these tools allow catalogers to concentrate on quality assurance and strategic information resource management. This optimization of workflows in modern library settings is crucial for maintaining high standards and meeting the evolving needs of library users. Nevertheless, the question "The user interface of Cataloging Tools is intuitive and easy to navigate" received the lowest weighted mean of 3.68. This suggests that respondents generally perceive the user interface of cataloging tools as less intuitive and somewhat challenging to navigate. This indicates a potential area for improvement in the design and usability of these tools to enhance user experience and efficiency in the cataloging process.

On Time Management

The data illustrates the mean distribution of each indicator, with the question "Time restrictions often force me to speed through classifying activities. " Achieving a weighted mean of 3.62, the highest among all indicators. This specifies that respondents commonly experience pressure to accelerate their classification tasks due to limitations on time. This finding underscores the prevalence of time-related challenges within the context of classifying activities, suggesting a need for strategies to manage and optimize time allocation for such tasks effectively. Taylor and Joudrey (2017) state that effective time management is crucial in the cataloging process, as time constraints can significantly impact the accuracy and thoroughness of cataloging activities. This highlights the need for strategies to better manage time in cataloging tasks to mitigate the pressure experienced by students.

However, the question " I can meet cataloging deadlines without experiencing time-related pressure." received the lowest weighted mean of 2.98. This suggests that respondents commonly find it challenging to meet cataloging deadlines without experiencing time-related stress. This observation highlights the widespread difficulty in effectively managing time within the realm of cataloging responsibilities, emphasizing the necessity for enhanced time management approaches or revisions to deadline structures to mitigate pressure on individuals engaged in cataloging duties. Intner, Fountain, and Gilchrist (2021) highlight the demanding nature of cataloging work, where meeting deadlines often impose considerable pressure on practitioners. This pressure, they argue, not only compromises the quality and accuracy of cataloging tasks but also underscores the critical need for effective time management strategies. They emphasize that such strategies are essential to alleviate stress among catalogers and uphold high standards in the practice of cataloging. Addressing these time-related challenges, therefore, becomes crucial not only for enhancing cataloging proficiency but also for fostering a conducive work environment that supports sustained productivity and professional satisfaction.

Correlation of the academic performance of cataloging non-book materials

On Grades in Cataloging Courses

Based on the results presented in Table 11, it can be observed that the majority of students taking the Cataloging subject have achieved a satisfactory level of proficiency, with 89.39% falling within the "Satisfactory (Approaching proficiency)" category. This indicates that a significant portion of students are demonstrating a satisfactory understanding and competency in cataloging. Additionally, a small percentage, 3.03%, have achieved a "Very Satisfactory" level of proficiency, reflecting a higher level of mastery in the subject. However, there is room for improvement, as a minority of students, 7.58%, are classified under the "Fairly Satisfactory (Developing)" category, suggesting the need for further development in their cataloging skills. Overall, these results provide insights into the proficiency levels of students in cataloging and highlight areas for potential enhancement in the learning process. Based on the study by Intner, Fountain, and Gilchrist (2021), proficiency in cataloging is crucial for the effective organization and retrieval of library materials. Their findings emphasize that mastering the principles and practices of cataloging is essential for aspiring librarians to ensure accuracy and efficiency in information management. "Cataloging is not merely about following rules; it involves understanding the underlying principles that facilitate access to information" (Intner, Fountain, & Gilchrist, 2011, p. 45). This highlights the importance of developing strong cataloging skills to support the academic and professional growth of library science students.

On Accuracy of Cataloging

Based on the results presented in table, it can be observed that the majority of students taking the Cataloging subject have achieved a satisfactory level of proficiency, with 89.39% falling within the "Satisfactory (Approaching proficiency)" category. This indicates that a significant portion of students are demonstrating a satisfactory understanding and competency in cataloging. Additionally, a small percentage, 3.03%, have achieved a "Very Satisfactory" level of proficiency, reflecting a higher level of mastery in the subject. However, there is room for improvement, as a minority of students, 7.58%, are classified under the "Fairly Satisfactory (Developing)" category, suggesting the need for further development in their cataloging skills. Overall, these results provide insights into the proficiency levels of students in cataloging and highlight areas for potential enhancement in the learning process. Based on the study by Intner, Fountain, and Gilchrist (2021), proficiency in cataloging is crucial for the effective organization and retrieval of library materials. Their findings emphasize that mastering the principles and practices of cataloging is essential for aspiring librarians to ensure accuracy and efficiency in information management. "Cataloging is not merely about following rules; it involves understanding the underlying principles that facilitate access to information" (Intner, Fountain, & Gilchrist, 2011, p. 45). This highlights the importance of developing strong cataloging skills to support the academic and professional growth of library science students.

However, as illustrated the distribution of respondents based on the accuracy of their cataloging performance. It provides a comprehensive overview of the distribution of respondents based on the accuracy of their cataloging performance across ten items. The table reveals that the majority of respondents achieved high levels of accuracy, with 87.5% providing correct answers for items 5 and 6. This indicates a strong understanding and proficiency in these specific cataloging tasks among the respondents. Furthermore, items 8 and 10 also garnered substantial correctness rates, with 59.72% and 80.55% of respondents providing accurate responses, respectively.

Conversely, items 1, 2, 3, and 7 exhibited comparatively lower percentages of correct answers, ranging from 26.38% to 38.88%. This suggests areas where respondents encountered challenges or may require additional support or training to improve their accuracy in cataloging tasks.

Overall, the distribution of respondents based on the accuracy of their cataloging performance emphasizes both strengths and areas for improvement within the participants' understanding and execution of cataloging procedures. These findings could inform targeted interventions or curriculum adjustments to enhance the overall proficiency of students in cataloging practices.

Significant relationship between the extent of difficulties faced by BLIS students in cataloging non-book materials and their academic performance

The test result revealed a relationship between the challenges of BLIS students and their academic performance. The table presents the variables that show a strong positive correlation coefficient of 0.87, as indicated in the table of correlation coefficients. Additionally, the table shows a P-value of 0.0001, which means that the hypothesis test is statistically significant.

The respondents' experiences as revealed in the interview on performing cataloging, especially on 1) MARC format, 2) punctuation, 3) subject load

From the responses of the respondents during the conduct of the focus group discussion, the following themes emerged: 1) challenges in structure and 2) overloading of subjects. These themes, along with their categories, are discussed in the succeeding paragraphs. Theme 1. Challenges in Structure

One of the basic constraints of cataloging and classification is difficulty in determining the structure of the materials and applying the right rules and punctuation at hand, especially for books with multiple subject headings. Often, the subject of the work is readily available, like in the case of cataloging-in-publication, but in other cases, as stated by Miller (2007) in David-West and Angrey (2018), the subject is not so easy to discern. Likewise, the material formats, diction skills, and time constraints are also challenges in cataloging and classifying library and information resources. The use of archaic cataloging and classification tools, inadequate knowledge of cataloging and classification rules, poor interpretation and application of these rules, shortage of trained professional staff, as well as the time consumption in the area of original cataloging for data processing are also hindrances to cataloging and classification in academic libraries (Orbin and Aina, 2022).

Inadequate Information and Communication Technology (ICT) skills by librarians also hamper the quality service delivery of cataloguers in academic libraries, as Ntsiko (2023) agreed that continuous skills development and acquisition in technology and a supportive. Such problems included the Cataloging structure consists of the use of outdated cataloging and classification tools, inadequate knowledge of cataloging 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. Adebayo (2023) carried out a study on the challenges associated with cataloging electronic resources in selected university libraries in South West Nigeria and found that lack of ICT skills, insufficient number of professional cataloguers, and lack of knowledge of computer language such as the MARC and Dublin Core. Similar challenges were also found by Obiozor-Ekeze (2020) who discovered that the library has not been automated, under-staffing which slows down the pace of working at the various department of the library, lack of knowledge of current trends in cataloguing practices, lack of competent typists, and problem of irregular power supply.

McCain & Shorten (2023) observe that there have been many cost studies which measure structure in cataloging but there is a lack of information on effectiveness "which is quality processing completed in a timely manner." They suggest survey investigation "focused on analyzing and comprehension of the data levels, Beall & Kafadar (2024) point out that the structure of cataloguing can be accompanied by inefficiency due to typographical errors in those same records. "Structure and Specificity in the assignment of subject headings is the core of high-quality subject cataloguing. It is essential that this work is performed by subject specialists because, knowing the field of discipline, they can achieve this specificity accurately and efficiently".

Category 1: Multiple formats

Different formats require different information to be captured effectively. A book might be described by its author, title, and publication date, while a non-book would also need details like director, runtime, and authors. Catalogers need a strong understanding of the specific format to identify the most relevant information points. Reading comprehension becomes crucial when dealing with non-book materials, especially those with

complex content. For instance, classifying a documentary might necessitate understanding the film's central themes to assign appropriate subject headings. Multiple formats can sometimes interrelate. A book series might have an accompanying audiobook or documentary. Catalogers need reading comprehension skills to identify these connections and ensure all related materials are linked within the catalog system.

New formats are constantly emerging, like educational games or virtual reality experiences. Catalogers need adaptability and strong comprehension skills to develop strategies for handling these unfamiliar formats.

Furthermore, cataloging and classifying non-book materials demands more than just technical skills. Reading comprehension plays a vital role in understanding the content, identifyingkey information, and ensuring accurate representation of these diverse resources within the cataloging system.

The following paragraphs are some of the highlights answered by the respondents.

"The same with them, the punctuation of various formats, especially that it is varied. For example, in the book, there is the indicator then the punctuation, when it comes to the other it gets changed. There's an additional, then you get confused because the information gets mixed." (Respondent 7)

"The what… special format like audiovisual, it is really hard because there's a need for a detailed information, you really need to be careful with the details." (Respondent 5)

Category 2: Complexity of rules

The complexity of cataloging and classification can make it difficult for students to find the resources they need for their subjects. Frustration and wasted time: Students struggling to navigate a complex catalog system might waste valuable time searching for relevant materials. This can lead to frustration and discouragement. Limited information access is one of the factor like if students do not fully understand how the cataloging system works, they might miss out on valuable resources that could be helpful for their studies. Complex classification schemes can make it difficult to browse related materials and discover new information. Difficulties with subject-specific terminology: Cataloging terminology might no always align perfectly with the language used in specifi subjects. This can make it hallenging for students to formulate effective search queries and find relevant materials.

Moreover, the complexity of rules in cataloging non-book materials stems from several factors: Specificity of Formats: Unlike books, non-book materials come in a vast array of formats, each with its own unique characteristics. Audio recordings, films, maps, websites, and museum objects all require distinct cataloging approaches. The sheer number of formats necessitates a complex rule set to accommodate the specific information needs of each.

Cataloging standards, like AACR2 (Anglo-American Cataloging Rules), were primarily designed for books. While they provide a foundation, librarians have developed additional rules and practices to extend these standards to non-book materials. These extensions add complexity as they introduce variations and interpretations depending on the specific format.

Non-book materials often require capturing a more granular level of detail compared to books.   For instance, cataloging a documentary might involve capturing information about the director, producer, running time, filming locations, and awards received. This increased specificity demands more elaborate rules to ensure consistency and completeness across different catalogers. The rise of multimedia resources further complicates cataloging. A website might combine text, images, and audio elements. The rules need to address how to catalog these interconnected components and ensure users can find all relevant information.

A key challenge involves distinguishing between th conten and thecarrier of information. The ame documentary might b available on DVD, streaming service, or a physical copy in the library. The cataloging ules need to account for these variations while focusing on the intellectual content of the material.

Theme 2: Overloading of Subjects

Academic overload has a significant impact on the mental and physical health of students. Studies have shown that academic workload and extracurricular involvement can be sources of stress for college students, leading to decreased mental and physical health.

Academic overload can be a real burden on students, impacting their well-being and academic performance in several ways: Stress: Excessive subject load can be a major source of stress, leading to anxiety, depression, and even burnout. Students may experience difficulty sleeping, changes in appetite, and decreased concentration in cataloging and classification. Chronic stress can manifest in physical symptoms like headaches, stomachaches, and weakened immune systems. Students struggling with overload might neglect their physical health due to a lack of time or energy. Feeling overwhelmed can zap a student's motivation to learn. They might become disengaged in classes and lose interest in their subjects.

Furthermore, students struggling with subject overload may not have enough time or energy to dedicate to deep learning and completing assignments to the best of their ability. This can lead to lower grades and a feeling of academic failure. Stress and fatigue can make it difficult for students to concentrate, absorb information, and critically analyze course material. This can hinder their understanding and performance in subjects. When juggling a heavy course load, students might struggle to manage their time effectively. This can lead to missed deadlines, rushed work, and a feeling of constantly being behind.

"Our study suggests that students who are overloaded experience higher levels of stress and more physical problems like sweating, headaches, exhaustion, stomach problems, and/or difficulties of the subject matter." (Galloway, 2022)

Category 3: Limited Time

Cataloging requires more time to do it especially for a complex type of work. It is also described that time pressure has a detrimental effect on students' academic performance. Students who are under time pressure do worse academically, especially those who are female, because they are unable to complete their task in a satisfactory amount of time.

With their busy schedules, students often find time management to be incredibly helpful in doing cataloging work. It guarantees that students are focused, well-organized, and ready to manage their everyday lives and turn in their assignments on time. Although it can result in increased success, students must acquire and practice this talent. Academic achievement has been proven to positively correlate with study hours. Students typically get better grades when they study more in cataloging. There can come a moment, though, when studying more does not provide appreciably better marks. Test fairness, skewed group comparisons, and the cognitive processes used by test takers can all be negatively impacted by time constraints.

Category 4: Mastery of the Subject

Mastery of the subject matter is indeed important for effective cataloging and classification, especially for students working with non-book materials. Different subjects have their own unique terminology, concepts, and relationships between ideas. A student familiar with the subject matter can distinguish nuances between similar resources and ensure accurate classification within the specific discipline. Assigning appropriate subject headings is crucial for information discovery. A student with subject expertise shall need to master the subject matter and are likely to use it when searching for information. Non-book materials often require in-depth content analysis to capture the full range of information they contain. For instance, cataloging a documentary might involve understanding the film's central arguments, historical context, and social implications. Subject mastery allow students to identify these key elements and represent the accurately in the cataloging record.

Students can leverage their subject knowledge to contextualize resources within a larger body of information. This involves identifying related materials and connecting resources that explore different aspects of the same topic. However, subject matter mastery does not negate the importance of cataloging standards and classification systems. Students need a balance of both to ensure consistency and accuracy across the catalog.

CONCLUSION

The MARC tags and punctuation play a crucial role in cataloging, but they can also present significant challenges. The complexity of MARC tags lies in their specificity and the need to choose the right tag for each piece of information. Punctuation, on the other hand, can be tricky because it can affect searchability and consistency. With hundreds of MARC tags, selecting the most appropriate one for each data element requires in-depth knowledge of the MARC standard and the specific type of material being cataloged. Incorrect tag selection can lead to inaccurate or incomplete information retrieval.

Cataloging rules dictate specific punctuation use within MARC fields. Inconsistent punctuation can hinder searchability and user experience. For instance, a misplaced comma might lead a user's search to miss relevant results. Catalogers must strike a balance between clarity for users and adherence to strict punctuation rules. Overly complex punctuation within a record can be confusing for users, while neglecting punctuation standards can compromise data integrity.

Despite these challenges, MARC tags and punctuation remain essential for creating consistent, searchable, and reliable library catalogs.

MARC tags and punctuation form the foundation of effective cataloging, but as the focus group discussion revealed, their application presents significant challenges in real-world library settings. Determining the appropriate structure for complex materials can be a hurdle, especially when compounded by outdated tools and limited technological expertise among librarians.

The discussion also sheds light on another challenge: academic overload. While not directly related to MARC tags, it emphasizes the importance of efficient information organization for student success. Cataloging plays a vital role in this by ensuring resources are discoverable and accessible. By streamlining cataloging processes and ensuring librarian training is up-to-date, libraries can empower students to navigate the information landscape effectively, even under academic pressure.

In conclusion, cataloging excellence requires not only a mastery of MARC tags and punctuation but also addressing practical challenges faced by librarians. Investing in modern tools, fostering ICT skills, and creating a supportive academic environment are all crucial for ensuring efficient and user-friendly library catalogs that empower students and researchers.

REFERENCES

1. Abrahamse, B. (2018). Full stop? ISBD punctuation in MARC records. Technicalities, 38(2), 8-12. https://www.proquest.com/trade-journals/full-stop-isbd-punctuation-marc-records/docview/2033281890/se-2
2. Adebayo, O. (2023). Challenges Associated with Cataloguing Electronic Resources in Selected University Libraries in Southwest Nigeria. https://www.semanticscholar.org/paper/Challenges-Associated-with-Cataloguing-Electronic-Adebayo/8a87570db50359d3e13aef14c6bc19f661467824
3. Adedibu, L. O., Akinboro, E. O., & Abdussalam, T. a. B. (2012). Cataloguing and classification of library resources in the 21st century. In IGI Global eBooks (pp. 313–326). https://doi.org/10.4018/978-1-61350-335-5.ch023

4. Beall, J., & Kafadar, K. (2024). The effectiveness of copy cataloging at eliminating typographical errors in shared bibliographic records. Library Resources & Technical Services, 48(2), 92–101. https://doi.org/10.5860/lrts.48n2.92-101

5. Calhoun, K. (2023). The nature of the catalog and its integration with other discovery tools. http://www.loc.gov/catclir/calhoun-report-final.pdf accessed Feb. 10, 2011,

6. Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. Personnel Review, 36(2), 255–276. https://doi.org/10.1108/00483480710726136

7. Chan, L. M., & Salaba, A. (2016). Cataloging and classification: An introduction (4th ed.). Rowman & Littlefield.

8. Darries, F. (2023). Competencies for Cataloging and Metadata Librarians. "IGBIS seminar". Centurion Lake Hotel, 8 September 2017. [Online] http://www.liasa.org.za/igbis- seminar presentation

9. David-West, B., & Angrey, C. (2018). Cataloguing and classification skills and information dissemination in libraries. Journal of Educational Research and Review, 6(7), 94–97. https://doi.org/10.33495/jerr_v6i7.18.147

10. Fresnido, A. M. B. & Valerio, M. G. (2019). Transitioning to RDA: the Philippine experience. Philippine Journal of Librarianship and Information Studies, 39 (2), 15-24.

11. Gorman, M. (2003). The Enduring Library: Technology, Tradition, and the Quest for Balance.

12. Ikegune, D. (2016). Management and preservation of non-book materials in academic libraries: A case study of three University Libraries in Nigeria.

13. Intner, S. S., Fountain, J. F., & Gilchrist, J. E. (2006). Cataloging correctly for kids: An Introduction to the Tools. American Library Association.

14. Ivanović, D., Surla, D., & Konjović, Z. (2023). CERIF compatible data model based on MARC 21 format. The Electronic Library/Electronic Library, 29(1), 52–70. https://doi.org/10.1108/02640471111111433

15. Kaplan, A. G. (2015). Catalog it!: A Guide to Cataloging School Library Materials. Bloomsbury Publishing USA.

16. Kelly W. E. (2022). Harnessing the river of time: A theoretical framework of time use efficiency with suggestions for counselors. Journal of Employment Counseling, 39, 12-21.

17. Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (2023). College students' time management: Correlations with academic performance and stress. Journal of Educational Psychology, 82(4), 760–768. https://doi.org/10.1037/0022-0663.82.4.760

18. McCain, C., & Shorten, J. (2023). Cataloging efficiency and effectiveness. Library Resources & Technical Services, 46(1), 23–31. https://doi.org/10.5860/lrts.46n1.23

19. Miller, J., & McCarthy, S. (2010). Sears List of Subject Headings. In Google Books. H.W. Wilson Company. https://books.google.com.ph/books/about/Sears_List_of_Subject_Headings.html?id=VG67SAAACAAJ&redir_esc=y

20. Newbutt, S., & Sen, B. (2009). What impressions do young people have of librarianship as a career? Strategies for Regenerating the Library and Information Profession, 46–60. https://doi.org/10.1515/9783598441776.1.46

21. Ntsiko, N. (2023). How staff development is handled at WSU SEALS skills development workshop, Rhode University. 10th April 2013.

22. Obiozor-Ekeze, R. (2020). Cataloguing and Classification of Library Materials in the 21st Century: Challenges Facing Festus Aghagbo Nwako Library. Library Research Journal. https://www.academia.edu/92356439/Cataloguing_and_Classification_of_Library_Materials_in_the_21st_Century_Challenges_Facing_Festus_Aghagbo_Nwako_Library

23. Olubiyo, P. O. (2023). Cataloguing and classification in library school in Nigeria: A reviewer perspective. Library Philosophy and Practice, 1-22. Retrieved from https://www.proquest.com/scholarly-journals/cataloguing-classification-library-school-nigeria/docview/2816971663/se-2

24. Orbih, D., Aina, A. (2022). International Journal of Library and Information Science Issues, benefits and challenges of original cataloguing versus copy cataloguing: The experience at the Lagos State

University. 6(5), 88–97. https://doi.org/10.5897/IJLIS2013.0416

25. Paguio, A. (2019). Factors Affecting Students' Time Management And Its Relationship To Their Academic Performance. LCC Faculty Research Journal , 13(1), 1-7.

26. Psychologenie. (2010). A well-illustrated overview on the information processing theory. https://psychologenie.com/information-processing-theory

27. Sibiya, P. and Shongwe, M. (2023). A comparison of the cataloguing and classification curriculum and job requirements. Library Management, 39(6-7): 474-487 [Online]. https://www.doi.org/10.1108/LM-09-2017-0089.

28. Snow, K., & Hoffman, G. L. (2015). What Makes an Effective Cataloging Course? A Study of the Factors that Promote Learning. Library Resources & Technical Services, 59(4), 187. https://doi.org/10.5860/lrts.59n4.187

29. Sucharitha, G., Matta, A., Dwarakamai, K., & Tannmayee, B. (2020). Correction to: Theory and Implications of Information Processing. Emotion and Information Processing, C1–C1. https://doi.org/10.1007/978-3-030-48849-9_14

30. Taylor, A. G., & Joudrey, D. N. (2017). The organization of information (4th ed.). Libraries Unlimited.

31. Tillett, B. (2013). trains the Filipino RDA trainers. Retrieved 25 June 2015 from http://librarynewsette.lasalle.ph/2013/04/tillett-trains-RDA-trainers.html

32. Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2022). How did it get so late so soon? the effects of time management knowledge and practice on students' time management skills and academic performance. Sustainability, 14(9), 5097. doi:https://doi.org/10.3390/su14095097

33. Weitz, J. (2023). Improving WorldCat quality. [IzboljševanjekakovostikatalogaWorldCat] OrganizacijaZnanja, 25(1), 1-13. doi:https://doi.org/10.3359/oz2025003