LIBRARIANS' BEHAVIOURAL INTENTION AND READINESS TO USE RESOURCE DESCRIPTION AND ACCESS FOR KNOWLEDGE ORGANIZATION IN FEDERAL UNIVERSITY LIBRARIES IN NIGERIA

By

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Abstract

This study examined the factors influencing librarians' behavioural intention and readiness to use Resource Description and Access (RDA) for knowledge organization in federal university libraries in Nigeria. Specifically, it investigated librarians' awareness of RDA, their perceptions of its usefulness and ease of use, and the factors influencing their intention and readiness to adopt it. A qualitative research methodology was employed. Eighteen university librarians and heads of cataloguing departments from nine purposively selected federal university libraries participated in in-depth interviews. The findings revealed that awareness of RDA was widespread; however, such awareness was often superficial, with some participants recognizing the standard without a comprehensive understanding of its principles and practical application. Participants generally perceived RDA as useful for improving work performance and as flexible and adaptable. Nevertheless, these positive perceptions were constrained by inadequate infrastructure, insufficient training, and uncertainty regarding institutional support for the transition from AACR2 to RDA. Perceived usefulness and perceived ease of use emerged as important factors influencing librarians' behavioural intention and readiness to adopt RDA. The study concluded that readiness to adopt RDA depends not only on individual willingness and preparedness but also on institutional facilitation and support. Effective implementation of RDA therefore requires investment in personnel development, reliable technological infrastructure, and supportive institutional leadership. The study recommends practical and interactive RDA training, organized mentoring programmes, and sustained institutional, financial, and technological support for RDA implementation.

Keywords: Librarians, behavioural intention, readiness, Resource Description and Access, knowledge organization, federal university libraries, Nigeria.

Introduction

One of the most significant paradigm shifts in the history of knowledge organization (KO) is the transition from the *Anglo-American Cataloguing Rules* (AACR2) to *Resource Description and Access* (RDA). RDA is a content standard developed on the conceptual foundations of the Functional Requirements for Bibliographic Records (FRBR) and the Functional Requirements for Authority Data (FRAD) (Dobreski, 2019; Binti Arif, Binti Selamat, Binti Sahrani, & Binti Rafie, 2017).

Unlike its predecessor, AACR2, which was largely developed for a physical and card-catalogue environment, RDA supports the creation of rich and interconnected bibliographic data suitable for digital and Semantic Web environments (Tillett, 2024; Fidel & Crandall, 1988; Fattahi, 1997).

University libraries serve as intellectual and information hubs within their parent institutions, supporting advanced education, teaching, learning, and research. Consequently, these libraries engage extensively in knowledge organization activities such as cataloguing, classification, metadata creation, indexing, and abstracting. These activities require the use of relevant tools and standards, including RDA, to facilitate the organization, accessibility, discoverability, and visibility of information resources.

The use of RDA for knowledge organization is therefore not merely a technical

improvement for academic libraries; it is also a strategic necessity for ensuring that institutional scholarship and information resources are adequately described, interoperable with global information systems, and discoverable by users across different information environments (Yeboah, Kwafoa, & Amoah, 2024; Ifijeh, Segun-Adeniran, & Igbinola, 2019; Nwachi, Ihekwuaba, & Nwafor, 2021).

In Nigeria, the National Library of Nigeria, professional associations such as the Nigerian Library Association (NLA), the Nigerian Association of Library and Information Science Educators (NALISE), the Librarians' Registration Council of Nigeria (LRCN), and other relevant stakeholders have advocated for the transition from AACR2 to RDA. This transition represents an important step towards aligning cataloguing practices in Nigeria with contemporary international standards of knowledge organization (Danladi & Patrick, 2016).

However, the transition from policy pronouncements to widespread and effective implementation involves challenges that extend beyond technological and infrastructural readiness. It also involves the human dimensions of professional practice, including librarians' awareness, perceptions, willingness, confidence, and readiness to adopt the new standard.

The adoption of any new standard ultimately depends substantially on the readiness and willingness of librarians to embrace it at both individual and institutional levels. Librarians, particularly cataloguers, occupy a central position in knowledge organization because they translate information resources into structured and standardized metadata. For many cataloguers, the transition from the prescriptive and rule-based framework of AACR2 to the more flexible and principle-based approach of RDA may generate professional uncertainty and apprehension.

Such concerns may arise from the challenging learning curve associated with the RDA Toolkit, the complexity of principle-based decision-making, and the cognitive demands involved in unlearning established cataloguing practices. Some librarians may also perceive the transition as requiring the acquisition of entirely new competencies and the modification of long-established professional routines.

Despite the importance of these issues, the perspectives of Nigerian librarians, particularly university librarians and heads of cataloguing departments who occupy important decision-making and implementation positions, remain relatively underexplored in the literature. Questions therefore arise regarding how librarians understand the transition to RDA based on their awareness of the standard; how

they perceive its usefulness and ease of use; the concerns, aspirations, and challenges they experience during the transition; and the factors influencing their behavioural intention and readiness to adopt RDA for knowledge organization.

These questions necessitate a qualitative approach. Unlike quantitative research, which primarily focuses on measuring variables and establishing relationships among them, qualitative inquiry emphasizes depth, context, experience, and meaning (Emon, 2024; Lim, 2025; Merriam & Tisdell, 2016). Qualitative research seeks to understand how individuals interpret their experiences, construct meaning, and navigate the complexities of their professional and social realities (Muhammad, Safdar, & Saif, 2024).

Accordingly, this study adopts a qualitative approach to examine the factors influencing librarians' behavioural intention and readiness to use RDA for knowledge organization in federal university libraries in Nigeria. Through in-depth interviews and detailed descriptions of participants' experiences, the study seeks to provide a deeper understanding of the context-specific factors shaping librarians' perceptions and intentions.

The study is guided by the Technology Acceptance Model (TAM), which posits that perceived usefulness and perceived ease of use are central determinants of an individual's intention to adopt and use a technology or innovation (Davis, 1989). However, rather than treating these constructs strictly as measurable variables, this qualitative study approaches them as lived experiences and meanings constructed by librarians within the specific institutional contexts of their libraries.

In this regard, TAM serves as a sensitizing theoretical framework that provides conceptual guidance while allowing the study to remain open to unexpected, contradictory, and contextually grounded experiences emerging from participants' narratives (Badda, 2025).

Objectives of the Study

The main objective of this study was to investigate the factors influencing librarians' behavioural intention and readiness to use Resource Description and Access for knowledge organization in federal university libraries in Nigeria.

The specific objectives were to:

1. determine the state of awareness of librarians about RDA in Nigerian federal university libraries;
2. examine librarians' perceptions of their readiness to use RDA for knowledge organization in terms of perceived usefulness and perceived ease of use; and
3. Identify the factors influencing librarians' behavioural intention and readiness to use RDA for knowledge organization in the libraries studied.

Literature Review

The transition from the *Anglo-American Cataloguing Rules* (AACR2) to *Resource Description and Access* (RDA) represents a major paradigm shift in global knowledge organization. RDA was developed to support resource description in increasingly digital, networked, and interconnected information environments. However, the adoption and implementation of RDA have not been uniform, particularly within developing contexts such as Nigeria.

This review synthesizes relevant literature on the factors influencing librarians' behavioural intention and readiness to use RDA for knowledge organization in Nigerian federal university libraries. The review focuses on librarians' awareness of RDA, their perceptions of its usefulness and ease of use,

and the broader factors influencing their intention and readiness to adopt the standard.

Awareness of Librarians about RDA

Academic libraries play an important role in organizing and providing access to knowledge resources. Consequently, activities such as seminars, workshops, professional training, and other capacity-building programmes are important for creating awareness and developing competencies relating to RDA among cataloguing staff (Haliru & Sokari, 2016).

Awareness represents a fundamental prerequisite for the adoption and effective use of any innovation or professional standard. Although RDA has been recognized internationally as a major cataloguing standard for more than a decade, studies suggest that awareness among Nigerian cataloguers may sometimes be superficial (Ahonsi, 2014). Many librarians may be aware of the existence of RDA without possessing an in-depth understanding of its principles, conceptual foundations, or practical application.

This limited awareness may result from inadequate institutional dissemination, limited professional development opportunities, and insufficient hands-on training (Ducheva, 2016). Ifijeh, Segun-Adeniran, and Igbinola (2019) found higher levels of awareness in universities with stronger international collaborations. The literature therefore presents the awareness gap as an important institutional challenge that may influence the subsequent adoption and implementation of RDA (Shai, 2024).

Studies conducted in other contexts also reveal variations in librarians' awareness of RDA. Çakmak (2018) found that Turkish libraries viewed RDA as a useful framework for improving connectivity and interoperability, although the absence of national authority files constituted a challenge to implementation. Panchyshyn, Lambert, and McCutcheon (2019) reported that while most cataloguers in the United States were aware of RDA, a proportion of respondents still indicated limited or no awareness.

In Nigeria, Okonoko, Shehu, and Sambo (2021) found that cataloguers at the Federal University of Petroleum Resources possessed limited conceptual understanding of RDA. Similarly, Do, Oh, and Lee (2015) found that South Korean librarians demonstrated limited familiarity with some of the principles underlying RDA.

Although awareness of RDA has been investigated in Nigeria and other contexts, limited attention has been given to the perspectives of university librarians and heads of cataloguing departments, particularly from a managerial and decision-making perspective. Furthermore, many previous studies have relied primarily on quantitative approaches. The present study therefore adopts a qualitative methodology to explore awareness of RDA from the perspectives of university librarians and heads of cataloguing departments in federal university libraries.

Perception of Librarians' Readiness to Use RDA for Knowledge Organization

Drawing from the Technology Acceptance Model (TAM), perceived usefulness (PU) and perceived ease of use (PEOU) are central constructs influencing individuals' perceptions and behavioural intentions towards the adoption of a technology or innovation (Davis, 1989).

Globally, librarians' perceptions of the usefulness of RDA have produced mixed findings. Some scholars view RDA as a standard capable of enhancing resource discoverability, improving bibliographic relationships, and facilitating interoperability

across information systems (Salauddin, 2026; Monyela, 2020; Thuku, 2016). However, concerns have also been expressed regarding the relevance and practicality of RDA within contexts characterized by predominantly print-based collections and limited digital infrastructure.

Yeboah et al. (2023) found that the implementation of RDA in Ghanaian libraries contributed to more consistent cataloguing practices. Similarly, Saliu (2021) reported growing awareness among Nigerian librarians regarding the potential benefits of RDA.

Conversely, some scholars have questioned the effectiveness and practical benefits of RDA. Alemu, Stevens, Ross, and Chandler (2012) and Kazuye (2018) argued that the transition to RDA introduced additional complexity without necessarily producing clearly measurable benefits for users. Other studies suggested that users may not always perceive significant differences in search outcomes between AACR2 and RDA records (Kiorgaard & Kartus, 2005; Shai, 2024).

Similarly, Long (2018) reported that some libraries in the United States perceived RDA as complex and potentially challenging for both cataloguers and users. The conceptual frameworks underpinning RDA, particularly FRBR, have also been described as abstract and potentially difficult for some users to understand (Carlyle & Fusco, 2007). Steel, Wardi, Harrington, and Longhurst (2025) further noted that the costs associated with implementation may not always be justified when assessed strictly in terms of user-centred outcomes.

The successful implementation of RDA may also be influenced by librarians' ICT competencies. Librarians with stronger technological competencies may be better positioned to understand and implement RDA effectively (Udoh, n.d.; Nweke, Omoadoni, & Omosekejimi, 2022).

Regarding perceived ease of use, RDA has often been described as conceptually challenging, particularly for cataloguers accustomed to the rule-based approach of AACR2 (Sanchez, 2011). Such complexity may generate anxiety and reduce perceptions of ease of use, which may consequently affect perceptions of usefulness and willingness to adopt the standard (Yeboah et al., 2025).

However, exposure to appropriate training and sustained professional development can improve both perceived ease of use and perceived usefulness over time (Zainab, Bhatti, & Alshagawi, 2017; Wu, Yeh, Huang, & Hu, 2025). Studies have also highlighted RDA's flexibility and adaptability in comparison with earlier cataloguing standards. Tillett (2016) observed that RDA was designed to accommodate both traditional and digital information environments, while Lisius (2017) emphasized its format-neutral nature. Nwachi, Ihekwuaba, and Nwafor (2021) further noted that, following adequate training, cataloguers may find RDA more intuitive because of its emphasis on user tasks and resource relationships.

Collectively, these studies suggest that perceptions of RDA's usefulness and ease of use are influenced by factors such as training, technological infrastructure, institutional support, and compatibility with existing library systems. These factors may, in turn, influence librarians' readiness to use RDA for knowledge organization.

However, most Nigerian studies addressing perceived usefulness and perceived ease of use have focused on librarians generally, other technologies, or have relied predominantly on quantitative approaches. This study addresses this gap by employing a qualitative approach to

investigate the perceptions of university librarians and heads of cataloguing departments regarding their readiness to use RDA for knowledge organization.

Factors Influencing Librarians' Behavioural Intention and Readiness to Use RDA for Knowledge Organization

Behavioural intention refers to an individual's willingness, motivation, or readiness to engage in a particular behaviour. Within the context of this study, it refers to the willingness and preparedness of librarians to adopt and use RDA for knowledge organization (Abd Latif Abdul Rahman et al., 2021; Dobreski, 2019).

Previous studies have identified perceived usefulness, perceived ease of use, and subjective norms as important predictors of behavioural intention among librarians and other information professionals (Fang, Na, & Alam, 2025; Yu & Huang, 2020; Hu & Zhang, 2016).

From another perspective, the literature indicates that limited awareness can negatively affect librarians' intention to adopt RDA, particularly within African and developing contexts (Yeboah, Mhlongo, & Onyancha, 2025; Monyela, 2020). The literature consistently suggests that perceived usefulness and perceived ease of use are important factors influencing behavioural intention across different contexts.

However, there remains limited evidence concerning these factors from the perspectives of university librarians and heads of cataloguing departments in Nigerian federal universities. Furthermore, many existing studies have relied on quantitative approaches, thereby providing limited insight into the lived experiences and institutional realities shaping librarians' readiness to adopt RDA.

The present study therefore addresses this gap by employing a qualitative approach to explore the factors influencing librarians' behavioural intention and readiness to use RDA from the perspectives of library leaders and heads of cataloguing departments.

Methodology

This study adopted a qualitative research approach, which was considered appropriate for exploring the experiences, perceptions, and behavioural intentions of librarians within their natural professional contexts. Unlike quantitative approaches that primarily seek to measure relationships among variables, the qualitative approach emphasizes the meanings that participants attach to their experiences and professional realities.

The study was conducted within the federal university library system in Nigeria. Out of the 50 federal universities in Nigeria, nine federal university libraries were purposively selected as the study sites. The selection of the libraries was based on two criteria. First, the libraries were required to use an Integrated Library System (ILS) for the electronic performance of knowledge organization activities. This criterion ensured that the selected libraries operated within technologically mediated environments.

Second, the selected libraries were required to have visible and functional Online Public Access Catalogue (OPAC) links, indicating an established digital presence through which RDA-compliant bibliographic records could potentially be accessed and displayed.

The target population consisted of 18 librarians occupying management and technical service positions. These included university librarians, who serve as the chief administrative and decision-making officers of their respective libraries, and heads of cataloguing departments, who are directly responsible for supervising cataloguing operations and knowledge organization activities.

The participants were purposively selected because of their institutional authority, professional experience, and responsibility to influence or approve decisions relating to the adoption and implementation of cataloguing standards such as RDA.

In-depth interviews served as the primary instrument for data collection. A semi-structured, self-developed interview guide was used to elicit detailed narratives concerning participants' awareness of RDA, perceptions of its usefulness and ease of use, and the factors influencing their behavioural intention and readiness to adopt the standard.

Some interviews were conducted face-to-face in the participants' offices, while others were conducted during meetings of the Association of University Librarians of Nigerian Universities (AULNU). With the consent of the participants, the interviews were audio-recorded and subsequently transcribed verbatim to preserve the authenticity and meaning of the participants' responses. The average duration of each interview was approximately 35 minutes.

Data were analysed using thematic analysis, a flexible and rigorous method for identifying, analyzing, and reporting patterns within qualitative data. The analysis followed the six-phase framework proposed by Braun and Clarke (2006), namely: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.

This analytical process enabled the systematic organization of participants' narratives into meaningful themes that reflected their experiences, perceptions, and decision-making processes regarding the adoption and use of RDA in their libraries.

Ethical principles were observed throughout the study. Participants were informed about the purpose of the study, and their voluntary participation was obtained. They were also assured of confidentiality and anonymity in the presentation and reporting of the findings.

Results and Discussion

This study investigated the factors influencing librarians' behavioural intention and readiness to use Resource Description and Access for knowledge organization in federal university libraries in Nigeria.

The findings and discussion are presented in accordance with the objectives of the study, namely:

1. To determine the state of awareness of librarians about RDA in Nigerian federal university libraries;
2. To examine librarians' perceptions of their readiness to use RDA for knowledge organization in terms of perceived usefulness and perceived ease of use; and
3. To identify the factors influencing librarians' behavioural intention and readiness to use RDA for knowledge organization.

Awareness of Librarians about RDA in Nigerian Federal University Libraries

Regarding the state of awareness of librarians about the use of RDA for knowledge organization, all eighteen participants indicated that they were aware of RDA and recognized its importance as a contemporary cataloguing standard. This finding is consistent with the findings of Aboyade and Eluwole (2018) and Panchyshyn, Lambert, and McCutcheon (2019).

Participants reported that their awareness of RDA originated from various sources, including workshops, seminars, webinars, conferences, professional reading, discussions with colleagues, social media platforms, and visits to libraries where RDA-related practices had been introduced. This finding supports the observation of Haliru, Sokari, and Bello (2016) that professional development activities and

related platforms are important avenues for creating awareness of RDA.

Several participants expressed enthusiasm regarding the potential of RDA to improve resource accessibility and discoverability. This finding reflects the positive disposition towards RDA reported among Nigerian cataloguers by Aboyade and Eluwole (2018).

One participant linked awareness of RDA to previous discussions and exposure to the concepts underlying FRBR. This contrasts with the findings of Mansor and Ramdzan (2014), who reported limited understanding of FRBR concepts among cataloguers.
However, awareness did not necessarily imply comprehensive understanding or readiness for implementation. Some participants expressed concern about the complexity of RDA and the challenges associated with moving from the rule-based structure of AACR2 to the principle-based framework of RDA. These concerns are consistent with observations by Tillett (2024) and Danskin (2013) regarding the learning challenges associated with the transition.

Participants also raised concerns about inadequate technological resources and insufficient training opportunities required for effective RDA implementation. These findings are consistent with Park and Tosaka (2015), who found that cataloguing staff often lacked the competencies required for RDA implementation. Similarly, Ifijeh, Segun-Adeniran, and Igbinola (2019) observed that, despite relatively high levels of awareness, inadequate ICT infrastructure and insufficient training could hinder the effective implementation of RDA.

Overall, the findings suggest that awareness of RDA is prevalent among the participants. However, the depth of awareness and practical understanding varies, indicating the need for sustained and practical capacity-building programmes.

Perception of Librarians' Readiness to Use RDA for Knowledge Organization in Terms of Perceived Usefulness and Perceived Ease of Use

Perceived Usefulness

Regarding perceived usefulness, all eighteen participants expressed generally positive perceptions of the potential usefulness of RDA for knowledge organization. Participants widely agreed that RDA could improve work performance by providing a common standard capable of enhancing consistency in cataloguing practices and supporting more efficient workflows. This finding aligns with Long (2018) and Haider and Primary Research Group Staff (2016).

Many participants believed that RDA could contribute to improved user experiences through more accurate, consistent, and accessible bibliographic records. This finding contrasts with Tosaka (2013), who noted that the implementation of RDA did not necessarily produce immediately visible improvements for users.

Participants also believed that RDA could enhance efficiency and productivity. However, this perception differs from the findings of Tosaka and Park (2015), who observed that RDA implementation could initially increase the time and effort required for training, workflow adjustment, and the revision of existing practices.

Some participants perceived RDA as capable of improving the relevance and visibility of university libraries by making their collections more accessible and discoverable within broader information environments. This perception is supported by Dobreski (2019), who observed that interoperability can enhance

the visibility of library resources across information systems.

Several participants also recognized the technological dimensions of RDA and its potential to encourage the increased use of ICT in cataloguing and knowledge organization. Participants further observed that RDA could facilitate resource sharing and collaboration among libraries, a view consistent with Bailey-Hainer, Beaubien, Posner, and Simpson (2014).

The recurring emphasis on the need for training supports the findings of Haliru and Sokari (2016). Overall, participants generally perceived RDA as capable of improving information organization and service quality through the creation of richer and more consistent metadata.

Perceived Ease of Use

With regard to perceived ease of use, most participants believed that RDA was either relatively easy to use or had the potential to become easier with adequate exposure, training, and practical experience. This finding aligns with Haliru, Sokari, and Bello (2016), who found that cataloguers were generally favourably disposed towards RDA.

Participants commonly described RDA as more flexible and adaptable than previous cataloguing standards. This characteristic has been widely recognised as one of the potential advantages of RDA and is supported by Delsey (2016), Oliver (2010), and Tillett (2011).

Several participants also praised the availability of guidelines, examples, and frequently asked questions, which they believed could support learning and improve understanding of the standard. Participants generally agreed that RDA had the potential to improve their knowledge organization competencies. This is consistent with Danskin (2013) and Zhang and Salaba (2009), who argued that the conceptual foundations of RDA encourage cataloguers to move beyond routine description towards more analytical and relational approaches to resource description.

Some participants described RDA as more user-friendly than previous standards and highlighted its compatibility with other metadata standards. However, this perception contrasts with studies by Long (2018) and Yeboah et al. (2023), which raised concerns regarding the complexity and universal usability of RDA. Participants also emphasized the importance of adequate training in improving the ease of use of RDA. This finding reflects Park and Tosaka's (2015) emphasis on well-designed training programmes as essential for facilitating a smooth transition.

Nevertheless, some participants expressed concerns about the potential complexity of RDA, particularly for librarians with limited exposure to the standard. This finding is consistent with Tosaka (2013), who observed that RDA had not necessarily made cataloguing work easier in all implementation environments. Overall, the findings suggest that positive perceptions of RDA's usefulness and ease of use could strengthen librarians' behavioural intention and readiness to adopt the standard for knowledge organization in Nigerian federal university libraries.

Factors Influencing Librarians' Behavioural Intention and Readiness to Use RDA

The findings revealed several factors influencing librarians' behavioural intention and readiness to use RDA for knowledge organization. One important factor was the perceived flexibility and adaptability of RDA. Participants believed that RDA offered advantages over AACR2, particularly in its capacity to accommodate diverse formats, including digital and non-traditional information resources. This finding is

consistent with Tillett (2011) and Zeng and Qin (2016).

Perceived usefulness and perceived ease of use also emerged as important factors influencing librarians' intention and readiness to adopt RDA. Most participants considered RDA to be useful and potentially manageable, particularly when appropriate training and institutional support were available. These findings are consistent with the Technology Acceptance Model and support findings reported by Yeboah et al. (2025).

Participants also viewed RDA as a modern cataloguing standard that reflects contemporary developments in knowledge organization and bibliographic control. However, one participant noted that the adoption of RDA in Nigerian libraries would likely be gradual because of the learning curve associated with the standard and existing institutional challenges. This observation is consistent with Ifijeh, Segun-Adeniran, and Igbinola (2019).

Infrastructure emerged as another important factor influencing readiness. Some participants expressed hesitation about adopting RDA because they were waiting for improved facilities, technological tools, and more reliable institutional support. This reflects concerns regarding infrastructural readiness in developing countries, as identified by Oni, Oshiotse, and Abubakar (2018). Training and institutional commitment were also identified as essential factors. Participants emphasized that librarians require sustained professional development opportunities and support from library management and university authorities. This finding aligns with Monyela (2020).

Most participants expressed confidence that RDA could be integrated with existing systems, including MARC 21, supporting the findings of Tosaka and Park (2013). However, variations in confidence and readiness reflected differences in the level of institutional support available across the participating libraries. Participants further believed that RDA could improve productivity, efficiency, consistency, and the quality of cataloguing practices. They also recognized the broad international acceptance of RDA as an important factor encouraging its adoption, a view supported by Danskin (2013).

Overall, the findings demonstrate that librarians' behavioural intention and readiness to use RDA are influenced by an interaction of individual perceptions and institutional conditions. Although librarians may recognize the usefulness and potential advantages of RDA, their readiness to adopt it is strengthened or constrained by factors such as awareness, training, infrastructure, system compatibility, institutional support, and leadership commitment.

Conclusion

This study investigated the factors influencing librarians' behavioural intention and readiness to use Resource Description and Access for knowledge organization in federal university libraries in Nigeria.

The findings indicate that awareness of RDA is prevalent among university librarians and heads of cataloguing departments. However, awareness does not necessarily translate into a comprehensive understanding of the standard or preparedness for its practical implementation. The findings also reveal that librarians generally perceive RDA as useful and potentially easy to use, particularly because of its flexibility, adaptability, potential to improve resource discoverability, and compatibility with contemporary information environments.

Nevertheless, positive individual perceptions alone are insufficient to guarantee successful implementation. The readiness of librarians to adopt RDA is influenced by practical and institutional factors, including the availability

of adequate infrastructure, access to training, mentoring opportunities, technological support, and institutional commitment. The study therefore concludes that librarians cannot be expected to manage the transition to RDA solely through individual willingness and personal effort. Effective implementation requires reliable infrastructure, meaningful and practical training, professional collaboration, and institutional policies that demonstrate a genuine commitment to supporting librarians throughout the transition process.

Although theoretical frameworks such as the Technology Acceptance Model are useful for explaining behavioural intention and technology acceptance, the findings of this study demonstrate the importance of interpreting such models within the realities of institutional environments where resources, infrastructure, and organizational support may be limited.

Ultimately, the readiness to adopt RDA is not solely dependent on librarians' willingness to change. Rather, it results from a complex interaction between individual preparedness and institutional facilitation. The implementation of international cataloguing standards cannot therefore be achieved through policy announcements alone. It requires libraries that invest in their personnel, provide reliable technological and infrastructural support, and demonstrate leadership that works collaboratively with cataloguers throughout the implementation process.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. Libraries should make RDA-related workshops and training programmes more practical, engaging, and interactive**.** Training should emphasize hands-on learning opportunities in which librarians can work collaboratively with RDA, ask practical questions, solve cataloguing problems, and develop competence at a manageable pace.
2. Libraries should establish and support structured mentoring programmes for RDA implementation**.** Experienced cataloguers and librarians with relevant expertise should mentor their colleagues through practical cataloguing activities using RDA. Such mentoring arrangements can improve librarians' confidence, reduce anxiety, and strengthen positive perceptions of the usefulness and ease of use of RDA.
3. Library management and university authorities should recognize RDA implementation as an institutional responsibility rather than an individual responsibility of cataloguers**.** Meaningful support should be provided through investment in reliable technological infrastructure, access to appropriate cataloguing tools, sustained professional training, and adequate financial resources.
4. Libraries and relevant professional bodies should strengthen collaboration and multi-stakeholder partnerships involving university management, professional associations, regulatory bodies, library schools, and other relevant organisations. Such collaboration can facilitate the mobilization of financial, technical, and material resources required for the effective implementation of RDA in Nigerian university libraries.

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