

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

August 2020

## Transcribing Knowledge and Skills of Academic Librarians In Using Resource Description and Access Standards

Ana Marie D. Fernandez

*Saint Mary's University - Phillipines*, fernandezana021695@gmail.com

David A. Cabonero

*Saint Mary's University - Phillipines*, bluegemini7777@yahoo.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Cataloging and Metadata Commons](#)

---

Fernandez, Ana Marie D. and Cabonero, David A., "Transcribing Knowledge and Skills of Academic Librarians In Using Resource Description and Access Standards" (2020). *Library Philosophy and Practice (e-journal)*. 3989.

<https://digitalcommons.unl.edu/libphilprac/3989>

Transcribing Knowledge and Skills of Academic Librarians  
In Using Resource Description and Access Standards

Authors

**Miss Ana Marie D. Fernandez**

Librarian, University Learning Resource Center  
Saint Mary's University  
Bayombong, Nueva Vizcaya  
Email: [fernandezana021695@gmail.com](mailto:fernandezana021695@gmail.com)

**Mr. David A. Cabonero**

OIC Director, University Learning Resource Center  
Saint Mary's University  
Bayombong, Nueva Vizcaya  
Email: [bluegemini7777@yahoo.com](mailto:bluegemini7777@yahoo.com)

**ABSTRACT**

This study aimed to determine the level of the transcribing knowledge and skills of the academic librarians in Nueva Vizcaya, Philippines. This study utilized quantitative research design using a test item method. The findings revealed that the academic librarians' level of transcribing knowledge and skills in using RDA were found to be novice across the four domains namely: recording attributes of manifestations and items; recording attributes of works and expressions; recording attributes of person, family and corporate body; and recording relationships of persons, families and corporate bodies. It was also found that the young academic librarians who attained bachelor's degree as their highest educational attainment were more knowledgeable and skilled in terms of recording attributes of manifestation and items and recording relationships of persons, families and corporate bodies when transcribing resources using RDA. The study concluded that the academic librarians exhibited very limited transcribing knowledge and skills in using RDA and that there is a dire need for intervention to enhance the academic librarians' knowledge and skills.

**Keywords:** *cataloging standards, cataloging competencies, cataloging skills, information retrieval tool,*

## **Introduction**

Due to the constant evolution of information technology, new kinds of information resources were produced and new ways of accessing information environment also evolved. This revolution in the information environment generated a major shift in our understanding of shared information resource description and access. The need for efficient management of that information become more critical than ever in the history of human information and knowledge endeavors (Resource Description and Access, 2019). In response to this, libraries switched to a new and more dynamic role in the knowledge society. Libraries utilize information technology in order to create a new environment and reformed academic libraries which face greater demand for access to resources as they strive to store all kinds of material in various formats.

The academe recognizes the library as an important part in the education of its students. Thus, it takes the lead in embracing change in libraries. With the emergence of state of the art technology, changes in libraries occur, hence, librarians can make a remarkable job for retooling both themselves and their libraries and this can be done through identifying users' needs and then developing new services. One of these changes is the birth of a new set of cataloging principle which is the Resource Description and Access (RDA). Cerbo (2011) defined RDA as a new cataloging standard that was designed to improved flexibility in rules for dealing with the changing landscape of resource description and access due to the increasing usage of electronic resources. With the use of the RDA, catalogers are given the opportunity to provide the library users with accurate and usable records to ensure that the needed materials are found. Since intellectual access is the foundation of cataloging, through RDA it becomes

possible that all the contents of a resource can be included and recorded (Dolendo, 2013). With the recent introduction of RDA as part of the evolving nature of cataloging, librarians were faced with the challenges and anxieties about the implementation of the RDA in libraries. As a result, Bowen (2005) has coined this anxiety to be FRBRphobia since RDA was based on the FRBR and FRAD model. In addition, the growing popularity of the internet and the ease of accessing data through the web made library users have different expectations of what the library catalog is and what it can do. This created the need for a response from libraries. Therefore, libraries needs to improve its catalog functionality and interfaces to provide users with an easy way of searching and retrieving information with a single search.

### **Statement of the Problem**

The study generally aimed to determine the Resource Description and Access (RDA) transcribing knowledge and skills of the academic librarians in cataloging in Nueva Vizcaya which will become the basis for a prototype action plan for continuing professional development among librarians. Specifically, the study attempted to answer the following research questions:

1. What is the level of knowledge of the academic librarians in Nueva Vizcaya using RDA in terms of the following:
  - 2.1 Recording Attributes of Manifestation and Item;
  - 2.2 Recording Attributes of Work and Expression;
  - 2.3 Recording Attributes of Person, Family and Corporate Body; and
  - 2.4 Recording Relationships of Persons, Families and Corporate Bodies?

2. What is the level of transcribing skills of the academic librarians in Nueva Vizcaya using RDA in terms of the following:

2.1 Recording Attributes of Manifestation and Item;

2.2 Recording Attributes of Work and Expression;

2.3 Recording Attributes of Person, Family and Corporate Body; and

2.4 Recording Relationships of Persons, Families and Corporate Bodies?

3. Is there a significant difference on the transcribing knowledge of the academic librarians in Nueva Vizcaya using RDA when grouped according to:

3.1 Age;

3.2 Highest Educational Attainment; and

3.3 Number of years as librarian?

4. Is there a significant difference on the transcribing skills of the academic librarians in Nueva Vizcaya using RDA when grouped according to:

4.1 Age;

4.2 Highest Educational Attainment; and

4.3 Number of years as librarian?

### **Statement of Hypotheses**

1. There is no significant difference in the transcribing knowledge of the academic librarians in Nueva Vizcaya using RDA when grouped according to: a) age; b) highest educational attainment; and c) number of years as librarian?

2. There is no significant difference in the transcribing skills of the academic librarians in Nueva Vizcaya using RDA when grouped according to: a) age; b) highest educational attainment; and c) number of years as librarian?

## **Theoretical and Conceptual Framework**

RDA is a content standard that gives instructions to identify data in an original approach promoting the exchange of information among catalogs and other search tools and adopts terminology and concepts of the Semantic Web. It is a global standard which can be applied by different agencies in creating data. Thus, it is expected to be enriched by wide community of professional from the entire world in a collaborative, well-aware, recognized, and global perspective. The use of RDA as a new standard to describe library resources entails librarians to invest on self-development and skills acquisition to improve their abilities and professional competence in this fast changing information environment (El-Sherbini, 2013). Knowledge and skills of the academic librarians in cataloging particularly in using RDA standards was rooted within the idea that academic libraries' basic function is to support the curriculum and the research needs of the students and the faculty it serves. Expectedly, any higher education institution demands a quality library upon which resources are systematically organized and efficiently retrieved when needed.

The social learning theory of Bandura and Vygotsky reflects the idea that academic libraries exist to act as support for student learning (Wang, 2006). As such, in order to support the academic community needs, it is essential that the library should have organized library collection that can easily be accessed. The catalog as the core product of the library is the link between an item and the library user (Chambers, 2012). Moreover, cataloging is an important part of a librarian's work. Thus, the knowledge, abilities, and skills of the catalogers of today are necessary since they are the medium that help get the information where it needs to be. Furthermore, the concept of constructivism

suggests that technology can promote learning and knowledge building while the teacher acts as facilitator and coach (Kliegman, 2007). The librarian as teachers' partner in student learning must guarantee that both educators and students are efficient and critical data users through the use of e-libraries and the application of web 2.0.

Technology has transformed the traditional academic library and affected the knowledge and skills requirements for LIS professionals (Raju, 2013). Partridge and Hallam (2004) used human DNA as model to explain that both disciplinary knowledge and generic capabilities are characteristics of information professional in the information age. Hence, the primary knowledge and skills of academic librarians needs to be improved by new technological knowledge (Choi & Rasmussen, 2009). Moreover, Tammaro (2007) pointed that the cataloging and classification skills and a more comprehensive knowledge of academic librarians about cataloging standards are relevant in the Web.

### **Research Methodology**

This study employed quantitative research design using test item method. It made use of the descriptive type of research comparing the transcribing knowledge and skills of the respondents in recording attributes of manifestation and item, in recording attributes of work and expression, in recording attributes of person, family and corporate body, and in recording relationships of persons, families, and corporate bodies when the respondents were grouped according to age, highest educational attainment, and number of years as librarian. It was conducted to 30 academic librarians in the province of Nueva Vizcaya, namely: Aldersgate College, King's College of the Philippines, Nueva

Vizcaya State University (Bambang Campus), Nueva Vizcaya State University (Bayombong Campus), PLT College and Saint Mary's University.

Table 1. Profile of the Respondents

Profile	Group	Frequency	Percentage
Number of Librarians per School	Aldersgate College	2	7
	King's College of the Philippines-Bambang	1	3
	Nueva Vizcaya State University-Bambang Campus	4	13
	Nueva Vizcaya State University-Bayombong Campus	7	23
	PLT College	3	10
	Saint Mary's University	13	43
	Total	30	100
Age	<b>Group</b>	<b>Frequency</b>	<b>Percentage</b>
	21 to 40 years old	13	43
	41 years old and above	17	57
	Total	30	100
Highest Educational Attainment	<b>Group</b>	<b>Frequency</b>	<b>Percentage</b>
	Bachelor	20	67
	Master's and Doctorate	10	33
	Total	30	100
Number of years as Librarian	<b>Group</b>	<b>Frequency</b>	<b>Percentage</b>
	1 to 10 years	14	47
	11 years and above	16	53
	Total	30	100

## Results and Discussions

### Section 1. Level of Transcribing Knowledge of Academic Librarians in Using RDA

#### A. Recording Attributes of Manifestation and Items

Table 2. Level of Transcribing Knowledge of the Academic Librarians in Nueva Vizcaya using RDA in terms of Recording Attributes of Manifestation and Item

Items	Correct Response		Qualitative Description
	Frequency	Percent	
1. Item is the physical embodiment of an expression of a work.	8	26.7	Very Low
2. Parallel title proper refers to the title proper in another language and/or script.	29	96.7	High
3. Place of publication is a statement identifying the place/s of production, producer/s, and date/s of production of a resource in an unpublished form.	8	26.7	Very Low
4. Issuing body refers to the name of a person, family, or corporate body responsible for publishing, releasing, or issuing a resource.	8	26.7	Very Low



5. Publication statement is a statement identifying the edition to which a resource belongs.	12	40	Very Low
6. Title refers to a word, character, or group of words and/or characters that names a resource or a work contained in it.	30	100	High
7. Manifestation is a single exemplar or instance of a manifestation.	5	16.7	Very Low
8. Carrier type applies to the carrier/s of the specific item being described.	5	16.7	Very Low
9. Item-specific carrier characteristic of early printed resource applies to the carrier/s of the specific early printed item being described.	28	93.3	High
10. Custodial history of an item refers to a record of previous ownership or custodianship of an item.	30	100	High
11. Immediate source of acquisition of item is the source from which the agency directly acquired an item.	28	93.3	High
12. An identifier for the item is a character string associated with an item that serves to show similarity of that item from other items.	14	46.7	Very Low
<b>Overall Mean</b>	<b>17.08</b>	<b>56.96</b>	<b>Novice</b>

Legend: below 74% - (Very Low) Novice; 75-80- (Low) Developing; 81-89 – (Average) Proficient & 90-100- (High) Accomplished

The level of transcribing knowledge of academic librarians in Nueva Vizcaya using RDA in terms of recording attributes of manifestations and items was novice with an overall mean of 56.96. Generally, it means that the librarians had very limited knowledge on these aspects of RDA. However, they had high knowledge on transcribing the “title”, “custodial history”, “parallel title”, “item-specific carrier characteristic of early printed resource” and “immediate source of acquisition of an item”. This implies that the librarians had technical know-how in these basic cataloging concepts. It is interesting to note that they had exceptional knowledge on transcribing title and custodial history of a resource.

On the other hand, they had very low knowledge on identifying an “item”, manifestation, and on transcribing the “place of publication”, “issuing body”, “publication statement”, “carrier type” and “identifier of an item” which implies that the librarians’ transcribing knowledge in terms of recording attributes of manifestation and items needs improvement and that the series of seminars and trainings conducted are not enough. These finding can be attributed to the absence of RDA Toolkit in the workplace

(Oni, Oshiotse, & Abubakar, 2018), and unaware of its technicalities (Oguntayo & Adeleke, 2016).

## B. Recording Attributes of Work and Expression

Table 3. Level of Transcribing Knowledge of the Academic Librarians in Nueva Vizcaya using RDA in terms of Recording Attributes of Work and Expression

Items	Correct Response		Qualitative Description
	Frequency	Percent	
1. Title of the work refers to a word, character, or group of words and/or characters by which a work is known.	30	100	High
2. The place of publication is the country or other territorial jurisdiction from which a work originated.	4	13.3	Very Low
3. History of work refers to the information about the work history.	27	90	Low
4. Form of work is a class or genre to which a work belongs.	24	80	Low
5. The copyright date is the earliest date associated with a work.	10	33.3	Very Low
6. Expression is a distinct intellectual or artistic creation.	9	30	Very Low
7. Media type refers to the categorization reflecting the fundamental form of communication in which the content is expressed and the human sense through which it is intended to be perceived.	8	26.7	Very Low
8. The date of expression is the earliest date associated with an expression.	24	80	Low
9. Expression refers to the intellectual or artistic realization of a work in the form of alphanumeric, musical, or choreographic notation, sound, image, object, movement, etc. or any combination of such forms.	27	90	High
10. The language of work is the language in which a work is expressed.	5	16.7	Very Low
11. Text is content expressed in an audible form other than language or music.	18	60	Very Low
12. Sounds are a content expressed through a form of notation for language intended to be perceived visually.	23	76.7	Low
<b>Overall Mean</b>	<b>17.42</b>	<b>58.06</b>	<b>Novice</b>

Legend: below 74% - (Very Low) Novice; 75-80- (Low) Developing; 81-89 – (Average) Proficient & 90-100- (High) Accomplished

Overall, the academic librarians' transcribing knowledge on recording attributes of works and expressions was novice (Mean= 58.06). Of the twelve items, three items were rated high with transcribing the "title of the work" as the highest. This implies that the academic librarians can transcribe the title of the work with very high confidence. However, four items were rated as low and six items were rated as very low with

transcribing the place of publication as the lowest. This implies that the librarians need to undergo further trainings on RDA particularly on recording attributes of work and expression. The findings of Oni, Oshiotse, and Abubakar (2018) affirmed that most librarians have little knowledge and awareness about the concepts of Resource Description and Access which is used for cataloging.

### C. Recording Attributes of Person, Family and Corporate Body

Table 4. Level of Transcribing Knowledge of the Academic Librarians in Nueva Vizcaya using RDA in terms of Recording Attributes of Person, Family and Corporate Body

Items	Correct Response		Qualitative Description
	Frequency	Percent	
1. Membership is a group with which a person is affiliated or has been affiliated through employment, membership, cultural identity, etc.	9	30	Very Low
2. Name of the person refers to a word, character, or group of words and/or characters by which a person is known.	30	100	High
3. Family refers to an individual or entity established by an individual (either alone or in collaboration with one or more other individuals).	16	53.3	Very Low
4. Title of the person is a word or phrase indicative of royalty, nobility, or ecclesiastical rank or office.	28	93.3	High
5. Family refers to two or more persons related by birth, marriage, adoption, civil union, or similar legal status, or who otherwise present themselves as family.	27	90	Very Low
6. Kind of family is the categorization or generic descriptor for the type of family.	8	26.7	Very Low
7. The famous member of the family is a well-known individual in the family.	7	23.3	Very Low
8. A hereditary title is a title of nobility, etc., associated with a family.	27	90	High
9. Connected institution is an institution commonly associated with a corporate body.	6	20	Very Low
10. A conservative name is a name, other than the real or official name by which a corporate body has come to be known.	15	50	Very Low
11. Community body refers to an organization or group of persons and/or organizations that is identified by a particular name and that acts, or may act as a unit.	7	23.3	Very Low
12. Language of corporate body is the language that the corporate body uses in its communication.	27	90	High
<b>Overall Mean</b>	<b>17.25</b>	<b>57.49</b>	<b>Novice</b>

Legend: below 74% - (Very Low) Novice; 75-80- (Low) Developing; 81-89 – (Average) Proficient & 90-100- (High) Accomplished

The transcribing knowledge of the academic librarians in Nueva Vizcaya in terms of recording attributes of person, family, and corporate body was novice with an overall

mean of 57.49. It is interesting to note that the item on “connected institution” was the lowest. This implies that they have very limited knowledge on the elements used for recording attributes of person, family, and corporate body. Their limited knowledge can be attributed to their non-practice of RDA in their work place. However, the results showed that the academic librarians had high level of transcribing knowledge on items about recording a person’s “name” as the highest (mean score= 100), “title”, “hereditary title” and the “language of the corporate body”. This indicates that they had very extensive mastery of the elements under recording attributes of a person and corporate body. This corroborates the study of Mansor and Ramzdan (2014) wherein catalogers were familiar with the basics of RDA but they had low understanding on FRBR, FRAD, and International Cataloging Principles.

#### **D. Recording Relationships of Persons, Families and Corporate Bodies**

Table 5. Level of Transcribing Knowledge of the Academic Librarians in Nueva Vizcaya using RDA in terms of Recording Relationships of Persons, Families and Corporate Bodies

Items	Correct Response		Qualitative Description
	Frequency	Percent	
1. An editor is a person, family, or corporate body responsible for creating a work that is primarily textual in content regardless of media type or genre.	20	66.7	Very Low
2. A host is a person, family, or corporate body involved in broadcasting a manifestation to an audience via, radio, television, webcast, etc.	4	13.3	Very Low
3. A compiler is a person, family, or corporate body responsible for creating a new work by selecting, arranging, aggregating, and editing data, information, etc.	22	73.3	Very Low
4. A cartographer is a person, family, or corporate body responsible for creating a photographic work.	14	46.7	Very Low
5. A film producer a person, family, or corporate body responsible for most of the business aspects of a film.	28	93.3	High
6. An author is a person, family, or corporate body contributing to an expression of a work by revising or clarifying the content.	17	56.7	Very Low
7. An architect is a person, family, or corporate body contributing to an expression of a work by supplementing the primary content with drawings, diagrams, photographs, etc.	14	46.7	Very Low

Items	Correct Response		Qualitative Description
	Frequency	Percent	
8. An abridger is a person, family, or corporate body contributing to an expression of a work by expressing the original text of the work in language different from that of the original work.	15	50	Very Low
9. A translator is a person, family, or corporate body contributing to an expression of a work by shortening or condensing the original work but leaving the nature and content of the original work substantially unchanged.	21	70	Very Low
10. Host institution is a corporate body hosting an event, exhibit, conference, etc., which gave rise to the work, but has little or no responsibility for the content of the work.	27	90	High
11. Production company is a corporate body that is responsible for financial, technical and organizational management of a production.	30	100	High
12. Sponsoring body refers to a person, family, or corporate body sponsoring some aspect of the work.	28	93.3	High
<b>Overall Mean</b>	<b>20</b>	<b>66.67</b>	<b>Novice</b>

Legend: below 74% - (Very Low) Novice; 75-80- (Low) Developing; 81-89 – (Average) Proficient & 90-100- (High) Accomplished

The overall level of transcribing knowledge of the academic librarians in Nueva Vizcaya in terms of recording relationship was novice (Mean=66.67). This implies that the academic librarians had very limited knowledge on the terms used to indicate the relationship of persons, families and corporate bodies of a resource being described. Meanwhile, four items were rated as high with item on recording the “production company” of a resource as the highest (mean score= 100) which implies that they had a basic knowledge on the terms used to record the relationship of a corporate body on a resource. On the other hand, eight items were rated very low, with item on recording relationship of a “host” on a resource as the lowest which also implies that they need to enhance their knowledge on the terms used to record the relationship of a person to a resource. Sung (2013) affirmed that librarians should have knowledge on the theoretical background on cataloging tools as well as technical skills, and that catalogers should seek to contextualize the publications of the person, corporate body, or family but also

clarified the relationship between the person, family, or corporate body with the names by which they are known (Welsh & Batley, 2012).

## Section 2. Level of Transcribing Skills of Academic Librarians in Nueva Vizcaya using RDA

### A. Recording Attributes of Manifestation and Item

Table 6. Level of Transcribing Skills of the Academic Librarians in Nueva Vizcaya using RDA in terms of Recording Attributes of Manifestation and Item

Items	Correct Response		Qualitative Description
	Frequency	Percent	
1. Which of the following title of the book is the correct transcription? Resource described as: THE PHILIPPINES IN THE 21st CENTURY A. <i>The Philippines in the 21st century</i> B. The philippines in the 21st century C. The Philippines In The 21st CENTURY. D. THE PHILIPPINES in the 21st CENTURY	24	80	Low
2. Which of the following parallel title is the correct transcription? Resource described as: MAY LAKAD KAMI NI TATAY/A Trip with My Father A. <i>May lakad kami ni tatay= a trip with my father</i> B. May lakad kami ni tatay: A Trip with my father C. May lakad kami ni tatay= [A Trip with My Father] D. May lakad kami ni tatay/ A Trip With My Father	24	80	Low
3. Which of the following is the correct transcription of the statement of responsibility? Resource described as: by Bob and Melinda Blanchard A. Bob, Melinda Blanchard B. Bob Blanchard and Melinda Blanchard C. Blanchard,Bob; Blanchard, Melinda D. <i>Bob and Melinda Blanchard</i>	11	36.7	Very Low
4. Which of the following is the correct transcription of the other statement of responsibility? Resource described as: The PEOPLE wish to see JESUS: Reflections for Those Who Teach./POPE FRANCIS/Translated by Michael O' Hearn A. translation by Michael O'Hearn B. <i>translated by Michael O'Hearn</i> C. translator:Michael O'Hearn D. Michael O'Hearn, translator	25	83.3	Low
5. Which of the following is the correct transcription of the edition statement? Resource described as: SECOND EDITION A. <i>Second edition</i> C. second edition B. 2nd edition D. edition: 2 <sup>nd</sup>	16	53.3	Very Low
6. Which of the following is the correct transcription of the edition statement? Resource described as: 3rd edition and revised edition A. 3rd ed. and rev. ed B. <i>3rd edition and revised edition</i> C. 3rd ed. and revised D. 3rd edition and rev. ed.	15	50	Very Low
7. Which of the following is the correct transcription of the place of publication? Resource described as: Hinkler Books Pty Ltd, ©Heatherton Victoria 3202 Australia 2014 A. Heatherton Victoria 3202 Australia B. Australia, 2014 C. <i>Heatherton Victoria, Australia</i> D. Australia: Heatherton Victoria	15	50	Very Low
8. Which of the following is the correct transcription of the publisher? Resource described as: Parragon Books, Bath BA1 1HE, UK Copyright © Parragon Books Ltd 2007 A. <i>Parragon Books</i> C. Parragon Books Ltd	17	56.7	Very Low

Items	Correct Response		Qualitative Description
	Frequency	Percent	
B. parragon books D. parragon books Ltd			
9. Which of the following is the appropriate content type? Title of the book: The 365 Day Children's Bible Story Book. A. <i>text</i> B. book C. manuscript D. tactile text	17	56.7	Very Low
10. Which of the following is the appropriate media type? Title of the book: The 365 Day Children's Bible Story Book A. <i>unmediated</i> B. projected C. volume D. book	16	53.3	Very Low
11. Which of the following is the appropriate carrier type? Title of an audio CD: Audio CD carrying songs by Cris Villonco, Filipino artists A. audio disc B. sounds C. <i>computer disc</i> D. volume	11	36.7	Very Low
<b>Overall Mean</b>	<b>17.36</b>	<b>57.88</b>	<b>Novice</b>

Legend: below 74% - (Very Low) Novice; 75-80- (Low) Developing; 81-89 – (Average) Proficient & 90-100- (High) Accomplished

In general, the academic librarians' level of transcribing skills in terms of recording attributes of manifestations and items using RDA were novice (Mean score= 57.88). However, the results also revealed that on items about recording attributes of parallel title and statement of responsibility, the academic librarians had low level of transcribing skills. This means that their skills on these aspects are limited if not very limited. This implies that they need trainings on the practical application of RDA in terms of recording attributes of manifestation and items. This conforms to the study of Santos (2016) that librarians were still learning and undergoing training on RDA; and that they must be aware of their skills which were needs to be developed (Gamboni, 2017).

## B. Recording Attributes of Work and Expression

Table 7. Level of Transcribing Skills of the Academic Librarians in Nueva Vizcaya using RDA in terms of Recording Attributes of Work and Expression

Items	Correct Response		Qualitative Description
	Frequency	Percent	
1. Which of the following is the correct way of recording attributes of the preferred title for a complete work entitled "The complete works of Claro M. Recto"? A. work. B. <i>Works</i> . C. Work. D. Complete works.	12	40	Very Low
2. Which of the following is the correct way of recording attributes of a complete work presented in a single form? Resource described as: FAVORITE ARCELLANA STORIES: with an introduction by Emerenciana Yuvienco Arcellana A. Short Stories C. Short stories B. <i>Short stories</i> . D. Short Stories.	23	76.7	Low

Items	Correct Response		Qualitative Description
	Frequency	Percent	
3. Which of the following is the correct way of recording attributes for a compilation of legislative enactments of a jurisdiction? Resource described as: Vital legal documents in the new society: all genral orders, letter of instructions compiled and edited by CBSI, editorial staff A. Legal works. B. Laws. C. <i>Laws, etc.</i> D. Legal documents.	10	33.3	Very Low
4. Which of the following is the correct way of recording attributes for a compilation of laws on a particular subject with a citation title? Resource described as: THE PHILIPPINE LABOR CODE: Department order no. 40-03 series of 2003 Amending the implementing rules of book V of the Labor Code of the Philippines compiled by Arellano V. Busto A. <i>Labor Code.</i> C. Laws, etc. B. labor code. D. Philippine Laws.	16	53.3	Very Low
5. Which of the following is the correct way of recording attributes for compilation of treaties and/or agreements between one or more parties? Resource described as: PHILIPPINE BILATERAL AGREEMENT edited by PACIFICO A. CASTRO A. <i>Treaties, etc.</i> C. Philippine. Treaties. B. Agreement. D. Philippine. Agreement.	10	33.3	Very Low
6. Which of the following is the correct way of recording attributes for religious works if the book is one of a numbered sequence of the same name: "Intro to PSALMS VIII"? A. bible. psalms, VIII. C. <i>Bible. Psalms, VIII.</i> B. Bible. psalms, VIII. D. bible. Psalms, VIII.	25	83.3	Low
7. Which of the following is the correct way of recording attributes for the language of expression? Resource described as: Fibusterismo ni Jose Rizal Isinalin sa wikang pambansa nina Adrea Amor Tablan, Salud R. Enriquez A. Filibusterismo. filipino. C. Filibusterismo (Filipino). B. <i>Filibusterismo. Filipino</i> D. Filibusterismo - Filipino.	7	23.3	Very Low
8. Which of the following is the correct way of recording attributes for the date of expression of a religious work? Resource described as: Ing maayap a balita Biblia: Ing Biblia a milikas king Kapampangan. Published by Philippine Bible Society, Manila ©2008. <i>Facsimile of 1994 edition</i> A. 1994 B. 2008 C. [1994] D. (2008)	7	23.3	Very Low
9. Which of the following is the correct way of recording attributes of other distinguishing characteristics of the expression of a religious work: Bible: Authorized version ? A. Bible. authorized. C. Bible. (Authorized). B. <i>Bible. Authorized.</i> D. Bible. [Authorized].	20	66.7	Very Low
10. Which of the following is the correct way of recording attributes of the name of the translator if the version is identified by the name of the translator in a religious work: Obadiah (Anchor Bible) translated by Paul R. Raabe ? A. Bible. Obadiah. Raabe C. Bible. Obadiah & Raabe B. <i>Bible (obadiah.raabe)</i> D. Bible. obadiah.raabe	19	63.3	Very Low
11. Which of the following is the correct way of recording attributes of the name of two translators if the version is identified by the name of the translator in a religious work: Hosea: Anchor Bible Series by Francis I. Andersen, David Noel Freedman ? A. Bible. Hosea. andersen-freedman. B. <i>Bible. Hosea. Andersen-Freedman.</i> C. Bible.Hosea. freedman -andersen. D. Bible.Hosea. Freedman -Andersen.	22	73.3	Very Low
<b>Overall Mean</b>	<b>15.55</b>	<b>51.8</b>	<b>Novice</b>

Legend: below 74% - (Very Low) Novice; 75-80- (Low) Developing; 81-89 – (Average) Proficient & 90-100- (High) Accomplished

Table 7 indicates that the transcribing skills of the academic librarians in Nueva Vizcaya in terms of recording attribute of work and expression were novice with a mean score of 51.8. In addition, the academic librarians demonstrated low level of transcribing skills in terms of recording attributes of religious works with a mean score of 83.3 and in recording attributes of complete works with a mean score of 76.7%. This



implies that the academic librarians lack mastery in cataloging library resources using RDA particularly in terms of recording attributes of work and expression which is confirmed in the study of Cronin (2011) that catalogers were confused on FRBR group 1 entities particularly in differentiating “work” and “expression” in RDA.

### C. Recording Attributes of Person, Family and Corporate Body

Table 8. Level of Transcribing Skills of the Academic Librarians in Nueva Vizcaya using RDA in terms of Recording Attributes of Person, Family and Corporate Body

Items	Correct Response		Qualitative Description
	Frequency	Percent	
1. Which of the following is the correct way of recording attributes of a person if the surname is represented by an initial only: ANDREW E? A. <i>E., Andrew</i> C. Andrew, E. B. Andrew E. D. Espiritu, Andrew	20	66.7	Very Low
2. Which of the following is the correct way of recording attributes of a person if the name consists of a surname and an associated word or phrase: Doctor Ortiz? A. Ortiz, Dr. C. Doctor Ortiz B. <i>Ortiz, Doctor</i> D. Dr. Ortiz	13	43.3	Very Low
3. Which of the following is the correct way of recording attributes of a married person: MRS. JOY CORPUZ ? A. <i>Corpuz, Joy, Mrs.</i> C. CORPUZ, Joy, Mrs B. Joy Corpuz, Mrs. D. Corpuz, J., Mrs.	21	70	Very Low
4. Which of the following is the correct way of recording attributes of a Pope: POPE JOHN PAUL II ? A. <i>John Paul II, Pope</i> C. Wojtyla, Karol Jozef B. Pope John Paul II. D. John Paul, Pope	28	93.3	High
5. Which of the following is the correct way of recording attributes for a name of a family: AYALA FAMILY ? A. Ayala C. <i>Ayala (Family)</i> B. Ayala Family D. Ayala, (Family)	16	53.3	Very Low
6. Which of the following is the correct way of recording attributes of a name of a family with dates associated: VILLAR FAMILY 1910-1990? A. Villar (Family): 1910-1990 C. Villar (Family): (1910-1990) B. <i>Villar (Family): [1910-1990]</i> D. Villar (Family)/ 1910-1990	18	60	Very Low
7. Which of the following is the correct way of recording attributes of a dynasty: MING DYNASTY? A. <i>Ming (Dynasty)</i> C. Dynasty, Ming B. Ming Dynasty D. Dynasty, MING.	22	73.3	Very Low
8. Which of the following is the correct way of recording attributes of a court: Supreme Court of the Philippines? A. <i>Philippines. Supreme Court</i> C. Philippines. (Supreme Court) B. Supreme Court. (Philippines) D. Supreme Court. Philippines	18	60	Very Low
9. Which of the following is the correct way of recording attributes of a school name: University of the East Manila ? A. Manila. University of the East B. <i>University of the East (Manila)</i> C. Manila (University of the East) D. University of the East. Manila	21	70	Very Low
10. Which of the following is the correct way of recording attributes for a name of a ship: R.P.S. Lapu-Lapu ? A. R.P.S. Lapu-Lapu C. <i>Lapu-Lapu (Ship)</i> B. R.P.S. Lapu-Lapu (Ship) D. Lapu-Lapu, R.P.S.	10	33.3	Very Low
<b>Overall Mean</b>	<b>18.7</b>	<b>62.32</b>	<b>Novice</b>

Legend: below 74% - (Very Low) Novice; 75-80- (Low) Developing; 81-89 – (Average) Proficient & 90-100- (High) Accomplished

Table 8 revealed that the academic librarians were novice in terms of their transcribing skills in recording attributes of person, family, and corporate body. This indicates that the respondents have very limited skills in the practical application of recording attributes of person, family, and corporate body when transcribing resources using RDA. Meanwhile, the academic librarians' skill on recording attributes of a religious person particularly the Pope was evaluated to be high. This indicates that the librarians had very extensive knowledge on recording attributes of a person. It further revealed that the academic librarians needed additional trainings on RDA especially in transcribing names of person, family, and corporate body. Keenan (2014) stressed that librarians should be able to skillfully and properly record the correct transcription of the attributes of a person, family, or corporate body found in a resource. However, Banush (2007) refuted that a cataloger's work is highly detailed and complex that developing the mastery to use cataloging tools effectively and to hone one's judgment skills requires considerable time.

#### D. Recording Relationships of Person, Families and Corporate Bodies

Table 9. Level of Transcribing Skills of the Academic Librarians in Nueva Vizcaya using RDA in terms of Recording Relationships of Persons, Families and Corporate Bodies

Items	Correct Response		Qualitative Description
	Frequency	Percent	
1. Which of the following is the correct transcription of the relationship designator, I-witness hosted by Kara David? A. <i>David, Kara, host</i> C. David, Kara/ host B. David, Kara (host)      D. David, Kara, Host.	16	53.3	Very Low
2. Which of the following is the correct transcription of the relationship designator, illustrated by M. David? A. David, M. illustrator      C. David, M. (illustrator ) B. <i>David, M., illustrator</i> D. illustrated by David, M	15	50	Very Low
3. Which of the following is the correct transcription of the relationship designator, edited by M. David ? A. David, M.(editor)      C. David, M., Editor. B. <i>David, M., editor</i> D. edited by David, M.	17	56.7	Very Low
4. Which of the following is the correct transcription of the relationship designator? Resource described as: Photography by Martin Haswell A. <i>Haswell, Martin, photographer</i> B. Haswell, Martin, photography	18	60	Very Low

Items	Correct Response		Qualitative Description
	Frequency	Percent	
C. Haswell, Martin, photograph by D. photograph by Martin Haswell			
5. Which of the following is the correct transcription of the relationship designator of a book authored by CAYETANO FAMILY ? A. Cayetano (Family), [author] C. <i>Cayetano (Family), author</i> B. Cayetano (Family), Author. D. authored by Cayetano (Family)	11	36.7	Very Low
6. Which of the following is the correct transcription of the relationship designator of a film produced by SORIANO FAMILY 1910-1990 ? A. <i>Soriano (Family): 1910-1990, producer</i> B. Soriano (Family): 1910-1990, (producer) C. Soriano (Family): 1910-1990/producer D. produced by Soriano (Family): 1910-1990	13	43.3	Very Low
7. Which of the following is the correct transcription of the relationship designator of biography authored by VILLAR FAMILY 1910-1990 (of the Philippines) ? A. Villar (Family:1910-1990, Philippines) - author B. <i>Villar (Family:1910-1990, Philippines), author</i> C. authored by Villar (Family:1910-1990, Philippines) D. Villar (Family:1910-1990, Philippines), [author ]	17	56.7	Very Low
8. Which of the following is the correct transcription of the relationship designator of a book published by SORIANO FAMILY 1910-1990 (Oscar Soriano-prominent member of the family)? A. <i>Soriano (Family: 1910-1990, Soriano, Oscar), publisher</i> B. published by Soriano (Family:1910-1990, Soriano, Oscar) C. Soriano (Family: 1910-1990, Soriano, Oscar), (publisher) D. Soriano (Family: 1910-1990, Soriano, Oscar), Publisher.	14	46.7	Very Low
9. Which of the following is the correct transcription of the relationship designator of a cartographic material distributed by National Mapping Authority? A. National Mapping Authority, Distributor. B. National Mapping Authority, distributed by C. National Mapping Authority, (distributor) D. <i>National Mapping Authority, distributor</i>	20	66.7	Very Low
10. Which of the following is the correct transcription of the relationship designator of a reference book entitled "Filipino women: facts and figures" compiled and published by the National Commission on the Role of Filipino Women? A. National Commission on the Role of Filipino Women, Compiler &Publisher B. National Commission on the role of Filipino Women, (compiler, publisher) C. National Commission on the Role of Filipino Women, compiler and publisher D. <i>National Commission on the Role of Filipino Women, compiler, publisher</i>	6	20	Very Low
11. Which of the following is the correct transcription of the relationship designator for the film Jose Rizal produced by GMA Films Production ? A. GMA Films (Producer) C. produced by GMA Films B. GMA Films-producer D. <i>GMA Films, producer</i>	15	50	Very Low
12. Which of the following is the correct transcription of the relationship designator of a book entitled "Provenance research in book history" edited by British Library? A. British Library (editor) C. British Library-Editor B. edited by British Library D. <i>British Library, editor</i>	18	60	Very Low
<b>Overall Mean</b>	<b>15</b>	<b>50.01</b>	<b>Novice</b>

Legend: below 74% - (Very Low) Novice; 75-80- (Low) Developing; 81-89 – (Average) Proficient & 90-100- (High) Accomplished

It can be observed from the table that the academic librarians in Nueva Vizcaya were novice in identifying relationships for persons, families, and corporate bodies (Mean 50.01). This implies that the respondents have very limited skills in transcribing the roles of persons, families, and corporate bodies included in a resource. This further implies that academic librarians are not yet fully exposed to in using RDA standards in

cataloging because most of them are still on the early stage of implementing RDA. Keenan (2014) confirmed that catalogers had been limited to using textual note fields that were difficult for a computer to process in including relationships between resources, authors, subjects, etc.,. Moreover, he explained that RDA gives greater emphasis on describing the role of the person or organization in relation to a resource.

### **Section 3. Significant Difference on the Transcribing Knowledge of the Academic Librarians in Nueva Vizcaya when grouped according to Age, Highest Educational Attainment and Number of Years as Librarian**

#### **A. Significant Difference on the Transcribing Knowledge of the Academic Librarians in Nueva Vizcaya when Grouped According to Age**

Table 10. Significant difference on the transcribing knowledge of the academic librarians in Nueva Vizcaya when grouped according to Age

RDA Transcribing Skills Domains	Age Bracket	N	Mean Rank	Mean	SD	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Recording Attributes of Manifestation and Item	21 to 40 years old	13	17.69	.70	.466	82.000	-1.502	.133
	41 years old and above	17	13.82					
Recording Attributes of Work and Expression	21 to 40 years old	13	15.69	.83	.379	108.000	-.162	.871
	41 years old and above	17	15.35					
Recording Attributes of Person, Family and Corporate Body	21 to 40 years old	13	16.38	.63	.490	99.000	-.576	.564
	41 years old and above	17	14.82					
Recording Relationships of Persons, Families and Corporate Bodies	21 to 40 years old	13	18.00	.83	.379	78.000	-2.106	<b>*.035</b>
	41 years old and above	17	13.59					
Overall Transcribing Knowledge in using RDA	21 to 40 years old	13	16.85	.83	.379	93.000	-1.134	.257
	41 years old and above	17	14.47					

\*Significant difference at .05 level

Results of the Mann-Whitney U test demonstrated no significant difference in the level of transcribing knowledge of the academic librarians when grouped according to

age clusters (21 to 40 years old and 41 years old and above). This is shown by the computed p values which were all greater than the set significant level at .05 which suggested that the null hypothesis was accepted. This may mean that regardless of the age classification, the level of the transcribing knowledge of the academic librarians in Nueva Vizcaya does not differ significantly. However, significant difference was noted on the academic librarians' transcribing knowledge in recording relationship of persons, families, and corporate bodies (p value= .035). This result may mean that younger librarians have higher level of transcribing knowledge than older librarians. This may be because the younger ones are mostly likely to be more enthusiastic in studying and learning new things. Generally, age does not influence academic librarians' level of transcribing knowledge using RDA.

### **B. Significant Difference on the Transcribing Knowledge of the Academic Librarians in Nueva Vizcaya when Grouped According to Highest Educational Attainment**

Table 11. Significant difference on the transcribing knowledge of the academic librarians in Nueva Vizcaya when grouped according to Highest Educational Attainment

RDA Transcribing Skills Domains	Highest Educational Attainment	N	Mean Rank	Mean	SD	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Recording Attributes of Manifestation and Item	Bachelor	20	17.75	.70	.466	55.000	-2.493	*.013
	Master's and Doctorate	10	11.00					
Recording Attributes of Work and Expression	Bachelor	20	15.75	.83	.379	95.000	-.341	.733
	Master's and Doctorate	10	15.00					
Recording Attributes of Person, Family and Corporate Body	Bachelor	20	16.50	.63	.490	80.000	-1.054	.292
	Master's and Doctorate	10	13.50					
Recording Relationships of Persons, Families and Corporate Bodies	Bachelor	20	16.50	.83	.379	80.000	-1.362	.173
	Master's and Doctorate	10	13.50					
Overall Transcribing Knowledge in using RDA	Bachelor	20	16.50	.83	.379	80.000	-1.362	.173
	Master's and Doctorate	10	13.50					

\*Significant difference at .05 level

As noted on the results of the Mann-Whitney U test, there was no significant difference in the levels of transcribing knowledge of the academic librarians in Nueva Vizcaya when grouped according to their highest educational attainment (bachelor, master's and doctorate). Three domains namely: recording attributes of work and expression, recording attributes of person, family and corporate body and recording relationship of persons, families and corporate bodies were reported with no significant difference. This is manifested on the computed p values which were all greater than the set significant level at .05 indicating an acceptance of the null hypothesis. This means that regardless of the academic librarians' highest educational attainment, their level of transcribing knowledge on the three domains mentioned are the same.

On the other hand, it is evident that only one domain yielded significant p value that is less than .05, indicating a significant difference. This is on recording attributes of manifestations and items. This result may mean the academic librarians whose highest educational attainment was bachelor's degree have deeper understanding and mastery on the elements and concepts under recording attributes of manifestation and items. However, generally, the highest educational attainment of the academic librarians held no bearing on their knowledge on transcribing resources although Benson, Finegold, and Mohrman (2004) claimed that most organizations use education as an indicator of a person's skill levels or productivity which is a factor in hiring decisions for catalogers.

### C. Significant Difference on the Transcribing Knowledge of the Academic Librarians in Nueva Vizcaya when grouped According to Age Number of Years as Librarian

Table 12. Significant difference on the transcribing knowledge of the academic librarians in Nueva Vizcaya when grouped according to the Number of Years as Librarian

RDA Transcribing Skills Domains	No. of Years as Librarian	N	Mean Rank	Mean	SD	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Recording Attributes of Manifestation and Item	1 to 10 years	14	17.86	.70	.466	79.000	-1.727	.084
	11 years and above	16	13.44					
Recording Attributes of Work and Expression	1 to 10 years	14	15.86	.83	.379	107.000	-.322	.748
	11 years and above	16	15.19					
Recording Attributes of Person, Family and Corporate Body	1 to 10 years	14	16.71	.63	.490	95.000	-.846	.397
	11 years and above	16	14.44					
Recording Relationships of Persons, Families and Corporate Bodies	1 to 10 years	14	18.00	.83	.379	77.000	-2.253	<b>*.024</b>
	11 years and above	16	13.31					
Overall Transcribing Knowledge in using RDA	1 to 10 years	14	16.93	.83	.379	92.000	-1.287	.198
	11 years and above	16	14.25					

\*Significant difference at .05 level

As shown in the results of the Mann-Whitney U test, there was no significant difference in the level of transcribing knowledge of the academic librarians using RDA when grouped according to the number of years they have served as librarian (1 to 10 years and 11 years and above). This is indicated by the computed p values which were all greater than the set significance level at .05; hence, the null hypothesis was accepted. Conversely, it can be gleaned from the table that one domain has a significant p value ; less than .05, indicating a significant difference. This is on recording relationships of persons, families, and corporate bodies. This implies that academic librarians who are younger are more knowledgeable than the seasoned librarians because RDA is taught and given emphasis in the undergraduate LIS program. However, generally, the years of the academic librarians' experience do not influence their knowledge on transcribing resources using RDA.

#### Section 4. Significant Difference on the Transcribing Skills of the Academic Librarians in Nueva Vizcaya when Grouped According to Age, Highest Educational Attainment and Number of Years as Librarian

##### A. Significant Difference on the Transcribing Skills of the Academic Librarians in Nueva Vizcaya when Grouped According to Age

Table 13. Significant difference on the transcribing skills of the academic librarians in Nueva Vizcaya when grouped according to Age

RDA Transcribing Skills Domains	Age Bracket	N	Mean Rank	Mean	SD	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Recording Attributes of Manifestation and Item	21 to 40 years old	13	18.19	.70	.466	75.500	-1.793	.073
	41 years old and above	17	13.44					
Recording Attributes of Work and Expression	21 to 40 years old	13	16.08	.83	.379	103.000	-.362	.717
	41 years old and above	17	15.06					
Recording Attributes of Person, Family and Corporate Body	21 to 40 years old	13	18.50	.63	.490	71.500	-2.355	<b>*.019</b>
	41 years old and above	17	13.21					
Recording Relationships of Persons, Families and Corporate Bodies	21 to 40 years old	13	14.42	.83	.379	96.500	-.678	.498
	41 years old and above	17	16.32					
Overall Transcribing Skills in using RDA	21 to 40 years old	13	15.58	.83	.379	109.500	-.048	.961
	41 years old and above	17	15.44					

\*Significant difference at .05 level

Table 13 revealed that there is no significant difference on the level of transcribing skills of the academic librarians. This was evidenced by the computed overall p-value which was greater than .05; thus, the null hypothesis was accepted. This means that whether an academic librarian is between 21 to 40 years old or 41 years old or above, age is not a factor in determining the level of academic librarians' transcribing skills in using RDA. Meanwhile, it can be observed that one domain reported a significant p value that is less than .05, indicating a significant difference on the transcribing skills of the academic librarians. This is on recording attributes of person, family, and corporate body.



This indicates that academic librarians who are younger have higher mastery in recording attributes of person, family, and corporate body than those who are older. This is because the elements used in recording attributes of person, family, and corporate body are almost the same with the elements used in AACR, 2<sup>nd</sup> edition cataloging standard that was used before RDA.

### **B. Significant Difference on the Transcribing Skills of the Academic Librarians in Nueva Vizcaya when Grouped According to Highest Educational Attainment**

Table 14. Significant difference on the transcribing skills of the academic librarians in Nueva Vizcaya when grouped according to Highest Educational Attainment

RDA Transcribing Skills Domains	Highest Educational Attainment	N	Mean Rank	Mean	SD	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Recording Attributes of Manifestation and Item	Bachelor	20	18.25	.70	.466	45.000	-2.962	*.003
	Master's and Doctorate	10	10.00					
Recording Attributes of Work and Expression	Bachelor	20	16.25	.83	.379	85.000	-.762	.446
	Master's and Doctorate	10	14.00					
Recording Attributes of Person, Family and Corporate Body	Bachelor	20	17.00	.63	.490	70.000	-1.904	.057
	Master's and Doctorate	10	12.50					
Recording Relationships of Persons, Families and Corporate Bodies	Bachelor	20	15.75	.83	.379	95.000	-.254	.799
	Master's and Doctorate	10	15.00					
Overall Transcribing Skills in using RDA	Bachelor	20	16.50	.83	.379	80.000	-1.018	.309
	Master's and Doctorate	10	13.50					

\*Significant difference at .05 level

Mann-Whitney U test results indicated no significant difference on the transcribing skills of academic librarians using RDA when grouped according to their highest educational attainment. This is shown by the computed p-values which were greater than .05, which suggests acceptance of the null hypothesis. It also indicated that the highest educational attainment of the academic librarians hold no bearing in determining their level of transcribing skills. However, the table also reveals that a

significant difference on the transcribing skills of the academic librarians was reported in terms of recording manifestation and items ( $p$  value=.003). This implies that the academic librarians whose highest educational attainment is bachelor's degree are more skilled in recording attributes of manifestation and items than the librarians who finished their post-graduate studies. This may be due to the fact that RDA is taught in the undergraduate cataloging class of BLIS in which they are required to have practical application of their lesson.

### **C. Significant Difference on the Transcribing Skills of the Academic Librarians in Nueva Vizcaya when Grouped According to Number of Years as Librarian**

Table 15. Significant difference on the transcribing skills of the academic librarians in Nueva Vizcaya when grouped according to the Number of Years as Librarian

RDA Transcribing Skills Domains	Number of Years as Librarian	N	Mean Rank	Mean	SD	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Recording Attributes of Manifestation and Item	1 to 10 years	14	17.29	.70	.466	87.000	-1.272	.203
	11 years and above	16	13.94					
Recording Attributes of Work and Expression	1 to 10 years	14	15.50	.83	.379	112.000	.000	1.000
	11 years and above	16	15.50					
Recording Attributes of Person, Family and Corporate Body	1 to 10 years	14	17.43	.63	.490	85.000	-1.619	.105
	11 years and above	16	13.81					
Recording Relationships of Persons, Families and Corporate Bodies	1 to 10 years	14	13.93	.83	.379	90.000	-1.058	.290
	11 years and above	16	16.88					
Overall Transcribing Skills in using RDA	1 to 10 years	14	15.00	.83	.379	105.000	-.337	.736
	11 years and above	16	15.94					

\*Significant difference at .05 level

Results of the Mann-Whitney U test revealed no significant difference on the transcribing skills of the academic librarians in Nueva Vizcaya. This is shown by the computed p-values which were all greater than .05. Thus, the null hypothesis is accepted. This means the whether a cataloger is a seasoned librarian or just had a few years

working, their skills in transcribing resources using RDA is not affected which implies that the academic librarians' number of years in the profession does not indicate their skills on transcribing resources using RDA.

## **Findings**

Generally, the academic librarians level of transcribing knowledge using RDA were found to be novice across the four domains namely: a) recording attributes of manifestations and items; b) recording attributes of works and expressions; c) recording attributes of person, family, and corporate body; and d) recording relationships of persons, families, and corporate bodies. However, It was also found that, in terms of recording attributes of manifestation and item, the academic librarians had high knowledge on transcribing the “title”, “custodial history”, “parallel title”, “item-specific carrier characteristic of early printed resource” and the “immediate source of acquisition of an item” which indicates that academic librarians had technical know-how in basic cataloging. In addition, in terms of recording attributes of work and expression, the academic librarians can properly transcribe the title of the work and in terms of recording attributes of person, family, and corporate body, the academic librarians had high level of transcribing knowledge on recording attributes of person's name, title, hereditary title, and the language of the corporate body while in terms of recording relationships of persons, families, and corporate bodies, they had demonstrated high knowledge on recording the production company of a resource.

Overall, the academic librarians' level of transcribing skills using RDA was novice in the following domains, namely: a) recording attributes of manifestations and

items; b) recording attributes of works and expressions; c) recording attributes of person, family and corporate body; and d) recording relationships of persons, families, and corporate bodies. Meanwhile, in terms of recording attributes of a person, family, and corporate body, the academic librarians' skill on recording attributes of a Pope was evaluated to be high which indicates that they have high knowledge on recording attributes of a person.

Generally, there were no significant difference on the academic librarians' transcribing knowledge and skills using RDA when grouped according to age, highest educational attainment, and their number of years as librarian. It was also found that young academic librarians who attained bachelor's degree as their highest educational attainment were more knowledgeable and skilled in terms of recording attributes of manifestation and items and recording relationships of persons, families, and corporate bodies when transcribing resources using RDA.

## **Conclusions and Recommendations**

The academic librarians exhibited a very limited transcribing knowledge and skills in using RDA. Their age, highest educational attainment, and number of years as librarian do not influence their transcribing knowledge and skills in using RDA. However, younger librarians with bachelor's degree as their highest educational attainment are more knowledgeable in using RDA because they learned it from their undergraduate studies and because RDA is a web-based technology, they are more technology-savvy and skilled in applying RDA.

Inasmuch as the academic librarians were found to be novice in terms of their transcribing knowledge and skills, the following are suggested: 1) Academic librarians should upgrade their knowledge and skills in using RDA through continuous attendance to relevant seminars, trainings, and workshops related to RDA that will enhance their knowledge and skills transcribing resources using RDA; 2) They should have the willingness to engage themselves in activities that will improve their knowledge and skills in cataloging using RDA such as enrolling in online courses on RDA or post-graduate studies; 3) It is recommended that the administration supports and allows the librarians to attend relevant seminars and trainings on RDA and requires them to enroll in post-graduate studies to help them enrich and broaden their understanding and improve their mastery in cataloging; and 4) The library must have the RDA tool kit to serve as librarians' guide in cataloging.

## REFERENCES

- Banush, D. (2007). *Stepping out: The expanding role of catalogers in academic libraries and academic institutions*. Retrieved from <https://ecommons.cornell.edu/bitstream/handle/.../SteppingOutfinalfor+DSpace.doc?..>
- Benson G.S., Finegold, D., & Mohrman, S.A. (2004). You paid for the skills, now keep them: Tuition reimbursement and voluntary turnover. *Academy of Management Journal*, 47, 315–331.
- Bowen, J. (2005). FRBR: Coming soon to your library? *Library Resources & Technical Services*, 49(3), 175-188
- Cerbo II, M. (2011). *Is there a future for library*. Retrieved from Cataloger [https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1044&context=lib\\_ts\\_pub](https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1044&context=lib_ts_pub).
- Chambers, S. (Ed.). (2012). *Catalog 2.0: The future of the library catalog*. London: Facet Publishing.
- Choi, Y., & Rasmussen, E. (2009). What qualifications and skills are important for digital librarian positions in academic libraries? A job advertisement analysis. *The Journal of Academic Librarianship*, 35(5), 457–467.
- Cronin, C. (2011). From testing to implementation: managing full-scale RDA adoption at the University of Chicago. *Cataloging and Classification Quarterly*, 49(7/8), 626-646. doi: 10.1080/01639374.2011.616263
- Dolendo, R. (2013). *Cataloging and classification skills of library and information science practitioners in their workplaces: A case analysis*. (Unpublished thesis, Saint Mary's University)
- El-Sherbini, M. (2013). *RDA: Strategies for implementation*. London: Facet Publishing.
- Gamboni, V. (2017). Developing academic librarians' skills in e-book services through participatory action research. *Information and Learning Science*, 118 (9/10), 535- 546. Retrieved from: <https://doi.org/10.1108/ILS-05-2017-0044>
- Keenan, T. (2014). Resource description and access: cataloging standards affect reference service. *Reference Services Review*, 42(3), 446-466. Retrieved from: <https://doi.org/10.1108/RSR-04-2014-0008>
- Kliegman, K. (2007). *Constructivism in the library*. Retrieved from <http://wlteam.blogspot.com/2007/11/constructivism-in-library.html>

- Mansor, Y., & Ramdzan, E. (2014). RDA perceptions among Malaysian catalogers. *Library Review*, 63(3),176-188. Retrieved from: <https://doi.org/10.1108/LR-06-2013-0085>
- Oguntayo, S., & Adeleke, A.A. (2016). *Awareness, knowledge and implementation of RDA in academic libraries in Nigeria*. Retrieved from [https://www.researchgate.net/publication/317345829\\_AWARENESS\\_KNOWLEDGE\\_AND\\_IMPLEMENTATION\\_OF\\_RDA\\_IN\\_ACADEMIC\\_LIBRARIES\\_IN\\_NIGERIA](https://www.researchgate.net/publication/317345829_AWARENESS_KNOWLEDGE_AND_IMPLEMENTATION_OF_RDA_IN_ACADEMIC_LIBRARIES_IN_NIGERIA)
- Oni, O., Oshiotse, J., & Abubakar, T. (2018). Catalogrs' awareness and perception of resource description and access (RDA) rules for cataloguing practice in some selected libraries in Bauchi State of Nigeria. *Webology*, 15(1), 108-120. Retrieved from: <http://www.webology.org/2018/v15n1/a168.pdf>
- Partridge, H., & Hallam, G. (2004). *The double helix: A personal account of the discovery of the structure of the information professional's DNA*. Paper presented at the ALIA 2004 Biennial Conference, Gold Coast, Australia, 21–24. Retrieved from <http://conferences.alia.org.au/alia2004/pdfs/partridge.h.paper.pdf>
- Raju, J. (2013). Knowledge and skills for the digital era academic library. *The Journal of Academic Librarianship*, 40, 163–170. South Africa: Library and Information Studies Centre, University of Cape Town.
- Resource Description and Access*. (2019). Retrieved from <https://www.librarianshipstudies.com/2017/07/resource-description-and-access-rda.html>
- Saint Mary's University. (2019). *Saint Mary's University* (Official Site). Retrieved from: [www.smu.edu.ph](http://www.smu.edu.ph)
- Santos, Y. (2016). A report on the status of Resource Description and Access (RDA) implementation in Philippine academic libraries. *Journal of Philippine Librarianship*,36, 15-25.
- Sung, M.G. (2013). *Ten essential qualities for success: A new cataloging librarian's guide from a supervisor's perspective*. Retrieved from <http://publiclibrariesonline.org/2013/06/ten-essential-qualities-for-success-a-new-cataloging-librarians-guide-from-a-supervisers-perspective/>
- Tamaro, A.M. (2007). A curriculum for digital librarians: A reflection on the European debate. *New Library World*, 108, 229–246.
- Villa, G.D. (2019). *Knowledge in in-text citations and bibliographic entries of senior high school students in a dost-supervised school towards a proposed*

*bibliographic documentation writing guidelines*. (Unpublished thesis, Saint Mary's University).

Wang, Q. (2006). *Culture and the development of self-knowledge*.  
<https://doi.org/10.1111/j.1467-8721.2006.00432.x>

Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21*.  
London: Facet Publishing.