

An Overview of Factors Affecting Students' Performance in Cataloguing and Classification in Library Schools in Imo State, Nigeria.

BY

**Ngozi Azubogu Ph.D, CLN, FIMC,
Imo State University, Owerri**

And

**Comfort Madu. Ph.D, CLN.
Imo State University, Owerri**

Abstract

The study sought to determine the factors affecting students' performance in cataloguing and classification in library schools in tertiary institutions in Imo State. The study covered Imo State University, Owerri and Federal Polytechnic, Nekede, Owerri library schools. Survey method was adopted for the study, questionnaire was for data collection. The total population of the study was three hundred and eighty (380). The sampling size was two hundred (200) students from both institutions. The objective of the study was to investigate students' performance in cataloguing and classification in library schools in Imo State, Nigeria. Mean Statistics and Standard Deviation was used to analyse the data collected. The study revealed that students of library and information science from the schools under study do not have good attitude towards cataloguing and classification, as some have the perception that the course is boring and difficult, the findings also showed that the teaching method is not quite interesting and it made the students not to have interest in the course. The result also showed that the availability of the teaching tools for cataloguing was not adequately used for teaching the practical aspect of the course. This however, indicated the poor performance of students in cataloguing and classification. The researcher therefore, recommended among others that the lecturers teaching this course should make the course more interesting, to help change the attitude of students towards the course. Moreover, the teaching method should be more of practical, where students will all learn/practice. There should be adequate provision of cataloguing and classification tools. In conclusion the researchers are of the opinion that if these findings are adequately addressed the performance of students will improve.

Keywords: Cataloguing, Classification, Organization of knowledge, Measurement and

Introduction

Cataloguing and classification is one of the intricate courses taught in the department of library and information science. It is ranked as one of the core courses that every library science student should have an in-depth knowledge. Library and information are two terms which complement each other. The phrase library and information science is associated with schools of library and information science, which is generally developed from professional training programs in tertiary institutions. In the last part of 1960s, school of librarianship began to add the term information science to their names. The first school to do this was at the University of Pittsburg in 1964. More schools followed during the 1970s and 1980s and by the 1990s almost all the library schools in the USA had added information science to their curriculum, which ultimately changed their names to library and information science. Library schools in Nigeria also toe the same line. The trend was more for the adoption of information technology rather than the concept of a science. The study and practice of professional methods in the use and exploitation of information whether from an institutional base or individual base are for the benefit of the users. This lies in the proper organization of information resources, which is cataloguing and classification.

Library science can be seen as the systematic body of knowledge related to information resources of all field of life (book and non book) and its organization for easy accessibility by the users in the library. Li (2012) citing the Wikipedia free encyclopedia states that information science is that discipline that investigates the properties and behaviors of information, the forces governing the flow of information, and the means of processing information for optimum accessibility and usability. It is concerned with that body of knowledge relating to the origination, collection, organization, storage, retrieval, interpretation, transmission, transformation and utilization of information. This includes the investigation of information representations in both natural and artificial systems, the use of codes for efficient message transmission and the study of information processing devices and techniques such as computers and their programming systems.

It is unarguable that developments in our society, technological and otherwise have brought significant changes to Library and Information Science (LIS) education all over the world. Among all the changes that occurred in LIS education, the ones that are most visible and observable can be found in the LIS curricula. According to Chu (2006), Library and Information Science (LIS) programmes prepare students for performing

both traditional and automated information task such as indexing, retrieval and library management. The increased importance and centrality of information has moved LIS schools to offer new curricula that combine traditional librarianship and archives with technological and social aspects of information. On the other hand, it could be that the basic course on the undergraduate level does not prepare the LIS students to be a cataloguer, but provides them with a foundation for further study of cataloguing. It is an integrated approach to cataloguing and classification. Emphasis is on the mastery of the tools that must be used in the actual work of both cataloguing and classification.

Cataloguing, according to Reitz (2005), is a process of creating entries for a catalogue. In libraries, this usually includes bibliographic description, subject analysis, assignment of classification notation and all the activities involved in physically preparing the item for the shelf, tasks usually performed under the supervision of the librarian trained as a cataloguer. Cataloguing refers to the process of describing each of the books and information materials that a library has. Cataloguing is a process of describing an item of a collection with a view to determining its bibliographical attributes. Furthermore, cataloguing is the listing of the physical bibliographic description of book and other information items in the library, in such a way that they can be easily identified and retrieved by the users.(Okoro 2012).

In the same vein, Akinniyi and Azubogu (2013) state that cataloguing involves the full bibliographic description of each book (monograph), treatise and other types of materials acquired by the library, adhering to the set down rules of the practice. The essence of cataloguing is to make it easy for a searcher to identify the documents in a collection when seen. Classification on the other hand is the process of dividing objects or concepts into logical hierarchical classes, subclasses, and sub-subclasses based on the characteristics they have in common and those that distinguish them (Reitz, 2005). Nwalo (2013) notes that classification is the most obvious application of systematic order in the library, the placing of books in order on the shelves of libraries. Its use enables library clients to browse for themselves among the stock, giving them greater autonomy and making open access to libraries if possible. All books acquired by a library are required to be classified according to the classification scheme chosen by the library. Each book is assigned to the class, division, section or subsection to which its subject belongs, and marked with the corresponding number or notation. The notation, when used to arrange the book on the shelves, brings together all the books that the library possesses on a given subject, placing them to books on related subjects. In line with the requirements for the award of the degree in library and information science, the student is expected to pass cataloguing and classification as one of the courses. The lecturers in

charge of this course are expected to teach the students so that they will be able to understand the rudiments of cataloguing and classification, and upon graduation, should be able to practice this course if they found themselves in the field. It is on this backdrop that the researchers investigate on the performances of students of library and information in the library schools of institutions under study.

Purpose of the Study

The general purpose of the study was to investigate the students' performance in cataloguing and classification in Imo State University and Federal Polytechnic, Nekede, Owerri. The specific purposes of the study include:

1. To find out the attitude of students of library and information science to cataloguing and classification in Imo State University and Federal Polytechnic, Nekede, Owerri.
2. To find out the method of teaching cataloguing and classification in Imo State University and Federal Polytechnic, Nekede, Owerri Library Schools.
3. To find out the availability of cataloguing and classification tools of teaching cataloguing and classification in Imo State University and Federal Polytechnic, Nekede, Owerri Library Schools.
4. To ascertain the performance of students on cataloguing and classification in Imo State University and Federal Polytechnic, Nekede, Owerri Library Schools.
5. To discover the challenges encountered by students in learning cataloguing and Classification in Imo State University and Federal Polytechnic, Nekede, Owerri Library Schools.

Research Questions

1. What is the students' attitude towards cataloguing and classification in Imo State University and Federal Polytechnic, Nekede, Owerri Library Schools?
2. What is the method of teaching cataloguing and classification in the library schools under study?
3. What is the availability of teaching tools for cataloguing and classification in the library schools under study?
4. How is the performance of the students in cataloguing and classification in the library schools under study?
5. What are the challenges encountered by students in cataloguing and classification in the library schools under study?

Statement of the Problem

Cataloguing and classification are painstaking process which is used to provide the bibliographic description in an information material. It is a complex process used in providing access tools to materials in a collection, so that users can access the materials. This implies that the collection of a library is useless without the catalogue. Cataloguing and classification is the hub of librarianship, and it is expected that every librarian should have a good knowledge of this course. For library resources to be used adequately, they must be easy to identify and access from the larger collection that is why great emphasis is placed on this course. Observation has shown that some library science students or librarians-in-training show negative attitude towards this core course of the profession. Similarly, a large number of library and information science students show lack of interest towards cataloguing and classification, thus making it difficult for them to understand this important aspect of library and information science. This attitude affects their performance in the course. This negative attitude towards cataloguing and classification must be corrected if we must increase the level of productivity in Nigerian libraries. In most cases, it has been noticed that most library schools do not have adequate cataloguing tools for teaching and learning of cataloguing and classification; the availability of the cataloguing tools for teaching; Again students see the course to be difficult, this impression creates big fear in them and they feel is difficult to pass. This informed the researchers to find out the students performance on the course.

Review of Literature

In the early year of the students in library and information science, the students are exposed to the course called Organization of Knowledge, which teaches them the essentials of organizing knowledge, which is the elementary knowledge of cataloguing and classification of books and non-book materials. The use of the schemes like Library of Congress (LC), Universal Decimal Classification (UDC), Dewey Decimal Classification and other Special Classification Schemes faceted classification; application of computers to cataloguing with special emphasis on the MARC formats and online catalogues enhances the teaching and learning of cataloguing and classification. Cataloguing tools like the Anglo American Cataloguing Rule II (AACR II), Resource Access Description (RDA), Cutter tables, rulers, tapes, etc. are very essential in teaching and learning cataloguing and classification courses in library schools. According to Aina (2007), processing of library materials is an important task in the library profession. Thus, all students must be adept in cataloguing, classification, indexing and abstracting. Tools needed for these activities are expensive, yet they must be available to students on one-to-one basis in LIS School. Cataloguing tools refer to specialized publications and equipment, hardware and software used in cataloguing and classification. He also listed the required cataloguing tools to be made available as

follows: at least 20 sets of both Dewey Decimal Classification (DDC) Scheme and Anglo-American Cataloguing Rule II (AACRII), 10 copies of the Library of Congress Classification Scheme, cutter numbers are expected to be used in students' practical. Teaching and practical classes for cataloguing and classification courses are expected to take place in classroom and laboratory respectively. Moreover, some physical facilities are also necessary for the teaching and learning of cataloguing and classification. These include laboratories for cataloguing and classification and computer aided learning. This necessitated Oweaya and Yara (2011) to describe laboratory as "a room or building specially built for teaching by demonstration of phenomenon into practical terms". Aina (2007) opines that cataloguing and classification tools must be made available to students for practice on a regular basis in the cataloguing laboratory.

Performance means the rate of pass and/or failure in the students' examination. In order to perform creditably, Aina (2007) supports that opportunity should be given to the students to practice regularly with cataloguing and classification tools in the cataloguing laboratories. Since cataloguing and classification are practical courses, denial of the use of the tools in the laboratory on a regular basis may lead to students' low academic performance. Adesoji (2008) states that students tend to understand and recall what they see more than what they hear as a result of using laboratories in the teaching and learning of science. Therefore, provision of utilization of cataloguing laboratory and tools may lead to high academic performance of students in cataloguing and classification or vice versa. The introduction of information and communication technology (ICT) in library and information services has made it very imperative to have computer laboratory in library schools so that students can learn how to make use of the technologies in organizing library resources. Therefore, students are expected to make use of these tools for the practical class in cataloguing and classification with the guidance of their lecturer. Where these are not in place, it affects the students' performance in the subject.

Attitude could also affect students' performance in cataloguing and classification. Psychologists define attitude as a learned tendency to evaluate things in a certain way. Attitude may guide attention and encoding automatically, even if the individual is pursuing unrelated goals. From the above definition, it can be deduced that attitude can influence students' behavior to be either positive or negative. A person's attitude towards a given subject or situation is positive, if favorable. It is negative, when an action directed towards the said subject is unfavorable. A student who has aversion to cataloguing and classification for instance will show his or her disinterestedness in different ways. For example, such a student may not do the assignment will be eager to leave the cataloguing unit even when asked to practice further on the topic that is thought

or read his/her note after lecture. The positive or negative attitude may be as a result of the lecturer's method of teaching, learning, environment, previous information acquired on the subject by older students, lack of practical tools. Attitude of a student toward a particular subject can affect his/her interest, behavior and even final performance in the long run.

Teaching Methods in Cataloguing and Classification

Teaching methods used in imparting knowledge on the students in Library and Information Science schools may be a determinant of academic performance of students. Students deserve courses that combine theory and practice, avoid memorization and require them to show a mastery of core principles rather than picky details (Holley, 2002). In teaching cataloguing in Denmark library schools, Strunk (1999) states that in Denmark they have a long tradition for focusing on why of cataloguing than how to catalogue when teaching this discipline. Cataloguing rules and cataloguing policy may vary from library to library and from one product to another. So there is a need to give priority to the teaching of the fundamentals of cataloguing, to make the students understand the basic reasons behind the production of document presentations.

The reason behind the teaching of cataloguing and classification should be understood by students before they are taught how to catalogue. Babita (2002) found out from his study of Indian library schools that, due to increasing impact of information technology on libraries, traditional method of teaching and curricula have become outdated. Most library and information science departments have changed their curricula but their method of teaching remains unchanged. Information technology reflection in curricula without corresponding reflection in teaching of students may not be productive. Students should be able to practice the use of computer in cataloguing and classification of library resources. Library schools yet to acquire the computer system with internet access for teaching students should do so as a matter of urgency so that they will be able to use same for students' practical in computer laboratory. Sili (2005) discovers that cataloguing and classification courses depend on the traditional classroom instruction assisted with some hands-on practice in China Library Schools. Most of the teaching facilities relatively are outdated and need to be enhanced with computer and multimedia equipment. Traditional teaching method is no longer enough to prepare the students for the competitive labor market. In Bangladesh Library Schools, Rahman, Khatun and Mezbah-ul-Islam (2008) found that the lecture remains the predominant teaching method; the departments or institutes do not organize any seminars, colloquia or workshops to supplement lecture classes. The report on the teaching method used in

Bangladesh Library Schools may not produce the best hands needed for their library and information personnel.

In survey of three-country on cataloguing and classification education, Ocholla, Ocholla, *et al...* (2012) discovers that:

In South Africa, cataloguing courses are taught mainly through lectures and manual exercises. Other methods include group discussions, practical and online assignments, workshops, seminars, case studies and quizzes. In Brazil, readings are the most common teaching strategies... US courses are also taught predominantly with lectures and exercises, the exercises are more likely online. Small group work is also common. Nearly half of respondents (Heads of Departments and Instructors) taught on site face-to-face but as many taught online or in some distance format in which the instructor and student interacted through technology.

The aforementioned methods of teaching cataloguing and classification in the three-countries library schools is an eye opener to other library and information schools in the world most especially in Africa. There is an assurance that if they can be religiously adhered to, the students would be motivated to learn the courses and may perform very well at the end of their programme, in a study titled "Cataloguing and Classification Education in Gulf Cooperation Countries", Hijji (2012) found that the traditional knowledge of organization is still at the core of bibliographic education, there are changes and developments in teaching methods; cooperative cataloguing, and partnerships with specialized utilities are in the interest of educators; and emphasis on the practical part of cataloguing education is increasing to as much as 50% of the total teaching hours in some courses. Practical classes are very important so as to balance theory with practical. In doing so, many students that are not interested in theories and principles may understand them in the practical classes. Okoroafor (2009) discovers that majority of respondents 53 (55%) from the University of Ibadan and 48 (58%) from Babcock university library schools indicated that lecturers used both the theory and practical methods in teaching cataloguing and classification courses.

These methods are good but the practical method will be more effective and beneficial if it is being carried out in cataloguing and classification laboratory. In a general teaching method being used in Nigerian library and information schools, Lawal (2009) avers that like other students in the faculty, library school students are exposed to the same methods of teaching in the faculty especially in technological pedagogic with a variety of techniques and procedures. Lawal further stated that recent technological innovations for lecture delivery and provision of access to global knowledge are a standard

requirement in higher education. The Nigerian library and information schools should embrace the technological pedagogic teaching which assists in imparting relevant knowledge on the students. According to Nwalo (2012), the teaching of cataloguing and classification courses both at undergraduate and postgraduate levels in the University of Ibadan involve lectures and practical. Nwalo (2012) further states that both the undergraduate and master's students undertake compulsory library practice before the last session of their programmes. Though all aspects of library services are the subjects of the library practice, emphasis is given to cataloguing and classification. The library practice programme is a welcome development and should be adopted by all library and information schools. The programme will enable students to practice the theories and principles learnt in the school.

Research Methodology

Descriptive survey research was used for the study. The population of this study was three hundred and eighty(380) out of which (200) final year students which comprise one hundred (100) final year students of the Department of Library and Information Science 2019/2020 set from Imo State University, Owerri and one hundred (100) final year students 2019/2020 set from the Federal Polytechnic, Nekede. Structured questionnaire was used to collect data. A total of two hundred (200) questionnaires were distributed and eighty (80) copies were returned, which was used for the analysis. Actually the return rate was small and the researchers used it as found. Data collected were analyzed using the descriptive statistics of frequency tables and mean scores. Data were analyzed using mean scores. This was based on 4-point scale of Strongly Agree(SA), Agree (A), Disagree(D) and Strongly Disagree (SD). Any response with mean weight of 2.5 and above was regarded as positive while below was regarded as negative. The formula used for finding the mean weight is:

$$\bar{X} = \frac{\sum fX}{n}$$

n n Where:

\bar{X} stands for Mean

$\sum f$ stands for summation of frequency

X stands for nominal value

n stands for number of respondents.

Data Analysis

Result of Analysis Concerning Research Question 1:

Research Question 1: What is the students' attitude towards cataloguing and

classification in Imo State University, Owerri and Federal Polytechnic, Nekede, Owerri library schools?

Table 1: The Mean Response Scores of Students' Attitude Towards Cataloguing and Classification.

S/N	Item Statement	SA	A	D	SD	Total	Mean	Decision
1	Students of library and information science do not like cataloguing and classification	36	81	56	16	189	2.36	Reject
2	Cataloguing and classification is a boring course	36	72	74	10	192	2.40	Reject
3	Cataloguing and classification is a difficult course	56	117	36	9	218	2.73	Accept
4	The course is demanding	56	117	50	2	225	2.81	Accept
5	The course is difficult to learn because of so many rules involved in it	44	120	46	6	216	2.70	Accept
6	I would not be a cataloguer in the future so my interest is not in it	32	69	66	16	183	2.29	Reject
7	Cataloguing and classification is a very easy course	32	48	74	19	173	2.16	Reject
	Total/Average Mean						2.49	

Responses as shown in Table 1 indicate the student responses on their attitude towards cataloguing and classification. In the terms “students do not like cataloguing and classification”, “the course is being boring”, “in would not be a cataloguer in future” and “cataloguing and classification is a very easy course” were all below the accepted mean score (2.5) with each scoring 2.36, 2.40, 2.29 and 2.16 respectively. On the other hand, the item statements “cataloguing and classification is a difficult course”, “the course is demanding” and “the course is difficult to learn” were all above the acceptance region with 2.73, 2.81 and 2.70 respectively.

Table 2: The Mean Response of Students on Method of Teaching Cataloguing and Classification.

S/N	Item Statement	SA	A	D	SD	Total	Mean	Decision
1	Cataloguing and classification is taught with all the necessary tool like DCC, LC, Sears List	40	45	80	15	180	2.25	Reject

2	Practical aspect of cataloguing and classification is properly taught in the class	56	87	50	12	205	2.56	Accept
3	Method of teaching is difficult to understand	28	87	68	10	193	2.41	Reject
4	There is no proper explanation during the teaching of cataloguing and classification	32	132	56	-	211	2.75	Accept
5	Lecturers do not teach well	-	72	88	12	172	2.15	Reject
6	Lecturers are always fast in teaching cataloguing and classification	28	99	68	6	201	2.51	Accept
7	The practical work taught is enough for any student to understand cataloguing and classification	36	87	57	16	191	2.39	Reject

On the method of teaching cataloguing and classification, Table 2, indicates that cataloguing and classification is taught without all the necessary tools for teaching the course with the mean score of 2.55, while the practical aspect of cataloguing and classification is properly taught in the class scored 2.56. On the area of no proper explanation during the teaching of cataloguing and classification, lecturers do not teach well, lecturers are always fast in teaching the cataloguing and classification, and the practical work taught is enough for the student to understand cataloguing and classification have mean score of 2.75, 2.15, 2.51 and 2.39 respectively. This shows that poor performance of students on this course is as a result of the factors mentioned as pointed out by the respondents.

Result of Analysis as it Concerns Research Question 3

Research question 3: What is the availability of teaching tools for cataloguing and classification in the library schools under study?

Table 3: **The Mean Response Scores of Students on the Availability of Teaching Tools for Cataloguing and Classification.**

S/N	Item Statement	SA	A	D	SD	Total	Mean	Decision
1	Teaching tools like AACRII is used in teaching cataloguing and classification?	124	96	26	4	250	3.13	Accept
2	Students have not cited the AACR2 before in the course of learning cataloguing and classification	36	93	54	13	196	2.45	Reject

3	The cutter table and the 3x5cm catalogue card is provided for students in the teaching of cataloguing and classification	44	111	54	5	214	2.68	Accept
4	The DDC, LC, Moys' Colon classification are available during the teaching of cataloguing and classification	32	80	68	8	198	2.48	Reject

Table 3 indicates that there are availability of cataloguing and classification tools and also the Cutter Table and 3x5cm catalogue cards has the mean scores of 3.13 and 2.68 respectively. On the other hand, students not sighting the AACR2 and the non-availability of DDC, Colon and schemes, List of Subject Heading ranges from 2.45 to 2.48.

Result Analysis as it Concerns Research Question 4

Research Question 4 How is the performance of the students in cataloguing and classification in the library schools under study?

S/N	Item Statement	SA	A	D	SD	Total	Mean	Decision
1	I made 70% and above in cataloguing and classification	32	45	74	20	171	2.13	Rejected
2	I made 60% - 66% in cataloguing and classification	20	60	98	6	184	2.3	Rejected
3	I made 60% - 66% in cataloguing and classification	60	105	58	1	224	2.8	Accepted
4	I made 40% - 49% in cataloguing and classification	100	105	22	9	236	2.95	Accepted
5	I made 0% - 39% in cataloguing and classification	92	81	34	13	220	2.75	Accepted

Table 4 present the Mean Response Score of Students on the Performance of the Students in cataloguing and classification. Summary of result presented on table 5 reveals that 10% of the respondents scored from 70% and above in cataloguing and classification, while 20% of the respondents scored 60-69%, 12% scored 50 - 50%, 25% scored 40 - 49% and 19% scored 0. - 39% in cataloguing and classification

Result Analysis as it Concerns Research Question 5

Research Question 5: What are the challenges affecting students' performance in cataloguing and classification?

Table 5: The Mean Response Scores of Students on the Challenges encountered in cataloguing and classification

S/N	Item Statement	SA	A	D	SD	Total	Mean	Decision
1	Approach in teaching cataloguing and classification is not quite understandable	36	114	50	7	207	2.59	Accept
2	Technicality of the course poses a problem	32	120	54	4	210	2.62	Accept
3	Lecturers mystify the course	20	93	68	9	190	2.38	Reject
4	Lack of cataloguing tools is a big problem	116	114	14	5	249	3.11	Accept
5	Time allocated to the course is not enough	48	93	46	13	200	2/50	Accept
6	Lack of attitude on the part of the students is a problem	32	102	14	5	253	3.16	Accept

Table 5 is a representation of the problems/challenges affecting students' performance in cataloguing and classification. The analysis in table 5 indicates that the approach in teaching cataloguing and classification poses a problem with the mean score of 2.59, technicality of the course has a mean score of 2.63, lack of cataloguing tools has the mean score of 3.11 and lack of attitude on the part of the students has a mean score of 3.16 while lecturers mystifies the course has a mean score of 2.38 and the time allocated to the course has a mean score of 2.50.

Discussion of Findings

The findings from research question one, on the attitude of students in cataloguing and classification shows that students attitude to the subject is not encouraging as the mean rate of 2.73, 2.81, 2.70, respectively indicated that the course is difficult, demanding, not easy to learn because of many rules involved in it. This lack of interest was also shown in the low response rate in the collection of data, where 200 sampling size was used and only 80 was returned, many of them did not return their questionnaire because of lack of interest in the course or probably not knowing what to respond.. This agrees with Akinniyi and Azubogu (2013) where they indicated that attitude affects the perception of students in cataloguing and classification, which in effect affect their performance in the course.

In research question two, which was on the method of teaching cataloguing and classification, it was shown that the mean rate of 2.25, 2.41,, 2.15, and 2.39 respectively

indicated that the necessary tools, like DDC, LC, Sears List and Cutter Table were not been used in teaching them the course, method of teaching the course makes it difficult as it was mystified, lecturers do not teach the course well, and that the practical's taught in the course is not enough to enable them learn the course. This agrees with, Strunk(1999,), Sili (2005), Lawal(2009) and Nwalo(2012) all agreed that practical is needed in the teaching of the course and advised the need to increase on more practical than theory in the teaching of cataloguing and classification. They also emphasized on the need to move from traditional to computer and multimedia base method of teaching cataloguing and classification.

The findings on research question three which is on the availability of teaching tools for cataloguing and classification indicate that some of the tools like AACR11, 3by5cm catalogue cards are shown to the students with the mean rate of 3.13, 2.68 respectively, except tools like DDC, LC, Moys` and Colon classification with the mean rate of 2.48 were not shown to the students during the teaching of cataloguing and classification. This agrees with Aaina(2007), Adesoji(2008) and Lawal(2009) where they all encourage the teaching of the course with the relevant tools which must be made available to the students to see.

In research question four, on the performance is the students in cataloguing and classification, it was indicated that the performances of the students were from 60% to 0% which showed that there were no excellent performance in the course. This does not tell well of the lecturers teaching this course because a lecturer should be happy that he/she taught well and the students performed credibly well.

The findings from research question five on the challenges affecting students` performance in cataloguing and classification indicated that the approach in teaching the course, the technicality, lack of teaching tools, time allocated for the course and attitude of the students are some of the challenges affecting students performance in cataloguing and classification.

Conclusion

Cataloguing and Classification are the core courses in Library and Information Science. It is the hub of Librarianship, when a student graduates in this field of knowledge; he/she is expected to know how to organize knowledge which is cataloguing and classification of information resources. Therefore it is expedient that students pay more attention in the course and the lecturers teaching this course should be more proactive both in the

teaching method and provision of the needed tools for teaching the course.

Recommendation

The researcher recommended among others that there is need for the provision of all the cataloguing and classification tools in teaching cataloguing and classification. The use of the tools will help to explain in details the course to the understanding of the students. Also the need for a balance between the practical and theoretical approach cannot be over emphasized. As it is imperative that new teaching facilities should be provided to replace outdated ones, also, computer and multimedia equipment should be provided to encourage positive learning environment. Learning subject headings, Anglo-American Cataloguing Rules II (AACRII) should be provided to library schools at least for teaching original cataloguing/classification. In addition competent lecturers with the adequate skills should be employed to teach cataloguing and classification. Training and retraining in cataloguing and classification in order to develop students' knowledge and skills is required, this will enable them to discover their potential and hence perform very well in cataloguing and classification. It is very pertinent that lecturers show positive attitude to teaching of cataloguing and classification, since lecturers are seen by students as authority and one of the major sources of information, it is possible for the students to emulate their lecturers, especially when lecturers show positive attitude toward their work.

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