

Motivational Factors and Perception towards Modern Cataloguing and Classification Practical in Library Schools in Kwara State, Nigeria.

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Abstract

This study examined the motivational factors and perception towards modern Cataloguing and Classification practical in Library Schools in Kwara State, Nigeria. Survey design was adopted while the target population were undergraduate students from Library Schools in University of Ilorin, Kwara State University and Federal Polytechnic Offa. Four research questions were raised to guide the study. Purposive Sampling Technique was used to draw 112 Librarianship trainees from population of 1,125 undergraduates. Simple percentage and descriptive statistics was used to analyse the data collected. Questionnaire was developed to elicit responses from the respondents. The findings revealed that the perceptions of LIS students towards Modern Cataloguing and Classification practical are not tedious but easy and “modern cataloguing work makes one busy throughout the working hours” The finding further revealed that LIS trainees were motivated when they scored good grades and learning cataloguing and classification in a conducive environment. The challenges of the LIS trainees were inadequate computer training, inadequate classification scheme, insufficient open, closed access database and lack of adequate knowledge of different application software as revealed by the study. It was concluded that undergraduates of LIS students have positive perception towards modern cataloguing and classification. The study recommended that Library Schools administrators should provide adequate tools that can enhance modern cataloguing and classification practical and should also ensure that all the students are trained to handle digitised devices and software.

Keywords: Modern Cataloguing and Classification, Library School, Library Trainee. Motivational Factor

Introduction

In comparison to the traditional cataloguing method that employs card, book, and microform, modern cataloguing has become quite inevitable and desired. As a result, information preservation and retrieval systems, practical knowledge is important to library trainees. Modern cataloguing and classification not only meet the information demands of users, but also provide some administrative value to such libraries (Nzivo, 2012). Administrative benefits include the requirement for fewer staff employees and the possibility to extend catalogue and classification access options outside the physical bounds of the library facility (Adekanye, 2011). Given the information explosion and current breakthroughs in Information Technology (IT), it is critical for a library school to give students the access to training both inside and outside the school walls.

The act of establishing metadata describing information resources such as books, sound recordings, and movie pictures of library collections is known as traditional cataloguing and classification, (The New World Encyclopedia, 2014). Traditional cataloguing and classification has the benefit of being relatively flexible; catalogue entries may be readily added or withdrawn as needed, modifications can be made on cards, and they can be refilled. It can be obtained from references (see or see also). In a big library, however, filing a large number of new entries takes a long time and, of course, more room is required. The downside of online cataloguing is that updates are performed manually and users prefer to manipulate the trays or drawers, causing other users to wait

(Wijoyo, 2009). The classical cataloguing technique might be descriptive or subject-based. The descriptive phase is involved with describing the physical aspects of books (or collections), such as the shape and choice of entries and the transcription of the title page, whereas subject cataloguing may take the form of classification or subject indexing.

It should be mentioned that online cataloguing necessitates the use of tools. These may include information technology infrastructure, the internet, access assurance, and subscription services. Ihekwoaba and Okwor (2019) added Anglo-American Cataloguing Rules, 2nd edition (AACR2) and/or Resource Description & Access (RDA), Machine Readable MARC 21 Formats for Bibliography Data, WebDewey and/or printed Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), Library of Congress Subject Headings (LCSH), Library of Congress Subject Cataloguing Manual (LCSCM), OCLCB

Oriogu, Chukwuemeka and Oriogu-Ogbuiyi (2018) demonstrated that an online catalogue system will serve library users equally as well as, if not better than, the catalogue it supplements. Similarly, the online catalogue does not need to be statistically sorted; the user can dynamically select keywords such as author, title or systematic order. Most online catalogues allow you to search for any word in the title, making the aim of grammatical word order much more achievable. Furthermore, online catalogues allow for linkages between different spellings of an author's name. As a result, authors may be discovered

under both the original and standardized names if the catalogue is correctly recorded (Egbailenambe and Aina, 2014).

Ogundipe (2005) agreed that all library and information professional education and training should be geared toward national development and integration. This would allow the profession to retain high levels of efficiency and professional service, which would in turn support national integration and progress. The academic and research libraries have seen the most significant advancements in the usage of automated systems in Nigeria. The use of centrally created bibliographic records is made possible by a computerized cataloguing and classification system. This saves time and ensures cataloguing operations are uniform, as well as standardized cataloguing and procedures. At the moment, one of the identified major impediments to the growth of automation in Nigerian libraries is a shortage of adequately trained personnel. There is a scarcity of librarians who are trained with computer skills to handle modern applications in libraries for cataloguing and classification.

Bello and Mansor (2012) evaluated fifty cataloguers in five Nigerian university libraries using a descriptive survey to determine the tasks of cataloguers, tools available and in use to complete their jobs, and work performance. Fifty questionnaires were sent, and 37 were judged to be suitable for data analysis. The data was analyzed using descriptive statistics. The investigation discovered a shortage of cataloguers. The level of digitalisation was

minimal, the libraries still used the card catalogue system; all libraries still use manual cataloguing and utilize traditional library working equipment. "Cataloguers have a specific necessity to continually upgrade and update themselves with current technology. Bello and Thompson (2003) submitted that cataloguers must be aware that in today's information era, learning cataloguing skills is a continual and often difficult task. Individual practitioners' career training and professional growth differ, as do the day-to-day obstacles of completing fundamental obligations.

Nwalo (2008) explained that cataloguing and classification are two essential tasks performed by cataloguers on information resources such as books, non-books, periodicals, and digital items in order to ease their organization and retrieval. The process of producing catalogue entries for all items available in the library is referred to as cataloguing. Books, manuscripts, journals, floppy disks, DVDs, CD ROMs, audio visual materials such as micro forms (i.e. microfilms, microfiches, and micro cards), digital materials, motion pictures, sound recording, graphic materials, and cartographic materials are examples of information material, (Adeyemi (2001). Cataloguing and classification are hence the primary activities of cataloguers in the cataloguing workplace.

Classification, on the other hand, is the act of grouping information items based on their similarity and separating them based on their differences, consequently providing a number, alphabet, or alphanumeric code to the library contents. Njoku

(2018) confirmed that classifying and cataloguing are intellectual activity that needs certain skills and competencies. Adomi and Famola (2013) believed that cataloguers carefully seek for bibliographic information, index, and categorize library resources into meaningful accessible forms as part of their everyday use were either job or tasks at a time.

It is worth noting that the whole library's operations are entirely dependent on the working environment of cataloguers; as the department is the nerve center of every library, it is sometimes referred to as the Technical Department. The advent of new types of materials as well as new means of communication as a result of Information and Communication Technologies has had a significant influence on cataloguing (Okojie, 2007). Information and Communication Technologies (ICTs) are becoming increasingly important in the cataloguing process. As a result, the cataloguing department, which is the main unit in the library, is important in this Technological Age since it is in charge of creating and maintaining Modern Cataloguing and Classification Practices (MCCP), such as the Online Public Access Catalogue (OPAC). As a result of the integration of ICTS, the day-to-day cataloguing and classification operations have shifted from manual techniques to modern cataloguing and classification processes.

Statement of the Problem

It has been noted that several library school undergraduates in Nigeria each year fail to do well in cataloguing and categorization procedures during

their industrial training program. This underwhelming academic performance of the undergraduates may be caused by the library school's failure to provide or use sufficient resources. Despite the significance of the courses offered at library schools, it has been found that many undergraduate students consistently perform poorly in exams for Cataloguing and Classification. Interaction with library instructors and students showed that undergraduates believed cataloguing and classification to be challenging and that they were unable to get high grades. The literature on cataloguing and classifying teaching also revealed this as one of the recommendations

.Training is the key to improving the effectiveness and expertise of the workforce that prepares students for the profession, as it has become essential for library and information science trainees and practitioners to possess the skills needed to function effectively in the environment, which is an information center. No society can advance meaningfully. Despite the fact that cataloguing and classification are crucial to librarianship, it has recently been observed that undergraduate students pay less attention to the subject in academic institutions.

As far as librarianship is concern, the solutions to the issues faced by LIS undergraduate students are crucial because they will be the future librarians and library educators. The purpose of this study is to determine the degree at which undergraduate students are interested in working in the cataloguing and classification section with a focus on reference library and information

science school in Kwara State, and to determine whether the students have received adequate instruction in these skills within the period of their training.

Objectives of the Study

The main objective of this study is to investigate the perception and motivational factors of library and information science students towards modern cataloguing and classification practical in Kwara state library schools. The specific objectives of the study are to;

- i. to determine the perception of LIS Students towards cataloguing and classification practical;
- ii. to determine the motivational factors that can enhance the LIS students in learning modern cataloguing and classification;
- iii. to find out the tools used by LIS students in modern cataloguing and classification practical;
- iv. to identify the challenges faced by the LIS students during cataloguing and classification practical.

Research questions

- i. What are the perceptions of LIS Students towards cataloguing and classification practical?
- ii. What are the motivational factors that can enhance the LIS students in learning modern cataloguing and classification?
- iii. What are the tools used by LIS students in modern cataloguing and classification practical?
- iv. What are the challenges faced by the LIS students during cataloguing and classification

practical?

Literature Review

Literature revealed that varieties of cognitive elements such as motivation, the staff and required knowledge, may have an impact on students' cataloguing and classification practices. Motivation stands out as the most important factor that assists people fulfill their life goals. Salman and Isah (2022) expressed the motivational factors which comprised of both internal and external elements that motivate the students to pursue academic excellence. The force or energy that propels a person to take a particular action is known as motivation. According to Ball (2014), motivation enhances initiative, gives direction, confidence, and the determination to pursue one's goals. It also strengthens ambition.

Conceptually, Zhang (2014) defined motivation as the elements that launch and sustain goal-directed performance as well as the aspects that animate human thought, stoke their zeal, and shape their positive and negative emotional responses to their jobs and daily lives. This implies that psychological effort is produced as a result of motivational variables when people apply their knowledge and abilities. There are a variety of motivating elements, including autonomy, seeking tenure, advancement, rewards, and sense of accomplishment. Similarly, to further explain the motivation elements, Yining Gupta, Howshowe and Leon (2006) divide the factors into extrinsic variables (income growth and job promotions)

and intrinsic factors (such as personal satisfaction). As a result, extrinsic motivation, as defined by Ryan and Deci (2000), is the achievement of a separable outcome from the performance of an activity. In other words, an extrinsic motivational factor motivates students to complete their tasks in order to receive the reward, such as financial compensation, peer and social recognition, social respect, and so on. The urge to work harder for the joy of task completion is referred to as the intrinsic motivation. It consists of feelings like: accomplishment, interest and wonder, responsibility, academic pursuit, autonomy, and more.

The essential skills and duties of librarians include cataloguing and classification. According to Yusuf (2012), in order to give users the information they need quickly and with little effort, librarians must be interested in cataloging and classification, just as a trainee must be able to in order for them to become a successful cataloguer. However, it has been noted that future librarians' disinterest in and negative attitudes about the process of cataloguing and classification are causing the reputation and image of cataloguers to decline at a rapid rate (Yusuf, 2015). Every society needs libraries to fulfill important needs. They play a variety of tasks, but one of the most crucial is that of a knowledge repository and facilitator. The library considers itself accountable for the arrangement of the items it has acquired because it serves as a repository for books, periodicals, electronic media, and other information sources. A bibliographic record of each item must be created and included in some sort of

catalog in order to access the large amount of information contained in the libraries (Schultz, 2005). In order to give library users access to all learning resources, cataloguing is a crucial step in any library or information center. All jobs in librarianship involve cataloguing, which is consistently acknowledged as a crucial component of library operation (Marcum, 2006). Similarly, cataloguing and classification have long played a role in library school Luther (2010). He further explained that ideas about the scope and form of training are evolving, students who are pursuing the recommended programmes of study for library training must nevertheless do some cataloguing and classification practices.

In fact, cataloguing is crucial for maintaining the organization of all the library's items because it establishes a routine for the library. The function of cataloguing depicts a clear image of the significance of a catalogue in a library situation. In order for library users to find and retrieve the right materials to satisfy their information needs, the library can provide the most effective and high-quality service through the technical services offered by LIS practitioners.

However, the introduction of computers into cataloguing signaled a shift in how and by whom cataloguing is carried out. One of these modifications is the inclusion of amateurs in the cataloguing process. Now in the library, paraprofessionals can easily complete jobs that were previously reserved only for catalogers.

Nwosu (2015) claims that catalogers are the first service professionals whose identity,

responsibilities, and standards have been thoroughly developed, defined and understood. The most important component of a successful and effective library and information service is the cataloger (Cerbo, 2011). A cataloguing librarian is a librarian with an MLIS or MLS degree who catalogs without having administrative or supervising responsibilities, (Myung (2013). His or her main duties include creating bibliographic records to represent the things the library has collected and facilitating quick access and retrieval for patrons. Myung asserts that a good cataloguer should possess the following traits: competence, correctness, efficiency, consistency, flexibility, judgment, problem-solving skills, commitment, and self-discipline. According to Nwosu & Nwokocha (2015), catalogers are assuming new roles as they improve access to information resources such as books, CD-ROMs, computer discs, and multi-format objects and add the records they produce to a shared international database. However, they neglected to address the problem of maintaining traditional competency whilst obtaining online cataloguing competencies. They glossed over the idea of dynamism of competencies in the modern age.

Ihekwoaba (2017) made a similar observation, pointing out that traditional cataloguing tasks and practices are still very much in use today and are being incorporated with the management of electronic resources and the creation of metadata, which are the two main responsibilities of metadata specialists in the digital world. Nwosu (2015) stressed that individuals

are questioning old procedures, the cost of cataloguing operations, and the value of library catalogers themselves after examining the risks to traditional cataloguing competencies. It is necessary for catalogers everywhere to possess certain skills in order to carry out their work effectively. To ensure uniformity, every cataloguer should be able to employ the cataloguing rules.

Online cataloguing, according to Ogunrombi (2010), involves a Machine-Readable Record (MARC) from other libraries connected by a network. However, the introduction of internet cataloguing has fundamentally changed how accurate, reliable, and current the materials in catalogs are. Computer networks are now a reliable resource for librarians who need to do cataloging and classification tasks (McCallum, 2004). In this new information age, online cataloging has been a major help to catalogers in the cataloguing of information resources (Saye and Bohannam, 2000). The benefits of online cataloguing include reducing duplication of effort, saving the cataloger's time, maintaining consistency and accuracy of the work, developing catalogers electronically, copying the full bibliographic information of other libraries' cataloged resources, comparing a library's collection to those of other libraries, enhancing knowledge creation, and improving cataloguing efficiency of catalogers.

According to Aina (2012), catalogers have a wide range of responsibilities and must be knowledgeable in a variety of technical and topic areas to be able to handle their substantial workloads. This is

because improvements and changes in libraries are mostly dependent on the people who work there having a good mindset. One of the main business operations associated with an essentially computerized library system is cataloging. Additionally, cataloging is regarded as a tool that enables collaboration with other libraries as opposed to just being a method for creating records for a library's holdings. According to Reitz (2005), cataloguing can be broadly divided into two types, namely:

Subject cataloguing and descriptive cataloguing

a. Descriptive cataloging: It entails describing a piece of information by emphasizing all of its significant bibliographic details, including the author, title, editor, publisher, and place of publication. The Office of Library Development, the Oklahoma Department of Libraries, (2004) describes descriptive cataloguing as the portion of cataloging that deals with defining the physical details of a book, such as the form and selection of entries and the transcription of the title page. As the essential information for descriptive cataloguing is received from the information material itself, such description is anticipated to be specific to just one item. Descriptive cataloguing in a catalogue record that begins with the access point and finishes with the final note in the note area.

b. Subject cataloguing: It entails subject analysis of the resource, providing corresponding subject headings from a controlled vocabulary or subject heading

list, such as the Medical Subject Headings (MESH) or Library of Congress Subject Headings (LCSH), and assigning classification numbers using systems like the Library of Congress Classification (LCC) or Dewey Decimal Classification (DDC). A subject heading is described as the most precise word or group of words that best expresses the subject or one of the subjects of a book or other library material. These terms are chosen from a list of subject headings that contains the preferred subject access terms (controlled vocabulary), and they are added as an additional entry in the bibliographic record. This serves as an access point and enables the subject to be searched and retrieved by subject from the library catalogue database (Lim, 2011).

In order to make it simpler and quicker for users to find books and other library materials, classification, also known as library classification, is the process of arranging, grouping, coding, and organizing books and other library materials on shelves or entries of a catalogue, bibliography, and index according to their subject in a systematic, logical, and helpful order by assigning them call numbers using a library classification system. By using classification, libraries allow patrons to search their shelves for materials, identify a book's location on a shelf, and group together additional resources on the same or related topics. Users of the library can easily learn what materials the library has on a particular subject. A classification, or call number, is given by the cataloger in accordance with the subject headings.

Online Public Access Cataloguing

(OPAC)

Online Public Access Catalogue (OPAC) is a catalogue of a library's collection that is open and accessible to the public through the internet. It is an online open access bibliography of a library holding. A library catalogue provides users a platform to search and locate books and other materials available at the library, (Esther & Chima, 2016). According to Simon and Rouse (2011) OPAC (Online Public Access Catalogue) is an online bibliography of a library collection that is available to the public

According to Cutter, (2000), the objectives of catalogues in libraries are:

1. OPACs include, for instance, Worldcat (www.worldcat.org).
2. The Copac website (www.copac.ac.uk)
3. OPAC at Library World (opac.libraryworld.com)
4. Library Net OPAC (main_startopac.html, www.library.com.my).

Modern Cataloging and Classification Techniques and Librarianship Training

Modern cataloguing and classification training is presently influenced by the evolution of bibliographic information driven by new technologies and applications. It utilizes the MARC (machine readable catalogue). It is a structured format that makes it possible for computers to modify standard bibliographic entries of books and other catalogue formats in a standard manner, facilitating sharing. Information and communication technology (ICT), which uses computers to process, create, store, transmit, and display information as well as share or

exchange it electronically, has an impact on the work of cataloguers, according, (Uze (2012). Instead of printing and filling out cards, this method uses the online public access catalogue, which saves space compared to the library's card catalogue, which takes up a lot of space.

All cataloguing and classification-related courses must be taken and passed by undergraduate library science students to fulfil the criteria for the bachelor's degree in library and information studies. Universities employ lecturers in a variety of disciplines to provide students with relevant and sufficient education. At the teaching and learning procedures for all the different courses being provided at the universities, lecturers are obliged to employ appropriate teaching methods. It is expected that lecturers would utilize a variety of teaching techniques to convey the knowledge they want their students to learn, enabling them to comprehend and exhibit the necessary skills.

According to Atinmo (2007), professors in higher education typically use the lecture mode of instruction. Teacher-centred pedagogy is used in the lecture format. It is important to keep in mind that if enough resources are given to improve teaching and learning, there should also be enough class time available for teaching to cover the course material and for students to use cataloguing equipment in the labs. Time is made out in educational settings for teaching and practical subjects and courses, which calls for practical classes. In library and information schools, cataloguing and

classifying courses should include both theoretical and practical instruction.

Methodology

Research design

According to Orodho (2005) the survey design is the most used method for collecting information about people's opinions on education and other social issues. Hence, a survey research design was deemed appropriate for the study because it assists in gathering data on perception and motivational factors of modern cataloguing among others.

Population of the study

The target population for this study comprised 1,125 undergraduate students in library schools in Kwara State, this includes University of Ilorin (454 students), Kwara State University (173 students) and Federal Polytechnic Offa

(498 students). Therefore, the total population of the study area was only valid for the 2019/2020 academic session.

Sample and sampling techniques

This research adopted multi-stage sampling techniques. Purposive Sampling Techniques, Stratified Random Technique and Proportional Percentage to size Sampling Techniques are used. The population were divided into three strata, Federal University, State University and Polyethnic. 300 and 400 level students and HND 2 were targeted from the population. It is assumed that these students must have done a lot of practical for two to three years of their studies. Proportional sample of 10% was selected from the population to make the sample for the study.

Table 1: Population of the study

S/N	INSTITUTION	ACADEMIC LEVEL	POPULATION	SAMPLE (10%)
1	UNILORIN	300 LEVEL	290	29
		400 LEVEL	172	17
2	KVASU	300 LEVEL	90	9
		400 LEVEL	78	8
3	FEDPOFFA	ND 2	236	24
		H.N.D 1	138	14
		H.N.D 2	110	11
	TOTAL		1,125	112

Data Analysis and Presentation

The data collected was analysed using descriptive statistics with simple percentage, frequency count, means and standard deviation. The descriptive statistical tool was adopted because of its relevancy in analysing the nature of data collected.

Table 2: Frequency distribution of respondents by institutions

S/N	Institutions	Frequency	Percentage
1	Unilorin	46	41.8%
2	Kwasu	17	15.5%
3	Fedpoffa	47	42.7%
	Total	110	100.0%

Table 2 shows the frequency distribution which revealed that 46 (41.8%) of the respondents were from Unilorin, 17 (15.5%) were from Kwasu and 47 (42.7%) were from Fedpoffa.

Table 3. Perceptions of LIS Students Towards Modern Cataloguing and Classification Practical

S/N	Statements	SA	A	D	SD		SD	
1	The activities of modern cataloguing and classification are not tedious	72 65.5%	20 18.2%	11 10.0%	7 6.4%	3.43	0.91	
2	Modern cataloguing and classification work makes one busy throughout the working hours	28 25.5%	18 16.4%	20 18.2%	44 40.0%	2.27	1.23	
3	The procedures in modern cataloguing and classification are not easy	27 24.5%	17 15.5%	25 22.7%	41 37.3%	2.27	1.20	
4	Modern cataloguing and classification leads to eye strain	13 11.8%	26 23.6%	31 28.2%	40 36.4%	2.11	1.03	
5	The activities of modern cataloguing and classification doesn't take time	8 7.3%	13 11.8%	24 21.8%	65 59.1%	1.45	0.94	
6	Modern catalogue and classification activities are made for only computer science students/ computer literate	4 3.6%	2 1.8%	19 17.3%	85 77.3%	1.32	0.69	
Weighted mean= 2.14								

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 3 shows the perceptions of LIS students towards modern cataloguing and classification practical. It shows that "modern cataloguing and classification are not tedious" (\bar{x} =3.43), ranked the highest by the mean score rating and was followed in succession by "modern cataloguing work makes one busy throughout the working hours" (\bar{x} =2.27), "The procedures in modern cataloguing and classification are not easy" (\bar{x} =2.27), "Modern cataloguing

and classification leads to eye strain" (\bar{x} =2.11),"The modern cataloguing and classification activities doesn't take time" (\bar{x} =1.45), "Modern cataloguing and classification activities are made for only computer science students" (\bar{x} =1.32).

Table 4. Motivational Factors that Enhance LIS Students in Learning Modern Cataloguing and Classification

S/N	Statements	SA	A	D	SD		SD
1	I feel motivated when I scored good grades	95 86.4%	11 10.0%	3 2.7%	1 0.9%	3.82	0.51
2	I feel motivated learning cataloguing and classification in a conducive environment	80 72.7%	24 21.8%	5 4.5%	1 0.9%	3.64	0.61
3	I feel motivated when I am acknowledged in the process of modern cataloguing and classification.	48 43.6%	29 26.4%	29 26.4%	4 3.6%	3.10	0.91
4	Lecturer’s teaching method also enhances my readiness to learn modern cataloguing and classification	45 40.9%	29 26.4%	12 10.9%	24 21.8%	2.86	1.17
5	I also feel motivated when there is availability of new intellectual document during modern cataloguing and classification	17 15.5%	18 16.4%	37 33.6%	38 34.5%	2.13	1.05
6	Lecturers subject mastery is a factor that motivate me to learning cataloguing and classification	21 19.1%	19 17.3%	21 19.1%	49 44.5%	2.11	1.17
Weighted mean=						2.94	

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree
 Table 4 shows the mean and standard deviation. It revealed that "I feel motivated when I scored good grades" (\bar{x} =3.82) ranked the highest by the mean score rating and was followed in succession by "I feel motivated learning cataloguing and classification in a conducive environment" (\bar{x} =3.64), "I feel motivated when I am acknowledged in the process of modern cataloguing and classification." (\bar{x} =3.10), "Lecturer's teaching method also enhances my readiness to learn modern cataloguing

and classification" (\bar{x} =2.86)," I also feel motivated when there is availability of new intellectual document during modern cataloguing and classification" (\bar{x} =2.13) and lastly "Lecturers subject mastery is a factor that motivate me to learning cataloguing and classification" (\bar{x} =2.11) respectively.

I feel motivated when I scored good grades" (\bar{x} =3.82) ranked the highest by the mean score rating and was followed in succession by "I feel motivated learning cataloguing and classification in a conducive environment" (\bar{x} =3.64), show that

"Computer" (\bar{x} =3.11) ranked the highest by the mean score rating and was followed in succession by "Cataloguers desktop" (\bar{x} =2.88), "Classification scheme" (\bar{x} =2.70), "Open and closed access database" (\bar{x} =2.69) and "Internet" (\bar{x} =2.69), "RDA Resources" (\bar{x} =2.93). Lack

of knowledge depth knowledge in varieties of discipline" (\bar{x} =3.69) ranked the highest by the mean score rating and was followed in succession by "Lack of adequate knowledge of different application software" (\bar{x} =3.47),

Table 5 Individual Interest of LIS in Modern Cataloguing and Classification Practical

S/N		SA	A	D	SD		SD
1	Good attitude of library staff	88 80.0%	20 18.2%	1 0.9%	1 0.9%	3.77	0.50
2	Allowances	88 80.0%	19 17.3%	2 1.8%	1 0.9%	3.76	0.52
3	Flexible library policies	81 73.6%	21 19.1%	2 1.8%	6 5.5%	3.61	0.77
4	Enabling environment	76 69.1%	26 23.6%	7 6.4%	1 0.9%	3.61	0.65
5	Good grading	55 50.0%	43 39.1%	11 10.0%	1 0.9%	3.38	0.70
6	Job rotation	35 31.8%	21 19.1%	27 24.5%	27 24.5%	2.58	1.17
7	Sufficient tools for modern cataloguing and classification	23 20.9%	17 15.5%	27 24.5%	43 39.1%	2.18	1.16
Weighted mean= 3.27							

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 5 shows the individual differences in LIS modern cataloguing and classification. It revealed that "Good attitude of library staff" (\bar{x} =3.77) ranked the highest by the mean score rating and was followed in succession by "Allowances" (\bar{x} =3.76),

"Flexible library policies" (\bar{x} =3.61), "Enabling environment" (\bar{x} =3.61), "Good grading" (\bar{x} =3.38), "Job rotation" (\bar{x} =2.58) and lastly "Sufficient tools for modern cataloguing and classification" (\bar{x} =2.18) respectively.

Table 6: Challenges Faced by LIS Students during Modern Cataloguing and Classification Practical

S/N		SA	A	D	SD		SD	
1	Lack of knowledge depth knowledge in varieties of discipline	79 71.8%	29 26.4%	1 0.9%	1 0.9%	3.69	0.53	
2	Lack of adequate knowledge of different application software	73 66.4%	24 21.8%	5 4.5%	8 7.3%	3.47	0.88	
3	Insufficient e-resources for modern cataloguing and classification	77 70.0%	27 24.5%	3 2.7%	3 2.7%	3.62	0.67	
4	Little time allocated for teaching modern cataloguing and classification	59 53.6%	26 23.6%	14 12.7%	11 10.0%	3.21	1.01	
5	Difficulty in identifying similarities of intellectual documents	50 45.5%	30 27.3%	14 12.7%	16 14.5%	3.04	1.08	
6	Lack of Digital skills	40 36.4%	22 20.0%	16 14.5%	32 29.1%	2.64	1.24	
7	Poor Internet access/ Low bandwidth speed	35 31.8%	14 12.7%	20 18.2%	41 37.3%	2.39	1.27	
8	Difficulty in reading on Computer	24 21.8%	20 18.2%	33 30.0%	33 30.0%	2.32	1.12	
9	Encryption of documents	14 12.7%	17 15.5%	28 25.5%	51 46.4%	1.95	1.06	
Weighted mean= 2.92								

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 6 shows challenges faced by LIS students during modern cataloguing and classification practicals. It revealed that "Lack of knowledge depth knowledge in varieties of discipline" (\bar{x} =3.69) ranked the highest by the mean score rating and was followed in succession by "Lack of adequate knowledge of different application software" (\bar{x} =3.47), "Insufficient e-resources for modern

cataloguing and classification" (\bar{x} =3.62), "Little time allocated for teaching modern cataloguing and classification" (\bar{x} =3.21), "Difficulty in identifying similarities of intellectual documents" (\bar{x} =3.04), "Lack of Digital skills" (\bar{x} =2.64), "Poor Internet access/ Low bandwidth speed" (\bar{x} =2.39), "Difficulty in reading on Computer" (\bar{x} = 2.32) and lastly "Encryption of documents" (\bar{x} =1.95) respectively. The grand mean score is above the cut-off mean score of 2.50.

Discussion of findings

The first research question aimed to determine how LIS students felt about modern cataloguing and classification practical. The results indicated that students have a poor opinion of modern cataloguing and classification techniques. This finding contrasts with the findings of Manaf & Ibrahim (2016), who found that respondents' perceptions of cataloguing and classification practical were favourable. Additionally, it demonstrates that the majority of respondents expressed interest in working in the library's technical area. It also showed various difficulties, such as an unfavourable work atmosphere, outdated equipment, and inadequate working tools.

The second research question also aimed to identify the motivating factors that support LIS students' learning of modern cataloguing and classification. The results showed that the key motivators for students to acquire modern cataloguing and classification include good scores, a supportive environment, recognition, and the lecturer's technique of instruction. Third research question was to determine whether LIS students were personally interested in modern cataloguing and classification practical. The results showed that students are most interested in their own interests when there is good staff attitude, compensation, flexible library policies, a supportive environment, and job rotation. Regarding the level of interest shown in their responses to the instrument, it is seen that the staff prioritises good attitudes over benefits and high grades, and it may be true that a poor attitude on the part of the staff can

result in a lack of interest in the practical of modern cataloguing and classification. According to Yusuf's (2014) study, students showed no interest in collecting and classifying things. Also similar to Adamu, Yunusa and Miringa (2017), they discovered that, the students showed non-challant attitude when it comes to cataloguing and classification of information materials.

The research question number four was to identify the difficulties faced by LIS students during their practical training in modern cataloguing and classification. The findings showed that the LIS students ran across a number of issues while practising modern cataloguing and classification. It was found that the main issues preventing practical of modern cataloguing and classification were a lack of depth knowledge in many disciplines and a dearth of knowledge of various application software. The outcome is comparable to the result of Hijji, K.M. (2013), who highlighted the lack of catalogers in library schools as a result of section's performance was hampered by inadequate time allotted for instruction, a lack of cataloguing and classification equipment, a lack of professional staff, a poor teaching technique, and inadequate facilities for practical.

Conclusion

Considering the discussion in the earlier chapter of the project, the perception of students towards modern cataloguing and classification had been studied. The conclusion of the researcher based on the topic of the discussion had made it clear that

undergraduate students of LIS students have positive perception towards modern cataloguing and classification. In spite of the important of the practical, many factors still play major role in motivating the undergraduate students of LIS in modern cataloguing and classification practical, this includes good grades, acknowledgement, enabling environment among others. unfortunately, there are numerous challenges encountered by the student during modern cataloguing and classification practical which needed to be addressed.

Recommendations

As a result of the findings of this study, the following recommendations were made:

1. The library schools

administrators should provide adequate tools that can enhance modern cataloguing and classification practical.

2. The library schools administrators should ensure that all the students are trained with digitised devices and software.

3. The library schools administrators should ensure that time allocated for modern cataloguing and classification practical is sufficient to learn modern cataloguing and classification practical

4. The library schools should provide various programs that will motivate students. This can be done by introducing job rotation, allowances among others.

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