Students Attitude towards Cataloguing and Classification in Abubakar Tafawa Balewa University and University of Maiduguri Libraries: Case Studies of Students on Industrial Training

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ABSTRACT

This work adopts the case study approach to examine the attitude of library and information science students on industrial training towards cataloguing and classification. The population of this study comprises students on industrial training in Abubakar Tafawa Balewa University and University of Maiduguri Libraries for a period of one year and six months. The sample size comprises of all the fifty-two students since they are not much in size is used for the study. Structured questionnaire s used for data collection and the analysis is done using simple percentage and frequency. Findings reveal among others, a negative attitude towards cataloguing and classification. To overcome this negative development, it is recommended that practical training on cataloguing and classification should be put in place and viewed seriously at the training level of librarian in training. Also, experienced cataloguers especially the lecturers should serve as motivators to the young ones so that the entire society will be interested in joining the profession.
Keywords: *Attitude, library and information science students, industrial training, cataloguing, classification.*

INTRODUCTION

The role of cataloguing and classification is to create easy and quick access to available information materials in the library or libraries. To achieve this, well trained libraries, who are vast in the area of cataloguing and classification, are very important in the library. The method of describing, organizing and providing access to all information materials available in a given library or group of libraries is called cataloguing and classification. Cataloguing is an act of describing books and non-book materials pointing out important bibliographic information about the materials. Aina (2012) describes cataloguing as a complex process used in providing access tools to materials in a collection, to enable users have access to

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materials. This implies that the collection of a library is useless without the cataloguing. There are various tools such as Anglo American cataloguing rules (AACR), resource description and access (RDA), an index language such as LCSH, SEARS list of subject heading and so on which are used in the process. Cataloguing is done by professional librarians who are called cataloguers, who are responsible for the intellectual analysis of information materials before it could be identified and retrieved by users. Classification can be described as the methodology adopted by librarians for bringing together information materials that belong to the same subject. A large number of the industrial training students show a kind of hatred towards cataloguing and classification, thus making it difficult for them to understand this important aspect of library and information science and use them when they start their career in their chosen field. Therefore, an empirical study is required to investigate industrial training student's attitude towards cataloguing and classification in ATBU and Ramat University of Maiduguri libraries. Fortunately, very few studies have been done on the attitude of librarians in the field as well as librarians' in-training, those industrial training students to cataloguing and classification in North-East, Nigeria.

Cataloguing and classification of information resource:
Considering the task involved in cataloguing and classification of library materials, cataloguers and classifiers must be highly intelligent and dedicated with positive attitude to the job. Aina (2012) affirms this when he stated that the tasks of a cataloguer are multifarious, they need to possess technical knowledge and subject, that will enable them perform their onerous tasks. Transformation and positive development in libraries mostly depend on the positive attitude of its human element. Rahman (2012) states that for successful and meaningful project, the contribution of human factor involved in the process is significant looking at the importance of human factor in organizational development, including the libraries. Lawal (2013) notes that every organization needs the right number of employees with the right level of skills, in the right job at the right time and performing the right activities in order to accomplish its predetermined objectives.

To provide the right level of skills in organizations in Nigeria, students of higher institutions usually engaged in industrial training to provide them with practical experience needed to expose them to functioning of the organization, develop the attitude of team work as well as add new dimension to their experience (ITF, 2014). In our societies today, it is a fact that knowledge is dynamic, the rate at which the society generates and use information continues to be on the increase. According to Nwosu (2010), knowledge has exploded. Chukwu (2002) acknowledges that there are too many materials available for the most energetic and hardworking expert to handle even in his own little field of study. Therefore, this indicates that the amount of information that is available today is too large to be easily accessed without proper organization which is cataloguing and

classification. Yusuf (2012) states that cataloguers are expected to provide effective and efficient services that will enhance information retrieval and increase the use of library resources. According to him, it may be difficult to achieve if the cataloguers do not posses sufficient knowledge and skill since there will not be a good connection between users and the library collections. Access to information materials is pre-requisite to human development. Without adequate and prompt access to available information, there will be no meaningful development, the library being the store house of knowledge where information materials cannot only be acquired but must be processed and made available to interested users should not slack in their responsibility of creating access to these materials. To achieve this enormous task, there must be adequate, well skilled staff to do the job, because knowledge and advanced skills have become critical determinants of the profession. In his opinion, Ojedokun (2007) affirms that knowledge driven economics demand higher level skills in the workforce.

Fijabi (2011) observes that this enables us to create an information workforce that are professionally skilled, knowledgeable and educated of worldwide condition to succeed (yield) positive result. The libraries need the right number of staff with a certain level of skills and attitude to carry out its functions. Adekunle, Omoba and Telia (2007) describe attitude as inclinations and feelings, or bias preconceived notions, ideas, fears about any specific area. They state that an attitude is a mental and neutral state of readiness organized through experience or dynamic influence upon individual's responses to all objects or situation with which it is associated with. Kosoko (2014) observes that attitude is made up of three components, that is the affective, behavioural and cognitive which indicate how individuals feel about a particular issue, what they intend to do about it and what they believe about it. Positive attitude are necessary for any successful and significant achievement. Thus, for any organization to succeed, members have to demonstrate good attitude towards their jobs. The act of cataloguing and classification involves a lot of patience and concentration. Cataloguers are the persons responsible for the processes of description, subject analysis, classification and authority control of library materials. It serve as the foundation of all library services as they are the ones that organize information in such a way as to make it easily accessible, because any information material that cannot be identified will not be used and any material that is wrongly placed in the process of classification will not be located from the library collection hence not use (Ezomo, 1990) cited Nnadozie (2013).

Librarians must be interested in cataloguing and classification to be able to place in the hand of a user. The needed information materials without wasting time and with little effort (Yusuf, 2012). Some of these students are always in a hurry to leave the cataloguing and classification unit when they are posted there, even when corrected, they are not bordered, no sign of seriousness and commitment in them. Research findings on students attitude toward cataloguing

and classification by some researchers established certain facts. Dadzie (2008) states that among the courses suggested to be dropped by 400/500 level students of information studies are the theory and practice of classification. Nnadozie (2013) in his study reveals that most graduating students of library and information science performed poorly in cataloguing and classification as a problematic course, this negative attitude towards cataloguing and classifications must be corrected if we must increase the level of productivity in academic libraries.

METHOD

This study adopts the case study approach to survey the attitude of students of library and information science on industrial training in the Abubakar Tafawa Balewa University and University of Maiduguri Libraries. The total population for this study comprises all Students on Industrial Training for the 2014/2015 academic sessions. The sample size comprises of all the sixty students purposively adopted for the study since they are not much in size. Data for the study were collected through a questionnaire administered to students of library and information science from different schools in Nigeria during their Industrial Training period at the Abubakar Tafawa Balewa University and University of Maiduguri Libraries between 2014/2015 session. Also, interview was conducted to obtain necessary information from the respondents. The questionnaire had two main sections. The first section consisted of four questions, which sought background information about the respondents. The second section consisted of fourteen questions inquiring about their attitude towards cataloguing and classification, reasons for their attitude, problems faced if any. Out of the sixty copies of questionnaire distributed at the different intervals, only 94.23% were collected and found usable. Simple descriptive statistic method in terms of frequency and percentage was used for analysis.

RESULTS AND DISCUSSION

Table 1 shows that 20 respondents indicate social science, 12(24.49%) ticked commercial, while sciences and arts had 9 respondents (18.37%) each. This shows 14(25.45) range of subject background of the respondents and the multi-disciplinary nature of the course which encourages a unique learning environment. Table 2 shows that most of the respondents did not choose library and information science as their first choice of programme. Social science has the highest frequency with 30.90% of the respondents, followed by science with 23.63%, education has 20%, arts and humanities, 14.34% and the least, 10.90% for library and information science. This shows that many of the respondents would have preferred other courses of study to library and information science. This may have contributed to their negative attitude to cataloguing and classification. Table 3 shows that 83.67% of the respondents were university students while 16.33%

were polytechnic students. Thus, there were more university Industrial Training students than those of polytechnic students. Table 4 indicates that 92% of the respondents were undergraduate students while the remaining 8% were postgraduate students. The table shows that respondents were students from both the polytechnics and universities representing students from different library schools. Table 5 indicates that out of the 100% of the respondents, only 20.4% of industrial training students showed positive attitude to cataloguing and classification while 79.59% manifested negative attitude to cataloguing and classification. The number of those who showed negative attitude was higher than those with positive attitude. If this is to be representative of future librarians, it portends a dangerous future of cataloguing and classification, which are core duties discharged by librarians.

Table 6 indicates that 83.67% of the respondents develop negative attitude towards cataloguing and classification due to lack of interest arising from complexity of library as a course, requiring a lot of thinking unlike other courses that students can read and easily understand, while 77.55% indicate lack of enough training as the reasons for their negative attitude. Some of the respondents indicate that they are on part-time programme, which limits their exposure to the practical aspect of cataloguing and classification. Curiously, students running a full-time program also complained about this. This is an indication that the problem actually starts from the school library. Majority of the respondents (73.47%) considered cataloguing and classification as a tedious task, since it involves a process whereby classifier will subject them to a lot of reading to be able to understand the concept of the information materials.

Traditional way of cataloguing is another reason for negative attitude with 71.43% of the respondents. This is an indication that some of the industrial training students are not exposed to online cataloguing. Time consuming and cumbersome procedure have 57.14% of the respondents respectively. Cataloguing and classification requires consulting different working tools including classification schedule and reading books which are monotonous, time consuming and at times frustrating especially for beginners. Lecturers not being patient and not choosing library and information science as course of study are the least, with 48.98% of the respondents respectively. It is pertinent to note that lack of enough training has major impact on respondents' attitude towards cataloguing and classification.

From the foregoing, the findings show that the negative attitude of Industrial Training (IT) students towards cataloguing and classifications in library is due to a number of reasons. These include Library and information science not a first course of choice by majority of the students. The implication of this is that majority of them are merely interested in earning a degree. Also, some lecturers taking these students are not patient enough and do not teach them the rudiments of the course rather the lecturers believe they ought to have known it, forgetting that they are beginners. Attitude plays an important role in learning generally,

cataloguing and classification is conceived as the most difficult subject by these students, mostly due to the way it was handled and presented by the teachers. The significant role of teachers in the success of any educational system cannot be overemphasized and this explains why the National Policy on Education (2004) of the federal government states that no educational system can rise above the quality of its teacher. This shows how important teachers are in the academic system. Onoshkpopokaiye (2011) states that students draw from their teachers' disposition to form their own attitude which may eventually affect their learning outcomes. Students' positive attitude can be enhanced by teacher positive attitude towards teaching of cataloguing and classification and this can be done through teacher's helpful behaviour, enthusiasms, good method of presentation, concern for students and teachers knowledge of the subject matter. Lack of adequate training especially the practical aspect was a challenge to these students. Some of them claimed they have not handled any classification schemes before, that they do not even know how it looks like. Aina (2012) argues that the more years spent on practical cataloguing the more experience they become. Dadzie (2008) affirms that having more practical sessions could be one of the solutions to the problems students are having in comprehending the core courses. Since most of these courses are technical in nature and having only theoretical sessions make it difficult for students to appreciate value of the course taught. Cataloguing is procedural and this makes it monotonous, boring and uninteresting. All these actually contribute to the negative attitude these students manifested towards cataloguing and classification.

Table 1: Course background of the respondents

S/N	Subject background	No. of respondents	Percentage (%)
1.	Art	10	18.19
2.	Education	14	25.45
3.	Engineering	20	36.36
4.	Agric	11	20
	Total	55	100

Source: Survey, 2015

Table 2: First choice programme of respondents

S/N	Subject background	No. of respondents	Percentage (%)
1.	Architect	----	----
2.	EMT	----	----
3.	Engineering	----	----
4.	Education	11	20
5.	Accountancy	8	14.54
6.	Sciences	13	23.63
7.	Social science	17	30.90
8.	Lib. And Inf. Science	6	10.90
	Total	55	100

Source: Survey, 2015

Table 3: Distribution of respondents by institution

S/N	Institution	Number of respondents	Percentage (%)
1.	ATBU	20	33.33
2.	Unimaid	40	66.67
	Total	60	100

Source: Survey, 2015

Table 4: Academic level of the respondents

S/N	Categories of respondents	Number of respondents	Percentage
1	Undergraduate	52	86.67
2	Postgraduate	8	13.33
	Total	60	100

Source: Survey, 2015

Table 5: Attitude of respondents toward cataloguing and classification activities

S/N	Attitude	Unimaid	ATBU	Percentage
1.	Positive	20	18	69.10
2.	Negative	10	07	30.90
	Total	30	25	100

Source: Survey, 2015

Table 6: Reasons for negative attitude towards cataloguing and classification

S/N	Reasons for negative attitude	Number of respondents	Percentage
1.	Lack of interest because it is not straight forward like other courses.	41	74.54
2.	It is time consuming/Boring	28	50.91
3.	It is a tedious task	36	65.45
4.	Lack of adequate training (full time/part time programme).	38	69.09
5.	Procedure is cumbersome	28	50.91
6.	Because of the traditional way of cataloguing	35	63.64
7.	Lecturers not being patient	24	43.64
8.	Did not choose library and information science as a course	24	43.64

Source: Survey, 2015

CONCLUSION AND RECOMMENDATIONS

This study looked into the attitudinal disposition of Library and Information Science Students on industrial training in Ramat and ATBU Libraries. Based on the findings of the study, it could be concluded that librarian-in- training have unfavourable attitude to cataloguing and classification. They showed non-challant attitude when it comes to cataloguing and classification of information materials.

Efforts must be made to ensure that librarians- in- training are made to understand that cataloguing and classification is the core of Librarianship, any negative attitude towards this course will have negative effect on library productivity and efficiency hence, the need to correct the negative attitude which must start from library school. In other to encourage the development of positive attitude to cataloguing and classification, it is recommended that the curriculum of all Nigerian library schools should be harmonized and practical in cataloguing and classification should be emphasized, this will enable the students to master the skills. There is the need to be a balance between the practical and theoretical approach. Learning facilities such as Classification Schedules, List of Subject Headings, Anglo-American cataloguing Rules (AACR) should be provided in library schools at least for teaching original cataloguing/classification. Periodic curriculum changes are often needed to align library and information science programme with emerging information society requirements.

i.   During the industrial training, heads and other members of staff in the cataloguing and classification section/unit should serve as mentor/ motivator to the students. They should be taught in a simple way by making them learn leisurely as if they are just playing a game, they should not be rushed over rather they should be taken one step at a time and should be done repeatedly before moving to the next step. Students should be encouraged by boosting their confidence while in school, the subject of cataloguing and classification should be presented as an easy task not as rocket science task. This is supported by Takeuchi as cited by Saroja and Ambedkar (2009) who state that if knowledge is the engine of development, then learning must be it fuel.

ii.   Training and retraining in cataloguing and classification in other to develop students' knowledge and skills is required, this will enable them to discover their potential.

iii.   Teachers should show positive attitude to teaching of cataloguing and classification, since teachers are seen by students as an authority and one of the major source of information, it is possible for the students to emulate their teacher especially when the teacher shows positive attitudes to his work. Onoshkpopokaiye (2011) states that it is only teachers with positive attitude and interest on a subject that can motivate the students to learn since you cannot give what you don't have. When the students noticed that their teachers are hard working and have concern for them, it motivates them and this will result to good performance in the subject.

iv.   Industrial training students should be exposed to Online Cataloguing. The job of cataloguing and classification should not be seen as insurmountable, Libraries should acquire software that will facilitate easy learning and mastering of cataloguing process. This is information age; libraries should automate their libraries and provide internet facilities.

This will fasten processing of materials and making such materials easily accessible and available.

v.   The working environment equally play a great role in attitude development. Therefore, the environment should be motivating and encouraging. To enjoy cataloguing and classification, the environment should be conducive including provision of internet facilities, up to date working tools. All these will arouse and encourage more people to develop positive attitude to cataloguing and classification.

vi.   The cataloguing and classification section of the Nigerian Library Association should take a proactive step to salvage the situation by getting involved especially, when the students are celebrating their week in various library schools. The section can go and organize talks, hold interactive section with them, encourage them, let them feel welcome, with these some of them may develop interest in cataloguing and classification even before leaving school. This is very vital, if the profession must attract some of the best brains among these students, who can meet the challenges of 21st century library and Information delivery in Nigeria.

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