Influence of Knowledge Transfer Methods on Librarians' Attitude Towards Cataloguing and Classification in University Libraries in South-West, Nigeria

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Abstract

This study investigated the influence of knowledge transfer methods on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. The study adopted a survey research design. The population comprised 403 librarians from 54 university libraries in South-West, Nigeria. Total enumeration was used. Self-structured and validated questionnaire was used for collection of data. Cronbach's alpha reliability coefficients for the constructs ranged from 0.74 to 0.96. A response rate of 78.9% was achieved. Data were analyzed using descriptive and inferential statistics at 5% significance level. Findings revealed that knowledge transfer methods significantly influenced librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria ($R^2 = 0.20$, $\beta = 0.45$, $t(316) = 8.88$, $p < 0.05$). Further analysis showed that on-the-job training ($\beta = 0.217$, $t(314) = 3.48$, $p < 0.05$) and off-the-job training ($\beta = 0.337$, $t(314) = 5.79$, $p < 0.05$) had positive influence, while lecture methods ($\beta = 0.04$, $t(314) = 0.63$, $p > 0.05$) had no influence on librarians' attitude towards cataloguing and classification. In conclusion, knowledge transfer methods enhanced librarians' attitude positively towards cataloguing and classification, in university libraries in South-West, Nigeria. Therefore the study recommended that the university management should formulate and implement policies and incentives that can support mentorship, sponsorship for training and re-training of librarians in cataloguing and classification in order to change this negative attitude.

Keywords: Attitude towards cataloguing and classification, Cataloguing and Classification Knowledge transfer methods, Librarians.

Introduction

Librarians are trained information professionals who are responsible for the care of the library, its contents and other functions which include selection, acquisition, organization, (cataloguing and classification), preservation, conservation and dissemination of information to users. Cataloguing and classification is a core competence of librarianship. It is the process through which information materials acquired in libraries are organized, processed and grouped into different classes according to their subjects. Cataloguing refers to the description of books or any other library material, pointing out the bibliographic details such as the authors, titles, sub-titles, editors, editions, publishers, places of publication, years of publication, and types of binding. Classification on the other hand is the process of grouping together the information materials according to their subjects and assigning class number to them with the use of a classification scheme for easy access and retrieval. Without cataloguing and classification, the aim of acquiring information materials in the libraries would be defeated because cataloguing and classification provide access to the library resources. For this reason, Olubiyo (2023) stated that any building or a digital platform such as a website filled with books and other information resources is not necessarily a library unless those materials have been appropriately organized for access. Umahi et al, (2022) also emphasized that the smooth running of the library services depends on the quality of the cataloguers' work output. However, it has been observed by researchers such as Adamu etal, (2017); David-West, (2020); Nwalo (2015); Otuza and Umahi (2023) and Uzuegbu and Adigbo (2023), that many librarians have negative attitude towards cataloguing and classification.

Attitude is a phenomenon that controls the will-power for an action. Generally, attitude is a push factor that determines ones' interest to like or to dislike anything. In psychology, attitude can be referred to as a set of emotions, beliefs, feeling and behaviours toward a particular object, person, thing, work or event (Cherry 2020). According to Weaver (1993), on his speech in Ohio Department of Interpersonal Communication, Bowling University, 'attitude not aptitude determines altitude". This means that it is ones' attitude that may determine how well or the height he/she will reach in life. Gomathy and Vandhana (2022) and Das and Haider (2021) attested that employees' positive attitude has a positive effect on the progress of any organization. Similarly, Thomas et al. (2023) stated that if librarians develop negative attitude

towards cataloguing and classification, most library materials will not be catalogued in time or will be catalogued wrongly. If this happens, it will lead to loss of materials. Therefore, it is paramount for librarians to develop positive attitude towards cataloguing and classification. Therefore, the present study investigated librarians' believe, feelings and behavioural response that influence their attitude negatively towards cataloguing and classification. Ruminating on these, the study of Otuza and Umahi (2023) submitted that the negative perception of librarians towards cataloguing and classification might be attributed to the poor transfer of cataloguing and classification knowledge and boring nature of the practice.

Knowledge transfer is a process through which experienced personnel impart idea, skills or knowledge to inexperienced person. It occurs when individuals or groups in an organization share knowledge, skills, recommendations, or ideas pertinent to the organization (Mohammed, 2023 et al, 2022). Generally, knowledge is of two types, thus: explicit and implicit knowledge. Explicit knowledge is a documented knowledge which can be transferred through class room lectures, text books, articles and any other publications, whereas implicit knowledge can be transferred through training and mentoring because it is not always documented Likewise, cataloguing and classification knowledge can be transferred through various methods which include formal education (class room lecture), and informal education which include training, mentoring, job rotation, SIWES, conferences, and workshops. Chitumbo and Kanyengo (2017) stated that cataloguing and classification knowledge can be transferred through formal and informal methods. Therefore, if cataloguing and classification knowledge is transferred to the students through various methods not limited to only class room lecture, the students may be able to internalize it; upon employment as well, if the newly employed librarians are attached to the experienced cataloguers for mentoring and as well encouraged to attend conferences and workshops in other to gain more knowledge, the negative attitude towards cataloguing and classification may be influenced positively. In support of this, Ojei, Adebowale and Okwilagwe (2019) stated that conferences and workshops should be encouraged in order to maintain a successful mentoring program in university libraries. Therefore, it is on the light of the above that this study was set out to investigate the influence of knowledge transfer methods on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria.

1.2 Statement of the Problem

Cataloguing and classification is a core competence of librarianship. However, researches revealed that many librarians and library and information science students have negative attitudes towards cataloguing and classification (Adamu et al. 2017; Dikotia & Mahhlatji 2020; Uzuegbu & Adibgo 2023). Evidence of this showed in a decline in the number of experienced cataloguers in libraries (Ocholla 2014). These few experienced cataloguers will one day retire, and there will be need for their successors. The researcher also observed that during the new employees' aptitude test in her library, librarians had the lowest scores in cataloguing and classification due to this negative attitude. If librarians develop negative attitude towards cataloguing and classification, most library materials will not be catalogued in time or will be catalogued wrongly. If this happens, it will lead to loss of materials. Nevertheless, despite the researches carried out on librarians' attitude towards cataloguing and classification, the question of negative attitude still remains unresolved. However, Otuza and Umahi (2023) suggested that the negative perception of librarians to cataloguing and classification course and their practical, might be attributed to the poor transfer of cataloguing and classification knowledge and boring nature of the practice.

Though some researches have been carried out on the attitude of librarians towards cataloguing and classification, but the link between knowledge transfer methods and librarians' attitude towards cataloguing and classification has been underexplored. Therefore, it is on the light of the above that this study was set out to investigate the influence of knowledge transfer methods on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria.

Objective of the Study

The main objective of this study was to investigate the influence of knowledge transfer methods on librarians' attitude toward cataloguing and classification in university libraries in South-West, Nigeria. Specific objectives were to:

1. find out the librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria;

2.   identify the methods used in transferring cataloguing and classification knowledge to the librarians in university libraries in South-West, Nigeria;

3.   ascertain the influence of knowledge transfer methods on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria;

4.   examine the influence of the indicators of knowledge transfer methods on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria;

Hypotheses

Ho1: Knowledge transfer methods will not significantly influence librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria.

Ho2: Indicators of Knowledge transfer methods will not significantly influence librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria.

Literature review

The concept 'attitude' became widely used in several social science disciplines, to indicate a relatively stable evaluative stance of a person towards an object. Attitude originally came from the language of painting and sculpture. The term became used to designate an inner preparedness of some stability rivaling with competitors in the public space around the twentieth century, such as instinct, imitation, habit, etc. Attitude, like all other psychological constructs are latent and cannot be observed directly. Therefore the measurement depends on the attitude being revealed in overt responses (Albarracia, Johnson & Zanna, 2005). Attitude is a feeling; it is a predisposition to behavior or action.

Das and Haider (2021) confirmed that employees attitude at workplace is a key concern for any organizational growth and productivity. Oden and Owolabi (2021) examined the library staff attitude and service delivery in university libraries in Ogun State, Nigeria. The findings showed that there was a significant influence between attitude and service delivery, also the library staff from the studied area have positive attitude and their service delivery was a quality one. Khalili (2020) also conducted a study to investigate the attitude of the Library and Information Science

students towards their field and career future, in Azarbaijan Shahid Madani University, Iran. The findings from the study showed that there was a significant relationship between attitude towards field and career, and GPA of the students. Those who have positive attitude towards their field have higher GPA.

From the study by David-West and Wali (2020) on students' attitude towards cataloguing and classification during SIWES in the Department of Library and Information Science, University of Port Harcourt. The findings revealed that students have negative attitude towards cataloguing and classification during SIWES Adamu, (2018) examined the assessment of cataloguing and classification course in two Library and Information Science Schools in North-East, Nigeria. The findings showed that the majority of the students have negative attitude towards cataloguing and classification. Iwhiwhu (2020) investigated the cataloguing and classification training of library and information science undergraduate students and their use of library catalogue at Delta State University, Abraka. The findings from the study showed that the undergraduate students in Delta State University Abraka have negative perception towards the study of cataloguing and classification due to the method adopted by the lecturers teaching the course and lack of cataloguing and classification laboratory. This indicates that the knowledge transfer method has an effect on the students' perception toward cataloguing and classification.

Knowledge transfer Methods

According to Vidya et al. (2019), the concept of knowledge transfer was first introduced by Teece in 1977, and then later developed by many academicians and experienced practitioners. Knowledge transfer is the process through which organizational actors, individuals, teams, or units, exchange, receive, and assimilate knowledge. Akparobore (2015) investigated the area and subject in which librarians share knowledge, and the extent to which they share knowledge in university libraries in Nigeria. The findings showed that the librarians share knowledge among themselves, but in a very low extent; also the area they preferred to share knowledge is in the area or subject of networking. Eness and Christine (2017) also investigated knowledge management processes and practices of the Cataloguing department of the University of Zambia Library. The results showed that there is little knowledge sharing and transfer amongst the cataloguers.

From the study done by Chitumbo and Kanyengo (2017) on knowledge management culture among library cataloguers in university of Zambia, the paper assessed knowledge management processes and practices of the cataloguing department in university of Zambia Library. The results show that there is a little systematic knowledge sharing and transfer of knowledge among cataloguers; it also indicates that there is no system in place to manage tacit knowledge; lack of proper training and skills in cataloguing and classification, cataloguers are not able to seek help from colleagues. The study also identifies lack of formulation of policies on the sharing of knowledge among cataloguers. Wole and Tobechukwuu (2020), conducted a study to identify knowledge sharing norms, and factors that challenge knowledge sharing practices among cataloguers and to provide definite perspective and approach to knowledge sharing in cataloguing sections of university libraries and to improve knowledge management frameworks for better service delivery in South-West, Nigeria. The result revealed that knowledge sharing norms is inconsistent and informal than formal.

Bamigboye et al. (2020) conducted a study to examine knowledge sharing and utilization as a means of service delivery among library personnel in 12 selected universities in South-West, Nigeria. The finding showed that the library personnel share both tacit and explicit knowledge among them, and the knowledge being shared were basically the professional knowledge. From the study conducted by Inyang (2022) titled Mentoring: A Tool for Successful Collaboration for Library and Information Science Educators in Calabar. The data were analyzed and the findings showed that the Professionals associate Professors and Senior Librarians mentor the junior librarians through collaboration in order to survive publish or perish syndrome. Oyetola et al. (2024) investigated the relationship between self-efficacy and knowledge sharing among information professionals in selected university libraries FUNAAB, UI, OAU, FUTA, FUOYE, and UNILAG in South-West, Nigeria. The result showed that the information professionals in the selected university libraries perceive knowledge sharing as a valuable process that fosters innovation, creativity, and problem solving and skills enhancement.

Methodology

The study adopted a survey research design. The population of the study comprised 403 librarians in university libraries in South-West, Nigeria. The instrument used for data collection was a self-structured, validated questionnaire, titled 'the influence of knowledge transfer methods on Librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria" 403 copies were distributed and 78.9% were filled, retrieved and analyzed, using Simple linear regression and multiple linear regressions descriptive statistics such as frequency distribution, mean, standard deviation and percentage.

Results

Table 2: *Librarians' Attitude Towards Cataloguing and Classification in University Libraries*

Statements	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean $\bar{x}$	Standard Deviation (SD)
Feelings towards Cataloguing and Classification (Mean = 2.89, SD= 0.91): I believe that:						
cataloguing and classification should be done electronically	171 (53.8)	73 (23)	57 (17.9)	17 (5.3)	3.25	0.93
cataloguing and classification is a core competence of librarianship	148 (46.5)	109 (34.3)	46 (14.5)	15 (4.7)	3.23	0.87
cataloguing and classification is meant for every librarian	148 (46.5)	109 (34.3)	46 (14.5)	15 (4.7)	3.12	0.92
cataloguing and classification is interesting	43 (13.5)	114 (35.8)	133 (41.8)	28 (8.8)	2.54	0.84
cataloguing and classification is not boring	42 (13.2)	97 (30.5)	96 (30.2)	83 (26.1)	2.31	1.00
Behavioural Response to Cataloguing and Classification (Mean = 2.29, SD= 0.94): I believe that:						
I have interest in cataloguing and classification job	40 (12.6)	115 (36.2)	118 (37.1)	45 (14.2)	2.47	0.89
I enjoy working in cataloguing and classification section	44 (13.8)	100 (31.4)	130 (40.9)	44 (13.8)	2.45	0.90
I like cataloguing and classification job	33 (10.4)	119 (37.4)	84 (26.4)	82 (25.8)	2.32	0.97
cataloguing and classification is my specialization	31 (9.7)	90 (28.3)	89 (28)	108 (34)	2.14	1.00
I wish to remain in cataloguing and classification section	30 (9.4)	68 (21.4)	121 (38.1)	99 (31.1)	2.09	0.95
Belief about Cataloguing and Classification (Mean = 2.07, SD= 0.75): I believe that:						
I have adequate knowledge of cataloguing and classification	42 (13.2)	145 (45.6)	105 (33)	26 (8.2)	2.64	0.81
cataloguing and classification is easy	10 (3.1)	56 (17.6)	196 (61.6)	56 (17.6)	2.06	0.69
cataloguing and classification is not strenuous	18 (5.7)	52 (16.4)	162 (50.9)	86 (27)	2.01	0.81
cataloguing and classification is not time consuming	11	35	175	97	1.87	0.73

	(3.5)	(11)	(55)	(30.5)		
cataloguing and classification is not brain tasking	9 (2.8)	25 (7.9)	169 (53.1)	115 (36.2)	1.77	0.71
Average Overall Mean					**2.42**	**0.87**

KEY: SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree ***Decision Rule if mean is 1 to 1.74=Strongly Disagree; 1.75 to 2.49 = Disagree; 2.50 to 3.24 =Agree; 3.25 to 4= Strongly Agree. *Note: SA➔A = Positive Attitude; D➔SD = Negative Attitude*

The table 2 depicts generally that librarians' attitude was negative towards cataloguing and classification in university libraries, South-West, Nigeria ($\bar{x}$=2.42). Further analysis of the data showed that one of the proxies used to measure librarians' attitude in terms of feelings towards cataloguing and classification was positive ($\bar{x}$=2.89). Librarians had positive feelings in terms of believing that cataloguing and classification should be done electronically ($\bar{x}$=3.25) and that cataloguing and classification was interesting ($\bar{x}$=3.12). On the other hand, librarians had negative attitude in respect of behavioural response to cataloguing and classification ($\bar{x}$=2.29). The had negative behavioural response to cataloguing and classification because they stated they did not have interest in it ($\bar{x}$=2.47) and that they did not like cataloguing and classification job ($\bar{x}$=2.32). Conversely, librarians had negative attitude in terms of beliefs about cataloguing and classification ($\bar{x}$=2.07). Librarians had negative beliefs about cataloguing and classification because they indicated that it was not easy ($\bar{x}$=2.06) and that it was strenuous ($\bar{x}$=2.01).

Table 3

Methods Used in Transferrin Cataloguing and Classification Knowledge to Librarians in University Libraries

Methods Used in Transferring Cataloguing and Classification Knowledge to Librarians	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean $\bar{x}$	Standard Deviation (SD)
Lecture Method (Mean = 2.78, SD= 0.74)						
I acquired cataloguing and classification knowledge through classroom theory	50 (15.7)	231 (72.6)	25 (7.9)	12 (3.8)	3.00	0.62
I acquired cataloguing and classification knowledge through classroom practical (hands-on)	47 (14.8)	225 (70.8)	35 (11)	11 (3.5)	2.97	0.63

I acquired cataloguing and classification knowledge through tutorial classes	63 (19.8)	110 (34.6)	108 (34)	37 (11.6)	2.63	0.93
I acquired cataloguing and classification knowledge during SIWES	31 (9.7)	122 (38.4)	143 (45)	22 (6.9)	2.51	0.77
On-The-Job Training (Mean = 2.62, SD= 0.83)						
My library allows interaction among the colleagues.	75 (23.6)	201 (63.2)	28 (8.8)	14 (4.4)	3.06	0.71
My library rotates librarians from time to time in order to have cataloguing experience	47 (14.8)	201 (63.2)	44 (13.8)	26 (8.2)	2.85	0.77
I am attached to an experienced cataloguer for mentoring	54 (17)	147 (46.2)	96 (30.2)	21 (6.6)	2.74	0.82
My library often conduct in-house training for cataloguing and classification	30 (9.4)	50 (15.7)	77 (24.2)	161 (50.6)	1.84	1.01
Off-The-Job Training (Mean = 2.36, SD= 0.86)						
I make sure that I attend conference once a year in order to learn new trends	65 (20.4)	153 (48.1)	75 (23.6)	25 (7.9)	2.81	0.85
I attend conferences that are organized by cataloguing and classification professionals for more knowledge	36 (11.3)	131 (41.2)	107 (33.6)	44 (13.8)	2.50	0.87
I attend cataloguing and classification workshop to acquirer more knowledge	34 (10.7)	131 (41.2)	112 (35.2)	41 (12.9)	2.50	0.85
My library sponsors all librarians for conferences every year	19 (6.0)	30 (9.4)	76 (23.9)	193 (60.7)	1.61	0.89
Average Overall Mean					**2.59**	**0.81**

KEY: SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree ***Decision Rule if mean is 1 to 1.74=Strongly Disagree; 1.75 to 2.49 = Disagree; 2.50 to 3.24 =Agree; 3.25 to 4= Strongly Agree

Table 3. showed that librarians in university libraries in South-West, Nigeria agreed that they acquired cataloguing and classification knowledge, through different methods ($\bar{x}$=2.59 on a scale of 4). The analysis further showed that lecture method was the most utilized knowledge transfer

method ($\bar{x}$=2.78), followed by on-the-job training ($\bar{x}$=2.62); while off-the-job training method ($\bar{x}$=2.36) was the least utilized method in transferring cataloguing and classification knowledge to librarians in South-West, Nigeria.

Lecture method was adapted in transferring cataloguing and classification knowledge to librarians through: classroom theory ($\bar{x}$=3.00), classroom   practical (hands-on) ($\bar{x}$=2.97) and tutorial classes ($\bar{x}$=2.63). Furthermore, on-the-job training was utilized for cataloguing and classification knowledge transfer to librarians through: interaction among colleagues ($\bar{x}$=3.06) and an experienced cataloguer for mentoring ($\bar{x}$=2.74). Although off-the-job training was the least utilized methods in transferring cataloguing and classification knowledge transfer method among librarians; it was however adopted through: conferences ($\bar{x}$=2.81) and workshops ($\bar{x}$=2.50). Nevertheless, off-the-job training was least utilized because librarians noted that they were not sponsored yearly for conferences ($\bar{x}$=1.61).

Test of Hypotheses

Decision Rule

The following rules guided the application of simple and multiple linear regression analyses for this study. If the p-value, which is the probability value, was less or equal to 0.05%, the null hypothesis was rejected; if p value was greater than 0.05%, the null hypothesis was accepted.

Ho1: Knowledge transfer methods will not significantly influence librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria.

Table 4

Influence of Knowledge Transfer Methods on Librarians' Attitude Towards Cataloguing and Classification

Variables	B	Std. Error	Beta (β)	t	p	R^2
(Constant)	13.213	2.635		5.014	.000	0.200
Knowledge Transfer Methods	.744	.084	.447	8.876	.000	

Dependent Variable: Librarians' Attitude Towards Cataloguing and Classification

Table 4 showed that knowledge transfer methods had positive significant influence on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria (R^2 = 0.20, β= 0.45, t(316) = 8.88, $p < 0.05$). Consequently, the null hypothesis was rejected. This result suggests that increase in the use of knowledge transfer methods would enhance librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. Further analysis shows that knowledge transfer methods could explain 20% (R^2 = 0.20) variation in librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. The implication of this is that knowledge transfer methods could be used to significantly enhance librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria.

Ho 2 Indicators of knowledge transfer methods will not significantly influence librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria.

Table 5

Influence of the Indicators of Knowledge Transfer Methods on Librarians' Attitude Towards Cataloguing and Classification

Variables	B	Std. Error	Beta (β)	t	p	Adj.R^2F		df(residual)p	
(Constant)	15.811	2.789		5.669	.000	0.211	29.314	3(314)	0.000
Lecture Method	.152	.240	.035	.631	.528				
On-The-Job-Training	.756	.217	.193	3.483	.001				
Off-The-Job-Training	1.153	.199	.337	5.786	.000				

Dependent Variable: Librarians' Attitude Towards Cataloguing and Classification

Note: β= Standardized Coefficient, significant at 0.05

Table 4 indicated that the indicators of knowledge transfer methods had a joint significant influence on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria (*Adj.R^2* = 0.21, *F*(3, 314) = 29.31, *p* < 0.05). This suggests that the linear

combination of the proxies of knowledge transfer methods significantly improves librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. Hence, the null hypothesis was rejected.

The linear combination of proxies of knowledge transfer methods could explain 21% ($Adj.R^2$ = 0.211) variation in librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. Further analysis shows that On-the-job training (β = 0.217, $t(314)$ = 3.48, $p < 0.05$) and off-the-job training (β = 0.337, $t(314)$ = 5.79, $p < 0.05$) had positive significant influence on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. However, lecture method (β = 0.04, $t(314)$ = 0.63, $p > 0.05$) had no significant influence on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. This suggests that increase in the use of on-the-job training and off-the-job training would lead to improvement in librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria.

Discussion of findings

1 the findings showed that the majority of librarians in university libraries in South-West, Nigeria have negative attitude towards cataloguing and classification. This finding corresponded with the findings from Nwalo (2015) whose findings showed that this generation librarians feel bored about cataloguing and classification. This finding also aligned with the study of Adamu (2018) whose findings revealed that the majority of library and information science students in North-Central have negative attitude towards cataloguing and classification. The finding of this present study was in agreement with the finding from David-West (2020) whose findings showed that librarians and Library and Information Science students have negative attitude towards cataloguing and classification during SIWES in Port Harcourt, Nigeria. This result also collaborated with the findings of Otuza and Umahi (2023) whose findings showed that librarians have negative perception about cataloguing and classification in university libraries in Ogun State, Nigeria.

2 Lecture method, on-the-job training and off-the-job training were the methods used in transferring cataloguing and classification knowledge to the librarians in university libraries in South-West, Nigeria. Apparently, there was dearth in literature in this aspect.

3 The result showed that knowledge transfer methods significantly influenced librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. Further findings showed that lecture method had no influence on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria, whereas on-the-job training and off-the-job training had significant influence on librarians' attitude towards cataloguing and classification in university libraries in South-West, Nigeria. This implies that the cataloguing knowledge acquired through lecture method is inadequate to influence librarians' attitude towards cataloguing and classification. The study also revealed that there is inadequate training and sponsorship for training of librarians in university libraries in South-West, Nigeria. This result connoted with the findings of Inyang and Agwunobi (2016), whose findings showed that there is lack of sponsorship and poor implementation of institutional staff development in university libraries in Calaba, Nigeria. This finding was in agreement with the assertion of Chitumbo and Kanyengo (2017) who stated that there is lack of proper training and skills in cataloguing and classification in university of Zambia. The finding of this study supported the finding of Wole and Tobechukwu (2020) whose findings showed that there is lack of financial motivation for formal training and mentoring program for cataloguing and classification in university libraries in South-West, Nigeria.

Conclusion

This study concludes that the librarians in South-West, Nigeria need training and retraining in order to be acquainted with the rudiment and new trends in cataloguing and classification. If they are not exposed to the new trends in cataloguing and classification, they will continue to have negative feeling and believes towards cataloguing and classification.

Recommendations

This study recommends that:

1   Librarians in this study area should strive to attend seminars; conferences and workshop that are organize for cataloguers in order to be equipped.

2   On-the-job training and off-the-job training should be encouraged in university libraries in South-West, Nigeria in order to equip librarians in some rudiments and new trend in cataloguing and classification.

3   University libraries administration should collaborate with the university administrations to make policies that will support sponsorship for training and retraining of librarians in order to change this negative attitude

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